

Faculty perceptions of conflict with administrators: An analysis of the Associations
between the Nature of Conflict and positive and negative outcomes

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MEREDITH L. HANCKS

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ABSTRACT

This study examines the perceptions of faculty members regarding conflict experiences with administrators. It is driven by the question, *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with domain, nature and disciplinary context of the conflict*, where domain refers to the administrative or academic area of the conflict situation and nature refers to whether the conflict is task-based or interpersonal. The analysis is based on quantitative study of survey results. The results indicate that task nature of conflicts has greater association than relationship nature with positive and negative outcomes of conflict. These findings suggest that working to remedy task-related conflicts in these domains might improve the outcomes of conflict experiences between faculty and administrators.

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CHAPTER ONE

Introduction

Across public higher education in the United States, there is the overarching goal of creating an educated population and contributing to teaching, research and service to the public at large. The commonality appears to end there, however. Factors contributing to reaching that goal, as well as specific facets of the goal itself, differ greatly between faculty members and administrators. Differences in the ways they pursue their goals can make it difficult for faculty members to understand administrators' motivations and vice versa, even if the two are working toward the same general goal, broadly defined.

Although it may appear from the outside that colleges and universities run smoothly with a high degree of harmony between various academic and administrative players, such collaboration takes significant effort and is often difficult to achieve.

In examining the reasons for faculty and administrator conflict, Holton and Phillips (1995) note eight particular factors that contribute to this divide. These specific items address both the *nature of conflict* as relational or task-oriented and the *domain of conflict* as it pertains to specific administrative or academic areas:

“(1) Being an administrator is not a promotion for a professor, it is a new career path....

(2) Professors and administrators answer to different authorities....

(3) Policy is always in conflict with local option. The independence of the tenured full professor is often an affront to the administrator....

(4) There are persistent irritations –personality conflict, jealousy, tenure and promotion decisions, hiring decisions, new courses, course assignments, policy, and, of course, parking....

(5) Standards of judgment are never clear. Professors do not really understand how they are judged on teaching, service, and scholarship. The roles of student evaluation, peer evaluation, and evaluation by the higher-ups are not always clear....

(6) Professors are urgent for input. That means they want their own way. Administrators want to give the illusion of input. That means they will have their own way and act like it was democratically decided....

(7) It is rarely clear to either party how much power each has and how each can affect the other. The professor is a potential saboteur or guerrilla. The administrator is an obstacle....

(8) There are natural irritations in any boss-employee relationship and despite protestations to the contrary, the administrator is a boss”

(Holton and Phillips, 1995, p.43-49).

Effective governance and administration require that policies, regulations, and procedures be articulated clearly and followed precisely. Similarly, financial budgeting and allocation require precision and a “big picture” financial outlook. The degree of finesse and creativity required to balance conflicting needs, interests, and desires from different areas around campus with the appropriate funding structures is one of the greatest challenges in the university system. Teaching students, conversely, requires a very different type of imagination, creativity, and knowledge combined with the ability to

think on one's feet and be flexible enough to change course in mid-stream to achieve a "big picture" learning outlook. Governance, rules, procedures and reports are the realm of administrators and are sometimes at odds with more the creative, scholarly and service-oriented pursuits of faculty members. Furthermore, appeals to academic freedom can present administrative challenges when academic pursuits do not directly align with the direction of the university and its financial allocations. This conflict between visions and pursuits of administrators and faculty members need not imply inability to achieve the mission of the institution, though it is possible that underlying tensions can cause cracks in the ivory tower, as noted by Holton (1998).

Faculty members and administrators need to work collegially. Although time has proven that colleges and universities can operate in spite of conflict between these two main constituency groups, additional research should delve into whether better conflict management would help them operate more effectively and efficiently while still allowing both faculty members and administrators to do their respective jobs.

This study focuses on the association of conflict between faculty and administrators, in four key areas, and the ability of faculty members to pursue their work successfully. Few would argue that the conflict stops colleges and universities from operating. However, the degree of success and efficiency with which faculty succeed in completing their work could potentially be linked to the ways in which they experience conflict on their campuses. Current studies in the literature do not address this issue.

This study is based on a survey of intergroup conflict. Participants from 31 institutions were asked to complete a 10-question online survey about intergroup conflicts they have experienced. The results serve to advance knowledge in the field and

demonstrate how different types of people encounter and use the conflict they experience on a regular basis. Faculty in Chemistry, English, History and Mathematics were invited to participate in the study. The aim of the study was to find out whether the individuals involved could identify the types of conflict they experience or whether it is something below the surface, woven into the fabric of the institution's operating procedures. Further, the survey was designed to see whether the areas that the faculty believe they "control" (such as curriculum) and the areas that the administrators believe they "control" (such as budget) have different types of conflict outcomes. The survey sheds light on the extent to which conflict is debilitating or hinders regular work activity.

In this study, "domain" refers to the administrative or academic area of the conflict. The "nature" of conflict refers to the task or relational aspects of the conflict.

Research Question

The following question drives the research: *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with the domain, nature and disciplinary context of the conflict?*

More specifically, this study addresses the following points:

- To what extent do the nature and domain of conflict hinder the ability of faculty to do their work?
- To what extent do faculty experience conflict with administrators in different domain areas (personnel decisions, curriculum, work responsibilities, budget)?
- Which conflict domain (personnel decisions, curriculum, work responsibilities, budget) has the greatest relationship with the ability of faculty to do their work?

- To what extent are there variations in the conflict experiences of faculty in four disciplines (chemistry, English, history, math)?

Background

Where there is more than one person, there is potential for conflict. Where there are academics, there are conflicting ideas. Where budget constraints, academic freedom, tenure, and students are concerned, the divide between faculty and administrators can become a chasm. The presence of overt and covert conflicts between two of academe's primary stakeholders raises the question of whether these conflicts create an impasse that hinders the faculty members' ability to carry out the mission of their institutions.

The extent to which conflict is perceived as positive or negative may depend largely upon the individuals involved in the conflict, the domain of the conflict, and the nature of the conflict itself. Some conflict may be positive and necessary. This dissertation defines conflict as interaction between faculty members and administrators that the faculty members perceive to be contentious, from highly destructive to highly constructive.

The nature of conflict is addressed in questions about relationship conflicts and task conflicts. Several studies have found that relationship conflicts tend to be more debilitating because they are inherently emotional and individuals tend to take these conflicts personally. Even minor relationship conflicts can take a significant toll on the ability to get things done on the job. Task conflicts, in contrast, result from disagreements about how specific things are being done or ideas about specific projects. Even if these are significant conflicts, they are less likely to cause major issues than are minor

relationship conflicts (Jehn 1995; Pearson, Ensley and Amason 2002; Amason and Schweiger 1994).

The domain of conflict is also likely associated with perceptions of conflict. In this study, I examine four different domain areas. Faculty member participants were asked to give their perceptions of conflicts in the areas of personnel decisions, curriculum, work responsibilities and budget. These four domain areas were chosen because they tend to be areas where there are significant conflicts of ideas and feelings.

This study examines associations between the nature and domain of conflict and the ability of faculty members to do their work. Conflict research abounds (e.g., Fisher and Ury 1981, Jehn 1995; Pearson, Ensley and Amason 2002), as does literature specifically detailing studies about conflict within higher education institutions (e.g., Baldrige 1971a, Barsky and Wood 2005, Cheldelin and Lucas 2004, Coffman 2005, Cohen and March 1974, Gmelch and Miskin 1993, Gross and Grambsch 1968, Volkwein and LaNasa 1999). There is a gap in the available literature concerning the relationship between this conflict and the ability of faculty members and administrators to perform their respective jobs appropriately. Conflict can be caused by myriad situations and often results from the intersection of several characteristics of academic life. It can be exacerbated by the domain and nature of the conflicts themselves. (Del Favero 2004, Graff 1998, Gross and Grambsch 1968, Richman and Farmer 1974, Holton 1998, Higgerson 1998). The culture of the institution can either facilitate positive conflict or foster negative conflict. The specific ways in which individuals interact with one another on a daily basis indicates how the institutional culture affects the conflict that occurs (Gmelch and Miskin, 1993, McCarthy 1980).

Both nature of conflict and domain of conflict have a basis in the institutional and departmental characteristics, and this study identifies the relationship between them and faculty members' ability to do their work. In particular, the domain of conflict and whether it is based on personnel decisions, curriculum development, work responsibilities, or budget concerns has a strong foundation in institutional or departmental characteristics.

Faculty members and administrators have different groups of people to satisfy and different knowledge about the institution by which to make decisions. These different perspectives affect how they see problems evolving and solutions emerging. Here again, the differences may lead to high degrees of conflict.

Conflicts that arise must be understood and dealt with appropriately in order to make them productive within the academic environment. Coffman (2005) reminds readers, "the term *unproductive conflict* implies the existence of productive conflict. In fact, conflict plays an essential role in any organization, including colleges and universities" (p.1). One of the main purposes of academic communities is intellectual debate. It is virtually impossible to eliminate argumentation between scholars (Curtis, 2005). When that conflict detracts from the ultimate purposes of education, however, by taking time, money, and attention from other activities, the conflict becomes unproductive. When the conflict is no longer about ideas and appropriate job performance but becomes centered on personalities and positions, the conflict becomes unproductive. (Coffman 2005; Fisher, Ury and Patton 1991; Lucas 1998) This study seeks to determine whether in fact the domain of conflicts has an association with the

nature of the conflicts, and whether that relationship varies across institutions and departments.

Faculty members and administrators may view the same situations differently and may have differing views on whether the situations produce productive or damaging conflict. Indeed, who initiates the conflict may impact whether it is perceived as productive or unproductive, more than the actual conflict situation itself.

This research focuses on whether faculty members perceive that conflicts hinder their ability to do their work. It compares the nature of the conflicts and the domain of the conflicts to determine where the most destructive and most productive conflict occurs, if in fact both types exist. If it is determined that these conflicts do not hinder the ability of faculty to do work, additional research should be done in order to determine how to embrace these conflicts and use them to further the institution's purposes even more. If it is determined that these conflicts hinder the ability of faculty to do work, then it suggests important considerations for future research into the causes and nature of these conflicts on campus and further research on what to do about them to minimize their negative effects on productivity.

Overview of Method

This dissertation is based on survey responses from faculty members at public, masters-degree-granting, four-year institutions in the Great Lakes Region, as defined by Carnegie Classification

(<http://classifications.carnegiefoundation.org/descriptions/basic.php>). These criteria yielded 31 institutions, and potential respondents were randomly selected from the departments of Chemistry, English, History and Mathematics at those institutions. Email

contact information for these faculty members was retrieved from publicly-available information on institutional websites. All faculty participants were invited to participate via email, and the survey was conducted online. Faculty members were contacted a maximum of three times to request their participation in this study.

Organization of Research

This research is divided into five chapters.

Chapter 1 is an introduction to the study. It provides rationale for embarking on the study and a brief description of the Research Question. The Research Question itself addresses other overarching questions, and this chapter outlines the topics covered by these sub-questions.

Chapter 2 is a review of the general literature about conflict, as well as the literature specifically relating to conflict within higher education. It also describes gaps in the literature, and explains how this study attempts to address some of those gaps.

Chapter 3 provides a description of the study methods. The study focuses specifically on faculty members' perceptions of the association between faculty-administrator conflicts and their ability to do their work effectively. This chapter also describes the survey instrument, sample selection and analytical methods.

Chapter 4 contains the results from the study. This chapter begins with descriptions of the survey results along with tables, charts and graphs where appropriate. Multiple regression analysis using SPSS is the primary analytical tool.

Chapter 5 provides a summary of the study, and discuss conclusions, limitations and areas for further research.

CHAPTER TWO

Literature Review

Introduction

Familiarity with higher education in the United States might lead one to conclude that there is a significant amount of conflict between faculty members and administrators at colleges and universities. Studying the implications of that conflict, however, is a challenge, because it tends to stay out of public forums. An examination of the literature reveals that there are broad as well as focused facets of conflict in academe.

The review of literature lays the groundwork for an examination of how conflict between faculty members and administrators affects campuses. The existence of conflict is assumed, yet the ramifications are yet to be discovered.

Overview of Conflict

Conflict research abounds, yet a gap in the available literature exists concerning the impact of conflict on the ability of faculty members and administrators to perform their respective jobs appropriately. Conflict often results from the intersection of several characteristics of academic life. The first factor, the culture of the institution itself, can serve either to facilitate positive conflict or foster negative conflict. The specific ways in which individuals interact with one another on a daily basis determines how the institutional culture affects the conflict that occurs.

The second factor of conflict environments involves structural bureaucracy and the chasm that exists between faculty and administrators. In many cases, the bureaucracy creates specific policies, procedures, and reporting lines that cause conflicts because

people have different ideas about the best solutions to various situations. Furthermore, the bureaucracy can widen the chasm that already exists between administrators and faculty members based on the differences between the positions they hold.

Positional differences, the third factor, are also related to conflict (Gmelch and Miskin 1993). It is important to explore differing perspectives and what is known as the Janus Syndrome where an individual feels pulled in very different directions, trying to please more than one reporting line group. Faculty members and administrators have different groups of people to please and different knowledge about the institution with which to make decisions. These different perspectives cause environmental variance that directly affects how they see problems evolving and solutions emerging. Here again, the differences can lead to high degrees of conflict.

Perspective differences can also lead to conflict stemming from differences in goals, responsibilities, and the power structure itself. Primary goals of administrators typically revolve around financial exigency and providing the greatest good for the institution based on the big picture details. Faculty, however, have goals specifically related to their own research projects, service activities, and teaching programs. The specific characteristics of each of these goals naturally imply unique sets of responsibilities as well. Finally, both the overarching goals and their resulting responsibilities lead to yet a third potential for conflict based upon the power structure and how the various groups approach their responsibilities and goals.

Several examples arise when considering how conflict can be exacerbated by goals, responsibilities, and power structures. First, shared governance creates a breeding ground for potential conflict as faculty and administrators fight to take charge of

situations based on their views of the institution. Second, the level of mutual trust that exists between groups often dictates just how well the conflicts are approached and appropriate solutions are found. Third, the amount and display of respect between faculty members and administrators has an association with the conflicts that arise due to issues of goals, responsibilities and power structure. Finally, the topics of academic freedom and tenure are specific structural characteristics of higher education institutions that affect how conflicts play out on a regular basis.

Institutional Culture

Although most would agree that conflict abounds on university campuses, many are often afraid to acknowledge it for fear that it will disrupt their relationships, work environment, or will suggest that some characteristic in themselves is causing it (McCarthy, 1980). Unfortunately, ignoring conflict does not make it go away, and avoiding it actually might cause more problems because it stifles the creative differences that ought to exist in the academy. Change always creates some level of conflict, and, without change, there is no forward movement. Unless colleges and universities are ever to remain at the *status quo* and never grow, there will always be conflict at some level and institutions must be set up in such a way as to make it as productive as possible (McCarthy, 1980).

Ensuring that conflict does indeed lead to positive social change takes time and effort as well as a commitment to using conflict rather than being stifled by it. Different perspectives of viewing conflict lead to different methods of approaching it, as noted by Rifkin, d'Errico, and Katsch (1980). They write, “[f]rom a legal perspective, conflict is seen as a deviation from the rules. From the perspective of mediation, conflict is seen as a

necessary and potentially useful human expression that can ultimately lead to positive social change” (Rifkin, d’Errico, and Katsch 1980, p.51). To use conflict effectively, faculty and administrators must learn to recognize it, utilize conflict-management strategies, and perhaps even go so far as to seek out conflict when they notice that the *status quo* has not changed in a very long time. The individuals or groups who do not ever engage in conflict situations are compromised, for there is no way to know what perspectives they are harboring or what malice may ensue when they finally can stifle it no longer.

Too often in the process of going about daily business in higher education, conflicts are swept under the rug or ignored out of a fear that they will potentially cause major gulfs between people who are supposed to work collegially together. Holton (1998) compiled a series of essays on conflict within higher education. She writes,

Conflict can be positive. It does not have to lead to the destruction of the academy, the relationship, the division, or the department. It can lead to increased understanding, development of synergy, and positive engagement. Having successfully worked through a conflict, colleagues will be more willing and able to confront issues as they occur, rather than waiting until a crisis erupts

(Holton, 1998, p.1).

Ignoring conflict tends to have the opposite of its intended effect, whereas teaching people how to manage conflict constructively can lead to better working conditions, more understanding, and a better environment for students, faculty, and administrators alike. It is unnecessary and unwise to act as if there is no conflict at all, especially at higher

education institutions where the clashing of ideas is what creates the foundation for new theories of thought and new knowledge.

In an arena where independent thought and scholarly work are a definite focus, when it comes to conflict, people tend to form groups instead of expressing their own independent thoughts. Conflicts in higher education often separate people into groups (Lucas, 1998) rather than center on the issues creating the conflicts in the first place. Once positions are grounded, proponents become steadfastly committed to their position and an agreement about the best course of action becomes far less likely (Fisher, Ury and Patton, 1991). Similarly, oftentimes it is thought to be someone else's responsibility to encourage collegiality. This responsibility often falls on the leaders and administrators to convey an environment conducive to constructive conflict and an openness of ideas (Richman and Farmer, 1974; Coffman, 2005). Campus leaders, however defined, need to work together to create a culture where differences of ideas are celebrated, where conflicts are not ignored, and where employees and students feel valued and safe to express opposing viewpoints (Coffman, 2005). One important aspect of this environment is stability, which comes from continuity in leadership and working hard to reduce turnover in the higher echelons. Constant leadership turnover causes its own conflict environment, because people are unsure of what to expect, how goals will be established, and how responsibilities and rewards will play out when a new person is in charge (Lucas, 2005).

Although some types of conflict can be toxic, creating the right environment in the first place can help to foster collaborative discussions, leading to campus growth (Cheldelin and Lucas, 2004). This type of environment actually helps to alleviate

negative conflict in the first place (Lucas, 1998) by encouraging positive conflicts and not allowing the energy-draining ones to fester until they explode. Without this supportive environment, however, any agreements that arise from adversarial conflicts will likely not be followed through, and leaders will have difficulty making progress because of the lack of commitment to healthy solutions to the problems. There will be “appeasement” rather than “resolution” and the conflicts will probably continue to fester below the surface.

Sometimes the institutional fabric is to blame. Some campuses are by nature more collegial than others (Birnbaum, 1991). Cohen and March (1974) remind readers that “the traditions of faculty [are] embedded deeply in the culture of academe” (p.104). Since the founding of American institutions of higher education, the faculty have by and large run things. Although the faculty members and administrators are no longer one and the same person in most cases like they were in early institutions, the ideology remains that institutions would not exist as places for scholarly, intellectual discussions without the faculty and they retain control of operations on that basis.

Building a cohesive team of disparate parties not only helps move the institution forward by bringing varying perspectives into the mix, but also builds mutual trust and respect so that any conflicts that do arise are productive rather than destructive to the operations of colleges and universities. Although the administrative and faculty subcultures are vastly different from each other in many ways, there is little reason they cannot or should not share in the governance of institutions (Del Favero, 2002). Within the bounds of a shared system of governance that values diverse perspectives, faculty and administrators can bridge the gulf between them and facilitate great improvements in the

education students receive and the scholarly output of our institutions, while still making sure bills are paid and public accountability systems are fulfilled.

Administrators need to set the tone for a conflict-management workplace where ideas can be freely exchanged and where conflict-fueling activities are not tolerated. People must feel safe to disagree with one another in order to arrive at better solutions to problems (Berryman-Fink 1998). Although effective conflict management is everyone's responsibility, it is the responsibility of campus leaders to foster an environment where conflict is viewed as natural, acceptable, and even beneficial. To do this, they must understand conflict, understand how people react to and resolve conflict, and what it is about conflict situations that cause fear in people, which can ultimately fuel even more conflict (Berryman-Fink, 1998).

Structure - Bureaucracy

Once the cultural aspects of institutional conflict are considered, the next factor of inquiry focuses on the structural and bureaucratic facets surrounding conflict. Conflicts explored here result from differences in administrative hierarchies and related rules and regulations as well as policies and procedures. There is a discussion of the effects of the expanding chasm between faculty members and administrators. This chasm makes it difficult to understand goals, perspectives and operations between one side and the other. The structural fabric lays groundwork for specific types of conflict.

Structural systems often cause conflicts because they determine how things must get done, or how things cannot operate. However, these same structural systems and hierarchies also provide ready-made solutions to many of the conflicts that occur. This is

especially the case on campuses with bargaining units. Although there is often significant conflict between administrators and bargaining units, the unions also allow for very specific methods for resolution of those conflicts. Instead of allowing conflict to fester below the surface and wreak more havoc later, these types of structures allow conflict to enter the discussion and give participants an opportunity to fix whatever they feel is broken in the current system.

Even on campuses without bargaining units, the structural bureaucracy can lead to conflict. A study of more than 80 department chairs at a Midwestern university with more than 20,000 students (Hass and Collen, 1971) determined that formality of administrative processes in departments is largely gauged by the size of the department. Gmelch and Miskin (1993) conducted a review of the research on organizational conflict and discovered that there are in fact ten different structural relationships on college and university campuses that often lead to the conflicts we tend to see: (1) Whether the organizational structure is flat or hierarchical, (2) whether the authority structure leans toward informal autonomy or rules and regulations, (3) whether there is a low or high degree of job specialization, (4) whether the staff composition is homogeneous or heterogeneous, (5) how closely or loosely staff is supervised, (6) whether departmental decision-making is democratic or autocratic, (7) whether power sources tend to be personal or positional, (8) the abundance or limited nature of rewards and recognition, (9) whether work units are independent from each other or interconnected, and (10) whether roles and responsibilities are more faculty- or administration-oriented. Along each of these continua, possibilities for conflict exist. Working within the structure to create positive conflict situations can greatly improve possible resolution.

Job descriptions and organizational charts work both to create conflict on campuses and to provide avenues for resolution. Whether the problems relate to reporting lines and hierarchies or just involve people who hold positions in each camp, or involve students who are a significant focus for all groups, conflicts often cross over these bureaucratic boundaries (Willett, 1998). Where there are specified guidelines for behavior and where grievance policies exist and can be implemented, the conflicts that inevitably arise between groups can be resolved in a positive manner. Complete lack of these bureaucratic boundaries can lead people to get too caught up in various positions and cause the conflicts between them to fester or get out of hand (Gmelch and Carroll 1991, Gmelch and Miskin 1993, McCarthy 1980, Birnbaum 1980). Lack of specific personnel procedures and other institutional policies has also been linked to conflicts that in some cases lead individuals to leave institutions (Hollander 1980, Kurland 1980). In cases involving misunderstandings due to lack of procedural structure, conflict could be avoided simply with the creation of more precise bureaucracy.

Furthermore, where there are specific policies in place, grievances can be directed towards a specific policy, rather than a specific individual. Denial on the basis of bureaucratic policy is more prone to equality than unilateral denial from an individual. Berryman-Fink (1998) supports this idea claiming that “the fair, consistent, and predictable application of policy will go a long way to reduce feuds, resentment, and discontent among faculty” (p.151).

Baldrige’s (1971a) study at New York University (NYU) suggests some of the facets of the interactions between faculty members and administrators that may impact university operations. Though this is a qualitative case study, implications can reasonably

be drawn to other types of situations to the extent that they provide an interesting framework for further questions and study. Further study may examine whether there tends to be more or less conflict between the faculty members and administrators on smaller campuses or larger ones. Another study might discover whether bureaucracy helps to alleviate some of the problems that could come from a more laissez-faire approach to governance since it provides guidelines for appropriate conduct. This study also begs an answer to whether the chasm between faculty and administrators fuels controversy.

Chasm

The chasm that exists, caused by different goals, different perspectives, different expectations and different outcomes makes it difficult to understand why anyone would want to cross over the divide. Unfortunately, comments like this one from an administrator quoted in the *Chronicle of Higher Education* are rather widespread: “As a faculty member, I had carried a reputation as a hard-working idealist and a person of intelligence and integrity. As soon as I assumed an administrative position, however, my reputation crumbled. I was simply one of Them” (Tryon, B. 2005). Perhaps much of the problem comes from those attempting to move from the faculty to the administration. The implication is that the ability to fully embrace the other sides’ goals, perspectives, expectations and outcomes could potentially indicate a less-than-complete commitment to one’s original “side.” Those who are left behind feel betrayed and a wall of distrust builds up from this lack of mutual understanding.

“Going to the dark side” is a phrase commonly used by faculty members when someone from their ranks moves into an administrative position. The “dark side” is misunderstood and this lack of understanding causes fear and trepidation about whether those over there will understand the world from one’s own perspective. The questions are whether faculty goals can be understood by administrators and whether the faculty members understand the overall picture of the entire institution and how saying “no” to seemingly worthwhile projects is actually better for the school in the long run.

Informal interviews with both faculty and administrators often unearth feelings of loneliness and misunderstanding when one crosses the divide between the two camps. In a *Chronicle of Higher Education* piece on moving from faculty to administrator, Fogg (2005) quotes one Vice President and Dean who states, “as soon [as] I became dean, many people’s perceptions of me changed...I found a diminished respect and a distance” (p.2). These feelings may be exacerbated on campuses where significant amounts of strife and latent conflict exist between faculty and administrators. Where the relationship is strained at best, movement from one side to the other can cause significant feelings of rejection, disloyalty, and abandonment in those who remain.

Ultimately, students get the bad end of the bargain when there is significant conflict between faculty and administrators. Whether the lack of consensus involves general operations or specifics such as office hours, students are shortchanged when too much time is spent in frivolous meetings and not enough time is spent on goal setting and strategic planning. The line between faculty members and administrators should be very faint, where one exists at all. To the extent possible, faculty and administrators should demonstrate a united front regarding the direction of the institution and give students a

conjoined picture rather than a chasm. As part of a conference Breakout Group on Building Internal Consensus, Professor Bradley G. Clary from the University of Minnesota wrote about erasing lines between faculty, administrators and students. Building consensus between these two groups is built on five general themes, according to Clary (2002): (1) eliminate “us” versus “them” attitude; (2) strive for mutual understanding; (3) build mutual credibility; (4) create a consensus-building structure for discussion; and (5) form an overarching mission to give guidance about where you are going. With these general themes falling into place in the discussions on campuses, most types of conflict can become ultimately productive rather than destructive.

It is important to remember that most administrators, especially in past decades, came up through the faculty ranks. Many, if not nearly all, had no administrative leanings when they entered their first faculty position. A 1965 study by Bolman (Cohen and March, 1974) found that 81% of presidents had spent a mean number of 11 years as members of the faculty. Surely the “dark side” administrators understand some of what the faculty members’ concerns are, since the majority of them were at one time members of the faculty. Coming from this angle, then, many times presidents or other administrators are surprised when the faculty they were once a part of are now on the opposite side of the fence, and the two are engaged in conflicts they might never have anticipated.

Perspectives

While much of the conflict on campuses results from the institutional culture and the structural bureaucracy, a third factor of conflict arises from differences in the way different types of people react to situations they see and the reporting lines to which they

are held responsible. An examination of different perspectives of administrators and faculty provides a window into some of the causes of campus conflict. Similarly, an examination of the peculiar Janus Syndrome felt by Department Chairs and Deans who hold both faculty and administrative positions simultaneously explains how the variances in outlook and accountability structure lead to conflicts that frequently occur.

The “I was you, and now I am fighting you” issue can cause significant identity confusion, especially for the new administrator. However, this dichotomy indicates to us that the problems and conflicts between the faculty and administration are not based strictly upon personalities, but are somehow inherent in the positions they hold. Baldrige’s (1971b) study at NYU showed that administrators often have a broader view of the problems on campus and a wider lens through which to view solutions. The Trustees and Administrators knew that some major cuts and changes needed to take place if the individual colleges and the university as a whole were going to survive. Naturally, faculty members felt the changes signaled cutting off their blood-supply and killing off their programs, not to mention the threats to professors’ and instructors’ jobs that came along with reduction in departments. These conflicting perspectives on what was best for the school could have created mass chaos if the faculty members and administrators had become involved in multiple, arduous discussion sessions involving the airing of grievances. If the Trustees listened to both sides and attempted to let the faculty control the situation as much as the faculty were inclined to control it, it is possible that the institution would not have survived at all. Were too many faculty to get involved in the discussion, too many varying perspectives would arise and cloud the issue. Worse, the addition of multiple perspectives might escalate the conflict by bringing other tangential

issues to the table that do not have any business being there. The addition of extraneous problems and issues has multiple effects that can hinder operations on a campus: it takes extreme amounts of energy to deal with multiple problems simultaneously, it takes focus away from the problems at hand, it causes frustration that may derail the entire process, it unearths latent hostility and personality problems between people, and in general it increases the time and effort required to arrive at acceptable solutions and continue on with the business of the institution.

When the first higher education institutions began, faculty and administrators were often the same individuals with the same set of goals and perspectives. As institutions became more complex and grew larger, there came a need for separate groups of people to lead the schools and to teach the students. As soon as this division of labor began, the groundwork was laid for differing perspectives and points of view, as well as different goals and benchmarks for productivity. Different perspectives are one of the major causes of conflict in organizations, so it is unsurprising that colleges and universities exude a large amount of conflict between their faculty members and administrators (Cheldelin and Lucas, 2004; Del Favero, 2004; Gross and Grambsch, 1968; Richman and Farmer, 1974; Holton, 1998; Higgerson, 1998)

Interestingly, the conflict that exists here exists only because the competing groups have mutual interests as well. Conflict processes in complex organizations (Baldrige, 1971a) centers around the differences between interest groups trying to influence policy decisions on campuses. Faculty and administrators certainly have varied interests, and faculty attempt to negotiate policy decisions that further their interpretation of the goals of the university. There is rarely much significant conflict between silos of an

institution. For example, scientists rarely fight with humanities professors, and mathematicians have few conflicts with psychologists because interactions between them are rare in the normal content of their work. If what one group does or thinks has no impact on what another group does or thinks, they have no reason to disagree. It is at the point of mutual interest where these conflicts can occur, and depending on how they are faced, they can either destroy the system or increase its productivity exponentially. Faculty and administrators are both concerned that the institution should continue to operate and thrive. Their differences in interest and thoughts about how to achieve those goals causes the conflicts between them. Similarly, differences in what is expected of someone in a given position lead to certain amounts of conflict, especially when one considers the differences in expectations of students on professors, and how that interacts with the expectations that administrators have of professors.

When one gathers intellectual individuals and allows them to each pursue their own interests and freedoms, there are bound to be differences between them and without specific safeguards in place, those differences can eat away at the institutional fabric. Although informally many attest to the conflict between the faculty and the administration, Coffman notes “Interestingly, since colleges and universities are places where ideas, points of view, ideologies, and academic freedom are cornerstones, many of its citizens are apt to think that, by definition, interpersonal conflict is not a major or even significant problem” (Coffman, 2005 p.xv). Yet it is precisely because of the differing opinions, perspectives, and ideologies that much of the conflict occurs.

Without a clear articulation of goals and values, it is possible and probable that when administrators make decisions about allocation of resources, huge crises will erupt

from faculty members who do not understand why some projects were funded and others were cut. Scarce resources, and the difficult decisions they incite lead to many of the conflicts on college and university campuses (Richman and Farmer, 1974). Unclear or unwise management at the top levels often perpetuates these conflicts, as they increase the levels of distrust between groups and distrust in the administrative function itself. Too often, administration implies bureaucracy, and in general that sort of idea goes completely against what faculty espouse. Furthermore, the bureaucracy often involves budgetary concerns with unpopular outcomes, thus exacerbating the existing conflicts.

Baldrige's (1971) study of the drastic changes at New York University in the early 1960s demonstrates the importance of understanding how different perspectives weigh in on big institutional changes. Due to the external threat to institutional continuance, situations and underlying conflicts that would normally have been brought to the surface and caused major problems were instead glossed over with a broad brush in the interest of survival. In this instance, the conflicts between faculty and administrators were not allowed to interfere with the mission of the institution, but they certainly could have if the faculty were more adamant about their position.

Janus Syndrome

Many of the difficulties arising between faculty and administrators hinge on the different value systems and perspectives those groups have in the normal operations of their respective positions (Gmelch, 1998). Those in the middle, who are responsible for both faculty and administrative duties often find themselves in a Janus situation, not knowing which way to turn at a given moment and fearing that they will appear two-

faced when they alternate between the positions (Baldrige, 1971a; Kerr, 1972; Richman and Farmer, 1974; Gmelch, 1998). Gmelch also explains several misconceptions about conflict, which may lay the foundation for the conflict that is actually occurring: conflict is destructive, should be avoided, is a personality problem, and there is no right way to handle it (Gmelch, 1998). When this is the premise upon which campuses operate, it is no wonder that people try to quash conflicts before they start and end up allowing them to fester until they explode in their faces.

In the early days of higher education, faculty and administrators were one and the same. As Kerr (1972) reiterates, structure quickly developed as universities got larger and more specialized, up to the present point of the multiversity with many campuses, huge administrations, and complexity that early scholars would be hard-pressed to believe. This evolution from oneness to complexity brought along with it the numerous conflicts currently developing. Furthermore, in the days when higher education was an activity only for the elite, the accountability systems involved primarily the student's family, whereas now universities and their employees must be accountable to students, faculty, administrators, governments, the general public, and themselves all at the same time. This "Janus" syndrome (Baldrige, 1971a; Kerr, 1972; Richman and Farmer, 1974; Gmelch, 1998) exacerbates many of the conflicts observed on today's campuses as colleges and universities are required to have duality of focus both outward toward their public and inward toward themselves.

Goals

When the institution itself does not determine what are its overarching goals and purpose, there is little that can be done to create shared vision between the faculty and

administrators to achieve those ideals. Left to their own devices, due to the different natures of their respective positions on campus, the divide increases as faculty and administrators go their own separate ways in response to what they feel is their goal and what they feel are the expectations of their position. This particular conflict, a conflict of purpose and what the true definition of academic functions is, almost assuredly hinders the education of students (Boyer, 1997). Overall goals must exist, there must be shared commitment to achieving them, and there must be coordination of expectations to ensure that institutions of higher education continually educate students.

Disparate goal systems between faculty and administrators may also cause a significant amount of the conflict between them as each group seeks to achieve what it feels are the most important goals of the institution. This differing perspective was noted by Boyer (1997) when looking at both perceptions of what goals *are* compared with what they *should be* and comparing results between groups. When goals conflict, or appear to be mutually-exclusive, people tend to fight for their own position. The goals that need to be achieved from each individual perspective suddenly become the only positions that are considered, and in so doing the overall goals and progress of the institution may suffer.

Interestingly, some studies that serve specifically to unearth differences in perception between faculty and administrators in fact discover much the opposite (Gross, E., 1971). In response to the informal claims pervading academe that the conflicts between faculty and administrators are constant hindrances, Gross conducted a study to learn whether in fact the differences in power between faculty and administrators impact the goals of the institution and whether that causes conflict on the campuses. The data in this study does not support that conclusion, as they determined in general that faculty and

administrators tend to see eye-to-eye on the important goals of the university. Gross and Grambsch's (1968) study on university goals surveyed both faculty and administrators from 68 universities. The institutions were selected according to the following criteria:

1. The institution must offer the PhD or its equivalent,
2. The PhD must be granted in at least three of the four major disciplinary areas (humanities, biological sciences, physical sciences, and social sciences),
3. The degrees granted in the two least emphasized fields must come to 10 percent or more of the total degrees conferred,
4. The institution must have a liberal arts undergrad program with three or more professional schools, and
5. The institution must have conferred at least 10 degrees during 1962-63 (Gross and Grambsch, 1968, p.19-20).

Their respondents included 4,494 administrators and 2,730 faculty members, representing a 46.4% response rate to their mailed questionnaire. The research instrument, a list of 47 goals, gave respondents the opportunity to identify goal congruence on their campuses. The study asked perceptions both on what the goals were, as well as what they ought to be. Primarily, the results of this study indicate that faculty and administrators have goal congruence on their campuses. With few exceptions, they both perceived the same seven goals as "most important" and similar four goals as "least important", though perhaps in slightly different orders. The most important goals identified by both faculty and administrators were:

1. Academic freedom
2. Increase or maintain institutional prestige

3. Maintain top quality in important programs
4. Ensure confidence of contributors
5. Keep up to date
6. Train students for scholarship and research, and
7. Carry on pure research.

Faculty and administrators typically agreed on the four least important goals as well:

1. Cultivate students' taste
2. Preserve institutional character
3. Involve students in university government, and
4. Emphasize undergraduate instruction

(Gross & Grambsch, 1968, p.28-29).

This supports the premise that the overarching goals of the university are not the cause of the conflict between faculty and administrators, since they tend to agree on what the goals should be. The conflict, then, must be related more directly to perceptions in how to achieve the goals.

Several researchers agree that shared goals are a part of the institutional fabric (Gross, 1974; Del Favero, 2004) and that the conflict that exists on campuses today does not result from discrepancy between the ultimate goals of the institution, but rather that the differing perspectives and approaches for reaching those goals, brought about by differences in viewpoint and role expectations cause most of the strife between them (Baldrige, 1971a, 1971b; Cheldelin and Lucas, 2004; McCarthy, 1980; Richman and Farmer, 1974). Rourke and Brooks argue that “to the extent that an office of institutional

research becomes identified as an arm of administrative authority, it may lose some of its persuasive capacity on the academic side of the campus” (Rourke and Brooks, 1971, p.177). Hill and French (1971) examine administrative power as it relates to “performance and satisfaction of the faculty” (p.208) where even the perception of power influences performance and satisfaction. Different reporting lines often call for different methods of goal pursuit, even if the ultimate goal is the same. Del Favero (2004) presents the idea that in order to bridge the gap between the two camps and bring about a cohesive pursuit of goals; administrators must create a climate that demonstrates that bridging that gap is important. Faculty members follow suit when they discover that administrators are committed to this sort of shared responsibility on campus. Similarly, outside accountability is increasingly requiring both faculty and administrators to demonstrate that they are making headway toward accomplishing their goals together, and explaining to a vast public what it is they do and why.

Responsibilities

Differences in how individuals operate whether they are in the faculty or the administration demonstrate where misperceptions about others can occur, and identify areas ripe for “unfairness” conflict. Achterberg (2004) presents some of the very real differences between faculty and administrators concerning job requirements and responsibilities. Any one of the reported ten transitions between the two positions could cause significant conflict between an individual (or group) and his or her colleagues. Working hours, public accountability, frequency of surprises, pressure points, ability to multitask, interacting with various levels of staff, navigating hierarchical reporting lines,

voice changes (from “brainstorming” to “speaking as the university”), information management and the ability to think both strategically and pragmatically are all ways Achterberg identifies that could increase conflict levels when someone is attempting to transition between faculty and administrative lines. Whether these differences can or do lead to unproductive conflict between faculty and administrators is uncertain, but they are areas to which attention should be paid in the ongoing discussion.

Conflict on college campuses today in many ways results from the differences in expectations for performance on the part of both faculty and administrators. Boyer (1997) writes that when people claim to expect one thing, yet consistently evaluate on different criteria, they create dissonance and conflict, primarily among the faculty. Administrators expect faculty members to teach well, yet the primary modes of evaluation toward tenure are based upon scholarship and publication. Although this is on the surface a conflict for faculty members in their own departments, it also causes more widespread tension because of the expectations faculty have when they accept their appointments, and the expectations administrators have for faculty to continue their appointment and receive tenure (Achterberg, 2004; Boyer, 1997; Lucas, 1998).

Power Structure

These expectations for performance often create a fragile power balance between faculty and administrators. The study conducted by Hill and French (Baldrige, 1971b) looks at faculty performance from the stance of the differences between power structures in faculty and administrators. Similarly, Rourke and Brooks (Baldrige, 1971b) concluded that the issues pervading a majority of conflicts were not predicated on

whether the new solutions would work, but on whether they would disturb existing power structures and take some degree of power away from those who had it, and give it to those who did not. This see saw effect would disrupt the balance in departments and institutions and cause significant amounts of concern, thereby exacerbating the conflicts they were experiencing. The solution itself became a problem.

This power structure can create multiple problems on campuses as groups compete for prominence and importance in order to achieve their part of the mission (Hill and French, 1971; Coffman, 2005; Cohen and March, 1974; Barsky and Wood, 2005; Richman and Farmer, 1974; Holton, 1998).

Five elements of life in the academy are greatly affected by the manifestation of goals, responsibilities, and power structure on campus. Depending on specific institutional characteristics, factors such as shared governance, trust, and respect can have significant positive or negative impact on campus life. In turn, shared governance, trust, and respect are significantly impacted by academic freedom and tenure, with attitudes toward these concepts coloring the manifestation of all other interactions between faculty members and administrators.

Shared Governance

The power structure and shared governance aspect of higher education brings with it all sorts of other opportunities for conflict between various groups. This ideal of faculty and administrators sharing the governance of the institution is woven strongly into the academic fabric (Berryman-Fink, 1998). Furthermore, because higher education is a shared space, when “[t]aken collectively, the features of an academic culture make interpersonal conflict inevitable” (Berryman-Fink, 1998, p.144). The question then

becomes whether there are more conflicts when there is real shared governance, when there is only lip-service given to shared governance on a campus, or, when there is no attempt at shared governance at all. Open communication is key, because “[e]ven if the terms of an agreement seem favorable, the other side may reject them simply out of a suspicion born of their exclusion from the drafting process. Agreement becomes much easier if both parties feel ownership of the ideas” (Fisher, Ury and Patton 1991, p.28).

Trust

For shared ownership and governance to exist, there must also be a trusting relationship between groups on campus. Trust levels between faculty and administrators often dictates whether the conflict between them becomes constructive or destructive (Baldrige, 1971a). If there is mutual distrust that each group has the best interests of the other and the institution as a whole in mind when making decisions, there is likely to be considerably more conflict between them that causes problems than if they all agree that the decisions they arrive at will be most beneficial for everyone. Similarly, if there is significant distrust between parties, any attempts to resolve conflict early may actually escalate the conflict because they gain strength in their positions by “winning” or because they determine that “if the other side gave in that easily, I must not have been asking for much. They should not be agreeing with me; we do not trust each other or have the same interests.”

Furthermore, the way in which a group attempts to resolve conflict can either diminish or escalate it, depending on the nature of the conflict and the perspective of the group with which they are in conflict. Baldrige (1971a) explains that “there is constant tension between groups that appeal to bureaucratic resources for influence and groups

that appeal to professional resources” (p.157). A campus cannot function without both the bureaucrats and the professionals; however, there must be considerable attention paid to the processes by which these two groups interact in the face of conflict so that they can arrive at mutually-beneficial solutions. These solutions may be buried beneath contradictory interests and perspectives, so the problem-solving or conflict-resolution processes may be much more involved than anyone anticipated at the outset. An arena of mutual trust and respect can go a long way toward creating productive solutions.

Respect

It is perhaps the case that much of the conflict on campuses today rises out of a disingenuous level of respect for what other people do. Coffman (2005) in the introduction to his work on work and peace within the academy states that if everyone were to treat others with the respect they themselves expect, most of the conflict we observe would never happen in the first place. For example, he cites the balance between accountability and academic freedom, where an administrator and faculty member must have a mutual respect for one another if both accountability and academic freedom are going to successfully coexist. As soon as the balance is shifted and either the administrator or the faculty member believes the other has a lesser degree of respect for his or her rights, conflict assuredly follows (Coffman, 2005; Fisher and Ury, 1991).

Academic Freedom

Campuses are supposed to be safe places for diversity of thought and opinion. Higgerson (1998) reminds readers of the importance of conflict for bringing up important issues within our departments and institutions because of the very fact that we do not all think alike and divergent viewpoints are critical areas for new knowledge; “[b]ecause

conflict results from differences in attitudes, beliefs, and expectations, a conflict-free environment would be one that is so homogeneous that it could not be optimally innovative or productive” (Higgerson, 1998, p.55).

On university campuses especially, elimination of differences of ideas would probably cause the institution to implode. Campuses consist of vast varieties of people and ideas, and

conflicts stem basically from differences among persons and groups. Elimination of conflict would mean the elimination of such differences. The goal of conflict management is, for us, better conceived as the acceptance and enhancement of differences among persons and groups

(Bennis, Benne, and Chin, 1969, p.152 –quoted in Gmelch and Miskin 1993, p.107).

Without freedom of thought and freedom of expression, American higher education as we know it would cease to exist. Though her research was not in the academy, Jehn’s (1995) study on intragroup conflict nonetheless supports this point as well. Some types of conflict, specifically “task conflict facilitates critical evaluation, which decreases the groupthink phenomenon by increasing thoughtful consideration of criticism and alternative solutions (Janis, 1982).” (Jehn, 1995, p.260).

If campus groups do not identify or agree upon a definition of academic freedom, the animosity between faculty members and administrators will continue. Faculty may feel their rights to academic freedom are violated whenever the administration attempts to make decisions with which the faculty do not agree, or which they feel impede the operations of their departments, or which in any way appear to diminish their power to

make decisions of an academic nature within their schools. Things can also become tense when faculty go up for tenure.

Tenure

The “publish or perish” mentality might very well be at the center of the conflict on college and university campuses, and in this respect could greatly impact how well students are able to learn. In his (1997) report, Boyer discusses the discrepancy between the requirements for teaching, research, and service with the tenure and promotion decisions based almost solely upon research as a definition of “scholarship.” Because tenure is one of the foundational aspects of the conflicts occurring between faculty members and administrators, the differences in expectations and rewards might fall into play. With a redefinition of “scholarship” to include all requirements with more equal weights in evaluation, administrators would create more content faculty members, students would likely get more engaged professors, and faculty members would get to focus more of their attention on the varied aspects of their jobs without worrying so much about publications.

Differing expectations and multiple evaluation instruments create an environment where conflict can easily occur when things do not turn out the way that people hoped they would. Similar to Boyer’s argument, Coffman (2005) presents the idea that tenure is very often a source of significant amounts of conflict on college and university campuses. When this happens, a Pandora’s box can be opened and all sorts of other issues which were unknown or deeply-buried before suddenly come to the fore. What appears to be a decision based upon student evaluations and teaching skills can all of the sudden involve mentors, bargaining units, Offices of Affirmative Action and Human Resources, and

numerous other offices on campus that all bring different perspectives to the evaluation. The conflict is no longer between a single faculty member and the administrators assigned to evaluate him or her, but it can now become a major issue involving most of the areas on campus in one way or another, and with very unpredictable outcomes.

Finding Peace with Conflict

In order to find peace within the conflict situations on college and university campuses, it is necessary to examine the literature on five specific areas. First, a more in-depth understanding of destructive assumptions about conflict is required. Once destructive assumptions are brought to light the focus should switch to the inconsistencies that exist on campuses and foster the atmosphere of uncertainty that serves as a breeding ground for conflicts. Third, the discussion requires a review of literature concerning constructive versus destructive conflict and the place of each in the academy. After the groundwork is sufficiently laid for why conflicts tend to occur, principles of conflict management are discussed. Finally, finding peace within conflict situations leads to discussion of the professional interactions that must take place between faculty and administrators.

Destructive Assumptions

Despite the general acceptance and value of differing viewpoints and ideas within the higher education system, there are somehow some types of conflicting ideas that are deemed too destructive to bring to the table for discussion. It is amazing that the university has evolved at all with the dichotomous attention paid to which ideas can and cannot conflict with each other. Whether founded or not, “[t]his assumption that academic conflict is inherently destructive, and that a major function of academic

administration must therefore be to prevent or muffle it, has continued to hold sway in American universities to the present day” (Graff, 1998, p.13). Within the classroom, conflict is deemed appropriate when it centers on ideas. Outside of the classroom, however, conflict is avoided constantly. Furthermore, when this happens, “when conflicts are not openly acknowledged and confronted, debates over fundamental matters of principle that are virtually at the center of intellectual life are avoided, creating temporary peace and quiet but draining academic culture of one of its most vital sources of energy” (Graff, 1998, p.19). The life and vitality leach out of institutions when people fail to engage conflict as it arises. Similarly, faculty run the risk of missing out on important opportunities for curricular cohesion and overarching themes when they fail to intellectually engage with others on the campus out of fear that ideas may not mesh at first.

The academy manages to have significant misconceptions about conflict. Lovett (1998) explains that one of the more prevalent myths is that lack of conflict is the norm in institutions. If this is the premise upon which people base beliefs about conflict, they tend to ignore or avoid any types of potential conflict situations because of a fear that they are the exception to how things are done here. Nothing could be further from the truth, especially considering all the different ideas, perspectives, and value systems that make up the academy. At the most basic level, there are multitudes of ideas about even the subject matter that is important, and that is not taking into account the different ideas for how to convey that information, or test students’ knowledge, or fund the projects to learn it. Certainly people are deceiving themselves when they believe that consensus and lack of conflict is the norm, and conflict is “the rare exception” (Lovett, 1998, p.115).

Inconsistency

Whether intentional or not, inconsistency on campuses can be blamed for much of the conflict that occurs between people. Inconsistency resulting from staff turnover, differences in goals or perceptions of goals, or varying ideas for achieving success can all create and fuel conflict in academic communities. Although a general conception of conflict is that it is in-your-face, loud, and destructive, it is just as frequently below-the-surface, quiet and just as destructive and can fester for very long periods of time (Berryman-Fink, 1998). However, when there seems to be a complete lack of in-your-face conflict on the campus, care should be taken to determine whether there is below-the-surface conflict going on, to identify the causes and potential solutions to resolve the conflicts. Berryman-Fink (1998) reminds readers that where a group or groups have no readily-apparent conflict, there is a good chance that at least some of the members are not being authentic in their interactions with others. There assuredly will be disagreements over something or another, and when all appears to be perfect, there is likely to be a storm brewing below. Identifying that storm before it erupts helps create positive outcomes for all involved.

Constructive VS. Destructive Conflict

In higher education, thousands of independent thinkers are brought together and then somehow they get the idea that they are supposed to share one mind and think alike to avoid any conflicts between them. Sorenson (1998) points out, however, that

in its most idealized form, the university is about conflict. It is a setting where diversity of opinion and background are actively sought, where ideas are given

full range, and where institutional health is judged by the vigor with which those ideas are defended (Sorenson, 1998, p.81).

Conflict should not be feared in such an environment. Constructive conflicts should be fueled, rather, to further the mission of the institution and the intellectual stamina of those involved. Although

we have a tendency to think that if there is conflict in our organizational unit, we are doing something wrong. Nothing could be further from the truth. Conflict is a natural state. Anywhere that people have causes to interact with one another, conflict will exist. The more complex the organization in which that interaction takes place, the more tangled the causes and the outcomes of conflict will be (Sorenson, 1998, p.95-96).

As a general rule, individuals on college and university campuses do not like to engage in nonproductive, harmful conflict (Coffman, 2005). They may appreciate academic debate and fight for positions they believe in, but as a general rule they believe in finding acceptable outcomes for negative conflict. When this is the atmosphere that exists, most conflicts can be resolved amicably and people can continue on with the real reasons they are there;

Although a political interpretation is based on conflict theory, it does not mean that the university is torn apart by ceaseless conflict. Conflict can be and often is quite healthy, for it may revitalize an otherwise stagnant system. If Marx taught us anything it was that conflict is often necessary and beneficial, for it constantly provokes the social system into self-examination and change (Baldrige, 1971a, p.202).

The problems begin when destructive behaviors enter the equation: occasionally, one encounters curmudgeons who continually strive to sabotage things, or administrators who fail to deal with conflicts as they arise, preferring instead to sweep them under the rug hoping they disappear. Both constant irritation and neglecting to acknowledge conflict can cause problems to fester and grow until they become unbearable and get blown entirely out of proportion, often causing significant amounts of destruction in their wake.

Similarly, Jehn's (1995) research on intragroup conflict found that in many cases, it was the type of conflict, rather than the presence of conflict, that most negatively impacted group productivity. In general, task conflicts were less harmful and destructive than relationship conflicts. Learning to identify and manage both types within a group setting can go a long way toward finding positive outcomes to inevitable conflict situations.

Conflict Management

Conflicts that arise must be understood and dealt with appropriately in order to make them productive within the academic environment. Coffman again reminds readers, "the term *unproductive conflict* implies the existence of productive conflict. In fact, conflict plays an essential role in any organization, including colleges and universities" (Coffman, 2005, p.1). One of the main purposes of academic communities is for intellectual debate; not only is it virtually impossible, but also the structure would collapse if there was suddenly no argumentation between scholars (Curtis, 2005). When that conflict detracts from the ultimate purposes of education, however, by taking time, money, and attention from other activities, the conflict becomes unproductive. When the

conflict is no longer about ideas and appropriate job performance but becomes centered on personalities and positions, the conflict becomes unproductive.

One overarching conflict-management principle prevalent in both business and higher education literature is the focus on issues, rather than focus on positions. As soon as disparate groups begin arguing positions rather than the issue that precipitated the conflict, the possibility of it becoming productive conflict dissipates. Positional conflict involves side-taking, and as mentioned by several others (Fisher, Ury and Patton, 1991; Coffman, 2005), until there is unity of purpose and a shared vision toward mutual goals, conflict has little chance of being used constructively. One of the best ways to keep conflict productive and satisfactory is to make sure to focus on the issues, not allow any dissenting opinions to fester for long periods of time, and to involve only those who have a real, true, vested interest in the outcomes expected. The more people involved in a situation, the more complicated it necessarily becomes, and the more likely it is that those with relevant, significant opinions and ideas will be quashed by louder voices that really have no actual bearing on the situation anyway. Depending upon the specifics of the situation,

conflict can be constructive solving of problems of the participants and leaving each satisfied with the outcome and with the feeling of having gained as a result.

Conflict can also be destructive, resulting in dissatisfaction by both parties and the feeling that each has lost as a consequence. (Deutsch, 1969)

(Birnbaum, R. 1980).

Birnbaum (1980) also notes that

competition and compromise are not the only available orientations towards conflict, however. When a group combines strong concern for its own interests with an equally strong concern for seeing that the needs of the other group are also met, a collaborative relationship can develop in which the parties search for integrative solutions meeting both of their needs (p.70-71).

An interesting proposition about conflict on campuses is whether people tend to avoid conflict just because, or whether leaders are truly ill-equipped to handle it. Gmelch and Carroll (1991) report many situations and difficulties for conflict management especially at the Dean and Department Chair level. Gmelch and Miskin (1993) report that “nothing is as important for American higher education than the emergence of academic leaders equipped to handle conflict” (p.103). To state that this characteristic needs to emerge leads readers to believe that it is not currently the case on campuses and that people must learn how to identify conflict situations, how to understand the real aspects of the conflict, and how to deal with it productively. They remind readers that “controversy is not necessarily undesirable” (Gmelch and Miskin, 1993, p.106).

How people deal or do not deal with the conflicts and controversy can cause the most problems. The problem on college and university campuses is not the conflict itself, per se, but rather the inability to manage it appropriately (Sturnick, 1998). This misunderstanding or mismanagement of conflict situations can mean the death of an administrative position because it stifles creativity and individuality within the institution. While effective conflict management does not guarantee success, ineffective approaches almost certainly guarantee failure (Sorenson 1998). Similarly, leaders are often evaluated

on their ability to manage conflict on their campuses and use it to challenge individuals and organizational systems to change for the betterment of the campus as a whole (Sturnick, 1998).

Professional Interaction

One of the major problems of faculty-faculty or faculty-administrator conflict is that it almost always affects students as well (Keltner, 1998). In this fashion, the conflicts between them do impact carrying out the mission of the institution, and they do have a negative impact on student learning. When the students know that faculty and administrators are at each other's throats about some issue or other, the students are unsure of whose side to take, and perhaps unsure who to trust, and they have difficulty focusing on the business of learning because they are inevitably dragged into the conflict to support one side or the other. Academic environments are characteristically interwoven tapestries of different people and ideas, and because of those networks, no conflicts ever involve only two people. Therefore, disputes can very quickly and easily get out of hand and cause a lot more damage than they might do in other environments where people are not as interconnected. This is yet another reason for the importance of grievance policies and specific procedures for dealing with misconduct (Keltner, 1998).

Disagreements in the highest levels of administration could be related to procedures or policies, but there should be enough respect and trust between individuals that they can work together to solve the problems, not create additional problems by fighting amongst themselves. Zwingle (1980) discusses the problems presidents and other high-level administrators face on campuses. This study cited differences between governing boards and presidents as the most common reason for resignation of presidents

during the previous year. Differences between presidents and governing boards will of course always exist, yet care should be taken that those differences are not related to the vision or mission of the institution because “controversy is in itself not altogether bad if it leads to clarification and ultimate settlement of policy; but quarrelsomeness and continued vendettas are a drain on the energies of board and staff alike, and a substantial cost to the institution” (Zwingle, 1980, p.38).

Although the literature since 1974 has certainly expanded in the realm of conflict, goals, power, and priorities in higher education, Richman and Farmer’s comment remains true to this day: there seems to be a lack of necessary information and too few studies on the nature of power, goals, priorities and conflict management in higher education. Richman and Farmer, for example, cite that “if a faculty holds deep-rooted grudges against the administration, productivity is only a fraction of what it might be” (Richman and Farmer, 1974, p.145). An ethnographic study reported by Barsky and Wood (2005) indicates that conflict strategies and relationship quality affect each other. Using a semi-structured interview format with 36 participants (9 students, 6 administrators, 10 support staff and 11 professors, randomly selected through email and phone lists at one institution), researchers asked participants to describe incidents of university conflict, including what led to it, how it was experienced, and what the responses to it were. They then used Atlas/TI software for qualitative analysis of their results.

Their research takes into account the perspectives of all constituents on a university campus. Where faculty and administrators have a healthy respect for one another, avoiding some instances of conflict might actually work to strengthen the relationship, but where the conflicts are avoided out of a lack of trust between parties on

whether there will be successful resolution, those conflicts fester and hinder the relationship. Similarly, power imbalances that cause parties to avoid conflict can lead to destruction of the relationships. This study reminds the reader that conflict is not always overt and that withdrawal and avoidance are equally as often the response to perceived problems and differences between two or more individuals or groups. Interestingly, this type of response often leads outsiders to believe that there is no conflict happening, when in fact the withdrawal conflict response can be just as destructive as more overt strategies.

One professor who was interviewed in this study made this important comment: “I think that universities should be pushing the margins, so I would expect conflict to come up. I’m personally most distressed by the fact that we pretend there isn’t any...this university seems to define professionalism as always appearing to be happy with everything” (Barsky and Wood, 2005, p.238). Strong-minded individuals tend to congregate on college and university campuses, so forums for dealing with the conflict that doubtless ensues when those individuals disagree are necessary. The researchers in this study found that primarily, avoidance was how most of the participants approached conflict, which they suggest indicates that there are a multitude of un-addressed and unresolved conflicts on campuses. When those involved avoid them, it is possible that others do not know they exist, so they continue to fester and wreak havoc on professional lives.

Conclusion

The campus on which there is never any conflict is likely a campus devoid of life and passion, and lacking in substantial learning. There will inevitably be conflicts when independent thinkers get together to discuss topics and ideas about which they are passionate. Indeed, higher education thrives on the exchange of ideas and the promotion of diverse values. Further inquiries into the nature of conflict on campus will fuel the fire toward productive interactions and meaningful discourse. While lack of conflict and overwhelming, destructive conflict both stifle creativity, surely there are avenues of exploration leading to exciting, productive conflict that creates academic environments of engaged discourse, lively dialog and healthy criticism.

CHAPTER THREE

Methods

Conflicts exist in all situations where individuals interact with one another on a consistent basis. This study is founded on the premise that these conflicts occur in higher education, and that they may or may not be negatively associated with working conditions. To facilitate an understanding of the issue of conflict on university campuses, the following question drives this study: *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with the domain, nature and disciplinary context of the conflict?* In this study, the nature of conflict and the outcomes of conflict served as independent variables in the analysis of conflict perceptions.

The nature of conflict refers to relationship versus task conflict between people. It is important to incorporate the nature of conflict situations as many studies have indicated a difference in the outcomes of conflict situations when they involved emotional aspects of relationship conflicts or pragmatic aspects of task conflicts. This analysis examines whether the nature of conflict is related to the perceptions of faculty members regarding their conflicts with administrators. In the case of Department Chairs, respondents were asked to answer questions about a conflict that occurred at a time when they did not hold an administrative rank as well as a faculty rank.

The outcomes of conflict were studied in terms of perceptions along the spectrum from positive to negative conflict, recognizing that some conflicts do have positive outcomes whereas others tend to have negative outcomes. For each conflict area,

participants were asked to identify the extent to which they perceived that conflict had positive and negative outcomes regarding their ability to do their work.

Demographic variables that are taken into account include: gender, faculty rank, length of time at institution, union representation and discipline. It is possible and probable that each of these variables has a different and important relationship with the way that conflict is experienced in academic departments. Regression analysis allows the researcher to determine how these variables interact with one another and associate with faculty members' ability to work.

The domain areas of conflict that are considered in this study are: personnel decisions, curriculum, work responsibilities, and budget. Although there are many areas that potentially contribute to conflicts between faculty members and administrators on college and university campuses, these four areas appear to be particularly "charged" and therefore useful for examining the conflict that is experienced between faculty and administrators. These four domain areas include a mix of perceived "control" by faculty members (e.g. curriculum) or administrators (e.g. budget), so they should provide important insights into how much the areas themselves contribute to the conflicts, or whether it is a more relational "us" versus "them" mentality.

Conflicts about personnel decisions were analyzed through participant responses to questions about a specific personnel decision conflict they recalled, involving hiring, firing, tenure, retention, or promotion. These questions involved the extent to which that particular conflict was associated with friction between the faculty member and administrator(s), personality conflicts between them, tension between them, emotional conflicts between them, disagreements about mutual work due to personnel decisions, the

frequency of conflicts about decisions, conflict about the work itself as a result of personnel decisions and differences of opinion about personnel decisions. Retention, tenure, and promotion tend to be major sources of conflict on campuses and involve many different groups (Boyer 1997, Coffman 2005). With differences in understanding of the requirements for tenure or promotion occurring on campuses all the time, it is important to examine whether the faculty members believe that these conflicts pose significant issues. Discrepancies between what the administration states as requirements and what faculty members are evaluated on creates conflict between those groups (Boyer 1997). It is important to study whether the conflicts that occur happen more often because of disagreements over personnel decisions than other substantive issues.

Conflicts about curriculum were analyzed through participant responses to questions about a specific curriculum conflict they recalled regarding course content or delivery methods. These questions involved the extent to which that particular conflict was associated with friction between the faculty member and administrator(s), personality conflicts between them, tension between them, emotional conflicts between them, disagreements about mutual work due to curriculum, the frequency of conflicts about curriculum, conflict about the work itself as a result of curriculum and differences of opinion about curriculum. Curriculum was included in this study because faculty members have long-standing traditions about making their own decisions regarding course content (Cohen and March 1974). Higgerson points out that “a conflict-free environment would be one that is so homogeneous that it could not be optimally innovative or productive” (1998, p.55). Faculty members need the protection of academic freedom in order to pursue new areas of thought and freedom to express those new ideas,

and they have long-standing traditions of making decisions about course content (Cohen and March 1974). Through the process of implementing institutional goals within budget constraints, administrators may try to impose curricular requirements that differ from what faculty members are used to, which may cause conflict between them.

Conflicts about work responsibilities were analyzed through participant responses to questions about a conflict they recalled involving completion of work responsibilities. These questions involved the extent to which that particular conflict was associated with friction between the faculty member and administrator(s), personality conflicts between them, tension between them, emotional conflicts between them, disagreements about mutual work, the frequency of conflicts about work responsibilities, conflict about the work itself and differences of opinion about work responsibilities. Work responsibilities were included in this study because different stakeholders have differing perspectives on what “responsibilities” exist, and when they must be fulfilled.

Conflicts about budget were analyzed through participant responses to questions about a specific budget conflict they recalled regarding program allocation or financial resources. These questions involved the extent to which that particular conflict was associated with friction between the faculty member and administrator(s), personality conflicts between them, tension between them, emotional conflicts between them, disagreements about mutual work due to budget constraints, the frequency of conflicts about budget, conflict about the work itself as a result of budgets and differences of opinion about budgeting. Budget was included in this study because most institutions have limited resources and tough decisions are made regarding which projects receive funding and which do not (Richman and Farmer, 1974). Differences between faculty

members and administrators on how budget issues allow institutions to achieve their goals often contribute to conflict on campuses (Gross 1974, Del Favero 2004).

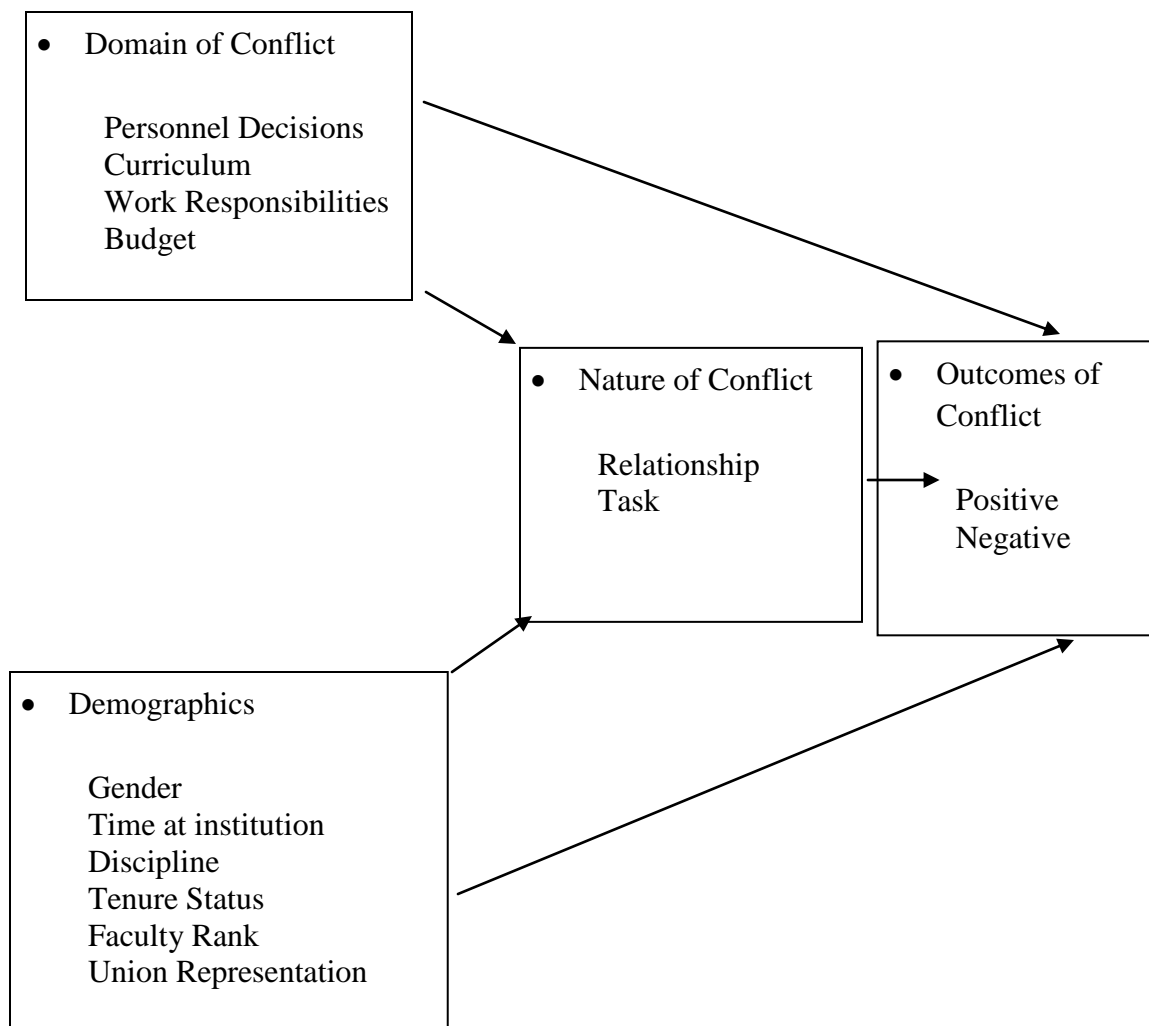
This dissertation examines the association between domain and nature of conflict on conflict outcomes, controlling for discipline, gender, length of time at institution, tenure status, rank, and union representation. The disciplines of chemistry, English, history and mathematics were chosen as they are representative of variety in academic perspectives and traditions. English and history fall within the humanities whereas chemistry and mathematics fall within the hard sciences. These four disciplines should give appropriately varied perspectives on how conflicts are experienced and how they relate to the faculty members' self-reported ability to work. Controls are included in the survey instrument to account for gender and length of time at the institution as well as faculty rank and whether or not there is union representation on campus, as all of these may be related to how these individuals perceive that conflicts with administrators relate to their ability to do their work.

Conceptual Framework

Figure 1 presents the conceptual framework for this study. The nature of conflict serves as the dependent variable for the first stage of the analysis where independent variables include the four domain areas of personnel decisions, curriculum, work responsibilities, and budget. In the second analysis, the nature of conflict serves as an additional independent variable, while the outcome of conflict (whether positive or negative) is the dependent variable. The demographic characteristics are gender, length of time at institution, academic discipline, tenure status, faculty rank and presence or absence of union representation. This analysis allows for differences to be detected in the

relationship between the domain and nature of conflict situations and faculty members' ability to do their work, and the degree to which those situations have positive or negative implications for work.

Figure 1: Conceptual Framework:



Methodology

This study uses quantitative methods. Results are tabulated to examine patterns that exist between conflict's domain and its nature and outcomes while controlling for respondents' gender, discipline, faculty rank, tenure status, presence or absence of union representation, and length of time at their institution. Using multiple regression techniques in Statistical Package for the Social Sciences (SPSS) allows the researcher to measure associations between domain, nature and outcomes of conflict.

Data Collection

Participants at 31 public, four-year institutions were invited to participate in this study. For each of these institutions, faculty members in the departments of Chemistry, English, History and Mathematics were invited by email to complete an electronic survey designed to assess their perspectives on how conflicts they experience with administrators affect their work.

Institutional Sample Selection

To ensure reliability within the sample, a specific set of institutions was selected for participation. Selecting one Carnegie Foundation classification ensures that certain characteristics are similar between institutions. Differences in complexity and institutional goals are present between different classifications, and these differences could influence the types of conflicts that occur on campuses. It is important to note that another potential confounding characteristic involves the collegial versus non-collegial nature of campuses themselves (Birnbaum, 1991). While this is a very important factor to consider, its complexity reaches beyond the scope of this study and it should be

considered in future research. To arrive at the closest approximation of institutional complexity, institutions were selected to participate in this study if they fit within the Carnegie Foundation's classification of Master's level Colleges and Universities. (<http://classifications.carnegiefoundation.org/descriptions/basic.php>). Further, there are often differences in the cultural characteristics of public institutions and private institutions that could influence the outcomes of the conflict study. Therefore, the institutions in this category were further filtered to include only public institutions.

Filters for the Carnegie classification system are based on control, region, size and level. This study includes public institutions in the Great Lakes region that are sizes small, medium, and large and grant Master's degrees. These criteria result in 31 institutions.

Faculty Member Selection

Faculty members were randomly selected from the online institutional lists of employees in the departments of Chemistry, English, History and Mathematics, to arrive at a total of no more than ten faculty members for each department at each institution. If there were fewer than ten total faculty members in a department at any particular institution, random sampling was used to select no more than half of the members in that department. This protects confidentiality in the responses.

Email contact information for survey respondents was retrieved from university web sites for the departments of chemistry, English, history and mathematics at each of the institutions. Faculty members were invited by email to participate in the electronic survey. Using the electronic survey mechanism Survey Monkey, responses were kept confidential, and respondents were given the opportunity to respond within a specified time frame. Individuals who did not respond within that timeframe were contacted a subsequent time as a reminder. Individuals who did not respond after the two reminders are considered “non-respondents” in the final survey results tabulation.

No faculty members were contacted before approval from the Institutional Review Board was granted. All forms and communication plans were submitted for review before the study began.

Instrument

There is currently no survey that is specifically designed to measure how conflict between faculty members and administrators affects faculty members’ ability to do their work. However, using Jehn’s (1995) Intragroup Conflict Scale (ICS) with specific modifications to four domain areas in higher education conflict provides a way to further

explore these questions. The original research using the ICS involved work groups at a major transportation firm (Jehn, 1995). However, the ICS has been utilized in thousands of studies since then to measure conflict among groups of individuals (Pearson, Ensley and Amason, 2002). The questions seek to address whether the conflicts that are experienced are relationship conflicts with emotional or personality undertones or task conflicts with specific work-quality or task-completion undertones. In this study, these aspects are referred to as the nature of conflict.

Additional research in the area of conflict management claims that, in many cases, relational conflicts tend to have a negative impact on productivity whereas task conflicts tend to have a positive impact on productivity (Pearson, Ensley and Amason 2002; Amason and Schweiger 1994; Holton 1998). Therefore, it is important to ask all of the questions and determine whether the conflict experiences that the faculty recall are based on emotional or task related responses. This further strengthens the rationale for use of Jehn's ICS, with the modifications noted in Table 1 below, to examine the question of whether faculty members perceive that the conflicts they experience with administrators have positive or negative relationship to their work.

Table 1 on the following page demonstrates the questions included in Jehn's ICS as well as the modifications for the current study.

Table 1: Comparison of Jehn's Intragroup Conflict Scale and Questions Used in this Research

<p>Jehn's 1995 (p264) Intragroup Conflict Questions:</p> <p>Reponses: 1... 2... 3... 4... 5... Where (1) = "None" and (5) = "A Lot"</p>	<p>Change(s) Each question was asked for each of the four domain areas (personnel decisions, curriculum, work responsibilities, budget)</p> <p>Likert Reponses for each bullet point: (5) Great extent (4) Considerable extent (3) Some extent (2) Very little (1) Not at all</p>
<p>1. How much friction is there among members in your work unit?</p>	<p>For the conflict you have in mind, to what extent was it influenced by:</p> <ul style="list-style-type: none"> • friction? • personality conflicts? • tension? • emotional conflict ? • disagreement about mutual work due to_____? • frequency of conflicts about _____? • conflict about the work itself as a result of _____? • differences of opinion about _____?
<p>2. How much are personality conflicts evident in your work unit?</p>	
<p>3. How much tension is there among members in your work unit?</p>	
<p>4. How much emotional conflict is there among members in your work unit?</p>	
<p>5. How often do people in your work unit disagree about opinions regarding the work being done?</p>	
<p>6. How frequently are there conflicts about ideas in your work unit?</p>	
<p>7. How much conflict about the work you do is there in your work unit?</p>	
<p>8. To what extent are there differences of opinion in your work unit?</p>	
	<p>Questions below were not part of the initial ICS but were used in this study. Each question was asked for each of the four domain areas (personnel decisions, curriculum, work responsibilities, budget)</p>
	<p>Think of one major conflict about a _____issue.</p> <p>_____ I have been involved in a conflict of this type _____ I have not been involved in a conflict of this type. (Please skip to next question)</p>

	<p>The level of Administrator involved in this conflict:</p> <p>___ Department Chair ___ Dean ___ Provost ___ President ___ Trustee ___ University Administrator ___ Other: _____</p> <p>(a) To what extent did the _____ conflict have positive outcomes for your own work:</p> <p>(5) Great extent (4) Considerable extent (3) Some extent (2) Very little (1) Not at all</p> <p>(b) To what extent did the _____ conflict have negative outcomes for your own work:</p> <p>(5) Great extent (4) Considerable extent (3) Some extent (2) Very little (1) Not at all</p>
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Survey items for this study are based upon Jehn's (1995) Intragroup Conflict Scale (ICS). This eight-item scale is a widely-cited means to assess conflicts in group settings. In this scale, the eight questions seek to determine the level of conflict that is relationship-based or emotional and the level of conflict that is task-based. Relationship-based questions are noted with an * in the following list. Task-based questions are listed without any symbol identifier.

These items in the ICS are as follows:

1. *How much friction is there among members in your work unit?
2. *How much are personality conflicts evident in your work unit?
3. *How much tension is there among members in your work unit?
4. *How much emotional conflict is there among members in your work unit?
5. How often do people in your work unit disagree about opinions regarding the work being done?
6. How frequently are there conflicts about ideas in your work unit?
7. How much conflict about the work you do is there in your work unit?
8. To what extent are there differences of opinion in your work unit?

The questions in the Intragroup Conflict Scale seek to ascertain the degree of relationship and task conflicts present among members of a group or work unit. Because of this group dynamic focus, this instrument fits the proposed study as it seeks to address the conflicts that faculty members experienced with administrators. In this study, a group can consist of two or more individuals as long as one is a faculty member (not an administrator) and the other one or more individuals are administrators at the rank of department chair or above. In academic settings, groups form all the time and can change

form and function frequently. For this reason, faculty respondents were asked to think about one particular conflict in each of the areas as they respond to the questions in the ICS, modified to fit the higher education setting. There is no defined “work unit” in the academy in the same way that it exists in Jehn’s original research, but that does not preclude its applicability to this situation as long as the group in question is always comprised of one faculty member and one or more administrators.

In order to address the specific research question in this study, whether conflict positively or negatively relates to faculty members’ ability to do their work, faculty members were asked to address each of the four domain areas with respect to each question. In the original ICS, there are five Likert-style response choices for each, ranging from (1) “None at all” to (5) “A lot,” with no specific notations for the meaning of (2), (3), or (4) other than occurring at different points along the scale. For this study, all five choices were specified for respondents to choose the closest match to their opinion and have a greater degree of continuity between the meanings of each score between respondents. The Likert options for each of the questions in these domain areas are (1) “Not at all,” (2) “Very little,” (3) “Some extent,” (4) “Considerable extent,” and (5) “Great extent.” Respondents were asked to choose the response that best corresponds to their experience of conflict in each situation. Respondents were asked to respond to questions about whether they had been involved in a conflict with an administrator in each of the domain areas of personnel decisions, curriculum, work responsibilities and budget. An affirmative answer to any of those questions led to further questions on the nature and outcomes of that particular conflict. A negative answer to any of those questions allowed the respondent to move on to the next domain area.

The survey also includes demographic information for gender, academic discipline, faculty rank, tenure status, union representation, and length of time at their institution, to control for differences in response based upon these specific factors.

All participants were asked to respond to the same ICS questions about conflict experiences they have had in the following four domain areas: personnel decisions, curriculum, work responsibilities, and budget. This survey was conducted online and took approximately ten to fifteen minutes to complete. There are a total of 10 main questions. For sub-sections of questions 6-10, one response is required per ICS-question across the Likert scale, including (1) “Not at all,” (2) “Very little,” (3) “Some extent,” (4) “Considerable extent,” and (5) “Great extent.” Participants were also asked to respond to indicate the level at which they felt there were positive and negative outcomes to that particular conflict.

Each of these main questions also contains a response row for “I have not experienced a conflict of this type” which allows them to ignore the ICS questions for that area of conflict and move onto the next area. The survey instrument is shown below in Figure 2.

This study included randomly-selected faculty members from Chemistry, English, History and Math departments at 31 public, four-year, masters-level institutions, who were invited to participate in an online survey during May and June 2012. The email invitation was sent May 25 and participants were asked to respond within two weeks. Reminder emails were sent June 6 and June 20 to those who had not yet responded, requesting response before the survey closed on June 30. In total, 809 individuals were

invited to participate via email, and a total of 162 agreed to participate. The response rate is 20 percent.

Analysis

Analyses employed multiple regression analysis. The analysis demonstrates how each independent variable relates to the conflicts experienced by faculty members in each discipline.

The first regression analysis involved the nature of conflict, specifically whether conflicts are more relationship-based or task-based. Participant responses were analyzed to see the relationship between personnel decisions, curriculum, work responsibilities, and budget conflicts and faculty members' ability to do their work.

The second regression analysis examined the outcomes of the conflict, specifically whether respondents felt that there were positive or negative outcomes of each type of conflict. Participant responses from all institutions were analyzed to see the association between personnel decisions, curriculum, work responsibilities, and budget conflicts and faculty members' ability to do their work. In this second analysis, the nature of conflict also served as an independent variable to determine its relationship to positive or negative outcomes of conflict in each area. This study controls for curricular disciplines, gender, length of time at an institution and the presence or absence of tenure.

Survey responses were compiled into an Excel table and then uploaded to SPSS for modeling and regression analysis.

CHAPTER FOUR

Results

Conflicts are likely to happen any time two or more individuals are asked to work closely together in a given situation. In higher education, conflicts between faculty members and administrators can have potentially significant associations with the work that happens. This study examines the question: *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with the domain, nature and disciplinary context of the conflict?*

To understand this question, we must first understand what this study means by domain and nature of conflict. The domain of conflict experiences speaks to the context of work in which the conflict takes place. Though there are many potential areas for disagreement within large groups such as college or university faculty members and administrators, four in particular were chosen for this study. Curriculum has a tendency toward control by faculty members, while budget tends toward control by administrators, and personnel decisions and work responsibilities seem to equally affect employees in both roles. These four domains were chosen to determine whether or not there are differences between the conflicts experienced by faculty members in different domains. The nature of conflict is based on research by Jehn (1995) and has been studied many times in other studies (Volkwein, 1999; Pearson, Ensley and Amason, 2002). Conflicts occurring as a result of the relationship between the people involved in a conflict may lead to different outcomes, compared to conflicts occurring as a result of the actual task involved. The survey included questions about both relationships and tasks to determine the extent to which each was present or absent in each domain.

Descriptives

Of the whole respondent sample, 21.6 percent were from Chemistry, 31.0 percent from English, 19.3 percent from History and 23.4 percent from Math. Respondents were split nearly equally by gender, with 46.8 percent of respondents indicating female and 49.1 percent of respondents indicating male. Some participants selected to skip the question on gender. Faculty members at any rank were invited to participate, and respondents included all levels. A total of 17.5 percent of respondents were Instructors and Lecturers, 17.5 percent were Assistant Professors, 21.1 percent were Associate Professors, 28.1 percent were Full Professors and 9.9 percent were Department Chairs or Directors. A total of 5.8 percent of respondents did not indicate their position rank. A majority of individuals were tenured (60.2 percent) or on the tenure track (15.8 percent) and 19.3 percent responded that tenure was not available either at their institution or for their particular position. Most of responses (60.2 percent) were from institutions that were not unionized. These descriptives are presented in Table 3.

Table 2: Descriptive Statistics for Control Variables (N=162)

	<u>Percent</u>
Discipline	
Chemistry	21.6%
English	31.0
History	19.3
Math	23.4
missing	4.7
Gender	
Male	49.1
Female	46.8
Missing	4.1
Title	
Instructor	17.5
Assistant Professor	17.5
Associate Professor	21.1
Professor	28.1
Chair or Director	9.9
Missing	5.8
Tenure Status	
Tenure not available	19.3
On tenure track	15.8
Tenured	60.2
Missing	4.7
Union Representation	
No Unions	60.2
Unions Present	35.1
Missing	4.7

Table 3 below shows the descriptive statistics by domain for all respondents.

Table 3: Descriptive Statistics by Domain

Involvement	<u>Personnel Decisions</u>	<u>Curriculum</u>	<u>Work Responsibilities</u>	<u>Budget</u>
I have not been involved in a conflict of this type	53.80 %	61.40 %	64.90 %	74.30 %
I have been involved in a conflict of this type	42.10	32.20	28.10	16.40
Missing	4.10	6.40	7.00	9.40
<i>(Subsequent responses are presented for those who had been involved in the type of conflict indicated.)</i>				
Title of Administrator Involved in this Conflict				
Chair	39.10 %	60.40 %	61.40 %	29.20 %
Dean	29.00	24.50	15.90	33.30
Provost, Chancellor, Other Administration	26.10	13.20	18.20	29.20
President	4.30	1.90	4.50	8.30
Trustee	1.40	0.00	0.00	0.00
Relationship Score (Mean on a scale from 0 to 16)	10.74	9.20	9.59	7.83
Task Score (Mean on a scale from 0 to 16)	8.08	8.73	11.23	9.58

Table 3: Descriptive Statistics by Domain (continued)

	<u>Personnel Decisions</u>	<u>Curriculum</u>	<u>Work Responsibilities</u>	<u>Budget</u>
Positive Outcomes				
Not at all	55.20 %	26.80	42.20 %	48.10 %
Very Little	14.90	39.30	26.70	18.50
Some Extent	9.00	17.90	17.80	22.20
Considerable Extent	16.40	8.90	6.70	11.10
Great Extent	4.50	7.10	6.70	0.00
Negative Outcomes				
Not at all	8.70 %	12.70	2.30 %	7.40 %
Very Little	13.00	23.60	20.50	14.80
Some Extent	29.00	36.40	31.80	33.30
Considerable Extent	26.10	14.50	15.90	25.90
Great Extent	23.20	12.70	29.50	18.50
Positive Outcome Score (Mean on a scale of 0 to 4)	1.02	1.38	1.11	0.96
Negative Outcome Score (Mean on a scale of 0 to 4)	2.46	1.92	2.51	2.33

Personnel Decisions

A total of 72 individuals, representing 42.1 percent of respondents, responded that they had been involved in a conflict with an administrator regarding personnel decisions. For 39.1 percent of the respondents who had been involved in a conflict about personnel decisions, that conflict involved the Department Chair, for 29.0 percent it involved the Dean, for 26.1 percent the conflict involved the Provost, Chancellor or other University Administrator, for 4.3 percent it involved the President, and for 1.4 percent of respondents the personnel decisions conflict involved a Trustee.

More than half of the respondents, 55.2 percent, involved in a conflict regarding personnel decisions indicated that there were no positive outcomes to that conflict. Another 14.9 percent of respondents indicated that there were very little positive outcomes, followed by 9.0 percent who said there was some extent of positive outcomes. A total of 16.4 percent of respondents stated that there were considerable positive outcomes for this conflict and 4.5 percent indicated that there was a great extent of positive outcomes. Five respondents did not indicate the level of positive outcomes from this conflict. The mean positive outcome score for personnel decisions conflict was 1.02 on the scale of 0 to 4 where zero indicates no positive outcomes and four indicates a great extent of positive outcomes.

Responses concentrated at the other end of the spectrum when respondents were asked to identify the extent to which there were negative outcomes to the personnel conflict. Only 8.7 percent responded that there were no negative outcomes to the conflict and 13.0 percent of respondents indicated that there was very little negative outcome. A total of 29.0 percent of respondents indicated that to some extent there were negative

outcomes, 26.1 percent that there was a considerable extent of negative outcomes, and 23.2 percent that there were negative outcomes to a great extent. The mean negative outcome score for personnel decisions conflict was 2.46 on the scale of 0 to 4 where zero indicates no negative outcomes and four indicates a great extent of negative outcomes. Negative outcomes were more pronounced than positive outcomes for personnel decisions conflicts.

Each respondent was then asked four questions related to the personnel decisions conflict that were relationship-based, and four questions related to the conflict that were task-based. Each relationship question was ranked 0-4 and the four items added together to form one single Personnel Relationship Score, ranging from 0 to 16 indicating the degree to which the conflict involved friction, personality conflicts, tension and emotional conflict. The mean Personnel Relationship Score was 10.74.

Finally, each respondent was asked to answer four questions related to the personnel decisions conflict that were task-based. Each of these responses was ranked 0-4 and the four items added together to form one single Personnel Task Score ranging from 0 to 16 indicating the degree to which the conflict involved disagreements about mutual work, frequency of conflict, work itself, or differences of opinion about the personnel decisions. The mean Personnel Task Score was 8.08.

Regarding personnel decisions, the conflicts were more likely to be based on relationships between people than on the tasks associated with making personnel decisions.

Curriculum

A total of 55 individuals responded that they had been involved in a conflict with an administrator regarding curriculum, representing 32.2 percent of total respondents. For 60.4 percent of those respondents, that conflict involved the Department Chair, for 24.5 percent of respondents it involved the Dean, for 13.2 percent of respondents the conflict involved the Provost, Chancellor or other University Administrator, and for 1.9 percent it involved the President.

Of the respondents involved in a conflict regarding curriculum, 26.8 percent indicated that there were no positive outcomes to that conflict. Another 39.3 percent of respondents indicated that there were very little positive outcomes, followed by 17.9 percent who said there was some extent of positive outcomes. A total of 8.9 percent of respondents stated that there was considerable extent to the positive outcomes for this conflict, and 7.1 percent indicated that there was a great extent of positive outcomes. The mean positive outcome score for curriculum conflict was 1.38 on the scale of 0 to 4 where zero indicates no positive outcomes and four indicates a great extent of positive outcomes.

Responses concentrated at the other end of the spectrum when respondents were asked to identify the extent to which there were negative outcomes to the curriculum conflict. Only 12.7 percent responded that there were no negative outcomes to the conflict and 23.6 percent of respondents indicated that there was very little negative outcome. A total of 36.4 percent of respondents indicated that to some extent there were negative outcomes, 14.5 percent that there was a considerable extent of negative outcomes, and 12.7 percent that there were negative outcomes to a great extent. The

mean negative outcome score for curriculum conflict was 1.92 on the scale of 0 to 4 where zero indicates no negative outcomes and four indicates a great extent of negative outcomes. Negative outcomes more pronounced than positive outcomes for curriculum conflicts.

Each respondent was then asked four questions related to the curriculum conflict that were relationship-based, and four questions related to the conflict that were task-based. Each relationship question was ranked 0-4 and the four items added together to form one single Curriculum Relationship Score, ranging from 0 to 16 indicating the degree to which the conflict involved friction, personality conflicts, tension and emotional conflict. The mean Curriculum Relationship Score was 9.20.

Finally, each respondent was asked four questions related to the curriculum conflict that were task-based. Each of these responses was ranked 0-4 and the four items added together to form one single Curriculum Task score ranging from 0 to 16 indicating the degree to which the conflict involved disagreements about mutual work, frequency of conflict, work itself, or differences of opinion about the personnel decisions. The mean Curriculum Task Score was 8.73.

Curriculum conflicts were more likely to be based on relationships between people than on the tasks they were completing.

Work Responsibilities

A total of 48 individuals responded that they had been involved in a conflict with an administrator regarding work responsibilities, representing 28.1 percent of respondents. For 61.4 percent of those respondents, that conflict involved the Department

Chair, for 15.9 percent of respondents it involved the Dean, for 18.2 percent of respondents the conflict involved the Provost, Chancellor or other University Administrator, and for 4.5 percent it involved the President.

Nearly half of the respondents involved in a conflict regarding work responsibilities indicated that there were no positive outcomes to that conflict, representing 42.2 percent. Another 26.7 percent indicated that there were very little positive outcomes, followed by 17.8 percent who said there was some extent of positive outcomes. A total of 6.7 percent of respondents stated that there was considerable extent and 6.7 percent of respondents stated that there was great extent to the positive outcomes for this conflict. The mean positive outcome score for work responsibilities conflict was 1.11 on the scale of 0 to 4 where zero indicates no positive outcomes and four indicates a great extent of positive outcomes.

Responses were mixed when respondents were asked to identify the extent to which there were negative outcomes to the work responsibilities conflict. Only 2.3 percent responded that there were no negative outcomes to the conflict and 20.5 percent of respondents indicated that there was very little negative outcome. A total of 31.8 percent of respondents indicated that to some extent there were negative outcomes, 15.9 percent that there was a considerable extent of negative outcomes, and 29.5 percent that there were negative outcomes to a great extent. The mean negative outcome score for work responsibilities conflict was 2.51 on the scale of 0 to 4 where zero indicates no negative outcomes and four indicates a great extent of negative outcomes. Negative outcomes were more pronounced than positive outcomes for conflicts involving work responsibilities.

Each respondent was then asked four questions related to the work responsibilities conflict that were relationship-based, and four questions related to the conflict that were task-based. Each relationship question was ranked 0-4 and the four items added together to form one single Work Responsibilities Relationship Score, ranging from 0 to 16 indicating the degree to which the conflict involved friction, personality conflicts, tension and emotional conflict. The mean Work Responsibilities Relationship Score was 9.59.

Finally, each respondent was asked four questions related to the work responsibilities conflict that were task-based. Each of these responses was ranked 0-4 and the four items added together to form one single Work Responsibilities Task score ranging from 0 to 16 indicating the degree to which the conflict involved disagreements about mutual work, frequency of conflict, work itself, or differences of opinion about the personnel decisions. The mean Work Responsibilities Task Score was 11.23.

Concerning work responsibilities, conflicts were more likely to be about the responsibilities and tasks themselves rather than the relationship between the people involved in the conflict.

Budget

A total of 28 individuals responded that they had been involved in a conflict with an administrator regarding budget, representing 16.4 percent of respondents. For 29.2 percent of those respondents, that conflict involved the Department Chair, for 33.3 percent it involved the Dean, for 29.2 percent of respondents the conflict involved the Provost, Chancellor or other University Administrator, and for 8.3 percent it involved the President.

Almost half of the respondents, 48.1 percent, involved in a conflict regarding budget indicated that there were no positive outcomes to that conflict. Another 18.5 percent indicated that there were very little positive outcomes, followed by 22.2 percent who said there was some extent of positive outcomes. A total of 11.1 percent of respondents stated that there was considerable to the positive outcomes for this conflict. No respondents indicated that there were positive outcomes to a great extent from the budget conflict. The mean positive outcome score for conflicts involving budget was 0.96 on a scale of 0-4 where zero indicates no positive outcomes and four indicates a great extent of positive outcomes. This is the lowest mean positive score of any domain.

Responses concentrated at the other end of the spectrum when respondents were asked to identify the extent to which there were negative outcomes to the budget. Only 7.4 percent responded that there were no negative outcomes to the conflict and 14.8 percent indicated that there was very little negative outcome. A total of 33.3 percent of respondents indicated that to some extent there were negative outcomes, 25.9 percent that there was a considerable extent of negative outcomes, and 18.5 percent that there were negative outcomes to a great extent. The mean negative outcome score for conflicts involving budget was 2.33 on a scale of 0-4 where zero indicates no negative outcomes and four indicates a great extent of negative outcomes.

Each respondent was then asked four questions related to the budget conflict that were relationship-based, and four questions related to the conflict that were task-based. Each relationship question was ranked 0-4 and the four items added together to form one single Budget Relationship Score, ranging from 0 to 16 indicating the degree to which the

conflict involved friction, personality conflicts, tension and emotional conflict. The mean Budget Relationship Score was 7.83.

Finally, each respondent was asked four questions related to the budget conflict that were task-based. Each of these responses was ranked 0-4 and the four items added together to form one single Budget Task score ranging from 0 to 16 indicating the degree to which the conflict involved disagreements about mutual work, frequency of conflict, work itself, or differences of opinion about the personnel decisions. The mean Budget Task Score was 9.58.

Conflicts regarding budget that were based on tasks associated with doing the work were more pronounced than conflicts based on the relationships between the people involved.

Overall, the mean scores for positive outcomes were close to 1 on a scale of 0 to 4 for all domains. The mean scores for negative outcomes were well over 2 for Personnel Decisions, Work Responsibilities, and Budget conflicts and close to 2 for Curriculum conflicts. Conflicts overall were more likely to have negative outcomes than positive outcomes, but the means were not as much higher as might be expected.

Means for the nature of conflict were different for different domains. For Personnel Decisions and Curriculum, relationship mean scores were higher than task mean scores. People likely take decisions in these domains more personally. For both Work Responsibilities and Budget domains, the means for the nature of the conflict were the opposite. In both of these domains, the task score mean was higher than the relationship score mean. These two areas are perhaps more likely to be understood in a task-oriented manner than a personal one.

Correlations for Nature and Outcomes of Conflict

Tables 4 through 7 present the correlations between relationship and task nature variables, and the positive and negative outcome variables for each particular conflict. In each domain, the task variable was significantly correlated with the negative outcome variable. In each instance, there was a positive correlation between the two variables. With an increase in the task score, a corresponding increase in the negative outcome score was also present.

Only in the model for work responsibilities conflicts were any of the other nature and outcome variables significantly correlated with each other. In this case, relationship nature had a significant negative correlation with positive outcome and a significant positive correlation with negative outcome.

Table 4: Correlations for Nature and Outcomes of Conflict for Personnel Decisions Domain (n=72)

	<u>Relationship</u> <u>Nature</u>	<u>Task</u> <u>Nature</u>	<u>Positive</u> <u>Outcomes</u>	<u>Negative</u> <u>Outcomes</u>
Relationship Nature	1.000			
Task Nature	.401 **	1.000		
Positive Outcomes	-.132	-.099	1.000	
Negative Outcomes	.225	.504 ***	-.167	1.000

Levels of Significance: *p<.05; **p<.01; ***p<.001

Table 5: Correlations for Nature and Outcomes of Conflict for Curriculum Domain (n=55)

	<u>Relationship</u> <u>Nature</u>	<u>Task</u> <u>Nature</u>	<u>Positive</u> <u>Outcomes</u>	<u>Negative</u> <u>Outcomes</u>
Relationship Nature	1.000			
Task Nature	.448 **	1.000		
Positive Outcomes	.172	-.083	1.000	
Negative Outcomes	.082	.343 *	.021	1.000

Levels of Significance: *p<.05; **p<.01; ***p<.001

Table 6: Correlations for Nature and Outcomes of Conflict for Work Responsibilities Domain (n=48)

	<u>Relationship</u> <u>Nature</u>	<u>Task</u> <u>Nature</u>	<u>Positive</u> <u>Outcomes</u>	<u>Negative</u> <u>Outcomes</u>
Relationship Nature	1.000			
Task Nature	.386 *	1.000		
Positive Outcomes	-.463 **	-.102	1.000	
Negative Outcomes	.31 *	.318 *	-.163	1.000

Levels of Significance: *p<.05; **p<.01; ***p<.001

Table 7: Correlations for Nature and Outcomes of Conflict for Budget Domain (n=28)

	<u>Relationship</u> <u>Nature</u>	<u>Task</u> <u>Nature</u>	<u>Positive</u> <u>Outcomes</u>	<u>Negative</u> <u>Outcomes</u>
Relationship Nature	1.000			
Task Nature	.407	1.000		
Positive Outcomes	.013	-.265	1.000	
Negative Outcomes	.142	.561 **	-.649 ***	1.000

Levels of Significance: *p<.05; **p<.01; ***p<.001

Regressions

This study seeks to examine the question: *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with the domain, nature and disciplinary context of the conflict?* Two separate regression analyses were conducted. In the first regression analysis, the nature of conflict is the dependent variable. The Standardized Regression Coefficients for task relationship nature of conflicts are presented in Table 8. In the second regression, the outcome of conflict served as the dependent variable. The Standardized Regression Coefficients for positive and negative outcome of conflicts are presented in Table 9.

Table 8: Standardized Regression Coefficients for Task and Relationship Nature of Conflict, by Domain

	<u>Personnel Decisions</u>		<u>Curriculum</u>		<u>Work Responsibilities</u>		<u>Budget</u>	
	Task (n=64)	Relationship (n=62)	Task (n=53)	Relationship (n=52)	Task (n=45)	Relationship (n=45)	Task (n=24)	Relationship (n=24)
Female	.071	-.016	.449 *	.096	.163	.119	.243	-.256
Years at Current Institution	-.140	-.136	.003	.037	-.028	.008	.054	-.322
Chemistry	.008	-.131	-.086	-.149	-.266	.113	-.220	.023
History	-.029	-.247	.059	-.105	-.014	.057	.226	.188
Math	-.027	-.170	.018	.317	.135	.397 *	-.110	.054
Tenure Not Available	-.321	-.480	-.411	-.008	-.437	-.226	.223	.369
On Tenure Track	-.102	.043	.096	.300	.000	.000	-.454	.116
Union Present	.249	.014	.005	.108	.140	.479 *	-.036	-.003
Instructor	.360	.207	.333	-.017	.150	.126	.000	.000
Assistant Professor	-.027	-.376	-.144	-.450	.040	.130	.308	-.523
Associate Professor	.365	-.223	.174	.229	-.194	-.065	.174	.018
Chair or Director	.078	-.291	.266	.079	-.230	-.064	-.020	-.317
R ²	.290	.221	.263	.235	.242	.342	.399	.397

Levels of Significance: *p<.05; **p<.01; ***p<.001

Referent groups: English, Tenured, Full Professor

Relationship and Task Nature

Table 8 presents the Standardized Regression Coefficients for the task and relationship nature of conflict for each domain. None of these models was significant. However, three variables within the models were significant. Two of the variables for work responsibilities relationship score in Table 8 above have significance within the model. The presence of a union on campus is associated with the relationship nature of conflicts. Where there is a union present, respondents were more likely to experience relationship-nature conflicts regarding work responsibilities. Also significant for the work responsibilities model is being part of the math department. There is a positive association between higher relationship nature scores and being from the math department compared to the English department referent group. Finally, in the model for curriculum conflicts, being female is associated with the task nature of conflict. Women are more likely to experience task-based conflicts regarding curriculum than are men.

Positive and Negative Outcome

Table 9 below shows the regression coefficients for the positive and negative outcome models for each domain. Two of these regression models were significant, as were several of the variables within each model.

Table 9: Standardized Regression Coefficients for Positive and Negative Outcomes of Conflict, by Domain

	<u>Personnel Decisions</u>		<u>Curriculum</u>		<u>Work Responsibilities</u>		<u>Budget</u>	
	Positive (n=67)	Negative (n=69)	Positive (n=56)	Negative (n=55)	Positive (n=45)	Negative (n=44)	Positive (n=27)	Negative (n=27)
Female	-.437 *	-.053	-.081	-.293	-.072	-.128	-.494	.156
Years at Current Institution	-.152	.060	-.022	.052	-.362	-.412	.033	-.326
Chemistry	.036	-.118	-.042	.057	.041	-.149	.079	.098
History	.068	-.314	-.019	-.189	-.186	-.231	-.441	.034
Math	-.225	.009	.025	-.088	.268	-.239	.355	-.098
Tenure Not Available	-.152	-.105	-.397	.641	-.063	-.129	.000	.000
On Tenure Track	-.117	-.170	-.245	.448	.000	.000	.260	-.327
Union Present	-.212	-.264	.091	-.091	.169	-.139	.170	.041
Instructor	-.005	.027	.535	-.386	-.105	-.017	-.466	.121
Assistant Professor	.156	.045	.327	-.315	-.176	-.486 *	-.332	-.109
Associate Professor	.028	-.167	.093	.208	.306	-.232	.197	-.590
Chair or Director	-.107	-.112	.479 *	-.210	.105	-.044	-.541	.285
Relationship Score	-.023	-.166	.206	-.032	-.593 **	.446 *	.224	-.311
Task Score	-.063	.694 ***	-.182	.394 *	.120	.228	-.129	.641 *
R ²	.287	.410 *	.264	.321	.549 *	.451	.592	.707

Levels of Significance: *p<.05; **p<.01; ***p<.001

Referent groups: English, Tenured and Full Professor

The R^2 for the positive outcomes model for conflicts involving personnel decisions is not significant, but the R^2 of .410 for the negative outcomes model for conflicts about personnel decisions is significant. Being female is associated with a greater likelihood of positive outcomes. The task score is associated with negative outcomes for personnel conflicts. The more respondents see a conflict as being task-related, the more likely they are to report negative outcomes of the conflict.

The R^2 values are not significant for either the positive or the negative outcomes for conflicts involving curriculum. Being a Chair or Director is associated with a greater likelihood of positive outcomes compared with the full professor referent group. Task score is associated with negative outcomes for curriculum conflicts. The more respondents see a conflict as being task-related, the more likely they are to report negative outcomes of the conflict.

The R^2 value of .549 is significant for the positive outcomes model for conflicts involving work responsibilities, but the negative outcome model is not significant. Being an assistant professor is associated with a greater likelihood of negative outcomes compared with the full professor referent group. Relationship scores are associated with both positive and negative outcomes for work responsibilities conflicts. The more respondents see a conflict as being relationship-based, the more likely they are to report both positive and negative outcomes of the conflict.

The R^2 value for both the positive model and the negative model for outcomes of conflicts regarding budget are not significant. Task score is associated with a greater likelihood of a negative outcome to these conflicts. The more respondents see a conflict as being task-related, the more likely they are to report negative outcomes of the conflict.

Summary

The above analyses indicate some support for the models presented, and others indicate that there are no significant results. In particular, the regression models where relationship and task variables are dependent tend to not be significant. There is an interesting set of correlations between the nature variables, relationship and task, and the outcome variables, positive and negative, in many of the models listed above.

The task nature correlates with negative outcome in all domains, but we do not see the same correlation with relationship nature, despite what we expected based on the research that indicated relationship conflicts were more likely to negatively-impact conflict outcomes. Furthermore, only the work responsibilities relationship conflicts had a significant negative correlation with positive outcome and a significant positive correlation with negative outcome. This is the type of correlation expected at the outset of the study, so it is interesting that it was only significant within the work responsibilities domain.

CHAPTER FIVE

Discussion

Research Question

This study examines the question: *To what extent are faculty perceptions of positive and negative outcomes of faculty-administrator conflict associated with the domain, nature and disciplinary context of the conflict?* To answer this question, faculty members from the areas of Chemistry, English, History and Math at Public, Master's-degree-granting, four-year institutions in the Great Lakes Region were randomly selected and invited to provide responses to a brief online survey.

Discussion

This study begins with the premise that conflict does occur and that there can be positive or negative outcomes to conflict situations. Of particular note, this study builds on research by Jehn (1998) regarding relationship and task conflict. Relationship conflict stems from disagreements between individuals based on interpersonal factors, whereas task conflict stems from disagreements between individuals based on the work they are completing together. At the outset, it was assumed that task-based conflicts would have a less significant relationship to the negative outcomes of conflicts within each domain than relationship-based conflicts; however, the results did not indicate that this was true.

Conflict tends to be a charged word, yet several studies over the last decades have demonstrated that we must have productive conflict to grow as an institution (McCarthy

1980), that conflict can be positive (Holton 1998), and that we need to create environments that foster positive conflict (Lucas 1998). This study elaborates on those ideas and examines the extent to which faculty members believe that there are positive aspects to the conflicts they experience with administrators.

Implications

Theory

This study has implications for theory based on the idea that relationship conflicts are worse than task conflict as far as the outcomes they have on the people involved. This study did not support this conclusion, and indeed in some cases supported the opposite conclusion that task-based conflicts are more associated with negative outcomes than are relationship-based ones.

Additionally, the theory that there is a wide chasm between faculty and administrators is a pervasive theory that needs to be addressed within the context of understanding conflict between these two constituent groups. This study examined one side of the relationship, and, though there were some indications that there were conflicts between faculty members and administrators, they were not as pronounced as might be expected if indeed this wide chasm exists.

Finally, the theory that conflicts between faculty members and administrators have a direct impact on others, including students, does not seem to be supported in this study. The faculty members in some cases indicated that conflicts were associated with their ability to do their work, but the results were not as strong as might be expected.

Student outcomes need to be examined further to understand whether these conflicts impact people other than those directly involved.

Policy

This study leads to two primary recommendations and implications for higher education policy. First, policy decisions should be oriented to a goal of understanding conflict and its ramifications as well as subsequently managing them to achieve the most positive and least negative outcomes. Currently it does not seem that most policy in this arena is dedicated to managing conflict. There are several opportunities for bettering these policy decisions once a greater understanding of what conflict happens, what people's perceptions of it are, and how it makes the most sense to utilize it for good within the academy.

Secondly, the absence of policy can lead to fear. Although general reaction to policy decisions is guarded, at the same time most people appreciate them for the guidelines they offer and the framework within which to make decisions. The fear of ramifications of conflict can become so pervasive within the academy that people tend toward avoidance rather than understanding of conflict, thereby exacerbating the problem even more.

Practice

Finally, this study leads to two primary implications for practice as well. First, we as administrators, faculty members, and students within the academy should seek to build environments where conflict is embraced as a useful and beneficial means to

improvement and sustainability. When we build these frameworks and environments where conflict can be understood and not feared, we create many new avenues for growth and the furtherance of knowledge.

Lastly, wherever it is discovered that conflict has a much greater negative outcome than positive outcome, we should implement processes to determine how those outcomes impact student outcomes and devise strategies to address it.

Limitations

One particular limitation of this study exists wherein we seek an answer to the question of conflict between faculty and administrators, yet only request the responses of faculty members. Unless a faculty member held a joint-position with administrative roles as well, administrators were not included in the responses. A more robust study would look at both sides of the issue to determine where problems exist and propose potential solutions.

Another potential area for increasing sample size would be to include all institutions within the level of Public, Master's, four-year institutions, rather than further selecting only one region of the Carnegie classifications. Thirty-one institutions were selected, but not all departments at those institutions published their faculty names and contact information online at the time of the survey so there were some departments that were excluded based on lack of available data. This limitation led to some variables without the full range of values represented. For example, in some analyses, there were no respondents who indicated that tenure was not available or that they were on the

tenure track. This could lead to incorrect conclusions on how those groups experience conflicts with administrators.

Four disciplines, chemistry, English, history and math were selected for participation in this study because of their varied nature and the different types of people that tend to work in these areas. However, while the results from these four disciplines represent to some extent a cross-section of the campus membership, there are surely additional opinions and perspectives from faculty members in other disciplines that would be useful. Faculty members from the fine arts or business areas would likely have different experiences from those included in this study and might provide another important dimension to the examination of conflicts experienced with administrators.

In this study, respondents were asked to answer questions about their conflict experiences in four domains. There may be areas of significant conflict other than personnel decisions, curriculum, work responsibilities and budget that are associated with the conflict environment on campuses. Additionally, this study did not ask respondents to indicate the general level of conflict occurring on their campuses or the level of animosity felt by employees toward each other on a regular basis.

Directions for Further Research

One important question arising from this research relates to the presence or absence of unions on campus. Where there are bargaining units that provide avenues for productive conflict resolution, are there more or fewer conflicts between faculty members and administrators? Further, it would be useful to examine whether the conflicts that do occur within the bargaining unit system tend to have a greater or lesser degree of positive

or negative outcomes than institutions that do not have built-in systems for conflict examination.

Administrators must set the tone for conflict management on campuses. To do so, they must understand conflict, understand how people react to and resolve it, and also understand why people fear it (Berryman-Fink 1998). Further research stemming from this study would include a survey of university administrators to determine how this sort of tone-setting happens and leads to success stories of understanding and managing conflict.

In theory, there is a wide, deep chasm between faculty members and administrators on college campuses (Gmelch and Miskin 1993). However, it would be important to the field to determine whether that structural and bureaucratic chasm actually exists in practice. The ways in which we can manage the conflict situations that occur depends greatly upon an understanding of the actual facets of the conflict rather than the perceptions of what the conflict could be. Were we to create conflict management systems based on the theory that there is a wide chasm when in fact the conflicts that occur are based on something completely different, our conflict management systems would be ineffective and we would incorrectly ascertain that the chasm was more of a problem than we even thought at first.

In the early 1970s, Baldrige did a study at New York University that provided a significant amount of insight into the discussion of conflict on campuses. Building upon that research and the results obtained by this study, further studies should examine whether campus size impacts conflicts, whether the structure and bureaucracy versus a

more *laissez-faire* attitude have an impact on conflicts, and whether the chasm (real or perceived) fuels controversy between campus groups.

Several decades ago, Gross and Grambsch (1968) conducted a survey of faculty and administrators and determined that in fact both groups held many of the same goals for higher education outcomes. It would be prudent to conduct a similar study again to determine whether indeed the two groups still have the same general beliefs about the purposes and goals of higher education.

Conclusion

Conflict on college and university campuses need not be feared, but we have much work to do to make it understood, and even more work to do to make it useful and beneficial. Through a review of previous research and an examination of current conflict experiences of faculty members on their campuses, we are making headway in our understanding of the ways conflicts associates with the ability to work.

This research continues the process of examining perceptions of conflict that currently occur in an effort to increase an understanding of how conflicts impact out campuses so we can figure out how to use them to improve our education system rather than stifle it. To become beneficial, conflict must be managed. To be managed, conflict must be understood. To be understood, conflict must be examined and embraced. Let us now seek to understand.

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APPENDIX A
Survey Instrument

Table 10: Survey Instrument

Response choices were radio buttons in Survey Monkey

1. Please indicate the disciplinary area of your appointment
 - Chemistry
 - English
 - History
 - Math

2. Please indicate your gender
 - Male
 - Female

3. Please indicate your title (check all that apply)
 - Department Chair or Director
 - Professor
 - Associate Professor
 - Assistant Professor
 - Instructor
 - Director
 - Other, please indicate: _____

4. How long have you been employed at your current institution?
 - _____ years

5. Tenure Status
 - Tenured
 - On tenure track
 - Tenure is not available at my institution or in my position

6. Do you work under a union contract?
 - Yes
 - No

Conflict Questions

7. Personnel Decisions:

Please think of one specific, major conflict you have experienced related to a personnel issue involving hiring, firing, tenure, retention, or promotion. The conflict you choose should have occurred when you were a faculty member (not an administrator) and should have involved one or more administrators at the rank of Department Chair or above.

- I have been involved in a conflict of this type
- I have not been involved in a conflict of this type. (Please skip to question 8)

The level of Administrator involved in this conflict:

- Department Chair
- Dean
- Provost
- President
- Trustee
- University Administrator
- Other:_____

(a) To what extent did the personnel decision conflict have positive outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

(b) To what extent did the personnel decision conflict have negative outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

For each statement, choose a response 1 through 5, where the numbers are assigned as follows:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

To what extent did the personnel conflict involve:

- friction
- personality conflict
- tension
- emotional conflict
- disagreement about mutual work due to personnel decisions
- frequency of conflicts about personnel decisions
- conflict about the work itself as a result of personnel decisions
- differences of opinion about personnel decisions

8. Curriculum:

Please think of one specific, major conflict you have experienced related to a curriculum issue involving course content or delivery method. The conflict you choose should have occurred when you were a faculty member (not an administrator) and should have involved one or more administrators at the rank of Department Chair or above.

- I have been involved in a conflict of this type
- I have not been involved in a conflict of this type. (Please skip to question 9)

The level of Administrator involved in this conflict:

- Department Chair
- Dean
- Provost
- President
- Trustee
- University Administrator
- Other: _____

(a) To what extent did the curriculum conflict have positive outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

(b) To what extent did the curriculum conflict have negative outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little

(1) Not at all

For each statement, choose a response 1 through 5, where the numbers are assigned as follows:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

To what extent did the curriculum conflict involve:

- friction
- personality conflict
- tension
- emotional conflict
- disagreement about mutual work due to curriculum
- frequency of conflicts about curriculum
- conflict about the work itself as a result of curriculum
- differences of opinion about curriculum

9. Work Responsibilities:

Please think of one specific, major conflict you have experienced related to work responsibilities. The conflict you choose should have occurred when you were a faculty member (not an administrator) and should have involved one or more administrators at the rank of Department Chair or above.

- I have been involved in a conflict of this type
- I have not been involved in a conflict of this type. (Please skip to question 10)

The level of Administrator involved in this conflict:

- Department Chair
- Dean
- Provost
- President
- Trustee
- University Administrator
- Other: _____

(a) To what extent did the work responsibilities conflict have positive outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent

- (2) Very little
- (1) Not at all

(b) To what extent did the work responsibilities conflict have negative outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

For each statement, choose a response 1 through 5, where the numbers are assigned as follows:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

To what extent did the work responsibilities conflict involve:

- friction
- personality conflict
- tension
- emotional conflict
- disagreement about mutual work responsibilities
- frequency of conflicts about work responsibilities
- conflict about the work responsibilities
- differences of opinion about work responsibilities

10. Budget:

Please think of one specific, major conflict you have experienced related to budget. The conflict you choose should have occurred when you were a faculty member (not an administrator) and should have involved one or more administrators at the rank of Department Chair or above.

- I have been involved in a conflict of this type
- I have not been involved in a conflict of this type. (Please skip remaining questions)

The level of Administrator involved in this conflict:

- Department Chair
- Dean
- Provost
- President
- Trustee

- University Administrator
- Other:_____

(a) To what extent did the budget conflict have positive outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

(b) To what extent did the budget conflict have negative outcomes for your own work:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

For each statement, choose a response 1 through 5, where the numbers are assigned as follows:

- (5) Great extent
- (4) Considerable extent
- (3) Some extent
- (2) Very little
- (1) Not at all

To what extent did the budget conflict involve:

- friction
- personality conflict
- tension
- emotional conflict
- disagreement about mutual work due to budget constraints
- frequency of conflicts about budget
- conflict about the work itself as a result of budgets
- differences of opinion about budgeting

APPENDIX B
Correlation Tables

Table 11: Correlations for Personnel Decisions Conflicts

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Positive Outcomes	1.000									
2. Negative Outcomes	-.167	1.000								
3. Relationship Nature	-.132	.225	1.000							
4. Task Nature	-.099	.504 ***	.401**	1.000						
5. Gender	-.292 *	.113	.020	.122	1.000					
6. Years at Current Institution	-.180	-.034	.129	-.199	-.129	1.000				
7. Chemistry	.052	-.029	-.093	.013	.003	.010	1.000			
8. English	-.080	.105	.154	.104	.357 **	-.231	--	1.000		
9. History	.129	-.145	-.061	-.032	-.295*	.208	--	--	1.000	
10. Math	-.098	.066	-.036	-.112	-.107	.038	--	--	--	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 11: Correlations for Personnel Decisions Conflicts (continued)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11. Tenure Not Available	-.106	-.019	-.153	-.021	-.029	-.164	-.087	.196	.016	-.183
12. On Tenure Track	.037	-.075	-.045	-.109	.182	-.354 **	.118	.084	-.190	-.002
13. Tenured	.062	.067	.159	.091	-.097	0.362**	-.006	-.220	.113	.153
14. Instructor	-.117	.013	-.034	.056	-.025	-.132	-.054	.099	.074	-.161
15. Asst. Prof.	-.004	-.063	-.150	-.124	.243	-.350 **	.062	.099	-.223	.077
16. Assoc. Prof.	.099	.022	-.026	.382 **	.117	-.356 **	.125	.003	.046	-.188
17. Chair/Dir.	.029	-.004	-.197	-.082	.053	-.053	-.087	.028	.016	.033
18. Professor	-.033	.015	.290 *	-.239	-.288	.671 ***	-.057	-.153	.044	.203
19. Union Present	-.197	-.017	.146	.229	-.118	.249 *	-.258	.178	.035	-.005

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 11: Correlations for Personnel Decisions Conflicts (continued)

	11.	12.	13.	14.	15.	16.	17.	18.	19.
11. Tenure Not Available	1.000								
12. On Tenure Track	--	1.000							
13. Tenured	--	--	1.000						
14. Instructor	--	--	--	1.000					
15. Asst. Prof.	--	--	--	--	1.000				
16. Assoc. Prof.	--	--	--	--	--	1.000			
17. Chair/Dir.	--	--	--	--	--	--	1.000		
18. Professor	--	--	--	--	--	--	--	1.000	
19. Union Present	.145	-.260 *	.052	-.104	-.124	-.066	-.264	.238 *	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 12: Correlations for Curriculum Conflicts

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Positive Outcomes	1.000									
2. Negative Outcomes	.021	1.000								
3. Relationship Nature	.172	.082	1.000							
4. Task Nature	-.083	.343 *	.448 **	1.000						
5. Gender	-.113	-.101	.067	.242	1.000					
6. Years at Current Institution	-.033	-.157	.053	-.078	.050	1.000				
7. Chemistry	-.116	.156	-.158	-.117	-.059	-.204	1.000			
8. English	.028	.150	.024	.145	.155	-.046	--	1.000		
9. History	-.085	-.182	-.100	-.074	-.052	.332 *	--	--	1.000	
10. Math	.177	-.135	.232	.021	-.069	-.100	---	--	--	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 12: Correlations for Curriculum Conflicts (Continued)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11. Tenure Not Available	.091	.118	-.008	.016	.229	-.087	-.218	.243	-.123	.073
12. On Tenure Track	-.117	.126	-.177	.071	.136	-.445 **	.098	.114	-.071	-.165
13. Tenured	.011	-.186	.134	-.064	-.283 *	.389 **	.107	-.278 *	.150	.059
14. Instructor	.094	.075	.058	.095	.263	-.032	-.189	.110	-.061	.135
15. Asst. Prof.	-.056	-.013	-.268	-.032	.183	-.468 ***	.000	.087	-.136	.043
16. Assoc. Prof.	-.067	.265	.155	.189	.005	-.212	.365 **	-.111	-.059	-.189
17. Chair/Dir.	.291 *	-.201	.116	-.024	-.040	.043	-.017	.032	-.030	.012
18. Professor	-.136	-.154	-.032	-.195	-.295 *	.559 ***	-.207	-.056	.220	.048
19. Union Present	-.004	-.003	.031	.023	.074	.202	-.178	.314 *	.000	-.191

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 12: Correlations for Curriculum Conflicts (Continued)

	11.	12.	13.	14.	15.	16.	17.	18.	19.
11. Tenure Not Available	1.000								
12. On Tenure Track	--	1.000							
13. Tenured	--	--	1.000						
14. Instructor	--	--	--	1.000					
15. Asst. Prof.	--	--	--	--	1.000				
16. Assoc. Prof.	--	--	--	--	--	1.000			
17. Chair/Dir.	--	--	--	--	--	--	1.000		
18. Professor	--	--	--	--	--	--	--	1.000	
19. Union Present	.104	-.192	.043	.126	-.097	.054	-.317 *	.132	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 13: Correlation for Work Responsibilities

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Positive Outcomes	1.000									
2. Negative Outcomes	-.163	1.000								
3. Relationship Nature	-.463 **	.310 *	1.000							
4. Task Nature	-.102	.318 *	.386 *	1.000						
5. Gender	-.027	-.030	.128	.201	1.000					
6. Years at Current Institution	-.378 *	-.185	.124	.072	-.141	1.000				
7. Chemistry	-.098	-.118	.075	-.306 *	-.120	.184	1.000			
8. English	.108	.230	-.146	.126	.342 *	-.112	--	1.000		
9. History	-.044	-.156	-.103	.020	-.287 *	-.010	--	--	1.000	
10. Math	.017	-.004	.231	.181	-.016	-.047	--	--	--	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 13: Correlation for Work Responsibilities (continued)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11. Tenure Not Available	-.059	.062	-.091	-.145	.071	-.297*	-.165	.056	.011	.113
12. On Tenure Track	-.182	-.275	.170	.076	.133	-.294 *	.011	.033	-.148	.112
13. Tenured	.157	.100	-.014	.088	-.145	.433 **	.140	-.070	.081	-.169
14. Instructor	-.104	.091	-.010	-.056	.131	-.296 *	-.141	-.002	.038	.138
15. Asst. Prof.	-.182	-.275	.170	.076	.133	-.294 *	.011	.033	-.148	.112
16. Assoc. Prof.	.248	-.078	-.015	.021	.331 *	-.154	-.030	-.024	.274	-.249
17. Chair/Dir.	.258	.085	-.259	-.214	-.230	-.129	-.191	.245	-.168	.075
18. Professor	-.243	.094	.110	.133	-.364 *	.642 ***	.268	-.156	-.101	.012
19. Union Present	-.071	.114	.350 *	.179	.100	.252	-.025	.225	-.021	-.280

Levels of Significance: * $p < .05$; ** $p < .01$; *** $p < .001$

Table 13: Correlation for Work Responsibilities (continued)

	11.	12.	13.	14.	15.	16.	17.	18.	19.
11. Tenure Not Available	1.000								
12. On Tenure Track	--	1.000							
13. Tenured	--	--	1.000						
14. Instructor	--	--	--	1.000					
15. Asst. Prof.	--	--	--	--	1.000				
16. Assoc. Prof.	--	--	--	--	--	1.000			
17. Chair/Dir.	--	--	--	--	--	--	1.000		
18. Professor	--	--	--	--	--	--	--	1.000	
19. Union Present	-.067	-.230	.200	-.029	-.230	.187	-.260	.150	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 14: Correlations for Budget Conflicts

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Positive Outcomes	1.000									
2. Negative Outcomes	-.649 ***	1.000								
3. Relationship Score	.010	.140	1.000							
4. Task Score	-.270	.561 **	.410	1.000						
5. Gender	.120	.090	-.070	.270	1.000					
6. Years at Current Institution	.260	-.030	-.160	-.010	-.130	1.000				
7. Chemistry	.350	-.386 *	-.210	-.360	-.160	.220	1.000			
8. English	-.250	.350	-.120	.160	.290	-.340	--	1.000		
9. History	-.150	.000	.340	.270	-.260	.130	--	--	1.000	
10. Math	.110	-.030	.020	-.140	.090	.050	--	--	--	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 14: Correlations for Budget Conflicts (continued)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11. Tenure Not Available	-.453 *	.561 **	.310	.260	-.090	-.190	-.300	.380 *	-.143	.000
12. On Tenure Track	.120	-.310	-.230	-.350	.020	-.462 *	.100	.190	-.200	-.140
13. Tenured	.330	-.310	-.130	-.004	.070	.466 *	.210	-.469 *	.258	.090
14. Instructor	-.278	.331	.475 *	.181	.091	-.260	-.213	.090	.000	.125
15. Asst. Prof.	-.073	-.138	-.275	-.261	-.042	-.520 **	-.016	.198	-.269	.076
16. Assoc. Prof.	.099	-.171	.098	.266	.258	-.206	.101	-.127	.238	-.236
17. Chair/Dir.	-.254	.286	-.034	-.007	-.372	.117	-.145	.345	-.160	-.113
18. Professor	.318	-.136	-.217	-.143	-.067	.729 ***	.156	-.294	.086	.122
19. Union Present	.030	.090	.080	.250	.140	.070	-.240	.250	.211	-.330

Levels of Significance: * p<.05; ** p<.01; *** p<.001

Table 14: Correlations for Budget Conflicts (continued)

	11.	12.	13.	14.	15.	16.	17.	18.	19.
11. Tenure Not Available	1.000								
12. On Tenure Track	--	1.000							
13. Tenured	--	--	1.000						
14. Instructor	--	--	--	1.000					
15. Asst. Prof.	--	--	--	--	1.000				
16. Assoc. Prof.	--	--	--	--	--	1.000			
17. Chair/Dir.	--	--	--	--	--	--	1.000		
18. Professor	--	--	--	--	--	--	--	1.000	
19. Union Present	.040	-.040	-.010	.090	.007	.042	-.223	.011	1.000

Levels of Significance: * p<.05; ** p<.01; *** p<.001

APPENDIX C:

INFORMATION SHEET FOR RESEARCH

[Faculty and Administrator Conflict]

You are invited to be in a research study of conflict between faculty members and administrators. You were selected as a possible participant because you work in the department of Chemistry, English, History, or Math at one of the 31 Public, Master's-level institutions in the Great Lakes Region. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: [Meredith Hancks, a doctoral candidate in the department of Organizational Leadership, Policy, and Development at the University of Minnesota.]

Procedures:

If you agree to be in this study, we would ask you to do the following things: Answer 6 brief demographic questions and then a set of questions about conflicts you have experienced with administrators in the domains of Personnel Decisions, Curriculum, Work Responsibilities, and Budget. The survey will be completely online, with multiple-choice answers and likert-style responses.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota . If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher(s) conducting this study is (are): Meredith Hancks and . You may ask any questions you have now. If you have questions later, **you are encouraged** to contact them at Melissa S. Anderson, Advisor, Wulling Hall 310, 612-624-5717, mand@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research

Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

APPENDIX D:

IRB APPROVAL

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 1205E14483

Principal Investigator: Meredith Hancks

Title(s):

Faculty and Administrator Conflict

This e-mail confirmation is your official University of Minnesota HRPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at [\(612\) 626-5654](tel:612-626-5654).

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.

We have created a short survey that will only take a couple of minutes to complete. The questions are basic but will give us guidance on what areas are showing improvement and what areas we need to focus on:

<https://umsurvey.umn.edu/index.php?sid=94693&lang=um>