

PERCEIVED PARTICIPATION IN DECISION MAKING
AND WORK SATISFACTION OF NURSE EDUCATORS
AT THE UNIVERSITY OF OREGON
HEALTH SCIENCES CENTER

by

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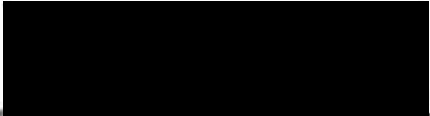
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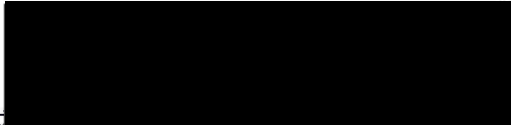
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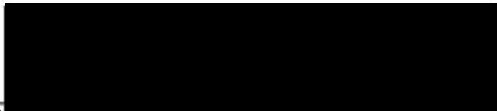
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CHAPTER I

INTRODUCTION

Statement of the Problem

The satisfactory performance of various work tasks assigned to individuals often determines whether an organization can accomplish its underlying objectives. For this reason, a number of studies have been conducted to isolate the factors which can facilitate the successful completion of a job assignment. One consideration which has gained increasing attention in recent years is the influence of job satisfaction on work performance.

Numerous studies have been conducted in the area of job satisfaction. The most generally accepted theory is that of Frederick Herzberg (1966) whose dual factor motivation-hygiene theory suggests that two separate sets of factors influence the worker's attitude toward his/her job. The factors that lead to work satisfaction, called "motivators", are different from the factors that lead to work dissatisfaction, called "hygiene" factors.

A number of studies have elaborated on Herzberg's theory, attempting to isolate specific motivation-hygiene factors. The work which has been completed on the motivation aspect of Herzberg's theory is particularly important to this investigation. Several general categories of motivators were identified in the early research including achievement, recognition, the work itself, responsibility, growth and advancement (Herzberg, 1966). Subsequent studies have further refined these factors and a consideration which has gained some recognition recently is self

actualization and autonomy.

Most conflicts between professionals and their employing organizations stem from the basic organizational dilemma of professional autonomy versus integration (Kornhauser, 1962). On the one hand, professionals must be given sufficient autonomy to enable them to fulfill their professional needs; however, their activity must also contribute to the overall goals of the organization. Professionals who experience such conflicts in their work may become alienated from their work or the organization.

One aspect of this dilemma is that members of an organization need to believe that their job permits full expression of their individual potential and opportunities to expand it. This human need has been called self-actualization (Maslow, 1970; Argyris, 1957, 1960, 1964). Individuals striving for self-actualization desire occupational settings that permit them self-determination, independence, variety, challenge, a long-time perspective, an equal or subordinate position relative to their peers and awareness and control over self (Argyris, 1957). The degree to which the work setting permits the expression of any of these predispositions is the degree to which the setting permits self-actualization. Professionals who are unable to resolve the conflict between themselves and their employing organization are likely to experience low self-actualization including frustration, psychological failure, short time perspective, and conflict. Low self-actualization is likely to bring about forms of adaptive behavior which includes day-dreaming, aggression, regression, apathy and disinterest toward the organization, and finally leaving the organization (Argyris, 1960).

One method alleviating conflicts between the professional and the employing organization is to modify the organizational structure by decentralizing organizational decision making. This process is known as participative decision making.

An organizational setting where the concept of participative decision making has particular importance is the university-based school of nursing (Batey, 1969; Pagel, 1978). Individuals who work in this environment often accept lower salaries for the relative freedom from hierarchical supervision and freedom to select one's own area of work (Goss, 1961). In this environment, decisions based on the active participation of nursing educators should be preferable to a more centralized, autocratic organizational structure. The consequences of this decision making process should be a more satisfied nursing faculty.

Review of the Literature

In order to completely illustrate the relationship between Participative Decision Making (PDM) and job satisfaction, it is necessary to explore the theory of PDM in greater detail. The review of literature will present some of the more pertinent definitions of PDM. A more detailed model of PDM will then be discussed. Finally, studies pertaining to the relationship between PDM and job satisfaction of nursing educators will be reviewed.

Definitions of Participative Decision Making

Participative decision making is associated with a profusion of existing definitions. Lowin (1968) defines PDM as "a mode of organizational operations in which decisions as to activities are arrived at by the very persons who are to execute these decisions" (p. 69). Similarly,

French, Israel and Dagfinn (1960) refer to "a process in which two or more parties influence each other in making certain plans, policies and decisions....restricted to decisions that have future effects on all those making the decisions and those represented by them" (p. 3).

Most definitions of PDM refer to group decision making situations; however, according to Singer (1974), this is too limiting. "PDM refers to participation by an employee as an individual, as well as a member of a work group. It refers not only to subordinate involvement in joint decision making situations, but also to individual freedom of expression, independence and autonomy on the part of employees" (p. 349). McGregor (1960) concurs, viewing PDM as "a special case of delegation in which the subordinate gains greater control, greater freedom of choice, with respect to his own responsibility" (p. 130). Therefore, the concept of PDM will be used in this study to refer not only to subordinate involvement in joint decision making situations, but also to individual freedom of expression, independence and autonomy on the part of employees.

Models of Participative Decision Making

The development of management thought has shifted over the years from theories that focused on efficiency in time and motion studies, task management and specialization to theories emphasizing human relations. While classical theory emphasized the physical and economic environment, the participative management models focus on the personal elements and social environment.

No generally accepted or logically consistent concept of participation can be stated; however, each participation model tends to have three basic components which are:

1. A set of assumptions about a person's values and capabilities.
2. Certain prescriptions as to the amount and kind of participative policies and practices that managers should follow in keeping with their assumptions about people.
3. A set of expectations with respect to the effects of participation on subordinate morale and performance.

(Miles, 1965, p. 149)

Each model generally presumes that individuals will be more satisfied if each of these components are properly defined within the organization.

As early as the 1920s, theorists began to challenge the autocratic philosophy of management. Persons such as Mayo, Lewin, McGregor and their successors attempted to push managers toward securing the participation of lower echelons in solving the organization's problems, and fostering more openness and trust among individuals and groups in organizations (Lawrence and Lorsch, 1967). This model has been called the human relations theory of management.

Historically, the first significant use of the human relations approach to decision making occurred during the early 1930s in Mayo's famous series of studies in the Hawthorne plant of the Western Electric Company. Mayo (1933) found that the social variables were more important than physical variables as factors affecting productivity.

The findings in the Hawthorne study ultimately led to a more humanistic theory of management than the traditional autocratic model. In its infancy, the advocates of the human relations model attempted to manipulate workers into believing and feeling that they are useful and important; accordingly, their morale would be enhanced, their resistance to the

authority structure reduced, and consequently they would produce more (Vroom, 1960; Fleishman, 1965; Hoffman and Maier, 1959). The key element in the human relations approach is its basic objective of making organizational members feel a useful and important part of the overall effort. Although the human relations model views employees in more humanistic terms than the traditional autocratic model, the basic roles of the manager remain essentially the same since the ultimate goal in both is compliance with managerial authority.

More recently, the human relations model of decision making has come under closer scrutiny. Although the employees that feel included in decision making may have increased job satisfaction, more recent studies have begun to examine actual participation in decision making in organizations (Coch and French, 1948; Morse and Reimer, 1956; French, 1960). This theory is often called the human resource model of participative management.

The human resources model of PDM differs from previous models in its view on the purpose and goal of participation. This model encourages the concept of genuine participation. Genuine participation means that 1) the decisions are being made about significant and relevant issues, and 2) management has not already all but made the final decision before soliciting subordinate opinions (Flippo, 1966).

It is important to note that the crucial point at which this model differs dramatically from other models is in its explanation of the causal relationship between satisfaction and performance. In the human relations model, improvement in subordinate satisfaction is viewed as an intervening variable which is the ultimate cause of improved performance.

In the human resources model, increased subordinate satisfaction is not pictured as the primary cause of improved performance: improvement results directly from creative contributions which subordinates make to departmental decision making, direction and control. Subordinate satisfaction is viewed instead as a by-product of their having made significant contributions to organizational success (Miles, 1965).

The previous discussion has provided an overview of the theory of participative decision making. The discussion reveals that PDM actually is a group of models which can be viewed on a continuum varying from the situation where one supervisor occasionally consults subordinates about decisions, to an environment where a pervasive system involving substantial subordinate involvement in decisionmaking has been created.

One final theoretical consideration is the relationship between PDM and classical organization theory. Perhaps Lowin (1968) expresses this point most succinctly in stating:

No complex organization can ever operate on a purely PDM principle; but neither can it totally segregate decision functions from its other activities. As the PDM process shifts the focus of some decisions downward, the contrast between PDM and the conventional hierarchical authority structure becomes one of degree rather than of kind (p.69).

This conceptual backdrop should be kept in mind as PDM is discussed in relation to nursing educators.

Participative Decision Making and Job Satisfaction

Few studies have considered the relationship between PDM and the job satisfaction of nursing educators. However, broader based research which considers the job satisfaction of nurses suggests that a relationship exists.

Several studies have tended to show that autonomy is positively

related to the job satisfaction of nurses. Further examination of this research seems warranted since PDM would seem to promote the autonomy of nursing educators (Grandjean, Aiken and Bonjean, 1976). Consequently, it would tend to follow that findings relating to autonomy and job satisfaction may be consistent with theories which might be found when examining PDM in this context.

Slocum, et al, (1972), conducted ground-breaking research in the area of autonomy and job satisfaction of nurses. Their research was actually concerned with the broader question of whether Maslow's need hierarchy is pertinent to hospital personnel, including nursing personnel. Among their other findings, the Slocum study indicates that professional nurses view autonomy as a positive job satisfaction variable. However, because the correlation between autonomy and satisfaction was not significant, no conclusive statements can be drawn from these findings.

Subsequent studies with limited exceptions noted below have not specifically considered autonomy in their examination of job satisfaction. However, several studies have resulted in findings which are consistent with those in Slocum.

One example of these studies was conducted by White and Maguire (1973). This research analyzes the variables which lead to job satisfaction of nursing supervisors. Using an interview format, 32 nursing supervisors were asked to describe a time they felt particularly satisfied about their job, followed by a description of a dissatisfying work experience. Although no direct findings on autonomy were reported, the study does show that responsibility is generally a motivating factor.

Similar research was conducted by Longest (1974) who studied the

factors relating to job satisfaction of nursing supervisors and more importantly nursing educators. He also found that both nursing supervisors and nursing educators considered responsibility as a satisfier, although neither group listed it as the most important motivator. Nursing educators rated achievement and recognition--both aspects of autonomy--as first and second in importance in contributing to job satisfaction.

More pertinent to this investigation is the research of Grandjean et al, (1976). The Grandjean study specifically focuses on whether autonomy is an important work satisfier. Furthermore, nursing educators rather than nursing practitioners were chosen as the subject group. The findings in the Grandjean study were based on responses to a written questionnaire from 171 faculty members in the schools of nursing at four midwestern state universities. The questionnaire consisted of 21 job characteristics of an ideal job. Respondents were asked to rank the importance of each characteristic from "most important" to "no importance". Next, the respondents were asked to consider the characteristics in terms of satisfaction in the context of their present position.

The "opportunity to be a good teacher" was of primary importance among respondents. The "opportunity to work with supportive colleagues" ranked second in importance, tied with "keeping clinical knowledge current". These were followed by "a dean who lets me define my own responsibilities and who permits me to fulfill them in my own way". Related to desire for autonomy, the fifth most important aspect of an ideal position was "the opportunity for a voice in determining school of nursing policy".

Although autonomy was important to the respondents, the mean satisfaction scores indicated low satisfaction with faculty participation in policy decisions--ranking 16th--and a score on "a dean who lets me define my own responsibilities" which ranked only seventh in satisfaction.

These findings are significant to this investigation in that autonomy was found to be an important factor for job satisfaction of nursing educators. Grandjean (1976) concludes:

Changes in the decision making structure to permit increased faculty autonomy perhaps hold the key to alleviating dissatisfaction, since 1) the decision making process may be more amenable to planned intervention by nursing school administrators and faculties than some other job characteristics; and 2) a growing body of social science research has demonstrated the beneficial impact of increased participation in administrative decisions in a wide range of organizations. Thus, we conclude with the suggestion that enhanced professional autonomy and increased input into policy decisions would improve both faculty morale and overall effectiveness in the education of future nurses (p. 221).

Although the previous study clearly implies that PDM promotes the job satisfaction of nursing educators, a more direct approach is needed to support this conclusion.

Only one study was found to focus explicitly on decision making and job satisfaction of nursing educators (Johnson, 1973). Full time faculty members of 12 university schools of nursing were asked to respond to a Decision Point Analysis Instrument, a Faculty Satisfaction Instrument and a Personal Data Form. The Decision Point Analysis Instrument consisted of four decision items for each of five task areas. The task areas included decisions on Faculty Personnel, Academic, Financial, Building and Facilities, and Student Personnel. All subjects were asked to respond to each of the 20 decision items in the following

ways: Who makes this decision? What is your participation in the decision? The first question was answered by choosing from the list of 12 decision makers the one individual or group within the university who was primarily responsible for making that decision. In response to the second question, the individual indicated his/her participation in the decision by selecting one of five choices ranging from "no participation in the decision" to "make the decision". Faculty then responded to a Faculty Satisfaction Instrument which consisted of a list of 20 items which could be rated on a 5-point Likert scale.

Indexes and correlations were computed for faculty agreement on decision making and faculty satisfaction; however, the correlation between agreement on decision making responsibilities and faculty satisfaction was not significant.

A notable omission in the Johnson study is any attempt to correlate the respondents' perceived participation in decision making with their work satisfaction. Neither did she attempt to correlate personal data variables such as title, education, or age with perceived decision making and faculty satisfaction. The present study will further refine Johnson's investigation in an attempt to find a significant correlation between perceived decision making and job satisfaction of nursing educators.

Statement of the Purpose

Although a number of studies suggest that a positive relationship exists between PDM and job satisfaction, no nursing research has directly confirmed this correlation. It would seem possible to test this relationship

by utilizing the Johnson study Decision Point Analysis Instrument and the Faculty Satisfaction Instrument, and refining the statistical analysis of the data which is subsequently collected. Therefore, the present research focused on the relationship between perceived participative decision making and the work satisfaction of nursing educators at the University of Oregon Health Sciences Center.

It must be recognized that PDM may encompass both actual and perceived decision making. Ideally, actual decision making should be studied by investigation of variables manipulated experimentally, measured by observers or assessed through other methods which are independent of the persons directly involved in the decision making. Nevertheless, most students of the subject agree that the perception of individual participation in goal setting is equivalent in many respects to actual participation (March and Simon, 1958). Since this study will not attempt to manipulate the administrative policies of UOHSC, it is necessary to rely on the respondents' own perception of their decision making authority in the organization.

A secondary, but related purpose of the study was to provide useful guidelines for the Administration at the UOHSC School of Nursing to be used for enhancing faculty satisfaction through appropriate decision making policies.

CHAPTER II

METHODOLOGY

Sample and Setting

The sample for the proposed study was randomly selected from nurse educators who are full time employees at the University of Oregon Health Sciences Center School of Nursing for the 1979-80 academic year.

Data Collecting Instruments

Decision Point Analysis

The Decision Point Analysis instrument is constructed as a tablet of 22 sheets. The first sheet contains instructions for the use of the instrument. The second sheet contains a sample item. On each of the next 20 pages is a decision relating to one of five areas of organizational decision making. These five task areas include 1) Faculty Personnel, 2) Academic, 3) Financial, 4) Building and Facilities, and 5) Student Personnel. On each page, the 12 individuals or groups who might make the decisions are listed randomly to the left of each decision item. Listed as the decision making groups or individuals are 1) School of Nursing Administrative Assistant, 2) School of Nursing Assistant Dean, 3) School of Nursing Faculty (as a group), 4) School of Nursing Committee, 5) School of Nursing Department Chairperson, 6) School of Nursing Dean, 7) School of Nursing Students, 8) University-wide Deans (ie: Student Affairs, Women, etc.), 9) School of Nursing Faculty Member (individual), 10) University President, Chancellor or Vice-President.

The Decision Point Analysis Instrument contains four decision items

for each of five task areas. The items in each area and their random placement on the instrument are:

SAMPLE ITEM

0. Decisions regarding the selection of curriculum problems for study

FACULTY PERSONNEL TASK AREA

2. Decisions regarding the appointment of academic teaching personnel in the school of nursing
5. Decisions regarding the determination of teaching assignments of faculty members in the school of nursing
6. Decisions regarding the promotion of academic teaching personnel in the school of nursing
10. Decisions regarding appointments of nursing faculty to committees in the school of nursing

ACADEMIC TASK AREA

4. Decisions regarding the content of clinical evaluations for nursing students
13. Decisions regarding determination of degree requirements for nursing majors
15. Decisions regarding the course offerings in the school of nursing
16. Decisions regarding the determination of the content of nursing courses

FINANCIAL TASK AREA

1. Decisions regarding individual salary increases for faculty members in the school of nursing
7. Decisions regarding the purchase of instructional aids for the school of nursing
9. Decisions regarding the amounts to be included for items in the budget of the school of nursing
12. Decisions regarding the choice of textbooks for courses in the school of nursing

BUILDING AND FACILITIES TASK AREA

11. Decisions regarding educational specifications for new buildings for the school of nursing
17. Decisions regarding the choice of clinical facilities for instruction
18. Decisions regarding the means of publicizing programs of the school of nursing
19. Decisions regarding the designation of classrooms for nursing courses

STUDENT PERSONNEL TASK AREA

3. Decisions regarding the admission of individual students into the nursing program
8. Decisions regarding the rules of governing the conduct of nursing students
14. Decisions regarding the nature of health requirements for nursing students
20. Decisions regarding the expulsion of students from the school of nursing for academic reasons

The faculty is asked to respond to two questions for each of the 20 decision items. The first question is: Who makes this decision? To answer this question, the respondent selects one of the 12 previously listed decision makers who is primarily responsible for making that particular decision. The second required response is: What is the nature of your participation in making this decision? The respondent is to select one of the five choices that best describes his/her participation in making the decision. The five choices are: 1) No participation in the decision, 2) Provide information on the decision, 3) Express an opinion or vote on the decision, 4) Recommend the preferred decision, 5) Make the decision. These choices are presented on a Likert scale of one to five with a high total score indicating high participation in

decision making.

Faculty Satisfaction Instrument

The Faculty Satisfaction Instrument is a list of 20 items affecting job satisfaction. The respondent is asked to rate each item using a five-point Likert scale from "very dissatisfied" to "very satisfied". The 20 items and their random placement on the instrument are:

SAMPLE ITEM

- o. Relationship with students

CONCRETE SATISFACTION ITEMS

- a. Classroom equipment
- b. Office facilities
- e. Secretarial services
- f. Fringe benefits
- h. Adequacy of supplies and materials
- l. Tenure and promotion policies
- m. Parking facilities
- o. Clinical facilities
- p. Salary
- s. Provision for attendance at professional meetings

ABSTRACT SATISFACTION ITEMS

- c. Accomplishments of the school of nursing
- d. Participation in decision making
- g. Quality of nursing students
- i. Professional stimulation by colleagues
- j. Geographical locale or community
- k. Relationships with faculty members in the school of nursing
- n. Relationships with university faculty other than faculty in the school of nursing
- q. Academic freedom
- r. Leadership of your dean
- t. Overall evaluation of the position

Personal Data Form

The Personal Data Form includes information on rank or titles, education, number of years employed by UOHSC and age. This information enables the investigator to further define and compare the sample in

regard to their decision making responsibilities and perceptions.

Reliability and Validity

The Decision Point Analysis Instrument was originally developed for secondary schools by Eye, et al (1966). It was modified for higher education by Herold (1968) and further modified for schools of nursing by Johnson (1973). The instrument was used specifically as presented by Johnson. So further studies of reliability and validity are unnecessary.

Data Collection Procedure

Packets, including cover letter, Decision Point Analysis Instrument, Faculty Satisfaction Instrument, Personal Data Form, and a stamped, self-addressed envelope were distributed to nurse faculty members at the University of Oregon Health Sciences Center. Completed questionnaires and Personal Data Forms were returned directly to the investigator. No member of the School of Nursing faculty or Administration knew who participated in the study.

Analysis of Data

Responses to the Decision Point Analysis Instrument and the Faculty Satisfaction Instrument were recorded on a Likert scale of one to five. The higher the total score, the more perceived participation in decision making there was. Similarly, the higher the score on the Faculty Satisfaction Instrument, the more satisfied the faculty would appear to be.

Numerical responses to the Decision Point Analysis Instrument and the Faculty Satisfaction Instrument were totaled for each participant. The thirty decision making and the thirty satisfaction scores were ranked

separately, then subjected to a Spearman Rank Order Correlation. Data were then grouped according to rank or title of participants and subjected to a Rank Order Correlation.

In addition to Rank Order Correlation, mean scores for each decision making and satisfaction item were calculated. Decision making and satisfaction items were then grouped according to the five organizational task areas and area means were calculated. A grand mean for all 20 decision making items and all 20 faculty satisfaction items was also calculated. Finally, decision making and satisfaction data were grouped according to rank or title of participants and item and overall group means were calculated.

CHAPTER III

RESULTS

Sixty full time nurse educators at the University of Oregon Health Sciences Center were randomly selected from 90 full time faculty members to participate in the research by completing the two-part survey and data sheet. Faculty members included Professors, Associate Professors, Assistant Professors and Instructors and School of Nursing Administration. Of the sixty, forty-two returned the survey (70%).

Respondents Eliminated from the Study

Twelve of the forty-two respondents were eliminated from the study due to incomplete surveys or data sheets. Of the twelve, seven were Instructors and five were Assistant Professors. There were no Associate Professors in the respondents who were not included in the study. Two members of this group were employed less than 1 year; five for 1-3 years; two for 4-6 years; and three did not include this information in the Personal Data Form.

Non-Respondents

Eighteen faculty members did not respond to the survey. This group included seven Associate Professors, six Assistant Professors and five Instructors. Additional information regarding the characteristics of the non-respondent group is not available.

Characteristics of the Study Population

The final number of research participants was thirty. This sample included one Professor, ten Associate Professors, nine Assistant Professors and ten Instructors. Of the thirty, eleven had been employed by

the University of Oregon Health Sciences Center for less than 1 year; eight for 1-3 years; five for 4-6 years; three for 7-9 years; two for 9-13 years and one longer than 13 years. The 30-39 year old age group with 18 participants was the most represented age group. Seven respondents were age 40-49 and five were age 50-59.

Survey Instruments

The participants were asked to complete a Decision Point Analysis Instrument, Faculty Satisfaction Instrument and Personal Data Form. The Decision Point Analysis Instrument consisted of 20 decisions relating to five areas of organizational decision making. The faculty was asked to respond to two questions for each of the 20 decision items. The first question being 'Who makes this decision?' and the second question being 'What is the nature of your participation in making this decision?' The second question required one of five responses ranging from (1) No participation in the decision to (5) Make the decision.

The Faculty Satisfaction Instrument included 20 items affecting work satisfaction. The respondent was asked to rate each item using a five-point Likert scale from (1) very dissatisfied to (5) very satisfied.

The Personal Data Form included information on rank or title, education, number of years employed at the UOHSC and age.

Statistical Analysis

Numerical responses to the question, 'What is the nature of your participation in making this decision' were tallied for each of the 20 items on the Decision Point Analysis Instrument. (See Appendix B - Raw Data) Responses to each item on each participant's Decision Point Analysis Instrument were totaled resulting in a decision making score for each of

the 30 participants.

Similarly, numerical responses for each participant's Faculty Satisfaction Instrument were totaled resulting in a satisfaction score for each of the 30 participants.

Decision making scores and satisfaction scores were ranked separately, then a rank-order correlation was calculated on the data. The correlation for total decision making and satisfaction scores (.173) was not statistically significant.

Total decision making and satisfaction scores were then grouped according to the rank or title of respondents. A rank-order correlation was calculated for Associate Professors (.127), Assistant Professors (.392), and Instructors (.242). There was not a statistically significant correlation between perceived decision making and work satisfaction in the Associate Professor, Assistant Professor or Instructor groups.

Although no statistically significant Rank Order Correlations were found, a more refined analysis of the data does seem to reveal some relationship between decision making and work satisfaction. Before discussing the results of this analysis, it is necessary to understand the procedures which were followed to regroup the data.

The refined analysis was initiated by determining the mean response for each of the 20 items on both the Decision Point Analysis and Faculty Satisfaction Instruments. As previously discussed, each respondent answered the 20 items on the Decision Point Analysis Instrument using a Likert scale of 1 (Not participation in the decision) to 5 (Make the decision). This scale provides a vehicle for determining the mean for each item by totaling each participant's response to a Decision Point

item and dividing the total by the number of participants. This procedure was followed for each of the 20 Decision Point items. The results are summarized in Appendix C. For the purpose of this study, the mean for each Decision Point item will be referred to as the item mean.

A similar procedure was followed for the items on the Faculty Satisfaction Instrument. The responses to each of the 20 satisfaction items ranged from 1 (Very Dissatisfied) to 5 (Very Satisfied). Each participant's response to a satisfaction item were totaled and divided by the number of participants. This procedure was followed for each item. The results are summarized in Appendix C. These means will also be referred to as item means.

Once the item means were established, an overall mean could be determined for both the Decision Point Analysis and the Faculty Satisfaction Instrument. This mean was calculated by totaling each item mean and dividing by 20, the number of items on the Decision Point Analysis and Faculty Satisfaction Instrument. For the purpose of this study, the overall mean for both the Decision Point Analysis and the Faculty Satisfaction Instrument will be referred to as the grand mean. The grand means for the Decision Point Analysis and Faculty Satisfaction Instrument were 2.7 and 3.7 respectively. (See Appendix C).

The final procedure associated with the refined analysis is more complicated. In Johnson's (1973) study, the Decision Point Analysis Instrument was divided into five organizational task areas. These task areas were Academic, Faculty Personnel, Financial, Building and Facilities, and Student Personnel. Four decision items were included within each of these task areas. The precise categorization of each Decision

Point item will be discussed in considerable detail later.

The Johnson (1973) study did not group the satisfaction variables according to the established decision making task areas. This investigation attempts to correct this omission by grouping the 19 satisfaction items in one of the five organizational task areas. Although this process was somewhat subjective, face validity was obtained by having two individuals classify the satisfaction items independently. Both classifications were consistent. The precise grouping of each satisfaction item will be discussed in more detail later.

Once the items were grouped in the above manner, a mean for each task area could be calculated. These means were derived by totaling the item means in each task area and dividing the total by the number of items in the task area. These means will be referred to as area means.

Tables 1 and 2 summarize the Decision Point Analysis and Faculty Satisfaction means for the Academic task group. The area mean for this task group is highlighted at the bottom of each table. Item means for Academic decision making range from a low of 2.6 for Determination of degree requirements for nursing students to a high of 3.8 for Content of clinical evaluations for nursing students. The Academic area mean for decision making is 3.3 which indicates that faculty perceive that they express an opinion or vote on Academic decisions. This area mean is above the grand mean for the Decision Point Analysis Instrument which is 2.7.

Faculty Satisfaction in the Academic task area (Table 2) ranges from a low of 3.9 which indicates that faculty are slightly satisfied with participation in decision making to a high of 4.8 which indicates

Table 1

Decision Making Means for the Academic Task Area

Decision Items	Item Mean
4. Content of clinical evaluations for nursing students	3.8
16. Content of nursing courses	3.7
15. Course offerings in the School of Nursing	3.1
13. Determination of degree requirements for nursing students	2.6
Academic Area Mean	3.3

that faculty are very satisfied with the leadership of the Dean. Of all 20 satisfaction items, the Leadership of the Dean had the highest item mean. The area mean for faculty satisfaction in the Academic area was 4.3 which indicates that faculty are between slightly satisfied and very satisfied with items in the Academic task area. The area mean of 4.3 is .6 point above the 3.7 grand mean for all 20 items on the Faculty Satisfaction Instrument.

Table 2

Faculty Satisfaction Means for the Academic Task Area

Satisfaction Items	Item Mean
c. Accomplishments of the School of Nursing	4.2
d. Participation in decision making	3.9
q. Academic freedom	4.4
r. Leadership of your Dean	4.8
Academic Area Mean	4.3

Faculty Personnel Means are presented in Tables 3 and 4. Decision making item means range from 2.5 for decisions regarding promotions of

academic teaching personnel to 3.1 for appointments of teaching personnel in the School of Nursing. The area mean of 2.9 indicates that faculty provide information on Faculty Personnel decisions and most likely express an opinion or vote on the decision. The area mean of 2.9 is .2 point above the grand decision making mean of 2.7.

Table 3

Decision Making Means for the
Faculty Personnel Task Area

Decision Items	Item Mean
2. Appointments of teaching personnel in the School of Nursing	3.1
10. Appointment of nursing faculty to committees	3.0
5. Determination of teaching assignments of faculty	2.8
6. Promotion of academic teaching personnel	2.5
Faculty Personnel Area Mean	2.9

Faculty satisfaction regarding Faculty Personnel items range from an item mean of 2.6 indicating slight dissatisfaction with relationship with University faculty other than faculty in the School of Nursing to an item mean of 4.4 indicating slight satisfaction with relationships with faculty members in the School of Nursing and professional stimulation by colleagues. The area mean of 3.7 is equal to the grand mean for all 20 satisfaction items.

Decision making and faculty satisfaction means in the Financial task area are presented in Tables 5 and 6. Decision making responsibility ranges from a low of 1.8 indicating no participation in decisions regarding salary increases for faculty to a high of 3.7 indicating that most faculty perceive they can express an opinion or vote on decisions

Table 4
Faculty Satisfaction Means for the
Faculty Personnel Task Area

Satisfaction Items	Item Mean
i. Professional stimulation by colleagues	4.4
k. Relationships with faculty members in the School of Nursing	4.4
l. Tenure and promotion policies	3.3
n. Relationships with university faculty other than faculty in the School of Nursing	2.6
Faculty Personnel Area Mean	3.7

regarding the choice of textbooks for courses in the School of Nursing. The area mean for Financial decision making is equal to the grand mean for all 20 Decision Point Analysis items.

Table 5
Decision Making Means for the Financial Task Area

Decision Items	Item Mean
12. Choice of textbooks for courses in the School of Nursing	3.7
7. Purchase of instructional aids	3.2
9. Amounts to be included for items in the budget of the School of Nursing	2.2
1. Salary increases for faculty	1.8
Financial Area Mean	2.7

The area mean for satisfaction with Financial items is 3.4 which is .3 point below the grand mean for all 20 satisfaction items. Item means range from 2.9 indicating neutral satisfaction with salary to 3.8 indicating neutral to slight satisfaction with fringe benefits.

Table 6

Faculty Satisfaction Means for the Financial Task Area

Satisfaction Items	Item Mean
f. Fringe benefits	3.8
p. Salary	2.9
s. Provision for attendance at professional meetings	3.4
Financial Area Mean	3.4

The means for decision making and satisfaction items in the Building and Facilities task area are presented in Tables 7 and 8. As can be seen, decision making means range from 2.0 indicating that the faculty perceive that they provide information on decisions regarding the means of publicizing programs in the School of Nursing to a high of 3.4 which indicates that faculty express an opinion or vote on decisions regarding the choice of clinical facilities for instruction. The area mean for decisions regarding Building and Facilities is 2.4 which is .3 below the grand mean for all 20 Decision Point Analysis items.

Table 7

Decision Making Means for the Building and Facilities Task Area

Decision Items	Item Mean
17. Choice of clinical facilities for instruction	3.4
11. Educational specifications for new buildings in the School of Nursing	2.2
19. Designation of classrooms for nursing courses	2.1
18. Means of publicizing programs in the School of Nursing	2.0
Buildings and Facilities Area Mean	2.4

Faculty satisfaction with Building and Facilities ranged from an item mean of 2.5 indicating slight dissatisfaction with parking facilities to a high of 4.3 indicating slight satisfaction with the geographical locale or community. Faculty were the least satisfied with parking facilities than any other item on the Faculty Satisfaction Instrument. The area mean for faculty satisfaction regarding Building and Facilities was 3.3 which is .4 point below the grand mean for all 20 satisfaction items.

Table 8

Faculty Satisfaction Means for the
Building and Facilities Task Area

Satisfaction Items	Item Mean
a. Classroom equipment	3.2
b. Office facilities	3.1
e. Secretarial services	3.4
h. Adequacy of supplies and materials	3.0
j. Geographical locale or community	4.3
m. Parking facilities	2.5
o. Clinical facilities	3.5
Building and Facilities Area Mean	3.3

Student Personnel decision making and satisfaction means are presented in Tables 9 and 10. Decision making item means range from 1.8 indicating no participation in decisions regarding health requirements for nursing students to 2.7 indicating faculty perceive that they provide information on decisions regarding expulsion of students from the School of Nursing for academic reasons. The area mean is 2.3 as compared to a grand mean of 2.7 for all 20 decision making items.

Table 9

Decision Making Means for the
Student Personnel Task Area

Decision Items	Item Mean
20. Expulsion of students from the School of Nursing for academic reasons	2.7
8. Rules for governing conduct of nursing students	2.4
3. Admission of individual students to program	2.2
14. Health requirements for nursing students	1.8
Student Personnel Area Mean	2.3

The single item regarding satisfaction with Student Personnel had an item and area mean of 4.4 indicating slight satisfaction with the quality of nursing students. The Student Personnel area mean of 4.4 is above the 3.7 grand mean for all 20 Faculty Satisfaction items.

Table 10

Faculty Satisfaction Means for the
Student Personnel Task Area

Satisfaction Item	Item Mean
g. Quality of Nursing Students	4.4
Student Personnel Area Mean	4.4

CHAPTER IV

DISCUSSION

Results of this study showed no significant correlations between participant's perceived participation in decision making and their work satisfaction; however, the data does reveal a number of relationships between decision making and satisfaction among nurse educators at the University of Oregon Health Sciences Center. To illustrate this relationship, the five organizational task means for decision making and satisfaction are presented in Table 11.

When the decision making and satisfaction area means for each organizational task area are compared, an interesting relationship emerges. An examination of Table 11 seems to indicate that in those task areas where participant's perception of decision making is higher in comparison to the other task areas, their satisfaction area mean is also higher in relation to the other task areas. The inverse is also true in that the lower the decision making area mean, the lower the satisfaction area mean in relation to the other organizational task areas.

Table 11

Decision Making and Faculty Satisfaction Area Means
for the Five Organizational Task Areas

	<u>Decision Making</u>	<u>Satisfaction</u>
Academic	3.3	4.3
Faculty Personnel	2.9	3.7
Financial	2.7	3.4
Building and Facilities	2.4	3.3
Student Personnel	2.3	4.4

The exception to this positive relationship is in the Student Personnel Task Area where faculty do not perceive high decision making responsibility; however, they are quite satisfied with the quality of nursing students. This high satisfaction may be due to the fact that there is only one satisfaction item associated with the Student Personnel task area. The single item pertains to faculty satisfaction with the quality of nursing students. Faculty input on decisions regarding student admissions, health requirements, rules governing conduct and expulsion of students may be unrelated to their satisfaction with the quality of nursing students.

An analysis of the decision making and satisfaction area means seems to indicate a positive relationship between decision making and work satisfaction among this study population. An examination of the area means tends to support the hypothesis that perceived participation in decision making enhances work satisfaction; however, this analysis does have certain inherent weaknesses.

Because Johnson's (1973) Faculty Satisfaction Instrument did not specifically include satisfaction items in each of the five organizational task areas, it was difficult to categorize them accordingly for comparison with decision making scores. The satisfaction items were not related to specific items on the Decision Point Analysis Instrument. There were numerous satisfaction items regarding Building and Facilities; however, only one item pertaining to Student Personnel. This unequal number of satisfaction items in each task area prevented the calculation of a significant Rank Order Correlation. It is also understood that the subjective grouping of the satisfaction items prevents generalizations

from the present study.

There is no guarantee that respondents expressed their true feelings of satisfaction regarding their work. Even though confidentiality was insured, the faculty may still have had fears of reprisal. It is possible, too, that educators were unable to answer the questions regarding decisions since they may not have been aware of who actually makes the decision. For the above reasons, generalizations beyond the present study cannot be made with any reliability.

Finally, it must be noted that nearly two-thirds of the study population had been employed by the University of Oregon Health Sciences Center for less than three years. This may be the nature of the organization; however, this must be considered when comparing the present findings to other educational settings.

Nevertheless, an analysis of the decision making and satisfaction means adds some evidence to support the participative decision making theory as it relates to the work satisfaction of nurse educators. Further study in this area is indicated.

Secondary Findings of the Research

A secondary purpose of the research was to provide useful information for the Administration of the University of Oregon Health Sciences Center School of Nursing concerning the more general implications of the research data. Several observations can be made from Tables 1 through 10 which are included in Chapter III. Additional conclusions can be drawn from Tables 12 and 13 which categorize the decision making and satisfaction data according to participant's title or rank.

Findings Regarding Perceived Decision Making Responsibility

The grand mean for responses to the 20 items on the Decision Point Analysis Instrument was 2.7 on a Likert scale of 1 (No participation in the decision) to 5 (Make the decision). Responses ranged from a low of 1.8 to a high of 3.8. Respondents perceived the greatest participation in decisions regarding the content of clinical evaluations for nursing students. Those decisions regarding salary increases for faculty and health requirements for nursing students were perceived as having the least faculty input.

It appears that faculty do not make decisions, but do provide information on most decisions. An exception to this conclusion is in the Academic task area which includes decisions on content of clinical evaluations for students, course offerings, course content and degree requirements. Perhaps educators perceive they have more responsibility for making these decisions since they must deal with them more frequently.

Contrast this with those decisions in which educators had the least participation. They include decisions regarding salary increases for faculty members and health requirements for nursing students. Educators are not faced with these situations on a daily basis since the decision making responsibility traditionally rests with those persons at the Administrative level.

Further information can be gathered by presenting decision making data according to the title or rank of participants. Table 12 summarizes this data. Item and grand means for each group are presented. It appears that perceived participation in decision making increases as nurse educators are elevated in rank. This perception is most likely valid since

Table 12
 Mean Decision Point Analysis
 Responses by Title
 (Scale of 1 to 5)*

<u>Decision Items</u>	<u>Associate</u> N=10	<u>Assistant</u> N=9	<u>Instructor</u> N=10
1. Salary increases for faculty	1.9	1.5	1.9
2. Appointments of teaching personnel in School of Nursing	2.9	3.6	2.9
3. Admission of individual students to program	2.6	2.1	1.9
4. Content of clinical evaluations for nursing students	3.9	4.2	3.4
5. Determination of teaching assignments of faculty	2.9	2.8	2.8
6. Promotion of academic teaching personnel	2.4	2.8	2.2
7. Purchase of instructional aids	3.3	2.9	3.4
8. Rules governing conduct of nursing students	2.0	2.6	2.6
9. Amounts to be included for items in budget of School of Nursing	2.1	1.8	2.6
10. Appointments of nursing faculty to committees	2.9	3.6	2.5
11. Educational specifications for new buildings for School of Nursing	2.2	2.2	2.1
12. Choice of textbooks for courses in the School of Nursing	3.7	4.0	3.3
13. Determination of degree requirements for nursing students	3.2	2.2	2.4
14. Health requirements for nursing students	2.1	1.3	1.9
15. Course offerings in the School of Nursing	3.2	3.0	3.1
16. Content of nursing courses	3.9	3.8	3.4
17. Choice of clinical facilities for instruction	4.0	3.3	3.0
18. Means of publicizing programs of the School of Nursing	2.3	1.4	2.5
19. Designation of classrooms for nursing courses	2.6	1.7	2.1
20. Expulsion of students from School of Nursing for academic reasons	2.4	3.1	2.6
MEAN	2.8	2.7	2.6

- * 1 = No participation in the decision
 2 = Provide information on the decision
 3 = Express an opinion or vote on the decision
 4 = Recommend the preferred decision
 5 = Make the decision

an increase in rank usually means more organizational responsibility for decision making. An additional factor may be that those educators with a higher rank are more aware of the decision making process and may have more of an opportunity (more committee memberships, more contact with those in authority positions) to give input on decisions.

Findings Regarding Faculty Satisfaction

The item means for satisfaction items ranged from a low of 2.5 to a high of 4.8 on a 5-point Likert scale of 1 (Very Dissatisfied) to 5 (Very Satisfied). The grand mean for faculty satisfaction was 3.7 indicating that faculty are neutral to slightly satisfied with the 20 items on the Faculty Satisfaction Instrument. Of the 20 items on the Satisfaction Instrument, faculty were least satisfied with the parking facilities. This is not a surprise since parking facilities at the University of Oregon Health Sciences Center are renowned for their unavailability. Faculty were the most satisfied with the Leadership of the Dean. Again, this is no surprise since the Dean is respected and recognized in the profession of Nursing.

Means for faculty satisfaction responses are presented in Table 13. The data are grouped according to participant's rank or title. It appears that Instructors are the most satisfied of the three groups at 3.9 followed by the Associate Professors at 3.8. The Assistant Professors are the least satisfied group with a mean of 3.3. All three groups indicate the Leadership of the Dean as the most satisfying items of the 20. Parking and relationships with University faculty other than faculty in the School of Nursing had low satisfaction scores in all three groups.

The finding that Instructors appear to be the most satisfied of the

Table 13
 Mean Faculty Satisfaction Instrument
 Responses by Title
 (Scale of 1 to 5)*

<u>Satisfaction Items</u>	<u>Associate</u> N=10	<u>Assistant</u> N=9	<u>Instructor</u> N=10
a. Classroom equipment	3.7	2.4	3.4
b. Office facilities	3.2	3.0	3.5
c. Accomplishments of the School of Nursing	4.1	4.2	4.2
d. Participation in decision making	4.1	3.1	4.4
e. Secretarial services	3.8	2.9	3.7
f. Fringe benefits	4.0	3.1	4.1
g. Quality of nursing students	4.5	4.3	4.3
h. Adequacy of supplies and materials	3.3	2.7	3.3
i. Professional stimulation by colleagues	4.0	4.4	4.7
j. Geographical locale or community	4.0	4.1	4.4
k. Relationships with University faculty members in the School of Nursing	4.4	4.7	4.5
l. Tenure and promotion policies	3.7	3.1	3.2
m. Parking facilities	3.0	1.6	2.6
n. Relationships with University faculty other than faculty in the School of Nursing	2.7	1.6	3.2
o. Clinical facilities	3.4	3.7	3.4
p. Salary	3.1	2.4	2.9
q. Academic freedom	4.6	4.3	4.1
r. Leadership of your Dean	4.8	4.7	4.9
s. Provision for attendance at professional meetings	3.5	2.2	4.2
t. Overall evaluation of the position	4.4	4.3	4.4
MEAN	3.8	3.3	3.9

- * 1 = Very Dissatisfied
 2 = Slightly Dissatisfied
 3 = Neutral
 4 = Slightly Satisfied
 5 = Very Satisfied

three groups, followed by Associate Professors, then Assistant Professors may be explained by the fact that the Instructor group included nine of the nineteen participants who had been employed by the UOHSC less than three years. Perhaps the newer employees are more enthusiastic about their new job and consequently more satisfied. The Associate Professor group was next in satisfaction and included six participants who were employed less than three years. The Assistant Professor group, which included only three participants who were employed less than three years, were the least satisfied. These findings seem to indicate that the longer one is employed by the University of Oregon Health Sciences Center, the less satisfied one tends to be.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Many professionals experience a serious dilemma in meshing their own professional needs with the needs of the organization. Professionals have high self-actualization/autonomy needs. Self-actualization is present when organizational members believe their occupational role demands permit relatively full expression of their individual potential as well as opportunities to expand this potential. If individuals are not able to experience self-actualization on a particular job, they become dissatisfied with their work.

The incongruence between professional autonomy and organizational control is particularly striking in university schools of nursing. To the extent that self-direction is of central importance to nursing educators, a lack of participation in organizational decision making should be a major source of dissatisfaction. Few studies have considered the relationship between participative decision making and work satisfaction of nursing educators. This study has attempted to refine a study by Johnson in an attempt to find a significant correlation between perceived participation in decision making and work satisfaction of nursing educators.

Conclusions

Although the correlations between decision making and faculty satisfaction are not statistically significant, this investigation indicates

a relationship between decision making and faculty satisfaction means for five organizational task areas. Grouping decision making and satisfaction means according to task groups seems to indicate that in those task areas where respondent's perception of decision making is higher in comparison to the other task areas, their satisfaction mean is higher in relation to the other task areas as well.

Faculty at the University of Oregon Health Sciences Center do not perceive themselves making decisions; however, most feel they can provide information on the decision as well as express an opinion or vote on the preferred decision. Although the faculty do not perceive themselves actually making decision, they are still neutral to slightly satisfied with their work.

It must be recognized that participation has different effects on different individuals, according to individual variances in the strength of personality factors, specifically the need for independence and authority. Individuals with weak independence and authority needs may be unaffected by participation, whereas individuals with strong independence needs may display stronger satisfaction with jobs offering participative decision making.

Recommendations

The Faculty Satisfaction Instrument used in the present study should be modified to include satisfaction items that pertain specifically to the five organizational task areas as presented in the Decision Point Analysis Instrument.

Replication of the present investigation with larger samples is

needed to validate and reinforce the results of the study.

The relationship between decision making and work satisfaction needs to be examined in light of additional variables. Personality variables affecting the need for independence and decision making should be correlated with faculty satisfaction scores.

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APPENDIX A

Survey Instruments



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

November 10, 1978

COLLEGE OF NURSING

Office of the Dean

Ms. Shirley Beaver
4990 Southwest Centerwood
Lake Oswego, Oregon 97034

Dear Ms. Beaver:

I received your message indicating your interest in the tools that were used in my doctoral study regarding decision making in collegiate schools of nursing. I am enclosing a copy of the faculty satisfaction instrument and the personal data form. I do not have additional copies of the Decision Point Analysis; however, I am enclosing a Xerox copy of the face of the form. You will notice in the center of the form the decision item (sample) "Decisions regarding the selection of curriculum problems for study." Each of the decision items as stated on page 103 in Nursing Research, March/April 1973, were placed on a separate page. This tablet of twenty items plus the one sample item was stapled to the Decision Point Analysis. I believe the directions provide sufficient information concerning how these were handled by the subject.

I hope that this information is helpful to you. If you have further questions, do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Betty M. Johnson".

Betty M. Johnson, Dean
College of Nursing

BMJ:wlp

Enclosures

January 18, 1980

Dear Faculty Member:

I am a Graduate Student in the Nursing Administration and Management Program at the University of Oregon Health Sciences Center. My thesis is entitled "Perceived Locus of Decision-Making and Work Satisfaction of Nursing Educators". I have selected the UOHSC Nursing Faculty as my sample population. I sincerely hope that it will be possible for you to participate in the study by completing the three attached instruments. My complete set of instruments will involve less than thirty minutes of your time. Below are some general directions for participants.

Please be assured that you will not be identified by name in the final report of the study.

Please give only one answer to each item and be sure to answer every item. In most instances there is no "right" or "wrong" response: I am interested in your perception of the situation.

The following definitions should be used when completing the instruments:

1. The phrase "School of Nursing" should be interpreted to mean "College of Nursing" or "Department of Nursing" when the latter are applicable.
2. The term "Dean" should be understood to include "Director of the School of Nursing" or "Chairman of the Department of Nursing" when these are applicable.
3. The phrase "Department Chairman" should be understood to mean "Chairman of a Teaching Area" when this is applicable.

4. On the Decision Point Analysis Instrument, "School of Nursing Committee" in the column of positions should be considered to include any formally organized group in the School of Nursing such as: a faculty committee, a group of faculty forming a department or teaching area, the executive council of the school of nursing, and so on.
5. On the Decision Point Analysis Instrument, "Dean of Medicine or Liberal Arts and Sciences" in the column of positions has been provided for those institutions in which the School or Department of Nursing is a unit of such a School or College.

When you have completed the set of instruments, return them directly to me in the stamped, addressed envelope provided. I would appreciate receiving all completed forms within three weeks after distribution. Forms received after February 15, 1980 will not be able to be included in the analysis.

Thank you very much for your participation.

Sincerely yours,

Shirley Beaver,
Graduate Student
University of Oregon Health
Sciences Center

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM (SAMPLE): Decisions regarding the selection of curriculum problems for study.	
	I	II
School of Nursing Administrative Assistant		4
School of Nursing Assistant Dean	✓	
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans, (e.g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President Chancellor, or Vice-President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 1	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans. (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 2 Decisions regarding the appointment of academic teaching personnel in the school of nursing		QUESTIONS:
	I	II	
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. WHO MAKES THIS DECISION?</p> <p>Choose the <u>one</u> person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.</p> <p>B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?</p> <p>Select <u>one</u> of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.</p> <ol style="list-style-type: none"> 1. No participation in the decision 2. Provide information on the decision 3. Express an opinion or vote on the decision 4. Recommend the preferred decision 5. Make the decision
School of Nursing Assistant Dean	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	<input type="checkbox"/>	
University-wide Deans, (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	<input type="checkbox"/>	

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 3	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 4	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 5		QUESTIONS:
	I	II	
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. WHO MAKES THIS DECISION?</p> <p>Choose the <u>one</u> person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.</p> <p>B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?</p> <p>Select <u>one</u> of the five choices below that best describes <u>your</u> participation in making this decision and write the number of this choice in the box provided in Column II.</p> <ol style="list-style-type: none"> 1. No participation in the decision 2. Provide information on the decision 3. Express an opinion or vote on the decision 4. Recommend the preferred decision 5. Make the decision
School of Nursing Assistant Dean	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	<input type="checkbox"/>	
University-wide Deans, (e. g., Student Affairs, Women, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	<input type="checkbox"/>	

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 6		QUESTIONS:
	I	II	
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. WHO MAKES THIS DECISION?</p> <p>Choose the <u>one</u> person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.</p> <p>B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?</p> <p>Select <u>one</u> of the five choices below that best describes <u>your</u> participation in making this decision and write the number of this choice in the box provided in Column II.</p> <ol style="list-style-type: none"> 1. No participation in the decision 2. Provide information on the decision 3. Express an opinion or vote on the decision 4. Recommend the preferred decision 5. Make the decision
School of Nursing Assistant Dean	<input type="checkbox"/>		
School of Nursing Faculty (as a group)	<input type="checkbox"/>		
School of Nursing Committee	<input type="checkbox"/>		
School of Nursing Department Chairman	<input type="checkbox"/>		
School of Nursing Dean	<input type="checkbox"/>		
School of Nursing Students	<input type="checkbox"/>		
University-wide Deans, (e. g., Student Affairs, Women, etc.)	<input type="checkbox"/>		
School of Nursing Faculty Member (individual)	<input type="checkbox"/>		
University-wide Committees	<input type="checkbox"/>		
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>		
University President Chancellor, or Vice- President	<input type="checkbox"/>		

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 7	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, to be appointed by the Board of Trustees	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President, Chancellor, or Vice-President	<input type="checkbox"/>	

- QUESTIONS:**
- A. WHO MAKES THIS DECISION?**
- Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.
- B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?**
- Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.
1. No participation in the decision
 2. Provide information on the decision
 3. Express an opinion or vote on the decision
 4. Recommend the preferred decision
 5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 8	
	I	II
School of Nursing Administrative Assistant		<input style="width: 80%; height: 30px;" type="checkbox"/>
School of Nursing Assistant Dean		
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans. (e.g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President, Chancellor, or Vice-President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 9		QUESTIONS:
	I	II	
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. WHO MAKES THIS DECISION?</p> <p>Choose the <u>one</u> person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.</p> <p>B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?</p> <p>Select <u>one</u> of the five choices below that best describes <u>your</u> participation in making this decision and write the number of this choice in the box provided in Column II.</p> <ol style="list-style-type: none"> 1. No participation in the decision 2. Provide information on the decision 3. Express an opinion or vote on the decision 4. Recommend the preferred decision 5. Make the decision
School of Nursing Assistant Dean	<input type="checkbox"/>		
School of Nursing Faculty (as a group)	<input type="checkbox"/>		
School of Nursing Committee	<input type="checkbox"/>		
School of Nursing Department Chairman	<input type="checkbox"/>		
School of Nursing Dean	<input type="checkbox"/>		
School of Nursing Students	<input type="checkbox"/>		
University-wide Deans, (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>		
School of Nursing Faculty Member (individual)	<input type="checkbox"/>		
University-wide Committees	<input type="checkbox"/>		
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>		
University President, Chancellor, or Vice-President	<input type="checkbox"/>		

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

DECISION ITEM # 10		
	Decisions regarding appointments of nursing faculty to committees in the school of nursing	
POSITIONS:	I	II
School of Nursing Administrative Assistant		
School of Nursing Assistant Dean		
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans. (e.g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President, Chancellor, or Vice-President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 11	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS
DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE
OF YOUR PARTICIPA-
TION IN MAKING THIS
DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 12	
	I	II
School of Nursing Administrative Assistant		
School of Nursing Assistant Dean		
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans, (e.g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President Chancellor, or Vice- President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 13		QUESTIONS:
	I	II	
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<p>A. WHO MAKES THIS DECISION?</p> <p>Choose the <u>one</u> person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.</p>
School of Nursing Assistant Dean	<input type="checkbox"/>		
School of Nursing Faculty (as a group)	<input type="checkbox"/>		<p>B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?</p> <p>Select <u>one</u> of the five choices below that best describes <u>your</u> participation in making this decision and write the number of this choice in the box provided in Column II.</p>
School of Nursing Committee	<input type="checkbox"/>		
School of Nursing Department Chairman	<input type="checkbox"/>		<p>1. No participation in the decision</p> <p>2. Provide information on the decision</p> <p>3. Express an opinion or vote on the decision</p> <p>4. Recommend the preferred decision</p> <p>5. Make the decision</p>
School of Nursing Dean	<input type="checkbox"/>		
School of Nursing Students	<input type="checkbox"/>		
University-wide Deans. (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>		
School of Nursing Faculty Member (individual)	<input type="checkbox"/>		
University-wide Committees	<input type="checkbox"/>		
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>		
University President Chancellor, or Vice- President	<input type="checkbox"/>		

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 14	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, (e.g. Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 15	
	I	II
School of Nursing Administrative Assistant		
School of Nursing Assistant Dean		
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans, (e.g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President, Chancellor, or Vice-President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 16	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 17	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans, (e. g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 18	
	I	II
School of Nursing Administrative Assistant		
School of Nursing Assistant Dean		
School of Nursing Faculty (as a group)		
School of Nursing Committee		
School of Nursing Department Chairman		
School of Nursing Dean		
School of Nursing Students		
University-wide Deans, (e. g., Student Affairs, Women, etc.)		
School of Nursing Faculty Member (individual)		
University-wide Committees		
Dean of Medicine or Liberal Arts and Sciences		
University President Chancellor, or Vice- President		

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 19	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans. (e. g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

DECISION POINT ANALYSIS

DIRECTIONS: This instrument contains twenty decision items. In the column to the left is a list of positions of persons in the University who may participate in making these decisions. In the column to the right are two questions regarding each of the decision items. For each of the decision items, answer the two questions in the manner indicated. All decisions refer to the School of Nursing, its faculty and students.

POSITIONS:	DECISION ITEM # 20	
	I	II
School of Nursing Administrative Assistant	<input type="checkbox"/>	<input type="checkbox"/>
School of Nursing Assistant Dean	<input type="checkbox"/>	
School of Nursing Faculty (as a group)	<input type="checkbox"/>	
School of Nursing Committee	<input type="checkbox"/>	
School of Nursing Department Chairman	<input type="checkbox"/>	
School of Nursing Dean	<input type="checkbox"/>	
School of Nursing Students	<input type="checkbox"/>	
University-wide Deans. (e.g., Student Affairs, Women, etc.)	<input type="checkbox"/>	
School of Nursing Faculty Member (individual)	<input type="checkbox"/>	
University-wide Committees	<input type="checkbox"/>	
Dean of Medicine or Liberal Arts and Sciences	<input type="checkbox"/>	
University President Chancellor, or Vice- President	<input type="checkbox"/>	

QUESTIONS:

A. WHO MAKES THIS DECISION?

Choose the one person in the University who primarily makes this decision. Check the box in Column I opposite the title of that position.

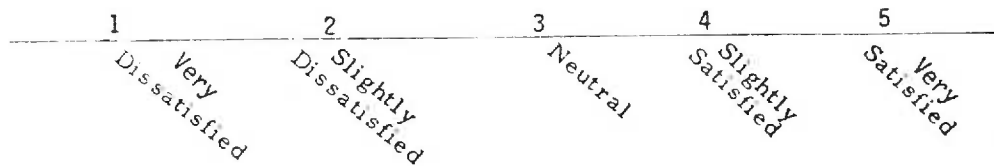
B. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the five choices below that best describes your participation in making this decision and write the number of this choice in the box provided in Column II.

1. No participation in the decision
2. Provide information on the decision
3. Express an opinion or vote on the decision
4. Recommend the preferred decision
5. Make the decision

FACULTY SATISFACTION INSTRUMENT

Please indicate your personal satisfaction with the position that you presently hold in relation to each of the following items. From the scale below, indicate your number choice in the box to the left of each statement as illustrated in the sample item.

SCALE

SAMPLE:

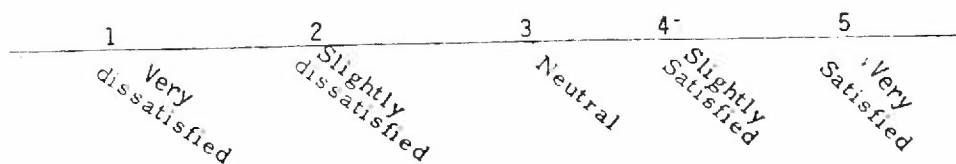
5 O. Relationships with students.

SPECIFIC FACTORS:

- a. Classroom equipment.
- b. Office facilities.
- c. Accomplishments of the school of nursing.
- d. Participation in decision making.
- e. Secretarial services.
- f. Fringe benefits.
- g. Quality of nursing students.
- h. Adequacy of supplies and materials.
- i. Professional stimulation by colleagues.
- j. Geographical locale or community.
- k. Relationships with faculty members in the School of Nursing.
- l. Tenure and promotion policies.
- m. Parking facilities.
- n. Relationships with University faculty other than faculty in the School of Nursing.

(PLEASE CONTINUE ON THE NEXT PAGE)

2. (continued)

SCALE

- o Clinical facilities.
- p Salary.
- q Academic freedom.
- r Leadership of your Dean.
- s Provision for attendance at professional meetings.

GENERAL FACTOR

- t Overall evaluation of the position.

3. Please check the one statement below that best indicates your satisfaction with your teaching position.

- a. "It is difficult to imagine a more satisfactory teaching position."
- b. "I consider this among the better teaching positions."
- c. "This teaching position is only slightly better than the average position."
- d. "I consider this position average as far as teaching positions in nursing education are concerned."
- e. "This teaching position is really a little below average."
- f. "I consider this among the poorer teaching positions."
- g. "It is difficult to imagine a more unsatisfactory teaching position."

PERSONAL DATA FORM

Please check the appropriate box for each of the following:

1. RANK OR TITLE:

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Assistant Instructor or Teaching Assistant
- Lecturer

2. Please give the complete title of your present position.

3. CURRENT ADMINISTRATIVE RESPONSIBILITIES:

- Dean
- Associate or Assistant Dean
- Administrative Assistant
- Department Chairman or Chairman of Teaching Area
- Assistant Department Chairman
- Project Director or Project Assistant
- None
- Other: Please specify _____

4. TYPE OF PROGRAM FROM WHICH YOU RECEIVED YOUR INITIAL
NURSING EDUCATION:

- Hospital diploma
- Associate degree
- Baccalaureate degree
- Masters degree

5. HIGHEST EARNED DEGREE:

- Less than a Baccalaureate Degree
- Baccalaureate Degree
- Masters Degree
- Doctors Degree

6. NUMBER OF YEARS EMPLOYED IN THIS SCHOOL OF NURSING:

- Less than one year
- 1 to 3 years
- 4 to 6 years
- 7 to 9 years
- 10 to 12 years
- 13 or more years: Please specify _____

7. TOTAL NUMBER OF YEARS OF EMPLOYMENT IN A UNIVERSITY OR COLLEGIATE SCHOOL OF NURSING:

- Up to 3 years
- 4 to 6 years
- 7 to 9 years
- 10 to 12 years
- 13 to 15 years
- 16 or more years: Please specify _____

8. AGE:

- Less than 30 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 years and above

APPENDIX B

Raw Data

RAW DATA
Decision Point Analysis

Individual N=30	Decision Items																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	3	1	3	3	2	2	1	2	2	2	5	3	1	3	5	4	1	4	4
2	2	4	4	5	5	3	4	3	4	2	5	5	4	3	4	4	5	4	4	4
3	1	4	1	5	1	4	1	1	2	3	3	3	3	1	2	3	2	2	2	1
4	2	2	4	3	4	4	2	1	2	3	4	3	3	3	3	3	3	4	4	3
5	2	4	2	4	2	4	3	2	2	2	5	3	3	1	3	2	2	1	2	2
6	2	4	1	4	1	1	3	1	2	3	4	3	3	1	3	3	5	2	2	3
7	2	4	1	4	3	5	4	2	2	3	4	5	3	1	3	2	2	2	2	2
8	2	4	1	4	3	5	4	2	2	3	4	5	3	1	3	2	2	2	2	3
9	2	4	1	4	3	5	4	2	2	3	4	5	3	1	3	2	2	2	2	3
10	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
11	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
12	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
13	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
14	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
15	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
16	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
17	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
18	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
19	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
20	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
21	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
22	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
23	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
24	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
25	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
26	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
27	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
28	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
29	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4
30	1	3	1	3	3	3	2	1	2	2	2	5	3	1	3	3	3	1	1	4

RAW DATA

Faculty Satisfaction Instrument

<u>Individual</u>	<u>Satisfaction Items</u>																			
N=30	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.	l.	m.	n.	o.	p.	q.	r.	s.	t.
1	5	2	5	4	4	4	4	5	5	4	4	4	1	4	5	5	5	5	5	5
2	2	4	5	4	1	2	5	2	5	4	5	5	5	2	5	2	5	5	1	5
3	4	4	3	5	5	5	2	2	5	5	3	1	1	4	1	4	5	5	2	5
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6	4	4	5	4	2	4	5	2	4	2	4	2	2	5	2	2	4	5	5	2
7	2	2	4	4	5	5	3	5	4	5	4	3	1	1	2	2	5	5	5	4
8	4	2	4	4	4	5	5	2	5	5	5	1	1	5	2	3	4	5	5	4
9	4	2	4	5	5	3	5	3	4	5	3	3	1	2	4	4	5	5	3	5
10	1	5	4	5	5	5	4	5	5	5	5	5	5	1	2	4	5	5	5	5
11	5	4	5	5	3	2	5	5	4	5	4	5	1	2	4	5	2	5	2	5
12	4	4	4	4	1	1	2	1	4	5	1	1	1	2	2	3	4	5	1	4
13	2	4	4	4	2	4	5	2	4	5	5	1	1	1	3	3	5	5	4	2
14	4	4	4	4	5	4	2	5	5	5	5	1	1	2	1	3	5	5	4	5
15	1	2	4	4	5	5	2	2	4	5	4	5	1	1	2	5	5	5	2	4
16	2	1	5	4	5	2	5	5	4	5	4	2	1	1	5	2	5	5	4	5
17	2	2	4	4	1	5	2	2	4	5	4	5	1	1	5	2	5	4	5	4
18	5	3	2	4	4	5	2	2	4	5	4	5	1	5	4	2	4	5	1	5
19	3	5	4	5	4	5	5	2	4	5	4	3	1	5	5	2	5	5	4	5
20	3	5	5	2	4	2	2	2	4	5	5	3	1	5	4	2	4	5	5	4
21	2	4	4	4	2	1	3	4	4	5	3	1	1	4	1	5	3	4	4	4
22	4	1	5	1	2	4	4	5	5	4	4	2	5	2	2	2	5	3	4	5
23	1	1	5	5	2	5	5	1	4	5	5	3	5	5	2	4	4	5	4	4
24	5	5	5	5	5	4	5	5	5	5	5	3	5	2	4	4	5	5	2	5
25	2	5	5	5	5	5	4	5	5	5	5	3	5	3	4	5	5	5	5	5
26	4	1	4	4	2	5	4	1	5	5	5	5	5	4	5	1	5	5	1	4
27	5	2	4	5	5	2	5	4	1	5	5	5	5	5	5	4	5	5	1	4
28	4	2	4	4	5	5	5	3	5	5	5	5	3	5	5	2	5	5	1	4
29	2	2	3	2	4	1	2	2	5	5	5	5	1	2	5	1	4	5	1	4
30	5	2	2	4	5	5	5	5	5	2	4	4	1	5	1	1	2	5	1	2

APPENDIX C

Decision Making and Satisfaction

Item and Task Area Means

Mean Decision Point Analysis Scores for Items
in Five Organizational Task Areas

<u>Academic</u>	<u>Item Mean</u>
4. Content of clinical evaluations for nursing students	3.8
16. Content of nursing courses	3.7
15. Course offerings in the School of Nursing	3.1
13. Determination of degree requirements for nursing students	<u>2.6</u>
<u>Area Mean</u>	3.3
<u>Faculty Personnel</u>	
2. Appointments of teaching personnel in the School of Nursing	3.1
10. Appointments of nursing faculty to committees	3.0
5. Determination of teaching assignments of faculty	2.8
6. Promotion of academic teaching personnel	<u>2.5</u>
<u>Area Mean</u>	2.9
<u>Financial</u>	
12. Choice of textbooks for courses in the School of Nursing	3.7
7. Purchase of instructional aids	3.2
9. Amounts to be included for items in the budget of the School of Nursing	2.2
1. Salary increases for faculty	<u>1.8</u>
<u>Area Mean</u>	2.7
<u>Building and Facilities</u>	
17. Choice of clinical facilities for instruction	3.4
11. Educational specifications for new buildings for the School of Nursing	2.2
19. Designation of classrooms for nursing courses	2.1
18. Means of publicizing programs in the School of Nursing	<u>2.0</u>
<u>Area Mean</u>	2.4
<u>Student Personnel</u>	
20. Expulsion of students from the School of Nursing for academic reasons	2.7
8. Rules for governing conduct of nursing students	2.4
3. Admission of individual students to program	2.2
14. Health requirements for nursing students	<u>1.8</u>
<u>Area Mean</u>	2.3
GRAND DECISION MAKING MEAN	2.7

Mean Faculty Satisfaction Instrument Scores for
Items in Five Organizational Task Areas

	Item Mean
<u>Academic</u>	
c. Accomplishments of the School of Nursing	4.2
d. Participation in decision making	3.9
q. Academic freedom	4.4
r. Leadership of your Dean	4.8
<u>Area Mean</u>	<u>4.3</u>
 <u>Faculty Personnel</u>	
i. Professional stimulation by colleagues	4.4
k. Relationships with faculty members in the School of Nursing	4.4
l. Tenure and promotion policies	3.3
n. Relationships with University faculty other than faculty in the School of Nursing	2.6
<u>Area Mean</u>	<u>3.7</u>
 <u>Financial</u>	
f. Fringe benefits	3.8
p. Salary	2.9
s. Provision for attendance at professional meetings	3.4
<u>Area Mean</u>	<u>3.4</u>
 <u>Building and Facilities</u>	
a. Classroom equipment	3.2
b. Office facilities	3.1
e. Secretarial services	3.4
h. Adequacy of supplies and materials	3.0
j. Geographical locale or community	4.3
m. Parking facilities	2.5
o. Clinical facilities	3.5
<u>Area Mean</u>	<u>3.3</u>
 <u>Student Personnel</u>	
g. Quality of Nursing Students	4.4
<u>Area Mean</u>	<u>4.4</u>
 GRAND FACULTY SATISFACTION MEAN	 3.7

AN ABSTRACT OF THE THESIS OF
SHIRLEY BEAVER
FOR THE MASTERS OF NURSING

Date of Receiving this Degree: June 8, 1980

Title: PERCEIVED PARTICIPATION IN DECISION MAKING AND WORK
SATISFACTION OF NURSE EDUCATORS AT THE UNIVERSITY OF
OREGON HEALTH SCIENCES CENTER

Approved: _____
Professor in Charge of Thesis

Thirty nurse educators representing the Professor, Associate Professor, Assistant Professor and Instructor groups at the University of Oregon Health Sciences Center participated in the study. The participants were asked to respond to a three-part survey consisting of Decision Point Analysis Instrument, Faculty Satisfaction Instrument and Personal Data Form.

The Decision Point Analysis Instrument consisted of 20 decisions relating to five areas of organizational decision making. The faculty was asked to respond to the question, 'What is the nature of your participation in this decision?' This question required one of five responses ranging from (1) No participation in the decision to (5) Make the decision.

The Faculty Satisfaction Instrument included 20 items affecting work satisfaction. The respondents were asked to rate each item using a five-point Likert scale from (1) Very dissatisfied to (5) Very satisfied.

The Personal Data Form included information on rank or title of respondents, education, number of years employed at the University of Oregon Health Sciences Center, and age.

A Spearman Rank Order Correlation was calculated for the separately ranked decision making and satisfaction scores. The statistical analysis revealed no significant relationship between perceived participation in decision making and work satisfaction of faculty members.

A comparison of the decision making and faculty satisfaction means in the five organizational task areas indicated that in those task areas where participant's perception of decision making is higher in comparison to the other task areas, their satisfaction area mean is also higher in relation to the other task areas.

When decision making means were compared for the Associate Professor, Assistant Professor and Instructor groups, it was found the perception of decision making increases as faculty members were increased in rank.

Satisfaction means for the Associate Professor, Assistant Professor and Instructor groups indicated that the Instructor group was most satisfied followed by the Associate Professors, then Assistant Professors.