11. My preparation to handle the travel arrangement responsibilities of a forensic program is

п	very strong			very weak					
9		1	2	3	4	5	6	7	
		75	49	22	25	12	5	4	NR=1
ı		39%	26%	12%	13%	6%	3%	2%	Mean 2.4

My preparation to handle to recruiting responsibilities of a forensic program

my proparation to harristo to restaining responsionation of a reference program								
very strong				adequa	te			very weak
	1	2	3	4	5	6	7	
Table 1	26	35	43	37	20	20	11	NR=1
0.00	14%	18%	22%	19%	10%	10%	6%	Mean 3.5

My preparation to handle the public relations responsibilities of a forensic program is

, , ,								9
very strong				adequa	te			very weak
	1	2	3	4	5	6	7	
	41	39	42	30	21	8	11 0	NR=1
	21%	20%	22%	16%	11%	4%	6%	Mean 3.1

My preparation to host and administer a tournament on my campus is

very strong		very weak						
	1	2	3	4	5	6	7	
I BERNEY	69	38	18	22	13	14	17	NR=2
a.s. neet,	36%	20%	9%	12%	7%	7%	9%	Mean 3

My preparation to handle the student advising or counseling responsibilities of a forensic program is

very strong				adequat	e			very weak
	1	2	3	4	5	6	7	
	56	48	33	37	8	4	5	NR=2
	29%	25%	17%	19%	4%	2%	3%	Mean 2.6

18. My preparation to handle alumni relations associated with a forensic program is

very strong			adequate						
	0.1	2	3	4	5	6	7		
	24	34	29	42	16	27	18	NR=3	
	13%	18%	15%	22%	8%	14%	10%	Mean 3.8	

17. My preparation to handle fundraising associated with a forensic program is

			•					
very strong				adequa	te			very weak
	1	2	3	4	5	6	7	
	14	23	32	32	24	33	34	NR=1
	7%	12%	17%	17%	13%	17%	18%	Mean 4.4

My preparation to defend my forensic program in the face of challenges or budget cuts is

very strong		very weak						
te inglie ep	1	2	3	4	5	6	7	ola percel
	60	51	32	30	7	7	4	NR=2
	31%	27%	17%	16%	4%	4%	2%	Mean 2.5

B19.	My preparation	to coach									
	very strong				adequate)			very weak		
		1	2	3	4	5	6	7			
		68	35	24	24	15	15	10	NR=2		
		36%	18%	13%	13%	8%	8%	5%	Mean 2.8		
B20.	My preparation	to coach	speech	events is							
	very strong				adequate				very weak		
		1	2	3	4	5	6	. 7			
		55	53	39	25	5	8	7	NR=1		
		29%	28%	20%	13%	3%	4%	4%	Mean 2.6		
B21.	My preparation	n to coach	n oral inte	erpretatio	n is						
				eg se arr Aes	adequate				very weak		
	very strong	1	2	3	4	5	6	7	vory woun		
		30	45		24	17	25	25	NR=1		
					13%	9%	13%	13%	Mean 3.7		
		16%	23%	14%	13%	970	13/0	13/0	Mean 5.7		
B22.											
	very strong				adequate	Э			very weak		
		1	2	3	4	5	6	7			
		72	40	26	30	8	10	6	NR=1		
		38%	21%	14%	16%	4%	5%	3%	Mean 2.6		
B23.	My preparation	n to iudae	speech	events is							
		, 3			adequat	2			very weak		
	very strong	1	2	3	4	5	6	7	vory would		
		74	56	32	16	3	3	8	NR=1		
				17%	8%	2%	2%	4%	Mean 2.3		
		39%	29%	1770	070	270	2/0	4 /0	MEan 2.5		
B24.	My preparation	n to judge	e oral inte	rpretatio	n is						
	very strong				adequat	е			very weak		
		1	2	3	4	5	6	7			
		51	45	20	20	16	22	18	NR=1		
		27%	23%	10%	10%	8%	12%	9%	Mean 3.2		
B25.	My preparation	n to supe	rvise fore	nsic assi	stants is		tiot certic tietatbrio				
	一直 有种的 化化物质子 机线				adequat	0			very weak		
	very strong	1 1	2	3	4	5	6	7	vory would		
		1	2		23	9	8	4	NR = 7		
		53	53	36			4%	2%	Mean 2.6		
		29%	29%	19%	12%	5%	4 /0	2/0	Mean 2.0		

Job Description and Expectations

Retention of forensic educators demands attention to clarity of program goals and professional development expectations. This section of the survey was designed to address directly issues of long-term professional development Forty-one percent of forensic educators reported that their job description is not

parly defined and 61% reported that the criteria for their evaluation for romotion and tenure are not clearly defined. Only 24% had a partially or early planned program for their professional development as a forensic function. These results point directly to actions needed to assist good forensic functions to stay in the activity. The community can encourage preparation of the professional development plans, and help regotiate their acceptance by department chairs and college administrators. For example, the Quail Roost Conference (Dauber et al., 1994) has produced a raft document on assessment of professional activities of directors of debate which can be adapted to particular programs and departments. Other models made be compiled and published in print or electronic form by one or more of the professional forensic associations.

<u>Professional Expectations.</u> The most common bases on which faculty are raluated for retention, promotion, and tenure are teaching, scholarship, and ervice. Table 3 summarizes the survey responses regarding these evaluation

riteria.

TABLE 3

Comparison of Professional Expectations Relative to Faculty Colleagues

("higher" = response of 1, 2, 3; "lower" = response of 5, 6, 7)

Quality of Teac	hing	Quantity of Teaching					
Higher expectation	25%	Higher expectation	23%				
Same expectation	74%	Same expectation	31%				
Lower expectation	2%	Lower expectation	46%				
Quality of Schola	<u>arship</u>	Quantity of Scholars	ship				
Higher expectation	10%	Higher expectation	10%				
Same expectation	80%	Same expectation	72%				
Lower expectation	10%	Lower expectation	20%				
Quality of Sen	<u>vice</u>	Quantity of Service	<u>e</u>				
Higher expectation	28%	Higher Expectation	30%				
Same expectation	65%	Same expectation	57%				
Lower expectation	8%	Lower expectation	13%				

The results affirmed that most forensic educators are expected to teach and engage in scholarly activity at a level of quality comparable to their alleagues. A quarter of the survey respondents reported that expectations for the quality of their teaching and service are higher than for those of their leagues. Nearly half are expected to teach fewer classes, but only one fifth a expected to produce a lower quantity of scholarship. Forensic educators trive to be excellent teachers, but two-thirds of respondents perceived that they have less time than colleagues to achieve that objective. Sixty percent appressed desire to be active in scholarly research and university service, but found time available for those activities to be limited as well.

Campus Expectations. Some of the time constraints may be a function of campus expectations for participation in or management of forensic events other than competitive tournaments. If responses of 1 to 3 are taken as indicators positive expectation, the survey revealed that 38% of forensic educators expected to provide on-campus forums or demonstrations of events, 36% are expected to host a college tournament, 29% are expected to host a high school tournament, 24% are expected to provide off-campus forums or demonstrations of events, 23% are expected to judge at high school tournaments, and 11% are expected to host summer institutes. A more complete picture of the impact of these expectations upon time available for teaching and research awaits further analysis, but the initial findings may be useful to those who need to formulate clearer job descriptions and to articulate criteria for their evaluations for advancement.

C1.	My job descrip	tion as a	a forensic	educator	is					
	very clearly								not clearly	
	defined	1	2	3	4	5	6	7	defined	
		23	29	34	27	22	33	23	NR=1	
		12%	15%	18%	14%	12%	17%	12%	Mean 4	
C2.	Criteria for my	evaluati	on for pro	motion a	nd tenure	as a for	ensic edu	cator are		
	very clearly								not clearly	
	defined	1	2	3	4	5	6	7	defined	
		12	26	16	14	20	40	51	NR=14	
		7%	15%	9%	8%	11%	22%	28%	Mean 4.8	
C3.	My professiona	al develo	pment pr	ogram as	a forens	ic educat	or is			
	very clearly								not at all	
	laid out	1	2	3	4	5	6	7	planned	
		12	15	18	31	31	45	35	NR=6	
		6%	8%	10%	17%	17%	24%	19%	Mean 4.8	
C4.	I believe I have	a reaso	onable ch	ance of e	arning te	nure as a	forensic	educator		
	strongly agree	1	2	3	4	5	6	7	strongly disagr	ee
	277	56	27	9	11	8	11	38	NR=33	
		35%	17%	6%	7%	5%	7%	24%	Mean 3.5	
C5.	In terms of QU	ALITY, I	am expe	cted to T	EACH at	a level				
	higher than				same				lower than	
	other faculty	1	2	3	4	5	6	7	other faculty	
		8	16	22	139	1	1		NR=6	
		4%	9%	12%	74%	1%	1%	0%	Mean 3.6	
C6.	In terms of QUA	ANTITY,	I am exp	pected to	TEACH a	it a level				
	higher than				same				lower than	
	other faculty	1	2	3	4	5	6	7	other faculty	
	a hair gras	6	19	18	58	35	34	17	NR=6	
		3%	10%	10%	31%	19%	18%	9%	Mean 4.4	

7.	How important is it to you personally to be an excellent teacher?										
	not important	1ed S	2	3	4	5	6	7	very important		
1	a tracination	4	6	3	2	7	30	138	NR=3		
		2%	3%	2%	1%	4%	16%	73%	Mean 6.4		
8.	As to time avail	able to w	ork on my	y teaching	g, I have						
	higher than				same				lower than		
	other faculty	1	2	3	4	5	6	7	other faculty		
	的数据的第三次的	5	10	7	39	38	58	31	NR=5		
		3%	5%	4%	21%	20%	31%	17%	Mean 5.1		
3.	In terms of QUA	ALITY, I a	m expec	ted to pro	duce SC	HOLARS	HIP at a	level			
	higher than				same				lower than		
	other faculty	1	2	3	4	5	6	7	other faculty		
		2	9	7	146	5	8	6	NR=10		
		1%	5%	4%	80%	3%	4%	3%	Mean 4		
	and address in		d he e		es Ka	001101.4	DOLUB.				
110.	In terms of QU	ANTITY,	am expe	ected to p	roduced	SCHOLA	HSHIP at	a ievei			
	higher than				same				lower than		
	other faculty	1	2	3	4	5	6	7	other faculty		
		1 19	5	10	131	12	15	9	NR=10		
A		1%	3%	6%	72%	7%	8%	5%	Mean 4.3		
ia la	How important	ic it to vo	u norcon	ally to eta	v active i	n scholar	ly resear	rh?			
n.		is it to yo							very important		
	not important	1	2	3	4	5	6	7 43	NR= 2		
		14	25	18	17	32	42	23%	Mean 4.7		
		7%	13%	9%	9%	17%	22%	23%	Mean 4.7		
112.	As to time avai	lable to w	ork on m	v scholar	ship. I ha	ve					
	higher than				same				lower than		
	other faculty	1	2	3	4	5	6	7	other faculty		
	officer faculty	3	3	8	22	19	64	69	NR=5		
		2%	2%	4%	12%	10%	34%	37%	Mean 5.8		
		List page									
13.	In terms of QU	ALITY, I a	am expec	ted to pe	rform SE	RVICE at	t a level				
	higher than				same				lower than		
	other faculty	1	2	3	4	5	6	7	other faculty		
	a robitosoxa	15	18	19	123	6	3	5	NR=3		
		8%	10%	10%	65%	3%	2%	3%	Mean 3.6		
14.	In terms of QU	ANTITY,	I am exp	ected to p	perform S	ERVICE	at a level				
	higher than				same				lower than		
1	other faculty	11 to	2	3	4	5	6	7	other faculty		
		19	17	20	107	13	6	6	NR=5		
		10%	9%	11%	57%	7%	3%	3%	Mean 3.6		

	How important	io it to y	see sections.			i univers	,			
	very important	1	2	3	4	5	6	7	not very importa	nt
		6	22	18	30	45	38	32	NR=2	4
		3%	12%	9%	16%	24%	20%	17%	Mean 4.7	×
C16.	As to time avai	lable to	devote to	universit	y service	I have				
	higher than				same				lower than	
	other faculty	1	2	3	4	5	6	7	other faculty	
	T. Zan	6	1	8	43	30	65	37	NR=3	
		3%	1%	4%	23%	16%	34%	20%	Mean 5.3	
C17.	Are you expect	ted to ho	st college	e tournan	nent on yo	our camp	us?			
	strong				me exped				no	
	expectation	1	2	3	4	5	6	7	expectation	
	THE OFFICE	38	17	14	20	8	15	79	NR=2	
		20%	9%	7%	11%	4%	8%	41%	Mean 4.6	
C18.	Are you expect	ed to ho	st a high	school to	ournamen	t on vour	campus	12911112		
	strong				me expec	The state of	our pac		no	
	expectation	1	2	3	4	5	6	7	expectation	
	expectation	33	14	9	20	6	19	91	NR=1	
		17%	7%	5%	10%	3%	10%	47%	Mean 4.9	
		1770	7 70	070	1070	070	1070	77 /0	WCall 4.0	N.
C19.	Are you expect	ed to ho	st a high	school o	r college :	summer i	nstitute o	n your ca	mpus?	1
	strong				ne expec				no	
	expectation	1	2	3	4	5	6	7	expectation	
		6	9	9	10	6	21	130	NR=2	
		3%	5%	5%	5%	3%	11%	68%	Mean 6.1	
C20.	Are you expect	ed to pro	ovide on	campus f	orums or	demonst	rations of	forensic	events?	it .
	strong			sor	ne expec	tation			no	
					no oxpoo					
	expectation	1	2	3	4	5	6	7	expectation	
	expectation	9	29	3 35			17	7 53	expectation NR=2	
	expectation				4	5				
C21.	expectation Are you expect	9 5%	29 15%	35 18%	4 31 16%	5 17 9%	17 9%	53 28%	NR=2 Mean 4.5	
C21.	Are you expect	9 5%	29 15%	35 18% campus f	4 31 16% orums or	5 17 9% demonst	17 9%	53 28%	NR=2 Mean 4.5	
C21.	acondy a rea	9 5%	29 15%	35 18% campus f	4 31 16%	5 17 9% demonst	17 9%	53 28%	NR=2 Mean 4.5 events?	
C21.	Are you expect	9 5% ed to pro	29 15% ovide off	35 18% campus f	4 31 16% orums or me expec	5 17 9% demonstration	17 9% rations of	53 28% forensic	NR=2 Mean 4.5 events?	
C21.	Are you expect	9 5% ed to pro	29 15% ovide off	35 18% campus f sor 3	4 31 16% orums or me expect	5 17 9% demonstration 5	17 9% rations of	53 28% forensic	NR=2 Mean 4.5 events? no expectation	
C21.	Are you expect	9 5% ed to pro 1 7 4%	29 15% ovide off of 2 13 7%	35 18% campus for sor 3 24 13%	4 31 16% orums or me expec 4 23 12%	5 17 9% demonstration 5 11 6%	17 9% rations of 6 24	53 28% forensic of 7 89	NR=2 Mean 4.5 events? no expectation NR=2	
	Are you expects strong expectation Are you expects	9 5% ed to pro 1 7 4%	29 15% ovide off of 2 13 7%	35 18% campus f sor 3 24 13%	4 31 16% orums or me expect 4 23 12% tourname	5 17 9% demonstrication 5 11 6% nts?	17 9% rations of 6 24	53 28% forensic of 7 89	NR=2 Mean 4.5 events? no expectation NR=2 Mean 5.3	
	Are you expects strong expectation Are you expects strong	9 5% ed to pro 1 7 4% ed to jud	29 15% ovide off 2 13 7%	35 18% campus for sor 3 24 13% h school	4 31 16% orums or me expect 4 23 12% tourname me expect	5 17 9% demonstrication 5 11 6% nts?	17 9% rations of 6 24 13%	53 28% forensic 7 89 47%	NR=2 Mean 4.5 events? no expectation NR=2 Mean 5.3	
	Are you expects strong expectation Are you expects	9 5% ed to pro 1 7 4%	29 15% ovide off of 2 13 7%	35 18% campus f sor 3 24 13%	4 31 16% orums or me expect 4 23 12% tourname	5 17 9% demonstrication 5 11 6% nts?	17 9% rations of 6 24	53 28% forensic of 7 89	NR=2 Mean 4.5 events? no expectation NR=2 Mean 5.3	

Campus Support

Having learned something about the expectations which colleges and diversities have of their forensic educators, and which forensic educators are of themselves, it is useful to gain a sense of the nature of support wided for accomplishment of those expectations. The next section of the arrey addressed personal and institutional support for forensic education.

Colleague Support. Only one-third of respondents reported some statisfaction with the level of support and encouragement accorded their with by departmental colleagues; more than half reported such dissatisfaction warding support and encouragement from colleagues outside of their partment. Administration support was perceived as less than satisfactory 35% of respondents, while 43% expressed dissatisfaction with alumni apport. These global impressions can be better understood through amination of responses concerning specific kinds of institutional support.

Institutional Support. While it would be counterintuitive to expect that spondents would forego an opportunity to voice desires for greater support at support services, the responses in this section point to areas in which rensic education could be enhanced. Respondents were most satisfied with apport provided for hosting college and high school tournaments, secretarial sistance, and library resources provided for their programs. Taking sponses of 5 to 7 as indicating some dissatisfaction, those areas where ditional support is desired included: assistance from colleagues in coaching udents (63% perceived less than adequate support), help from program istants (62%), support for professional research and attendance at dessional meetings (59%), assistance from colleagues in judging and ministering tournaments (59%), computing resources (59%), and release me (54%).

Departmental Support. It is interesting to note the dissatisfaction pressed regarding active departmental support for forensic activities rough coaching and judging, especially in light of the more global firmation by 62% of respondents that their departments were quite firmly mmitted to the forensic program. At least two factors may have worked minst broader departmental participation in coaching and judging in recent ers: Communication departments are more frequently staffed by faculty th little or no forensic experience, so common expectations have to be forged ther than taken for granted. In addition, specialization of events—with water emphasis on techniques and practices unique to the competitive dience—may well make otherwise willing "communication" coaches and dges feel like unwelcome contributors. It may be important for senior rensic educators to be more forceful advocates with and models for partmental and disciplinary colleagues about the difference that active pport—e.g., an hour or two of coaching per week, volunteering to judge, and rasional travel—can mean in the professional life of the forensic coach.

Mission Statements and Program Objectives. Senior forensic colleagues also help programs to define their missions clearly and to articulate ogram objectives to campus constituents. More than one-third (36%) of a rvey respondents perceived their program mission statements to be less an clearly defined. Over half (53%) reported that the objectives of their more were not well understood among university colleagues and only 19% arceived that the forensic program's objectives were very well understood by

students on campus. It is an interesting leap of faith from these perceptions to the overall assessments offered by 52% of respondents that their college or university was moderately to strongly committed to their program. To following comment may sum up some of the complexity beneath these results "The department depends on me to clarify [the] mission of forensics and to rum [the] program. They go their separate ways and are support[ive] in time of 'real' need. [The] college supports [the] program for public relations and recruiting, abstractly likes [the] program but has little real understanding... Every time there is a new dean, vice-president, or president they must be 'educated' about and for the program." Perhaps the best advice is offered by the comment: "If you don't have a mission statement-get one—now!"

D2.	much support How much support of your department much support		2 43 23% encourage	3 33 17%	4 22 12%	5 16 8%	6 24 13%	7 20	little support NR=2
D2.	of your departme	17% ort and e	23%	17%					NR=2
D2.	of your departme	ort and e	dinde		12%	8%	100/		
D2.	of your departme		encourage	ement for			13%	11%	Mean 3.5
				ornorne for	your wor	k do you	receive fi	rom facul	ty colleagues outside
		1	2	3	4	5	6	7	little support
	maon oappon	12	15	32	30	27	32	44	NR=1
		6%	8%	17%	16%	14%	17%	23%	Mean 4.7
D3.	How much suppo	ort and e	encourage	ement for	your wor	k do you	receive fi	om your	administration?
	much support	1	2	3	4	5	6	7	little support
		29	35	37	24	23	25	19	NR=1
		15%	18%	19%	13%	12%	13%	10%	Mean 3.7
D4.	How much suppo	ort and e	encourage	ement for	your wor	k do you	receive fi	om foren	sic alumni?
	much support	1	2	3	4	5	6	7	little support
	-atneve lo	19	29	34	26	15	28	38	NR=4
		10%	15%	18%	14%	8%	15%	20%	Mean 4.2
D5.	Among university	y colleag	jues, the	objectives	s of your	forensic p	rogram a	ıre	
	well understood	1	2	3	4	5	6	7	not understood
		8	24	19	38	38	30	33	NR=3
		4%	13%	10%	20%	20%	16%	17%	Mean 4.6
D6.	Among the stude	ent popul	lation on	your cam	pus gene	rally, the	objective	s of your	forensic program a
	well understood	1	2	3	4	5	6	7	not understood

10

5%

23

12%

26

14%

36

19%

53

28%

40

21%

NR=1

Mean 5.1

	The release time	e you are	granted t	or forens	ics is						
	more than			а	dequate				less than		
	adequate	1	2	3	4	5	6	7			
		4	10	9	62	19	36	47	NR=6		
		2%	5%	5%	33%	10%	19%	25%	Mean 5		
1	The help you re	ceive fror	n forensio	program	assistan	ts is					
	more than			a	dequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	SEAL PARTY	5	12	17	31	26	21	59	NR=22		
		3%	7%	10%	18%	15%	12%	35%	Mean 5.1		
).	The assistance	you recei	ve from c	ampus co	olleagues	in coach	ing foren	sics is	adequate NR=6 Mean 5 less than adequate NR=22 Mean 5.1 less than adequate NR=15 Mean 5.8 ring tournaments less than adequate NR=23 Mean 4.7 less than adequate NR=7 Mean 4.5 less than adequate NR=7 Mean 4.5 less than adequate NR=7 Mean 4.5		
	more than				adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	adoquato	2	13	25	26	32	80	0			
		1%	7%	14%	15%	18%	45%	0%	Mean 5.8		
0.	The assistance	vou recei	ve from c	ampus c	olleagues	in judgir	ng and ad	ministerir	ng tournaments		
	more than										
		100	2	3	adequate 4	5	6	7			
	adequate	10	11	17	34	40	23	35			
		6%	7%	10%	20%	24%	14%	21%			
	0	n g, da	dad fauss	favona	ia progra	m io					
١.	Secretarial supp	ort provi	ded for yo			111 15			1 11		
	more than				adequate			_			
	adequate	1	2	3	4	5	6	7			
		25	14	11	47	20	19	50			
		13%	8%	6%	25%	11%	10%	27%	Mean 4.5		
2.	Library support provided for your forensic program is										
	more than				adequate						
	adequate	1	2	3	4	5	6	7			
	The state of the s	17	22	21	37	34	31	27	NR=4		
		9%	12%	11%	20%	18%	16%	14%	Mean 4.3		
3.	Computer hard	ware/soft	ware/data	base sup	port prov	ided for y	our foren	sic progr	am is		
	more than			His toren	adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	0.29	10	19	23	25	20	31	57	NR=8		
		5%	10%	12%	14%	11%	17%	31%	Mean 4.9		
1.	The budget pro	vided for	your fore	nsic prog	ram is						
	more than		n io a s		adequate				less than		
	adequate	281 04	2	3	4	5	6	7	adequate		
	adoquate	6	18	20	26	20	44	56	NR=3		
		3%	10%	11%	14%	11%	23%	30%	Mean 5.1		
		070	1070	11/0	11/3	,					

D15.	Support for hosting a high school tournament on your campus is										
	more than			red be	adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
		6	14	21	38	19	11	34	NR=50		
		4%	10%	15%	27%	13%	8%	24%	Mean 4.5		
D16.	Support for hosting a college tournament on your campus is										
	more than				adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	Thursday of	14	29	25	45	15	14	29	NR=22		
		8%	17%	15%	26%	9%	8%	17%	Mean 4		
D17.	Support for hosting a summer institute on your campus is										
	more than	g a oa.			adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	auequate	5	5	9	29	14	16	51	NR=64		
		4%	4%	7%	23%	11%	12%	40%	Mean 5.3		
		470	4%	170	23%	1170	12%	40%	Mean 5.5		
D18.	Financial suppor	rt for you	r participa	ation in pi	rofessiona	al meeting	gs as a fo	rensic ec	lucator is		
	more than				adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
		9	18	7	44	21	35	54	NR=5		
		5%	10%	4%	23%	11%	19%	29%	Mean 5		
D19.	Financial suppor	rt for you	r professi	ional rese	arch is						
	more than		9.0		adequate				less than		
	adequate	1	2	3	4	5	6	7	adequate		
	7.80	6	9	11	45	25	31	51	NR=15		
		3%	5%	6%	25%	14%	17%	29%	Mean 5.1		
Doo	In towns of com-	mitm ant t	a the fore	noie nre	***************************************	ır danartı	aont io				
D20.	In terms of commitment to the forensic program, your department is										
	strongly								not strongly		
	committed	1	2	3	4	5	6	7	committed		
		45	45	27	29	19	11	14	NR=3		
		24%	24%	14%	15%	10%	6%	7%	Mean 3.1		
D21.	In terms of com	mitment t	to the fore	ensic prog	gram, you	ır college	or univer	sity is			
	strongly								not strongly		
	committed	1	2	3	4	5	6	7	committed		
	8.64	25	45	31	28	26	20	18	NR=0		
		13%	23%	16%	15%	14%	10%	9%	Mean 3.6		
D22.	The mission stat	ement o	f vour for	ensic pro	nram is						
	וווט ווווטטוטוו טומו	JIIIOIII U				Entry Breit					
D22.	alaaulu alafinl	4	0	0			•	7	not defined		
D22.	clearly defined	1	2	3	4	5	6	7	not defined		
D22.	clearly defined	1 39 21%	2 29 16%	3 19 10%	4 34 18%	5 14 8%	6 24 13%	7 28 15%	not defined NR=6 Mean 3.7		