



ACADEMIC ADMINISTRATORS ASSESSMENT 2021-2022

March 10, 2022

Introduction

Every two years, the Faculty Senate directs the Committee on Faculty Concerns to conduct a survey about the academic administrators at Missouri State University (MSU). This is an opportunity for faculty to express their opinions about academic administrators through a survey designed, managed, and reported by fellow faculty members. The Committee on Faculty Concerns includes representatives from every college. This report describes the aggregate data obtained from the current administration of the Academic Administrators Assessment of President, Provost, College Deans, and Department Heads. Data disaggregated by colleges are available in Appendix A. Data disaggregated by department were shared with respective college deans.

The objectives of the study were to:

1. examine faculty members' perceptions of the performance of university academic administrators (President, Provost, College Deans, and Department Heads), including faculty perceptions regarding administrators' responses to the COVID-19 pandemic
2. identify aspects of the administration that are sources of satisfaction among MSU faculty and those that are sources of dissatisfaction; and
3. investigate faculty members' perceptions of academic administrative support.

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Methodology

The Academic Administrators Assessment Survey design was based on surveys the Committee on Faculty Concerns has conducted every two years. The committee revised the survey from two years ago (2019-2020) to make the questions clearer and to address specific areas of responsibility for each level of administrator being evaluated. In some cases, this meant revising questions to be more specific and increasing the number of items. In addition, items related to inclusion and impacts of Covid-19 were added to the survey. A copy of the survey is available in Appendix B.

Instrument

The survey included 38 closed- and 7 open-ended questions, as well as 6 additional demographic questions, which were optional. Faculty were asked to respond to each question using a scale that ranged between 1 and 5, where 1 indicated "strongly disagree"; 2 was "somewhat disagree"; 3 was "neither agree or disagree"; 4 was "somewhat agree"; and 5 was "strongly agree." An additional response option of "I don't know/ no basis to rate" was included for each item. The survey included five sections:

1. Satisfaction with the President's performance on matters of his impact on students, MSU research environment, public affairs mission, shared governance, diversity, and impacts of Covid-19.
2. Satisfaction with the Provost's performance related to quality of academic programs, balance between teaching and research, shared governance, diversity, and Covid-19.
3. Satisfaction with Deans' performance on matters of leadership, college goals, balance between teaching and research, climate, equity, and Covid-19.
4. Satisfaction with Department Heads' performance on matters of leadership, administrative functions, faculty support, climate, equity, and Covid-19.
5. Demographic information, including college and department assignments.

Distribution

All ranked faculty in the Faculty Senate's distribution email list were eligible to complete the survey. The list includes full-time professors, full-time associate professors, full-time assistant professors, full-time instructors, full-time clinical faculty, and Department Heads who are professor rank.

The Academic Administrators Assessment Survey was conducted through Qualtrics, a leading online survey platform, which has been used for Faculty Senate surveys of university faculty the previous two years. The use of this platform simplified the distribution, collection, and reporting of the survey. The Faculty Senate distributed the survey by email to faculty with an embedded anonymous link initially in December 2021 and sent a reminder in January 2022. Faculty in some colleges received additional reminders from their faculty representatives on the Committee on Faculty Concerns encouraging their participation.

Response Rate and Participants Demographics

Through January 2022, 306 faculty members responded, marking a 3.7% decrease in participation from the 2019-2020 survey (318 respondents). In some cases, faculty did not answer all questions, skipped items within a question, or answered, "I don't know/ no basis to rate;" so the actual number of responses ranged from 230 to 289 on individual items.

Approximately 36% of the respondents were female, 30% were male, 1% were other gender identity, and 34% preferred not to answer the gender question. Among survey respondents, the majority, 53%, were White/Caucasian, 4% were Asians, 1% were Black/African American, 1% were Hispanic, and 37% preferred not to answer. Tenured faculty comprised the majority of respondents by tenure status (see Table 1), while Assistant and Associate Professors encompassed the largest groups by faculty rank (see Table 2).

Table 1 – Response by Faculty Rank (n=276)

<i>Tenure Status</i>	<i>Count</i>	<i>Percentage</i>
<i>Tenured</i>	122	44%
<i>Tenure Track</i>	44	16%
<i>Non-Tenure Track</i>	49	18%
<i>Prefer Not To Answer</i>	61	22%

Table 2 – Response by Faculty Rank (n=279)

<i>Declared Rank</i>	<i>Count</i>	<i>Percentage</i>
<i>Clinical</i>	11	4%
<i>Instructor or Sr. Instructor</i>	40	14%
<i>Assistant</i>	50	18%
<i>Associate</i>	51	18%
<i>Full or Distinguished</i>	56	20%
<i>Prefer Not to Answer</i>	71	25%

Reynolds College of Arts and Letters and McQueary College of Health and Human Services had the highest participation of faculty by college or other unit (see Table 3).

Table 3 – Distribution of Faculty by College or Unit (n=284)

<i>College or Other Unit</i>	<i>Number Responding</i>	<i>Percentage</i>
<i>Reynolds College of Arts and Letters</i>	63	23%
<i>McQueary CHHS</i>	49	18%
<i>COE</i>	41	15%
<i>CNAS</i>	30	11%
<i>COB</i>	38	14%
<i>CHPA</i>	23	8%
<i>Darr College of Agriculture</i>	10	4%
<i>Library Services</i>	8	3%
<i>Graduate College</i>	1	1%
<i>Prefer Not to Answer</i>	14	5%

Data Analysis

Responses included narrative comments to questions at the end of every section. The President's section included four open-ended items; the number of responses for each open-ended item were 70, 52, 52, and 91. There was one open-ended item for each of the other three sections. Responses to the open-ended item in the Provost section included 67 comments, the section for College Deans, which included all colleges, totaled 88 comments, and the Department Heads section had 84 comments.

Results

The results displayed in Tables 4 and 5 show the overall opinion of faculty about the President, Provost, College Deans, and Department Heads compared to findings obtained from the previous two survey administrations. First, we compared the average positive responses for each of the positions assessed. That is, the value for the response "Somewhat Agree" was added to the value for the response "Strongly Agree" to determine the percentage positive response for each of the four positions. Table 4 reveals that the positive values for president, provost and department head average well above 50%.

Table 4 – Average Positive for Each Administrative Position (n₁= 228, n₂=300, n₃=306)

<i>Academic Year</i>	<i>President</i>	<i>Provost</i>	<i>Deans</i>	<i>Heads</i>
2017-2018	78%	59%	49%	68%
2019-2020	78%	64%	66%	65%
2021-2022	80%	61%	63%	71%

When comparing this data to the 2019-2020 survey, it becomes apparent that the average positive responses increased for the positions of President and Department Heads. At the same time, it is important to remember that many of the questions changed, so this trend represents a relative change in overall response rather than specific increases. Table 5 shows the mean response for each position. While means are relatively similar to the previous survey, note that the means decreased slightly for the position of Provost and Deans and increased slightly for the President and Department Heads.

Table 5 – Overall Mean for Each Administrative Position (n₁= 228, n₂=300, n₃=306)

<i>Academic Year</i>	<i>President</i>	<i>Provost</i>	<i>Deans</i>	<i>Heads</i>
2017-2018	4.22	3.73	3.45	3.86
2019-2020	4.13	3.70	3.77	3.71
2021-2022	4.16	3.64	3.73	3.91

President

The average of all survey questions regarding the president is 4.16. Faculty believe the president has been an effective ambassador and advocate for the Public Affairs Mission in the University, local, and state communities (4.29) and that his decisions and actions benefit the quality of education of MSU students (4.17). His "good job" rank is 4.24. Faculty ranked the President's promotion of appreciation of diversity based on ideological differences lowest (3.92). The average of survey responses related to the President's actions regarding the

Covid pandemic is 4.00. See Table 6 for results for general questions about the president and Table 7 for results related to the President's responses to Covid.

Table 6 - Questions and Mean Survey Response for President

Question	SD	D	N	A	SA	Mean	Std Dev	n
The President's decisions and actions benefit the quality of education of Missouri State students.	10%	4%	2%	25%	58%	4.17	1.29	283
The President's decisions and actions have strengthened the civic mindedness of Missouri State students.	9%	4%	6%	22%	60%	4.21	1.24	275
The President's decisions and actions have strengthened the well-being of Missouri State students.	10%	7%	5%	21%	57%	4.08	1.34	283
The President has been an effective ambassador and advocate for the public affairs mission in the university community.	9%	3%	3%	20%	66%	4.32	1.21	278
The President has been an effective ambassador and advocate for the public affairs mission in the local community.	9%	2%	3%	18%	67%	4.31	1.23	261
The President has been an effective ambassador and advocate for the public affairs mission in the state community.	9%	3%	7%	15%	65%	4.23	1.28	247
The President promotes appreciation of diversity based on cultural differences.	9%	6%	9%	22%	54%	4.07	1.29	272
The President promotes appreciation of diversity based on individual differences.	9%	7%	10%	20%	54%	4.04	1.31	268
The President promotes appreciation of diversity based on ideological differences.	10%	7%	12%	23%	48%	3.92	1.34	260

Overall, the MSU President does a good job. 10% 4% 3% 20% 64% 4.24 1.27 287

Note: SD= Strongly Disagree, D= Somewhat Disagree, N= Neither Agree nor Disagree, A= Somewhat Agree, and SA= Strongly Agree

Items related to Covid-19

Table 7 - Questions and Mean Survey Response for President's Responses Related to Covid-19

Question	SD	D	N	A	SA	Mean	Std Dev	n
The President has provided timely communications regarding the university's responses to Covid-19.	10%	7%	3%	23%	58%	4.12	1.33	289
The President has provided clear communications regarding the university's responses to Covid-19.	9%	7%	5%	21%	59%	4.13	1.31	287
The President has provided effective leadership in responding to Covid-19.	15%	7%	3%	17%	58%	3.97	1.49	286
The President has demonstrated concern for university faculty, staff, and students in responding to Covid-19.	15%	7%	4%	19%	55%	3.93	1.48	286
The President's actions regarding COVID-19 have been successful in ameliorating the negative effects of the pandemic on the university, its employees, and the local community	14%	8%	7%	21%	51%	3.87	1.45	287

Note: SD= Strongly Disagree, D= Somewhat Disagree, N= Neither Agree nor Disagree, A= Somewhat Agree, and SA= Strongly Agree

Faculty offered 265 written comments regarding the President. Summaries of the responses for each of the items about the President are below.

Item: If appropriate, please comment on the President's activities relevant to the morale, commitment, and productivity of university faculty.

A total of 70 respondents submitted written comments to this section. Slightly over 50 percent of respondents expressed their concerns and dissatisfaction with the President's activities relevant to the morale, commitment, and productivity of university faculty. On the other hand, 44% of respondents commented on their satisfaction with the President's role and gave positive feedback about his leadership.

The majority of the positive respondents were satisfied with the President's actions as a leader, putting the university's best interests first. His effective communication skills, respectful manner to his employees, ethical

and moral actions, and ability to navigate difficult times were some of the specific issues mentioned. In addition, a few comments expressed pride in being a faculty member at MSU under his leadership.

Almost 90 percent of negative and somewhat dissatisfied comments conveyed concerns about the level of support and attention for faculty members' productivity. Slightly more than 43 percent of the negative comments indicated that faculty feel a lack of appreciation for their performance, as evidenced by lagging financial incentives and salaries for faculty. As one respondent noted, "Limited resources at the library, insufficient funding for conference travel, and excessive time requirements for university service commitments inhibit faculty research, writing, and publication." Removing the incentive pay for online courses was not welcomed by three respondents. Several respondents expressed strong concerns regarding the difficulty of retaining and recruiting talented faculty due to insufficient support and low salaries.

Twenty-seven percent of the negative comments related to disappointments regarding the President's actions during Covid. Many respondents said that recognition is lacking about faculty's performance and stress during this challenging time, with one commenting, "The message is 'business as usual' when it has been anything but usual." In terms of COVID related policy objectives, there were several critical comments. As stated by one respondent, "Dismissing faculty input and concerns regarding the need for vaccine mandates was morally and ethically appalling." Another faculty member wrote:

Rather than leadership on issues like partnering for alternative/emergency childcare, mandated masking across the university, and mandating vaccines (which, contrary to the president's claims, other universities are doing), he has instead repeatedly stressed the "rights" of vaccine refusers. He also publicly made poor decisions in contrast to public health.

Lastly, several critical responses about the current administration expressed concern about the President's support for faculty and his impact on their morale. The examples include, "Faculty have little to no power in the hiring and reappointment of heads and deans;" and "There is SO much uncertainty and 'grey areas' within our policies, that it's hard to know exactly what to do and when. This flows into the Deans and Chairs, and no one seems to have a definitive answer on when and how to proceed."

Item: If appropriate, please comment on the President's activities, plans for the future, and strategies to overcome challenges.

The greatest number of written responses for this question focused on the President's planning and strategy, or lack thereof. Twelve responses were supportive of the President's efforts. Respondents felt that he has mitigated some of the university financial problems, he has been open to discussing problems, he has presented plans for the future, and he represents the university well. Seventeen responses were less supportive, indicating that he is not an innovative leader, the university is lacking in faculty governance, and concerns were expressed over international studies and "partnership" programs.

The written responses to this question contained criticism as well, but in fairness, at times the concerns were expressed in contradictory directions regarding the President's actions. For example, in this section, some faculty members commented on the President's decisions regarding COVID, as two respondents wanted mask mandates, while another respondent expressed, "PLEASE allow us to remove our masks." Other responses asked the President to communicate clearly in a timely manner on COVID issues, with some alluding to the fear that a lifting of the COVID restrictions in the future was causing stress and may put students and employees at greater risk.

While not explicitly stating that the President's actions or strategies have in themselves caused problems, several other concerns were mentioned. Several comments called for increases in funding for building repairs, improved computer labs, and better technology. Pointed comments were made that MSU compensation for faculty is not competitive, that better retirement incentives should be in place, and that research support is lacking and may become a more important problem in the future.

Regarding diversity issues, there were opposing views. Some called for more support and protection of advocates of diversity, with more diversity hires in the future. One respondent related that MSU is engaging in racial/gender profiling in hiring, and that "too much time, money, and energy is spent on cultural differences."

Finally, the quality of the education delivered at MSU was mentioned by several respondents. One person called for more funding to help preserve the liberal arts education and public affairs mission the university has traditionally supported. Another respondent felt that MSU was not prioritizing educational fields where employment growth is expected. The most negative comments expressed feelings that a corporate business model has overtaken the university. As one respondent noted:

Last year, the President said that our mission was to "award degrees". Our mission is to educate students; degrees are supposed to be an indication that we've done that. More and more, it seems that is not how the administration sees the work of faculty. Our work is increasingly to keep butts in seats and maximize revenue – that is not always compatible with educating students well, since students want an easy degree."

Item: If appropriate, please comment on the President's support for shared governance in seeking, considering, and integrating faculty input to make decisions.

This section included 49 narrative responses. Faculty comments were scored as positive (39%), negative (39%), mixed/neutral (6%), or as communicating skepticism about the existence of shared governance at the university, without directly commenting about the President's efforts (16%). The majority of positive comments tended to describe an overall, non-specific appreciation of the president's efforts in promoting and effecting shared governance and seeking and listening to faculty input. Representative remarks from the submitted comments included, "President Smart has in my opinion done a good job of seeking faculty input in most of his decisions"; "President Smart is always forthcoming in seeking, considering and integrating faculty input"; "I believe that the President seeks input and evaluates it before making decisions"; and, simply, "I feel included."

In reviewing less positive responses, a few common themes emerged. There were comments asserting a limited to non-existent implementation of shared governance on campus, along with a lack of consideration for faculty input, including, "I do not feel President Smart cares about faculty concerns or shared governance" and "It does not feel that faculty have much say in university policies". Other comments insinuated that shared governance essentially cannot occur within our current administrative framework: "...under our existing rules of governance, shared governance is kind of just a show, isn't it?"; "Shared Governance does not exist on this campus"; and "Based upon the structure of administration and the manner in which they are appointed, there is no actual shared governance." There were also comments suggesting that the use of shared governance was strategically selective: "[The] President only cares about faculty input when it helps provide political cover"; and "He does a great job at this, but only listens to the opinion that supports the University's position." Additionally, there were a couple comments revealing a perception of favoritism in seeking faculty input, as best represented by, "I was

never invited to be part of any initiatives, councils, and committees, and I see the same faces over and over again being invited for such positions.”

Item: If appropriate, please comment on the President’s leadership in responding to Covid-19.

A total of 91 written comments were submitted in this section, the most of any section in the survey. Comments were analyzed and organized according to themes of favorable/positive and critical/negative. In total, the responses were distributed between positive and negative, with 42 (46%) positive responses, 38 (42%) negative, and 11 (12%) mixed responses. Within the positive responses, 27 of them were nonspecific in their critique and 15 were specific in their evaluation. Among negative responses, 24 were nonspecific or inflammatory and 14 were specific relating to leadership and policies.

Faculty responses centered around the President’s response to the COVID-19 pandemic, including perceptions regarding his implementation of masking and vaccination guidelines. Comments, whether positive or negative, ranged from broad-based general statements to very specific statements of agreement or opposition. Examples of nonspecific positive feedback from faculty included overall congratulatory statements such as “great job” or “appreciate everything.” Specific responses included: “President Smart has been very transparent and timely with communication and action plans related to COVID 19”; “President Smart has been a great leader during this time. I appreciate everything he has done”; and “Overall he has done about as well as he could with a difficult situation.”

Examples of nonspecific critical feedback included blanket statements regarding political leanings or policies, including comments regarding masking, vaccines, testing, and social distancing. Specific negative responses include: “It makes no sense to mask at this point. It needs to be optional, and everyone needs to take care of themselves. We need to get on with life”; and:

PLEASE allow us to remove our masks. We need to see our students' faces and they need to be able to see ours as well. For those of us who have been vaccinated we are doing our part and we should be allowed to remove this insanity from our face. For those that don't want to be vaccinated it is their responsibility to wear a mask, not those that have been vaccinated.

Another respondent expressed:

Terrible! You and your leadership team give us facts, but the facts are not accurate. You tell us to mask up, but only in certain buildings. You tell us we all need to vaccinate, but the vaccine is not a treatment nor does it prevent someone from getting the virus. It's a virus, just like the flu is. Please stop feeding the mass psychosis.

Comments also included a political concern, with specific comments such as, “I wish we were the ethical leaders in decision making and not bending to the politics of the state. We should be able to stand up to politicians. Year one we did a decent job but would have been safer with regular testing for all those who teach on campus;” and “Concern for safety of students and faculty/staff is more rhetoric and based on political influences (but I do understand the difficult position in dealing with these conflicting views).”

Regarding specific policies or leadership related to Covid, the comments included:

I've been disappointed. I understand the political realities but feel most decisions were announced very late, making it difficult to adapt. Faculty (and staff!) have worked ourselves to exhaustion, above and beyond the call, and it doesn't seem like Pres Smart values the faculty contributions in particular.

It hasn't been great. We need him to defy politics and follow the science. Mask and vaccine mandates for all staff, students, and faculty. Would you rather have a few people quit in protest of not getting a shot and wearing a mask? Or many people leaving because politics outweigh science at this institution.

There has been a strong lack of clear leadership with regards to the pandemic response since fall 2020 till now. The president seems to prefer capitulating to standing up for tough decisions that would protect students, faculty, and staff. I also feel that while we have clear priority for protecting student interests, faculty have not been given the same considerations."

Some faculty responses in section were mixed, such as: "Overall, the President has done a good job, however, the response to the latest and LARGEST surge is very disappointing. This will be a very rough month for all of us". Another respondent stated:

I appreciate the regular check-ins and meetings. I wish the protocols were laid out more clearly and that the president would continue to push vaccinations for the safety of all students, faculty, and staff. There seems to have been a drop in this encouragement, which could be detrimental given a possible new variant coming along.

Overall I think Pres. Smart has done a good job balancing various stakeholders' needs and desires. Somehow this whole dang thing became politicized, and it's being used as a political weapon. I hope--depending on SCOTUS' impending decision--that MSU does *NOT* require mandates. Despite my vaccinated vaccination status, it seems unconstitutional and unAmerican to me to mandate these shots. They are safe and effective, and I feel perfectly safe given my status. Pres. Smart and MSU have appropriately incentivized people to take precautions against the disease, and it is up to them to take the precautions they feel is best. Also, it looks like the new variants (Omicron on) are likely to be less-severe.

The current evaluation of the President's leadership in response to Covid-19 mirrored the split we see throughout the country with policies, leadership, and overall response to the pandemic. Specific survey responses were polarized, and some participants were quite vehement in expressing their opinions of positive/negative views. The response numbers echo this, with the mixed numbers only being 12% of total. That leaves 88% of responses split, almost evenly, between positive and negative responses. The positive comments in this section were of similar tone to most positive responses in the overall survey. The faculty who viewed the President's response as negative, as evidenced by the above examples above, were open in discussing their dissatisfaction with the president's approaches.

Provost

Faculty ratings for the Provost clustered around a mean of 3.64, slightly lower than the mean from the last survey administered two years ago (3.70). The highest rating in this section was in response to "The Provost actively supports the Public Affairs mission" (3.97), and the mean for the "good job" rating was 3.76. Lowest ratings were related to the Provost's budgeting priorities regarding the teaching-research balance (3.33) and the

Provost's promotion of a balance between teaching and research (3.49). Faculty ratings of budgeting priorities are consistent with survey findings from two years ago (3.48). Table 8 includes mean ratings for the provost.

Table 8 - Questions and Mean Survey Response for the Provost

Question	SD	D	N	A	SA	Mean	Std Dev	n
The quality of academic programs and graduating students has improved under the Provost's leadership.	10%	14%	16%	23%	36%	3.61	1.36	231
The Provost encourages and promotes activities to foster improvements in both Teaching and Research.	10%	13%	12%	22%	43%	3.74	1.39	254
The Provost promotes a balance between Teaching and Research	15%	14%	15%	19%	37%	3.49	1.47	247
The Provost supports shared governance insofar as seeking faculty inputs in formulating policies and procedures.	13%	12%	16%	22%	36%	3.57	1.41	242
The Provost strives to develop policies and procedures that are fair and conducive to faculty development.	11%	11%	15%	25%	39%	3.70	1.37	247
The Provost effectively communicates new policies and initiatives.	11%	11%	18%	25%	35%	3.62	1.35	252
The Provost effectively promotes a campus-wide awareness of diversity and inclusion.	12%	8%	22%	19%	38%	3.63	1.38	244
The Provost effectively supports the Public Affairs mission	9%	5%	15%	24%	47%	3.97	1.26	241
Overall, I agree with the Provost's budgeting priorities insofar as teaching-research balance is concerned.	18%	13%	17%	19%	32%	3.33	1.49	230
Overall, the MSU Provost does a good job.	11%	11%	12%	23%	43%	3.76	1.39	258

Note: SD= Strongly Disagree, D= Somewhat Disagree, N= Neither Agree nor Disagree, A= Somewhat Agree, and SA= Strongly Agree

Faculty offered 66 written comments regarding the Provost. Overall, narrative responses in this section included 18 positive comments, 39 negative, and 10 neutral/ non-applicable comments. Below is a summary of those comments.

Positive comments related to the Provost's leadership, support for faculty, and appreciation for doing a good job. As noted by one faculty member, "The Provost has been solid and is widely respected for his leadership,"

while another respondent expressed, "I want to thank Provost for his work and support during this particularly challenging time." Other positive comments included, "overall he does a good job"; "good leadership"; and "works well with the president."

While there were positive comments about the provost's efforts, many comments were negative, for such reasons as prioritizing enrollment over high quality teaching, poor support for faculty research and travel, and lack of engagement with faculty. Many comments related to low faculty morale, as expressed through comments such as "provost policies prioritize enrollment numbers over high quality teaching"; "faculty not being encouraged to provide a good education and can't hold students to high standards without fear of retaliation by administration"; and "faculty morale is low and faculty get pushed to do more for less." Other concerns expressed included, "faculty feel underappreciated"; "burnout is high"; and "teaching load has increased and resources for research have decreased."

In addition, faculty noted a lack of funding for research, as some respondents noted, "there is little evidence of support for faculty research"; "funding for travel is too low"; and "faculty in some colleges pay all of their own fees and travel expenses." Faculty also commented on the need for greater levels of engagement with the Provost and limited administrative concerns for faculty needs, as they expressed, "Faculty have little say in decisions the provost makes"; "he is not visible and seems disengaged"; "out of touch with faculty concerns"; and "lack of engagement with faculty. I only see him at the beginning of the semester at our all-college meeting."

Deans

The overall mean of responses for all college deans was 3.73, which as mentioned above, is slightly lower than 3.77, the mean from two years ago. In this section, the highest means occurred for responses to the Covid-19 pandemic (3.98); promoting a climate of inclusion, fairness, and equity (3.88); and operations and efficiency of the administrative functions and support staff (3.80). Agreement with budgeting priorities insofar as a teaching-research balance is concerned (3.43) and implementation of sound plans to accomplish college goals (3.61) rank lowest. Table 9 shows the results for all college deans. For disaggregated data by college, see Appendix A.

Table 9- Questions and Mean Survey Response for All College Deans

Question	SD	D	N	A	SA	Mean	Std Dev	n
My college Dean is an effective leader.	13%	11%	10%	22%	44%	3.72	1.44	277
Sound plans are implemented to accomplish college goals.	12%	15%	12%	20%	40%	3.61	1.45	269
Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	15%	17%	14%	18%	36%	3.43	1.49	247
Challenges associated with moving toward college goals are identified and addressed.	13%	13%	14%	17%	42%	3.63	1.46	265
My Dean supports quality ideas for strengthening the college.	11%	11%	15%	17%	46%	3.76	1.42	266
My Dean promotes a climate of inclusion, fairness, and equity consistent with the university's mission to achieve inclusive excellence.	12%	7%	13%	16%	51%	3.88	1.41	270
The college's administrative functions and support staff operate fairly and are run efficiently.	14%	9%	9%	20%	48%	3.80	1.46	266
My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college	7%	7%	17%	18%	50%	3.98	1.27	266

Note: SD= Strongly Disagree, D= Somewhat Disagree, N= Neither Agree nor Disagree, A= Somewhat Agree, and SA= Strongly Agree

Respondents offered 88 written comments regarding the deans. Overall, narrative responses in this section included 25 positive comments, 13 neutral comments, 49 negative comments, and one not applicable.

Department Heads

The overall mean on the survey for all department heads was 3.91, higher than the mean of 3.71 from this survey two years ago. Department heads scored highest for issues related to responses to Covid-19 (4.16), promotion of a climate of inclusion, fairness, and equity (3.91), and fair and efficient running of administrative functions and staff (3.88). Recognizing and rewarding productive efforts of faculty (3.81) and effective leadership (3.77) ranked slightly lower. See Table 10 for the full results.

Table 10 - Questions and Mean Survey Response for All Department Heads

Question	SD	D	N	A	SA	Mean	Std Dev	n
My Department Head/School Director is an effective leader.	13%	10%	8%	24%	45%	3.77	1.43	271
Faculty members' productive efforts are recognized and rewarded.	11%	13%	7%	25%	45%	3.81	1.40	269
My Department Head/School Director promotes a climate of inclusion, fairness, and equity consistent with the university's mission to achieve inclusive excellence.	11%	10%	9%	17%	53%	3.91	1.42	268
The administrative functions and support staff of the department/school operate fairly and are run efficiently.	10%	11%	10%	19%	50%	3.88	1.38	267
My Department Head's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college	9%	7%	7%	15%	63%	4.16	1.32	258

Note: SD= Strongly Disagree, D= Somewhat Disagree, N= Neither Agree nor Disagree, A= Somewhat Agree, and SA= Strongly Agree

Respondents offered 84 written comments regarding the department heads. Coding of narrative responses in this section revealed 45 positive comments, 11 neutral comments, 26 negative comments, and 2 not applicable. Interestingly, the number of positive comments (45) increased from survey results two years ago (32), while the number of negative comments (26) decreased from the previous survey administration (39). Comments represented a wide range of general and specific comments.

Conclusions and Recommendations

Compared to the survey administered two years ago, the number of respondents to the current Academic Administrators Assessment was slightly lower. Overall, faculty members' perceptions of the MSU academic administrators have not changed dramatically from the last time this survey was conducted. Results indicate that the highest survey ratings are for the President, followed by the other three administrator positions. Overall ratings were similar to survey results from two years ago.

This year, the President's mean ratings were between 3.92 and 4.37 on a scale of 1 to 5. Faculty responses indicated they were most satisfied with the President's performance as an effective ambassador and advocate for the public affairs mission in the University, local, and state communities. Faculty were less satisfied with his performance when it comes to promoting appreciation of diversity based on ideological differences. Eighty-three percent of the respondents agreed the President does a good job.

The Provost's ratings were lower than the President's, with average ratings ranging from 3.33 to 3.97. Faculty rated the Provost highest for the item related to supporting the Public Affairs mission. The lowest average rating was related to the Provost's budgeting priorities about the teaching-research balance. Sixty-one percent of the respondents agreed the Provost does a good job, overall.

When faculty were asked about the leadership of college Deans and Department Heads, their responses were mainly positive. Approximately 66 percent of the faculty who completed the survey perceived that their Deans were effective leaders. Sixty-nine percent of the respondents reported their Department Head was an effective leader.

Narrative survey responses revealed that some faculty members perceive that their concerns expressed through this survey are not respected or have not been considered seriously by administrators. A number of faculty expressed their reluctance to answer some items or to complete yet another survey when little action has been taken in the past after reports of survey results were presented to the Faculty Senate. As stated by one respondent, "I have things to say here, but I don't believe that the administration does anything meaningful with the results of this survey." In light of these concerns, we recommend that the Senate Executive Committee discuss a process with administrators that would allow them to respond to feedback obtained from this survey.

Limitations:

Limitations to the survey are listed below:

1. Although 306 survey responses were collected from university faculty, many university faculty did not participate in the survey. Higher levels of participation may affect overall survey findings and conclusions that may be drawn from survey results.
2. The Committee on Faculty Concerns does not have access to send email messages to all MSU faculty members. The Faculty Senate sends the survey on behalf of the committee, resulting in the following issues:
 - a. The committee does not know the total number of email addresses in that listserve, which impedes the calculation of a response rate.
 - b. The survey is distributed as an anonymous link that can be accessed more than once, which prevents filtering for multiple submissions from single individual.
 - c. The committee cannot discern who has completed the survey or who has not, which prevents us from sending individual reminders and thank you responses.

Appendix A

Deans Reports

Reynolds College of Arts and Letters– Dean Report

Academic Administrators Assessment 2021-2022

Rate your agreement with the following statements about your college Dean.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	13.11%	8	14.75%	9	6.56%	4	21.31%	13	44.26%	27	61
2	Sound plans are implemented to accomplish college goals.	13.56%	8	18.64%	11	8.47%	5	18.64%	11	40.68%	24	59
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	30.36%	17	17.86%	10	12.50%	7	12.50%	7	26.79%	15	56
4	Challenges associated with moving toward college goals are identified and addressed.	14.29%	8	17.86%	10	14.29%	8	12.50%	7	41.07%	23	56
5	My Dean supports quality ideas for strengthening the college.	10.71%	6	14.29%	8	8.93%	5	17.86%	10	48.21%	27	56
6	My Dean promotes a climate of inclusion, fairness, and equity.	16.67%	10	8.33%	5	10.00%	6	18.33%	11	46.67%	28	60
7	The college's administrative functions and support staff operate fairly and are run efficiently.	17.54%	10	8.77%	5	10.53%	6	15.79%	9	47.37%	27	57
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	7.41%	4	10.71%	6	25.00%	14	16.07%	9	41.07%	23	56

COB– Dean Report*Academic Administrators Assessment 2021-2022***Rate your agreement with the following statements about your college Dean.**

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	21.05%	8	7.89%	3	7.89%	3	15.79%	6	47.37%	18	38
2	Sound plans are implemented to accomplish college goals.	15.79%	6	15.79%	6	7.89%	3	13.16%	5	47.37%	18	38
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	10.81%	4	16.22%	6	13.51%	5	24.32%	9	35.14%	13	37
4	Challenges associated with moving toward college goals are identified and addressed.	19.44%	7	16.67%	6	5.56%	2	11.11%	4	47.22%	17	36
5	My Dean supports quality ideas for strengthening the college.	21.05%	8	13.16%	5	10.53%	4	13.16%	5	42.11%	16	38
6	My Dean promotes a climate of inclusion, fairness, and equity.	22.22%	8	2.78%	1	16.67%	6	8.33%	3	50.00%	18	36
7	The college's administrative functions and support staff operate fairly and are run efficiently.	19.44%	7	11.11%	4	2.78%	1	22.22%	8	44.44%	16	36
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	16.22%	6	5.41%	2	8.11%	3	16.22%	6	54.05%	20	37

COE– Dean Report

Academic Administrators Assessment 2021-2022

Rate your agreement with the following statements about your college Dean.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	7.50%	3	2.50%	1	2.50%	1	20.00%	8	67.50%	27	40
2	Sound plans are implemented to accomplish college goals.	7.50%	3	7.50%	3	2.50%	1	17.50%	7	65.00%	26	40
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	8.33%	3	2.78%	1	16.67%	6	11.11%	4	61.11%	22	36
4	Challenges associated with moving toward college goals are identified and addressed.	7.69%	3	5.13%	2	12.82%	5	10.26%	4	64.10%	25	39
5	My Dean supports quality ideas for strengthening the college.	7.50%	3	5.00%	2	10.00%	4	5.00%	2	72.50%	29	40
6	My Dean promotes a climate of inclusion, fairness, and equity.	4.88%	2	0.00%	0	9.76%	4	9.76%	4	75.61%	31	41
7	The college's administrative functions and support staff operate fairly and are run efficiently.	4.88%	2	4.88%	2	14.63%	6	12.20%	5	63.41%	26	41
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	5.13%	2	2.56%	1	7.69%	3	12.82%	5	71.79%	28	39

MCHHS– Dean Report

Academic Administrators Assessment 2021-2022

Rate your agreement with the following statements about your college Dean.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	6.25%	3	14.58%	7	16.67%	8	31.25%	15	31.25%	15	48
2	Sound plans are implemented to accomplish college goals.	2.27%	1	13.64%	6	31.82%	14	29.55%	13	22.73%	10	44
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	2.86%	1	20.00%	7	25.71%	9	17.14%	6	34.29%	12	35
4	Challenges associated with moving toward college goals are identified and addressed.	4.26%	2	8.51%	4	25.53%	12	29.79%	14	31.91%	15	47
5	My Dean supports quality ideas for strengthening the college.	4.35%	2	2.17%	1	32.61%	15	21.74%	10	39.13%	18	46
6	My Dean promotes a climate of inclusion, fairness, and equity.	2.13%	1	6.38%	3	21.28%	10	25.53%	12	44.68%	21	47
7	The college's administrative functions and support staff operate fairly and are run efficiently.	4.35%	2	13.04%	6	17.39%	8	30.43%	14	34.78%	16	46
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	0.00%	0	6.52%	3	23.91%	11	26.09%	12	43.48%	20	46

CNAS– Dean Report*Academic Administrators Assessment 2021-2022***Rate your agreement with the following statements about your college Dean.**

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	6.67%	2	3.33%	1	26.67%	8	16.67%	5	46.67%	14	30
2	Sound plans are implemented to accomplish college goals.	6.67%	2	16.67%	5	20.00%	6	16.67%	5	40.00%	12	30
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	10.00%	3	26.67%	8	6.67%	2	23.33%	7	33.33%	10	30
4	Challenges associated with moving toward college goals are identified and addressed.	6.67%	2	16.67%	5	23.33%	7	13.33%	4	40.00%	12	30
5	My Dean supports quality ideas for strengthening the college.	6.67%	2	6.67%	2	26.67%	8	16.67%	5	43.33%	13	30
6	My Dean promotes a climate of inclusion, fairness, and equity.	6.90%	2	0.00%	0	13.79%	4	17.24%	5	62.07%	18	29
7	The college's administrative functions and support staff operate fairly and are run efficiently.	6.67%	2	6.67%	2	6.67%	2	16.67%	5	63.33%	19	30
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	10.00%	3	0.00%	0	16.67%	5	16.67%	5	56.67%	17	30

Library – Dean Report

Academic Administrators Assessment 2021-2022

Rate your agreement with the following statements about your college Dean.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	57.14%	4	14.29%	1	0.00%	0	0.00%	0	28.57%	2	7
2	Sound plans are implemented to accomplish college goals.	57.14%	4	14.29%	1	0.00%	0	14.29%	1	14.29%	1	7
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	14.29%	1	57.14%	4	0.00%	0	0.00%	0	28.57%	2	7
4	Challenges associated with moving toward college goals are identified and addressed.	57.14%	4	14.29%	1	0.00%	0	0.00%	0	28.57%	2	7
5	My Dean supports quality ideas for strengthening the college.	42.86%	3	28.57%	2	0.00%	0	0.00%	0	28.57%	2	7
6	My Dean promotes a climate of inclusion, fairness, and equity.	28.57%	2	28.57%	2	14.29%	1	0.00%	0	28.57%	2	7
7	The college's administrative functions and support staff operate fairly and are run efficiently.	57.14%	4	0.00%	0	14.29%	1	0.00%	0	28.57%	2	7
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	0.00%	0	14.29%	1	28.57%	2	28.57%	2	28.57%	2	7

Darr College of Agriculture – Dean Report

Academic Administrators Assessment 2021-2022

Rate your agreement with the following statements about your college Dean.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	33.33%	3	33.33%	3	22.22%	2	11.11%	1	0.00%	0	9
2	Sound plans are implemented to accomplish college goals.	44.44%	4	33.33%	3	22.22%	2	0.00%	0	0.00%	0	9
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	57.14%	4	28.57%	2	0.00%	0	14.29%	1	0.00%	0	7
4	Challenges associated with moving toward college goals are identified and addressed.	33.33%	3	33.33%	3	11.11%	1	22.22%	2	0.00%	0	9
5	My Dean supports quality ideas for strengthening the college.	22.22%	2	22.22%	2	11.11%	1	33.33%	3	11.11%	1	9
6	My Dean promotes a climate of inclusion, fairness, and equity.	33.33%	3	22.22%	2	22.22%	2	11.11%	1	11.11%	1	9
7	The college's administrative functions and support staff operate fairly and are run efficiently.	44.44%	4	0.00%	0	0.00%	0	33.33%	3	22.22%	2	9
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	0.00%	0	11.11%	1	44.44%	4	33.33%	3	11.11%	1	9

CHPA– Dean Report*Academic Administrators Assessment 2021-2022***Rate your agreement with the following statements about your college Dean.**

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	My college Dean is an effective leader.	4.35%	1	17.39%	4	4.35%	1	30.43%	7	43.48%	10	23
2	Sound plans are implemented to accomplish college goals.	4.55%	1	13.64%	3	4.55%	1	40.91%	9	36.36%	8	22
3	Overall, I agree with the dean's budgeting priorities insofar as a teaching-research balance is concerned.	0.00%	0	9.52%	2	14.29%	3	33.33%	7	42.86%	9	21
4	Challenges associated with moving toward college goals are identified and addressed.	4.55%	1	9.09%	2	9.09%	2	36.36%	8	40.91%	9	22
5	My Dean supports quality ideas for strengthening the college.	0.00%	0	18.18%	4	9.09%	2	36.36%	8	36.36%	8	22
6	My Dean promotes a climate of inclusion, fairness, and equity.	4.35%	1	8.70%	2	8.70%	2	26.09%	6	52.17	12	23
7	The college's administrative functions and support staff operate fairly and are run efficiently.	8.70%	2	8.70%	2	0.00%	0	34.78%	8	47.83%	11	23
8	My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.	4.53%	1	13.64%	3	4.55%	1	22.73%	5	54.55%	12	22

Appendix B
Instrument 2021-2022

Academic Administrators Assessment

2021-2022

The Faculty Concerns Committee encourages you to make your voice and opinions heard through completion of the Academic Administrators Assessment Survey. The Committee, as charged by the Faculty Senate every two years, has prepared this survey to provide insights to the MSU Faculty Senate and Administrators of the key issues influencing us as we perform our duties in this learning environment.

Q1.1 Rate your agreement with the following statements about the President.

Note: The President serves as the chief executive officer of the University with responsibility and final authority for the operations of the campuses of Missouri State University. The President speaks for the University with respect to its policies, priorities, and official statements. The President embodies the University's public affairs mission, demonstrating ethical leadership, cultural competence, and community engagement. The President encourages an environment supporting original thought, critical assessment, and global competence and promotes excellence in instruction, academic research, and faculty improvement programs (MSU, Office of Human Resources).

Scale: Strongly disagree (1), Somewhat disagree (2), Neither agree nor disagree (3), Somewhat agree (4), Strongly agree (5), and I don't know/No basis to rate (6)

1. The President's decisions and actions benefit the quality of education of Missouri State students.
2. The President's decisions and actions benefit the civic mindedness of Missouri State students.
3. The President's decisions and actions benefit the well-being of Missouri State students.
4. The President has been an effective ambassador and advocate for the public affairs mission in the university community.
5. The President has been an effective ambassador and advocate for the public affairs mission in the local community.
6. The President has been an effective ambassador and advocate for the public affairs mission in the state community.
7. The President promotes appreciation of diversity based on cultural differences.
8. The President promotes appreciation of diversity based on individual differences.
9. The President promotes appreciation of diversity based on ideological differences.
10. Overall, the MSU President does a good job.

Issues related to Covid-19

11. The President has provided timely communications regarding the university's responses to Covid-19.

12. The President has provided clear communications regarding the university's responses to Covid-19.
13. The President has provided effective leadership in responding to Covid-19.
14. The President has demonstrated concern for university faculty, staff, and students in responding to Covid-19.
15. The President's actions regarding COVID-19 have been successful in ameliorating the negative effects of the pandemic on the university, its employees, and the local community.

Q1.2 If appropriate, please comment on the President's activities relevant to the morale, commitment, and productivity of university faculty.

Q1.3 If appropriate, please comment on the President's activities, plans for the future, and strategies to overcome challenges.

Q1.4 If appropriate, please comment on the President's support for shared governance in seeking, considering, and integrating faculty input to make decisions.

Q1.5 If appropriate, please comment on the President's leadership in responding to Covid-19.

Q2.1 Rate your agreement with the following statements about the Provost.

Note: The Provost is the Chief Academic Officer of the University, providing primary administrative leadership, direction, and evaluation for all academic activities and faculty affairs of the University. The Provost oversees the following: the Colleges of Arts and Letters, Business Administration, Education, Health and Human Services, Humanities and Public Affairs, Natural and Applied Sciences, University College, University Libraries, Graduate College and Continuing Education and the Extended University; other centers and offices, including Academic Development Center, Assessment and Instructional Support, Institutional Research, Educational Technology Center, and Citizenship and Service Learning (MSU, Office of Human Resources).

Scale: Strongly disagree (1), Somewhat disagree (2), Neither agree nor disagree (3), Somewhat agree (4), Strongly agree (5), and I don't know/ No basis to rate (6)

1. The quality of academic programs and graduating students has improved under the Provost's leadership.

2. The Provost encourages and promotes activities to foster improvements in both Teaching and Research.
3. The Provost promotes a balance between Teaching and Research.
4. The Provost supports shared governance insofar as to seek faculty input in formulating policies and procedures.
5. The Provost strives to develop policies and procedures that are fair and conducive to faculty development.
6. The Provost effectively communicates new policies and initiatives.
7. The Provost effectively promotes a campus-wide awareness of diversity and inclusion.
8. The Provost effectively supports the Public Affairs mission.
9. Overall, I agree with the Provost's budgeting priorities insofar as the teaching-research balance is concerned.
10. Overall, the MSU Provost does a good job.

Q2.2 Please comment on activities of the Provost that pertain to faculty morale, development, productivity, and faculty support of students.

Q3.1 Rate your agreement with the following statements about your college Dean.

Note: The College Dean is responsible for the administration of the college which may include, but is not limited to, department head and faculty recruitment and development, department head and faculty evaluation, program development, program review, student advisement, college budgeting and budget control, and indirect supervision of the teaching, research, and service activities of the college (MSU, Office of Human Resources).

Scale: Strongly disagree (1), Somewhat disagree (2), Neither agree nor disagree (3), Somewhat agree (4), Strongly agree (5), and I don't know/No basis to rate (6)

1. My college Dean is an effective leader.
2. Sound plans are implemented to accomplish college goals.
3. Overall, I agree with my dean's budgeting priorities insofar as a teaching-research balance is concerned.
4. Challenges associated with moving toward college goals are identified and addressed.
5. My Dean supports quality ideas for strengthening the college.
6. My Dean promotes a climate of inclusion, fairness, and equity, consistent with the university's mission to achieve inclusive excellence.
7. The college's administrative functions and support staff operate fairly and are run efficiently.
8. My Dean's response to the COVID-19 pandemic has enabled the college to educate students and perform research in a way that has maintained quality and equity within the college.

Q3.2

If appropriate, please comment on your Dean's activities that pertain to leadership, planning, budgeting, and communication of future priorities, policies, and issues.

Q4.1 Rate your agreement with the following statements about your Department Head.

Note: The Department Head is responsible for administering an academic department within a college which may include and is not limited to, faculty recruitment and development, faculty evaluation, program development, program review, curriculum development, student advisement, departmental budgeting and budget control, class schedule planning, and general supervision of the teaching, research, and service and related scholarly activities of the department (MSU, Office of Human Resources).

Scale: Strongly disagree (1), Somewhat disagree (2), Neither agree nor disagree (3), Somewhat agree (4), Strongly agree (5), and I don't know/No basis to rate (6)

1. My Department Head/School Director is an effective leader.
2. Faculty members' productive efforts are recognized and rewarded.
3. My Department Head/School Director promotes a climate of inclusion, fairness, and equity, consistent with the university's mission to achieve inclusive excellence.
4. The administrative functions and support staff of the department/school operate fairly and are run efficiently.
5. My Department Head's response to the COVID-19 pandemic has enabled the department to educate students and perform research in a way that has maintained quality and equity within the department.

Q4.2

If appropriate, please comment on your Department Head's activities that pertain to leadership, budgeting, collaborative decision making, and goals for the department.

Q5.1 What is your faculty rank?

- Clinical Faculty (1)
- Senior Instructor (2)
- Instructor (3)
- Assistant Professor (4)
- Associate Professor (5)
- Professor/Distinguished Professor (6)
- Prefer Not To Answer (7)

Q5.2 What is your tenure status?

- Tenured (1)

- Tenure Track (2)
- Non-Tenure Track (3)
- Prefer Not To Answer (4)

Q5.3 Choose your college

- Reynolds College of Arts and Letters (1)
- College of Business (2)
- College of Education (3)
- McQueary College of Health and Human Services (6)
- College of Natural and Applied Sciences (7)
- Graduate College (8)
- Library Services (9)
- Darr College of Agriculture (10)
- College of Humanities and Public Affairs (11)
- Prefer Not To Answer (12)

Q5.4 Choose your academic department

- Accountancy, School of (1)
- Agribusiness, Agriculture Education and Communications Department
- Anesthesia, School of (3)
- Animal Science Department (4)
- Art and Design Department (5)
- Biology Department (6)
- Biomedical Sciences Department (7)
- Chemistry Department (8)
- Childhood Education and Family Studies, Department of (9)
- Communication Sciences and Disorders, Department of (10)
- Communication, Department of (11)
- Computer Science, Department of (12)
- Counseling, Leadership and Special Education, Department of (13)
- Criminology and Criminal Justice Department (14)
- Defense and Strategic Studies Department (15)
- Economics Department (16)
- English Department (17)
- Environmental Plant Science and Natural Resources Department (18)
- Finance and General Business Department (19)
- Geography, Geology, and Planning, Department of (20)
- Grapevine Biotechnology, Center for (21)
- Greenwood Laboratory School (22)
- History Department (23)
- Hospitality Leadership Department (24)
- Information Technology and Cybersecurity Department (25)
- Kinesiology Department (26)
- Management Department (28)

- Marketing Department (29)
- Mathematics Department (30)
- Media, Journalism & Film, Department of (31)
- Merchandising and Fashion Design, Department of (32)
- Military Science Department (33)
- Modern and Classical Languages Department (34)
- Music Department (35)
- Natural and Applied Science, Master of (36)
- Nursing, School of (37)
- Occupational Therapy Department (38)
- Philosophy Department (39)
- Physical Therapy Department (40)
- Physician Assistant Studies Department (41)
- Physics, Astronomy and Materials Science (42)
- Political Science Department (43)
- Psychology Department (44)
- Public Health and Sports Medicine Department (45)
- Reading, Foundations, and Technology, Department of (RFT) (46)
- Religious Studies Department (47)
- Social Work, School of (48)
- Sociology and Anthropology Department (49)
- Technology and Construction Management, Department of (50)
- Theatre and Dance Department (51)
- Writing in College, Career and Community, Center for (52)
- Prefer Not To Answer (53)

Q5.5 To which gender identity do you most identify?

- Female (1)
 - Male (2)
 - Transgender Female (3)
 - Transgender Male (4)
 - Non-Conforming/Gender Variant (5)
 - Not Listed (6)
 - Prefer Not To Answer (7)
-

Q5.6 To which ethnicity do you identify? Select all that apply.

- Asian (1)
- Black/African (2)
- Caucasian (3)
- Hispanic/Latinx (4)
- Native American (5)

- Pacific Islander (6)
 - Other (7)
 - Prefer Not To Answer (8)
-