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# *Faculty Survey of Administrators, Success, and Engagement*

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## Introduction

The Committee on Faculty Concerns, as directed by the Faculty Senate, exists to discuss with the University Administration matters pertaining to remuneration, professional advancement, faculty-administrator relationships, and working conditions. It serves as the vehicle through which the faculty, Faculty Senate, and Administration may initiate issues or matters of concern for discussion and consideration and invites the submission and receive items of concern from faculty members, administrators, or groups of the same for discussion. The Committee consists of members from every college and the library.

In the past, the Committee has deployed two separate surveys on alternating years to provide information to interested parties – the Faculty Morale Survey and the Academic Administrators Assessment. Last year, the committee chose to renovate the survey into a single, annually distributed survey named the Faculty Survey of Success and Engagement. The idea was to allow for more frequent sampling regarding the same topics to identify concerns and track follow-up in a timely manner. This year, the administrator data was added, and the survey edited for focused targets that were identified by the committee from last year's data. This report describes the aggregate data obtained from the expanded FASE Survey.

The objective of the study was to examine faculty members' attitudes toward several aspects of MSU including:

- [President](#)
- [Provost](#)
- [College Administration](#) (Dean, School Directors, Department Heads)
- [University Culture](#)
- [Empowerment and Representation](#)
- [Job Security and Working Conditions](#)
- [Pay and Compensation](#)

2023-2024

## Committee on Faculty Concerns

Chair: Michael Kyle

Members: Elizabeth Walker,  
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## Methods

The Faculty Survey of Administration, Success and Engagement was created using several resources including the previous FASE Survey, Academic Administrator Assessment items, and the IDEAs Survey from Campus Labs utilized by the Provost's office in 2022. The purpose of expanding the 2022-2023 survey was to continue streamlining questions while including Administrative survey data to this year's report. The IDEAs Survey was not utilized by the Provost's office this 2023-2024 AY due to cost. A copy of the survey instrument is available in [Appendix A](#).

### Instrument

The survey was divided into seven sections corresponding to the aspects listed in the introduction as well as a final ranking question listing the seven sections to identify the order of importance for focus/need for the next year. Each section contained five to eleven questions utilizing a Likert-scale with a range of 1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, and 5-Strongly Agree. Following the Likert-scale questions was a comment box corresponding to the section. A "Not Applicable" options was given to the School Director option as not all colleges have yet restructured to include School Directors. The quantitative survey questions were mandatory, which required completion of all questions prior to submission. Open-ended questions were optional. The University Culture section also included an open-ended question regarding the main reason for continuing as MSU faculty.

### Distribution

All faculty, as defined by Banner identification, were utilized to create the population file for distribution utilizing Watermark (previously EvalKit). This included tenure or tenure-track faculty, clinical faculty, instructors, and per-course instructors. If coded as dean or associate provost, surveys were not distributed to these administrative roles due to the Banner identification. The survey was sent via email from Watermark with individualized links, preventing duplicate responses, with a response window of two weeks – spanning December 7<sup>th</sup> to December 21<sup>st</sup>.

### Completion Rate and Participant Demographics

Demographics were not asked in the survey instrument itself, but instead were gleaned from Watermark data utilizing Banner identification. This was in an effort to maintain privacy and to prevent survey takers from feeling concern that they could be identified by their responses. Through the two-week period, **319 faculty** members responded, resulting in a **26.5%** response rate. There were no partial survey responses as all questions were mandatory. This is consistent with previous Faculty Concerns surveys: AY 2022: 302 respondents, AY 2021: 306, AY 2020: 317, and AY 2019: 278. Associate Professors comprised the majority of respondents again this year (see Table 1). The number of respondents per college were also captured (see Table 2), with smaller areas, such as the Library and Graduate College, being small enough to be a risk for identification. The College of Humanities and Public Affairs had the highest response rate, although the lowest number of responses. McQueary College of Health and Human Services was the next highest responder, with 33.07%, and RCASH had the highest response count.

Table 1 – Response by Position Title (n=319)

| <i>Position Title</i>                | <i>Percentage</i> |
|--------------------------------------|-------------------|
| <i>Per course Instructor</i>         | 5.96%             |
| <i>Instructor</i>                    | 9.09%             |
| <i>Senior Instructor</i>             | 7.21%             |
| <i>Assistant Professor</i>           | 15.99%            |
| <i>Associate Professor</i>           | 25.39%            |
| <i>Professor</i>                     | 20.69%            |
| <i>Distinguished Professor</i>       | 0.94%             |
| <i>Clinical Instructor</i>           | 0.63%             |
| <i>Clinical Assistant Professor</i>  | 4.08%             |
| <i>Clinical Associate Professor</i>  | 2.51%             |
| <i>Clinical Professor</i>            | 1.25%             |
| <i>Department Head</i>               | 3.76%             |
| <i>Associate Dean</i>                | 0.31%             |
| <i>School/Clinic Director</i>        | 1.57%             |
| <i>Visiting Instructor/Professor</i> | 0.63%             |

Table 2 – Response by College

| <b>College</b>                                  | <b>Surveys sent</b> | <b>Responders</b> | <b>Response Rate</b> | <b>Rank</b> |
|-------------------------------------------------|---------------------|-------------------|----------------------|-------------|
| <i>College of Humanities and Public Affairs</i> | <b>9</b>            | <b>3</b>          | <b>33.33%</b>        | <b>1</b>    |
| <i>MCHHS</i>                                    | <b>251</b>          | <b>83</b>         | <b>33.07%</b>        | <b>2</b>    |
| <i>College of Agriculture</i>                   | <b>44</b>           | <b>14</b>         | <b>31.82</b>         | <b>3</b>    |
| <i>College of Business</i>                      | <b>140</b>          | <b>42</b>         | <b>30.00%</b>        | <b>4</b>    |
| <i>CNAS</i>                                     | <b>125</b>          | <b>37</b>         | <b>29.60%</b>        | <b>5</b>    |
| <i>RCASH</i>                                    | <b>377</b>          | <b>94</b>         | <b>24.93%</b>        | <b>6</b>    |
| <i>College of Education</i>                     | <b>153</b>          | <b>38</b>         | <b>24.84%</b>        | <b>7</b>    |

## Data Analysis

Reports for data analysis were generated by Watermark, which provided quantitative analysis for Likert-scale questions including frequency, percentage, mean, and standard deviation. The open-ended questions, comprised of comment boxes for each section, were distributed to Committee members by sections who identified themes across survey sections, selected comments to reinforce themes and patterns, and summarized results. The overall tone of the comments was also analyzed, determining percentages of positive, neutral, or negative comments.

## Results

The result of the survey and analysis are included here. Each of the eight sections contains quantitative and qualitative data from the respective aspect of MSU identified in the survey. Quantitative data totals are found in [Appendix B](#).

### President

Survey results regarding the president revealed that a majority, 64.89%, agree that he fosters confidence in the ability to provide future leadership in the position. The majority also agreed in displaying knowledge/expertise for the position (79.93%), initiating actions to anticipate problems (65.21%), communicating relevant information (65.83%), effective team leadership (70.85%), and earning trust and respect (72.72%). See Table below for statistical analysis results.

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>3.77</b> | <b>1.22</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>4.16</b> | <b>1.04</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>3.78</b> | <b>1.12</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>3.35</b> | <b>1.26</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                   | <b>3.76</b> | <b>1.20</b>               |
| <i>Establishes a future plan with sound priorities.</i>                                              | <b>3.79</b> | <b>1.23</b>               |
| <i>Is an effective team leader.</i>                                                                  | <b>3.99</b> | <b>1.11</b>               |
| <i>Earns the trust and respect of others</i>                                                         | <b>3.95</b> | <b>1.18</b>               |

The comments for Office of the President were reviewed and analyzed. A total of 116 comments were submitted which provided insight into respondents' concerns and thoughts regarding the section. Of these 116 comments, 35/116 (30%) were expressing concerns and criticism and 24/116 (21%) expressed a mix of feedback that was more critical than positive in nature. Taken together, these comment sections totaled 59/116 responses (51%). Of the remaining responses, 42/116 (36%) provided positive feedback and 15/116 (13%) were classified as neutral or N/A. Most respondents who provided remarks classified as either critical or mixed feedback (59 total; 51%) offered comments that were detailed and extensive. Responses from these two sections were classified into multiple themes.

Principle theme: The principal theme communicated by respondents in these sections (47/59 (80%)) involved concerns for erosion of trust, lack of transparency, and dissatisfaction with leadership, with many respondents documenting disagreement with processes related to hiring of the Provost and with university realignment procedures.

Example comments:

- *President Smart has become less and less willing to hold open discussions with people. He has become more defensive and less willing to listen as he has continued in his role. He started out as an excellent communicator and listener but that has changed for the worse since the pandemic.*
- *His Presidency has been a failure and created a culture of fear, intimidation, and retaliation. Faculty are not treated with respect or dignity. He does not believe in faculty governance or input. There is zero faculty governance in this institution and this tone is set from the top*
- *I feel bad for whoever comes in as successor. There is a major mess to clean up and faculty morale is at an all-time low and keeps decreasing each year. I am convinced the current increase in intimidation and retaliation is because President Smart was not allowed to handpick his successor. I believe he is still angry the Senate spoke up regarding who he wanted as his successor.*
- *The culture of any company or university is set from the top, and horrifically the culture at this place is that of a lack of ethical leadership from most of the administrators, starting from our president. A president who decides to unilaterally hire their own successor and not involve faculty in their own choice of leadership - that sets the tone for everyone!*
- *I have lost all trust and respect in Clif Smart as MSU president. We never got a clear and transparent reason as to WHY the realignment needed to happen.*
- *Realignment has not taken faculty and student outcomes seriously. Changes presented by provosts and deans have stayed in an echo chamber and any faculty voice that has been entertained has been to placate and never heard. No evidence or data has ever been displayed as criteria for change.*
- *President Smart's last two years of leadership have severely damaged the reputation he has with his own employees, especially the faculty. He acted in violation of our university's hiring policies (Guidelines for a Legal and Ethical Search) by creating a position of EVP/Provost, posting that position, and then putting a search team in place.*
- *The lack of transparency is unheard of. Hiring of a provost unilaterally with no process whatsoever is unheard of. Making substantial changes within the organizational structure of the university with virtually no input from faculty aside from a pretense of input is unheard of.*
- *The process of structural change over the last year was shameful, because there was no need for it; there was no problem with the way the university was structured, regardless of the nonsensical excuses that were presented to try to rationalize change.*
- *Until last year, I believe there was transparency in the actions of the President.*
- *I state all of this with a very heavy heart. I was one of Clif Smart's biggest fans. I used to love MSU and what Clif did to pull us together. No more! Lack of transparency brings forth mistrust and deceit.*
- *I have been impressed with the majority of Pres Smart's leadership and decisions over the years. He has done so much to foster growth and comradery at MSU. His leadership during Covid was inspiring. However, of late, I have been disappointed with his role related to the university realignment plan. The plan is being promoted and marketed as having support from faculty, backed by feedback that was solicited often. This is simply untrue.*
- *It is unfortunate that as the President is retiring, his last legacy will be "realignment". This process has been so disappointing, and frankly unethical, that it overshadows the rest of his accomplishments. This is a university with "ethical leadership" as one of its key pillars. It is unclear how much he understood or was involved in this process, but in his role as President he has both the privilege and burden of representing the entire University.*
- *I think Clif is a good person, but the leadership has been autocratic the past few years.*

Second theme: The secondary theme that emerged from the critical and mixed comments involved concerns for financial management and/or budget, including the perception of student learning being sacrificed for enrollment numbers (7/59 12%).

Example comments:

- *We are so far in debt....178 million in repairs that we cannot afford and climbing? How did we get so far in the red under his leadership?*
- *The administration also seems overly focused on student numbers and not on student success. And the athletic budget is out of control! My college was asked to cut \$\$ but the athletics - football and men's basketball especially -- bleed red but their deficit gets pushed under the rug.*
- *He has not been making decisions that are in the best interests of the University. This grandstanding about the humanities at MSU is a case in point. At a time when peer institutions are cutting programs in art, foreign languages, philosophy, etc. because of disinterest from students and poor placement rates, the President is throwing good money from revenue-generating colleges after bad by continuing to prop up the most worthless programs and faculty members on campus.*
- *The very purpose of the restructuring was to cut costs (along with potentially improve collaboration) but there has been no communication on where the cuts are to come from nor if the restructuring will be successful in realizing this goal.*

**Third theme:** The third theme that emerged from the critical and mixed comments revealed concerns for diversity and inclusion (5/59, 8.0%).

Example comments:

- *I find it discouraging as a member of a diverse community of scholars, that the voices critical of DEI are unfettered and bold, while the voices in support of valuing our pillar of cultural competence are timid and soft.*
- *Faculty governance is in name only, minorities are only given lip service - there is no protection for them. People of color are hired and then assigned to abusive incompetent administrators who know how to simply hire for color and have no idea how to truly foster and handle diversity.*
- *This is the first time in nine years I have chosen ever disagree in response to questions regarding President Smart. I am dismayed and disappointed at how he has responded to DEI issues at the University. He communicated either not at all or poorly with faculty in the last academic year when our department was desperate for strong leadership at the university level. I have always felt like Missouri State was a progressive place to work that I was proud to represent, but over the last year, that opinion has shifted drastically. I believe President Smart gave in immediately to the legislature and made significant changes at MSU that were not even requested by law.*
- *It is disheartening to see all the white make administrators making decisions. Who are the people with power and money and political clout who are driving these choices? I'm just curious. I just wish for true transparency.*

Positive comments comprised the next largest body of responses with 42/116 (36%) remarks being categorized as offering praise, with several respondents specifically offering appreciation for the President's communication 36/42, 86%) and his efforts to promote MSU in the community and the state (2/42, 4%). Additional comments revealed concern for the President's replacement (4/42, 10%)

- *Cliff Smart is an excellent president who is an excellent communicator, team player, and negotiator with the legislature, community groups and faculty. We need someone like him when he retires.*
- *Thank you for your service. You will be missed!*
- *He is one of the best Presidents this University has had. Faculty, staff, students, and the community all feel comfortable speaking with him. He is personable, approachable, loveable, and relatable.*
- *The University has maintained a positive influence in both the community and state (legislature) during the tenure of President Smart. We continue to attract good students, which so far has helped us avoid the damage from falling enrollment sustained by other institutions.*
- *President Smart has been a wonderful asset to the University. His ability to communicate to a wide audience through a variety of modalities is a definite strength. He leads by example, and will be very difficult to replace.*
- *President Smart is an amazing leader.*
- *I wish he wasn't leaving and am concerned about who will be taking his place.*
- *Clif has been a good president. With the announcement of his retirement, who knows what's next?*

## Provost

Survey results regarding the president revealed that a majority, 64.89%, agree that he fosters confidence in the ability to provide future leadership in the position. The majority also agreed in displaying knowledge/expertise for the position (79.93%), initiating actions to anticipate problems (65.21%), communicating relevant information (65.83%), effective team leadership (70.85%), and earning trust and respect (72.72%). See Table below for statistical analysis results.

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>3.28</b> | <b>1.22</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>3.44</b> | <b>1.15</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>3.19</b> | <b>1.13</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>3.10</b> | <b>1.25</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                   | <b>3.12</b> | <b>1.24</b>               |
| <i>Establishes a future plan with sound priorities.</i>                                              | <b>3.14</b> | <b>1.20</b>               |
| <i>Is an effective team leader.</i>                                                                  | <b>3.25</b> | <b>1.18</b>               |
| <i>Earns the trust and respect of others</i>                                                         | <b>3.21</b> | <b>1.25</b>               |

The comments about the Provost were compiled, reviewed and classified. In total, there were 102 written responses regarding the Provost. All comments broken by “category” are provided.

A review of the comments indicated that 57 (56%) responses were negative or expressing some type of concern, 16 (15.7%) comments were positive and supportive of the Provost, and 22 (21%) respondents felt that they did not have enough interaction with the Provost to offer an opinion or their included both positive and negative comments whereas 7 (0.075%) of respondents included statements regarding the President and/or other administrators. Several themes were recognized from the analysis, but only three themes were selected for further discussion based on having a greater frequency of responses when compared to other themes.

Many respondents didn’t feel they knew who the provost was nor what they did. Comments such as the one below can be found in the “neutral category”. For example:

- *I don't really know much about the new provost. They don't reach out very much to faculty.*

Another theme that emerged from the analysis centered on the leadership qualities of the Provost based upon vision, decision-making, and trust. The total number of responses classified into this category was 26. Only one comment was deemed positive:

- *Absolutely professional....a great team builder.....we need him to guide us to the next level.*

Seven responses (26.9%) were considered to be neutral, as the following example:

- *New in the position, still learning the role.*

The remaining 18 responses (69.2%) were critical of the Provost’s leadership for a variety of reasons. The word “trust” was mentioned 11 times in the “negative category”, once in the “President et al.” category, and was not mentioned in the positive comments. The following is a short list of some of the comments received:

- *Lacks vision. Doesn't know the dynamics of the university. Limited background and understanding. Not prepared for the position, many questions were unanswered when asked.*
- *Never told us WHY we were doing realignment. Really hope he's not the shoe-in president. Has people skills of a door knob (sic). Not a team leader*
- *Very little (if any) communication between the Provost and the faculty at large; there is a general lack of trust in the current Provost across the faculty body, and the failure to communicate with faculty has only exacerbated this.*
- *Currently, I do not trust this individual. When I have been in meetings where he has presented information, I feel he is unable to answer questions and often responds with, "We will look into that..." which does not foster*

*much confidence from me in his decision-making capabilities. I also feel that he is very good at delegating and forming committees but rarely takes action on his own.*

- *The appointment of Jasinski - someone who himself never advanced beyond the position of associate professor and never earned tenure - to the position of provost is ludicrous. This appointment firmly cements the status of MSU as a podunk university. The provost is the lead academic at a university, and the individual who makes final decisions regarding tenure and promotion. Since Jasinski himself never achieved any of these things, and never published anything beyond a couple of short book chapters, his role as provost is embarrassing. HE is no better equipped to make such decisions that (sic) the newest faculty members on campus. I have only met one or two faculty that seem to respect him. Like me, most faculty regard his position as provost as a joke, and clear demonstration of MSU's commitment to less than mediocre.*

Second theme: A second theme was identified with comments about the recent realignment of university colleges and departments. Specifically, faculty felt there were flaws in communication, faculty input, and the decision-making process. This theme had the second highest number of responses with 23 in total. Two written comments (8.7%) were considered supportive of the Provost and are presented here:

- *Considering the tasks he's been given, he has done a respectable job. He has also made a lot of people mad. I understand managing requires people to make tough decisions. I haven't been in on those change discussions, but the process seems effective.*
- *I believe Provost Jasinski is competent and headed in the right direction for the university. There have been a LOT of changes. We'll see how that shakes out. But I do think for being "the guy" that had to make these hard changes, they took stock, listened to people and have done the best for the U without getting rid of whole programs and firing (sic) people. He's a good man and I believe he is doing the best he can for the AULs and for faculty and students at large to help keep the University solvent and in good stead (sic).*

Three responses (13%) contained both negative and positive assessments of the Provost such as the following comment:

- *I think the Provost did himself a disservice by emphasizing the work of a "disruptor" committee. OK, we may need change, but the word "disruptor" placed everyone in defense mode immediately, which may have been what he wanted. May (sic) faculty that might have been allies of changes were also put in a defense mode. It probably did not help him to build trust and gain the confidence of the faculty. With that said, he is obviously a very hard worker and is very visible---which is welcomed. He is also willing to answer hard questions--which again, is appreciated.*

The 18 remaining statements (78.3%) provided by the survey takers expressed concerns regarding the Provost's handling of realignment. The following comments are representative of the responses in this classification:

- *The restructuring of departments was ill-conceived from the start. The negative impacts will live with us for years to come because resources were not mobilized to support the outcomes, and some programs and departments are still unsure of what might happen with the provost-led plan to restructure.*
- *It was clear from the way the initial faculty survey was created that the intend (sic) of the Provost and my Dean was to dramatically change the structure of my college so why not admitted (sic) you will be making changes no matter the feedback rather than insist you are giving the faculty a voice. There is no evidence that the provost cares about academic standards. He has never spoken of raising or maintaining standards. The goal is attracting more students and retaining more students without ever addressing academic standards. The provost stated in a meeting with our faculty that people are using accreditation to resist change. Accreditation is a serious concern for my department. As a professional program, without accreditation our students cannot attain a professional license in any state or territory in the United State. The provost has no experience with the accreditation process for medical professional programs. Members of our faculty have extensive experience with the process yet, he chooses to discount our experience and concerns.*
- *The dismal way that the administration handled recent departmental and college reorganizations does not give me confidence for the university's future. Like many faculty members I was disappointed that the administration made its decisions about the changes that it wanted to pursue and then notified faculty what would happen, often it seemed as a matter of window dressing, rather than working collaboratively with*

faculty colleagues from the earliest points in the decision-making process. The apparent indifference to faculty concerns makes it difficult to trust administration assertions that faculty positions will not be cut.

- In general, the administration is very good at seeking the opinions of everyone and then ignoring them completely. I appreciate the efforts to enact the realignment without laying people off, but making working conditions so bad that people quit or retire and are not replaced is essentially the same thing for the people who are left behind and have to do the same amount of work with fewer people. Communication regarding the academic realignment was pitiful. There was one "town hall meeting" that lacked any specifics. There needed to be at least College meetings or preferably presentations made to each unit so all the questions could get answered. Our unit was combined with another, against our wishes, and the news was given to other people before we were informed. Then we were given very little guidance or resources to complete the merger and just left to figure it all out on our own. I keep hearing the administrators congratulating themselves on uplifting the humanities; however, the actions taken do the opposite. Whatever the point of the realignment is, it's not that.

**Third theme:** The third theme selected from the analysis dealt with the topic of shared governance. The total number of comments classified into this theme was 20. Positive feedback was provided in 3 responses (15%) such as the following:

- I appreciate that he really listens to the items/issues that are brought to him and that he is open to problem solving with faculty. I would like to know a little more about the decision making before there are decisions made.
- The interim provost is a friendly and engaging individual. I do believe he likes people and cares about faculty as individuals; jury is still out regarding how he perceives faculty as a collective body, including shared governance. He has been responsive to faculty suggestions and concerns, though like the President, more communication regarding the projected outcomes of the realignment plans would be appreciated. I do not know him or his work well enough to really comment on much yet.

The remaining 16 comments (80%) in this theme represent unfavorable feelings and observations as shown by these few examples:

- The provost is definitely a top-down administration kind of guy. I feel like he never asks for the opinions of the faculty and when he tried to during his disruption campaign, most of the things that we brought up I feel like he ignored or disregarded. I have zero confidence in him moving forward as provost or, dear god, president.
- John is a divisive person. He lacks the skills needed to competently lead MSU. The lack of transparency with the realignment has proven he does not respect faculty. Left up to John, he will remove any power from Faculty Senate and faculty. We will grow more top heavy with administrators who make twice what faculty make, yet they do less and leave no lasting legacy like faculty do. FACULTY ARE THE BACKBONE OF THE UNIVERSITY! Treat us with respect! And treat us like the experts we are in our disciplines. The role of the Provost is to support faculty. But he has instead selected a few 'yes men' and cast the rest of us aside. If he becomes president of MSU--disaster awaits us. He is not respected nor trusted across campus.
- It is too soon to really evaluate Provost Jasinski. His plan for reorganizing the university looks like it might make sense in the budget - but he stresses that it is the start of a 'continuous process' and no one is able to really see how that process works or where it will lead to. Also, although he "listened" to faculty and other input in early stages of reorganization, most of the decisions were made behind closed doors by the "Deans Team" with little faculty input or updating (at least in my college). This Deans-only type of process is not Shared Governance.
- In his short time at MSU, the Provost has sought advice and feedback mostly from other administrators. He has failed to involve faculty and staff in meaningful ways in decision making processes that are key to maintaining high educational standards. By will of by omission, that fact is that he failed to hear those who truly know and care about what happens in the classroom and who know students best. His fast pace promoting change, while an indicator of high productivity, does not always deliver positive results. Change that is forced and rushed, as we've seen happen and that continue to happen behind the curtains, may prove more damaging in the long term, than if sufficient time had been given for the collection and analysis of data and for the appropriate involvement of all stakeholders. To me, one of my main concerns about the Provost leadership, as a representative of faculty and academic issues, is his apparent greater alliance with the administrations than to

*those he is there to represent. I do understand that faculty don't always make good administrators and do not know all the facts to make certain administrative decisions. Shared governance, when warranted, should not be governance by faculty only but should not be governance by the Deans only either. Our Deans these days have been known to look down on faculty and help perpetuate the lack of respect for faculty members. So far, the Provost has only contributed to this dissonance, which is terribly detrimental for the university as whole. I hope that going forward he will foster practices that create unit (sic) and mutual respect between faculty and administrators.*

## College of Business

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.45</b> | <b>1.45</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.69</b> | <b>1.42</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.45</b> | <b>1.42</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.40</b> | <b>1.40</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.50</b> | <b>1.38</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.33</b> | <b>1.57</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.48</b> | <b>1.49</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.57</b> | <b>1.47</b>               |

Main Themes from 10 comments:

**Dean's leadership and performance:** The survey contains many negative comments about the Dean's leadership and performance, such as lack of fundraising, micromanagement, hostility, sexism, and discouragement of excellence.

- *Feels like we are more reactive than proactive. Would like a clearer direction established and enforced.*
- *When it comes to asking for evaluating faculty they are held to R1 standards, and when it comes to answering to accrediting body, the school is held to a hardcore teaching school standard! On top of that, the Dean's office has a history of being duplicitous and sexist in their hiring and promotion practices. Many female faculty, who had tenure at other comparable institutions have been hired without tenure, and verbal assurances that they can go up for tenure earlier should they wish, however, when the time comes they are strongly discouraged and pressure is put on department heads to discourage or deny those candidates.*

**Faculty concerns and dissatisfaction:** The survey also expresses the faculty's concerns and dissatisfaction with the Dean's policies and actions, such as monitoring DFW rates, creating a bureaucratic culture, placing student happiness over faculty safety, and interfering with curriculum and tenure decisions.

- *The Dean is a nice person, and I believe that he wants to do good for the COB. Unfortunately, he is a terrible Dean. He displays no ability nor even a willingness to raise money. He does not value research. He rarely talks about teaching, other than to say that the faculty should keep their DFW rates below 20%. I have heard the Associate Deans say that he is a hard worker because he spends so much time in his office, and this may be true, but I don't see any tangible outcomes or production from his time in the office. Ultimately, the Dean seems to value bureaucracy more than fundraising, personnel management, teaching quality, curriculum, research, students' placement rates, relationships with local businesses, etc*
- *Our college operates and succeeds in spite of our Dean, not because of him.*

**Positive feedback for the Dean:** The survey has only two positive comments about the Dean, one that says he is a very good dean and one that thanks him for his efforts.

### Department Heads

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>3.81</b> | <b>1.44</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>4.10</b> | <b>1.30</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>3.83</b> | <b>1.41</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>3.83</b> | <b>1.45</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                   | <b>3.90</b> | <b>1.39</b>               |

|                                                                                                                                     |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.71</b> | <b>1.49</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.86</b> | <b>1.46</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.98</b> | <b>1.35</b> |

Department Head Comments available upon request.

## Reynolds College of Arts, Social Sciences, and Humanities

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.47</b> | <b>1.16</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.77</b> | <b>0.98</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.12</b> | <b>1.10</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>2.98</b> | <b>1.22</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.16</b> | <b>1.31</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.02</b> | <b>1.22</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.35</b> | <b>1.14</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.33</b> | <b>1.25</b>               |

Main Themes from 35 responses:

The responses could be categorized as 8 positive narratives, 16 negative, 5 that included a balance of positive/negative sentiments, and 6 that were effectively not applicable.

The positive responses aligned into two primary themes. The first theme regards the dean's approachability and general interpersonal connections. Descriptors from the responses such as "personable and humane," "dynamic, professional, and willing to listen," "very approachable, listens to you, and does not hurry you," and "sincere and invested in the faculty" adequately encompass the general sentiments of this first theme. The second theme regards the dean's efforts toward the formidable task of uniting two colleges as part of the campus' recent reorganization. "The Dean was handed a big job with the merger. He is doing well...[and] he is doing great things for the college...," and "He's done an excellent job bringing two colleges together into one" are two direct quotations that adequately summarize these sentiments.

In the more negative responses, a number of frustrations emerge related to perceptions of non-transparency, favoritism, and unfair resource allocation. For example, several comments were submitted along the lines of, "the dean is secretive about the budget," and "not knowing how much travel money we would be allocated for the year has created a lot of unnecessary tension and stress." More generally, the dean "governs with the utmost lack of transparency," and "it seems that more and more actions are taken without faculty input." Frustrations of favoritism were expressed in comments alleging the dean "has favorites, and those are the people who receive administrative positions and other preferments," that he is "favoring certain people over others and promoting what feels like a 'good old boys' network," and more specifically that he "favors faculty, administrators, and staff formerly in COAL." The perceptions of unfair allocation of resources were fewer but span a range of budgetary issues ("spending decisions [are] made that positively affect his own department before considering how it will affect other departments") to personal considerations ("he makes decisions based on personal relationships and 'politics' rather than having clear priorities").

### Department Heads

| <b>Statement</b> | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------|-------------|---------------------------|
|------------------|-------------|---------------------------|

|                                                                                                                                     |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.82</b> | <b>1.32</b> |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>4.0</b>  | <b>1.26</b> |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.70</b> | <b>1.33</b> |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>4.0</b>  | <b>1.32</b> |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>4.03</b> | <b>1.27</b> |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.69</b> | <b>1.38</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.85</b> | <b>1.35</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.94</b> | <b>1.33</b> |

Department Head Comments available upon request.

## McQueary College of Health and Human Services.

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.17</b> | <b>1.38</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.40</b> | <b>1.28</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>2.94</b> | <b>1.32</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>2.69</b> | <b>1.42</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>2.93</b> | <b>1.33</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>2.89</b> | <b>1.41</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.05</b> | <b>1.41</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>2.80</b> | <b>1.43</b>               |

Main themes from 36 responses:

Dean Smith's leadership style and its impact on faculty: The survey contains various feedback from faculty members on Dean Smith's leadership style and its impact on the college of MCHHS. Most of the feedback is negative, expressing dissatisfaction, frustration, mistrust, and lack of confidence in the dean. Some of the common themes are: lack of transparency, communication, collaboration, and shared governance; autocratic, impulsive, and patronizing decision-making; favoritism, manipulation, and intimidation; and creating a toxic and hostile work environment. A few feedbacks are positive or neutral, acknowledging some of the dean's innovative ideas, open-door policy, and vision for the college.

- *Dr. Mark Smith is truly innovative. However, he is ineffective in not only establishing policies, procedures, and plans that garner support and trust from faculty, but he also is impulsive, rash, and patronizing. While I do not resist change, I am naturally apprehensive with the imminent large realignment. Dr. Smith seems to be forging ahead with little to no regard for how his vision will impact the larger MCHHS culture.*
- *Dean Smith has done an admirable job making changes in MCHHS. I do feel he asks for faculty input and opinions but does not necessarily take that information into consideration when making decisions. He has an open-door policy, which is appreciated, but it seems like decisions have already been made.*
- *The MCHHS Dean has fostered an authoritative style of leadership that if you do not agree with what he says you are punished, and your department is not provided with the resources that are needed like other departments. He does not listen to faculty or department heads. He is verbally aggressive and inappropriate in his language to subordinates. I do not know how he has been able to be a leader as long as he has without this being addressed.*

The realignment process and its rationale: The survey also reflects the faculty's views on the realignment process that the dean initiated, which involves restructuring the college into two schools with new directors. Many faculty members are skeptical, confused, or opposed to this change, as they do not see a clear rationale, plan, or data to support it. They also feel that the dean did not seek or consider their input, and that the process was not fair or transparent. Some faculty members are concerned about the impact of the realignment on their programs, accreditation, resources, and collaboration. A few faculty members are supportive or indifferent to the change, or willing to give it a chance.

- *I have had a couple of quality 1:1 interactions with the dean. However, his lack of leadership and transparency through this realignment process has been troubling, very troubling. We are a college of science minded faculty who base decisions and prognosticate according to what data shows us. We've seen little to no relevant data to persuade us that the realignment is worthwhile. When we ask questions, we've been met with defensiveness and vague responses such as, "We don't know if it will save money." We are now being told that the purpose of the school model is to foster collaboration. Like we don't do this regularly? If I hear the word silo one more time! Departments in our college have a long history of effective collaboration with one another as well as with departments across campus.*
- *I find the Dean to be argumentative and combative when questions are brought up that are not to his liking. He is unable (or unwilling) to give us forthright information regarding the restructuring and its impact on accreditation. He is unable to provide any assurances of how the restructuring will impact our program directly nor if it will actually realize any of the goals it was intended to meet.*

The faculty's morale and retention: The survey indicates that the dean's leadership and the realignment process have negatively affected the faculty's morale and retention. Many faculty members report feeling uneasy, insecure, alienated, demoralized, or unhappy under the dean's leadership. Some faculty members have considered leaving their jobs or hope that the dean will leave. A few faculty members express appreciation, admiration, or confidence in the dean, or hope that he will improve his leadership skills.

- *During his tenure as MCHHS Dean, Mark Smith has fostered the most toxic work environment I have ever experienced. Due to his actions and leadership style, I have considered leaving my job, which I truly loved, on a daily basis. I have truly tried to understand, rationalize his actions. Negative comments about our program or information that is supposed to be confidential will be shared to individuals who have no apparent reason to have this information. It's hard to know- is this a mind game? An indirect way to tell a program they have a problem? Or is it just poor leadership? Either way, it's ineffective. It results in faculty feeling uneasy, insecure, under his leadership. It doesn't tell programs how they can improve, grow, or offer support.*
- *...I have seen unethical practices within our college, ones that are not fair, be conducted. As a junior faculty, I do not have any standing to speak up. When I have spoken up, I've been shut down quickly through intimidation. It's unfortunate, as I bet there are many others that feel the way that I do.*

## Department Heads

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>4.11</b> | <b>1.15</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>4.30</b> | <b>1.06</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>4.04</b> | <b>1.13</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>4.11</b> | <b>1.15</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>4.07</b> | <b>1.17</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>4.00</b> | <b>1.17</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>4.05</b> | <b>1.17</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>4.16</b> | <b>1.12</b>               |

Department Head Comments available upon request.

## College of Education

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.32</b> | <b>1.58</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.50</b> | <b>1.52</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.24</b> | <b>1.58</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.37</b> | <b>1.58</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.32</b> | <b>1.60</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.34</b> | <b>1.55</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.29</b> | <b>1.64</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.24</b> | <b>1.63</b>               |

Main ideas from 16 responses:

Dean Tinkler's leadership style and decisions: The survey contains mostly negative feedback on Dean Tinkler's leadership style and decisions, with some positive comments. The main criticisms are that she is not a strong, competent, or proactive leader, that she makes decisions based on emotions or favoritism, that she does not communicate or consult with faculty, that she does not support rigor and research in graduate programs, and that she has hired unqualified or inexperienced department heads and assistants. The main praises are that she is a nice, fair, and thoughtful person, that she has a vision for the college and is building a foundation for future success, and that she is engaged and passionate about the college.

- *She seems to make decisions based on emotions rather than data. She displays favoritism with faculty which clouds her judgement and decisions. COE merged into two schools from 3 departments. Little to nothing has been done to make the new schools a more cohesive unit.*
- *Concerning the allocation of resources, decisions are often made without supporting documentation. For example, for years, she has used money to bring high school students on campus for the summer--with no data to show that it impacts enrollment. She has a budget committee, ... almost never asked for input on how money should be allocated--basically these budget meetings are used to update us on funding in general. This money available to the College of Education could be used in other areas that need support, like recruitment and marketing which has been floundering for some time. Again, Dean Tinkler is a nice person and hard worker but not a leader.*
- *I worked on an event with the Dean. Her positive interaction with local families at a very chaotic event should make MSU proud to have her. She engages and listens, and is very intelligent; assets that should not be overlooked.*

Issues at Greenwood Laboratory School: The survey mentions some issues at Greenwood Laboratory School, which is part of the College of Education. Some faculty members and parents of students complain that the dean has not been visible or actively engaged at Greenwood, that she has ignored or dismissed their concerns, and that she has approved the hiring of administrators who are not fully dedicated or qualified for their positions.

- *Following Dr. Tinkler's assumption of the role as Dean, her presence at Greenwood has been limited, having seen her only on one occasion. It is hoped that her presence can be more regular in the future.*
- *The COE is the weakest College given the dean's inability to be a leader. She is not an advocate for the college but for herself and is driven to do the least possible to survive in the job. Support for faculty has greatly decreased since she was appointed to the position. Her lack of involvement in the community, on campus, in K12 school, in local agencies, and interacting with faculty is not helpful to the growth of the college.*
- *Various issues regarding Greenwood Laboratory School have been brought to the Dean's attention, both from faculty and staff members, as well as parents of current and former students. While the Dean listens to the concerns brought forth, no actions have been taken to rectify the situation.*

### School Directors

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.71</b> | <b>1.54</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.92</b> | <b>1.36</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.42</b> | <b>1.57</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.71</b> | <b>1.51</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.63</b> | <b>1.55</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.71</b> | <b>1.59</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.61</b> | <b>1.53</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.68</b> | <b>1.54</b>               |

Main themes from 14 responses:

**Leadership issues:** The survey contains several complaints about Ron's leadership, such as his selective interactions, preferential treatment, frequent absences, and lack of authority.

- *It has become apparent that both members of our administration team hold outside part-time positions, which affect their ability to fully commit to Greenwood. Their absence or unavailability due to zoom meetings, phone calls, or while out of the office because prior obligations have been noticeable. While substitutes are available, their presence doesn't fully replace the capabilities of a full-time director.*
- *There appears to be a pattern of preferential treatment in his selection of committee members, leading to a lack of diverse perspectives and potentially impacting the quality of decision-making.*

**Administrative roles:** The survey also suggests that there is confusion and inconsistency in the roles and responsibilities of Ron and his assistant, as they seem to interchange or overlap their duties.

- *Dr. Ron Snodgrass displays a lack of concern for issues present at Greenwood Laboratory School. In his role as the Director of Greenwood, it appears that Ron continues to fulfill the responsibilities he held as Assistant Director. A significant portion of his workday is dedicated to tasks such as facilitating the car line and monitoring the cafeteria during lunch. Although he is physically present during these activities, there seems to be a limited focus on accomplishing essential tasks. The apparent lack of attention to critical matters such as budget management and disciplinary issues is concerning.*
- *Dr. Snodgrass has taken on new job duties in the director position, yet continues to fulfill some of the responsibilities of his previous assistant role, such as opening car doors and lunch duty. Conversely, the assistant seems to be assuming some of the director's duties, including leading faculty meetings.*

**Lack of inclusivity and support:** The survey indicates that the administration team does not welcome dissenting opinions, consults only a few teachers, and does not provide adequate support for teachers in dealing with student behavior.

- *Despite advocating for an "open door," it appears that the administration team is not steadfast in welcoming dissenting opinions and may exhibit favoritism. It's essential for the administration to initiate and encourage a more inclusive and supportive approach.*
- *...it seems that neither administrator is inclined to enforce student discipline according to the handbook. This lack of enforcement has left teachers without the necessary support in disciplining students, often resulting in students returning to the classroom without appropriate action being taken.*

### Department Heads

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>3.50</b> | <b>1.43</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>3.55</b> | <b>1.41</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>3.42</b> | <b>1.46</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>3.42</b> | <b>1.48</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                   | <b>3.42</b> | <b>1.48</b>               |

|                                                                                                                                     |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.47</b> | <b>1.47</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.47</b> | <b>1.48</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.42</b> | <b>1.43</b> |

Department Head Comments available upon request.

## College of Natural and Applied Sciences

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.59</b> | <b>1.42</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.80</b> | <b>1.36</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.50</b> | <b>1.41</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.50</b> | <b>1.49</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.64</b> | <b>1.51</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.39</b> | <b>1.56</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.48</b> | <b>1.49</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.70</b> | <b>1.52</b>               |

Main ideas from 12 responses:

Dean Jahnke's leadership style: The survey contains mixed opinions on Dean Jahnke's leadership style, ranging from positive praise to harsh criticism. Some respondents appreciate her support, fairness, and effectiveness, while others accuse her of being dictatorial, complacent, and lacking initiative.

- *Dean Jahnke is a good leader. I think she recognizes that my academic unit is a valuable part of a diverse faculty, who provide much more than what their meager salaries reflect.*
- *Has not shown any initiative or ideas. Is a micromanager that fosters 'busy work'*
- *Dean Jahnke is an effective leader. I trust her and she gets things done! I would not be here if it wasn't for her unwavering support and strong leadership. I believe she truly cares about the people she leads.*

Equity and diversity issues: The survey reveals that there are systemic issues in hiring and recruitment practices for grad students, faculty, and staff, and that the Dean has not shown enough administrative buy-in or collaboration to address them. The survey also suggests that there is a lack of integration and connected culture among the different departments in the CNAS umbrella.

- *The dean's lack of knowledge in certain department and failure to anticipate growth over the past decade has severely hindered progress and attracting excellent faculty. Salary bump that she sees as a big one is in fact so tiny compared to the demand that it looks poor for on her due to her inability and more often unwillingness to convince the provost and president.*
- *Little substantive change has been made to address systemic issues in hiring and recruitment practices for grad students, faculty, and staff and ongoing equity initiatives are assigned to committees and reports are made, but no administrative buy in has been forthcoming.*

Challenges and opportunities: The survey identifies some of the challenges and opportunities that the CNAS faces, such as insufficient salary, poor numerical skills, lack of attention to details, and failure to anticipate growth. The survey also mentions some of the areas that the Dean works hard to provide opportunities for, such as students and faculty.

- *Little substantive change has been made to address systemic issues in hiring and recruitment practices for grad students, faculty, and staff and ongoing equity initiatives are assigned to committees and reports are made, but no administrative buy in has been forthcoming. Most attempts to address changes are superficial.*
- *I really appreciate how the Dean works hard to provide opportunities both for the students and the faculty.*

- *Fantastic, fantastic leadership. Well respected, a great builder of consensus, a thorough listener, an advocate. Working underneath Dean Jahnke is a joy.*

## Department Heads

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.59</b> | <b>1.42</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.80</b> | <b>1.36</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.50</b> | <b>1.41</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.50</b> | <b>1.49</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.64</b> | <b>1.51</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.39</b> | <b>1.56</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.48</b> | <b>1.49</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.70</b> | <b>1.52</b>               |

Department Head Comments available upon request.

## Darr College of Agriculture

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.86</b> | <b>1.17</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.79</b> | <b>1.31</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.64</b> | <b>1.15</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.86</b> | <b>1.17</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.93</b> | <b>1.07</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.71</b> | <b>1.27</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.86</b> | <b>1.46</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>4.07</b> | <b>1.27</b>               |

Main ideas from 3 comments:

Lack of confidence in interim dean: Some faculty members express their dissatisfaction with the interim dean's experience, leadership and communication skills.

- *We must have an effective dean. I have no confidence in their leadership. Communication in our college has gotten worse over the past 6 months/year not better. If you look around during meetings, nobody is paying attention. Of course we have only had 2...and those we could have had a memo for.*

Few opportunities for feedback: The interim dean has only held two meetings with the faculty, which were considered ineffective and unnecessary.

### School Directors

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>3.43</b> | <b>1.70</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>3.36</b> | <b>1.74</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>3.64</b> | <b>1.69</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>3.36</b> | <b>1.82</b>               |

|                                                                                                                                     |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.36</b> | <b>1.86</b> |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.36</b> | <b>1.86</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.43</b> | <b>1.70</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.57</b> | <b>1.74</b> |

School Director Comments available upon request (2 comments).

#### Department Heads

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>3.50</b> | <b>0.76</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>3.43</b> | <b>0.76</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>3.36</b> | <b>0.74</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.36</b> | <b>0.63</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.29</b> | <b>0.61</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>3.57</b> | <b>0.85</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>3.43</b> | <b>0.76</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>3.50</b> | <b>0.76</b>               |

Department Head Comments available upon request.

#### College of Humanities and Public Affairs

##### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>4.33</b> | <b>0.58</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>4.67</b> | <b>0.58</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>4.67</b> | <b>0.58</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>3.67</b> | <b>0.58</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>3.33</b> | <b>1.15</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>4.00</b> | <b>0.00</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>4.33</b> | <b>0.58</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>4.00</b> | <b>0.00</b>               |

No comments for the Dean.

##### Department Head

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>5.00</b> | <b>0</b>                  |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>5.00</b> | <b>0</b>                  |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>5.00</b> | <b>0</b>                  |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>          | <b>5.00</b> | <b>0</b>                  |

|                                                                                                                                     |             |          |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>5.00</b> | <b>0</b> |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>5.00</b> | <b>0</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>5.00</b> | <b>0</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>5.00</b> | <b>0</b> |

Department Head Comments available upon request.

## Library

### Dean

| <b>Statement</b>                                                                                                                    | <b>Mean</b> | <b>Standard Deviation</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>                                            | <b>1.67</b> | <b>0.82</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                                                      | <b>1.67</b> | <b>0.82</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i>                                | <b>1.50</b> | <b>0.84</b>               |
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>1.67</b> | <b>1.03</b>               |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>1.50</b> | <b>0.84</b>               |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>1.50</b> | <b>0.84</b>               |
| <i>Is an effective team leader.</i>                                                                                                 | <b>1.50</b> | <b>0.84</b>               |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>1.33</b> | <b>0.82</b>               |

Main ideas from 4 comments:

**Dean's arbitrary decisions:** The dean makes impactful decisions based on his own personal preferences and biases, without consulting the faculty or following the policies and best practices.

- *The dean does whatever he wants to do on the whim of the moment and makes impactful decisions based on his own personal preferences/biases. He routinely ignores the expertise of the faculty, including not asking for input before making major decisions. He makes decisions and purchases that go against published policies and best practices, but because he is dean, he gets to. Upcoming changes, of any kind, are never announced and employees only find out about them once they have happened.*

**Dean's lack of transparency:** The dean does not announce any changes or purchases in advance, and only informs the faculty through a newsletter. There is no shared governance or communication between the dean and the faculty.

- *There is a lack of transparency in all interactions. Faculty are informed of changes via a newsletter. There is no real shared governance. Faculty voices have been replaced with staff portfolio managers to maintain a strict, non-communicative, and sometimes hostile managerial hierarchy.*

**Dean's poor vision:** The dean has a good vision for the college, but he is bad at implementing it. He is also inept and poorly viewed on campus, which affects the credibility and reputation of the college.

- *The dean of my college is so inept and poorly viewed on campus in many cases we are not taken seriously as an academic unit. I fear when they retire, administration will not want to replace them and we will be rolled into another college.*

### Associate Dean (Department Head)

| <b>Statement</b>                                                                                     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>Fosters confidence in their ability to provide future leadership in this position</i>             | <b>1.67</b> | <b>0.82</b>               |
| <i>Displays knowledge/expertise required for this position</i>                                       | <b>1.67</b> | <b>1.03</b>               |
| <i>Initiates actions that anticipate problems or resolves them before they become major concerns</i> | <b>1.50</b> | <b>0.84</b>               |

|                                                                                                                                     |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| <i>Seeks opinions of others before establishing policies or procedures that affect them</i>                                         | <b>1.67</b> | <b>1.03</b> |
| <i>Communicates relevant information to appropriate audiences.</i>                                                                  | <b>1.50</b> | <b>0.84</b> |
| <i>Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes. .</i> | <b>1.50</b> | <b>0.84</b> |
| <i>Is an effective team leader.</i>                                                                                                 | <b>1.50</b> | <b>0.84</b> |
| <i>Earns the trust and respect of others</i>                                                                                        | <b>1.33</b> | <b>0.82</b> |

## University Culture

Survey results regarding University Culture revealed that the majority of respondents agreed that they look forward to coming to work every day (57.99%) and that they are satisfied with their job at MSU (60.19%). When responding to the remainder of the questions, there was less than a majority that agreed with the statements given. Only 47.34% agreed that MSU respects, values, and trusts faculty; 47.96% agreed that MSU long-range plans are well communicated to faculty; and 45.77% agreed that senior leadership encourages transformation and innovation. When asked about rarely thinking about pursuing other job opportunities, 41.06% of respondents disagreed to the statement, indicating they have thought about employment elsewhere. This See Table below for statistical analysis results.

| <b>Statement</b>                                                                   | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>MSU respects, values, and trusts faculty</i>                                    | <b>3.15</b> | <b>1.26</b>               |
| <i>MSU long-range plans are well communicated to faculty.</i>                      | <b>3.18</b> | <b>1.21</b>               |
| <i>MSU senior leadership encourages transformation and innovation from faculty</i> | <b>3.11</b> | <b>1.28</b>               |
| <i>I look forward to coming to work every day.</i>                                 | <b>3.51</b> | <b>1.22</b>               |
| <i>I am satisfied with my job at MSU.</i>                                          | <b>3.52</b> | <b>1.21</b>               |
| <i>I rarely think about pursuing other job opportunities</i>                       | <b>2.96</b> | <b>1.39</b>               |

Main themes (101 comments):

**Faculty dissatisfaction with administration:** Many faculty members expressed low morale, mistrust, and resentment towards the university administration, especially regarding the realignment process, the lack of transparency and shared governance, and the disregard for academic standards and faculty expertise.

- *Too much hierarchy. Not open to ideas outside of administration agenda. Communication poor concerning finding faculty experts to participate in decisions. Too many closed door committee meetings.*
- *Things have changed a lot since the merger. I used to love my job and look forward to coming to work. Now I feel powerless and voiceless. Yes, I know that no job is perfect and that, despite all, I still have a very good job. I am grateful. I'm specially grateful for Cliff having fought for us so many times in the State of Missouri. Things could be worse. But I myself had undervalued the need of feeling respected, of feeling that what I do is relevant, that my contributions are valuable. To be clear, I understand the need for restructuring and modernizing things, and I'd support it if done well. However, the fact that until today we do not know what motivated the merger and what problems the administration was trying to fix shows a tremendous lack of respect and disregard for the expertise that faculty could have brought to the table in the decision making processes.*
- *There is a widespread lack of trust in the current administration due particularly to the realignment process: we still have not been told exactly why all of these changes were necessary, and some of the changes have resulted in massive shifts in department and college cultures, with mergers whose rationale were not explained, and changes in administration at the dean/associate dean/department head level. It is clear that these decisions were made well in advance of the faculty and department surveys last year, and also equally clear that there was no firm plan in place for how these changes would be carried out (including logistical and staffing issues that have arisen as a direct result, and for which we are now told we will receive no support).*
- *I feel demoralized. It feels that the administration has locked us out as if we were the enemy instead of part of the solution.*

**Diversity, equity, and inclusion issues:** Several faculty members commented on the challenges and opportunities related to diversity, equity, and inclusion at the university. Some praised the university's efforts to promote DEI, while others pointed out the lack of representation, support, and respect for faculty of color and other minority groups. Some also expressed fear or frustration about the legislative threats to academic freedom and DEI initiatives.

- *Very liberal and focuses on issues for specific "groups" but not all.*
- *There are often conflicts between what the university says in terms of building a culture of social/racial integration, and what the university actually goes about implementing. A clear example is in the non-hiring of competent faculty and administrators from diverse backgrounds.*
- *Our campus is not an inviting place for faculty of color or other minority groups. It is very difficult to recruit and retain faculty of color. Diversity, equity, and inclusion are being eroded due to legislative processes and we were already way behind to start.*

Faculty workload and compensation: A common theme among the faculty responses was the high workload and low compensation that they faced. Many faculty members felt overworked, underpaid, burned out, and exploited by the university. They also mentioned the lack of resources, support, and recognition for their teaching, research, and service activities.

- *What culture? There's little to none for faculty. If anything, it's a culture of burnout and exploitation.*
- *. The workload for faculty is considerable at all universities; the thing that makes a difference in the quality of that demanding job is whether the work is meaningful, and whether it feeds you. I have worked at universities where I have been treated with meaningful--not superficial--collegial respect and dignity, and where I felt confident that we were really educating students, making a meaningful difference in their lives and in the culture at large. I have worked at universities where I felt like the school and position supported my love for my discipline, and helped me deepen my connection to my discipline. MSU is not one of those universities. I am not able to teach, research, or serve to the levels that I have at other institution. I feel completely wasted as a resource here, despite spending so much time working. I feel like the majority of my efforts are metaphorically or literally thrown in the trash. I don't feel like I am reaching the majority of my students.*

University identity and culture: The faculty responses also reflected on the university's identity and culture, which some described as unclear, inconsistent, or lacking. Some faculty members felt that the university was trying to raise its profile and quality, while others felt that it was losing its distinctiveness and reputation. Some also suggested ways to improve the university's culture, such as fostering more collaboration, innovation, and communication across departments and colleges.

- *We really are lacking a "We're all in this together" attitude and atmosphere. Recent growth has brought in both faculty who think this is still SMS and just our corner of the state AND faculty who think we are becoming an R-1 next year. It is good to have this broad mix of people, but someone in Upper Administration needs to do some team-building so that we all get along and pull-in-the-same-direction rather than having Department Heads and Deans try to separate us out into little groups that get too inbred and don't want to communicate across those boundaries.*
- *The culture to trust faculty is improving. But there is still a lot of top down decision making that affects faculty. We are aware that times have changed and things need to happen and change that we don't like but sometimes, things feel strong-armed. Less from Dept Head, more from above.*

When asked the main reason for continuing as faculty with MSU, an open-ended question, the responses were varied (317 comments).

- *Common reasons for staying: job security and benefits, flexible schedule and autonomy, loyalty and commitment to the university, enjoyment of teaching and working with students, collegiality and support from peers and leaders, and personal and family ties to the area.*
- *Common reasons for leaving or considering leaving: low salary and lack of respect from the administration, dissatisfaction with the university culture and leadership, lack of transparency and shared governance, desire for better opportunities and higher pay elsewhere, and frustration with the student behavior and expectations.*
- *Positive aspects of MSU: the public affairs mission and the community engagement, the student-oriented and family-style working atmosphere, the opportunities for professional growth and development, the stability and reputation of the university, and the flexibility and freedom to pursue research and teaching interests.*
- *Negative aspects of MSU: the lack of diversity, equity, and inclusion, the poor communication and collaboration across departments and colleges, the heavy teaching and service loads, the insufficient research support and funding, and the misalignment of goals and expectations between faculty and administration.*
- *Hopes and suggestions for improvement: the replacement or change of the president, provost, and dean, the increase of faculty salary and recognition, the enhancement of faculty voice and governance, the improvement of student success and retention, and the creation of a more positive and supportive work environment.*

## Empowerment and Representation

Survey results regarding Empowerment and Representation continued to be below a 3.0 benchmark again this year. There was no majority agreement with any of the statements presented in this section. There was no statistically significant difference in Agree or Disagree in response to faculty being given a voice through formal structures that protect the workforce, MSU ensuring that faculty can organize and/or be represented, and adequate assessment of

faculty satisfaction and engagement. There were more respondents who disagreed (49.21%) than agreed (22.57%) that MSU effectively responds to faculty concerns, with 28.21% of respondents indicating neutrality. This is also seen in the statement regarding shared governance, with only 29.46% of respondents agreeing while 44.20% disagreed that this is fostered at MSU, and 26.33% of the respondents choosing neither agree nor disagree. See Table below for statistical analysis results.

| <b>Statement</b>                                                                                         | <b>Mean</b> | <b>Standard Deviation</b> |
|----------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>MSU gives faculty a meaningful voice through formal structures that protect the workforce.</i>        | <b>2.92</b> | <b>1.21</b>               |
| <i>MSU ensures that faculty can organize and/or be represented and have access to senior leadership.</i> | <b>3.03</b> | <b>1.23</b>               |
| <i>MSU adequately assesses faculty satisfaction and engagement.</i>                                      | <b>2.80</b> | <b>1.22</b>               |
| <i>MSU effectively responds to faculty concerns.</i>                                                     | <b>2.59</b> | <b>1.16</b>               |
| <i>MSU fosters shared governance at all levels.</i>                                                      | <b>2.74</b> | <b>1.24</b>               |

Main ideas (88 comments):

**Lack of faculty governance:** Many faculty members expressed dissatisfaction with the lack of faculty governance and input in the university's decisions, especially regarding the restructuring, the hiring of senior leadership, and the resources allocation.

- *We seem to assess faculty satisfaction a lot, but not much seems to be done about it. This is a shame, as we lose a LOT of quality faculty, ones who could really take this university to another level in terms of scholarly activities and teaching practices.*
- *With all of the discussion of faculty governance, I see little evidence of this in practice. There are department heads voicing opinions and giving presentations during curriculum council meetings that influence other departments curriculum decisions; this is unacceptable, and should never happen yet it is allowed to.*
- *The top-down, business-type leadership structure is what we have. It's vital that Faculty use what little power we have to be heard.*
- *I am saddened and disappointed with the president, provost and dean of my college. The lack of transparency at each level erodes trust and respect. I feel there are ulterior motives at each level that are not communicated to faculty, and this lack of communication reflects trust and respect toward the faculty. Faculty morale is at the lowest point I have ever seen in my tenure here. And sadly, it seems as if the upper admin does not care how faculty feel. We are undervalued and disrespected when there is no transparency. Please read our comments on this survey and LISTEN TO US. We have dedicated many years to MSU. We deserve a strong Faculty Senate, a strong voice. PLEASE HEAR US.*

**Low faculty morale and retention:** Several faculty members reported low morale, frustration, and distrust towards the administration, and some indicated that they are looking for a new job or expect to lose quality faculty.

**Disparities in salary and representation:** Some faculty members highlighted the disparities in salary, workload, and representation among different colleges, departments, and ranks, and called for more equity and transparency.

- *There is definitely an unspoken rule that faculty should not organize or approach senior leadership unless they have gone through a formal structure. This means that lower-ranked, non-tenured, or in-process for tenure faculty are powerless and have few options to address issues.*
- *The relationship between administration and faculty is worse now than at any time since the late 2000's. Several Deans ignore or actively discourage faculty involvement in Faculty Senate and other governance activities. Policy decisions are made without faculty input or, at best, faculty input is sought after the fact. While there are formal structures in place, only those faculty that administrators seem to like have any real voice.*
- *Come on! When the president openly shows disregard for faculty governance - it sets the tone for the rest of the institution. We have deans and department heads who disregard departmental guidelines, and faculty handbook or deliberately interpret it to serve more control in their hands.*

**Student-centered decision making:** A few faculty members suggested that the university should focus more on student-centered decision making, and address the issues of student retention, engagement, and responsibility.

- *Contrary to in the past, faculty do not feel they are supported by the institution when/if complaints/challenges are made. Students appealing grades, policies, anything are more often granted whatever they desire while faculty trying to create fair and even-handed expectations for students are told they need to relax policies for some/all as needed to make complaints go away. Student responsibility in these matters is low, and we are not serving them well.*
- *MSU (and probably Higher Ed in general) see students as consumers and therefore as ""always right"". MSU does not feel like a community of engaged learners, who appreciate and engage in curiosity and mastery. It feels like a place where many students have been ""talked into"" coming and assured that all will be done to please and retain them, no matter their level of commitment or effort.*

Appreciation of some administrative efforts: A minority of faculty members expressed appreciation of some administrative efforts, such as salary adjustments, communication, and responsiveness, and acknowledged the challenges and pressures faced by the administration.

- *This is a hard one because as faculty I think the admin can listen more, and take what we care about more. I do believe you have made and are making inroads into salary adjustments. And initial salaries which is good.*
- *Appreciate that the surveys are annual now and are addressing concerns. Will be interested to see admin's response and action plans.*

Suggestions for improvement: Some faculty members offered suggestions for improvement, such as more training, communication, and collaboration for shared governance, more recognition and support for faculty achievements and needs, and more diversity and inclusion in hiring and representation.

## Job Security and Working Conditions

Survey results regarding the Job Security and Working Conditions were similar to last year's results. The majority of responding faculty agreed that MSU policies and procedures promote job security (61.13%), ensure that faculty have safe and sanitary working conditions (57.36%). There were more respondents who agreed (47.97%) than disagreed (31.35%) that policies ensure that faculty are without fear of intimidation or neglect. There was a fairly even distribution of respondents who agreed (37.93%), disagreed (37.31%) and remained neutral (24.76) when asked about clear and reasonable workload policies. The majority of respondents disagreed with MSU anticipating and responding with agility to reduce job strain for faculty (51.72%). See Table below for statistical analysis results.

| <b>Statement</b>                                                                                                          | <b>Mean</b> | <b>Standard Deviation</b> |
|---------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|
| <i>MSU policies and procedures promote job security.</i>                                                                  | <b>3.56</b> | <b>1.05</b>               |
| <i>MSU ensures that faculty have safe and sanitary working conditions.</i>                                                | <b>3.29</b> | <b>1.23</b>               |
| <i>MSU policies and procedures ensure that faculty are psychologically safe, without fear of intimidation or neglect.</i> | <b>3.15</b> | <b>1.23</b>               |
| <i>MSU anticipates and responds with agility to reduce job strain for faculty.</i>                                        | <b>2.61</b> | <b>1.22</b>               |
| <i>MSU offers clear and reasonable workload policies to all faculty.</i>                                                  | <b>2.97</b> | <b>1.23</b>               |
| <i>MSU offers acceptable flexible and/or remote work options.</i>                                                         | <b>3.57</b> | <b>1.12</b>               |

Main ideas (98 comments):

Workload and job strain issues: Many faculty members expressed dissatisfaction with the workload policies, the lack of overload compensation, and the increased demands and expectations of their jobs.

- *Workload is constantly increasing. More students in classes making it impossible to keep up. There is no attempt to reduce strain for faculty. More and more is demanded and every year it is the same tune: we're broke. Cost of living is not kept up.*
- *While there are workload policies in place, Deans routinely refuse to pay overloads causing students to suffer or faculty to work unpaid. Nine month faculty are often required to work without pay.*

Safety and sanitation concerns: Some faculty members reported feeling unsafe on campus, especially at night, and having to deal with unsanitary conditions in their buildings, such as mold, rodents, leaks, and dirty bathrooms.

- *People work in buildings that are poorly maintained and custodial staff have too much square footage to keep sanitary.*
- *There is minimal cleaning of the facilities including bathrooms. Faculty offices are never cleaned! Bathroom stalls and floors are dusty and dirty though counters, sinks, and toilets are cleaned, there is no attention to*

other parts. Hallway floors are rarely cleaned as exemplified by a large roach and pile of hair that remained in our hallway for 2 weeks.

- The buildings are really gross. We need to bring back the custodians.
- There is no physical or psychological safety on this campus. I have had several female students tell me they do not feel safe on this campus. It is amazing that a campus of this size does not have a University Police force. Campus Safety cannot protect us. Students are permitted to intimidate and threaten faculty (especially female faculty). I have worked at other institutions that have an actual university police force (not a substation) and there were constant patrols. It is rare to see any patrols here. I do not feel safe working after dark.

Realignment and COVID-19 challenges: Faculty members felt that the realignment process and the COVID-19 pandemic added more stress and uncertainty to their work, and that the university did not adequately support them or communicate with them during these transitions.

- Program directors will have all of the responsibilities of department heads but none of the decision-making authority.

Intimidation and retaliation fears: Some faculty members expressed fear of intimidation and retaliation from administrators or students if they voiced their concerns or grievances, or if they did not conform to the expectations of their department or college.

- Faculty are constantly worried about intimidation. Unless we fall in line, we will be met with intimidation and retaliation.
- We are all doing more with less. There is only true communication among equals, and as long as there are differences regarding how tenured and non tenured faculty can participate in the university, there will never be an environment that is absent of intimidation or fear of retribution.

Flexible and remote work options: Faculty members appreciated the flexibility of their work schedule and the possibility of working remotely, especially during the pandemic. However, some faculty members felt that remote work options were not equally available or supported across different units or colleges.

- We have a pretty flexible work schedule, but I'd welcome a formal policy on remote work, especially for faculty who only teach online.
- Covid demonstrated that faculty can be productive and find increased job satisfaction when working remotely. This would improve morale, free up the need for additional office space, and reduce the parking issues on campus. This should be a decision at the College or individual school level based on faculty input.

## Pay and Compensation

Survey results regarding pay and compensation continued to be the lowest, as a section, of the survey again this year. Analysis revealed that the majority of faculty did not agree to any question in this section. When asked about MSU assessing and updating policies to reduce pay inequities by gender and race, a large portion (126/319) of responding faculty most often chose Neither Agree Nor Disagree. The majority of respondents disagreed with MSU providing competitive faculty wages (59.56%) and that MSU demonstrates fairness and recognition by compensating faculty for improving performance (59.56%). More respondents responding in disagreement (47.33%) than in agreement (22.26%) when asked about compensation practices being equitable and transparent, with 30.41% of respondents remaining neutral. This is also seen when asked about assessing and publishing pay ranges, with 32.61% of respondents disagreeing, 29.78% agreeing, and 37.62% indicating neutrality. See Table below for statistical analysis results.

| Statement                                                                                    | Mean | Standard Deviation |
|----------------------------------------------------------------------------------------------|------|--------------------|
| MSU provides competitive faculty wages.                                                      | 2.36 | 1.25               |
| MSU assesses and updates policies to reduce pay inequities by gender and race.               | 2.93 | 1.14               |
| MSU assesses and publishes pay ranges, segmented by meaningful demographics.                 | 2.89 | 1.11               |
| MSU ensures that compensation practices are equitable and transparent.                       | 2.57 | 1.14               |
| MSU demonstrates fairness and recognition by compensating faculty for improving performance. | 2.32 | 1.12               |

Main ideas (112 comments):

Faculty dissatisfaction with salary and compensation: Many faculty members expressed their frustration with the low and inequitable pay at MSU, compared to other institutions and disciplines. They also reported feeling demoralized, unappreciated, and unmotivated by the lack of merit pay, equity adjustments, or other incentives.

- *Pay continues to lag behind that of our peer institutions, and merit pay is nonexistent. The rising costs of healthcare and the general increase in the cost of living have outpaced any annual raises MSU has given.*
- *We're falling farther and farther behind in terms of salaries. Please stop with the trite comments that, 'We'll get to it next year'. I've been hearing this for 2 decades now. Pay will not magically fix itself. Admin has to actually commit to doing something about it---and then follow through.*
- *We don't have merit pay so I have no idea how the last question relates to what we do at MSU. I would love to have merit pay because I feel like I'm an exceptional faculty member in my department and I produce much more research and have higher teaching evaluations than other faculty members, but we all end up getting the same (raise) so I don't know why those efforts matter.*
- *Pretty much across the board, we are paid below market. This is limiting our ability to recruit and retain quality faculty and staff. We have a strong culture of academic incest and it is eating this place from the inside out. We are not the leaders in anything (unless it's unethical workplaces). However, if we ever hope to become a decent workplace, MSU needs to (1). start paying better and/or provide competitive incentives that make up for that low wage for example ability to go up for tenure early etc, and (2). we need to stop hiring our own graduates and get some fresh blood and some fresh ideas so admin and staff can get out of their provincial thinking and behavior to truly utilize the faculty and staff to their full potential.*

Faculty suggestions for improving salary and compensation: Some faculty members suggested ways to improve the salary and compensation situation at MSU, such as increasing tuition waivers for family members, providing free parking, offering per course pay raises, addressing salary compression and gender inequity, and lobbying the state legislature for more funding.

- *To apply for an equity increase is secretive and hard to find the application and deadlines. Is there one? This is a continuous mystery for faculty. There is a LOT of salary compression now and that causes issues within departments and colleges. Not good. Let's find those people who need equity adjustments (not based on data from years ago as has been sent to us recently) and work with current data to improve our pay and salary compression.*
- *Why only 15 hours/year of tuition for family members? Most colleges and universities offer full tuition. In this way, MSU is noticeably cheap. This is one reason why I want to look elsewhere for a teaching job.*
- *Lately we're been catching up to CUPA so that's good. Overload compensation remains a problem. Other than raises with promotions, there has been nothing like merit pay since I arrived many moons ago-- I know the problem with merit as a factor, but it's not super incentivizing and there should be some way to reward those that go above and beyond in their departments.*

Faculty recognition of MSU's efforts and challenges: A few faculty members acknowledged that MSU has made some efforts to raise faculty salaries, such as giving end-of-year bonuses and across-the-board pay increases. They also recognized that MSU faces challenges such as state funding shortfall, budget cuts, and inflation.

- *The raises and retention payments the last two years have helped a great deal to relieve the economic stresses of years of stagnating salaries.*

## Focus/Need for Next Year

The aspects focused on in this survey ranked, from 1-5, in order of importance for focus/need within this next year, with 1-most important and 5-least important. This was done in hopes that it may help Faculty Senate, administration, and faculty come together to highlight plans for change and communicate work being done in these areas. The information contained in the Results section can be used to guide efforts in these aspects as we move forward into the next year. This is the second year that Pay and Compensation has been identified as the highest priority according to faculty ranking.

Table 3 – Ranked Focus/Need for Next Year

| <b>Position Title</b>                      | <i>Mean</i> | <i>Ranking</i> |
|--------------------------------------------|-------------|----------------|
| <i>Pay and Compensation</i>                | <b>2.18</b> | <b>1</b>       |
| <i>University Culture</i>                  | <b>2.90</b> | <b>2</b>       |
| <i>Job Security and Working Conditions</i> | <b>2.96</b> | <b>3</b>       |
| <i>Administration</i>                      | <b>3.08</b> | <b>4</b>       |
| <i>Empowerment and Representation</i>      | <b>3.13</b> | <b>5</b>       |



Please enter any comments regarding the Provost:

**\* Administration—Dean**

|                                                                                                                           | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Fosters confidence in their ability to provide future leadership in this position.                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Displays knowledge/expertise required for this position.                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Initiates actions that anticipate problems or resolves them before they become major concerns.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Seeks opinions of others before establishing policies or procedures that affect them.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Communicates relevant information to appropriate audiences.                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Is an effective team leader.                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Earns the trust and respect of others.                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding the Dean:

**\* Administration—School Director**

|                                                                                                                           | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        | N/A                   |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Fosters confidence in their ability to provide future leadership in this position.                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays knowledge/expertise required for this position.                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Initiates actions that anticipate problems or resolves them before they become major concerns.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seeks opinions of others before establishing policies or procedures that affect them.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicates relevant information to appropriate audiences.                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is an effective team leader.                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Earns the trust and respect of others.                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding the School Director:

**\* Administration—Program Director or Department Head**

|                                                                                                                           | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Fosters confidence in their ability to provide future leadership in this position.                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Displays knowledge/expertise required for this position.                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Initiates actions that anticipate problems or resolves them before they become major concerns.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Seeks opinions of others before establishing policies or procedures that affect them.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Communicates relevant information to appropriate audiences.                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Is an effective team leader.                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Earns the trust and respect of others.                                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding the Program Director or Department Head:

**\* University Culture**

|                                                                              | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| MSU respects, values, and trusts faculty.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU long-range plans are well communicated to faculty.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU senior leadership encourages transformation and innovation from faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I look forward to coming to work every day.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with my job at MSU.                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I rarely think about pursuing other job opportunities.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

**\* What would you say is your main reason for continuing as faculty with MSU?**

Please enter any comments regarding University Culture:

#### \* Empowerment & Representation

|                                                                                                   | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|---------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| MSU gives faculty a meaningful voice through formal structures that protect the workforce.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU ensures that faculty can organize and/or be represented and have access to senior leadership. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU adequately assesses faculty satisfaction and engagement.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU effectively responds to faculty concerns.                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU fosters shared governance at all levels.                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding Empowerment and Representation:

#### \* Job Security & Working Conditions

|                                                                                                                    | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|--------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| MSU policies and procedures promote job security.                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU ensures that faculty have safe and sanitary working conditions.                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU policies and procedures ensure that faculty are psychologically safe, without fear of intimidation or neglect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU anticipates and responds with agility to reduce job strain for faculty.                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU offers clear and reasonable workload policies to all faculty.                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU offers acceptable flexible and/or remote work options.                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding Job Security and Working Conditions:

### \* Pay & Compensation

|                                                                                              | Strongly Disagree     | Disagree              | Neither Agree Nor Disagree | Agree                 | Strongly Agree        |
|----------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| MSU provides competitive faculty wages.                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU assesses and updates policies to reduce pay inequities by gender and race.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU assesses and publishes pay ranges, segmented by meaningful demographics.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU ensures that compensation practices are equitable and transparent.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| MSU demonstrates fairness and recognition by compensating faculty for improving performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Please enter any comments regarding Pay and Compensation:

\* Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column.

|                                   | 1 (Most Important)    | 2                     | 3                     | 4                     | 5 (Least Important)   |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Empowerment & Representation      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Job Security & Working Conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organizational Culture            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pay                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administration                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Exit

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Submit

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## Appendix B – Quantitative Results

### Missouri State University - Office of Assessment 2023 FA - Faculty Survey of Administration, Success, and Engagement (FASE)

| <b>1 - Administration—President</b>                                                |        |           |         |                        |          |
|------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Fosters confidence in their ability to provide future leadership in this position. |        |           |         |                        |          |
| Response Option                                                                    | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                  | (1)    | 22        | 6.90%   | <div><div></div></div> | 3.77     |
| Disagree                                                                           | (2)    | 30        | 9.40%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                         | (3)    | 60        | 18.81%  | <div><div></div></div> |          |
| Agree                                                                              | (4)    | 95        | 29.78%  | <div><div></div></div> |          |
| Strongly Agree                                                                     | (5)    | 112       | 35.11%  | <div><div></div></div> |          |
|                                                                                    |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                      | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                  | 3.77   | 1.22      |         |                        |          |

| <b>1 - Administration—President</b>                      |        |           |         |                        |          |
|----------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Displays knowledge/expertise required for this position. |        |           |         |                        |          |
| Response Option                                          | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                        | (1)    | 11        | 3.45%   | <div><div></div></div> | 4.16     |
| Disagree                                                 | (2)    | 16        | 5.02%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                               | (3)    | 37        | 11.60%  | <div><div></div></div> |          |
| Agree                                                    | (4)    | 102       | 31.97%  | <div><div></div></div> |          |
| Strongly Agree                                           | (5)    | 153       | 47.96%  | <div><div></div></div> |          |
|                                                          |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                            | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                        | 4.16   | 1.04      |         |                        |          |

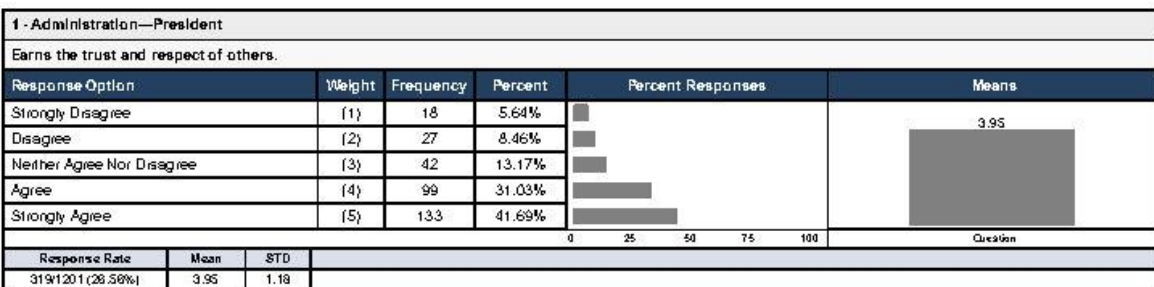
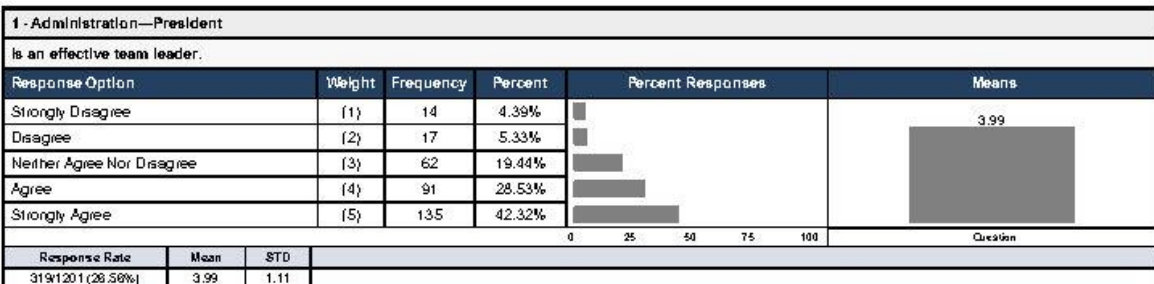
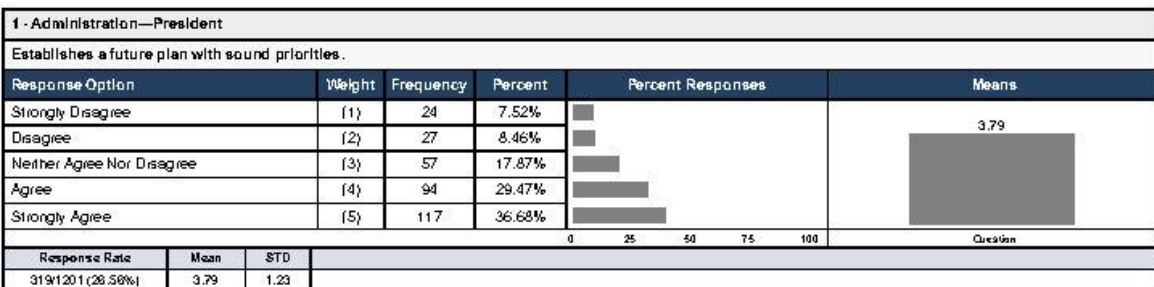
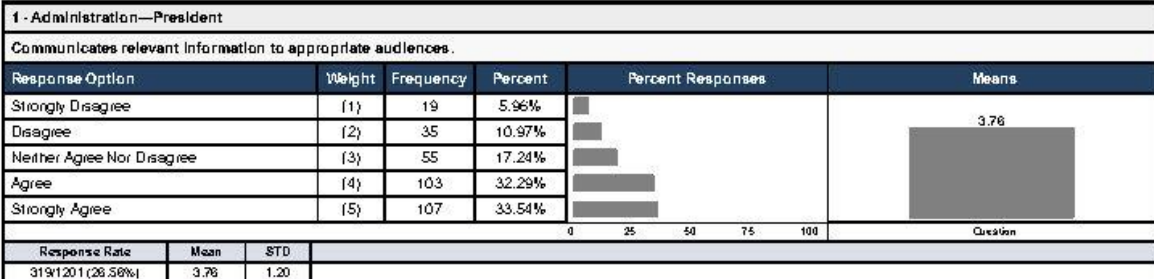
  

| <b>1 - Administration—President</b>                                                            |        |           |         |                        |          |
|------------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Initiates actions that anticipate problems or resolves them before they become major concerns. |        |           |         |                        |          |
| Response Option                                                                                | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                              | (1)    | 14        | 4.39%   | <div><div></div></div> | 3.78     |
| Disagree                                                                                       | (2)    | 31        | 9.72%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                                     | (3)    | 66        | 20.69%  | <div><div></div></div> |          |
| Agree                                                                                          | (4)    | 108       | 33.86%  | <div><div></div></div> |          |
| Strongly Agree                                                                                 | (5)    | 100       | 31.35%  | <div><div></div></div> |          |
|                                                                                                |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                  | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                              | 3.78   | 1.12      |         |                        |          |

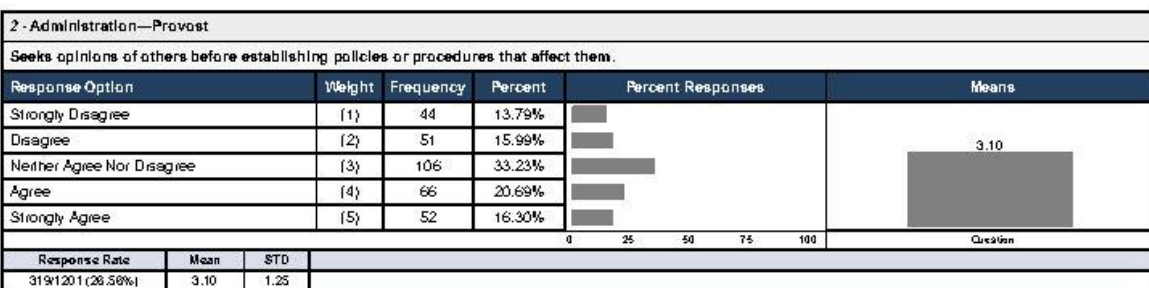
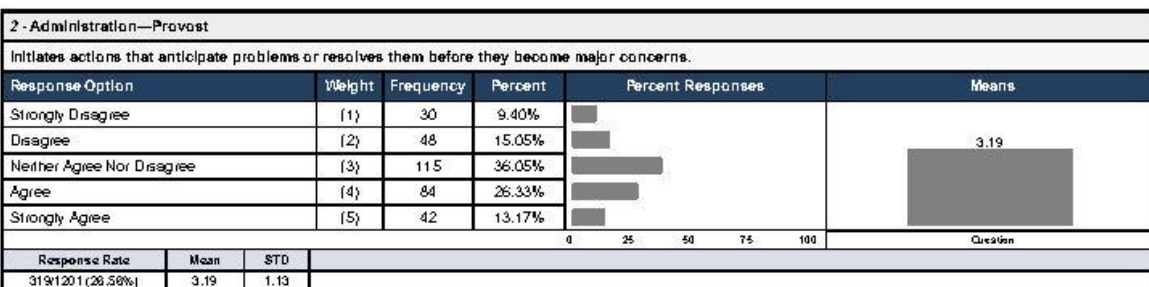
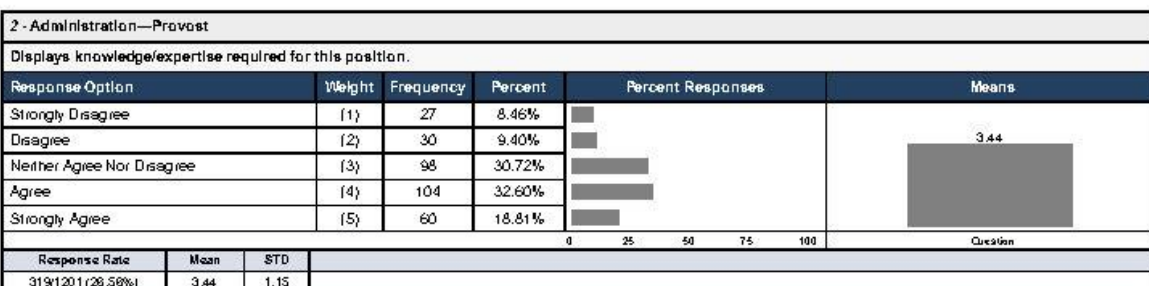
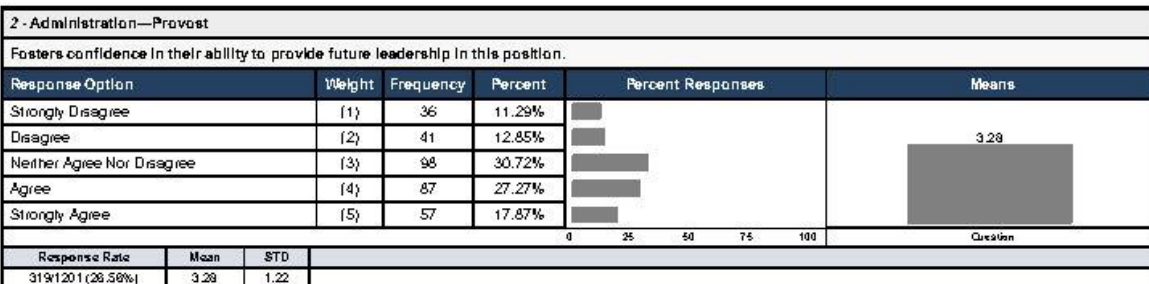
  

| <b>1 - Administration—President</b>                                                   |        |           |         |                        |          |
|---------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Seeks opinions of others before establishing policies or procedures that affect them. |        |           |         |                        |          |
| Response Option                                                                       | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                     | (1)    | 32        | 10.03%  | <div><div></div></div> | 3.35     |
| Disagree                                                                              | (2)    | 50        | 15.67%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                            | (3)    | 81        | 25.39%  | <div><div></div></div> |          |
| Agree                                                                                 | (4)    | 86        | 26.96%  | <div><div></div></div> |          |
| Strongly Agree                                                                        | (5)    | 70        | 21.94%  | <div><div></div></div> |          |
|                                                                                       |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                         | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                     | 3.35   | 1.28      |         |                        |          |

Missouri State University - Office of Assessment  
2023 FA - Faculty Survey of Administration, Success, and Engagement (FASE)



Missouri State University - Office of Assessment  
2023 FA - Faculty Survey of Administration, Success, and Engagement (FASE)



Missouri State University - Office of Assessment  
2023 FA - Faculty Survey of Administration, Success, and Engagement (FASE)

2 - Administration—Provost

Communicates relevant information to appropriate audiences.

| Response Option            | Weight | Frequency | Percent | Percent Responses      | Means    |
|----------------------------|--------|-----------|---------|------------------------|----------|
| Strongly Disagree          | (1)    | 45        | 14.11%  | <div><div></div></div> | 3.12     |
| Disagree                   | (2)    | 45        | 14.11%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree | (3)    | 102       | 31.97%  | <div><div></div></div> |          |
| Agree                      | (4)    | 81        | 25.39%  | <div><div></div></div> |          |
| Strongly Agree             | (5)    | 46        | 14.42%  | <div><div></div></div> |          |
|                            |        |           |         | 0 25 50 75 100         | Question |
| Response Rate              | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)          | 3.12   | 1.24      |         |                        |          |

2 - Administration—Provost

Establishes a future plan with sound priorities.

| Response Option            | Weight | Frequency | Percent | Percent Responses      | Means    |
|----------------------------|--------|-----------|---------|------------------------|----------|
| Strongly Disagree          | (1)    | 42        | 13.17%  | <div><div></div></div> | 3.14     |
| Disagree                   | (2)    | 38        | 11.91%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree | (3)    | 119       | 37.30%  | <div><div></div></div> |          |
| Agree                      | (4)    | 73        | 22.88%  | <div><div></div></div> |          |
| Strongly Agree             | (5)    | 47        | 14.73%  | <div><div></div></div> |          |
|                            |        |           |         | 0 25 50 75 100         | Question |
| Response Rate              | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)          | 3.14   | 1.20      |         |                        |          |

2 - Administration—Provost

Is an effective team leader.

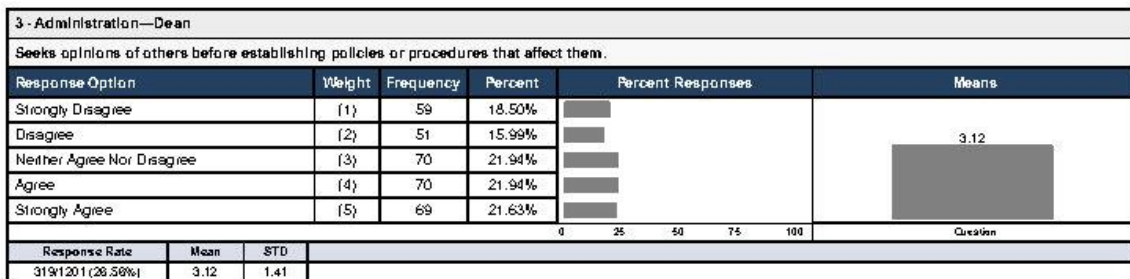
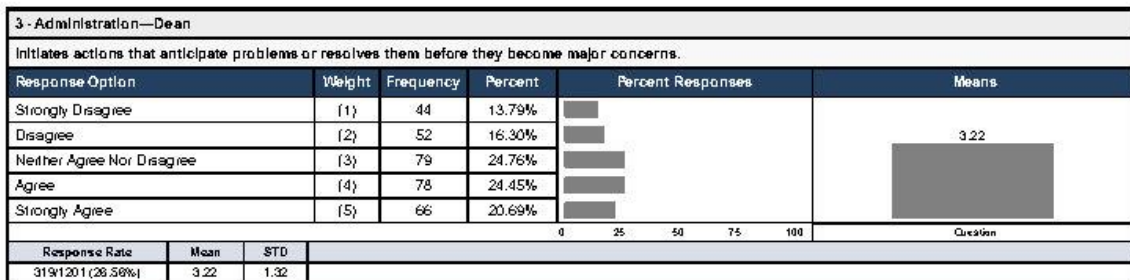
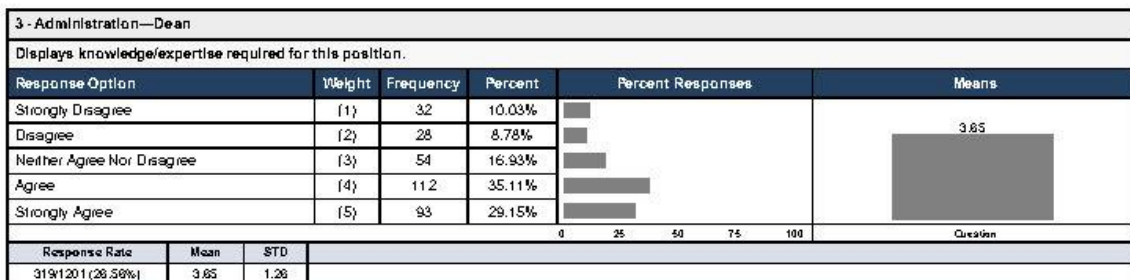
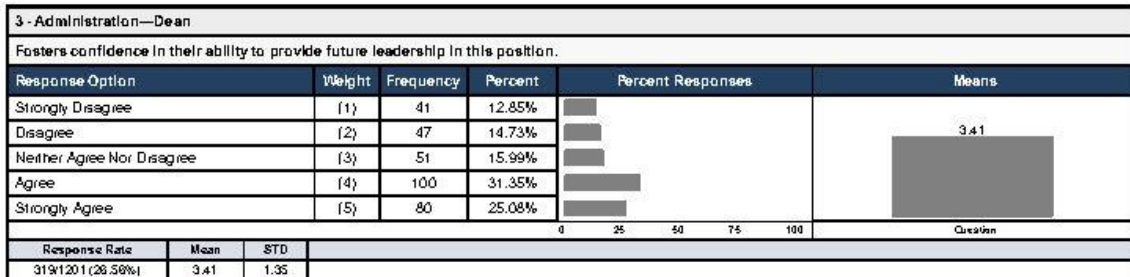
| Response Option            | Weight | Frequency | Percent | Percent Responses      | Means    |
|----------------------------|--------|-----------|---------|------------------------|----------|
| Strongly Disagree          | (1)    | 35        | 10.97%  | <div><div></div></div> | 3.25     |
| Disagree                   | (2)    | 32        | 10.03%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree | (3)    | 125       | 39.18%  | <div><div></div></div> |          |
| Agree                      | (4)    | 72        | 22.57%  | <div><div></div></div> |          |
| Strongly Agree             | (5)    | 55        | 17.24%  | <div><div></div></div> |          |
|                            |        |           |         | 0 25 50 75 100         | Question |
| Response Rate              | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)          | 3.25   | 1.19      |         |                        |          |

2 - Administration—Provost

Earns the trust and respect of others.

| Response Option            | Weight | Frequency | Percent | Percent Responses      | Means    |
|----------------------------|--------|-----------|---------|------------------------|----------|
| Strongly Disagree          | (1)    | 41        | 12.85%  | <div><div></div></div> | 3.21     |
| Disagree                   | (2)    | 38        | 11.91%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree | (3)    | 112       | 35.11%  | <div><div></div></div> |          |
| Agree                      | (4)    | 68        | 21.32%  | <div><div></div></div> |          |
| Strongly Agree             | (5)    | 60        | 18.81%  | <div><div></div></div> |          |
|                            |        |           |         | 0 25 50 75 100         | Question |
| Response Rate              | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)          | 3.21   | 1.25      |         |                        |          |

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3 - Administration—Dean

Communicates relevant information to appropriate audiences.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 54        | 16.93%  |                   | 3.28     |
| Disagree                   | (2)    | 45        | 14.11%  |                   |          |
| Neither Agree Nor Disagree | (3)    | 55        | 17.24%  |                   |          |
| Agree                      | (4)    | 93        | 29.15%  |                   |          |
| Strongly Agree             | (5)    | 72        | 22.57%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.28   | 1.40      |         |                   |          |

3 - Administration—Dean

Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 58        | 18.18%  |                   | 3.16     |
| Disagree                   | (2)    | 48        | 15.05%  |                   |          |
| Neither Agree Nor Disagree | (3)    | 73        | 22.88%  |                   |          |
| Agree                      | (4)    | 66        | 20.69%  |                   |          |
| Strongly Agree             | (5)    | 74        | 23.20%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.16   | 1.41      |         |                   |          |

3 - Administration—Dean

Is an effective team leader.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 50        | 15.67%  |                   | 3.33     |
| Disagree                   | (2)    | 43        | 13.48%  |                   |          |
| Neither Agree Nor Disagree | (3)    | 57        | 17.87%  |                   |          |
| Agree                      | (4)    | 90        | 28.21%  |                   |          |
| Strongly Agree             | (5)    | 79        | 24.76%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.33   | 1.39      |         |                   |          |

3 - Administration—Dean

Earns the trust and respect of others.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 53        | 16.61%  |                   | 3.30     |
| Disagree                   | (2)    | 49        | 15.36%  |                   |          |
| Neither Agree Nor Disagree | (3)    | 55        | 17.24%  |                   |          |
| Agree                      | (4)    | 73        | 22.88%  |                   |          |
| Strongly Agree             | (5)    | 89        | 27.90%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.30   | 1.44      |         |                   |          |

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4 - Administration—School&nbsp;Director

Fosters confidence in their ability to provide future leadership in this position.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 13        | 4.08%   |                   | 3.64     |
| Disagree                   | (2)    | 5         | 1.57%   |                   |          |
| Neither Agree Nor Disagree | (3)    | 55        | 17.24%  |                   |          |
| Agree                      | (4)    | 31        | 9.72%   |                   |          |
| Strongly Agree             | (5)    | 49        | 15.36%  |                   |          |
| N/A                        | (0)    | 166       | 52.04%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.64   | 1.21      |         |                   |          |

4 - Administration—School&nbsp;Director

Displays knowledge/expertise required for this position.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 10        | 3.13%   |                   | 3.74     |
| Disagree                   | (2)    | 7         | 2.19%   |                   |          |
| Neither Agree Nor Disagree | (3)    | 50        | 15.67%  |                   |          |
| Agree                      | (4)    | 32        | 10.03%  |                   |          |
| Strongly Agree             | (5)    | 54        | 16.93%  |                   |          |
| N/A                        | (0)    | 166       | 52.04%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.74   | 1.19      |         |                   |          |

4 - Administration—School&nbsp;Director

Initiates actions that anticipate problems or resolves them before they become major concerns.

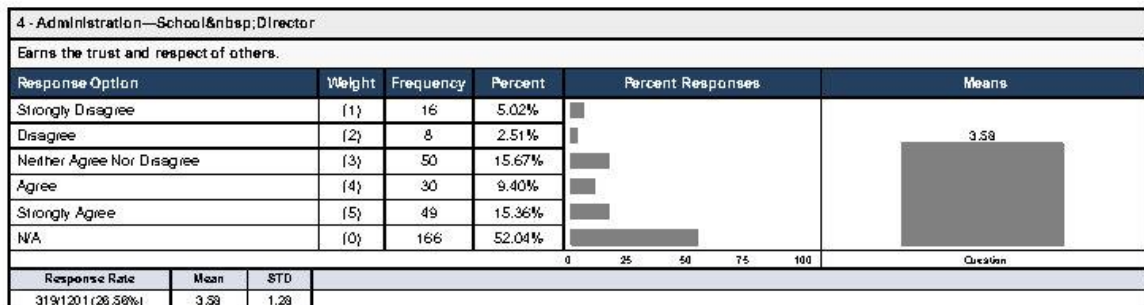
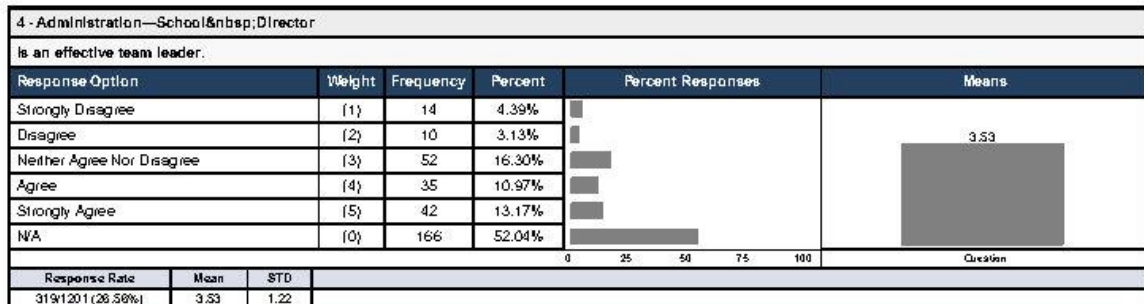
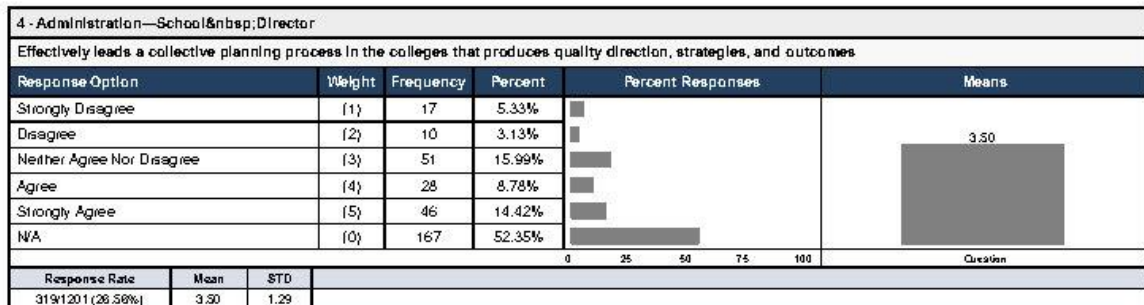
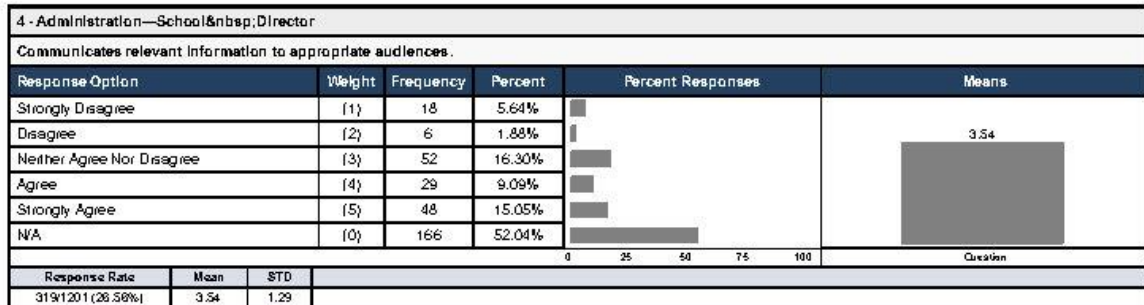
| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 17        | 5.33%   |                   | 3.46     |
| Disagree                   | (2)    | 12        | 3.76%   |                   |          |
| Neither Agree Nor Disagree | (3)    | 51        | 15.99%  |                   |          |
| Agree                      | (4)    | 29        | 9.09%   |                   |          |
| Strongly Agree             | (5)    | 44        | 13.79%  |                   |          |
| N/A                        | (0)    | 166       | 52.04%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.46   | 1.29      |         |                   |          |

4 - Administration—School&nbsp;Director

Seeks opinions of others before establishing policies or procedures that affect them.

| Response Option            | Weight | Frequency | Percent | Percent Responses | Means    |
|----------------------------|--------|-----------|---------|-------------------|----------|
| Strongly Disagree          | (1)    | 18        | 5.64%   |                   | 3.52     |
| Disagree                   | (2)    | 7         | 2.19%   |                   |          |
| Neither Agree Nor Disagree | (3)    | 55        | 17.24%  |                   |          |
| Agree                      | (4)    | 23        | 7.21%   |                   |          |
| Strongly Agree             | (5)    | 50        | 15.67%  |                   |          |
| N/A                        | (0)    | 166       | 52.04%  |                   |          |
|                            |        |           |         | 0 25 50 75 100    | Question |
| Response Rate              | Mean   | STD       |         |                   |          |
| 319/1201 (26.58%)          | 3.52   | 1.31      |         |                   |          |

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| 5 - Administration—Program&nbsp;Director or Department Head                        |        |           |         |                        |          |
|------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Fosters confidence in their ability to provide future leadership in this position. |        |           |         |                        |          |
| Response Option                                                                    | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                  | (1)    | 30        | 9.40%   | <div><div></div></div> | 3.84     |
| Disagree                                                                           | (2)    | 23        | 7.21%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                         | (3)    | 41        | 12.85%  | <div><div></div></div> |          |
| Agree                                                                              | (4)    | 99        | 31.03%  | <div><div></div></div> |          |
| Strongly Agree                                                                     | (5)    | 126       | 39.50%  | <div><div></div></div> |          |
|                                                                                    |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                      | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                  | 3.84   | 1.28      |         |                        |          |

| 5 - Administration—Program&nbsp;Director or Department Head |        |           |         |                        |          |
|-------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Displays knowledge/expertise required for this position.    |        |           |         |                        |          |
| Response Option                                             | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                           | (1)    | 26        | 8.15%   | <div><div></div></div> | 3.99     |
| Disagree                                                    | (2)    | 15        | 4.70%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                  | (3)    | 44        | 13.79%  | <div><div></div></div> |          |
| Agree                                                       | (4)    | 85        | 26.65%  | <div><div></div></div> |          |
| Strongly Agree                                              | (5)    | 149       | 46.71%  | <div><div></div></div> |          |
|                                                             |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                               | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                           | 3.99   | 1.24      |         |                        |          |

| 5 - Administration—Program&nbsp;Director or Department Head                                    |        |           |         |                        |          |
|------------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Initiates actions that anticipate problems or resolves them before they become major concerns. |        |           |         |                        |          |
| Response Option                                                                                | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                              | (1)    | 29        | 9.09%   | <div><div></div></div> | 3.74     |
| Disagree                                                                                       | (2)    | 30        | 9.40%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                                     | (3)    | 59        | 18.50%  | <div><div></div></div> |          |
| Agree                                                                                          | (4)    | 79        | 24.76%  | <div><div></div></div> |          |
| Strongly Agree                                                                                 | (5)    | 122       | 38.24%  | <div><div></div></div> |          |
|                                                                                                |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                  | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                              | 3.74   | 1.30      |         |                        |          |

| 5 - Administration—Program&nbsp;Director or Department Head                           |        |           |         |                        |          |
|---------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Seeks opinions of others before establishing policies or procedures that affect them. |        |           |         |                        |          |
| Response Option                                                                       | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                     | (1)    | 33        | 10.34%  | <div><div></div></div> | 3.87     |
| Disagree                                                                              | (2)    | 15        | 4.70%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                            | (3)    | 52        | 16.30%  | <div><div></div></div> |          |
| Agree                                                                                 | (4)    | 80        | 25.08%  | <div><div></div></div> |          |
| Strongly Agree                                                                        | (5)    | 139       | 43.57%  | <div><div></div></div> |          |
|                                                                                       |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                         | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                     | 3.87   | 1.31      |         |                        |          |

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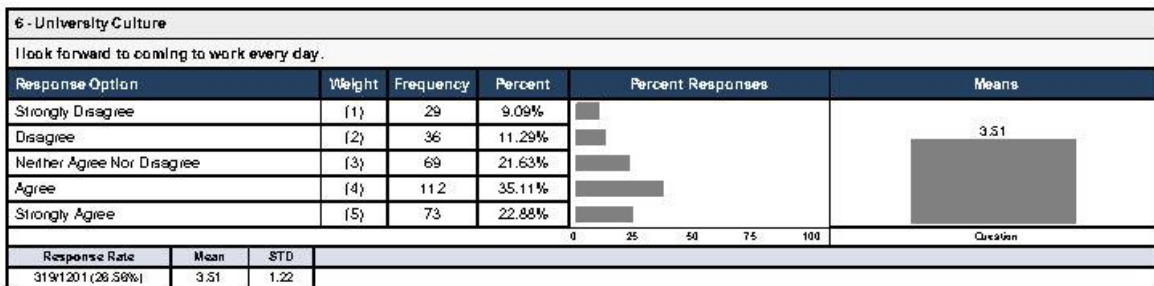
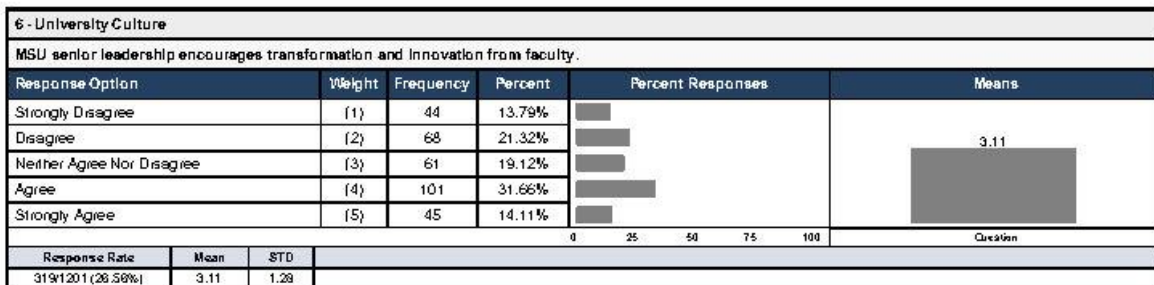
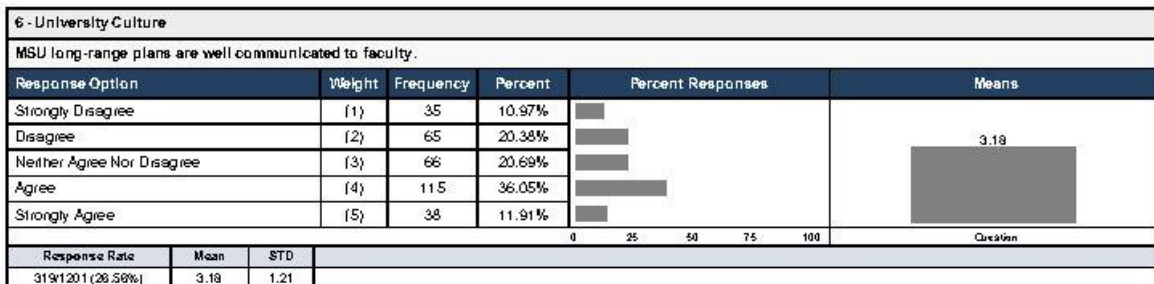
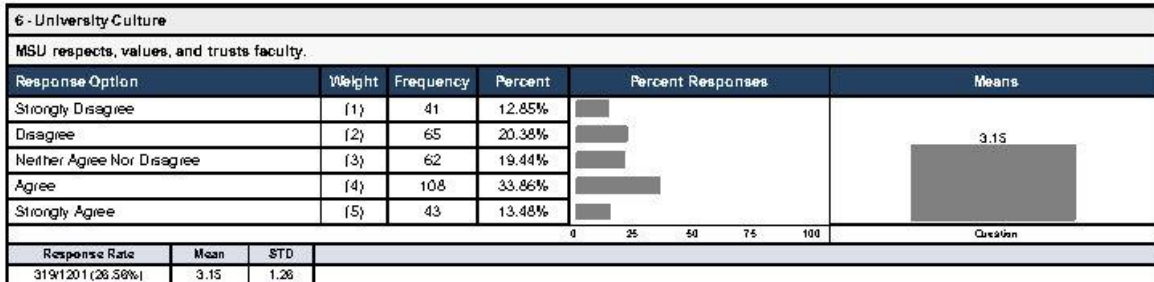
| 5 - Administration—Program&nbsp;Director or Department Head |        |           |         |                        |          |
|-------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Communicates relevant information to appropriate audiences. |        |           |         |                        |          |
| Response Option                                             | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                           | (1)    | 30        | 9.40%   | <div><div></div></div> | 3.89     |
| Disagree                                                    | (2)    | 17        | 5.33%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                  | (3)    | 52        | 16.30%  | <div><div></div></div> |          |
| Agree                                                       | (4)    | 80        | 25.08%  | <div><div></div></div> |          |
| Strongly Agree                                              | (5)    | 140       | 43.89%  | <div><div></div></div> |          |
|                                                             |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                               | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                           | 3.89   | 1.29      |         |                        |          |

| 5 - Administration—Program&nbsp;Director or Department Head                                                               |        |           |         |                        |          |
|---------------------------------------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes |        |           |         |                        |          |
| Response Option                                                                                                           | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                                                         | (1)    | 34        | 10.66%  | <div><div></div></div> | 3.78     |
| Disagree                                                                                                                  | (2)    | 23        | 7.21%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                                                                | (3)    | 56        | 17.55%  | <div><div></div></div> |          |
| Agree                                                                                                                     | (4)    | 79        | 24.76%  | <div><div></div></div> |          |
| Strongly Agree                                                                                                            | (5)    | 127       | 39.81%  | <div><div></div></div> |          |
|                                                                                                                           |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                                             | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                                                         | 3.78   | 1.33      |         |                        |          |

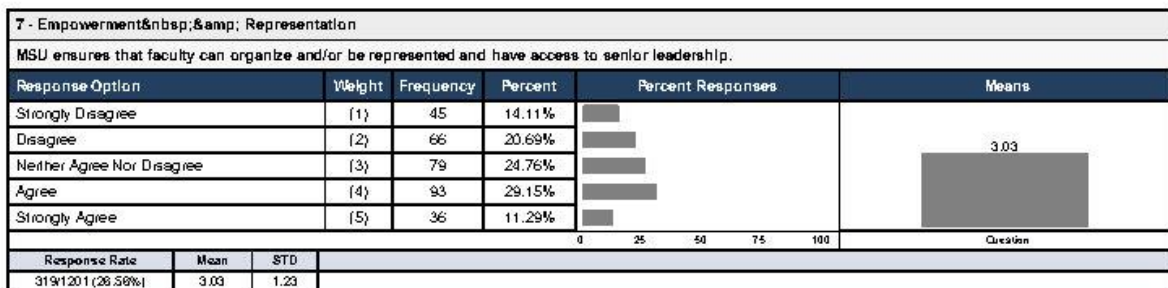
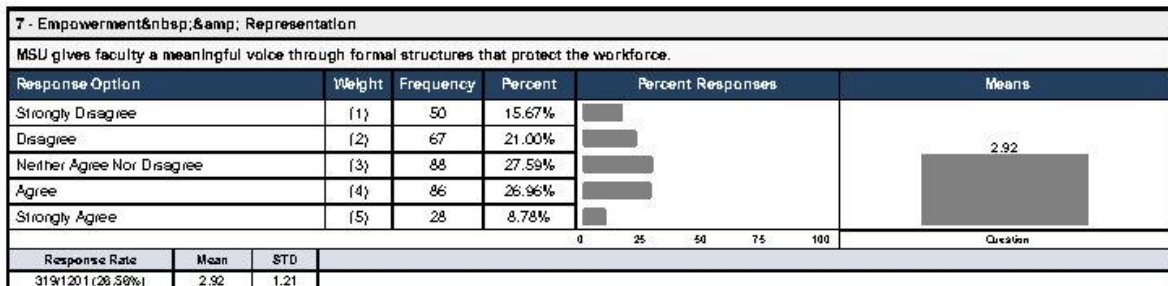
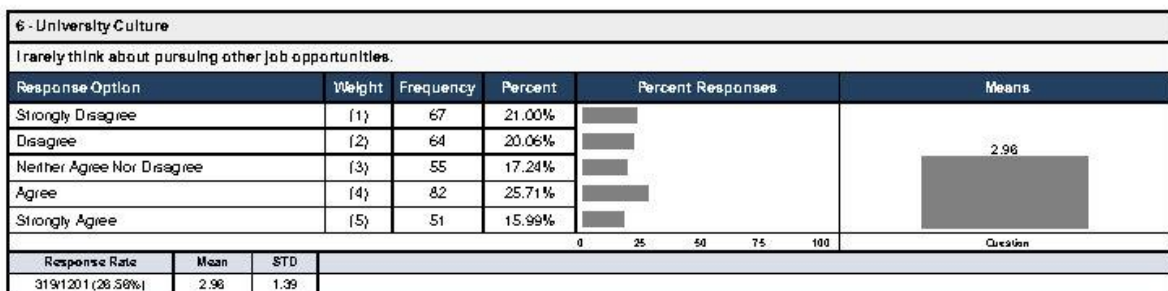
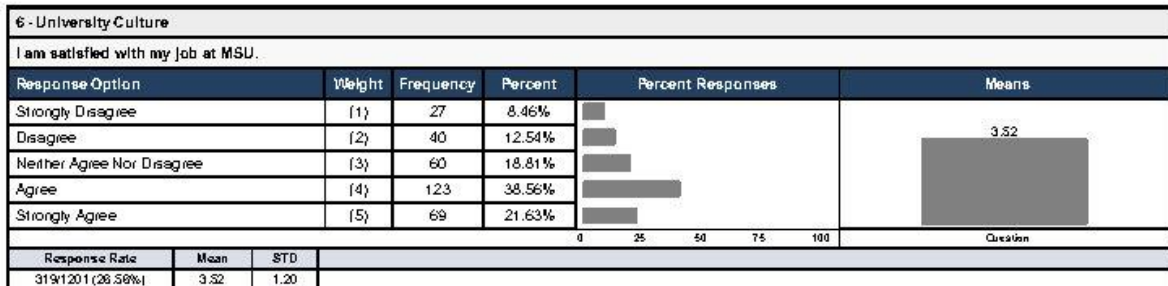
| 5 - Administration—Program&nbsp;Director or Department Head |        |           |         |                        |          |
|-------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Is an effective team leader.                                |        |           |         |                        |          |
| Response Option                                             | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                           | (1)    | 32        | 10.03%  | <div><div></div></div> | 3.82     |
| Disagree                                                    | (2)    | 24        | 7.52%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                  | (3)    | 46        | 14.42%  | <div><div></div></div> |          |
| Agree                                                       | (4)    | 85        | 26.65%  | <div><div></div></div> |          |
| Strongly Agree                                              | (5)    | 132       | 41.38%  | <div><div></div></div> |          |
|                                                             |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                               | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                           | 3.82   | 1.32      |         |                        |          |

| 5 - Administration—Program&nbsp;Director or Department Head |        |           |         |                        |          |
|-------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Earns the trust and respect of others.                      |        |           |         |                        |          |
| Response Option                                             | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                           | (1)    | 27        | 8.46%   | <div><div></div></div> | 3.91     |
| Disagree                                                    | (2)    | 23        | 7.21%   | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                  | (3)    | 51        | 15.99%  | <div><div></div></div> |          |
| Agree                                                       | (4)    | 70        | 21.94%  | <div><div></div></div> |          |
| Strongly Agree                                              | (5)    | 148       | 46.39%  | <div><div></div></div> |          |
|                                                             |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                               | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                           | 3.91   | 1.29      |         |                        |          |

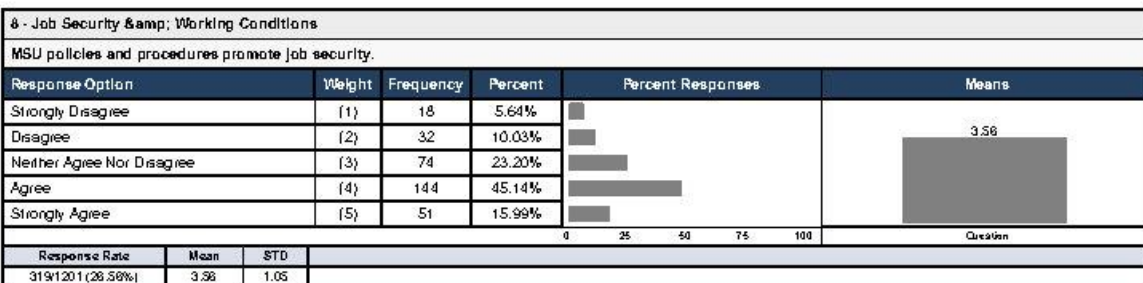
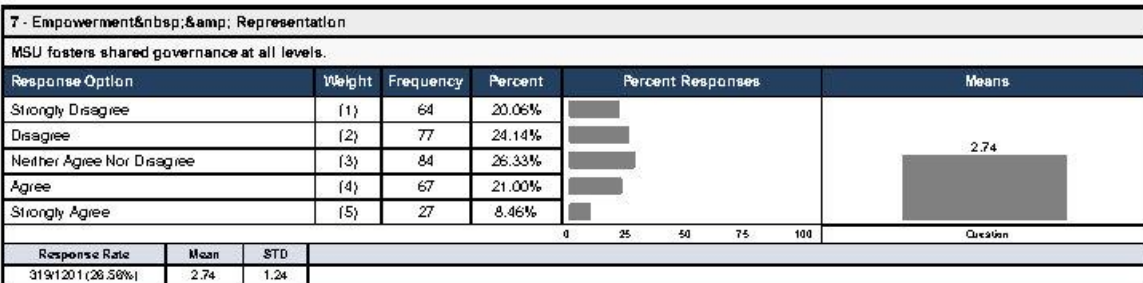
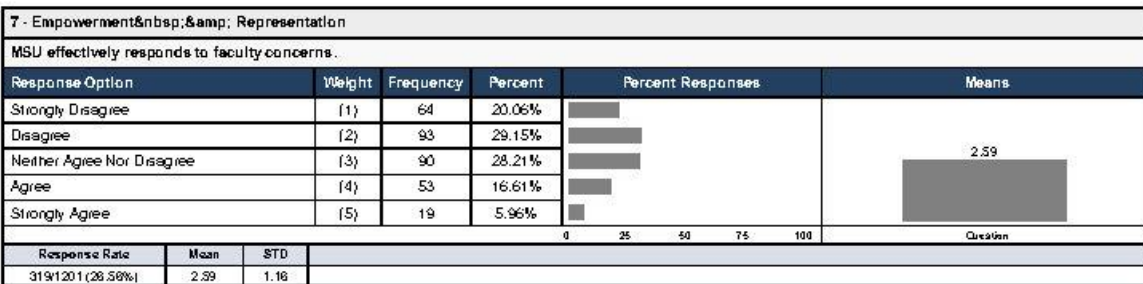
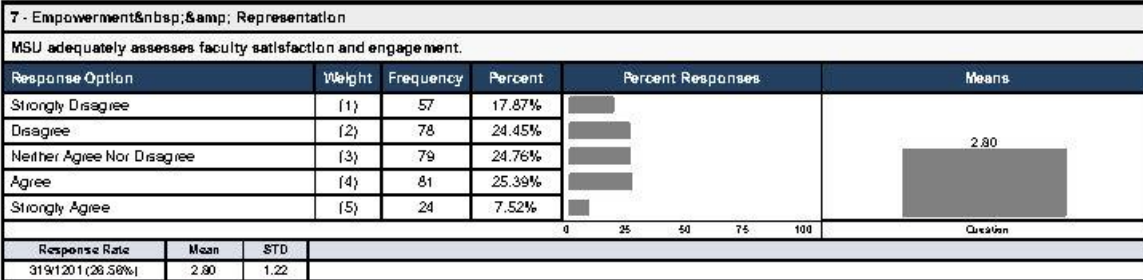
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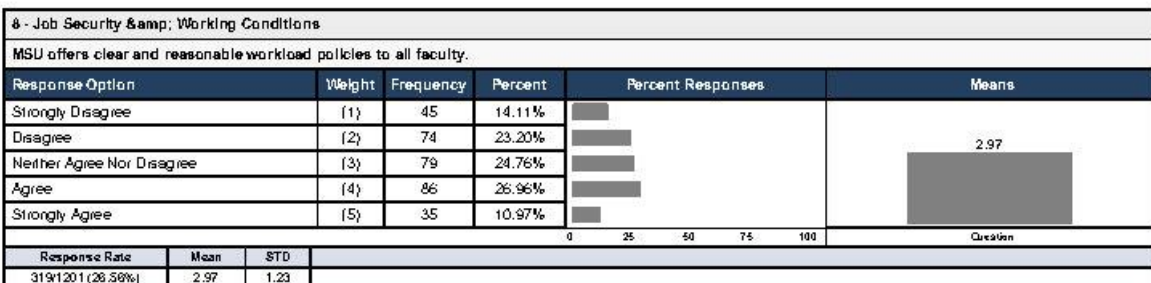
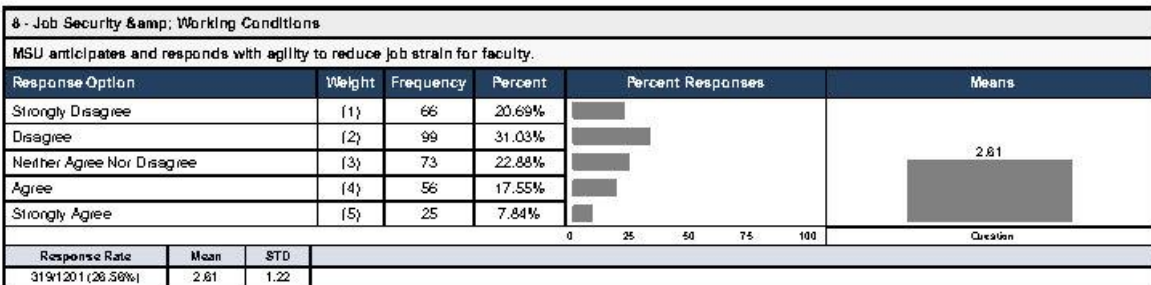
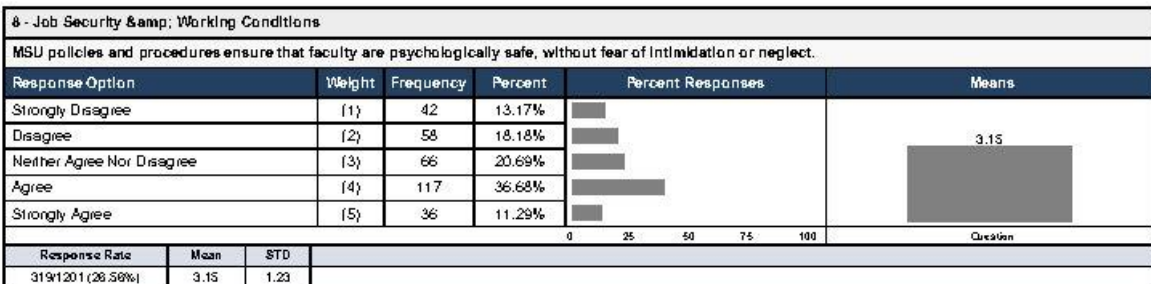
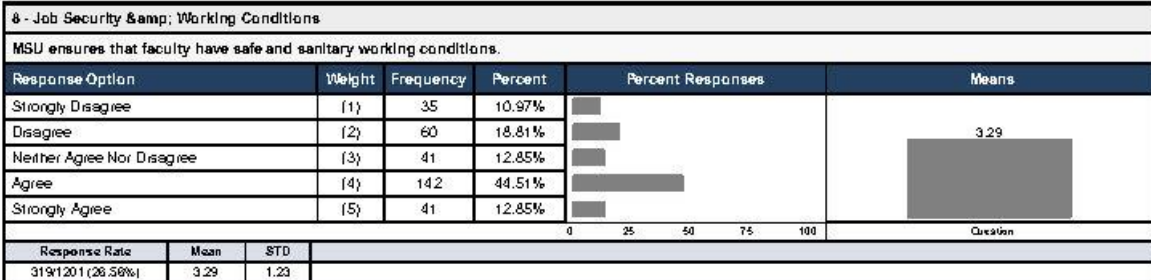
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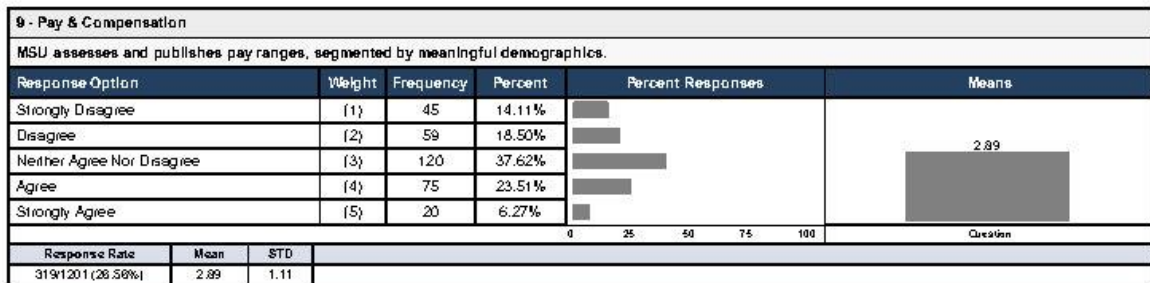
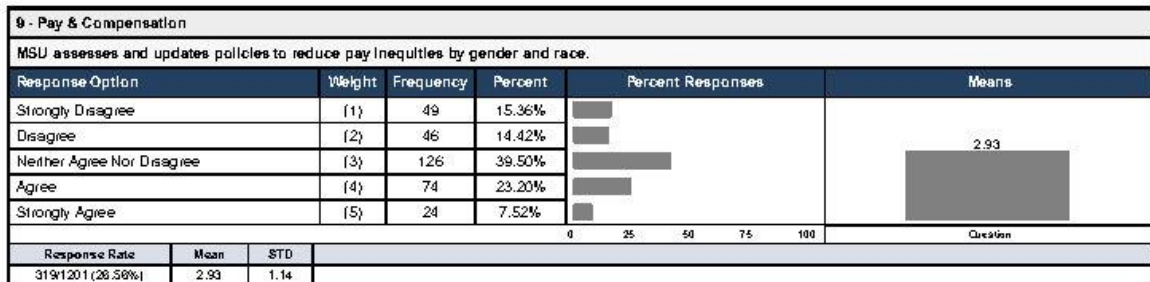
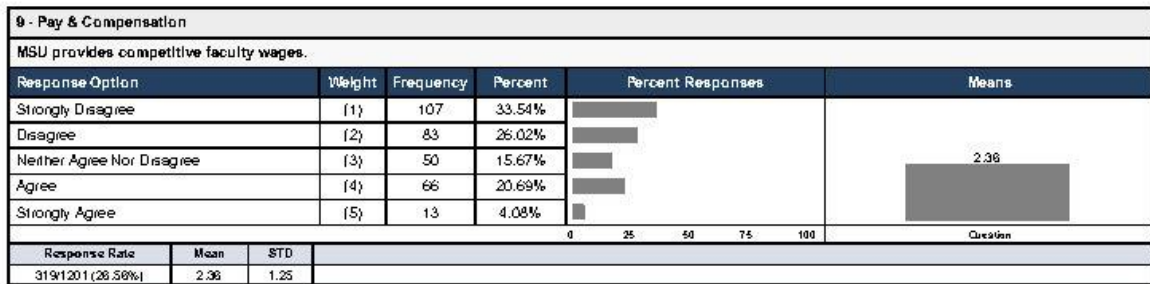
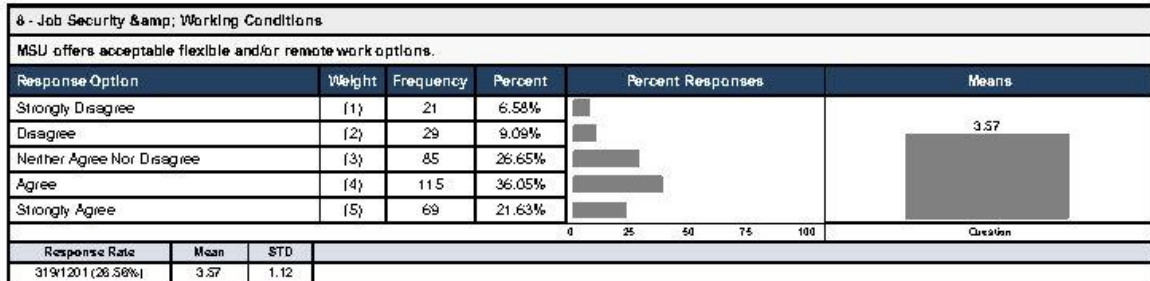
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| 9 - Pay & Compensation                                                 |        |           |         |                        |          |
|------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| MSU ensures that compensation practices are equitable and transparent. |        |           |         |                        |          |
| Response Option                                                        | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                      | (1)    | 70        | 21.94%  | <div><div></div></div> | 2.57     |
| Disagree                                                               | (2)    | 81        | 25.39%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                             | (3)    | 97        | 30.41%  | <div><div></div></div> |          |
| Agree                                                                  | (4)    | 57        | 17.87%  | <div><div></div></div> |          |
| Strongly Agree                                                         | (5)    | 14        | 4.39%   | <div><div></div></div> |          |
|                                                                        |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                          | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                      | 2.57   | 1.14      |         |                        |          |

| 9 - Pay & Compensation                                                                       |        |           |         |                        |          |
|----------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| MSU demonstrates fairness and recognition by compensating faculty for improving performance. |        |           |         |                        |          |
| Response Option                                                                              | Weight | Frequency | Percent | Percent Responses      | Means    |
| Strongly Disagree                                                                            | (1)    | 92        | 28.84%  | <div><div></div></div> | 2.32     |
| Disagree                                                                                     | (2)    | 98        | 30.72%  | <div><div></div></div> |          |
| Neither Agree Nor Disagree                                                                   | (3)    | 75        | 23.51%  | <div><div></div></div> |          |
| Agree                                                                                        | (4)    | 44        | 13.79%  | <div><div></div></div> |          |
| Strongly Agree                                                                               | (5)    | 10        | 3.13%   | <div><div></div></div> |          |
|                                                                                              |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                            | 2.32   | 1.12      |         |                        |          |

| 10 - Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column. |        |           |         |                        |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Empowerment & Representation                                                                                                                                                         |        |           |         |                        |          |
| Response Option                                                                                                                                                                      | Weight | Frequency | Percent | Percent Responses      | Means    |
| 1 (Most Important)                                                                                                                                                                   | (1)    | 50        | 15.67%  | <div><div></div></div> | 3.13     |
| 2                                                                                                                                                                                    | (2)    | 59        | 18.50%  | <div><div></div></div> |          |
| 3                                                                                                                                                                                    | (3)    | 74        | 23.20%  | <div><div></div></div> |          |
| 4                                                                                                                                                                                    | (4)    | 72        | 22.57%  | <div><div></div></div> |          |
| 5 (Least Important)                                                                                                                                                                  | (5)    | 64        | 20.06%  | <div><div></div></div> |          |
|                                                                                                                                                                                      |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                                                                                                        | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                                                                                                                    | 3.13   | 1.35      |         |                        |          |

| 10 - Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column. |        |           |         |                        |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|---------|------------------------|----------|
| Job Security & Working Conditions                                                                                                                                                    |        |           |         |                        |          |
| Response Option                                                                                                                                                                      | Weight | Frequency | Percent | Percent Responses      | Means    |
| 1 (Most Important)                                                                                                                                                                   | (1)    | 59        | 18.50%  | <div><div></div></div> | 2.96     |
| 2                                                                                                                                                                                    | (2)    | 69        | 21.63%  | <div><div></div></div> |          |
| 3                                                                                                                                                                                    | (3)    | 66        | 20.69%  | <div><div></div></div> |          |
| 4                                                                                                                                                                                    | (4)    | 75        | 23.51%  | <div><div></div></div> |          |
| 5 (Least Important)                                                                                                                                                                  | (5)    | 50        | 15.67%  | <div><div></div></div> |          |
|                                                                                                                                                                                      |        |           |         | 0 25 50 75 100         | Question |
| Response Rate                                                                                                                                                                        | Mean   | STD       |         |                        |          |
| 319/1201 (26.58%)                                                                                                                                                                    | 2.96   | 1.35      |         |                        |          |

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10 - Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column.

Organizational Culture

| Response Option     | Weight | Frequency | Percent | Percent Responses      | Means    |
|---------------------|--------|-----------|---------|------------------------|----------|
| 1 (Most Important)  | (1)    | 65        | 20.38%  | <div><div></div></div> | 2.90     |
| 2                   | (2)    | 64        | 20.06%  | <div><div></div></div> |          |
| 3                   | (3)    | 78        | 24.45%  | <div><div></div></div> |          |
| 4                   | (4)    | 62        | 19.44%  | <div><div></div></div> |          |
| 5 (Least Important) | (5)    | 50        | 15.67%  | <div><div></div></div> |          |
|                     |        |           |         | 0 25 50 75 100         | Question |
| Response Rate       | Mean   | STD       |         |                        |          |
| 319/1201 (26.56%)   | 2.90   | 1.35      |         |                        |          |

10 - Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column.

Pay

| Response Option     | Weight | Frequency | Percent | Percent Responses      | Means    |
|---------------------|--------|-----------|---------|------------------------|----------|
| 1 (Most Important)  | (1)    | 145       | 45.45%  | <div><div></div></div> | 2.19     |
| 2                   | (2)    | 70        | 21.94%  | <div><div></div></div> |          |
| 3                   | (3)    | 42        | 13.17%  | <div><div></div></div> |          |
| 4                   | (4)    | 27        | 8.46%   | <div><div></div></div> |          |
| 5 (Least Important) | (5)    | 35        | 10.97%  | <div><div></div></div> |          |
|                     |        |           |         | 0 25 50 75 100         | Question |
| Response Rate       | Mean   | STD       |         |                        |          |
| 319/1201 (26.56%)   | 2.19   | 1.37      |         |                        |          |

10 - Please rank the following in order of importance for focus/need within the next year, from most important (1) to least important (5). Please select only one option per column.

Administration

| Response Option     | Weight | Frequency | Percent | Percent Responses      | Means    |
|---------------------|--------|-----------|---------|------------------------|----------|
| 1 (Most Important)  | (1)    | 60        | 18.81%  | <div><div></div></div> | 3.09     |
| 2                   | (2)    | 70        | 21.94%  | <div><div></div></div> |          |
| 3                   | (3)    | 55        | 17.24%  | <div><div></div></div> |          |
| 4                   | (4)    | 54        | 16.93%  | <div><div></div></div> |          |
| 5 (Least Important) | (5)    | 80        | 25.08%  | <div><div></div></div> |          |
|                     |        |           |         | 0 25 50 75 100         | Question |
| Response Rate       | Mean   | STD       |         |                        |          |
| 319/1201 (26.56%)   | 3.09   | 1.46      |         |                        |          |

