Faculty Survey of Administrators, Success, and Engagement

2025-2026 Committee on Faculty Concerns

Chair: Joshua Lambert

Members contributing to the report: William J Agnew; Albert A Barreda; Hailey Hyunjin Choi; Jamie Grigsby; Amanda M Keys; Luciane L Maimone; Rebecca L Rast; William L Sandel; Lloyd A Smith; Elizabeth Walker, Xiuye Xie

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. It invites the submission of and receives 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. The objective of this study was to examine faculty members' attitudes toward several aspects of MSU including:

- President
- Provost
- College Administration
- Empowerment and Representation
- Job Security and Working Conditions
- University Culture
- Pay and Compensation

Focus/Need for Next Year

One of the question-sets asked survey takers to rank the five aspects focused on in this survey. People ranked them from 1-5, in order of importance within this next year. The choice of 1 was the most important and 5 the least important. The committee did this in hopes that it may help the Faculty Senate, administration, and faculty come together to highlight plans for change and communicate work being done in these areas. The information contained later in this report provides further details.

TABLE 1 - RANKED FOCUS/NEED FOR NEXT YEAR – BASED ON FACULTY CHOICE OF IMPORTANCE

Position Title	Ranking	Mean
Pay and Compensation	1	2
Job Security and Working Conditions	2	3.04
Organizational Culture	3	3.20
Empowerment & Representation	4	3.35
Administration	5	3.41

Methods

The Faculty Senate's Committee on Faculty Concerns developed the administrator survey part of the Faculty Survey of Administration, Success, and Engagement in 2023-24. To encourage more in-depth feedback, the committee also included open-ended response options through comment boxes at the end of each section.

Instrument

The committee organized the survey into seven sections, each reflecting the key areas outlined in the introduction. Each section included statements, which respondents rated using a five-point Likert scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Neither Agree Nor Disagree, 4 – Agree, and 5 – Strongly Agree. After each set of scaled questions, participants had the opportunity to provide additional feedback through an open-ended comment box. In the section focused on University Culture, respondents were also invited to answer a specific open-ended question about their main reason for continuing their role as faculty at MSU. At the end of the survey, participants were asked to prioritize five areas for future focus and improvement over the next year.

Distribution

The survey population was identified using email distribution lists for the colleges. Surveys were distributed through Qualtrics. The population included all individuals classified as tenure-track or tenured faculty, clinical faculty, instructors, and per-course instructors. Individuals listed in administrative roles, such as deans or associate provosts, were excluded based on their Banner classification. Survey invitations were emailed directly through Qualtrics. The survey remained open from November 6, 2025, to November 30, 2025, and was sent to 699 people.

Completion Rate and Participant Demographics

Three demographic questions were included in the survey, specifically asking respondents to indicate their faculty rank, academic college, and school/department to which they belong. During the response window, a total of 181 faculty members completed *usable* survey responses, resulting in a 26% participation rate. Not every respondent answered every question or provided comments. Tenure or Tenure-Track faculty responses were 69.70% of responses. Response rates by college were also recorded (see Table 4). MCHHS had the largest number of surveys returned at 50, while 44 surveys were returned by RCASH faculty.

Where appropriate, the tables below list the number of respondents for the data in the respective table. Since each table provides data for more than one question, the number of respondents may be shown as a range. For example, "N=149-186" means that at least one question had only 149 respondents while at least one other one had 186. See Table 19 in Appendix B for response numbers question by question.

TABLE 2 - RESPONSE BY POSITION TITLE

Position title	Surveys sent	Responders	Response rate
Tenure Track Faculty	483	115	24%
Instructor	139	22	16%
Clinical Faculty	77	28	36%
Not Provided		16	
Totals	**699**	**181**	**25.9%**

TABLE 3 - RESPONSE BY COLLEGE

College	Surveys sent	Responders	Response rate
MCHHS	165	50	30.3%
RCASH	220	44	20.0%
College of Business	96	19	19.8%
College of Natural & Applied Sciences	102	17	16.7%
College of Education	79	14	17.7%
Darr College of Agriculture	29	10	34.5%
Meyer Library	8	5	62.5%
Not Provided		22	
Totals	**699**	**181**	**25.9%**

Data Analysis

The data were analyzed using Microsoft Excel, which was used to organize, calculate, and interpret survey results. Committee members reviewed the open-ended responses, which were gathered through comment boxes included in each section, by dividing the content among themselves. They identified recurring themes and compiled summary findings.

Results

President

### Response summary of Likert scale questions

Survey results about the president show that more people agreed or strongly agreed with the eight statements (38.4%) than those who disagreed or strongly disagreed (32.2%) but that it was close. 29.4% chose neither agree nor disagree. The strongest agreement with the statements comes from the questions related to establishing a plan for the future (50.6%), communicating relevant information (46.5%), and displaying knowledge required for the position (45.2%). On the other hand, 50.6% of people disagreed or strongly disagreed that the president has earned the trust and respect of others.

TABLE 4 - PRESIDENT – CENTRAL TENDENCY (N=149-168)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	3	2.93	1.21
Displays knowledge/expertise required for this position.	3	3.28	1.07
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	2.96	1.12
Seeks opinions of others before establishing policies or procedures that affect them.	3	3.15	1.15

Communicates relevant information to appropriate audiences.	3	3.21	1.18
Establishes a future plan with sound priorities.	4	3.34	1.15
Is an effective team leader.	3	2.98	1.21
Earns the trust and respect of others.	2	2.65	1.27
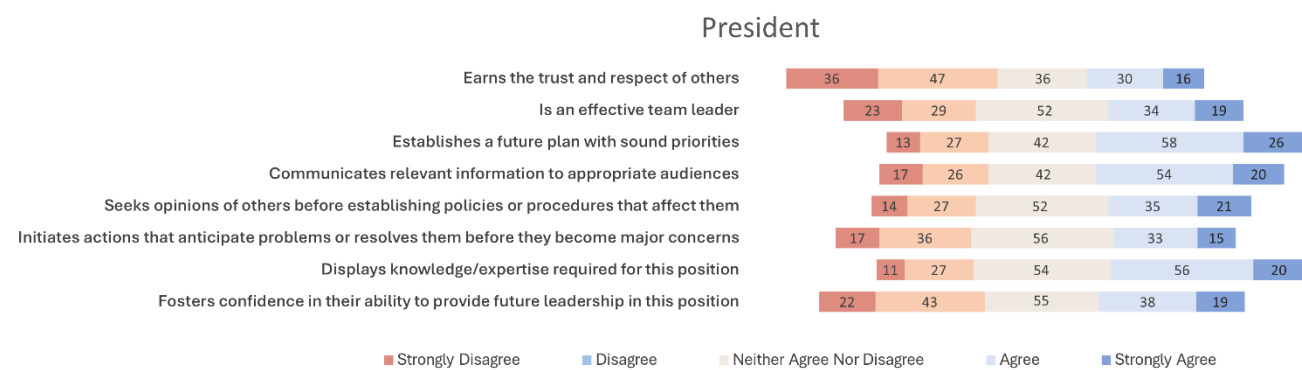
Comment themes

A total of 59 comments were received and of those comments, 35 comments were negative in tone, which represents approximately 59% of all responses. A majority of commenters express a negative view of the current presidency.

Communication & Transparency
- Some faculty feel communication from leadership is limited, unclear, or absent.
- Messaging about institutional challenges is seen as inconsistent with on-the-ground experience.
- Reports of receiving information through the media instead of internal channels.
- Comments suggest communication feels surface-level or performative.

Leadership
- Some see little initiative coming from the president.
- There is a perceived erosion of shared governance structures.
- There are doubts about transparency and decision-making integrity.

Strategic plan
- The strategic planning process is viewed as confusing, opaque, or poorly implemented.
- Concerns about contradictory institutional goals (e.g., research ambitions vs. enrollment growth).
- Perception that planning structures create an illusion of shared governance rather than genuine collaboration.
- Lack of clarity, follow-through, or communication on implementation.

Engagement
- Critical perspectives:
    - Some report minimal or no interactions with the president due to his lack of engagement.
    - Concerns that he is not sufficiently visible or connected to departments.
- Positive/minority perspectives:
    - Some faculty describe him as engaged, listening, or attending events.

Budget, Compensation, & Financial Priorities
- There is concern over salary inequities and stagnation of raises.

- Widespread frustration over the president's $50,000 bonus compared to minimal faculty raises.
- Perception of excessive spending on athletics while academic budgets are cut.
- Messaging in public forums is perceived as misleading or minimizing financial challenges.

Positive/Hopeful Perspectives (Minority Viewpoint)
- Some faculty express hope for future improvement.
- Appreciation for progress with the new R2 designation.
- Recognition of efforts to communicate strategic information.
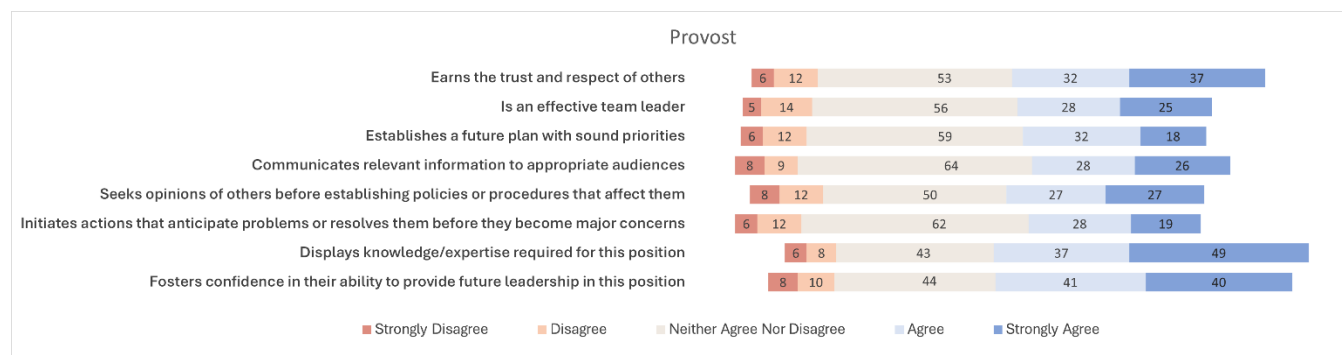
Provost

Response summary of Likert scale questions

Survey results about the provost show that more people agreed or strongly agreed with the eight statements (46.3%) than did not (13.3%). Respondents chose neither agree nor disagree 40.4%. The strongest agreement with the statements comes from the questions related displaying expertise (60.1%), and displaying knowledge required for the position (56.6%). Many people neither agreed nor disagreed with the statements (30.0% - 49.0%). This is probably a result of the provost being here for less than 6 months when this survey was given. Less than 20.0% of respondents disagreed or strongly disagreed with the statements.

TABLE 5 – PROVOST – CENTRAL TENDENCY (N=124-143)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	4	3.66	1.12
Displays knowledge/expertise required for this position.	4	3.80	1.10
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	3.33	1.00
Seeks opinions of others before establishing policies or procedures that affect them.	3	3.43	1.12
Communicates relevant information to appropriate audiences.	3	3.41	1.06
Establishes a future plan with sound priorities.	3	3.35	0.99
Is an effective team leader.	3	3.42	1.04
Earns the trust and respect of others.	3	3.59	1.10

FIGURE 2 – PROVOST - RESPONSE FREQUENCY BAR CHART

Comment themes

The comments related to the Provost were reviewed and analyzed. A total of 67 comments were submitted which provided insight into respondents' thoughts regarding the Provost. Of these 67 comments, 25.7% expressed concerns and criticism, 25.7% provided positive feedback, and 48.5% were neutral.

Too Early to Evaluate

Many faculty feel the Provost is still too new in her role to be fairly assessed. Comments often emphasize that more time and exposure are needed before meaningful judgments can be made.

Listening vs. Action

While the Provost is often described as approachable and willing to listen, faculty feel that listening has not translated into decisive action. Vague or noncommittal responses have left some questioning her ability to lead effectively.

Limited Visibility & Presence

Faculty frequently note that the Provost is not very visible on campus or in faculty events. This lack of presence leaves many unsure of her priorities, goals, or day-to-day activities.

Faculty Support & Advocacy

Faculty want stronger advocacy and support from the Provost, particularly in academic and administrative matters. Some worry she does not sufficiently value faculty input, while others remain hopeful, she will grow into a stronger advocate.

Positive Energy & Approachability

Several comments highlight her warmth, accessibility, and optimism. Faculty appreciate her friendly demeanor and believe she brings a refreshing presence to campus leadership. Faculty hope that she will eventually provide stronger leadership and clearer direction.
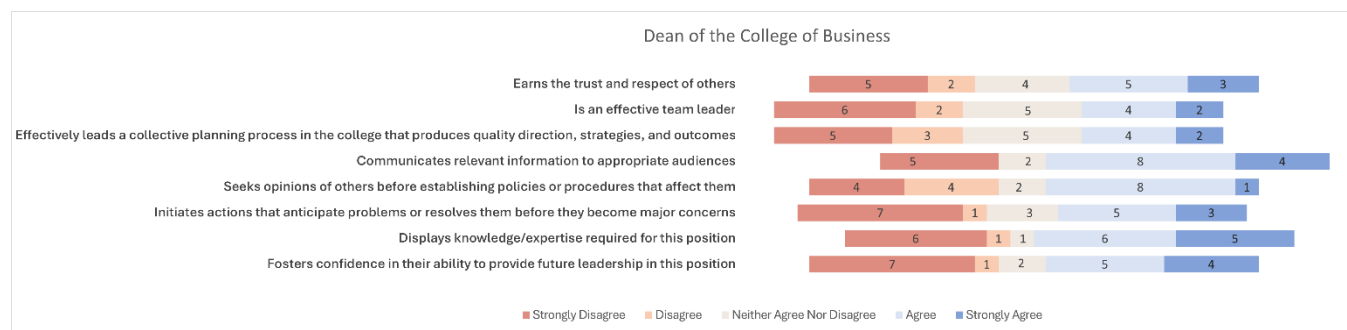
College of Business

Response summary for the dean

Survey results about the College of Business dean show that more people agreed or strongly agreed with the eight statements (45.4%) than those who disagreed or strongly disagreed (38.8%). 15.8% chose neither agree nor disagree. The strongest agreement with the statements comes from the questions related to communicating relevant information (63.2%) and displaying knowledge required for the position (57.9%). On the other hand, except for the communication question, the level of disagreement with the statements was quite consistent from 38.6% to 41.1%.

TABLE 6 – DEAN OF THE COLLEGE OF BUSINESS - CENTRAL TENDENCY (N=19)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	3	2.89	1.60
Displays knowledge/expertise required for this position.	4	3.16	1.63
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	2.79	1.54
Seeks opinions of others before establishing policies or procedures that affect them.	3	2.89	1.29
Communicates relevant information to appropriate audiences.	4	3.32	1.49
Establishes a future plan with sound priorities.	3	2.74	1.33
Is an effective team leader.	3	2.68	1.38
Earns the trust and respect of others.	3	2.95	1.43

FIGURE 3 – COB - RESPONSE FREQUENCY BAR CHART

Dean of the College of Business

Statement	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Earns the trust and respect of others	5	2	4	5	3
Is an effective team leader	6	2	5	4	2
Effectively leads a collective planning process in the college that produces quality direction, strategies, and outcomes	5	3	5	4	2
Communicates relevant information to appropriate audiences	5		2	8	4
Seeks opinions of others before establishing policies or procedures that affect them	4	4	2	8	1
Initiates actions that anticipate problems or resolves them before they become major concerns	7	1	3	5	3
Displays knowledge/expertise required for this position	6	1	1	6	5
Fosters confidence in their ability to provide future leadership in this position	7	1	2	5	4

Comment themes

Faculty Relations

Faculty feel disrespected and treated as burdens rather than valued contributors. When faculty raise concerns, little action is taken to resolve them, leaving problems to fester. Personnel problems are ignored or denied, leaving issues unresolved and faculty unsupported. While the dean's efforts may be sincere, they are ineffective and fail to translate into meaningful leadership outcomes. This pattern reinforces the perception of weak, unresponsive leadership.

Academic Standards

The dean pressures faculty to overlook academic integrity issues and lower classroom standards to improve retention, undermining the college's academic mission.

Fundraising & Resources

Despite good intentions, the dean has failed to deliver meaningful fundraising results or resource development for the college. This mismanagement creates frustration and a sense that opportunities are being squandered.

Diversity

Leadership suffers from a lack of diversity and poor utilization of faculty talent, leaving departments unmotivated and disconnected.

Leadership Style & Decision-Making

His leadership lacks vision, strategy, and prioritization of teaching or research, leaving faculty uncertain about the college's direction. Faculty perceive the dean as lacking honesty, credibility, and originality. His initiatives and excessive micromanagement often harm morale rather than inspire progress and innovation, and his leadership style makes shared governance meaningless.

Advocacy & External Representation

The dean does not effectively advocate for the college in meetings with senior university leadership, weakening its position within the institution. This lack of external representation and internal accountability undermines confidence in his leadership.

Reynolds College of Arts, Social Sciences, and Humanities

Response summary for the dean

Results about the RCASH dean show that more people agreed or strongly agreed with the eight statements (58.6%) than those who disagreed or strongly disagreed (26.3%). 15.1% chose neither agree nor disagree. The strongest agreement with the statements comes from the questions related to displaying knowledge required for the position (81.4%) and fostering confidence (74.4%). The only question where people disagreed with the statement more than they agreed was related to seeking the opinions of others. For that, 41.5% disagreed and 39.0% agreed.

TABLE 7 - DEAN OF RCASH - CENTRAL TENDENCY (N=41-43)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	4	3.84	1.20

Displays knowledge/expertise required for this position.	4	3.98	1.15
Initiates actions that anticipate problems or resolves them before they become major concerns.	4	3.49	1.40
Seeks opinions of others before establishing policies or procedures that affect them.	3	2.95	1.38
Communicates relevant information to appropriate audiences.	4	3.33	1.31
Establishes a future plan with sound priorities.	3	3.19	1.40
Is an effective team leader.	4	3.52	1.31
Earns the trust and respect of others.	4	3.47	1.35

FIGURE 4 – RCASH - RESPONSE FREQUENCY BAR CHART

Dean of the Reynolds College of Arts, Social Sciences, and Humanities
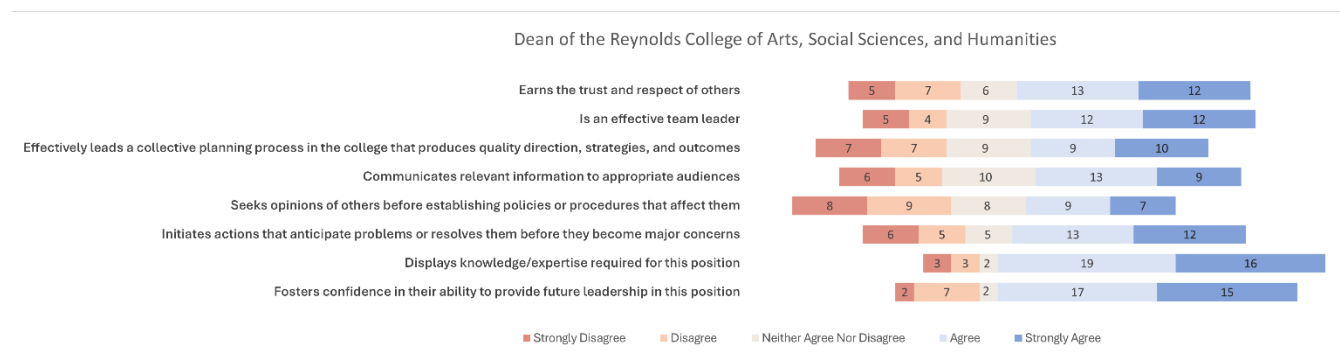
Comment themes

There were 16 total comments for the Dean of RCASH. While several comments had mixed feedback, seven of the comments contained positive sentiments and 11 negative. Overall, the RCASH Dean was one of the highest rated deans.

External Representation & Conflict Resolution

The dean was praised for his advocacy of the Humanities and his overall leadership of the college. However, many comments noted that the dean spent much more time focused on external matters rather than focusing internally. Several comments criticized the dean for avoiding internal conflicts (e.g., dealing with personnel issues). There were also comments suggesting that the dean favored departments from the old RCOAL college over those from the old CHAPA.

Communication

The dean had mixed comments regarding communication. Some said that he was a good communicator while others criticized his lack of communication with faculty. Several comments mentioned that he was not accessible, and that he rarely sought the input of faculty on important college-wide issues.

Funding

The dean was praised for the importance of his fundraising work. There were, however, multiple comments suggesting that he cut extra teaching opportunities and failed to predict shortfalls in college funding.

McQueary College of Health and Human Services

Response summary for the dean

Results about the MCHHS dean show that the number of respondents who agreed or strongly agreed with the eight statements (42.4%) was nearly the same as those who disagreed or strongly disagreed (41.9%). 15.7% chose neither agree nor disagree. The strongest agreement with the statements comes from the questions related to communicating relevant information (62.5%) and displaying knowledge required for the position (58.0%). On the other hand, respondents tended to disagree most with the statements related to seeking people's opinions (62.0%) and earning trust and respect (54.0%).

TABLE 8 - DEAN OF MCHHS - CENTRAL TENDENCY (N=48-50)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	3.5	3.14	1.34
Displays knowledge/expertise required for this position.	4	3.48	1.24
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	2.79	1.29
Seeks opinions of others before establishing policies or procedures that affect them.	2	2.44	1.30
Communicates relevant information to appropriate audiences.	4	3.40	1.20
Establishes a future plan with sound priorities.	3	2.82	1.23
Is an effective team leader.	3	2.74	1.32
Earns the trust and respect of others.	2	2.60	1.31

FIGURE 5 – MCHHS - RESPONSE FREQUENCY BAR CHART

Dean of the McQueary College of Health and Human Services
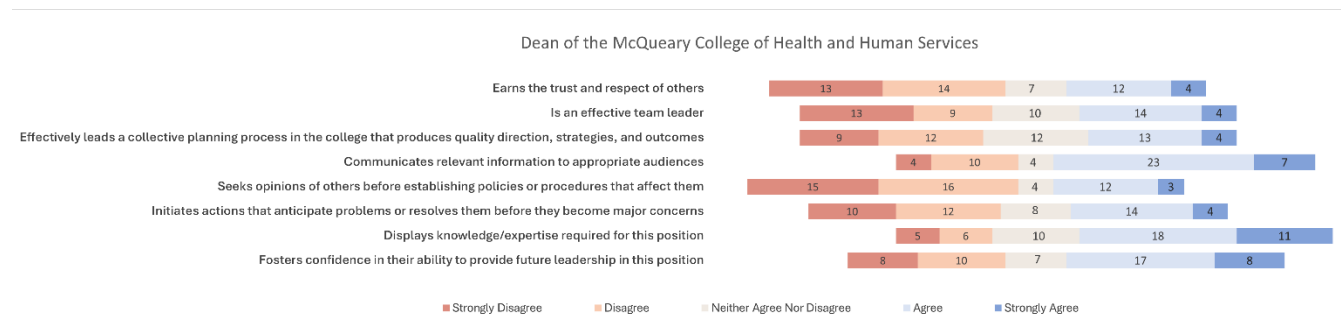
Comment themes

The comments related to the MCHHS dean were reviewed and analyzed. A total of 20 comments were submitted which provided insight into respondents' thoughts regarding the MCHHS dean. Of these 20 comments, 65% expressed concerns and criticism, 30% provided positive feedback, and 5% were neutral.

Trust, Transparency, and Credibility of Leadership

A dominant theme across comments is a profound struggle with trust with leadership, particularly related to transparency, follow-through, and perceived authenticity. Many faculty describe a gap between what is said and what is done—especially around claims of transparency, collaboration, and shared governance. While some acknowledge improvement and genuine effort, others express that trust has been damaged to a degree that may be difficult or impossible to repair.

Decision Making and Faculty Voice

Reorganization and realignment of the college served as a central flashpoint for dissatisfaction, demoralization, and division. Faculty repeatedly described the restructuring as top-down, disruptive, and insufficiently informed by lived program-level realities. Many feel that warnings about foreseeable problems were ignored, leaving faculty to manage downstream consequences without adequate support.

Leadership Style and Professionalism

Faculty responses reveal sharply divided perceptions of the dean's leadership style and interpersonal approach. Some describe him as confident, candid, approachable, student-centered, and willing to take responsibility—qualities they find refreshing compared to vague or passive leadership. Others experience the same traits as abrasive, intimidating, self-serving, or unprofessional.

College of Education

### Response summary for the dean

Results about the dean of the College of Education show that the number of respondents who agreed or strongly agreed with the eight statements (47.7%) was about 4% different from the number who disagreed or strongly

disagreed (43.2%). 9.0% chose neither agree nor disagree. The strongest agreement with the statements comes from the questions related to displaying knowledge required for the position (64.3%) and fostering confidence in their ability (57.1%). On the other hand, respondents tended to disagree most with the statements related to initiating action to resolve future problems (57.1%), seeking people's opinions (50.0%), and earning trust and respect (50.0%).

TABLE 9 - DEAN OF THE COLLEGE OF EDUCATION - CENTRAL TENDENCY (N=13-14)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	4	3.14	1.55
Displays knowledge/expertise required for this position.	4	3.50	1.55
Initiates actions that anticipate problems or resolves them before they become major concerns.	2	2.71	1.48
Seeks opinions of others before establishing policies or procedures that affect them.	2.5	2.79	1.52
Communicates relevant information to appropriate audiences.	3	3.00	1.46
Establishes a future plan with sound priorities.	3	2.85	1.46
Is an effective team leader.	3.5	2.93	1.49
Earns the trust and respect of others.	3	2.93	1.59

FIGURE 6 - COE - RESPONSE FREQUENCY BAR CHART

Dean of the College of Education
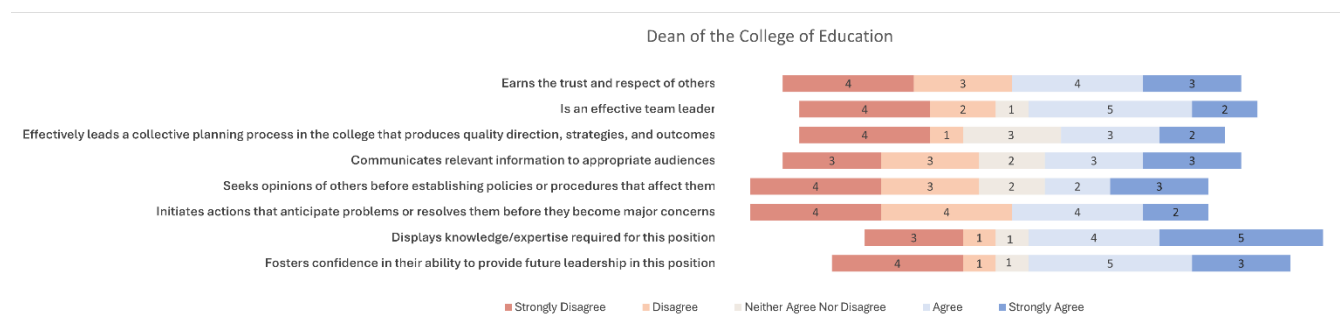
Comment themes

Four major themes were identified in the comments:

Interpersonal Warmth

Several comments acknowledge that the dean is kind, pleasant, and collaborative.

Lack of Visibility

A repeated theme is the belief that the College of Education lacks statewide and PK–12 visibility, with multiple comments indicating external partners are unfamiliar with the dean or do not view the office as engaged.

Communication Gaps

Some respondent's express frustration with communication, such as delayed or absent responses, infrequent interactions, and limited transparency or shared governance.

Lack of Strategic Vision

Multiple remarks describe uncertainty regarding long-term goals for the college. Respondents indicate a desire for clearer vision, stronger direction, and more proactive leadership.

College of Natural and Applied Sciences
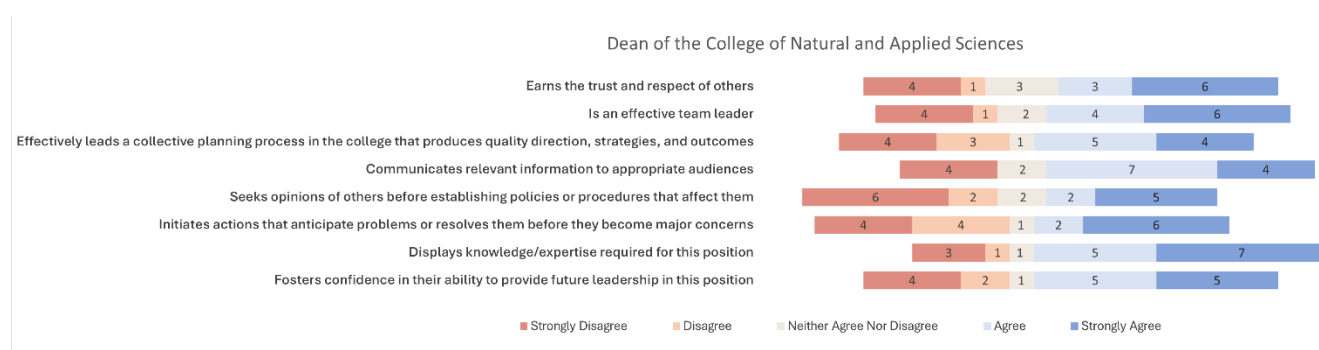
Response summary for the dean

Results about the dean of the College of Natural and Applied Sciences show that the number of respondents who agreed or strongly agreed with the eight statements (55.9%) was about 20% different from the number that disagreed or strongly disagreed (34.6%). The CNAS dean received the most agreeable ratings on the statements about displaying

expertise (70.6%) and communicating relevant information (64.7%). A majority of respondents gave ratings of disagree or strongly disagree only related to seeking the opinion of others before establishing policies.

TABLE 10 - DEAN OF THE COLLEGE OF NATURAL AND APPLIED SCIENCES - CENTRAL TENDENCY (N=17)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	4	3.29	1.56
Displays knowledge/expertise required for this position.	4	3.71	1.49
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	3.12	1.64
Seeks opinions of others before establishing policies or procedures that affect them.	3	2.88	1.68
Communicates relevant information to appropriate audiences.	4	3.41	1.46
Establishes a future plan with sound priorities.	4	3.12	1.53
Is an effective team leader.	4	3.41	1.57
Earns the trust and respect of others.	4	3.35	1.57

FIGURE 7 - CNAS - RESPONSE FREQUENCY BAR CHART

Dean of the College of Natural and Applied Sciences

Comment themes

There were six comments relating to the dean of CNAS. Four comments were positive; two were negative. The negative comments did not specify reasons, although one suggested that the position should have a term limit of seven years. Positive comments noted that the dean explains the reasons for her decisions and that she has earned the trust of the faculty. Two of the comments pointed out that the dean will soon retire.

Darr College of Agriculture

Response summary for the dean

Results about the dean of the Ag College show that the number of respondents who agreed or strongly agreed with the eight statements (43.8%) was about 4% different from the number that disagreed or strongly disagreed (40.0%). The dean received the most agreeable ratings on the statements about fostering confidence (50.0%), displaying knowledge (50.0%), communicating relevant information (50.0%), effectively leading a planning process (50.0%), and being an effective leader (50.0%). Respondents gave ratings of disagree or strongly disagree only related to seeking the opinion of others before establishing policies (50.0%).

TABLE 11 - DEAN OF THE DARR COLLEGE OF AGRICULTURE - CENTRAL TENDENCY (N=10)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	3	2.90	1.58
Displays knowledge/expertise required for this position.	3.5	3.00	1.34
Initiates actions that anticipate problems or resolves them before they become major concerns.	3	3.00	1.41
Seeks opinions of others before establishing policies or procedures that affect them.	2.5	2.90	1.30

Communicates relevant information to appropriate audiences.	3.5	3.30	1.35
Establishes a future plan with sound priorities.	3.5	3.20	1.54
Is an effective team leader.	3.5	2.90	1.64
Earns the trust and respect of others.	3	2.90	1.37

FIGURE 8 - AG - RESPONSE FREQUENCY BAR CHART
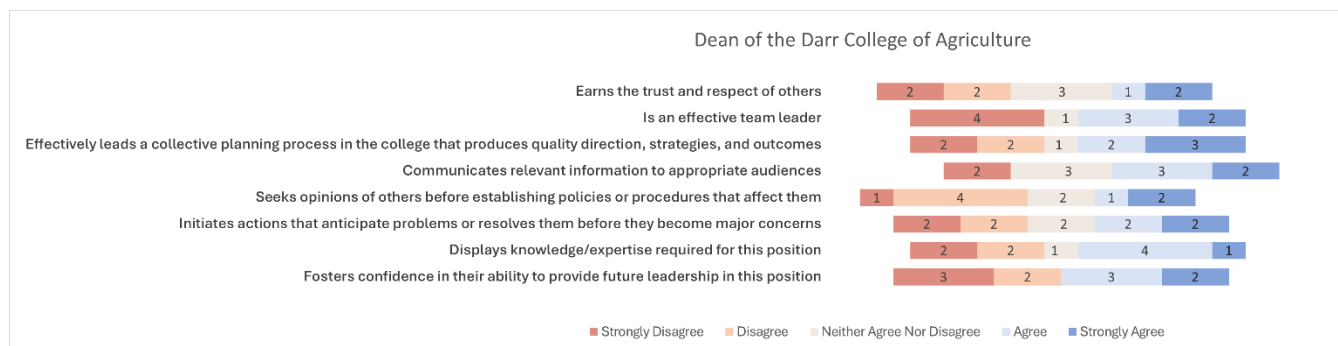
Comment themes

The following themes emerged consistently across responses, highlighting shared perceptions of the dean's leadership style, strengths, and areas of concern.

Energy and Visibility

Several respondents describe the dean as energetic, approachable, and highly visible. Comments suggest that the dean is seen as actively promoting college events, initiatives, and activities.

Concerns About Qualifications and Administrative Experience

A common concern raised is that the dean may lack the academic credentials (such as having attained full professor rank) and senior administrative experience typically expected for the role. Some respondents question her scholarly background and preparedness to manage high-stakes responsibilities, including tenure and promotion decisions.

Limited Strategic Direction and Follow-Through

Several respondents' comments express frustration that although new initiatives are frequently introduced, they often lack strategic coherence, depth, or sustained follow-through. There is a repeated call for clearer long-term vision, better prioritization, and tangible progress beyond initial announcements.

Leadership Style and Collaboration Challenges

Critics note a perception that the dean relies on a small inner circle and does not consistently engage in a broad range of faculty perspectives, including experienced colleagues and the former dean. This approach is seen as contributing to reduced trust, weaker shared governance, and limited collaborative decision-making.

Library

Response summary for the dean

Results about the dean of the Library show that all respondents agreed or strongly agreed with the eight statements (100%). The library has few faculty and therefore few responses, but the library scores are notable compared to scores from this survey two years ago. At the time, the library had the lowest scores of all colleges, but their scores are now the highest. This is due in part because there is a new Library dean and he has been here only around 6 months.

TABLE 12 - DEAN OF THE LIBRARY - CENTRAL TENDENCY (N=4-5)

Statement	Median	Mean	StDev
Fosters confidence in their ability to provide future leadership in this position.	5	5.00	0.00
Displays knowledge/expertise required for this position.	5	5.00	0.00

Initiates actions that anticipate problems or resolves them before they become major concerns.	5	4.80	0.40
Seeks opinions of others before establishing policies or procedures that affect them.	5	5.00	0.00
Communicates relevant information to appropriate audiences.	5	4.80	0.40
Establishes a future plan with sound priorities.	5	4.75	0.43
Is an effective team leader.	5	4.80	0.40
Earns the trust and respect of others.	5	5.00	0.00

The lopsided nature of the scores makes the bar chart less useful than it is for other sections of this survey.

FIGURE 9 - LIBRARY - RESPONSE FREQUENCY BAR CHART

Dean of the Library

Earns the trust and respect of others — 5
Is an effective team leader — 1 | 4
Effectively leads a collective planning process in the college that produces quality direction, strategies, and outcomes — 1 | 3
Communicates relevant information to appropriate audiences — 1 | 4
Seeks opinions of others before establishing policies or procedures that affect them — 5
Initiates actions that anticipate problems or resolves them before they become major concerns — 1 | 4
Displays knowledge/expertise required for this position — 5
Fosters confidence in their ability to provide future leadership in this position — 5

■ Strongly Disagree ■ Disagree ■ Neither Agree Nor Disagree ■ Agree ■ Strongly Agree

Comment themes

There were two comments from the five library respondents, and both touched on the following them.

Grateful for leadership

The change in library leadership has been a significant improvement and library faculty are grateful.
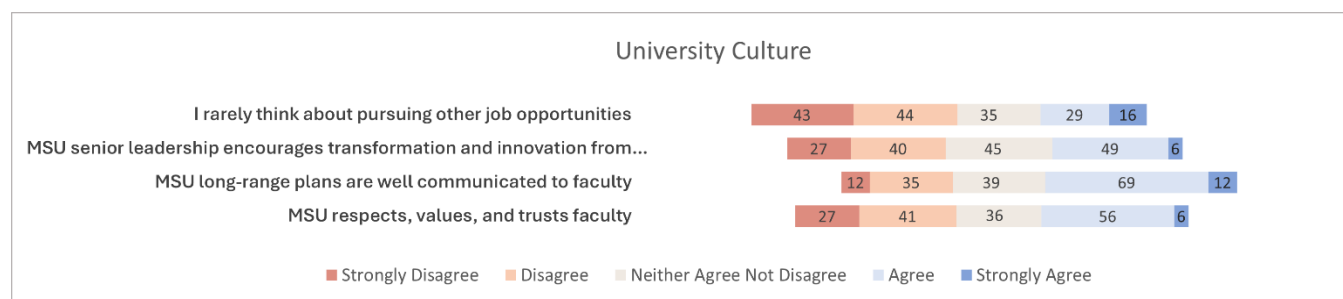
University Culture

Response summary of Likert scale questions

Survey results regarding University Culture showed that more people agreed with the statement, "MSU Long-range plans are well communicated to faculty" (48.5%) than those who disagreed. More people disagreed or strongly disagreed with the other statements. 52.1% of people disagreed or strongly disagreed that "I rarely think about pursuing other job opportunities."

TABLE 13 - UNIVERSITY CULTURE - CENTRAL TENDENCY (N=166-167)

Statement	Median	Mean	StDev
MSU respects, values, and trusts faculty.	3	2.84	1.16
MSU long-range plans are well communicated to faculty.	3	3.20	1.08
MSU senior leadership encourages transformation and innovation from faculty.	3	2.80	1.13
I rarely think about pursuing other job opportunities.	2	2.59	1.30

FIGURE 10 - UNIVERSITY CULTURE - RESPONSE FREQUENCY BAR CHART

Comment themes

Comments regarding university culture were overwhelmingly negative. Of the 79 comments, 63 were negative, 10 mixed, and 6 positive. The comments show a university culture characterized by low morale, a distrust of leadership, and a perception of financial disparity. Faculty feel overworked, underpaid, and ignored.

- Feeling undervalued by leadership: 26%
- Absence of a clear institutional identity/divisive culture: 24%
- Lack of trust, transparency, and shared governance: 20%
- Financial disparity and inequitable compensation: 16%
- Misaligned priorities (focus on athletics over academics): 14%

Reason for continuing

There were 121 comments detailing why faculty members remain at MSU. 52 of the comments were positive, focusing on job satisfaction (teaching and research), loyalty, and relationships with colleagues and students. 33 were mixed or neutral, expressing positive aspects balanced by logistical challenges or negative institutional culture. 36 were negative, relating to feeling trapped by external constraints such as a tight job market or financial dependency.

TABLE 14 - REASONS FOR CONTINUING AS FACULTY MEMBERS AT MSU

Reason	Response (Percentage)
Fulfilling work and relationships with students and colleagues	50%
Family commitments or other ties to Springfield	21%
Lack of alternatives or intent to leave	20%
Mixed	10%

Empowerment and Representation

Response summary of Likert scale questions

A majority of respondents disagreed or strongly disagreed with the empowerment statements about adequately assessing, effectively responding, and empowering faculty. Results showed that more people agreed with the statement beginning "MSU ensures that faculty…" (41.6%) than those who disagreed (37.4%).

TABLE 15 – EMPOWERMENT AND REPRESENTATION – CENTRAL TENDENCY (N=166)

Statement	Median	Mean	StDev
MSU gives faculty a meaningful voice through formal structures that protect the workforce.	3	2.81	1.13
MSU ensures that faculty can organize and/or be represented and have access to senior leadership.	3	2.96	1.18
MSU adequately assesses faculty satisfaction and engagement.	2	2.51	1.13

MSU effectively responds to faculty concerns.	2	2.23	1.09
MSU empowers faculty to speak out without fear of retaliation.	2	2.43	1.16

Empowerment

Statement	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
MSU empowers faculty to speak out without fear of retaliation	45	46	40	29	6
MSU effectively responds to faculty concerns	49	59	33	20	5
MSU adequately assesses faculty satisfaction and engagement	36	53	38	34	5
MSU ensures that faculty can organize and/or be represented and have access to senior leadership	23	39	35	59	10
MSU gives faculty a meaningful voice through formal structures that protect the workforce	27	36	51	45	7

Comment themes

The comments for empowerment and representation were reviewed and analyzed. A total of 47 comments were submitted which provided insight into respondents' concerns and thoughts regarding the section. Of these comments, 80.9% expressed concerns and criticism, 10.6% were neutral, 6.4% expressed both positive and negative sentiments, while 2.1% provided positive feedback.

Confidentiality Concerns

Hesitant to speak openly due to fear of professional consequences.

Limited Influence

Shared governance structures exist but lack meaningful impact on decisions.

Disengagement

Recurrent issues were reported without visible action, reinforcing perceptions that input is ignored.

Uneven Empowerment & Representation

Significant variation across colleges/units; restructuring has reduced representation for some programs.

Power Imbalances

Persistent underrepresentation of non-tenure-track and minoritized faculty limits participation.

Desire for Two-Way Communication

Strong interest in genuine dialogue through forums and town halls.

Job Security and Working Conditions

## Response summary of Likert scale questions

Survey results regarding job security and working conditions showed that at the median, participants "agreed" or "neither agreed nor disagreed" with the questions. As Figure 11 shows, respondents were more likely to agree that MSU protects faculty data, that policies and procedures promote job security, that MSU has resources to increase accessibility, and that MSU offers flexible remote work options. Respondents disagreed that MSU anticipates and responds with agility to reduce job strain.

TABLE 16 - JOB SECURITY AND WORKING CONDITIONS - CENTRAL TENDENCY (N=162-163)

Statement	Median	Mean	StDev
MSU policies and procedures promote job security.	4	3.37	0.93
MSU ensures that faculty have safe and sanitary facilities.	3	3.01	1.24
MSU policies and procedures ensure that faculty are psychologically safe, without fear of intimidation or neglect.	3	2.82	1.18
MSU anticipates and responds with agility to reduce job strain for faculty.	2	2.33	1.05
MSU offers clear and reasonable workload policies to all faculty.	3	2.79	1.21

MSU offers acceptable flexible and/or remote work options.	3	3.31	1.18
MSU protects faculty data and information.	4	3.55	0.90
MSU policies and procedures ensure that faculty are physically safe, without fear of intimidation or neglect.	3	3.03	1.14
MSU ensures that faculty have adequate facilities and resources to meet instructional needs.	3	3.04	1.18
MSU has acceptable resources to increase accessibility.	3	3.24	1.06

FIGURE 12 - JOB SECURITY - RESPONSE FREQUENCY BAR CHART
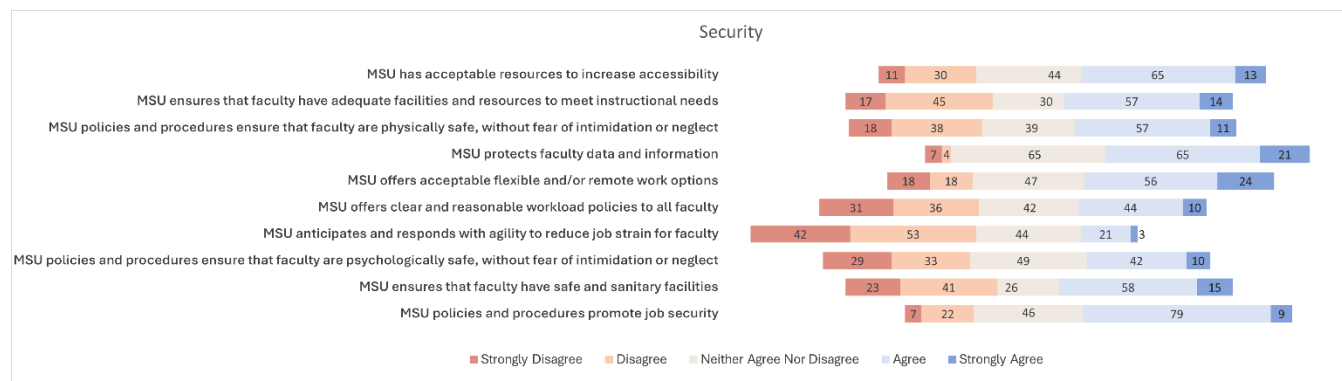
Comment themes

The comments on job security and working conditions were reviewed and analyzed. A total of 51 comments were submitted, which provided insight into respondents' concerns and thoughts regarding the section. Of these 42 comments (82.4%) expressed concerns and criticism, 11.8% expressed both positive and negative concerns, while only 1.2% provided only positive feedback. There were also two that provided feedback that could not be categorized as positive or negative.

Facility maintenance

Sixteen people wrote about the maintenance of the buildings on campus. All of them were negative. This ranged from rare cleaning to leaking roofs to clocks not working for years.

Safety issues

Thirteen respondents mentioned safety issues ranging from harassment from student to professor, student to student, or professor to professor. Other faculty felt the buildings and grounds could be made more secure by locking down access to buildings or providing more emergency call towers near parking lots.

Workload

Thirteen faculty described workload assignment problems. Some stated that there were no policies or they were hard to find. Others said their leaders did not follow the policies and the chain of command ignored them too when it was brought to their attention. Others talked about workload policies not being applied equally.

Leadership

There were eight comments that mentioned leadership problems, specifically at the department, program, school level, and dean levels. Many of those problems relate to the issues stated above. There were a couple positive statements about leadership.
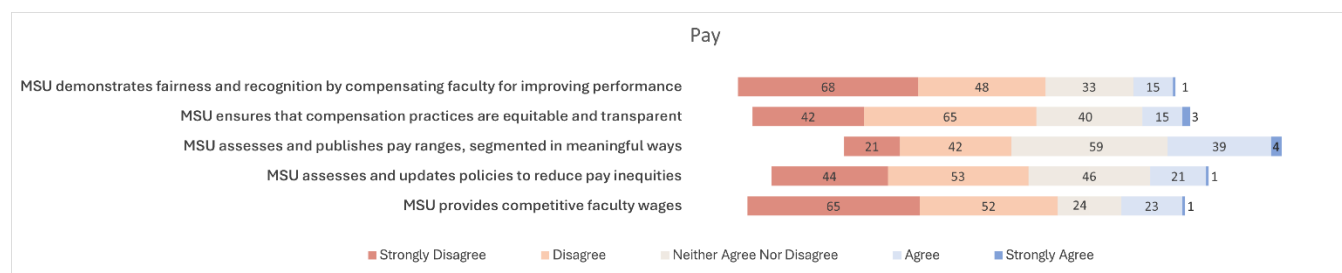
Pay and Compensation

Response summary of Likert scale questions

Survey results regarding pay and compensation were the lowest, as a section, in the survey. Analysis showed that there was a greater percentage of faculty who disagreed or strongly disagreed with the questions in this section (49.9%) than in the others. The medians were all 2 except the question related to publishing pay ranges, which had a median of 3.

TABLE 17 - PAY AND COMPENSATION - CENTRAL TENDENCY (N=165)

Statement	Median	Mean	StDev
MSU provides competitive faculty wages.	2	2.05	1.07
MSU assesses and updates policies to reduce pay inequities.	2	2.28	1.01
MSU assesses and publishes pay ranges, segmented in meaningful ways.	3	2.78	1.02
MSU ensures that compensation practices are equitable and transparent.	2	2.22	0.99
MSU demonstrates fairness and recognition by compensating faculty for improving performance.	2	1.99	1.01

FIGURE 13 - PAY AND COMPENSATION - RESPONSE FREQUENCY BAR CHART

Comment themes

The comments regarding pay and compensation were reviewed and analyzed. A total of 58 comments were submitted which provided insight into respondents' concerns and thoughts regarding the section. Of these 58 comments, all of them expressed some level of concern and criticism. There were two comments that included a positive statement. One comment noted that things are better than they were, but that the administration does not seem to take faculty concerns about pay seriously. The second comment stated that transparency has somewhat improved, but that it was still confusing and that there is a lack of equity and merit adjustments. There were five major themes identified in the comments including: (1) generally low pay and a lack of competitive pay compared to other institutions, (2) inflation and the cost-of-living, (3) a lack of merit or performative pay increases, (4) equity issues within the university, and (5) a lack of transparency.

Appendix A – Survey Instrument

Faculty Survey of Administration, Success, and Engagement (FASE) at Missouri State University 2025-2026

Survey Sections

- Administration
- Organizational Culture
- Empowerment & Representation
- Job Security & Working Conditions
- Pay & Compensation

All questions without comment blanks are based on a Likert 5-point scale of agreement.

Administration

President
1. Fosters confidence in their ability to provide future leadership in this position.
2. Displays knowledge/expertise required for this position.
3. Initiates actions that anticipate problems or resolves them before they become major concerns.
4. Seeks opinions of others before establishing policies or procedures that affect them.
5. Communicates relevant information to appropriate audiences.
6. Establishes a future plan with sound priorities.
7. Is an effective team leader.
8. Earns the trust and respect of others.
9. Please enter any comments regarding President _____

Provost
1. Fosters confidence in their ability to provide future leadership in this position.
2. Displays knowledge/expertise required for this position.
3. Initiates actions that anticipate problems or resolves them before they become major concerns.
4. Seeks opinions of others before establishing policies or procedures that affect them.
5. Communicates relevant information to appropriate audiences.
6. Establishes a future plan with sound priorities.
7. Is an effective team leader.
8. Earns the trust and respect of others.
9. Please enter any comments regarding Provost_____

Dean
1. Fosters confidence in their ability to provide future leadership in this position.
2. Displays knowledge/expertise required for this position.
3. Initiates actions that anticipate problems or resolves them before they become major concerns.
4. Seeks opinions of others before establishing policies or procedures that affect them.
5. Communicates relevant information to appropriate audiences.
6. Effectively leads a collective planning process in the colleges that produces quality direction, strategies, and outcomes
7. Is an effective team leader.
8. Earns the trust and respect of others.
9. Please enter any comments regarding the dean: _____

School Director
1. Fosters confidence in their ability to provide future leadership in this position.
2. Displays knowledge/expertise required for this position.
3. Initiates actions that anticipate problems or resolves them before they become major concerns.
4. Seeks opinions of others before establishing policies or procedures that affect them.
5. Communicates relevant information to appropriate audiences.
6. Effectively leads a collective planning process in the school that produces quality direction, strategies, and outcomes
7. Is an effective team leader.
8. Earns the trust and respect of others.
9. Please enter any comments regarding School Director _____

Program Director or Department Head
1. Fosters confidence in their ability to provide future leadership in this position.
2. Displays knowledge/expertise required for this position.
3. Initiates actions that anticipate problems or resolves them before they become major concerns.

4. Seeks opinions of others before establishing policies or procedures that affect them.
5. Communicates relevant information to appropriate audiences.
6. Effectively leads a collective planning process in the program or department that produces quality direction, strategies, and outcomes
7. Is an effective team leader.
8. Earns the trust and respect of others.
9. Please enter any comments regarding Program Director/Department Head _____

University Culture
1. MSU respects, values, and trusts faculty.
2. MSU long-range plans are well communicated to faculty.
3. MSU senior leadership encourages transformation and innovation from faculty.
4. I rarely think about pursuing other job opportunities.
5. What would you say is your main reason for continuing as faculty with MSU _____
6. Please enter any comments regarding University Culture: _____

Empowerment & Representation
1. MSU gives faculty a meaningful voice through formal structures that protect the workforce.
2. MSU ensures that faculty can organize and/or be represented and have access to senior leadership.
3. MSU adequately assesses faculty satisfaction and engagement.
4. MSU effectively responds to faculty concerns.
5. MSU Empowers faculty to speak out without fear of retaliation
6. Please enter any comments regarding Empowerment and Representation: _____

Job Security & Working Conditions
1. MSU policies and procedures promote job security.
2. MSU ensures that faculty have safe and sanitary facilities.
3. MSU policies and procedures ensure that faculty are psychologically safe, without fear of intimidation or neglect.
4. MSU anticipates and responds with agility to reduce job strain for faculty.
5. MSU offers clear and reasonable workload policies to all faculty.
6. MSU offers acceptable flexible and/or remote work options.
7. MSU protects faculty data and information.
8. MSU policies and procedures ensure that faculty are physically safe, without fear of intimidation or neglect.
9. MSU ensures that faculty have adequate facilities and resources to meet instructional needs.
10. MSU has acceptable resources to increase accessibility.
11. Please enter any comments regarding Job Security and Working Conditions: _____

Pay & Compensation
1. MSU provides competitive faculty wages.
2. MSU assesses and updates policies to reduce pay inequities .
3. MSU assesses and publishes pay ranges, segmented in meaningful ways.
4. MSU ensures that compensation practices are equitable and transparent.
5. MSU demonstrates fairness and recognition by compensating faculty for improving performance.
6. Please enter any comments regarding Pay and Compensation: _____

Additional Questions
1. Please rank the following in order of importance for focus/need within the next year:
   - Empowerment & Representation
   - Job Security & Working Conditions
   - Organizational Culture
   - Pay and Compensation

- Administration
2. Please indicate your position at Missouri State University.
    - Tenure or Tenure-track faculty
    - Clinical Faculty
    - Instructor
    - Per-course instructor
3. Please indicate your college at Missouri State University.
    - College of Business
    - College of Education
    - College of Natural and Applied Sciences
    - Reynolds College of Arts, Social Sciences and Humanities
    - McQueary College of Health and Human Services
    - William H. Darr College of Agriculture
    - Graduate College
    - Library

Appendix B – Response frequency distributions

Code	Likert description
1	Strongly Disagree
2	Disagree
3	Neither Agree Nor Disagree
4	Agree
5	Strongly Agree

The following table contains the frequency distribution of responses to the survey questions. The stacked bar charts labeled "Figure" 1-12 above visualize these frequencies. The question IDs for Likert scale questions are in identical order to the survey instrument given in appendix A. If responses are narrowed to a specific college, then the "College" column specifies that.

TABLE 19 - FREQUENCY DISTRIBUTION BY COLLEGE AND QUESTION

College	QuestionID	1	2	3	4	5
All	President_1	22	43	45	38	19
All	President_2	11	27	54	56	20
All	President_3	17	36	56	33	15
All	President_4	14	27	52	35	21
All	President_5	17	26	42	54	20
All	President_6	13	27	42	58	26
All	President_7	23	29	52	34	19
All	President_8	36	47	35	30	16
All	Provost_1	8	10	44	41	40
All	Provost_2	6	8	43	37	49
All	Provost_3	6	12	62	28	19
All	Provost_4	8	12	50	27	27
All	Provost_5	8	9	64	28	26
All	Provost_6	6	12	59	32	18
All	Provost_7	5	14	56	28	25
All	Provost_8	6	12	53	32	37
COB	Dean_1	7	1	2	5	4
COB	Dean_2	6	1	1	6	5
COB	Dean_3	7	1	3	5	3
COB	Dean_4	4	4	2	8	1
COB	Dean_5	5	0	2	8	4
COB	Dean_6	5	3	5	4	2
COB	Dean_7	6	2	5	4	2
COB	Dean_8	5	2	4	5	3
COE	Dean_1	4	1	1	5	3
COE	Dean_2	3	1	1	4	5
COE	Dean_3	4	4	0	4	2

COE	Dean_4	4	3	2	2	3
COE	Dean_5	3	3	2	3	3
COE	Dean_6	4	1	3	3	2
COE	Dean_7	4	2	1	5	2
COE	Dean_8	4	3	0	4	3
CNAS	Dean_1	4	2	1	5	5
CNAS	Dean_2	3	1	1	5	7
CNAS	Dean_3	4	4	1	2	6
CNAS	Dean_4	6	2	2	2	5
CNAS	Dean_5	4	0	2	7	4
CNAS	Dean_6	4	3	1	5	4
CNAS	Dean_7	4	1	2	4	6
CNAS	Dean_8	4	1	3	3	6
RCASH	Dean_1	2	7	2	17	15
RCASH	Dean_2	3	3	2	19	16
RCASH	Dean_3	6	5	5	13	12
RCASH	Dean_4	8	9	8	9	7
RCASH	Dean_5	6	5	10	13	9
RCASH	Dean_6	7	7	9	9	10
RCASH	Dean_7	5	4	9	12	12
RCASH	Dean_8	5	7	6	13	12
MCHHS	Dean_1	8	10	7	17	8
MCHHS	Dean_2	5	6	10	18	11
MCHHS	Dean_3	10	12	8	14	4
MCHHS	Dean_4	15	16	4	12	3
MCHHS	Dean_5	4	10	4	23	7
MCHHS	Dean_6	9	12	12	13	4
MCHHS	Dean_7	13	9	10	14	4
MCHHS	Dean_8	13	14	7	12	4
Dar	Dean_1	3	2	0	3	2
Dar	Dean_2	2	2	1	4	1
Dar	Dean_3	2	2	2	2	2
Dar	Dean_4	1	4	2	1	2
Dar	Dean_5	2	0	3	3	2
Dar	Dean_6	2	2	1	2	3
Dar	Dean_7	4	0	1	3	2
Dar	Dean_8	2	2	3	1	2
Library	Dean_1	0	0	0	0	5
Library	Dean_2	0	0	0	0	5
Library	Dean_3	0	0	0	1	4
Library	Dean_4	0	0	0	0	5
Library	Dean_5	0	0	0	1	4
Library	Dean_6	0	0	0	1	3
Library	Dean_7	0	0	0	1	4

Library	Dean_8	0	0	0	0	5
All	Culture_1	27	41	36	56	6
All	Culture_2	12	35	39	69	12
All	Culture_3	27	40	45	49	6
All	Culture_4	43	44	35	29	16
All	Empowerment_1	27	36	51	45	7
All	Empowerment_2	23	39	35	59	10
All	Empowerment_3	36	53	38	34	5
All	Empowerment_4	49	59	33	20	5
All	Empowerment_5	45	46	40	29	6
All	JS&WC_1	7	22	46	79	9
All	JS&WC_2	23	41	26	58	15
All	JS&WC_3	29	33	49	42	10
All	JS&WC_4	42	53	44	21	3
All	JS&WC_5	31	36	42	44	10
All	JS&WC_6	18	18	47	56	24
All	JS&WC_7	7	4	65	65	21
All	JS&WC_8	18	38	39	57	11
All	JS&WC_9	17	45	30	57	14
All	JS&WC_10	11	30	44	65	13
All	P&C_1	65	52	24	23	1
All	P&C_2	44	53	46	21	1
All	P&C_3	21	42	59	39	4
All	P&C_4	42	65	40	15	3
All	P&C_5	68	48	33	15	1

Appendix C – Longitudinal comparison – university wide

The Committee on Faculty Concerns' survey asks some questions every year. Others get asked every other year. Some questions have no comparison from year to year. The data below is mapped to year 2026. Therefore, if the question wasn't asked in 2026, it is not included in the table below.

The numbers in the table below are the percent of people who chose "Agree" or "Strongly Agree."

TABLE 20 - FOUR-YEAR COMPARISON OF AGREEMENT

QuestionLong	2023	2024	2025	2026
MSU respects, values, and trusts faculty.	44%	47%		37%
MSU long-range plans are well communicated to faculty.	44%	48%	41%	49%
MSU senior leadership encourages transformation and innovation from faculty.	41%	46%	32%	33%
I rarely think about pursuing other job opportunities.		42%		27%
MSU gives faculty a meaningful voice through formal structures that protect the workforce.	37%	36%	27%	31%
MSU ensures that faculty can organize and/or be represented and have access to senior leadership.	40%	40%	32%	42%
MSU adequately assesses faculty satisfaction and engagement.	34%	33%	25%	23%
MSU effectively responds to faculty concerns.	26%	23%	12%	15%
MSU empowers faculty to speak out without fear of retaliation.			18%	21%
MSU policies and procedures promote job security.	56%	61%	54%	54%
MSU has acceptable resources to increase accessibility.			49%	48%
MSU ensures that faculty have safe and sanitary facilities.	52%	57%	45%	45%
MSU policies and procedures ensure that faculty are psychologically safe, without fear of intimidation or neglect.	41%	48%	32%	32%
MSU anticipates and responds with agility to reduce job strain for faculty.	22%	25%		15%
MSU offers clear and reasonable workload policies to all faculty.	37%	38%	43%	33%
MSU offers acceptable flexible and/or remote work options.	50%	58%	55%	49%
MSU protects faculty data and information.	51%		48%	53%
MSU policies and procedures ensure that faculty are physically safe, without fear of intimidation or neglect.			50%	42%
MSU ensures that faculty have adequate facilities and resources to meet instructional needs.			46%	44%
MSU provides competitive faculty wages.	18%	25%	14%	15%
MSU assesses and updates policies to reduce pay inequities.	25%	31%	18%	13%
MSU assesses and publishes pay ranges, segmented in meaningful ways.	33%	30%	26%	26%
MSU ensures that compensation practices are equitable and transparent.	25%	22%	16%	11%
MSU demonstrates fairness and recognition by compensating faculty for improving performance.	17%	17%	14%	10%
Fosters confidence in their ability to provide future leadership in this position.		65%		34%
Displays knowledge/expertise required for this position.		80%		45%
Initiates actions that anticipate problems or resolves them before they become major concerns.		65%		31%
Seeks opinions of others before establishing policies or procedures that affect them.		49%		38%
Communicates relevant information to appropriate audiences.		66%		47%
Establishes a future plan with sound priorities.		66%		51%

Is an effective team leader.	71%	34%
Earns the trust and respect of others.	73%	28%
Fosters confidence in their ability to provide future leadership in this position.	45%	57%
Displays knowledge/expertise required for this position.	51%	60%
Initiates actions that anticipate problems or resolves them before they become major concerns.	39%	37%
Seeks opinions of others before establishing policies or procedures that affect them.	37%	44%
Communicates relevant information to appropriate audiences.	40%	40%
Establishes a future plan with sound priorities.	38%	39%
Is an effective team leader.	40%	41%
Earns the trust and respect of others.	40%	49%

Appendix D – Data in CSV form

The attached file called "FacultyConcernsSurveyFY2026-data.csv" contains a CSV file of the Likert scale results. Some fields have been removed for sake of privacy.