
FACULTY WORKLIFE SURVEY 2023



Submitted by the Faculty Welfare Committee

to

Western Kentucky University Faculty Senate

OCTOBER 9, 2023

CONTACT FACULTYWELFARE@WKU.EDU WITH INQUIRIES

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The 2022-2023 Faculty Work-Life Survey

As the Faculty Website notes, it is the university's body instituted "for the articulation and presentation of the views of the faculty." The Faculty Work-Life Survey is one instrument by which the Faculty Senate can give voice to faculty views concerning issues related to their working conditions and campus life: it allows faculty on the standing Faculty Welfare and Professional Responsibility Committee to gather anonymous feedback from faculty. This is crucial because our working conditions are students' learning conditions. This survey then empowers our Faculty Senate officers and senators with the information they need to advocate for faculty to undergraduate and graduate students, alumni, administrators, regents, legislators, members of the media, donors, taxpayers, and others in the Western Kentucky University community.

The Faculty Work-Life Survey has two main parts: (a) a quantitative survey where respondents give ratings on a five-point scale and (b) a qualitative survey with two open-ended questions about working at Western Kentucky University.^{1,2}

(a) Quantitative Survey Highlights

The survey generally gives prompts and asks respondents to rate their degree of agreement or disagreement according to a five-point scale: e.g., 1="Strongly Disagree" or "Very Dissatisfied", ..., 5="Strongly Agree" or "Very Satisfied". Here are some findings from the 2022-2023 Faculty Work-Life survey's quantitative portion:

- 304-of-647 (~47%) of faculty responded to this survey.³
- Self-reported faculty morale is low, ranging from "poor" to "very poor" for 70% of respondents.
- Respondents reported high levels of dissatisfaction with salaries relative to years of service, ranging from "Disagree" to "Strongly Disagree" for 80% of respondents.
- Faculty reported dissatisfaction with university procedures for establishing workload (mean: 2.71/5, SD 1.27, 23.12% responding "Strongly Disagree").
- Faculty reported both dissatisfaction with merit raises (mean: 1.88/5, SD 1.15, 52.23% responding "Strongly Disagree") and/or lack of awareness of processes for merit raises (mean: 2.20, SD 1.31, 41.38% responding "Strongly Disagree").
- Faculty reported strong disagreement (32.31%) with the effectiveness of SITES in measuring teaching effectiveness (mean: 2.36, SD 1.24).
- 65% of respondents reported lack of confidence in the RAMP budget model.

¹ "25. If the university could take 1-3 actions to show that academics are the top priority at WKU, what would you want those be? Note that these comments will be separated from the survey questions above and viewed by the Faculty Welfare and Professional Responsibility Committee Chair, Provost, President, and Board of Regents. The Faculty Welfare and Professional Responsibility Committee will summarize comments and share the summaries with other committees as necessary to take action."

² "26. Please use this space to provide any other comments you have about faculty work life at WKU. Note that these comments will be separated from the survey questions above and viewed by the Faculty Welfare and Professional Responsibility Committee, Provost, President, and Board of Regents. The Faculty Welfare and Professional Responsibility Committee will summarize comments and share the summaries with relevant units on campus in order to facilitate improvement in those units. For example, comments about HR will be summarized and shared with HR, comments about Facilities will be summarized and shared with Facilities."

³ Institutional figures are taken from the [Western Kentucky University 2022 Factbook](#).

(b) Qualitative Survey Highlights

Here is a summary of the 257 survey responses to two open-ended questions grouped into 5 key response themes: (1) compensation, (2) institutional priorities, (3) workload and support, (4) morale and culture, and (5) students and academics.

1. Compensation (Raises, Salaries, Benefits)

Many responses expressed dissatisfaction with faculty compensation, including salaries not keeping pace with inflation, salaries lower than peer institutions, inadequate raises, pay compression/inversion issues, etc. There were numerous calls for faculty raises, competitive salaries, and improved benefits.

- Many calls for faculty raises, with percentages ranging from 3-5% regularly to match inflation
- Salaries not competitive with peer institutions or benchmarks; requesting salaries at median or average of benchmarks
- Frustration with inadequate raises of 1-2% that don't match inflation
- Repeated requests to address salary compression and inversion issues
- Dissatisfaction with salaries compared to administration and coaches
- Need for merit-based raises and cost of living adjustments
- Improve faculty benefits like healthcare, retirement, childcare
- Provide bonuses for things like graduation rates
- Anger over low salaries requiring second jobs to make ends meet

2. Institutional Priorities (Academics vs Athletics)

A common theme was discontent with the university prioritizing athletics spending over academics. Respondents felt too much money was allocated to sports versus academics and called for reducing athletics subsidies and spending more on academic units, faculty, and students.

- Call for reducing athletics spending and subsidies from academics
- Athletics salaries and spending seen as excessive, wasteful
- Treat academics as equal priority as athletics
- Move money from athletics to academics - faculty positions, salaries, departments
- Make athletics self-sufficient financially instead of relying on academics
- Capital projects and facilities less important than faculty compensation

3. Workload and Support

Numerous responses mentioned heavy faculty workloads, lack of resources/support, and too many service responsibilities. Suggestions included hiring more faculty, reducing advising/service burdens, and providing more support for teaching and research.

- Complaints of excessive faculty workloads and service responsibilities
- Requests for reduced advising, committee loads, reporting
- Need for more faculty hires to distribute workload
- Lack of resources for teaching, research, and professional development
- Streamline processes and reduce administrative "busy work"
- Provide support for early career faculty
- Improve research support - OSP, sabbaticals, course releases

4. Morale and Culture

Low faculty morale was a very common theme. Responses described poor morale, toxic environments, micromanagement, lack of transparency, and eroded trust in administration. Suggestions included better communication, valuing faculty, and respecting shared governance.

- Low faculty morale, toxic climate, and eroded trust referenced frequently
- Perception that faculty are not valued or appreciated
- Micromanagement and lack of autonomy or input on decisions
- Poor communication and transparency from administration
- Need for administration to listen to and engage with faculty
- Lack of accountability for all faculty and staff
- Respect shared governance and faculty expertise

5. Students and Academics

Some responses focused on academics and student issues like declining admissions standards, student retention, academic rigor, and improving the student experience/learning environment. Suggestions included higher admissions standards, more focus on student careers, and smaller class sizes.

- Concerns over declining admissions standards and student preparedness
- Maintain academic rigor and standards
- Develop programs aligned with student careers
- Focus on student retention, advising, and learning environment
- Smaller class sizes requested by many respondents
- More tenure-track faculty needed to support students

Breakdown of Key Response Themes

Of the 257 responses received (a single response can address multiple areas, so the total may exceed 257):

- Compensation: 115 responses
- Institutional Priorities: 67 responses
- Workload and Support: 54 responses
- Morale and Culture: 39 responses
- Students and Academics: 32 responses

Qualitative Survey Results

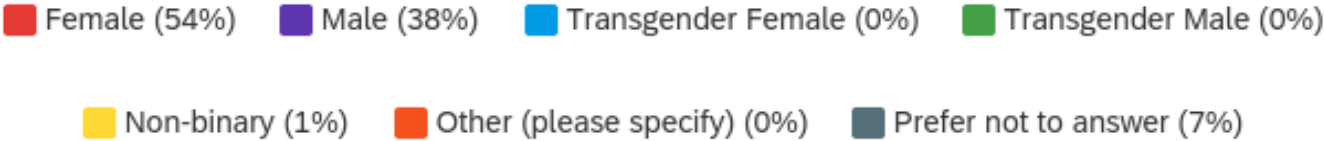
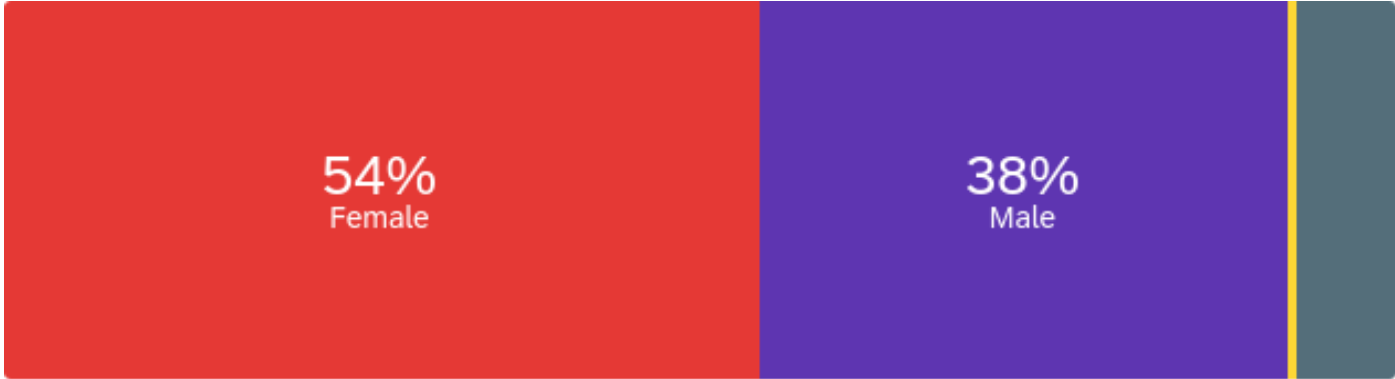
To preserve anonymity, qualitative survey responses are not shared with any administrators and/or posted online. Below is a word cloud generated from the open-ended responses with Cloud 2 and WordCloud Plus.



Quantitative Survey Results

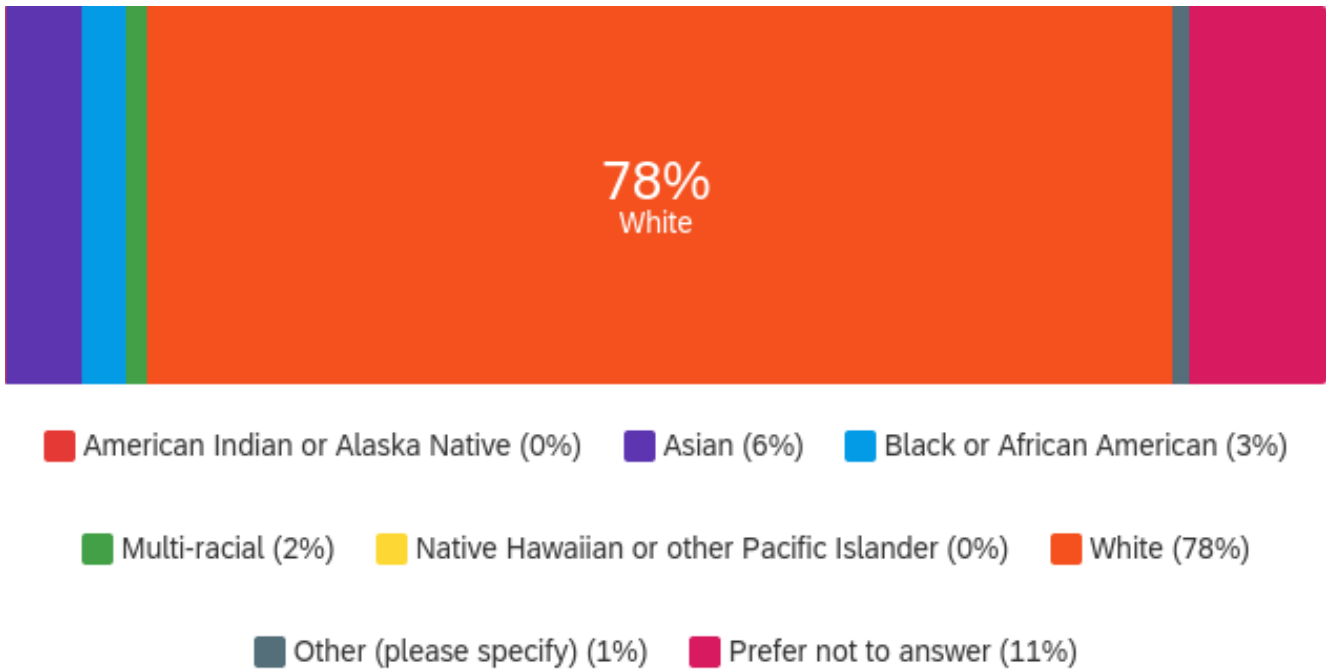
Below are the quantitative survey results in more details.

Gender



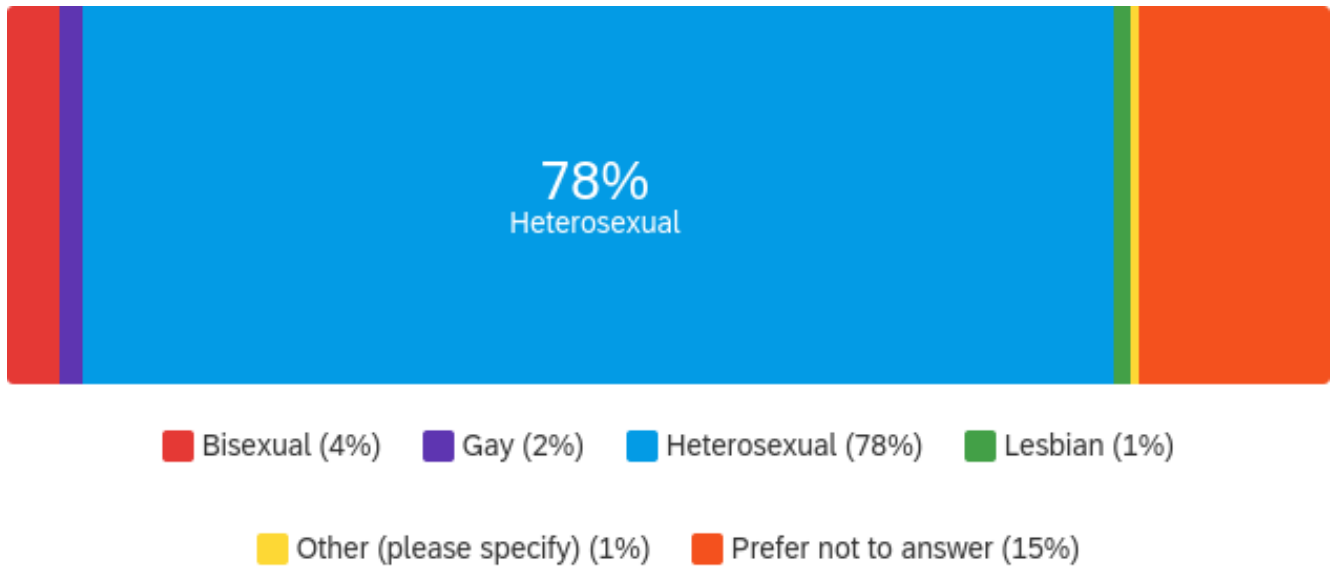
Gender	%	Count
Female	54.28%	165
Male	37.83%	115
Prefer not to answer	7.24%	22
Non-binary	0.66%	2
Transgender Female	0.00%	0
Transgender Male	0.00%	0
Other (please specify)	0.00%	0
Total	100%	304

Primary Racial Identity



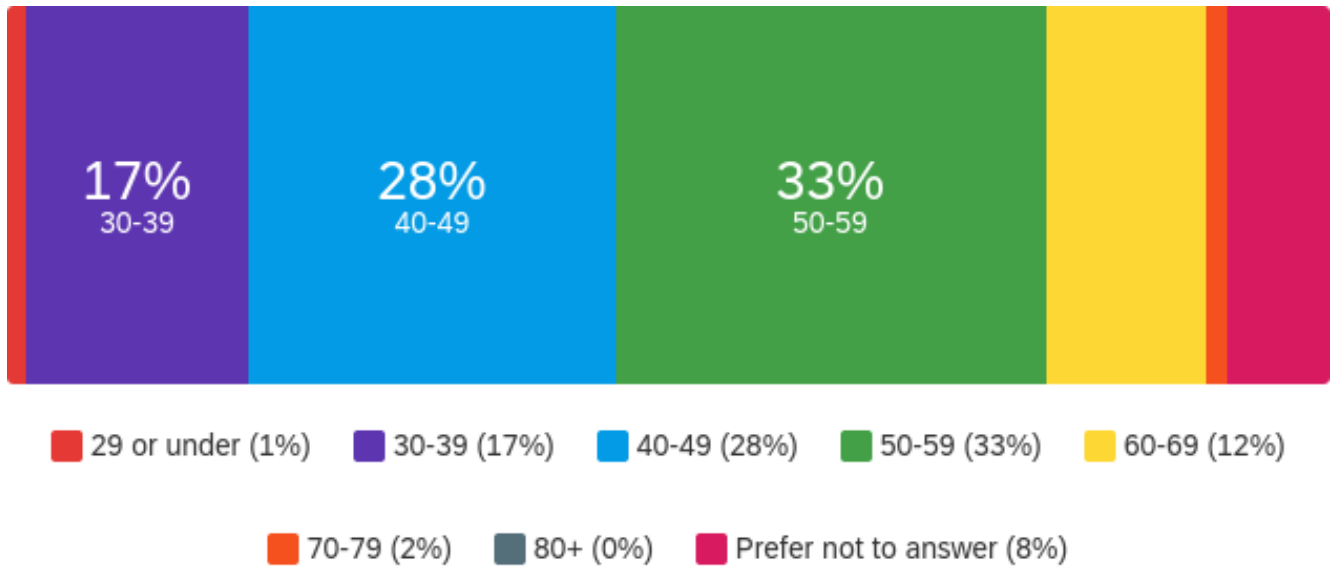
Racial Identity	%	Count
American Indian or Alaska Native	0.00%	0
Asian	5.61%	17
Black or African American	3.30%	10
Multi-racial	1.65%	5
Native Hawaiian or other Pacific Islander	0.00%	0
White	77.56%	235
Other (please specify)	1.32%	4
Prefer not to answer	10.56%	32
Total	100%	303

Sexual Orientation



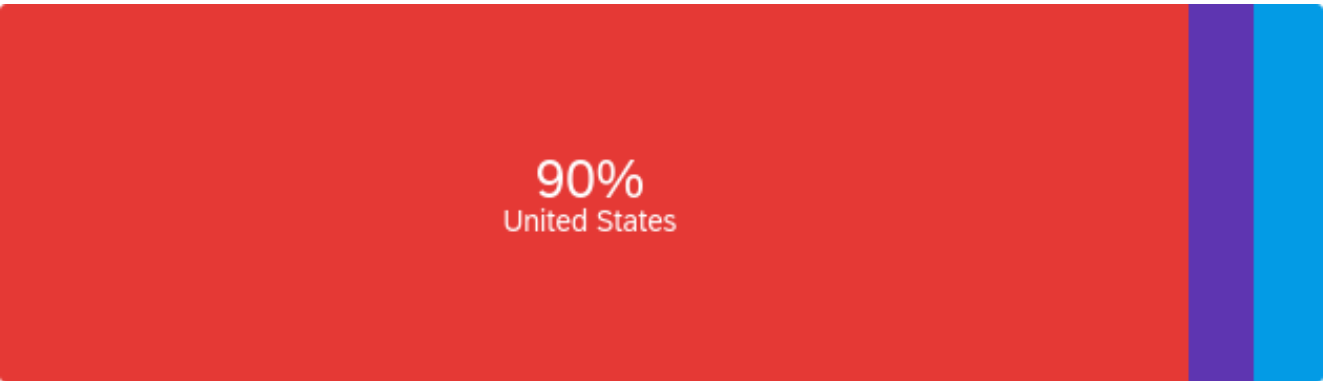
Sexual Orientation	%	Count
Bisexual	3.96%	12
Gay	1.65%	5
Heterosexual	77.89%	236
Lesbian	1.32%	4
Other (please specify)	0.66%	2
Prefer not to answer	14.52%	44
Total	100%	303

Age



Age Category	%	Count
29 or under	1.32%	4
30-39	16.78%	51
40-49	27.63%	84
50-59	32.57%	99
60-69	12.17%	37
70-79	1.64%	5
80+	0.00%	0
Prefer not to answer	7.89%	24
Total	100%	304

Citizenship



■ United States (90%)
 ■ Citizen of another nation (5%)
 ■ Prefer not to answer (5%)

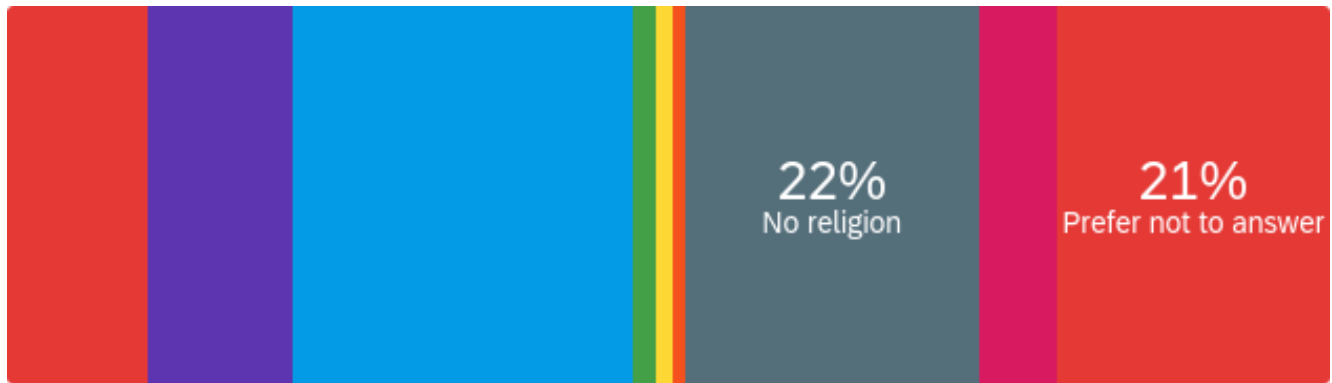
Citizenship	%	Count
United States	89.80%	273
Citizen of another nation	4.93%	15
Prefer not to answer	5.26%	16
Total	100%	304

Disability



Disability Status	%	Count
Disabled	3.96%	12
Not disabled	84.49%	256
Prefer not to answer	11.55%	35
Total	100%	303

Religion



Christian - Catholic (11%) Christian - Evangelical (11%)

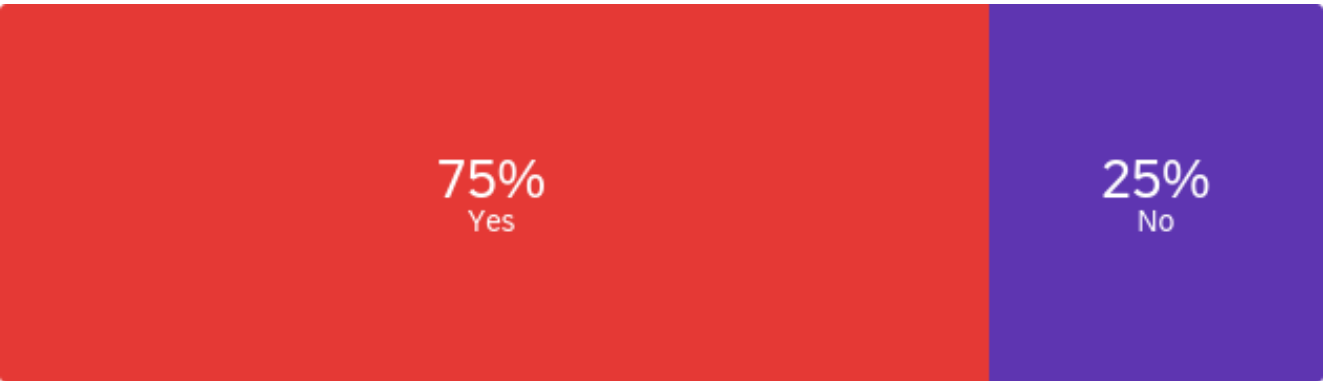
Christian - Protestant (non-evangelical) (26%) Jewish (2%)

Christian - The Church of Jesus Christ of Latter-Day Saints (1%) Muslim (1%)

No religion (22%) Other (please specify) (6%) Prefer not to answer (21%)

Religion	%	Count
Christian - Catholic	10.53%	32
Christian - Evangelical	10.86%	33
Christian - Protestant (non-evangelical)	25.66%	78
Jewish	1.64%	5
Christian - The Church of Jesus Christ of Latter-Day Saints	1.32%	4
Muslim	0.99%	3
No religion	22.37%	68
Other (please specify)	5.92%	18
Prefer not to answer	20.72%	63
Total	100%	304

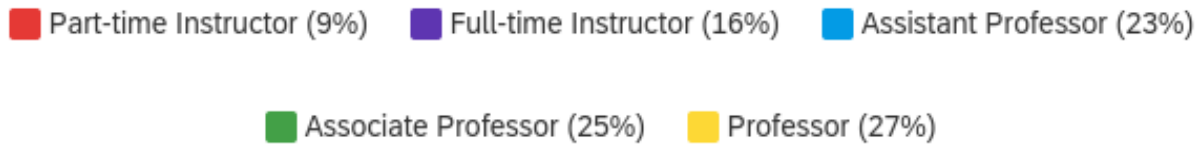
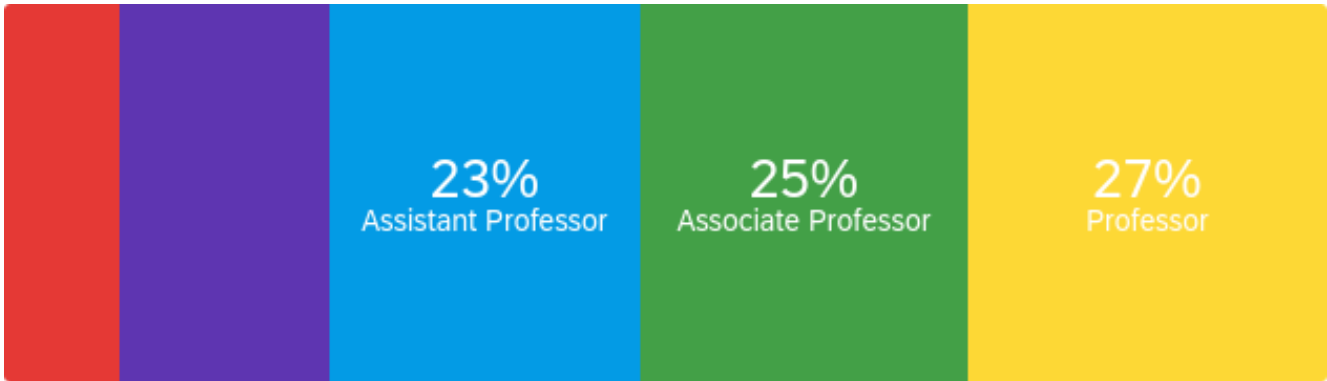
Tenure Track



■ Yes (75%) ■ No (25%)

Dou you hold a tenure-track position?	%	Count
Yes	74.67%	224
No	25.33%	76
Total	100%	300

Rank



Rank	%	Count
Part-time Instructor	8.72%	26
Full-time Instructor	15.77%	47
Assistant Professor	23.49%	70
Associate Professor	24.83%	74
Professor	27.18%	81
Total	100%	298

College Affiliation



■ College of Education and Behavioral Sciences (14%)

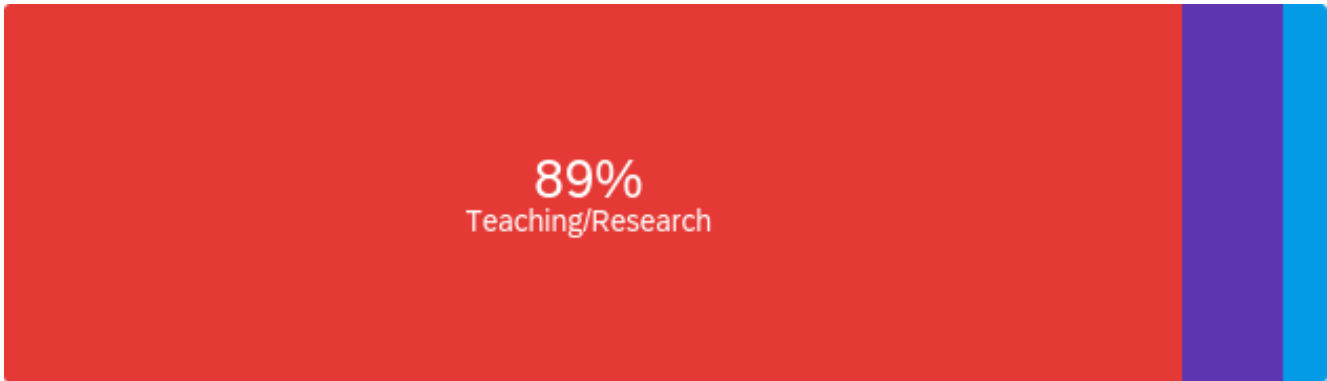
■ College of Health and Human Services (21%) ■ Gordon Ford College of Business (10%)

■ Ogden College of Science and Engineering (21%) ■ Potter College of Arts and Letters (30%)

■ University Libraries (4%)

College Affiliation	%	Count
College of Education and Behavioral Sciences	13.51%	40
College of Health and Human Services	20.95%	62
Gordon Ford College of Business	10.47%	31
Ogden College of Science and Engineering	20.95%	62
Potter College of Arts and Letters	30.07%	89
University Libraries	4.05%	12
Total	100%	296

Primary Responsibility



■ Teaching/Research (89%) ■ Administration (8%) ■ Other (3%)

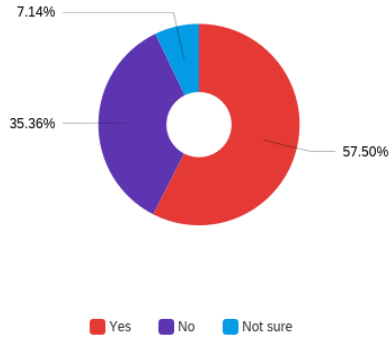
Primary Responsibility	%	Count
Teaching/Research	89.00%	267
Administration	7.67%	23
Other	3.33%	10
Total	100%	300

Support and Belonging

To what extent do you agree or disagree with the following statements?	<u>M</u>	SD	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
Issues of diversity, equity, and inclusion are taken seriously at WKU.	3.65	1.13	5.56%	15	12.96%	35	15.19%	41	43.33%	117	22.96%	62	270
I feel supported at WKU given my gender/gender identity.	3.73	1.09	5.43%	14	8.14%	21	19.38%	50	41.86%	108	25.19%	65	258
Faculty of all genders/gender identities are supported at WKU.	3.61	1.13	5.22%	13	13.25%	33	19.68%	49	38.55%	96	23.29%	58	249
I feel supported at WKU given my race/ethnicity.	3.87	1.04	3.91%	10	6.25%	16	19.14%	49	40.23%	103	30.47%	78	256
Faculty of all races/ethnicities are supported at WKU.	3.55	1.13	4.84%	12	15.32%	38	22.18%	55	35.48%	88	22.18%	55	248
I feel supported at WKU given my sexual orientation.	3.95	0.91	2.13%	5	2.98%	7	22.13%	52	42.98%	101	29.79%	70	235
Faculty of all sexual orientations are supported at WKU.	3.72	1.00	3.06%	7	8.30%	19	24.45%	56	41.92%	96	22.27%	51	229
I feel supported at WKU given my age.	3.60	1.17	7.09%	19	11.94%	32	17.91%	48	39.55%	106	23.51%	63	268
Faculty of all ages are supported at WKU.	3.36	1.24	10.48%	26	14.92%	37	21.77%	54	33.47%	83	19.35%	48	248
I feel supported at WKU given my citizenship status.	4.14	0.83	1.27%	3	1.69%	4	16.10%	38	44.07%	104	36.86%	87	236
Faculty of all citizenship statuses are supported at WKU.	3.73	0.99	2.87%	6	6.70%	14	28.71%	60	37.80%	79	23.92%	50	209
I feel supported at WKU given my disability.	3.49	1.08	6.54%	7	7.48%	8	35.51%	38	31.78%	34	18.69%	20	107
Faculty of all levels of ability/disability are supported at WKU.	3.35	1.22	8.33%	15	18.33%	33	22.78%	41	31.11%	56	19.44%	35	180
I feel supported at WKU given my religion.	3.50	1.11	5.85%	12	11.71%	24	28.29%	58	34.63%	71	19.51%	40	205
Faculty of all religions are supported at WKU.	3.34	1.14	7.28%	15	15.53%	32	29.13%	60	32.04%	66	16.02%	33	206
WKU DEI committees are responsive and/or effective.	3.14	1.15	12.33%	27	12.33%	27	34.70%	76	30.14%	66	10.50%	23	219
Campus leaders act on DEI committees' recommendations.	3.18	1.15	11.17%	22	10.66%	21	41.62%	82	22.34%	44	14.21%	28	197

College DEI Representative

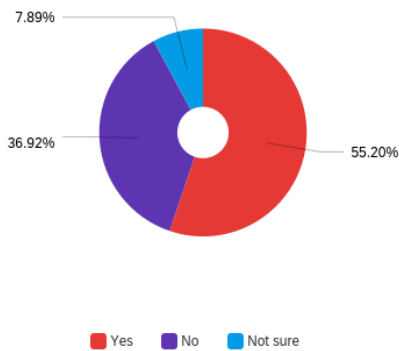
Are you aware of who your DEI representative(s) is(are) at the College level?



	%	Count
Yes	57.50%	161
No	35.36%	99
Not sure	7.14%	20
Total	100%	280

University DEI Representative

Are you aware of who your DEI representative(s) is(are) at the University level?

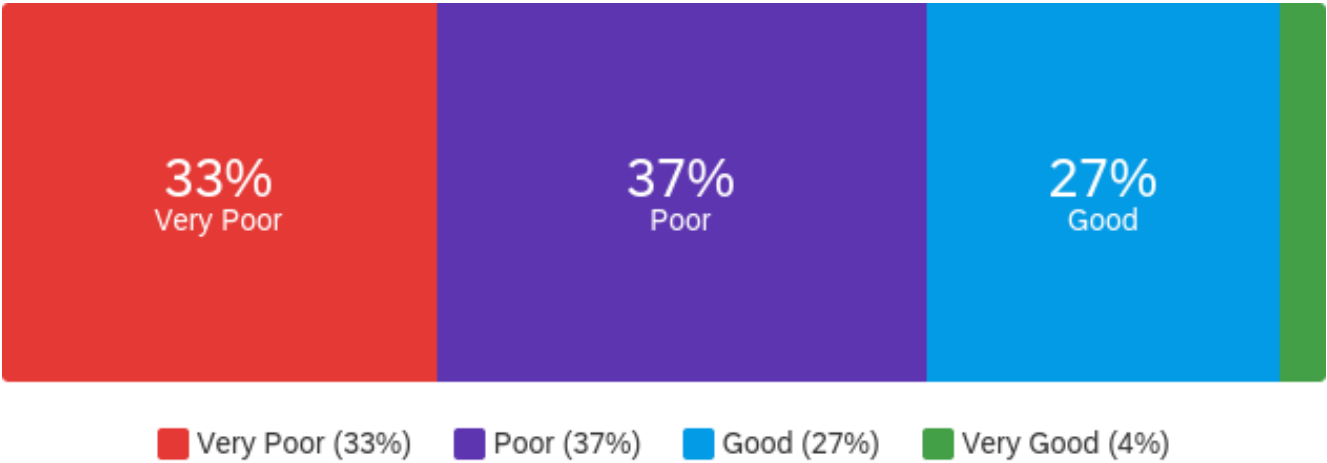


	%	Count
Yes	55.20%	154
No	36.92%	103
Not sure	7.89%	22
Total	100%	279

Satisfaction with Support Services

WKU Support Service	<u>M</u>	SD	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied		Total
			%	f	%	f	%	f	%	f	%	f	
Library resources	3.27	1.10	1.16%	3	5.41%	14	16.99%	44	44.02%	114	32.43%	84	259
Availability of University-sponsored childcare	3.48	1.26	34.18%	27	13.92%	11	36.71%	29	10.13%	8	5.06%	4	79
Paternity/maternity leave options	3.21	1.22	10.26%	12	9.40%	11	29.06%	34	24.79%	29	26.50%	31	117
Information technology	4.01	0.90	5.45%	15	9.09%	25	12.00%	33	46.91%	129	26.55%	73	275
Parking and transportation services	3.80	1.10	14.55%	39	11.94%	32	21.64%	58	41.42%	111	10.45%	28	268
WKU Store services	3.44	1.10	7.85%	19	16.12%	39	28.10%	68	37.19%	90	10.74%	26	242
Campus food services	2.38	1.19	7.35%	18	11.43%	28	25.71%	63	40.41%	99	15.10%	37	245

Faculty Morale



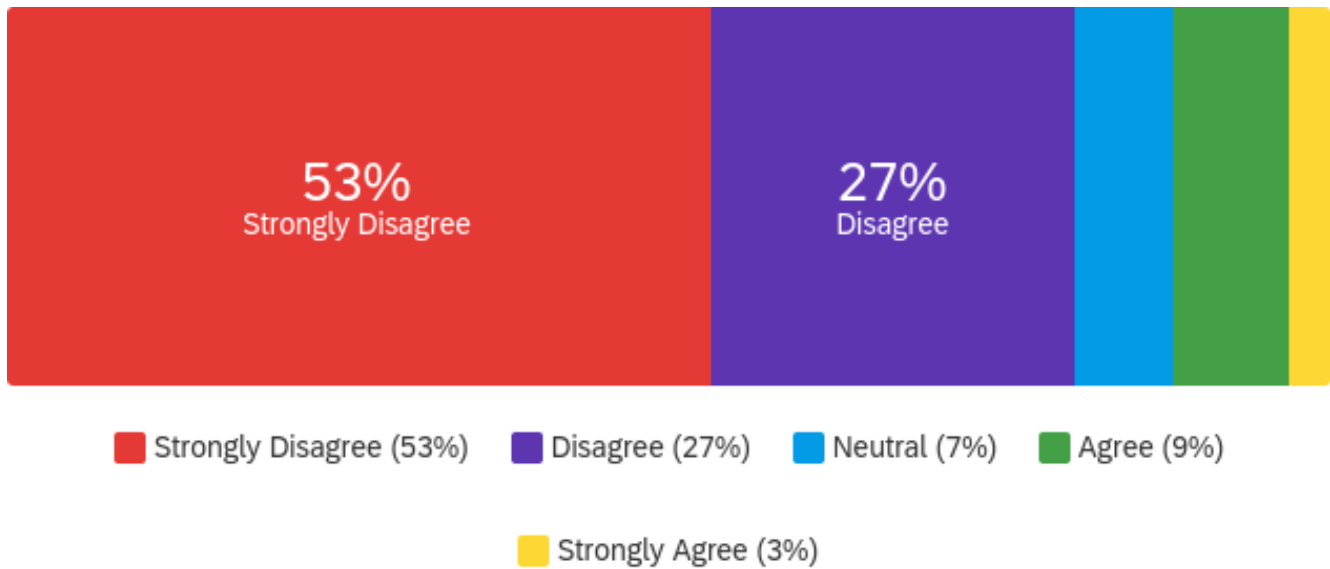
Your sense of general faculty morale at WKU	%	Count
Very Poor	32.85%	90
Poor	36.86%	101
Good	26.64%	73
Very Good	3.65%	10
Total	100%	274

Faculty Workload and Workload Satisfaction

Rate your level of agreement with each statement.			Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
	<u>M</u>	<u>SD</u>	%	f	%	f	%	f	%	f	%	f	
My teaching load is reasonable.	3.41	1.17	8.73%	24	15.64%	43	16.36%	45	44.36%	122	14.91%	41	275
My service load is reasonable.	3.24	1.20	10.86%	29	19.10%	51	15.73%	42	43.45%	116	10.86%	29	267
My research load is reasonable.	3.50	1.07	7.14%	16	10.71%	24	20.09%	45	49.11%	110	12.95%	29	224
Considering all of my responsibilities, my workload is manageable.	3.08	1.32	17.75%	49	18.12%	50	14.49%	40	38.04%	105	11.59%	32	276
My workload is satisfactory.	3.06	1.28	15.16%	42	20.94%	58	19.13%	53	32.13%	89	12.64%	35	277
I understand the procedure by which workload is determined in my unit.	3.25	1.35	16.97%	46	14.02%	38	12.18%	33	40.22%	109	16.61%	45	271
University procedures for establishing workload are appropriate. (Select "No Basis for Judgement" if you do not know what the procedures are.)	2.71	1.27	23.12%	43	23.12%	43	19.89%	37	27.42%	51	6.45%	12	186

Note: No basis for judgement responses excluded from the analysis.

Satisfaction with Salary



Relative to years of service and rank my salary is satisfactory.	%	Count
Strongly Disagree	53.14%	144
Disagree	27.31%	74
Neutral	7.38%	20
Agree	8.86%	24
Strongly Agree	3.32%	9
Total	100%	271

M = 1.82, SD = 1.11

Satisfaction with Benefits

Benefit	<u>M</u>	SD	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied		Total
			%	f	%	f	%	f	%	f	%	f	
Retirement savings plan options	3.54	0.98	5.73%	15	7.63%	20	24.05%	63	51.91%	136	10.69%	28	262
Health insurance options	3.19	1.26	14.83%	39	15.59%	41	16.35%	43	41.83%	110	11.41%	30	263
The Top Life Wellness Program	3.05	1.24	16.41%	42	15.63%	40	23.44%	60	35.16%	90	9.38%	24	256

Tenure, Promotion and Merit Increases.

Rate your level of agreement with each statement.	<u>M</u>	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
I have a clear understanding of what is required for tenure decisions.	3.72	1.13	7.02%	16	10.09%	23	9.21%	21	50.88%	116	22.81%	52	228
I have a clear understanding of what is required for promotion decisions.	3.57	1.19	8.23%	20	13.17%	32	12.35%	30	46.09%	112	20.16%	49	243
Tenure procedures at WKU are transparent.	3.32	1.21	11.59%	27	14.16%	33	18.03%	42	42.92%	100	13.30%	31	233
Promotion procedures at WKU are transparent.	3.18	1.25	13.52%	33	18.03%	44	18.03%	44	38.11%	93	12.30%	30	244
I am aware of the criteria for merit increases in my department.	2.20	1.31	41.38%	96	25.86%	60	10.78%	25	15.09%	35	6.90%	16	232
I am satisfied with the merit increase process.	1.88	1.15	52.23%	117	24.11%	54	12.05%	27	7.14%	16	4.46%	10	224

If not in a tenure-track or tenured position or in a non-promotable position, "No Basis for Judgment" could be selected. These responses were excluded from the analysis.

Instructor and Course Evaluations (SITEs), Service, Rank and Overall Job Satisfaction

Rate your level of agreement with each statement.	<u>M</u>	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
The current form of instructor and course evaluation (SITEs) provides effective information about teaching effectiveness.	2.36	1.24	32.31%	84	27.69%	72	16.15%	42	19.23%	50	4.62%	12	260
I receive constructive feedback about teaching from students.	2.93	1.21	17.49%	46	18.25%	48	23.95%	63	34.22%	90	6.08%	16	263
I receive constructive feedback about teaching from my department chair.	3.00	1.30	19.51%	48	14.23%	35	23.58%	58	31.71%	78	10.98%	27	246
I receive constructive feedback about teaching from colleagues.	3.22	1.22	12.71%	30	13.98%	33	25.85%	61	33.90%	80	13.56%	32	236
I am afforded an appropriate degree of autonomy with regard to my areas of responsibility.	3.95	1.03	4.87%	13	5.62%	15	9.36%	25	50.19%	134	29.96%	80	267
Overall, I have high job satisfaction.	2.95	1.29	18.82%	51	18.08%	49	23.25%	63	28.78%	78	11.07%	30	271

Semester Teaching Load

On average, how many credit hours do you teach?

Semester	<u>M</u>	SD	0 cr hrs		1 – 3 cr hrs		4 - 6 cr hrs		7 – 9 cr hrs		10 – 12 cr hrs		>12 cr hrs	
			%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>
Fall	8.87	4.66	10.1%	28	7.9%	22	9.0%	25	34.2%	86	22.3%	62	16.5%	46
Winter	0.68	1.55	57.0%	158	21.3%	58	12.0%	33	4.6%	13	4.4%	12	0.7%	2
Spring	8.64	4.73	8.1%	26	10.8%	30	8.7%	24	37.1%	103	51.5%	53	15.1%	42
Summer	2.33	3.45	79.8%	221	18.1%	50	1.5%	4	0.4%	1	0.4%	1	0.0%	0

Values ranged from 0 – 24 cr hrs during fall and spring semesters; 0 – 12 in winter, and 0 – 18 in summer

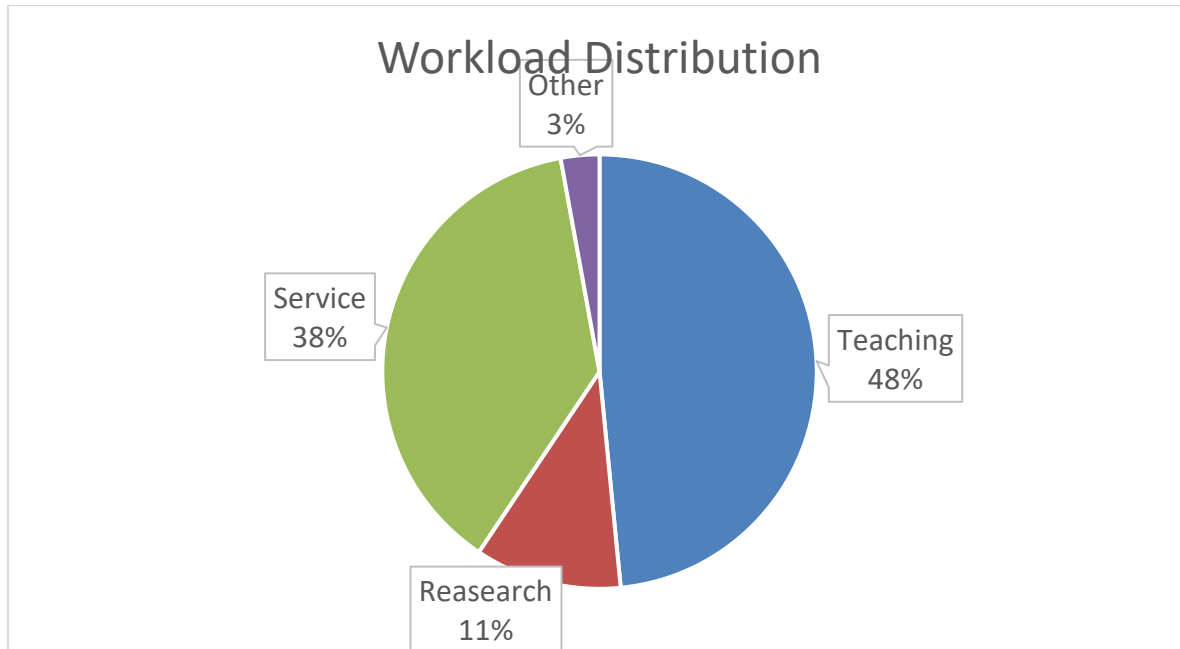
Hours Worked Weekly

In an average week during the semester, about how many hours do you devote to your WKU work?

Hours Worked Weekly	<u>M</u>	SD	<u>f</u>	<u>%</u>
	47.82	13.97		
Part-time (under 37.5 hours)			37	15%
Full time (37.5 hours)			4	1.6%
>37.5 – 45 hours			77	31.4%
> 45 – 52.5 hours			60	24.4%
> 52.5 – 60 hours			48	19.5
> 60 – 67.5 hours			9	3.6%
> 67.5 – 75 hours			6	2.4%
> 75 – 82.5 hours			0	0%
> 82.5 hours			5	2.0%

Hours reported spanned from 4 – 120 hours; hour categories were created based on an “extra day” model, whereby 7.5 hours is a workday.

Workload Distribution: Overall



Workload Distribution: Teaching

Please approximate the percentage of your WKU work time that you devote, in an average week, to each teaching (including instruction, preparation, and grading)

	<u>M</u>	<u>SD</u>	<u>f</u>	<u>%</u>
% of Worktime to teaching	48.17	24.01		
0%			9	3.4%
1 – 20%			33	12.4%
> 20 – 40%			75	28.4%
> 40 – 60%			72	27.1%
> 60 – 80%			58	21.9%
> 80%			18	6.8%

Responses spanned from 0 – 100%

Workload Distribution: Research, Scholarship, & Creative Activities

	<u>M</u>	<u>SD</u>	<u>f</u>	<u>%</u>
% of Worktime to	11.00	11.30		
0%			67	20.9
1 – 10%			106	40.0
> 10 – 20%			52	19.6
> 20 – 30%			25	9.4
> 30 – 40%			11	4.2
> 40%			4	1.6

Responses spanned from 0 – 50%

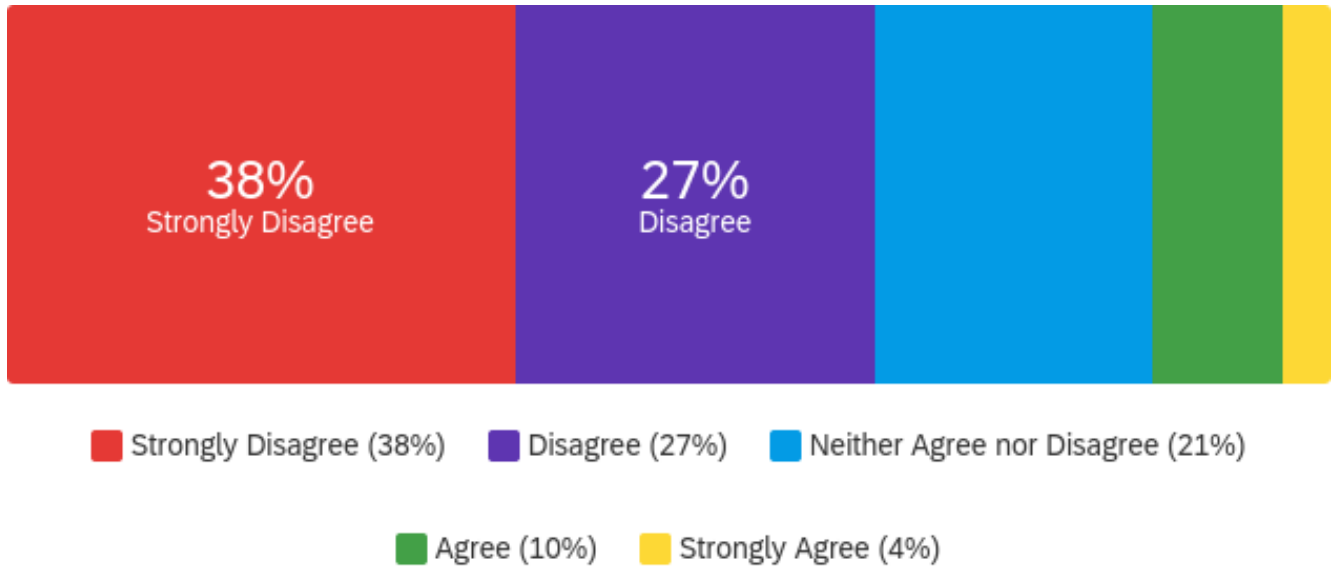
Workload Distribution: Service

Percent of time in service			0%		> 0 - 10%		> 10 – 20%		> 20 – 30%		> 30%	
Type of Service	<u>M</u>	<u>SD</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Academic and/or career advising (0 – 80%)	6.82	8.85	72	27.2	148	58.8	30	11.4	3	1.2	4	1.6
Meeting/communicating with students outside of class (0-50 %)	7.78	6.73	34	12.8	186	70.2	35	13.2	8	3.1	2	0.8
Departmental and program service (0-100%)	12.37	15.12	30	11.3	159	60	42	15.8	14	5.3	20	7.5
College service (0-35%)	3.86	5.10	91	34.3	161	68	10	3.8	3	1.2	1	0.4
University service (0-100%)	4.35	9.27	107	40.4	144	54.3	7	2.6	2	0.8	5	1.9
Other service	2.76	4.16	140	52.8	117	44.2	7	2.6	1	0.4	0	0.0
Total Service: Mean %	37.94											

University, College, and Departmental Governance

Rate your level of agreement with each statement.	M	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
I am informed about campus issues.	3.42	1.02	5.84%	15	12.84%	33	24.51%	63	47.47%	122	9.34%	24	257
The University fosters shared governance.	2.56	1.17	23.43%	56	25.94%	62	26.36%	63	20.08%	48	4.18%	10	239
Faculty members can express dissenting views on university governance without fear of intimidation or reprisal.	2.44	1.19	27.59%	64	25.86%	60	26.29%	61	15.09%	35	5.17%	12	232
University decision making is transparent.	2.19	1.10	31.33%	78	35.74%	89	18.88%	47	10.44%	26	3.61%	9	249
Academic administrators respond expeditiously to faculty concerns.	2.51	1.20	27.98%	68	21.40%	52	26.75%	65	19.75%	48	4.12%	10	243
Academic administrators respond expeditiously to the need for action in institutional matters.	2.61	1.19	24.67%	56	19.38%	44	30.84%	70	20.26%	46	4.85%	11	227
The faculty has a strong influence on the selection of academic administrators.	2.19	1.15	35.59%	84	29.66%	70	18.22%	43	13.56%	32	2.97%	7	236
The faculty has a strong influence in the evaluation of academic administrators.	2.33	1.21	34.05%	79	23.71%	55	21.12%	49	17.67%	41	3.45%	8	232
I have a role in the governance of my college.	2.64	1.19	22.51%	52	22.51%	52	28.57%	66	21.21%	49	5.19%	12	231
I trust the leadership team in my college (Dean, Associate/Assistant Deans).	3.18	1.31	16.86%	43	12.55%	32	21.96%	56	32.94%	84	15.69%	40	255
I trust the leadership in my department.	3.62	1.35	13.33%	34	8.63%	22	12.16%	31	34.51%	88	31.37%	80	255
Overall, the governance system of my department is effective.	3.38	1.32	14.40%	36	9.60%	24	21.60%	54	32.40%	81	22.00%	55	250

Confidence with RAMP



I am confident in the RAMP budget model.	%	Count
Strongly Disagree	38.39%	81
Disagree	27.01%	57
Neither Agree nor Disagree	20.85%	44
Agree	9.95%	21
Strongly Agree	3.79%	8
Total	100%	211

$\bar{M} = 2.14, SD = 1.15$

President Tim Caboni's Performance

Please rate your level of agreement with each statement about President Caboni's performance	<u>M</u>	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
Articulates a clear vision for the future of the university based on its mission and values.	3.13	1.23	14.17%	34	15.42%	37	25.42%	61	32.92%	79	12.08%	29	240
Honors commitments and agreements.	3.01	1.22	16.49%	32	13.92%	27	31.96%	62	27.32%	53	10.31%	20	194
Conveys accurate information about current issues that are important to the faculty in a timely manner.	2.91	1.24	18.45%	43	17.17%	40	28.76%	67	26.18%	61	9.44%	22	233
Is willing to reevaluate and, if necessary, retract decisions.	2.71	1.22	21.16%	40	21.69%	41	30.69%	58	17.99%	34	8.47%	16	189
Seeks input from faculty most directly affected by decisions.	2.31	1.20	31.96%	62	28.35%	55	22.68%	44	10.82%	21	6.19%	12	194
Provides units with the resources necessary to successfully execute plans and initiatives.	2.48	1.29	32.37%	67	17.87%	37	27.54%	57	14.01%	29	8.21%	17	207
Engages in open dialogue with the faculty on important current issues.	2.37	1.24	32.38%	68	23.81%	50	25.71%	54	10.95%	23	7.14%	15	210
Is accessible to faculty.	2.28	1.20	34.45%	72	25.84%	54	22.49%	47	11.96%	25	5.26%	11	209
Selects competent leaders for administrative positions.	2.80	1.19	19.11%	43	16.89%	38	36.89%	83	18.67%	42	8.44%	19	225
Removes incompetent leaders from administrative positions.	2.60	1.21	24.37%	48	20.30%	40	34.01%	67	13.71%	27	7.61%	15	197
Works to provide adequate pay raises and equitable compensation packages for faculty.	2.15	1.29	46.47%	112	17.01%	41	16.18%	39	15.35%	37	4.98%	12	241
I have confidence in the President's leadership and endorse his continuance as President.	2.81	1.28	22.27%	53	16.39%	39	30.25%	72	20.59%	49	10.50%	25	238

Provost Bud Fischer's Performance

Please rate your level of agreement with each statement about Provost Fischer's performance	M	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
Develops and implements plans and policies that reflect the mission of the university.	3.48	1.12	8.78%	18	7.80%	16	25.85%	53	41.95%	86	15.61%	32	205
Conveys accurate information about current issues that are important to the faculty in a timely manner.	3.41	1.14	9.30%	20	10.70%	23	23.72%	51	42.33%	91	13.95%	30	215
Is willing to reevaluate and, if necessary, retract decisions.	3.16	1.22	13.29%	23	13.87%	24	30.06%	52	28.90%	50	13.87%	24	173
Prioritizes budget needs effectively.	2.94	1.28	18.23%	35	17.19%	33	29.17%	56	22.92%	44	12.50%	24	192
Seeks input from faculty most directly affected by decisions.	3.07	1.30	17.46%	33	15.87%	30	21.16%	40	32.80%	62	12.70%	24	189
Provides units with the resources necessary to successfully execute plans and initiatives.	2.94	1.30	19.27%	37	16.67%	32	27.08%	52	24.48%	47	12.50%	24	192
Engages in open dialogue with the faculty on important current issues.	3.24	1.33	16.02%	33	13.11%	27	19.42%	40	33.50%	69	17.96%	37	206
Is accessible to faculty.	3.38	1.29	13.73%	28	10.29%	21	20.10%	41	36.27%	74	19.61%	40	204
Selects competent leaders for administrative positions.	3.01	1.27	18.89%	34	10.00%	18	36.11%	65	21.67%	39	13.33%	24	180
Removes incompetent leaders from administrative positions.	2.68	1.28	24.68%	38	18.18%	28	32.47%	50	13.64%	21	11.04%	17	154
Routinely consults the faculty on institutional matters and decisions.	3.05	1.28	17.59%	35	13.57%	27	28.64%	57	26.63%	53	13.57%	27	199

Board of Regents' Performance

Please rate your level of agreement with each statement about the Board of Regents' performance	<u>M</u>	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
			%	f	%	f	%	f	%	f	%	f	
The Board of Regents makes academics the top priority.	2.47	1.23	26.90%	53	27.92%	55	23.35%	46	14.72%	29	7.11%	14	197
The Board supports the faculty's role in institutional governance.	2.58	1.25	25.38%	50	23.35%	46	26.40%	52	17.26%	34	7.61%	15	197
The Board has a genuine interest in seeking input from the faculty, staff, and student regents.	2.48	1.25	28.87%	56	23.71%	46	25.26%	49	14.95%	29	7.22%	14	194
The Board upholds its responsibility to ensure that the institution's resources are dedicated to the institution's mission.	2.63	1.28	26.46%	50	20.63%	39	24.34%	46	20.63%	39	7.94%	15	189