

## **Faculty Review of Chancellor Mun Choi**

**Spring 2022**

### **MU Faculty Council on University Policy**

In accordance with the Faculty Council Rules of Order and in keeping with precedent of years past (see Appendix A), in the spring of 2022 MU's Faculty Council administered a faculty review of the performances of the university's Provost and Chancellor.

Considerable effort was made by Faculty Council to ground this work in precedent, including past Faculty Council guidance (see Appendix B), Campus Standing Committee on Administrative Review processes (See Appendix C), and survey development (See Appendix D). Faculty Council also sought feedback from the 2021-22 and 2022-23 Executive Committees, representatives, constituents, and the offices of the administrators being reviewed regarding the overall processes and development of the review instrument (See Appendix E).

Our goals were to represent faculty voices, implement a fair process, and return to "business as usual." This report describes the methods used to collect the data and a summary of results from the Chancellor review.

### **Methods**

#### **Sample and Data Collection**

Links to separate survey reviews for Chancellor Choi and Provost Ramchand were emailed on May 6, 2022 to all tenured/tenure-track and non-tenure track ranked professorial faculty (see Appendix F). Responses were collected through May 31st, with reminder emails sent.

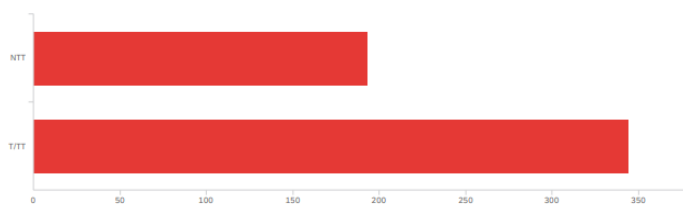
The surveys were administered using UM System approved software (Qualtrics), employing its security tools (Prevent multiple submissions, Bot detection, Security scan monitor,

RelevantID, Prevent indexing). The questions, which are listed in the results section as well as Appendix E, were based on those in previous administrator reviews, with a response scale of 1-5 (1 indicating “unsatisfactory,” 3 “average,” and 5 “outstanding”). Additionally, two open response questions were included—one focused on areas in which the administrator excels and one on potential areas for improvement.

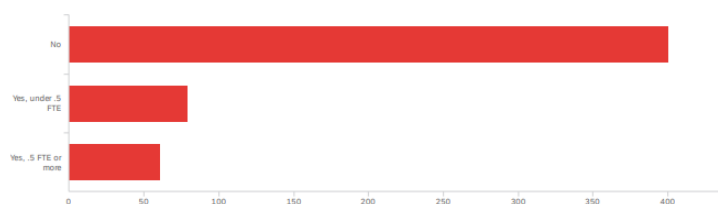
Respondents were asked to indicate: (a) whether their position was tenured/tenure-track or non-tenure track; and, (b) whether they had an administrator appointment (none, less than 0.5 FTE, or 0.5 FTE or more). No identifiable information was collected.

There were 547 total responses to the Chancellor review, representing just under 25% of faculty contacted. While it is our hope that future reviews receive greater participation, this response rate is similar to those of past MU administrator reviews, and fall within the typical range of electronic survey response rates. Respondents include both NTT and T/TT faculty as well as faculty with administrative appointments.

Are you NTT or T/TT?



Do you have an administrative appointment?



### Analysis

For each of the scaled survey items, frequencies and summary statistics are reported. Responses to the open-ended questions were analyzed qualitatively, identifying salient themes across the responses and assigning each one to one or more relevant categories (or “codes”). A first coder read and categorized all responses. A second coder then read all responses and confirmed or disputed each of the first coder’s assignments. Any discrepancies were then resolved by a third coder or by agreement of all coders.

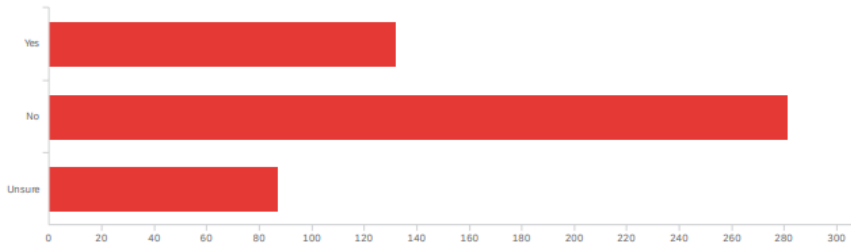
## Results

Quantitative results are presented as charts as well as means and counts in the pages that follow. Note that when respondents selected “n/a” due to feeling they did not have enough information to assess the Chancellor in an area, their responses are not included in the overall count or mean.

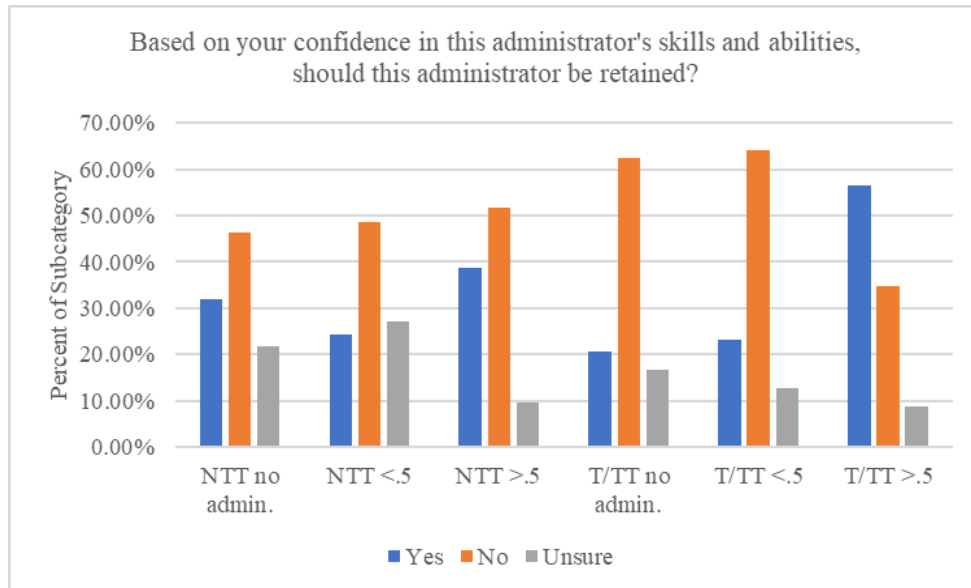
Block	Item	Mean	Mode
Personal relationships	Recognizes scholarship	3.14	3 (Average)
Leadership Abilities	Functions as advocate for campus	3.00	1   3
Personal relationships	Recognizes contribution in teaching	2.77	3 (Average)
Leadership Abilities	Plans effectively	2.75	1 (Unsatisfactory)
Personal relationships	Demonstrates commitment to diversity, equity, and inclusion	2.74	1 (Unsatisfactory)
Managerial and Administrative Abilities	Fiscal matters	2.67	1 (Unsatisfactory)
Personal relationships	Recognizes contributions in extension, engagement, and service	2.60	3 (Average)
Managerial and Administrative Abilities	Academic affairs	2.59	1 (Unsatisfactory)
Leadership Abilities	Has appropriate vision for the future	2.57	1 (Unsatisfactory)
Managerial and Administrative Abilities	Decision making	2.39	1 (Unsatisfactory)
Personal relationships	Builds human relationships	2.38	1 (Unsatisfactory)
	<b>OVERALL PERFORMANCE</b>	<b>2.26</b>	<b>1 (Unsatisfactory)</b>
Communication	Keeping faculty informed	2.07	1 (Unsatisfactory)
Managerial and Administrative Abilities	Personnel matters	2.01	1 (Unsatisfactory)
Communication	Earning the respect of the campus community	1.98	1 (Unsatisfactory)
Communication	Soliciting faculty input	1.74	1 (Unsatisfactory)
Leadership Abilities	Exhibits democratic leadership policies	1.72	1 (Unsatisfactory)
Leadership Abilities	Demonstrates a commitment to shared governance	1.68	1 (Unsatisfactory)

In general, faculty reporting they had administrative appointments rated the Chancellor higher than faculty not reporting administrative appointments at a statistically significant level (See Appendix G), as were NTT faculty compared to T/TT faculty (See Appendix H). The Chancellor was rated highest related to personal relationships and leadership areas related to campus advocacy and planning, and lower scores on communication and leadership areas related to shared governance. Overall, a majority of faculty recommended not retaining the Chancellor based on their perception of his skills and abilities, with tenure and administrative status again affecting the likelihood to do so.

Based on your confidence in this administrator's skills and abilities, should this administrator be retained?



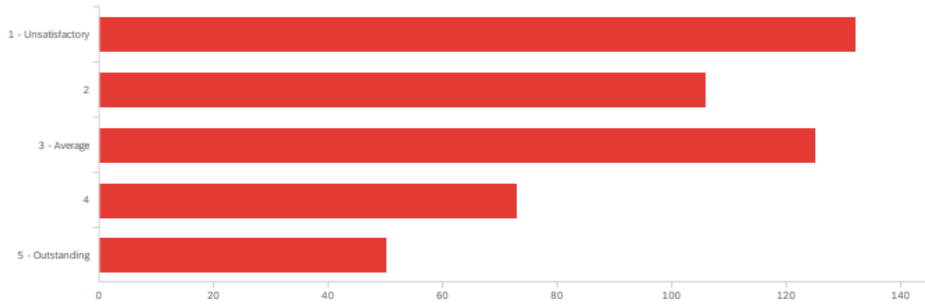
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Based on your confidence in this administrator's skills and abilities, should this administrator be retained?	1.00	3.00	1.91	0.66	0.43	500



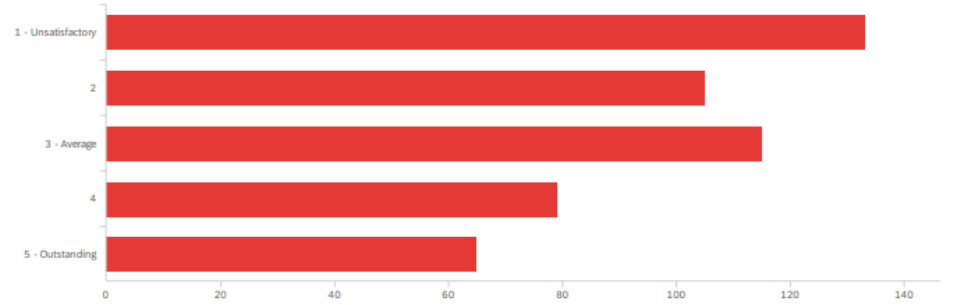
## Managerial and Administrative Abilities

To what degree does the administrator exhibit managerial and administrative abilities in the following areas?

### Academic Affairs



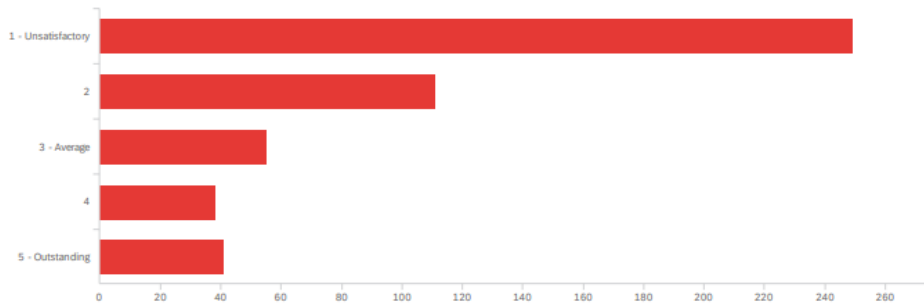
### Fiscal Matters



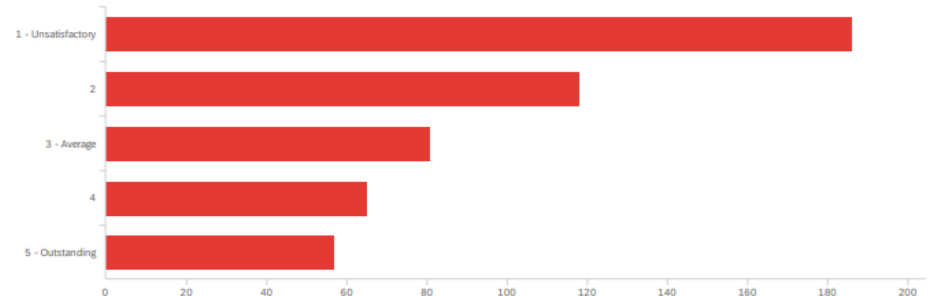
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1. Academic Affairs	1.00	5.00	2.59	1.30	1.70	486

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Fiscal Matters	1.00	5.00	2.67	1.36	1.86	497

### Personnel Matters



### Decision Making



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Personnel Matters	1.00	5.00	2.01	1.29	1.67	494

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Decision Making	1.00	5.00	2.39	1.38	1.90	507

# Leadership Abilities

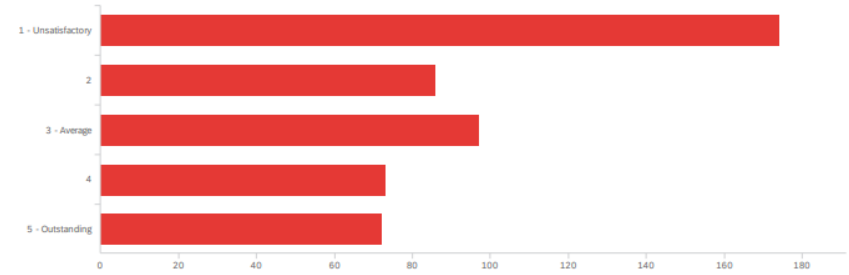
To what degree does the administrator exhibit the following leadership capabilities?

Plans Effectively



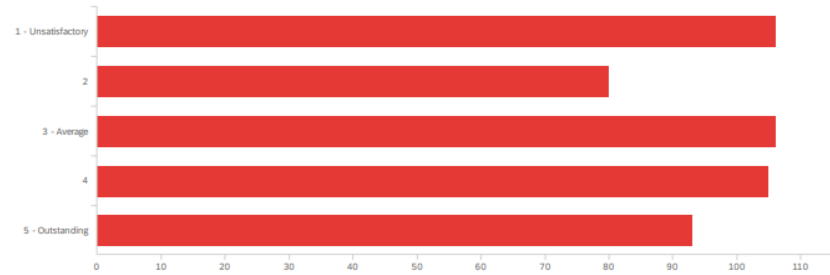
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Plans Effectively	1.00	5.00	2.71	1.32	1.75	330

Has Appropriate Vision for the Future



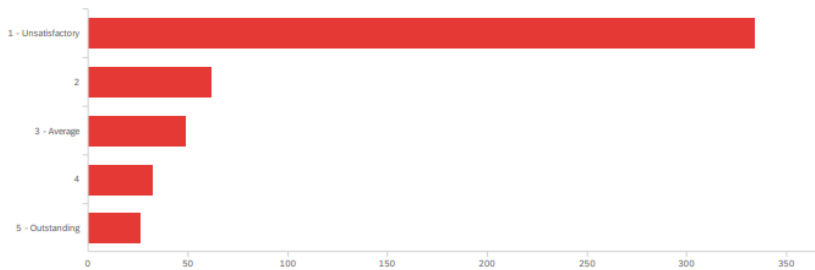
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	2. Has Appropriate Vision for the Future	1.00	5.00	2.57	1.45	2.09	502

Functions as Advocate for Campus



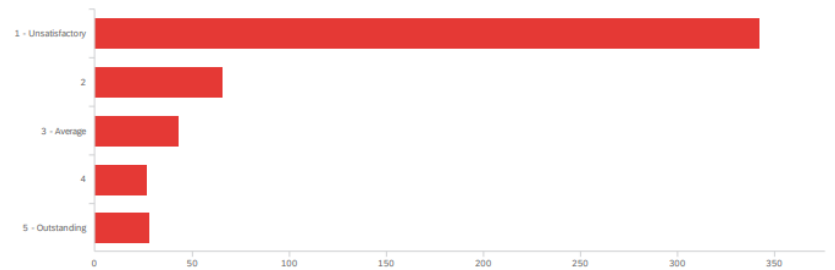
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	3. Functions as Advocate for Campus	1.00	5.00	3.00	1.41	2.00	490

Exhibits Democratic Leadership Policies



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	4. Exhibits Democratic Leadership Policies	1.00	5.00	1.72	1.18	1.40	503

Demonstrates a Commitment to Shared Governance

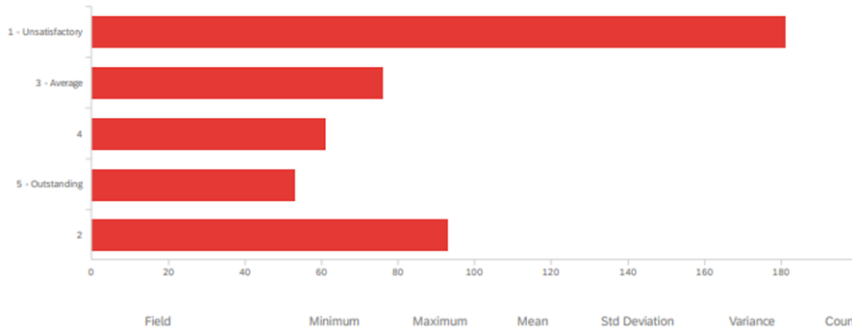


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	5. Demonstrates a Commitment to Shared Governance	1.00	5.00	1.68	1.17	1.37	506

# Personal Relationships

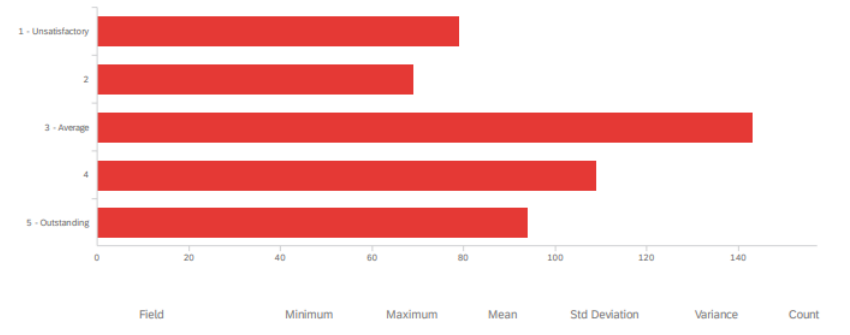
To what degree does the administrator demonstrate adequate skill in the following?

### Builds Human Relationships



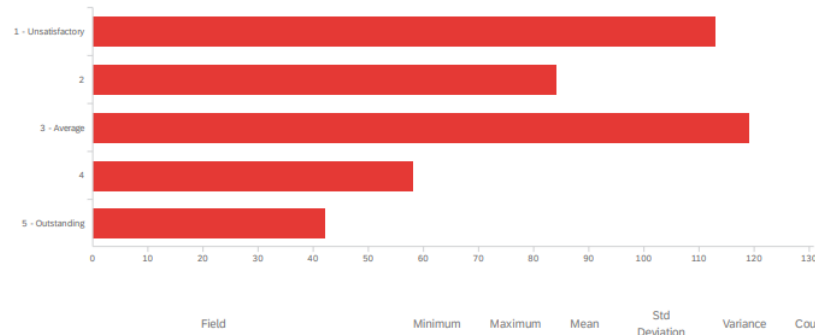
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1. Builds Human Relationships	1.00	5.00	2.38	1.40	1.96	464

### Recognizes Scholarship



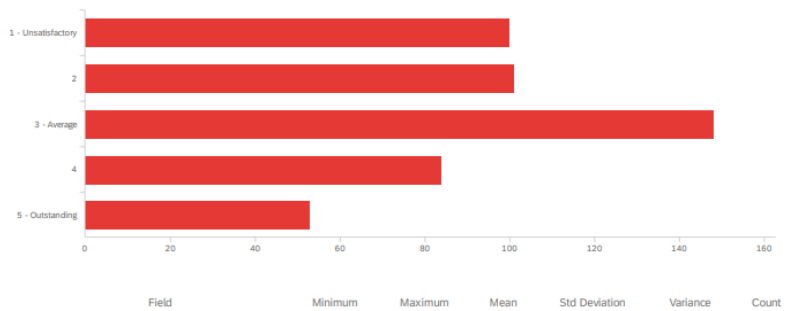
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Recognizes Scholarship	1.00	5.00	3.14	1.32	1.74	494

### Recognizes Contributions in Extension, Engagement, and Service



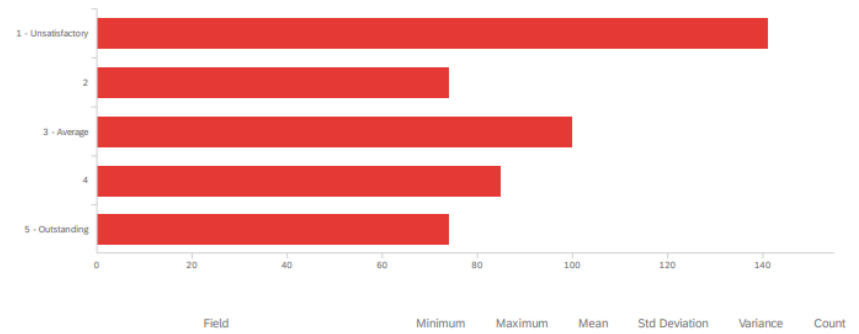
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Recognizes Contributions in Extension, Engagement, and Service	1.00	5.00	2.60	1.29	1.67	416

### Recognizes Contribution in Teaching



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3. Recognizes Contribution in Teaching	1.00	5.00	2.77	1.26	1.59	486

### Demonstrates Commitment to Diversity, Equity, and Inclusion

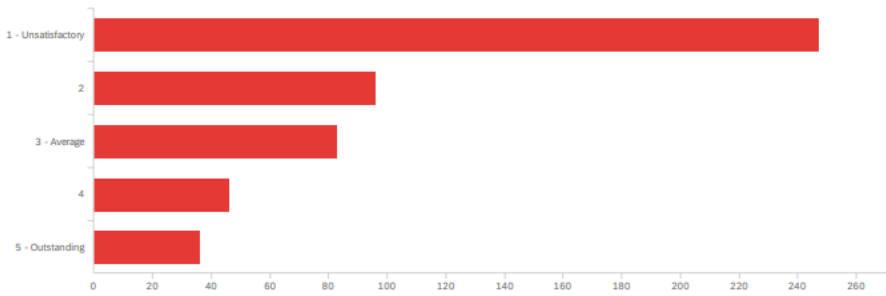


Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Demonstrates Commitment to Diversity, Equity, and Inclusion	1.00	5.00	2.74	1.44	2.08	474

# Communication

To what degree does the administrator exhibit communication abilities in the following areas?

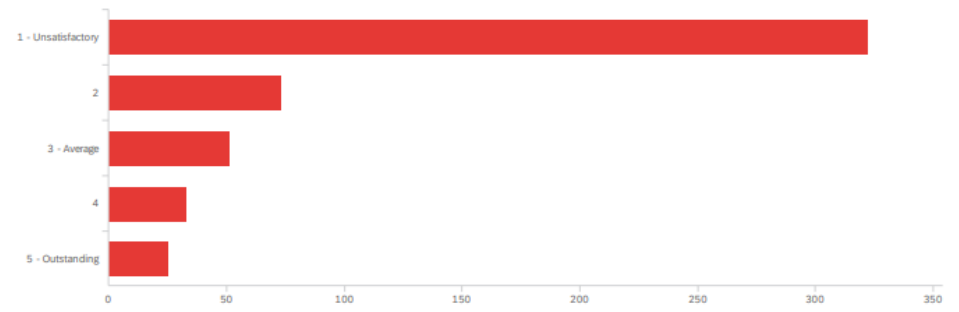
### Keeping Faculty Informed



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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1. Keeping Faculty Informed	1.00	5.00	2.07	1.28	1.64	508
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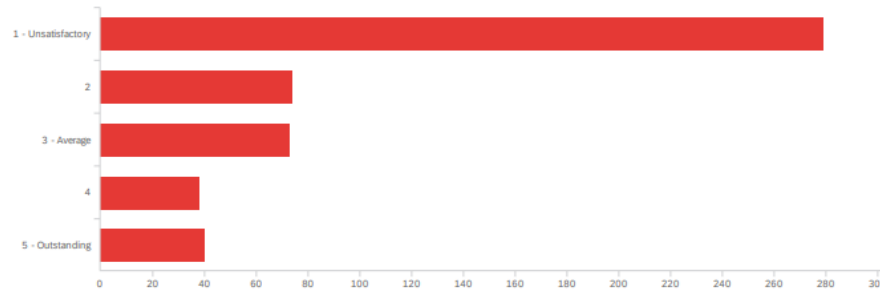
### Soliciting Faculty Input



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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2. Soliciting Faculty Input	1.00	5.00	1.74	1.18	1.38	504
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### Earning the Respect of the Campus Community



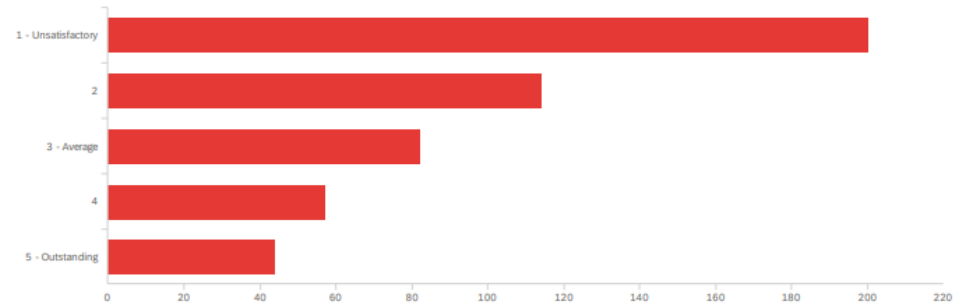
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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3. Earning the Respect of the Campus Community	1.00	5.00	1.98	1.31	1.71	504
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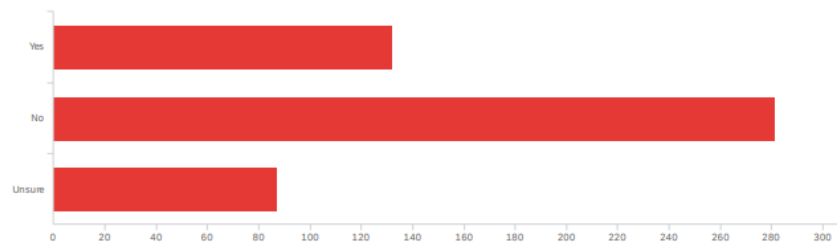
# Overall Performance

Please give your impression of the overall performance of the administrator.



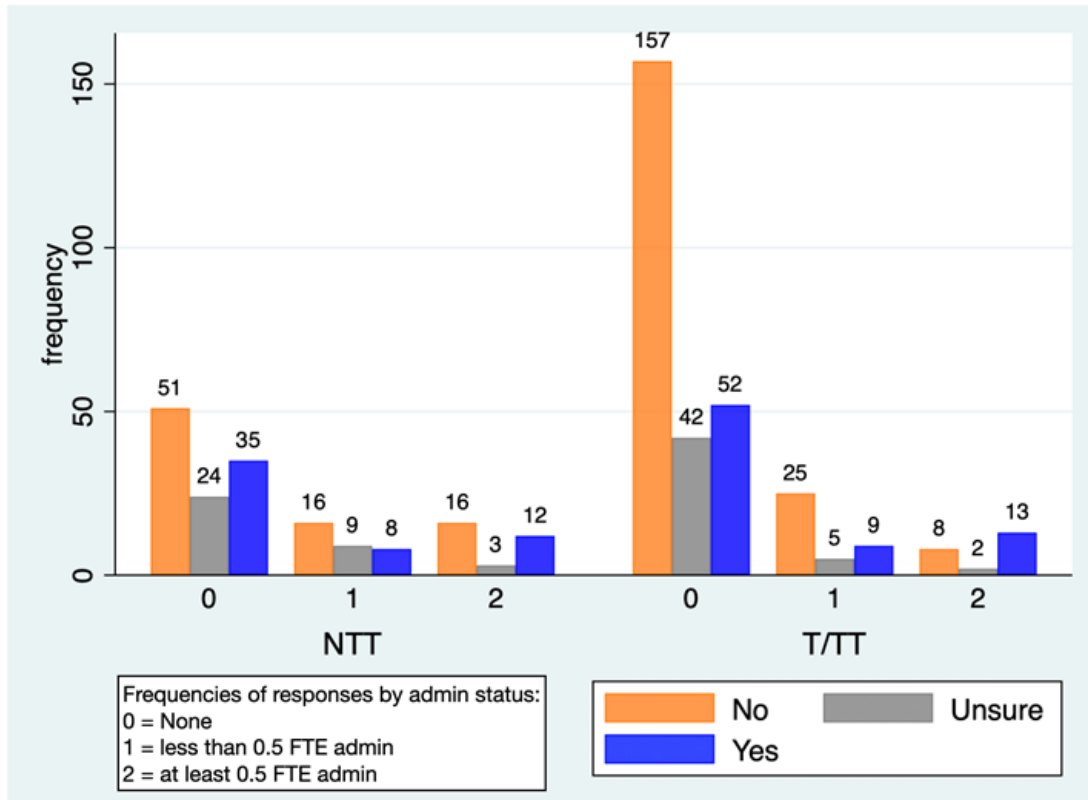
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Please give your impression of the overall performance of the administrator.	1.00	5.00	2.26	1.33	1.76	497

Based on your confidence in this administrator's skills and abilities, should this administrator be retained?



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Based on your confidence in this administrator's skills and abilities, should this administrator be retained?	1.00	3.00	1.91	0.66	0.43	500

Based on your confidence in this administrator's skills and abilities, should the chancellor be retained?



Qualitative results are presented by the themes for each open-ended question. The tables represent codes, frequencies, and example comments. Overall, faculty most appreciated the Chancellor's attention to building and maintaining relationships with stakeholders to advance the university, as well as offered praise for the Chancellor's ability to communicate a vision. Faculty were most concerned with perceptions of a lack of shared governance as well as the overall relationship of Chancellor Choi to the MU faculty and offered concerns related to leadership style.

## Coding and Frequency of Qualitative Comments

1. Please identify areas in which you believe that the administrator excels.

Code	Count	Notes	Example	Example
External stakeholders	71	Praise for the Chancellor's relationships with external stakeholders, including the Legislature	He has a very good relationship with the Board of Curators and the Legislators in Jefferson City. He presents the positive aspects of the University well to external stakeholders.	I believe he has built a good rapport at the state level and has removed the pressures from the university particularly after 2015.
Vision	43	Confidence in, and awareness of, the Chancellor's vision for the institution	He has a very strong vision for how the UM System should look, feel, and operate.	I have been here long enough to see MU be fairly mediocre for quite some time. It is refreshing and exciting to have somebody have a vision and then to identify the resources to get things done.
Communication	30	Praise for the Chancellor's communication skills, including public speaking	Very capable speaker; Appears to engage people effectively when meeting	He is a people person and appears to do well in direct interactions with donors and faculty candidates
Relationship with BOC	27	Appreciation for the Chancellor's ability to work with the Board of Curators	He is very personable and works well with the Board of Curators and Legislature. He wants to elevate the status of MU.	Gaining support of Curators and state legislature.
Research focus / support	23	Acknowledgment of the Chancellor's support for research, including MizzouForward	Dr. Choi has implemented policies/programs to increase faculty research production and funding success through broadly applied expectations for grant submission.	Moving the research mission of the university forward, emphasis on high quality science and funded work
Leadership	28	Comments attesting to the Chancellor's leadership capabilities	Our AAU rankings have been a concern among administrators and faculty for more than a decade or maybe two. However, a viable action plan to move us up on that front seems to have been lacking. Dr. Choi seems to have such a plan and has been a great team leader.	Strategy, vision, decisive leadership
Decision-making	24	Confidence in the Chancellor's decision-making processes, including being able to make tough decisions	He makes difficult decisions that previous administrators were unwilling to make. I believe his leadership is a breath of fresh air to our campus.	Willing to make tough decisions.
Personal relationships	15	Comments remarking on the Chancellor's skill in developing relationships, including being "personable" and engaging faculty	He works hard at making personal connections with faculty and staff by attending events and making individual contact.	Builds good relationships with students and *most* of the faculty. He is approachable and is interested in the welfare of the students.

Code	Count	Notes	Example	Example
Fiscal/ budget	18	Comments praising the Chancellor's ability to improve the university's finances	Making sure MU is functioning as efficiently as possible and is financially solvent in the future	Supports financial needs of University. Fiscally conservative.
New initiatives	10	Praise for Chancellor Choi's leadership on new initiatives, including NextGen	Chancellor Choi has done a great job promoting the NextGen Institute.	NextGen has revived this campus. Thankful for someone who is not afraid to lead this institution forward by putting in the time and doing things that aren't always status quo.
High standards/ Accountability	8	Suggestions that the Chancellor has high standards for research, teaching, and faculty performance overall	Holds faculty and staff accountable for honesty, doing their jobs, and fulfilling workload expectations.	He also called out weaknesses in leadership in holding tenured faculty accountable.
Covid	7	Appreciation for the Chancellor's response to the covid-19 pandemic	I appreciated that he tried to advocate for masks to be mandatory on campus earlier this year. He expresses reasonable views on health and safety related issues.	President Choi is to be given credit for bringing Mizzou through the pandemic, especially in the wake of the sudden departure of Chancellor Cartwright.
Work ethic	5	Characterizations of Chancellor as having a strong work ethic	Chancellor/President Choi is an excellent administrator and has worked tirelessly for the UM System.	He also seems indefatigable - does he ever rest or go home?
Faith in Chancellor	7	Responses to "needs improvement" question that indicated no areas to improve on, but offered praise for the Chancellor	None. I find his leadership to be the best we've known.	Overall, Dr. Choi is doing an excellent job.
IDE	6	Belief the Chancellor is sensitive and attentive to IDE issues	Expresses concern for diversity and excellence overall for the university.	He is all about diversity and inclusion within the campus setting.
Commitment	4	Strong commitment	I do believe President / Chancellor Choi is committed to making Mizzou a better University.	Commitment to building the Next Gen facility.
Student success/well-being	2	Appreciation for the Chancellor's prioritization of student success / well-being	He is approachable and is interested in the welfare of the students.	He cares about students and their education.
Teaching support	2	Acknowledgment of the Chancellor's support for teaching	His efforts to raise the importance of teaching as a factor in faculty evaluation.	Supportive of research, teaching, and engagement.

## Coding and Frequency of Qualitative Comments

2. Please identify areas in which you believe that the administrator needs improvement.

Code	Count	Notes	Example	Example
Shared governance	100	Concerns that the Chancellor does not respect or engage in shared governance	President/Chancellor Choi needs to increase shared governance on campus, including listening to ideas that conflict with his own, and needs to abide by the CRR.	He frequently disregards requests of the Faculty Council and other organizations dedicated to shared governance to answer for his decision making and/or to reconsider decisions and actions that are clearly misaligned with the wishes of faculty. He is stunningly opposed to true shared governance and any efforts are lip service at best.
Relationship w/ faculty	74	Calls to work with, trust, respect, and overall improve relationship with the faculty	I have to say that while I often disagreed with previous leaders' decisions and policies—in some cases much more substantially than I do with Chancellor Choi's—I never felt so mistrusted by senior campus leadership.	I believe he needs to work on building a better relationship with faculty, especially in the aspect of shared leadership and democratic governance
Nothing positive	64	Responses to the question of "where does the administrator excel" that were sarcastic, pointed out a problem, or succinctly stated no areas could be identified.	Honestly I can't say any because I do not believe in the direction he is taking the university. I think his vision for how to grow Mizzou is unsustainable, and is not helping to create a positive and supportive research community.	None.
Leadership style	57	Criticisms of the Chancellor's approach to leadership, including concerns about micromanagement and authoritarianism	Dr. Choi has an inappropriate management style in that he desires to micromanage Colleges and even Departments frequently overstepping communications with the Provost or Deans of the respective colleges.	Choi is fulfilling none of the Chancellor's tasks listed under "Faculty and Staff Success." His technocratic regime of rigid control and suspicion does not promote creativity, collaboration, innovation, or success.
Morale	59	Explicit references to perceptions of low morale	The diversion of a significant amount of resources towards one section of campus has greatly lowered morale of faculty and staff. I rarely speak to a Mizzou employee from anywhere on campus who is happy with where we are currently and the direction things continue to move.	I have watched the most talented people leave this institution in the last three years because the climate hinders their accomplishments, especially in research. I believe that in some respects the faculty and its morale has been irreparably damaged.
Not serving some units/appreciating full university	53	Not serving some units and/or appreciating full university (including land grant & teaching missions)	He talks a good game about respecting all dimensions of the university's mission, but his actions reveal a narrow set of priorities that discount the value of the teaching and extension missions of a land grant university.	Support land grant mission of university and the people of Missouri, rather than chasing AAU status to the detriment of much else, and trying to run a university like a private business.
IDE	44	Criticisms of the Chancellor's approach to and support for inclusion, diversity, and equity	Choi needs to be serious about his commitment to IDE. He talks a big game, but on the ground, things are not great and students and faculty of color are constantly treated poorly or tokenized.	After 2015, there was some hope for improvement in the racial climate at Mizzou. That hope is now dead. If anything, things are worse than they were before.
Faculty turnover	42	Concerns about faculty leaving the university because of leadership decisions	I know a number of faculty that have left have done so BECAUSE of his leadership and the climate on campus. I await the day that he is out of leadership.	There has been an exodus of valuable (and funded) faculty across campus in response to the leadership style of this Chancellor.

Code	Count	Notes	Example	Example
Decision-making	41	Criticisms of decision making as being top down, based on a small circle of advisors, rash, controlling, or not trusting lower administrators (e.g., deans)	He needs to become better at seeking balanced information. Currently, he surrounds himself with "yes" people - so there is little opportunity for novel, good ideas to be introduced. He listens to a small group of the wrong people.	Decisions being made at the last minute and without any clarity, explanation, or thought to how the consequences of these decisions are possibly counterproductive to our mission and goals, even AAU membership
Narrow Focus on metrics	35	Concerns that the Chancellor is too narrowly focused on metrics valued by the AAU	AAU membership seems critically important...It seems clear to many in the University that there is a fundamental disconnect between the University we have always been and the University that we need to become to retain membership in the AAU. If this is truly necessary and desirable, it should be possible to make a case to the University community why continued membership is beneficial and why the difficult transitions we are being asked to absorb will make us stronger as an institution.	. In some ways the chancellor is held hostage to the weaknesses inherent in the AAU system. To really win the AAU metrics the medical school must attract and keep researchers who can drive the metrics. To achieve that leaders must envision the med school differently with less emphasis on practice income. This is a double edged sword without an easy answer.
Communication	39	Areas of communication needing improvement, such as perceptions of defensiveness, problematic practices when communicating major decisions (such as closure of HES), etc.	Poor communication with faculty council and gets defensive and unresponsive when confronted.	Communication with faculty on campus wide issues wherein it is hard to keep informed and feel like you're part of it.
Fear	39	Concerns about or descriptions of the Chancellor engaging in retaliation, retribution, intimidation, or bullying	He has fostered a general culture of helplessness and submission across campus in which faculty fear for their individual and departmental security and risk retribution by speaking out.	He has personally attacked individual faculty for asking valid questions about his decisions.
No confidence /Concern for future of MU	38	Expressions of "no confidence" in the Chancellor and/or concerns that the institution could be irreparably damaged	I'm afraid Dr. Choi's leadership will destroy this institution.	He has had several opportunities to apologize and refuses to change course.
Fiscal concerns	35	Concerns related to fiscal policies and transparency	He is not able to acknowledge how disruptive mistakes or abrupt changes of course have been (see the RAM model which was poorly implemented with tremendous lack of clarity, then abruptly abandoned; see disastrous implementation of P4 fiscal management).	His budgeting allocation process is opaque and can seem arbitrary, providing little direction or reason for strategic decision-making at the Division or Department levels. This undermines the quality of all programs.
Listening	35	Explicit references to failure/need to listen to faculty	He needs to listen to faculty. Currently he is dismissive of them, yet, ironically, wants to attract productive faculty to MU.	Be willing to listen to faculty concerns and adjust decisions in order to obtain commitment and buy-in from campus stakeholders.
Excessive focus on funded research	21	Concerns that the Chancellor is overly focused on funded research, and not acknowledging diversity in	He thinks he recognizes research excellence, but what we see is almost invariably recognition of big grants.	The NTT faculty of this institution often feel undervalued. We recognize this is a research institution, but annual metrics of faculty performance all revolve around

		types of faculty scholarship		research productivity which is not applicable for many NTT faculty.
<b>Code</b>	<b>Count</b>	<b>Notes</b>	<b>Example</b>	<b>Example</b>
Departing administrators	28	Concerns about dismissals/departures of administrators (e.g., deans)	I have heard people say that they left administrative positions or retired in order to avoid interacting with the university leadership. These sorts of comments occur with just about any administrator because of the nature of the job, but I have never heard them so frequently as during the past 3 or so years. People on campus are afraid of him.	Disappointing is the predominance of male leaders, the disappearance/banishment of female leadership, and the "failed" dean searches which allowed for the appointment of deans in multiple schools.
Vision concerns	25	Concerns about the Chancellor's vision for the university	Dr. Choi has a highly short-term vision for the university that is not in the best interest of the long-term success of the university.	Vision for the University is misguided. Throwing away pockets of excellence, which takes decades to build and is not easy to build, to financially support his pet project(s).
P&T	22	Concerns about the Chancellor's role and/or decisions regarding promotion and tenure, including overriding prior decisions in the chain	The chancellor interferes with the promotion and tenure process and thus undermines academic freedom and faculty governance like no administrator I have seen.	Be transparent and communicate clearly what guidelines measures are being used for promotion and tenure decision. Changing guidelines half way through the academic year or using murky guidelines make it difficult for promotion and tenure candidates as well as departmental and college level P&T committee members to understand what is expected.
Lack of transparency/sincerity	22	Suggestions that the Chancellor is not transparent and/or sincere	Communicates well but needs to discontinue propaganda and, instead, reveal true motives and actions.	Acknowledgement of the actual, currently hidden agendas of the president's office, which give the appearance of reducing departments to teaching only, while concentrating research in units under the thumb of central administration. If this is the agenda, it should be acknowledged.
NextGen	21	Concerns about the Next Gen initiative	His precision medicine building fiasco has diverted funding from other parts of the hospital and university and he is now sacrificing the future of the School of Medicine.	The Tier 1, 2 investments have been a failure, and there is no campus-wide investments to improve facilities, most funds funneled to NextGen building that is not helping faculty morale and student/faculty recruitment
MizzouForward	20	Concerns about the Mizzou Forward initiative	He should be supporting the people he has here, and growing by bringing in young, new researchers who want to commit to the university and not biased searches through Mizzou Forward... It would cost a lot less money to support young people and people already here to get the kind of grant money he wants.	The Mizzou Forward program seems designed to take away from faculty the power they have always had to shape the future of scholarship on this campus and put that more directly in the hands of the upper administration.
Salary reductions, overall compensation	19	Criticisms of the salary reduction policy and/or overall compensation	The tenured faculty salary reduction program was a public relations disaster with false rationales, distorted explanations of how policies were established, and low yield for the cost in trust among the faculty.	I think that punishing tenured faculty should be a last resort for people who aren't pulling their weight in some way... I think that it is hurting Mizzou Forward recruitment.

Code	Count	Notes	Example	Example
Excessive focus on Curators/ legislature	16	Concerns that the Chancellor's vision and/or actions are overly determined by the board of curators and/or state legislature	I believe that he has sacrificed some of MU in his goals of building the good rapport with the state.	I understand that the chancellor answers to the B of C, and ultimately to the legislature, but he is supposed to advocate for the campus as well. I don't see that he's really doing that.
President & Chancellor Consolidation	16	Concerns that the Chancellor's performance suffers because he also holds the position of president, or that he is effective in the role of president but not Chancellor	I thought Choi was a decent UM President. Then once he became Chancellor too, it appeared that he was so overwhelmed that he started getting terse, irritated, easily offended, and frankly would retaliate against people in damaging ways. He said himself at the last General Faculty Meeting that he is basically running from one thing to the next without time to think about it. Is that what we want in a Chancellor? Someone who is decisive without being thoughtful?	The UM System President is supposed to advocate for all campuses, institutions, organizations, etc. within the UM System while the Chancellor is primarily responsible for and should advocate for his/her own campus. Given the decisions and actions over the last few years since he became Chancellor, I am not convinced or impressed with his advocacy for MU specifically.
Support for academic freedom / Tolerating dissent	15	Concerns that the Chancellor does not support academic freedom and/or is intolerant of dissent	There is a past quote of him stating that people that dissent with his leadership should leave the University. This is not behavior that welcomes diversity of thought, rather it is indicative of a non-inclusive mindset.	Mun Choi lacks respect for academic freedom
Women faculty	11	Concerns about the way the Chancellor treats women faculty	MU has a known problem with bias against women. This needs to change and it begins at the top. Actions need to align with words.	Be inclusive, respect women and recognize their accomplishments
CRRs (changing)	9	Criticisms about the ways the collected rules and regulations have been changed	Secretively changing CRRs is *NOT* shared governance.	I am concerned that Chancellor Choi doesn't play by the rules. He adds things to the CRRs without informing faculty.
Staffing needs	8	Concerns that the Chancellor is neglecting staffing needs	Staff turnover is the worst it has every been due to low pay, over work and cutting of benefits.	We NEED to hire more staff. Everyone is super bogged down, and all I hear is "we have money to hire, this is a priority" but no one is getting hired and those who do quit very quickly. So that signals to me that the positions are unsustainable for the salary and work time provided.
Covid	6	Criticisms of the ways that the Chancellor managed the COVID crisis on campus	His approach to COVID was political and not based in science.	Dismissed the very real, very serious threat posed by COVID-19 through the blatant misinterpretation or non-reporting of key community public health statistics
Jefferson statue	6	Criticism of the Chancellor's handling of complaints about the Jefferson statue on the quad	Regarding the question of whether or not to keep the Jefferson statue, if he truly cared about the issues raised, and the concerns of African-American students on campus, he could have insisted, at least, on having contextual information regarding the controversy available	We've seen the complete dismissal of student (and faculty/staff) concerns about the Jefferson statue, reified through choices in appointing task forces to consider the issue, and the general message to faculty and staff that if they don't like it they can leave (and many are leaving).



## **Conclusion**

In line with past precedent for MU administrative reviews as well as AAUP best practices[1], a summary report as well as comments (combined into one document with any remotely identifying information redacted) were shared with the Chancellor and the Board of Curators ahead of public release.

Faculty Council committee members working on this report met with the Chancellor and (separately) members of the Board of Curators to discuss the report. Both meetings were productive in that faculty views were shared, the review process was discussed (including ideas for improvement for future reviews), and parties collaboratively thought through ways to respond to criticisms. For example, concerns about a lack of shared governance may be proactively addressed, in part, by the Chancellor's office reviewing various committees, task forces, and initiatives overseen by the Chancellor to identify areas for faculty involvement (which Faculty Council will work to fill with representative, accountable faculty). Faculty Council looks forward to continuing an intentional conversation with the Chancellor's office over this term to identify other ways we can work with administration to improve faculty morale.

### **Board Chair Darryl Chatman's statement:**

*The Board of Curators appreciates the effort undertaken to administer this survey, as well as the opportunity to comment upon the results. The Board has carefully reviewed the survey results and will take the input into consideration. That said, the Board believes it is critical for the Faculty Council to appreciate that many of the criticisms of President Choi reflect actions and positions taken in support of shared goals with the Board of Curators. As an example, comments and criticisms of President Choi related to emphasis placed on our role as an AAU university, greater accountability, shared governance, and the Missouri legislature are generally the result*

*of that alignment in purpose and priority with the Board. While there is always room to improve and constructive criticism is a valuable tool in that process, the Board fully endorses President Choi's hard work and tireless dedication to the University of Missouri that have led to significant achievements in research, student success, and engagement. We will continue to work with President Choi and the faculty toward the continued advancement of the University.*

**President Mun Choi's statement:**

*I am always open to constructive input from all stakeholders. The survey conducted by the MU Faculty Council provides perceptions and comments from some of our faculty. I found some of the feedback in the survey to be thoughtful and helpful. After reviewing the results, I am interested in finding ways for my cabinet and I to collect more constructive input on a variety of topics from a broader group of faculty. Many faculty that I've interacted with appreciate the leadership and direction of the university. Faculty input and that of other stakeholders is essential to my efforts to lead the university to achieve excellence through innovation, investments, and accountability to the citizens of Missouri.*

As mentioned in the Provost's review, one area Faculty Council should address is refining the administrator review process. Specifically, Council should be explicit on how comments will be shared, redacted, and what options commenting faculty may have regarding this. Formally establishing timelines for when results will be shared with administrators being reviewed, their superiors, and the faculty at large should be a priority. Faculty Council should also establish guidelines on the frequency of reviews and how data are best analyzed and presented.

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[1] <https://www.aaup.org/report/faculty-evaluation-administrators>

## Appendix A

### Historical Context

#### Authority

Faculty Council Rules of Order - Traditions and Practices:

*7. Faculty Council will engage in regular review of campus administrators.*

*A. The Vice Chair of Council is responsible for ensuring timely review of campus administrators*

*B. If additional help or expertise is required, the Vice Chair may convene a Special Projects Committee*

#### Background

1986-1987

- Faculty Council (FC) establishes Task Force to consider procedures for administrator reviews, including the substantive role faculty play
- Guiding document released at the conclusion of term

1991

- Campus-wide survey finds over 70% of faculty want annual reviews of Provost and Chancellor
- Campus Standing Committee on Administrative Reviews (CSCAR) formed (heavy FC involvement)

1992-1996

- Committee functions, develops survey instruments, performs reviews

- 1996 CSCAR dissolved due to workload concerns

2000

- FC assumes CSCAR duties with formation of Special Projects Committee

2000-2011

- Administrator review process functions thorough FC
- Special Projects Committee dissolved and administrator review duties assumed by Executive FC Committee
- Brady Deaton & Brian Foster last evaluations completed by Council
- Council started the process for Loftin in 2015 but he resigned
- Cartwright and Stokes left before they could be reviewed

2021-2022

- FC Vice Chair works with FC Faculty Affairs to research administrator reviews and establish best practices
- Ad hoc committee formed to conduct reviews of Provost Ramchand and Chancellor Choi

## Administrative Review

Faculty Council, in the Summer of 1986, established a Task Force to consider procedures by which periodic performance reviews of administrators might be conducted. A specific interest was that faculty have a substantive role in such reviews. **The purpose of these reviews would be to improve the overall quality and operation of the University, and to enhance the credibility of the University as a self-monitoring unit which continually strives for self-improvement.** The Task Force has considered many facets of the review process and the history that led to the formation of the Task Force. The Task Force met with Faculty Council, Provost DeFleur, and a sub-committee from the Council of Deans; it also secured information from other institutions where regular administrative reviews were conducted. As a result of its deliberations and the inputs received from other groups, the Task Force makes the following recommendations relative to the Review of Administrators.

**Philosophy:**

There should be a systematic plan for periodic review of the performance of academicians serving in the administrative role. To be most effective, this review should be a cooperative effort, a partnership, involving both faculty and administration.

Faculty have certain expectations of the various administrators and the administrator(s) should be responsible to the faculty for the effective utilization of the University's resources to accomplish its multiple missions including education (resident and extension), research/scholarship/creative activity, and service to the various professions.

In like manner, the next "upline" administrator for any administrative office may have particular expectations for that office and needs to be assured of accountability for those expectations. Additionally, faculty may not be fully aware of all the constituencies an administrator serves, whereas, the upline administrator will be more aware of these demands.

On pages which follow, procedures are outlined for the regular review of the various administrative offices. The faculty group identified should work in partnership with the appropriate upline administrator to conduct a meaningful review at each administrative level. Although the review at any particular administrative level would focus on the primary administrator, it is assumed that the various Associate and Assistant administrators may be included in the review of the Office of the primary administrator. While these procedures set forth a process for periodic review of administrative offices, they are not meant to preclude additional reviews which may be deemed desirable by the faculty and/or administration.

No recommendation is made regarding methods by which the evaluation data are collected (written instruments, interviews, requested letters, etc.). The various units will likely have different needs and the particular Review Committees can best determine the methodology to be used at each level.

Procedure for Review of the Office of President:

The Chairpersons of the faculty governance bodies on the four campuses of the University of Missouri system should work in partnership with the President of the Board of Curators to develop a strategy for evaluation of the Office of the President.

UMC faculty would participate in the multicampus review.

Should a multicampus process for Review of the Office of President not be developed, the UMC Faculty Council should work with the Board of Curators to develop a review procedure for use on the Columbia campus.

04/16/87

Procedure for Review of the Office of Chancellor:

Faculty Council (FC) should work in partnership with the UM President, as a committee, to review the Office of the Chancellor. Functionally, a subcommittee appointed by FC might be assigned the task of working with the President in conducting the review.

Population to be included in reviewing the Office of the Chancellor. At the minimum, input should be sought from the faculty, the various divisional policy committees, department chairs/directors, the Council of Deans, and the Provost. The President may suggest additional constituencies from whom information should be sought. The Chancellor should be invited to provide a summary of the functions of that office and a self-assessment.

Frequency of Review. FC and the President shall decide on the frequency of review; however, reviews will be conducted no less often than every five years. In addition to the regular review cycle, a formative review shall be completed by the end of the third year following initial appointment.

The Report. At the conclusion of the review, a report of the evaluation shall be prepared and shared with the Chancellor, and others as appropriate. The report may include a recommendation relative to continuance in office. Because some of the information gathered may be of a sensitive nature, confidentiality is assumed. An appropriate summary of the evaluation shall be reported to the faculty.

04/16/87



Procedure for Review of the Office of Provost:

Faculty Council (FC) should work in partnership with the UMC Chancellor, as a committee, to review the Office of the Provost. Functionally, a subcommittee appointed by FC might be assigned the task of working with the Chancellor in conducting the review.

Population to be included in reviewing the Office of the Provost. At the minimum, input should be sought from the faculty, the various divisional policy committees, department chairs/directors, and the Council of Deans. The Chancellor may suggest additional constituencies from whom information should be sought. The Provost should be invited to provide a summary of the functions of that office and a self-assessment.

Frequency of Review. FC and the Chancellor shall decide on the frequency of review; however, reviews will be conducted no less often than every five years. In addition to the regular review cycle, a formative review shall be completed by the end of the third year following initial appointment.

The Report. At the conclusion of the review, a report of the evaluation shall be prepared and shared with the Provost, the President, and others as appropriate. The report may include a recommendation relative to continuance in office. Because some of the information gathered may be of a sensitive nature, confidentiality is assumed. An appropriate summary of the evaluation shall be reported to the faculty.

04/16/87

Procedure for Review of the Office of Graduate Dean and Vice Provost for Research:

The Graduate Faculty Senate (GFS) should work in partnership with the Provost, as a committee, to review the Office of the Graduate Dean and Vice Provost for Research. Functionally, a subcommittee appointed by GFS might be assigned the task of working with the Provost in conducting the review.

Population to be included in reviewing the Office of the Graduate Dean and Vice Provost for Research. At the minimum, input should be sought from the faculty, the various divisional policy committees, department chairs/directors, departmental/divisional directors of graduate studies, and the Council of Deans. The Provost may suggest additional constituencies from whom information should be sought. The Graduate Dean and Vice Provost for Research should be invited to provide a summary of the functions of that office and a self-assessment.

Frequency of Review. GFS and the Provost shall decide on the frequency of review; however, reviews will be conducted no less often than every five years. In addition to the regular review cycle, a formative review shall be completed by the end of the third year following initial appointment.

The Report: At the conclusion of the review, a report of the evaluation shall be prepared and shared with the Graduate Dean and Vice Provost for Research, the Chancellor, and others as appropriate. The report may include a recommendation relative to continuance in office. Because some of the information gathered may be of a sensitive nature, confidentiality is assumed. An appropriate summary of the evaluation shall be reported to the faculty.

04/16/87

Procedure for Review of the Office of Divisional Dean/Director:

The Divisional Faculty Policy Committee (or other equivalent committee elected by the faculty within the division) should work in partnership with the Provost, as a committee, to review the Office of the Divisional Dean/Director. Functionally, a subcommittee of elected divisional faculty might be assigned the task of working with the Provost in conducting the review.

Population to be included in reviewing the Office of Divisional Dean/Director. At the minimum, input should be sought from all faculty in the division and the department chairs in the division. The Provost may suggest additional constituencies from whom information should be sought. The Dean/Director should be invited to provide a summary of the functions of that office and a self-assessment.

Frequency of Review. The Divisional Faculty Policy Committee (or its equivalent) and the Provost shall decide on the frequency of review; however, reviews will be conducted no less often than every five years. In addition to the regular review cycle, a formative review shall be completed by the end of the third year following initial appointment.

The Report. At the conclusion of the review, a report of the evaluation shall be prepared and shared with the Divisional Dean/Director, the Chancellor, and others as appropriate. The report may include a recommendation relative to continuance in office. Because some of the information gathered may be of a sensitive nature, confidentiality is assumed. An appropriate summary of the evaluation shall be reported to the divisional faculty.

04/16/87

Procedure for Review of the Office of Department Chair:

The Divisional Faculty Policy Committee (or its equivalent) should be responsible for assuring that Department Chair reviews are conducted. Because of differences in the various departments, there should be maximum flexibility for the faculty in each department to work in partnership with the Divisional Dean/Director to review the Chair. In some cases the process may represent policies/procedures already adopted by the divisional faculty. In any case, a majority of any committee/subcommittee working in partnership with the Dean/Director shall be elected departmental faculty. The Department Chair should be invited to provide a summary of the functions of that office and a self-assessment.

Frequency of Review. Reviews of Department Chairs will normally occur at three-year intervals; but, in no event will the cycle be less often than five years. If the review cycle is greater than three years, it must be at the request of the Dean/Director and with the approval of the elected divisional faculty policy committee (or its equivalent).

The Report. At the conclusion of the review, a report of the evaluation shall be prepared and shared with the Department Chair, the Provost, the Chancellor, and others as appropriate. The report may include a recommendation relative to continuance in office. Because some of the information gathered may be of a sensitive nature, confidentiality is assumed. An appropriate summary of the evaluation shall be reported to the departmental faculty.

04/16/87

Appendix C

CSCAR Process

MEMORANDUM

FROM

GORDON KIMBER

Tuesday, April 5, 1994

Subject: End of semester activities.

First of all, thanks for all your help with preparing the evaluation of Chancellor Kiesler today.

I have enclosed with this letter a corrected version of the evaluation of Chancellor Kiesler based upon our discussion this afternoon. Please read it carefully and let me know if there are more changes to be made before I send it to the Chancellor. I will mail it to him on the 12th of April so that he will have it in his hands for some six days prior to our sub group meeting with him.

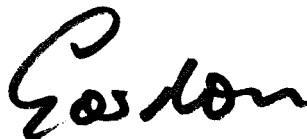
I have listed below the correct dates and places for the remaining meetings for this semester.

- 1) As many as possible of the CSCAR meet with Faculty Council in room S110 of the Memorial Union at 3:40 PM on Thursday April 14 to present to Council, the faculty and public the results of the review of Provost Brouder.
- 2) Professors Thompson, McClure, possibly one other, and I will meet with Chancellor Kiesler in his office (105 Jesse Hall) at 3:15 PM on Wednesday, April 20 to discuss with him the faculty's evaluation.
- 3) Professors Coleman, Thompson, McClure, possibly one other, and I will meet with President Russell in his office 321 University Hall on Tuesday April 26 at 9:30 AM to discuss with him the faculty's evaluation of Chancellor Kiesler.
- 4) As many as possible of the CSCAR meet with Faculty Council in room S110 of the Memorial Union at 3:40 PM on Thursday April 28 to present to Council, the faculty and public the results of the review of Chancellor Kiesler.

I have also enclosed a brief set of notes that I intend to use at the two Faculty Council meetings. If I have omitted anything, or if you have additional ideas for me to incorporate please do not hesitate to let me know.

I would also like to say what a pleasure it has been working with you on this venture. I feel, because of your efforts and advice, that the CSCAR is off to a positive start and that this committee will contribute significantly to the well-being of this university. I hope that you have derived as much pleasure as I have from this relationship.

Very best personal wishes.



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GK's notes for comments at Faculty Council when reporting on the CSCAR's summary of the faculty's perceptions of the performance of Provost Brouder and Chancellor Kiesler.

Items 1 through 3 to be presented in detail at the first meeting and in passing at the second.

1) Describe the process of establishing the review document. Obtained reviews from elsewhere, reached consensus on our document. Shared with Provost and Chancellor before distribution. Made some changes on their request.

Working with several divisions to establish and use their own evaluations, the results of which must be made publicly available to the participating faculty.

2) Mailed to about 1750 ranked faculty. These are tenured, tenure track, and untenured faculty with titles ranging from instructor to professor, and in either full or part time positions.

3) Quote response number. 353 for Brouder and 304 for Kiesler.

To a certain extent this is a disappointing, but typical, number of responses to this type of questionnaire. Certainly one of the reasons for this level of response is the fact that in the past evaluations of administrators have tended to disappear following the return of the questionnaires. Not only have they disappeared but there has been no noticeable effect. It is this quite long history of unresponsiveness that contributed to the establishment of the CSCAR, the publication of the results and the provision for voting on the continuance of any particular administrator.

It is the aim of the CSCAR, and should be of all faculty, to make these evaluations a constructive and positive feature for improving our university. It is the hope of the CSCAR that the number of responses next year will be significantly higher than this. Even though the workload would be much higher with an increased response rate it will be well worth the effort for it will greatly increase the effect we will have.

The CSCAR has read your comments diligently. Many of them were carefully and thoughtfully written, some were humorous, some acerbic. It is our hope that our summary, produced with the clear intent of protecting your anonymity, properly represents the consensus and will be heard, and more importantly, acted on by others.

We are sure, however, efforts will be made to disregard this year's data on the grounds of the low response rate. If so, it would be an unfortunate dismissal of the views, both positive and negative, of over 300 people.

4) On the 14th read parts of the Brouder evaluation and on the 28th likewise for the Kiesler evaluation.

5) Try to answer questions.

# The Campus Standing Committee on Administrative Review's Report on the Faculty Evaluation of Chancellor Kiesler, April 1994

## INTRODUCTION

Approximately 1750 questionnaires were mailed to ranked faculty (Instructor through professor, tenured and tenure track, full and part time) and a total of 304 replies were received of which 210 contained written responses. Some did not contain any responses, but most had answers to almost all of the questions. The replies with written comments also did not always contain responses to all questions requesting comments. Since not providing a written opinion can be regarded as a neutral view the numbers of responses are described as fractions of total written responses received. The number of numerical responses upon which the mean score is based is placed in parenthesis following the mean.

## NUMERICAL RESPONSES

The mean score for each of the 21 questions for which a numerical response was requested (1 through 9, with an average response being marked as 5) ranged from 6.1 (256) for recognition of scholarship and 6.0 (211) for promoting an environment free from discrimination, to 3.8 (273) for soliciting faculty input, 3.8 (247) for human relationships and 3.8 (253) for democratic leadership policies.

Only small differences were noticeable between the differing academic ranks. Question 21, which asked for an overall rating, produced means of 4.7 (124), 4.5 (65), 4.5 (68) and 4.8 (5) for Professor, Associate Professor, Assistant Professor and Instructor, respectively. Administrators (Dean, Chair, Director or other) rated the Chancellor as 5.8 (46) for question 21. Those responses not marked as from administrators gave a value of 4.5 (235) for question 21. The overall mean of all respondents for this question was 4.8 (281).

Based on those responses that indicated divisional affiliation, and in which five or more responses were obtained, three divisions (Education: 7.2 (13), Health Related Professions 6.3 (7), and Human Environmental Sciences 6.3: (15)) were more enthusiastic about the Chancellor's performance than the average for all respondents. The College of Agriculture, Food and Natural Resources gave the second lowest overall rating of 4.0 (33), while Veterinary Medicine rated the Chancellor's performance lower in all categories than the general average, with scores ranging from 2.0 (14) for democratic leadership policies to 4.2 (13) for recognizing scholarship, and an overall rating of 2.3 (14).



## WRITTEN RESPONSES

Overall, the written comments were not positive, although some respondents were clearly quite happy with some particular aspect of the Chancellor's performance. It was possible to classify 149 of the 210 written responses concerning satisfaction/dissatisfaction with the Chancellor: 31 were clearly positive, 60 ambivalent, and 58 clearly negative. Some of the negative comments contained quite detailed and thoughtful explanations of the reasons the respondent came to that particular conclusion. The positive comments were, in general, much shorter and without additional explanation.

The Chancellor's ability to interact successfully with the Board of Curators was commented on favorably by 15/210 of the respondents.

The most significant finding came from a majority of the respondents (122/210) who commented in various ways on their perception of the Chancellor's poor interpersonal relationships.

Several different supportive and positive terms were found in all the clearly positive written responses and in some of the ambivalent. Terms such as grasp of larger goals, leader, promotes quality, and visionary were the most common. However, many different pejorative terms were also used in the written responses. Terms such as: abrasive, arrogant, autocratic, haughty, imperial, impersonal, military, or self-promoting, were seen to occur in all the clearly negative and also most of the ambivalent written responses.

A significant proportion of the respondents (55/210) stressed, in one way or another, the need for him to increase his contacts and interaction with faculty. Some 17/210 said the Chancellor does not listen to the faculty and 18/210 commented (some extensively) on their perception of his poor relationships with staff.

The development of 'niches' was viewed favorably by 3/210 and unfavorably by 10/210 of the respondents providing written replies.

The Chancellor is perceived as not understanding either the Land Grant Mission of the university, and/or the university's position in Missouri by 38/210 respondents. Smaller numbers of respondents commented unfavorably on his support of the library (12/210), modeling (6/210), reduction of admission standards (8/210), support for the Provost (7/210), or the purchase of a car (5/210).

## CAVEAT

It is worth remembering that a common feature of exercises such as this, is that the average scores and positive comments gathered are often inversely related to the frequency and opportunity of contact between the respondent and the administrator reviewed. Several respondents commented on their lack of direct contact with the Chancellor and that their perceptions were based on indirect information. One respondent, recognizing this difficulty, wrote a cogent comment: "Instead, I'm relying on perceptions based on media reports, faculty meetings and second hand information. If he views the university differently from those perceptions, he needs to communicate better with the faculty."

In addition, written responses to a evaluation of this type characteristically come from those who hold the strongest opinions and thus the majority of the faculty do not reply to the questionnaire. The group that did not reply could be expected to hold various opinions lying between some of the extremes we received. Consequently, since the numbers found in the tails of the overall distribution will determine the skew of the entire population, the ratio of the numbers of positive and negative comments will probably provide the best estimate of overall faculty opinion.

Submitted to the Faculty of Missouri  
University for and on behalf of  
the Campus Standing Committee on  
Administrative Review

Gordon Kimber  
Chairman, 1994.

The Campus Standing Committee on Administrative Review's  
Report on the Faculty Evaluation of  
Provost Brouder, March 1994.

A total of 353 replies were received. Some did not contain any responses, most had answers to almost all of the questions, and not all had written responses. The replies with written comments also did not always contain responses to all questions requesting comments. Since not providing a written opinion can be regarded as a neutral view the numbers of responses are described as fractions of total written responses received.

Overall, most of the comments were positive, although some respondents were clearly very unhappy with some particular aspect of the Provost's performance. It was possible to classify 187/226 of the written responses concerning satisfaction/dissatisfaction with the provost, 109 were clearly positive, 42 ambivalent, and 36 clearly negative.

A substantial number (42/226) of the respondents commented, in one way or another, that the Provost is ignored, by-passed, restrained or otherwise limited by the Chancellor. This perception is spread among the responses of all academic ranks, administrators and divisions.

He is generally viewed as an open administrator although some respondents (26/226) stressed the need for him to increase his contacts and interaction with faculty. Dr. Brouder's good interpersonal relationships were frequently commented upon. Dr. Brouder's ability to interact with people external to the university was also viewed positively.

Some respondents (10/226) commented, in various ways, on a lack of vision for the campus or a limited recognition of scholarship.

There was some concern (10/226) about the absence or slowness of responses from the Provost's office, both to individual communications and also to plans that departments or divisions have forwarded.

The average score for each of the 21 questions for which a numerical (1 through 9) response was requested were all above average, ranging from 6.1 (154) for recognition of on-the-job technical skills, to 7.3 (282) for human relationships and also 7.3 (248) for promoting an environment free from discrimination.

Only small differences were noticeable between the differing academic ranks. Question 21, which asked for an overall rating, produced means of 6.7 (147), 6.3 (81), 6.4 (61) and 7.0 (11) for Professor, Associate Professor, Assistant Professor and Instructor, respectively. Administrators (Dean, Chair, Director

or other) rated the Provost as 7.5 (57) for question 21. The overall mean of all respondents for this question was 6.6 (331).

Of the 292 responses to the question whether the Provost should definitely be re-appointed 244 voted yes and 48 voted no.

Based on those responses that indicated divisional affiliation, and in which five or more responses were obtained, two divisions (Engineering and Veterinary Medicine) were less enthusiastic about the Provost's performance than the average for all respondents, and in particular with the recent appointments to the deanship, while Extension, Human Environmental Sciences, Law, Medicine and Nursing rated the Provost higher than the general average.

Similarly, those respondents who identified themselves as holding administrative positions were much more uniform and effusive in their opinions.

Submitted for, and on the behalf of,  
the Campus Standing Committee on  
Administrative Review.

A handwritten signature in black ink, appearing to read "Gordon Kimber".

Gordon Kimber  
Chair.



UNIVERSITY OF MISSOURI-COLUMBIA

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Plant Science Unit  
Department of Entomology

1-87 Agriculture Building  
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October 14, 1993

TO: Professor David G. McDonald  
Department of Psychology  
210 McAlester Hall

Professor Richard C. Thompson  
Department of Chemistry  
123 Chemistry Building

FROM: Robert D. Hall 

SUBJECT: **Subcommittee for Development of Evaluation Document**

1. I have been informed by Professor Kimber, Chair of the Campus Standing Committee for Administrative Review, that we constitute a subcommittee charged with developing a draft review instrument for use as a "starting point" for deliberations by the entire Committee. He has sent me the minutes of the meeting held on October 5th, in which were suggestions for content of such an instrument.
2. Forwarded herewith is a draft that I have put together in order to incorporate those points raised in the October 5th minutes. In addition to determining what needs to added or subtracted from this, the following seemed important as I wrote it.
  - a. Do we need a Respondent's Information section?
  - b. Is there an occasion when we would want to include item C. re continuance?
  - c. How can we rephrase the requests for written responses to elicit a more useful database?
  - d. How much more detail do we need in the numerically-answered questions?
3. Should this be designed for machine scoring? Given the state of the art regarding test instruments, it seems that there should be some agency at MU capable of giving an opinion re the validity of the instrument for its intended purpose.
4. I will call in about a week to schedule a meeting where we can write a second draft. Thank you for your willingness to participate.

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// DRAFT - 13 Oct 93 //

### Questionnaire for Faculty Evaluation of Campus/Divisional Administrator

NAME OF ADMINISTRATOR: [Typed in.]

POSITION: \_\_\_\_\_ [Position description appended.]

DATE BEGAN CURRENT POSITION: \_\_\_\_\_

A. Please rate the above administrator in the following areas, using a 5 - 1 scale as indicated.

High degree → Low degree  
1      2      3      4      5

**Managerial and administrative abilities.** In your opinion, to what degree does the administrator exhibit managerial and administrative abilities in the following areas?

- Academic matters \_\_\_\_\_
- Fiscal matters \_\_\_\_\_
- Personnel matters \_\_\_\_\_
- Allocation of divisional resources \_\_\_\_\_

**Leadership abilities.** In your opinion, to what degree does the administrator exhibit the following leadership capabilities?

- Plans effectively \_\_\_\_\_
- Appropriate vision for the future \_\_\_\_\_
- Functions as advocate for your division \_\_\_\_\_

**Personal relationships.** To what degree does the administrator demonstrate adequate skill in dealing with people?

- Human relationships \_\_\_\_\_
- Physical and mental environment \_\_\_\_\_
- Recognizes on-the-job technical skills \_\_\_\_\_

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**Communication.** To what degree is the administrator an effective and reliable communicator?

- Keeping faculty informed \_\_\_\_\_
- Soliciting faculty input \_\_\_\_\_

**Undesirable attributes.** To what degree does the administrator demonstrate the following characteristics?

- Sexism \_\_\_\_\_
- Racism \_\_\_\_\_
- Other discrimination \_\_\_\_\_

**Interactions with students** (if appropriate for the position). To what degree does the administrator show interest and concern for students involved with the programs for which he or she is responsible? \_\_\_\_\_

B. The following questions solicit a written response.

(1) Identify areas in which you believe that the administrator excels.

(2) Identify areas in which you believe that the administrator needs improvement.

C. In your opinion, **should the administrator be continued** in his or her position?

Yes

No

**RESPONDENT INFORMATION:**

(1) Rank:  Instructor  
 Assistant Professor  
 Associate Professor  
 Professor

(2) Tenure status:  Tenured  
 Untenured

(2) Years at MU:  
 0-6  
 7-15  
 16-20  
 21+



At the meeting held 5/11/93 two lists of ideas were developed. These are my notes of the categories that were considered as areas in which we should develop questions.

The first list follows:

1) Financial:

Financial accountability - raises, financial management, procurement.

Financial openness, resource management.

2) Communication

3) Decision making

4) Planning/organizational skills

5) Advocacy

6) Leadership/vision

7) Environment/climate

8) Competence/expertise/knowledge

After some discussion these were collapsed into:

a) Administrative or managerial abilities in dealing with academic, fiscal and personnel matters.

b) Leadership qualities: planning, vision, advocacy, communication.

c) Personal relationships: human relationships, physical/mental, on-the-job technical skills.

d) "Isms": sexism, racism.

e) Interactions with students (If appropriate for the position).

## FACULTY COUNCIL ADMINISTRATOR EVALUATIONS

### INSTRUCTIONS

Thank you for taking time to participate in the Faculty Council's administrator evaluations. Enclosed are an evaluation form and green answer sheet for each administrator under review. Please note that this year's form is changed in format. Responses to questions 1-24 should be made on the green answer sheet *using a No. 2 pencil*. Make certain that the name and 3-digit special code on the answer sheet correspond with those on the evaluation form. If you feel you do not have enough information to respond to a question, response '0' has been reserved for "Unable to Judge". If you consistently answer '0', please skip to the "Comments" section at the end of the form.

Please return both evaluation forms and answer sheets by Friday, March 5 to:

Bruce Wilking  
Dept. of Physics & Astronomy  
503d Benton Hall

The results of this survey will be compiled by the Faculty Council and made available to the persons evaluated and the Chancellor. Results will also be available to faculty members from their Faculty Council representatives on a confidential basis.

**Faculty Council Evaluation Form for Academic Administrators**  
(Approved January 21, 1993)

Name of Administrator: \_\_\_\_\_ Special Code: \_\_\_\_\_

Administrator's Title: \_\_\_\_\_

Administrator's Unit: \_\_\_\_\_

Evaluator's Position: (Select the single most appropriate category)

- |                                                |                                               |                                           |
|------------------------------------------------|-----------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Faculty (regular)     | <input type="checkbox"/> Dean in unit         | <input type="checkbox"/> Student in unit  |
| <input type="checkbox"/> Faculty (non-regular) | <input type="checkbox"/> Campus Administrator | <input type="checkbox"/> Alumni from unit |
| <input type="checkbox"/> Chairperson in unit   | <input type="checkbox"/> External evaluator   | <input type="checkbox"/> Self-evaluation  |

**A. Evaluator's Relationship to This Administrator:**

1. How directly is the fulfillment of your employment obligations affected by this administrator?

Unable to Judge 0      Not at all    1 2 3 4 5 6 7 8 9      Directly

2. How knowledgeable are you of the duties of this administrator?

Unable to Judge 0      Not at all    1 2 3 4 5 6 7 8 9      Directly

3. How familiar are you with the considerations that this administrator must deal with in order to fulfill his/her roles?

Unable to Judge 0      Not at all    1 2 3 4 5 6 7 8 9      Directly

**B. Evaluator's Ratings:**

Below is a list of four administrative performance areas. Under each area are scales on which to evaluate the above-named administrator's performance. Select the rating that best matches your personal evaluation of this administrator's performance.

Operational Decisions:

- |    |                 |                               |   |   |   |   |   |   |   |   |   |                           |  |  |  |  |  |  |  |  |
|----|-----------------|-------------------------------|---|---|---|---|---|---|---|---|---|---------------------------|--|--|--|--|--|--|--|--|
|    | Unable to Judge |                               |   |   |   |   |   |   |   |   |   |                           |  |  |  |  |  |  |  |  |
| 4. | 0               | Bad for me                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Good for me               |  |  |  |  |  |  |  |  |
| 5. | 0               | Bad for unit                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Good for unit             |  |  |  |  |  |  |  |  |
| 6. | 0               | Bad for UM                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Good for UM               |  |  |  |  |  |  |  |  |
| 7. | 0               | Excessively costly            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Cost effective            |  |  |  |  |  |  |  |  |
| 8. | 0               | Autocratic/<br>Non-Consulting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Democratic/<br>Consulting |  |  |  |  |  |  |  |  |

Conflict Resolution:

- |     |   |                               |   |   |   |   |   |   |   |   |   |                           |
|-----|---|-------------------------------|---|---|---|---|---|---|---|---|---|---------------------------|
| 9.  | 0 | Unfair                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Fair                      |
| 10. | 0 | Uninformed                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Informed                  |
| 11. | 0 | Autocratic/<br>Non-Consulting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Democratic/<br>Consulting |

B. Evaluator's Ratings, Cont'd

Resources Procurement:

	Unable to Judge		1	2	3	4	5	6	7	8	9	Effective
12.	0	Ineffective	1	2	3	4	5	6	7	8	9	Effective
13.	0	Cost Ineffective	1	2	3	4	5	6	7	8	9	Cost Effective
14.	0	Excessive Delay	1	2	3	4	5	6	7	8	9	Timely
15.	0	Autocratic/ Non-Consulting	1	2	3	4	5	6	7	8	9	Democratic/ Consulting
16.	0	Unfair Disbursement	1	2	3	4	5	6	7	8	9	Fair disbursement

Advocacy:

17.	0	Ineffective for me	1	2	3	4	5	6	7	8	9	Effective for me
18.	0	Ineffective for unit	1	2	3	4	5	6	7	8	9	Effective for unit
19.	0	Ineffective for UM	1	2	3	4	5	6	7	8	9	Effective for UM
20.	0	Autocratic/ Non-Consulting	1	2	3	4	5	6	7	8	9	Democratic/ Consulting

C. Evaluator's Judgments:

21. Is the administrator's salary of \$\_\_\_\_\_ consistent with his/her performance?  
Unable to Judge (0)            NO (1)            YES (2)
22. Should this administrator be retained in her/his present position?  
Unable to Judge (0)            NO (1)            YES (2)
23. Should this administrative position be retained?  
Unable to Judge (0)            NO (1)            YES (2)
24. If this administrative position is worth retaining, to what degree should it be filled by administrative or faculty input? (e.g., select 1 for 100% administrative appt., 5 for 100% faculty appt., 3 for 50% administrative, 50% faculty input, etc.)  
Unable to Judge (0)    Administrative appointment    1    2    3    4    5    Faculty election

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR HELP IN THIS EVALUATION.



UNIVERSITY OF MISSOURI

Appendix D

CSCAR Survey

College of Arts and Science

Department of Psychology

108A McAlester Hall

Columbia, Missouri 65211

Telephone (314) 882-2642

Internet: psydgm@mizzou1.missouri.edu

Fax: (314) 882-7710

Friday, March 17, 1995

**TO:** All faculty responding to our memo of 2/15/95

**From:** David G. McDonald, Chair, Campus Standing Committee on Administrative Review (CSCAR) and Robert McClure, Chair, CSCAR's Committee on Campus Administrators (COCA)

**Subject:** Annual evaluation of Chancellor Charles A. Kiesler

Dear Colleague:

Thank you for your interest in participating in the annual evaluation of Chancellor Charles Kiesler. Enclosed you will find your copy of the questionnaire. This is the same questionnaire used by CSCAR last year in its evaluation of both the Provost and Chancellor. Please complete the questionnaire to the best of your ability and return it to CSCAR in the enclosed envelope no later than Friday, March 31, 1995.

While we do ask for several items of demographic information, please note that this request is completely optional. Whether you respond to this optional section or not, every measure will be taken to ensure total confidentiality of your reply. Your individual responses will be seen only by CSCAR.

The results of the numerical questions will be combined into a data base that will be used to produce a summary of the results. Your written comments, if any, will be retyped and combined, anonymously, into a single file, and this file will be used by CSCAR to produce a written evaluation. The summary results and written evaluation will be made available to the general faculty, Faculty Council, Chancellor Kiesler, and President Russell.

CSCAR urges you to respond and thanks you for your participation. We know you share CSCAR's sentiments that an open and constructive process such as this will clearly serve the best long-term interests of the University of Missouri.

**CAMPUS STANDING COMMITTEE ON ADMINISTRATIVE REVIEW**

**Questionnaire for Faculty Evaluation of Campus Administrator**

**March 1995**

**NAME OF ADMINISTRATOR: Charles A. Kiesler**

**POSITION: Chancellor**

**DATE BEGAN CURRENT POSITION: November 1993**

\*\*\*\*\*

**Respondent information: (OPTIONAL)**

- (1) **Rank:**
- Instructor
  - Assistant Professor
  - Associate Professor
  - Professor
  - Dean, Chair, Director, or other administrator

- (2) **Tenure Status:**
- Tenured
  - Untenured

- (3) **Division:** \_\_\_\_\_

\*\*\*\*\*

A. Please record your responses to each of the following items. If you feel that you have insufficient information or experience (IIE) regarding any item, check "IIE" on the right margin rather than mark the middle point of the scale. You are encouraged to elaborate, in section B following, regarding your response to any item and to include specific examples to clarify your evaluation. You are also encouraged to comment on any relevant matters not addressed in this questionnaire. Please include extra pages if necessary.

NOTE: The middle point of the 9-point scale is defined as the "average level of performance expected for the average administrator in a similar position."

Based on your own experience and knowledge, indicate your evaluation of the efforts of the administrator in each of the following (circle the appropriate number):

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**Managerial and administrative abilities.** In your opinion, to what degree does the administrator exhibit managerial and administrative abilities in the following areas?

- 1. **Academic affairs.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 2. **Fiscal matters.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 3. **Allocation of other resources.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 4. **Personnel matters.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 5. **Quality of decisions made.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 6. **Responsiveness of office/support staff.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE

\*\*\*\*\*

**Leadership abilities.** In your opinion, to what degree does the administrator exhibit the following leadership capabilities?

- 7. **Plans effectively.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 8. **Appropriate vision for the future.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 9. **Functions as advocate for Campus/division.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE
- 10. **Exhibits democratic leadership policies.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE

\*\*\*\*\*

**Personal relationships.** To what degree does the administrator demonstrate adequate skill in dealing with people?

- 11. **Human relationships.**  
outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE

- 12. **Physical and intellectual environment.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 13. **Recognizes scholarship.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 14. **Recognizes contribution in teaching.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 15. **Recognizes contributions in extension and service.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 16. **Recognizes on-the-job technical skills.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 17. **Promotes an environment that is free of discrimination.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE

\*\*\*\*\*

**Communication.** To what degree is the administrator an effective and reliable communicator?

- 18. **Keeping faculty informed.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE
- 19. **Soliciting faculty input.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE

\*\*\*\*\*

**Interactions with students** (if appropriate for the position).

- 20. **How effectively does the administrator interact with students involved in the program(s) for which he or she is responsible?**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE

\*\*\*\*\*

**Overall performance.**

- 21. **Please give your impression of the overall performance of the administrator.**  
       outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory     IIE

\*\*\*\*\*



**Adequacy of questionnaire.**

22. **Was this questionnaire an adequate instrument so that you could register an evaluation of the administrator?**

outstanding 9 8 7 6 5 4 3 2 1 unsatisfactory IIE

\*\*\*\*\*

B. The following questions solicit a written response.

1. **Identify areas in which you believe that the administrator excels.**

2. **Identify areas in which you believe that the administrator needs improvement.**

PLEASE RETURN THIS QUESTIONNAIRE IN AN ENVELOPE MARKED **CONFIDENTIAL** TO:

David G. McDonald, 108A McAlester Hall

BEFORE MARCH 31, 1995

**TO MAINTAIN YOUR ANONYMITY PLEASE DO NOT PLACE A RETURN ADDRESS ON THE ENVELOPE**

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## Appendix E

### 2022 Survey

#### Block 1

You are being asked to review MU Executive Vice Chancellor and Provost Latha Ramchand. Conducting regular administrator reviews has been a standard practice of MU's [Faculty Council on University Policy](#) for several decades.

Please review the formal duties of the Provost's role [here](#) to help guide your review. This links a subsection of full provost position profile used for the provost search in 2018, and outlines various opportunities and challenges for the prospective provost to address.

As the Executive Committee of Faculty Council, we appreciate your participation in this review, which is voluntary and anonymous.

Per Faculty Council traditions, aggregate results will be shared publicly at an upcoming meeting. While we will report aggregate scores and themes of comments, individual faculty participation data is not collected and under no circumstances will any identifiable comments or information be shared. We take faculty confidentiality seriously.

For questions on this survey, please contact Faculty Council Vice Chair Graham McCaulley at [mccaulleyg@missouri.edu](mailto:mccaulleyg@missouri.edu) or 573-882-2005.

#### Default Question Block

Respondent Information: (OPTIONAL)

Individual faculty level participation is not collected or reported. However, knowing how different groups, overall, rate administrators is helpful in understanding how stakeholders feel they are treated.

Are you NTT or T/TT?

NTT

T/TT

Do you have an administrative appointment?

No

Yes, under .5 FTE

Yes, .5 FTE or more

## Block 2

Based on your own experience and knowledge, please rate the administrator's performance on a range of administrative areas.

If you feel that you have insufficient information or experience regarding any item, check "n/a" to indicate "unable to review".

NOTE: The middle point of the 5-point scale is defined as the "average level of performance expected for the average administrator in a similar position".

## Block 3

### Managerial and Administrative Abilities

In your opinion, to what degree does the administrator exhibit managerial and administrative abilities in the following areas?

Please review the formal duties of the Provost's role [here](#) to help guide your review.

#### 1. Academic Affairs

1 - Unsatisfactory      2      3 - Average      4      5 - Outstanding      n/a

## 2. Fiscal Matters

1 - Unsatisfactory       2       3 - Average       4       5 - Outstanding       n/a

## 4. Personnel Matters

1 - Unsatisfactory       2       3 - Average       4       5 - Outstanding       n/a

## 5. Decision Making

1 - Unsatisfactory       2       3 - Average       4       5 - Outstanding       n/a

## Block 4

### Leadership Abilities

In your opinion, to what degree does the administrator exhibit the following leadership capabilities?

Please review the formal duties of the Provost's role [here](#) to help guide your review.

### 1. Plans Effectively

1 - Unsatisfactory       2       3 - Average       4       5 - Outstanding       n/a

### 2. Has Appropriate Vision for the Future

1 - Unsatisfactory       2       3 - Average       4       5 - Outstanding       n/a

### 3. Functions as Advocate for Campus

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. Exhibits Democratic Leadership Policies

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 5. Demonstrates a Commitment to Shared Governance

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Block 5

#### Personal Relationships

In your opinion, to what degree does the administrator demonstrate adequate skill in the following?

Please review the formal duties of the Provost's role [here](#) to help guide your review.

#### 3. Recognizes Contribution in Teaching

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4. Recognizes Contributions in Extension, Engagement, and Service

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 5. Demonstrates Commitment to Diversity, Equity, and Inclusion

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Block 6

#### Communication

In your opinion, to what degree does the administrator exhibit communication abilities in the following areas?

Please review the formal duties of the Provost's role [here](#) to help guide your review.

#### 1. Keeping Faculty Informed

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2. Soliciting Faculty Input

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 3. Earning the Respect of the Campus Community

1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	n/a
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Block 7

### Block 8

#### Overall Performance

Please give your impression of the overall performance of the administrator.

1 -	2	3 - Average	4	5 - Outstanding	n/a
-----	---	-------------	---	-----------------	-----

Unsatisfactory



Based on your confidence in this administrator's skills and abilities, should this administrator be retained?

- Yes
- No
- Unsure

Please identify areas in which you believe that the administrator excels.

Please identify areas in which you believe that the administrator needs improvement.

This is the end of the evaluation. Please click the arrow to submit. Please note that once submitted, you will be unable to edit your responses

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## Appendix F

### Administrator Review Distribution

Faculty participation was sought using email lists maintained by the Provost’s office. In Outlook, one is named “MU Provost – TTT Ranked Faculty” and contains 1027 people, and the other is “MU Provost – NTT Ranked Faculty” and contains 1181 people. The job titles in those listed are described below. Those two Outlook lists include Part-Time (temporary) faculty. The third group the survey was sent to, was for tenured administrators who were likely not on the other two lists, and this group contained 96 people.

<b>Tenured/Tenure-Track Ranked Professorial</b>	
Tenured/Tenure Track Faculty	CURATORS DISTINGUISHED PROFESS
	CURATORS DISTINGUISHEDTEACH P
	PROF, ASOC
	PROF, AST
	PROFESSOR

<b>Non-Tenure Track Ranked Professorial</b>	
Professional Practice Faculty	PROF, ASOC PROFL PRACTICE
	PROF, AST/PROFL PRACT
	PROF, PROFL PRACTICE
Clinical Faculty	PROF, ASOC CLINCL
	PROF, ASOC CLINCL DEPT
	PROF, AST CLINCL
	PROF, AST CLINCL DEPT
	PROF, CLINCL
	PROF, CLINICAL DEPT
Teaching Faculty	PROF, ASOC TEACH
	PROF, AST TEACH
	PROF, TEACH
Research Faculty	PROF, ASOC RESRCH
	PROF, AST RESRCH
	PROF, RESRCH
Research Faculty Total	

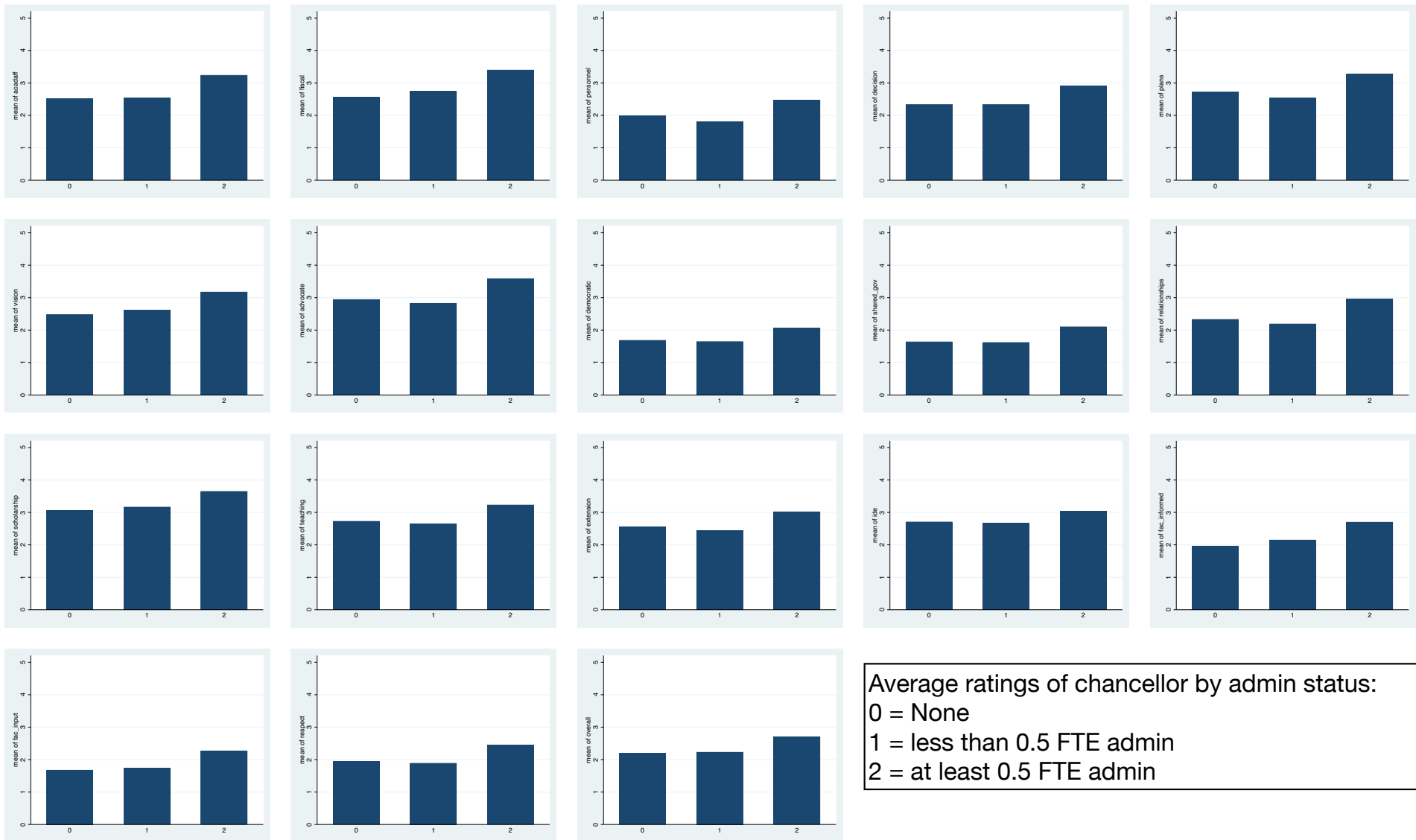


Extension Faculty	PROF, ASOC EXTNS
	PROF, AST EXTNS
	PROF, EXTNS

<b>Non-Tenure Track Ranked Professorial</b>	
Extension Professionals	EXTNS PROFESSIONAL
	EXTNS PROFESSIONAL, ASOC
	EXTNS PROFESSIONAL, AST
Extension Professionals Total	
Librarian	LIBRARIAN I
	LIBRARIAN II
	LIBRARIAN III
	LIBRARIAN IV
Archivist	ARCHIVIST III

# Appendix G

## Relation of Administrative Appointment to Responses



Average ratings of chancellor by admin status:  
0 = None  
1 = less than 0.5 FTE admin  
2 = at least 0.5 FTE admin

Categories

Numbers

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q61: 2. Fiscal Matters

**Relation of Administrative Appointment to Responses**

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	359	2.55	2.00		
Yes, under .5 FTE	72	2.74	3.00		
Yes, .5 FTE or more	58	3.40	3.00		
Total (3)	489	2.68	3.00		

Categories

Categories

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q61: 2. Fiscal Matters

Q62: Do you have an administrative appointment?	Q61: 2. Fiscal Matters					Total
	1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	
No	30.6%	20.9%	22.6%	14.5%	11.4%	100.0%
Yes, under .5 FTE	25.0%	18.1%	25.0%	22.2%	9.7%	100.0%
Yes, .5 FTE or more	6.9%	22.4%	24.1%	17.2%	29.3%	100.0%
Total						

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q60: Based on your confidence in this administrator's abilities, should this administrator be retained?

		Q60: Based on...be retained? ⌵			
Q62: Do you have an administrative appointment? ⌵		Yes ⌵	No ⌵	Unsure ⌵	Total ⌵
No ⌵	⌵	24.1% ⌵	57.3% ⌵	18.6% ⌵	100.0%
Yes, under .5 FTE ⌵	⌵	23.6% ⌵	56.9% ⌵	19.4% ⌵	100.0%
Yes, .5 FTE or more ⌵	⌵	48.2% ⌵	42.9% ⌵	8.9% ⌵	100.0%
Total ⌵	⌵				

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q31: 1. Keeping Faculty Informed

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	370	1.96	1.00		
Yes, under .5 FTE	73	2.15	2.00		
Yes, .5 FTE or more	57	2.70	3.00		
Total (3)	500	2.08	2.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q31: 1. Keeping Faculty Informed

Q31: 1. Keeping Faculty Informed

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	53.5%	18.1%	13.5%	8.1%	100.0%
Yes, under .5 FTE	39.7%	27.4%	16.4%	11.5%	100.0%
Yes, .5 FTE or more	28.1%	12.3%	33.3%	14.3%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q9: 1. Academic Affairs

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	351	2.51	2.00		
Yes, under .5 FTE	73	2.53	2.00		
Yes, .5 FTE or more	55	3.24	3.00		
Total (3)	479	2.60	3.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q9: 1. Academic Affairs

Q9: 1. Academic Affairs

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	30.8%	21.4%	25.1%	11.7%	100.0%
Yes, under .5 FTE	23.3%	28.8%	23.3%	20.6%	100.0%
Yes, .5 FTE or more	9.1%	18.2%	27.3%	30.4%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q73: 2. Soliciting Faculty Input

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	367	1.68	1.00		
Yes, under .5 FTE	72	1.74	1.00		
Yes, .5 FTE or more	57	2.26	2.00		
Total (3)	496	1.75	1.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q73: 2. Soliciting Faculty Input

Q73: 2. Soliciting Faculty Input

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	67.8%	13.4%	7.6%	5.2%	100.0%
Yes, under .5 FTE	56.9%	19.4%	18.1%	4.6%	100.0%
Yes, .5 FTE or more	43.9%	15.8%	17.5%	15.8%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q23: 1. Builds Human Relationships

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	334	2.33	2.00		
Yes, under .5 FTE	68	2.19	2.00		
Yes, .5 FTE or more	56	2.96	3.00		
Total (3)	458	2.39	2.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q23: 1. Builds Human Relationships

Q23: 1. Builds Human Relationships

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	40.4%	20.4%	15.9%	12.3%	100.0%
Yes, under .5 FTE	45.6%	17.6%	17.6%	10.2%	100.0%
Yes, .5 FTE or more	21.4%	19.6%	17.9%	23.1%	100.0%
Total					



There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q66: 3. Functions as Advocate for Campus

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	357	2.94	3.00		
Yes, under .5 FTE	70	2.83	3.00		
Yes, .5 FTE or more	56	3.59	4.00		
Total (3)	483	3.00	3.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q66: 3. Functions as Advocate for Campus

Q66: 3. Functions as Advocate for Campus

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	22.4%	15.4%	23.8%	22.4%	100.0%
Yes, under .5 FTE	27.1%	20.0%	14.3%	20.0%	100.0%
Yes, .5 FTE or more	12.5%	12.5%	16.1%	21.0%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q65: 2. Has Appropriate Vision for the Future

Reorder/Recode Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	364	2.48	2.00		
Yes, under .5 FTE	73	2.62	3.00		
Yes, .5 FTE or more	57	3.18	3.00		
Total (3)	494	2.58	2.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q65: 2. Has Appropriate Vision for the Future

Q65: 2. Has Appropriate Vision for the Future

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	36.8%	17.3%	19.5%	14.4%	100.0%
Yes, under .5 FTE	32.9%	16.4%	21.9%	13.8%	100.0%
Yes, .5 FTE or more	21.1%	15.8%	15.8%	19.4%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q16: 1. Plans Effectively

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	342	2.72	3.00		
Yes, under .5 FTE	72	2.54	2.00		
Yes, .5 FTE or more	57	3.28	3.00		
Total (3)	471	2.76	3.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q16: 1. Plans Effectively

Q16: 1. Plans Effectively

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	25.1%	21.1%	24.6%	15.2%	100.0%
Yes, under .5 FTE	25.0%	30.6%	16.7%	27.7%	100.0%
Yes, .5 FTE or more	15.8%	8.8%	28.1%	47.3%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q63: 4. Personnel Matters

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	355	1.99	1.00		
Yes, under .5 FTE	73	1.81	1.00		
Yes, .5 FTE or more	58	2.47	2.00		
Total (3)	486	2.02	1.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q63: 4. Personnel Matters

Q63: 4. Personnel Matters

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	52.4%	20.8%	11.0%	7.8%	100.0%
Yes, under .5 FTE	54.8%	26.0%	6.8%	12.4%	100.0%
Yes, .5 FTE or more	31.0%	27.6%	17.2%	24.2%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q64: 5. Decision Making

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	367	2.33	2.00		
Yes, under .5 FTE	74	2.32	2.00		
Yes, .5 FTE or more	58	2.91	3.00		
Total (3)	499	2.39	2.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q64: 5. Decision Making

Q64: 5. Decision Making

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	39.8%	21.8%	15.3%	12.1%	100.0%
Yes, under .5 FTE	32.4%	29.7%	17.6%	13.3%	100.0%
Yes, .5 FTE or more	22.4%	22.4%	17.2%	17.9%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q68: 5. Demonstrates a Commitment to Shared Governance

Reorder/Recode Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	369	1.64	1.00		
Yes, under .5 FTE	71	1.62	1.00		
Yes, .5 FTE or more	58	2.10	1.50		
Total (3)	498	1.69	1.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q68: 5. Demonstrates a Commitment to Shared Governance

Q68: 5. Demonstrates a Commitment to Shared Governance

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	70.5%	11.7%	7.3%	4.2%	100.0%
Yes, under .5 FTE	64.8%	21.1%	4.2%	7.3%	100.0%
Yes, .5 FTE or more	50.0%	12.1%	22.4%	8.2%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q74: 3. Earning the Respect of the Campus Community

Reorder/Recode | Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	366	1.94	1.00		
Yes, under .5 FTE	72	1.89	1.00		
Yes, .5 FTE or more	58	2.45	2.00		
Total (3)	496	1.99	1.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q74: 3. Earning the Respect of the Campus Community

Q74: 3. Earning the Respect of the Campus Community

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	57.9%	13.7%	13.4%	6.0%	100.0%
Yes, under .5 FTE	54.2%	18.1%	15.3%	9.4%	100.0%
Yes, .5 FTE or more	37.9%	15.5%	22.4%	12.2%	100.0%
Total					

Categories

Numbers

At least one group from Q62: Do you have an administrative appointment? tends to have higher values for Q42: Please give your impression of the overall performance of the administrator. than another group

Reorder/Recode Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	361	2.20	2.00		
Yes, under .5 FTE	70	2.23	2.00		
Yes, .5 FTE or more	58	2.71	3.00		
Total (3)	489	2.26	2.00		

Categories

Categories

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q42: Please give your impression of the overall performance of the administrator.

Q42: Please give your impression...erformance of the administrator.

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	42.4%	23.0%	15.8%	10.0%	100.0%
Yes, under .5 FTE	35.7%	28.6%	17.1%	14.3%	100.0%
Yes, .5 FTE or more	31.0%	17.2%	17.2%	19.6%	100.0%
Total					



There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q67: 4. Exhibits Democratic Leadership Policies

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	366	1.69	1.00		
Yes, under .5 FTE	71	1.65	1.00		
Yes, .5 FTE or more	58	2.07	1.00		
Total (3)	495	1.73	1.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q67: 4. Exhibits Democratic Leadership Policies

Q67: 4. Exhibits Democratic Leadership Policies

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	68.3%	11.7%	8.5%	6.5%	100.0%
Yes, under .5 FTE	66.2%	15.5%	8.5%	7.8%	100.0%
Yes, .5 FTE or more	51.7%	12.1%	20.7%	15.5%	100.0%
Total					

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q72: 5. Demonstrates Commitment to Diversity, Equity, and Inclusion

Reorder/Recode Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	346	2.71	3.00		
Yes, under .5 FTE	67	2.67	3.00		
Yes, .5 FTE or more	54	3.04	3.00		
Total (3)	467	2.74	3.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q72: 5. Demonstrates Commitment to Diversity, Equity, and Inclusion

Q72: 5. Demonstrates Commitment...Diversity, Equity, and Inclusion

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	31.8%	15.3%	19.1%	17.8%	100.0%
Yes, under .5 FTE	29.9%	19.4%	19.4%	16.4%	100.0%
Yes, .5 FTE or more	20.4%	9.3%	33.3%	20.0%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q71: 4. Recognizes Contributions in Extension, Engagement, and Service

Reorder/Recode Bucketing

Q62: Do y...ointment?	Count	Average	Median	%	N
No	295	2.56	3.00		
Yes, under .5 FTE	64	2.44	2.00		
Yes, .5 FTE or more	50	3.02	3.00		
Total (3)	409	2.60	3.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q71: 4. Recognizes Contributions in Extension, Engagement, and Service

Q71: 4. Recognizes Contributions...tension, Engagement, and Service

Q62: Do y...ointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	28.8%	20.0%	27.8%	13.4%	100.0%
Yes, under .5 FTE	26.6%	28.1%	25.0%	19.9%	100.0%
Yes, .5 FTE or more	18.0%	14.0%	34.0%	34.0%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q70: 3. Recognizes Contribution in Teaching

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	353	2.73	3.00		
Yes, under .5 FTE	70	2.64	3.00		
Yes, .5 FTE or more	56	3.23	3.00		
Total (3)	479	2.77	3.00		

There is no statistically significant relationship between Q62: Do you have an administrative appointment? and Q70: 3. Recognizes Contribution in Teaching

Q70: 3. Recognizes Contribution in Teaching

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	22.1%	21.0%	29.5%	17.4%	100.0%
Yes, under .5 FTE	21.4%	21.4%	34.3%	17.4%	100.0%
Yes, .5 FTE or more	10.7%	17.9%	30.4%	19.0%	100.0%
Total					

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q69: 2. Recognizes Scholarship

Reorder/Recode Bucketing

Q62: Do you have an administrative appointment?	Count	Average	Median	%	N
No	358	3.06	3.00		
Yes, under .5 FTE	72	3.17	3.00		
Yes, .5 FTE or more	57	3.65	4.00		
Total (3)	487	3.14	3.00		

There is a statistically significant relationship between Q62: Do you have an administrative appointment? and Q69: 2. Recognizes Scholarship

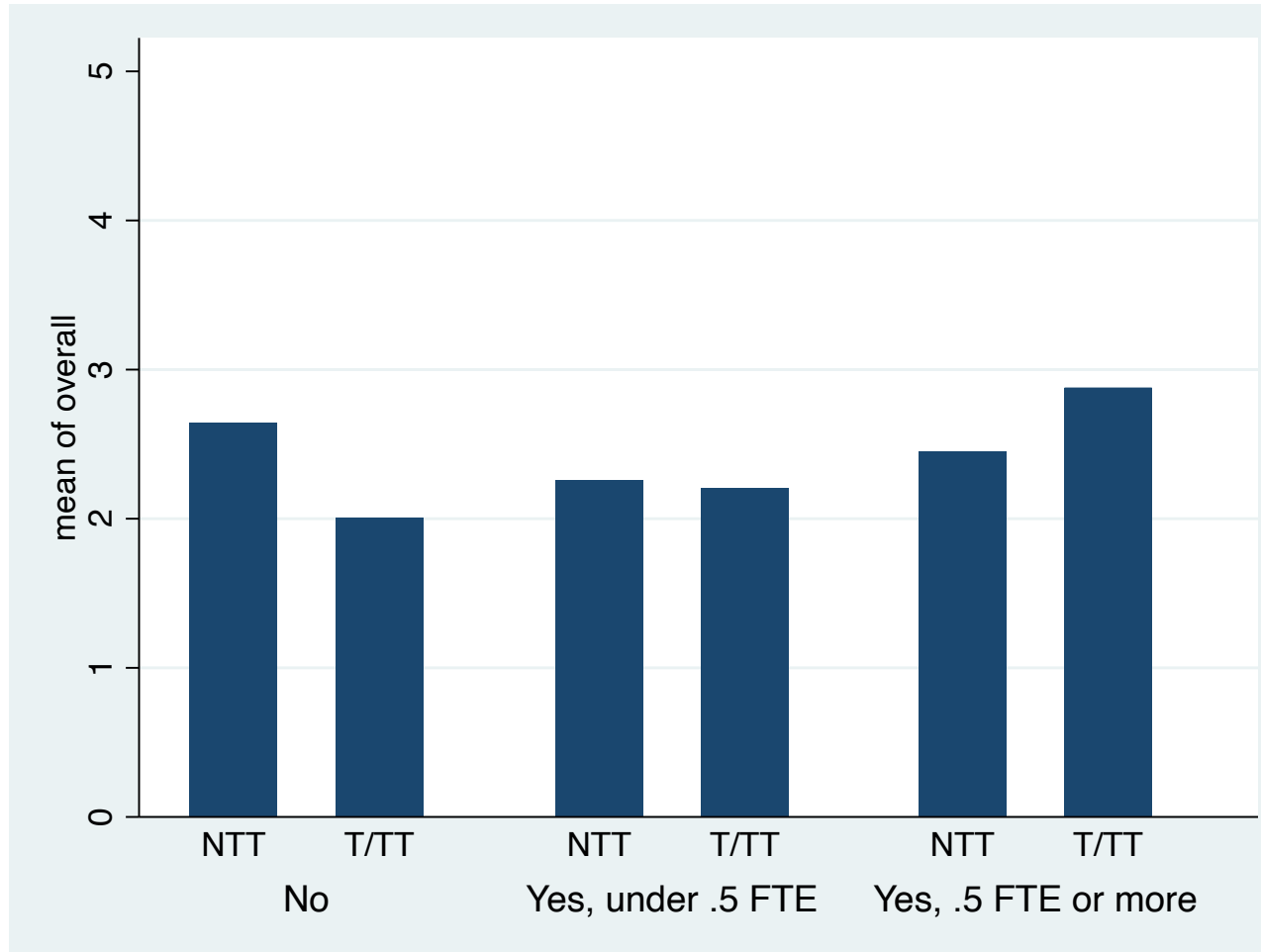
Q69: 2. Recognizes Scholarship

Q62: Do you have an administrative appointment?	1 - Unsatisfactory	2	3 - Average	4	Total
No	17.3%	15.1%	28.8%	22.8%	100.0%
Yes, under .5 FTE	15.3%	11.1%	36.1%	16.5%	100.0%
Yes, .5 FTE or more	8.8%	12.3%	17.5%	28.8%	100.0%
Total					

## Appendix H

### Relation of Tenure Status to Responses

Average "overall" rating of chancellor by NTT/TT and admin status



# Appendix H

■ **Included** 497 86.3%  
■ **Missing** 79 13.7%  
■ **Excluded by filter** 0 0.0%

## Relation of Tenure Status to Responses

Categories

Numbers

NTT tends to have higher values for Q68: 5. Demonstrates a Commitment to Shared Governance than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
T/TT	326	1.55	1.00		
NTT	171	1.92	1.00		
Total (2)	497	1.68	1.00		

■ **Included** 497 86.3%  
■ **Missing** 79 13.7%  
■ **Excluded by filter** 0 0.0%

Categories

Categories

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q68: 5. Demonstrates a Commitment to Shared Governance

### Q68: 5. Demonstrates a Commitment to Shared Governance

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	53.8%	18.7%	12.9%	11.6%	100.0%
T/TT	74.8%	10.4%	6.1%	2.7%	100.0%
Total					

Included	Missing	Excluded by filter
486	90	0
84.4%	15.6%	0.0%

Categories

Numbers

NTT tends to have higher values for Q69: 2. Recognizes Scholarship than T/TT

Reorder/Recode Bucketing

Q58:.../TT?	Count	Average	Median	%	N
NTT	165	3.44	4.00		
T/TT	321	2.98	3.00		
Total (2)	486	3.13	3.00		

Categories

Categories

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q69: 2. Recognizes Scholarship

Q69: 2. Recognizes Scholarship

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	9.1%	10.3%	29.7%	29.7%	100.0%
T/TT	19.6%	16.2%	28.7%	18.7%	100.0%
Total					



NTT tends to have higher values for Q9: 1. Academic Affairs than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	161	2.89	3.00		
T/TT	318	2.44	2.00		
Total (2)	479	2.59	3.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q9: 1. Academic Affairs

Q9: 1. Academic Affairs

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	15.5%	23.0%	28.0%	24.0%	100.0%
T/TT	32.7%	21.7%	24.8%	10.0%	100.0%
Total					

NTT tends to have higher values for Q71: 4. Recognizes Contributions in Extension, Engagement, and Service than T/TT

Reorder/Recode Bucketing

Q58:.../TT?	Count	Average	Median	%	N
NTT	148	2.89	3.00		
T/TT	260	2.42	2.00		
Total (2)	408	2.59	3.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q71: 4. Recognizes Contributions in Extension, Engagement, and Service

Q71: 4. Recognizes Contributions...tension, Engagement, and Service

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	20.3%	14.9%	33.8%	18.0%	100.0%
T/TT	31.2%	23.5%	25.8%	11.5%	100.0%
Total					

NTT tends to have higher values for Q42: Please give your impression of the overall performance of the administrator. than T/TT

Reorder/Recode Bucketing

Q58:.../TT?	Count	Average	Median	%	N
NTT	168	2.54	2.00		
T/TT	320	2.11	2.00		
Total (2)	488	2.26	2.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q42: Please give your impression of the overall performance of the administrator.

Q42: Please give your impression...erformance of the administrator.

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	29.8%	21.4%	24.4%	14.4%	100.0%
T/TT	45.3%	24.4%	12.5%	17.8%	100.0%
Total					

Categories

Numbers

There is no statistically significant relationship between Q58: Are you NTT or T/TT? and Q23: 1. Builds Human Relationships

Reorder/Recode Bucketing

Q58: Are you NTT or T/TT?	Count	Average	Median	%	N
NTT	154	2.54	2.00		
T/TT	303	2.29	2.00		
Total (2)	457	2.37	2.00		

Categories

Categories

There is no statistically significant relationship between Q58: Are you NTT or T/TT? and Q23: 1. Builds Human Relationships

Q23: 1. Builds Human Relationships

Q58: Are you NTT or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	31.2%	20.8%	21.4%	16.6%	100.0%
T/TT	42.9%	20.1%	13.9%	11.1%	100.0%
Total					

NTT tends to have higher values for Q31: 1. Keeping Faculty Informed than T/TT

Reorder/Recode    Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	174	2.32	2.00		
T/TT	325	1.93	1.00		
Total (2)	499	2.07	2.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q31: 1. Keeping Faculty Informed

Q31: 1. Keeping Faculty Informed

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	36.8%	21.8%	22.4%	10.0%	100.0%
T/TT	54.8%	17.8%	13.2%	7.2%	100.0%
Total					

NTT tends to have higher values for Q64: 5. Decision Making than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	172	2.65	2.00		
T/TT	326	2.25	2.00		
Total (2)	498	2.38	2.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q64: 5. Decision Making

Q58: Are...or T/TT?	Q64: 5. Decision Making				Total
	1 - Unsatisfactory	2	3 - Average	4	
NTT	26.7%	24.4%	19.2%	16.7%	100.0%
T/TT	41.7%	23.0%	14.4%	10.9%	100.0%
Total					

NTT tends to have higher values for Q67: 4. Exhibits Democratic Leadership Policies than T/TT

Reorder/Recode Bucketing

Q58:.../TT?	Count	Average	Median	%	N
NTT	169	1.93	1.00		
T/TT	325	1.60	1.00		
Total (2)	494	1.71	1.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q67: 4. Exhibits Democratic Leadership Policies

Q67: 4. Exhibits Democratic Leadership Policies

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	52.7%	18.3%	15.4%	10.6%	100.0%
T/TT	73.5%	9.5%	6.5%	4.5%	100.0%
Total					

NTT tends to have higher values for Q65: 2. Has Appropriate Vision for the Future than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	169	2.83	3.00		
T/TT	324	2.43	2.00		
Total (2)	493	2.57	2.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q65: 2. Has Appropriate Vision for the Future

Q65: 2. Has Appropriate Vision for the Future

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	23.1%	19.5%	23.7%	18.7%	100.0%
T/TT	40.1%	16.4%	17.3%	12.7%	100.0%
Total					



NTT tends to have higher values for Q73: 2. Soliciting Faculty Input than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	170	1.94	1.00		
T/TT	325	1.62	1.00		
Total (2)	495	1.73	1.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q73: 2. Soliciting Faculty Input

Q73: 2. Soliciting Faculty Input

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	52.9%	17.6%	15.3%	10.0%	100.0%
T/TT	69.5%	13.2%	7.7%	4.0%	100.0%
Total					

Categories

Numbers

NTT tends to have higher values for Q16: 1. Plans Effectively than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	165	2.98	3.00		
T/TT	306	2.62	3.00		
Total (2)	471	2.75	3.00		

Categories

Categories

There is no statistically significant relationship between Q58: Are you NTT or T/TT? and Q16: 1. Plans Effectively

Q58: Are...or T/TT?	Q16: 1. Plans Effectively				Total
	1 - Unsatisfactory	2	3 - Average	4	
NTT	17.0%	20.6%	25.5%	21.9%	100.0%
T/TT	27.5%	21.9%	23.5%	15.1%	100.0%
Total					

NTT tends to have higher values for Q74: 3. Earning the Respect of the Campus Community than T/TT

Reorder/Recode Bucketing

Q58:.../TT?	Count	Average	Median	%	N
NTT	171	2.19	2.00		
T/TT	324	1.85	1.00		
Total (2)	495	1.97	1.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q74: 3. Earning the Respect of the Campus Community

Q74: 3. Earning the Respect of the Campus Community

Q58: Are...or T/TT?	1 - Unsatisfactory	2	3 - Average	4	Total
NTT	44.4%	17.0%	21.1%	9.5%	100.0%
T/TT	61.7%	13.0%	11.4%	13.9%	100.0%
Total					

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q60: Based on your confidence in this administrator...ilities, should this administrator be retained?

		Q60: Based on...be retained? ⌵			
Q58: Are...or T/TT? ⌵		Yes ⌵	No ⌵	Unsure ⌵	Total ⌵
NTT ⌵	⌵	31.6% ⌵	47.7% ⌵	20.7% ⌵	100.0%
T/TT ⌵	⌵	23.4% ⌵	61.1% ⌵	15.5% ⌵	100.0%
Total ⌵	⌵				

NTT tends to have higher values for Q61: 2. Fiscal Matters than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	168	2.88	3.00		
T/TT	321	2.57	2.00		
Total (2)	489	2.67	3.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q61: 2. Fiscal Matters

Q58: Are...or T/TT?	Q61: 2. Fiscal Matters				Total
	1 - Unsatisfactory	2	3 - Average	4	
NTT	18.5%	20.2%	29.8%	18.5%	100.0%
T/TT	31.2%	21.2%	20.2%	14.4%	100.0%
Total					

Categories

Numbers

NTT tends to have higher values for Q70: 3. Recognizes Contribution in Teaching than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	164	3.01	3.00		
T/TT	314	2.64	3.00		
Total (2)	478	2.77	3.00		

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There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q70: 3. Recognizes Contribution in Teaching

Q58: Are you NTT or T/TT?	Q70: 3. Recognizes Contribution in Teaching					Total
	1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	
NTT	15.2%	18.9%	30.5%	20.1%	15.2%	100.0%
T/TT	23.2%	21.7%	30.9%	15.9%	8.3%	100.0%
Total						

NTT tends to have higher values for Q72: 5. Demonstrates Commitment to Diversity, Equity, and Inclusion than T/TT

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	162	3.02	3.00		
T/TT	304	2.58	2.00		
Total (2)	466	2.73	3.00		

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q72: 5. Demonstrates Commitment to Diversity, Equity, and Inclusion

Q58: Are you NTT or T/TT?	Q72: 5. Demonstrates Commitment to Diversity, Equity, and Inclusion					Total
	1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	
NTT	24.1%	9.9%	27.2%	17.3%	21.6%	100.0%
T/TT	33.2%	18.1%	18.1%	18.8%	11.8%	100.0%
Total						

Categories

Numbers

There is no statistically significant relationship between Q58: Are you NTT or T/TT? and Q63: 4. Personnel Matters

Reorder/Recode Bucketing

Q58: Are you NTT or T/TT?	Count	Average	Median	%	N
NTT	164	2.16	2.00		
T/TT	321	1.93	1.00		
Total (2)	485	2.01	1.00		

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There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q63: 4. Personnel Matters

Q58: Are you NTT or T/TT?	Q63: 4. Personnel Matters					Total
	1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	
NTT	37.8%	29.9%	17.1%	8.5%	6.7%	100.0%
T/TT	56.7%	19.0%	7.8%	7.5%	9.0%	100.0%
Total						



Categories

Numbers

There is no statistically significant relationship between Q58: Are you NTT or T/TT? and Q66: 3. Functions as Advocate for Campus

Reorder/Recode Bucketing

Q58:..../TT?	Count	Average	Median	%	N
NTT	165	3.11	3.00		
T/TT	318	2.94	3.00		
Total (2)	483	3.00	3.00		

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Categories

There is a statistically significant relationship between Q58: Are you NTT or T/TT? and Q66: 3. Functions as Advocate for Campus

Q66: 3. Functions as Advocate for Campus

Q58: Are you NTT or T/TT?	1 - Unsatisfactory	2	3 - Average	4	5 - Outstanding	Total
NTT	14.5%	20.0%	24.8%	21.2%	19.4%	100.0%
T/TT	25.5%	14.2%	19.8%	21.7%	18.9%	100.0%
Total						