

Tarleton faculty members,

Back in the fall, the Tarleton Faculty Senate voted to pursue the dissemination of survey instruments designed to acquire baseline data concerning faculty perceptions of the university's administrative culture, particularly as it related to issues concerning Tarleton positions and practices that affect the professional, academic, and pedagogical functions of the professoriate. The survey that was chosen was modeled after one that has been successfully used as an information-gathering instrument at Texas State University. It contained three sections, each of which were designed to collect data that would indicate faculty satisfaction profiles for the three administrative strata above the department head—the respective college dean, the provost and executive vice president of academic affairs, and the university president. Those survey instruments were sent out by e-mail on January 15, with the response window closing on February 4. Some 290 surveys were sent out, and they yielded 165 responses, a return rate of almost 57%. Our hope is that the data acquired through this survey will allow us to more effectively align Senate actions with the concerns and interests of the faculty within the context of university decisions and actions.

In the Monday March 3 Faculty Senate meeting, the Senate voted on chronological processes for releasing the survey data that resulted in Dr. Dottavio, Dr. Murray and the academic deans being in possession of the survey results prior to spring break, and the compiled results being posted to the Faculty Senate website subsequent to the break. I have attached those results to this letter. The quantitative data is fairly self-evident; as you read the qualitative (“Comments”) data, however, keep in mind that (with the Senate's Executive Board's approval) I edited the raw comments for clarity and cogency. A repeated faculty concern voiced about the survey was an assurance of anonymity, so while I left the principals' names and positions in the comments, I removed the names and titles of other Tarleton personnel specified in the comments, along with any contextual data regarding programs, departments, personal history, etc. that might imperil the responders' anonymity. For purposes of presentation I also aligned individual faculty comments within areas of functionality. The comments in the areas of functionality are as terse and focused as I could make them and maintain their cogency. As a final editorial action, I redacted inclusions in the comments that I thought to be irrelevant to our data-gathering purpose.

Our Faculty Senate constitution specifies it as the principal liaison between the faculty and the administration. In that capacity, we welcome the opportunity to participate in and facilitate any subsequent communicative interaction between the administration and the faculty that might be deemed productive in addressing any issues made manifest in the survey data.

Sincerely,

Mark Shipman

**University President (Dr. Dottavio)**

QUANTITATIVE DATA

has an appropriate vision for this university .....3.45  
 sets meaningful goals and objectives for achieving the vision.....3.41  
 develops adequate strategic plans for fulfilling the goals and objectives.....3.30  
 encourages and promotes faculty development.....3.30  
 acts fairly in tenure/promotion and post tenure review considerations.....3.29  
 is committed to leadership supporting high-quality faculty teaching and research.....3.25  
 creates an ethical decision-making environment.....3.11  
 provides sufficient resources for attaining the goals and objectives.....3.05  
 provides effective, candid organizational communication.....3.02  
 selects qualified, effective and ethical administrators.....2.96  
 maintains faculty morale.....2.88  
 recognizes and promotes the role of faculty in academic governance.....2.85

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the university president. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	21%
Commendable.....	23%
Meets Expectations .....	25%
Needs Improvement.....	17%
Unsatisfactory.....	16%

COMMENTS

**I. Personality and leadership**

Our president is competent, resourceful, polished, driven, and a strategic thinker.  
 He manages the politics of being a university president in a small town with aplomb and finesse.  
 The times I have seen Dr. Dottavio speak, he appears to be an enthusiastic, competent leader.  
 Again, I think Dr. Dottavio is very passionate about the students of Tarleton State University.  
 Dr. Dottavio is a very kind person who seems to have great vision for the university.  
 I believe he truly cares about the students, as well as the faculty and staff.  
 He embraces the culture of the university.

It is a pleasure to see him in action and experience his sincerity.  
He telegraphs a great sense of real commitment to the university.  
He remembers names.  
He is approachable and makes me feel valuable in person.  
His attitudes are consistent and reliable, not moody and unpredictable.  
He certainly knows how to walk the walk and talk the talk.  
I feel Dr. Dottavio is a sterling sort of man.  
Overall, the university is a better place for his leadership.  
Dr. Dottavio is an excellent leader for the university.

## **II. University involvement**

He supports university activities by being around at events and happenings.  
I appreciate his not sequestering himself in a cocoon.  
Dr. Dottavio has ambitious goals for the university and has been very effective in implementing them.  
Dr. Dottavio should be able to set up the administration he wants.  
Dr. Dottavio is deeply committed to creating a student friendly and successful learning environment  
The president and the provost have mostly supported my area of study.  
I feel like the president appreciates my work.  
The administration is trying to achieve noble goals.  
I think that Dr. Dottavio has been very good with engaging students and being very visible in public.  
There have been so many positive physical changes to the university,  
Dr. Dottavio's initiatives to promote positive attitudes and character on campus have had a great impact.  
I believe Dr. Dottavio has been enormously proactive in the support of university learning.

## **III. Administrative evaluation**

He's an asset to TSU.  
He has done a great job.  
I am happy with the changes on campus since Dr. Dottavio has become president  
I am happy with the direction the university is headed.  
I believe Dr. Dottavio is a wonderful president.  
I am amazed at how faculty are supposed to be educated but then complain about change.  
Dr. Dottavio is one of the best presidents I have worked for.  
Dr. Dottavio is not a micro-manager and appropriately delegates decision-making.  
Surrounding himself with highly qualified, appropriate credentialed people typically makes sense,

## **IV. Personal communication**

The President rarely visits our college and is virtually unknown to the newer faculty and staff.  
He sends a mixed message.  
If his job requires goal and vision articulation, his actions have undermined this duty.  
I wish there was more communication from Dr. Dottavio to the staff.  
It would be nice to receive messages from the President to let us know how we are collectively doing.  
disconnection between generally communicated goals and objectives and the manifested results  
He lost the PR campaign.

## **V. Administrative communication**

The "marketing" e-mails we get, masking what is really going on, are nauseating.  
focuses on expanding administrative bloat while preaching through his staff that we must contain costs  
The biggest concern is the lack of clear communication coming from administrative offices.  
There has been little acknowledgement of the faculty's role in increasing enrollment.  
The lack of communication makes it difficult for anyone to better serve his or her students.  
no clear sense of who is in charge, or who makes decisions regarding what we're doing and where we're going  
The largest problem we face as a campus is communication between administration and faculty

Positions seem to be added, taken away or changed with no warning at all.  
I think the administration creates its own problems often when it comes to perception.  
no communication with the faculty concerning buildings, budgets, upper administrative appointments, etc.  
Faculty had some opportunities for input yet they were not heard.  
I would like to see a more communication (faculty input/comment ) about decisions before they are made.  
The president's "newsletter" that comes out by email seems to contain more fluff than anything meaningful.  
Communications regarding outsourcing were well done, but other things have seemed to come out of left field.

## **VI. Personal attitude**

does not care about faculty  
I do not think he cares about students.  
Faculty and most staff seem to be just a bother to him.  
(The president) would like for faculty to just go teach and be quiet  
He has no understanding of what faculty do.  
He cares about how he is perceived to be, how he is seen.  
(The president) has no concern about external expectations for the university.  
not willing to change (his) mind about a decision even if evidence shows it was bad.  
He seems to have forgotten that a successful learning requires qualified and dedicated faculty members.  
"Elitist" is a . . . word often used often describe him.  
leadership by fear  
I question his motives.  
He has little or no respect for the faculty.  
Faculty are his last consideration in anything.  
It is all about him (the president) and not the university.  
We (faculty) are the last on the list.  
Replace him with an administrator who has the university's best interest as first priority, not self-interest.  
does little for faculty  
spends resources aggrandizing himself at the expense of the rest of the university  
His priorities are focused on administrative comfort and luxuries while sacrificing student and faculty needs.

## **VII. Administrative operational policy**

(The president) changes UPC (plans) to meet his needs.  
outsourced all the janitorial and support staff  
We are incrementally losing our focus on teaching due to the policies of our administrators.  
We have lost the family at TSU.  
(The university is) governed like a private university.  
Committees are for show; decisions that the committee is supposed to make have already been made.  
The university goals are not about teaching students.  
A university should not be about "keeping up with the Joneses" - branding/marketing.  
Goals are administratively driven.  
President Dottavio has moved the university backward about 20 years.  
Employees are afraid to speak up and disagree with choices being made due to the fear of losing their jobs.  
When given the few opportunities to speak up, faculty's ideas are disregarded and ignored.  
His habit of making decisions and then throwing them out to faculty causes stress and confusion.  
The role of the faculty has been somehow ignored in the process.  
Why consult faculty/staff when the choice is already made?  
Pretending to consult faculty and staff is insulting and a waste of time and money.  
His decisions have repeatedly demonstrated that faculty is not among his priorities.  
Committee recommendations are ignored and someone makes a completely different decision.  
(The president) does not show any desire to work toward shared governance, especially with faculty.  
Much decision-making excludes faculty input, even when those decisions directly affect faculty.  
trying to generate more in income from grants and increase enrollment for pet projects by upper administration  
The university's direction seems to be the opposite of the once "family oriented/family tradition" atmosphere.  
Administration does not care (about faculty input) and they don't want to change.

largely focuses on undergraduate education to the detriment of graduate program support and funding

### **VIII. Morale**

deteriorated university morale

The blatant misuse of funds through the administration is appalling and decimates faculty morale.

He does nothing to increase faculty morale.

Not since Dr. Thompson has the moral been as low as it is today.

Since Dr. Dottavio arrived on the Tarleton campus there has been a steady decline in faculty and staff morale.

There is a lot of negative perception about the administration from faculty.

a general decline in faculty morale

These (administrative) pay raises have bred palatable cynicism in the faculty.

It is very sad to see what is happening to Tarleton State University under the guidance of Dominic Dottavio. disappointed by him since his first days on campus

There has been an inordinate amount of 'favoritism' on campus which detracts from faculty morale.

Faculty morale is now deficient.

Raising administrators' salaries before addressing faculty salaries sent a demoralizing message.

### **IX. Administrative pay**

significantly raising the pay of vice presidents

exorbitant raises to administrators

(There is a) lack of competitive faculty salaries, too much emphasis on upper level administrative positions.

(The president) pads his and administrators pockets.

Engineered massive pay raises for his top staff

Administrators (got) big raises before anyone else.

Since Dr. Dottavio's arrival, staff positions have been given great raises.

The administrative raises are insulting to all of us who are the lifeblood of our university.

Pay raises for administrators during recent funding "crunch" were unfair.

### **X. Faculty pay**

faculty raises did not even meet inflation rates.

faculty salaries have not kept pace with staff positions.

lack of competitive faculty salaries

detriment of faculty remuneration

This (salary discrepancy) is immoral.

Professors languish at the bottom of the pay scale state wide.

They (salary increases) should have all been given at same time.

For faculty salary, Tarleton has been ranked at or near the bottom among Texas public universities.

### **XI. Administrative expansion**

too much emphasis on upper level administrative positions

This president has grown the number of administrative positions.

Staff positions have grown in number.

The administration has grown in terms of size.

(The increase in administrative positions) is obscene.

The administration is very top-heavy.

I can't help feeling it (administrative growth) is at the expense of faculty positions.

The university thrives with excellent teaching and positive morale, not with more over-paid administrators.

the addition of many vice presidents and other administrators to our campus

It is awe inspiring to have the incredible number of vice-presidents needed to run the university.

his need for more layers of administrative personnel

troubling growth of administrative bloat/bureaucratic expansion

## **XII. Hiring practices**

Its (the) buddy system.

(It's) whom you know that matters.

blatant "cronyism"

who you know and not what you know

(a) good old boy system.

inherently unethical

The most significant actions have been the hiring of vice presidents without searches.

wants only "yes" people

who you know and where your loyalties lie

process for selection of VPs seems to be nonexistent

able to name a VP without even opening the position to internal candidates

He has just hired a new VP, without a national search.

Hirings and promotions without a search may be legal, but contradict the spirit of 339901 T1 paragraph 5.4.2.

## **XIII. Appointee qualification**

over-paid, under-qualified administrators.

unqualified people are appointed to positions.

Recent unqualified appointments

recent administrative appointees were not qualified.

A VP can be appointed that is not qualified without a search.

I assume a search would've resulted in a qualified candidate

Stop the promotion of unqualified people.

We can promote unqualified people into six-figure positions without even opening the position.

**University Provost and Executive Vice President for Academic Affairs (Dr. Murray)**

QUANTITATIVE DATA

completes management tasks in a timely and efficient manner..... 3.53  
effectively implements the strategic plans for meeting university goals and objectives..... 3.43  
acts fairly in tenure/promotion and post tenure review considerations.....3.37  
efficiently allocates available resources for obtaining university goals and objectives..... 3.30  
maintains an ethical administrative decision-making environment..... 3.27  
selects competent, effective and ethical academic administrators..... 3.22  
supports and promotes the role of faculty in academic governance..... 3.12  
effectively maintains faculty trust. .... 3.09  
provides effective, candid organizational communication..... 3.03  
creates an administrative atmosphere supportive of faculty decision-making..... 2.98  
maintains faculty morale..... 2.98  
has an appropriate faculty compensation, merit, equity and bonus model..... 2.92

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the provost and executive vice president for academic affairs. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	18%
Commendable.....	25%
Meets Expectations .....	26%
Needs Improvement.....	19%
Unsatisfactory.....	10%

COMMENTS

**I. Personality and leadership**

Dr. Murray has been very welcoming.  
She seems to be extremely intelligent.  
I admire her commitment to students.  
Overall, she is interested faculty and their concerns.  
I’ve found her to be intelligent, articulate, and warm.

Dr. Murray is smart and analytical.  
She is professional, guarded, and astutely chooses her words carefully.  
She seems consistent and reliable.  
She remembers names and has a dry wit, which I find to be pleasant.  
I appreciate that she isn't a politician and hence verbose while not saying much.  
(She presents) a palatable dose of motherly compassion and empathy.

## **II. University involvement**

Dr. Murray has done considerable work in the area of raising the academic standards of the university.  
(The raising of academic standards) is to be applauded, as well as her work in accreditation across campus.  
She appears to be more settled in her role, and is more interactive and encouraging of faculty than her first years.  
I'm impressed with her strong support for the establishment of an honors college at Tarleton.  
She wants to do a great job and advocate for faculty.  
She's handled past administrative issues admirably.  
She seems to be trying to get us raises  
Dr. Murray has been supportive of my work and has given me the tools I need to succeed.  
She appears to want to make decisions based on empirically verifiable data.  
I appreciate her emails at the beginning and end of every semester.  
She has supported my discipline.

## **III. Administrative evaluation**

Dr. Murray is playing the cards she was dealt.  
I think she is doing a good job given her research background.  
She does a good job.  
Dr. Murray is doing a great job as she's highly intelligent and qualified for the job.

## **IV. Administrative hierarchy**

Major concerns with her are the same as with the president.  
It is not easy to manage faculty morale and promote excellence when the president refuses to do the same.  
Supported her as a candidate but once she became VP she changed and is now just a puppet to Dottavio.  
Dr. Murray has the same problems as the rest of the administration which is a lack of respect for the faculty.  
She lives in fear of losing her job.

## **V. Personal attitude**

Our faculty is suffering and she is doing nothing about it while she is part of the root cause.  
Faculty does not seem to be her priority, it is all about student numbers.  
No leadership  
(Dr. Murray) has no leadership skills  
Vice-presidents should support faculty, not rule over them and make them fear for their jobs.  
The Provost should be the advocate for the faculty.  
She is just another hurdle to be overcome any time faculty need arises.  
Dr. Murray has her own agenda in her own area and does not care about anything else.  
Dr. Murray has the same problems as the rest of the administration which is a lack of respect for the faculty.

## **VI. Visibility / Approachability / Accessibility**

I wish she would get out of the admin building more and visit faculty.  
It would be helpful if Dr. Murray was more visible among the faculty.  
I rarely see her on or around campus.  
I have not seen much of her.  
She is not visible, and has never given me any of her time.

(Dr. Murray is) inaccessible and does not appear to be faculty friendly.  
(I) Never see her around campus, especially in academic buildings.  
If the dean screens the issues, there is no way to visit with her.  
I wish the provost were more visible throughout the campus community.  
Dr. Murray seems more unapproachable than any other administrator.  
She is very unapproachable.  
I'd like to be able to see her face-to-face more often where I can ask her questions.  
Tarleton's Provost limits communication with faculty to such a degree that we do not feel supported.

## **VII. Personal communication**

(Dr. Murray is) occasionally impatient and slightly prickly with debate once she has made up her mind.  
I am "dismissed" in conversations with her after she decides what has been enough time for a conversation with me.  
(Dr. Murray) does not represent us well to the external audience.  
(Dr. Murray) will not answer the hard questions, skirts around them.  
(Dr. Murray) skirts direct answers.  
She will "put on a good show" of sympathy and desire to help, but when action is needed, she passes the buck.  
Dr. Murray has the poorest communication and social skills of any administrator I have ever known.

## **VIII. Administrative communication**

There is not enough clear communication coming from upper administration.  
She said her plan was to talk with faculty more often, but I haven't seen much evidence of that.  
There needs to be more give and take.  
There seems to be an impression that faculty concerns are not considered in major decisions.  
She suffers from an image problem because there is no direct line of communication to her or the administration.  
She could be the great voice for the administration to the faculty.  
The poor lines of communication have not improved much under Dr. Murray's leadership.  
The information/communication organizational lines, from provost to deans to heads to faculty are broken.  
The typical faculty member is largely uninformed or misinformed about important academic issues.  
Poor communication leaves faculty to assess academic affairs issues on anecdotes and isolated circumstances.  
Dr. Murray has a closed door policy where faculty cannot give input.  
The summer school decision made without faculty input.  
Faculty issues are not always addressed appropriately because of chain-of command limitations.  
Faculty do not feel free to communicate appropriate matters with the provost.  
Increased attention paid to faculty needs would help to resolve some of the issues.  
The whole "chain of command" system on this campus is flawed and it is what she seems to embrace the most.  
Getting a faculty message to her through a department head, then a dean and finally to her is cumbersome.  
Things like the summer schedule needed to have had a more open dialog.  
I rarely hear of any issues that the Provost is considering.  
A more open line of communication regarding what is happening on campus would be nice.  
The DegreeWorks upgrade is a mess because she did not have departments involved in the testing process.  
She created a new department in COBA without input from faculty.

## **IX. Academic / Administrative operational policies**

(Dr. Murray is) not sufficiently skeptical of educational fads promoted by EdD bureaucrats' systems approach.  
Her focus continues to be on numbers.  
Her performance is not really up to par.  
I'm frustrated with her tightfistedness with money.  
This provost either has no money to give, or is hoarding it for other purposes.  
Provost Murray has expectations of faculty that are not supported by adequate funding.  
She favors some programs over others.  
(Dr. Murray) treats faculty as disposable while imposing unrealistic goals and demands upon us.  
She puts unreasonable demands upon deans and department heads, which trickle down to us.  
Merit raise monies are not being allocated equitably.

(Dr. Murray) seems to exhibit favoritism at times.  
She has had three major agenda items: satellite campuses, more research, assaulting non-tenured faculty.  
She has effectively re-directed resources and focus from teaching and service to pet administrative projects.  
She pulled Stephenville resources to build off campus programs.  
She has approved spending 1/2 million to hire a private company to assess the quality of online courses.  
Quality does not seem to be as much of a concern as faculty are expected to have more students in classes.

## **X. Morale**

Faculty morale has dropped to an all-time low  
It is rare to find a happy faculty member here.  
It took far too long for the Provost to understand how compression negatively affected the entire organization.  
Faculty morale is low across the university and on outreach campuses.

## **XI. Hiring / Promotion practices**

Individuals have been appointed/promoted without searches or with search criteria changed.  
New positions appointed and a new department created without faculty input.  
The perception is that she makes unilateral hiring decisions at times.  
She can't do her job, so she is constantly hiring AVP's to cover her incompetence.  
She keeps hiring others and faking it.  
She has done an extremely poor job of removing poorly performing faculty from the university.  
Some people hired or promoted were not qualified for their positions.  
At the last minute, she changed the title/pay for the advising center director.  
She has allowed certain incompetent and unethical department heads to remain in their positions.  
Dr Murray has made many unethical employment decisions.

**Dean, College of Agriculture and Environmental Sciences (Dr. Cawthon)**

QUANTITATIVE DATA

completes management tasks in a timely and efficient manner.....	3.25
efficiently allocates available resources for obtaining college goals and objectives.....	3.00
effectively implements the strategic plans for obtaining college goals and objectives.....	2.87
provides effective, candid organizational communication to the departments .....	2.81
selects competent, effective and ethical academic administrators.....	2.69
acts fairly in tenure/promotion and post tenure review considerations.....	2.67
maintains an ethical administrative decision-making environment.....	2.63
effectively maintains faculty trust. ....	2.63
creates an administrative atmosphere supportive of faculty decision-making.....	2.63
has an appropriate faculty compensation, merit, equity and bonus model.....	2.63
supports and promotes the role of faculty in academic governance.....	2.56
maintains faculty morale.....	2.13

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the College of Agriculture and Environmental Sciences dean. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	13%
Commendable.....	13%
Meets Expectations .....	19%
Needs Improvement.....	31%
Unsatisfactory.....	25%

COMMENTS

**I. Personality and leadership**

The COAHS dean is a good person but lacks backbone.

**II. Administrative evaluation**

Dr. Cawthon has done a great job with the faculty that he has inherited.

He has selected people that are not qualified to be in decision-making roles.

He has displayed inequity in the budgeting process.

Dr. Cawthon does not provide the proper facilities and environment for faculty teaching and research.

He will not allow faculty to lead in the classroom where their leadership is essential

Dr Cawthon needs to be more aggressive in acquiring more funding resources for college activities.  
His focus is not on students.

### **III. availability / accessibility**

We rarely see Dr. Cawthon in the building at all.  
He spends a lot of time off-campus.  
Dr. Cawthon is never on campus,  
He travels all the time.

### **IV. Administrative communication**

The COAHS dean does not communicate.  
He does not teach or interact with students.  
Dr. Cawthon disregards faculty input.  
Faculty are afraid to speak up for fear of retaliation.  
There is very little transparency in the COAHS.  
Dr. Cawthon does not communicate with all faculty members.

### **V. Administrative hierarchy**

Dr. Cawthon never goes to bat for needs of the college.  
There are times when we have needed someone to "go to bat" for the college and he faltered.  
His leadership needs to include standing up against the upper administration.  
He tends to be a yes man.

### **VI. Morale / personnel**

Those of us left to pick up the slack are overworked and underappreciated.  
Dr. Cawthon plays favorites.  
He does not support faculty in the tenure reviewing process  
Dr. Cawthon acts only on the suggestions from his inner circle.  
Dr. Cawthon fails from a faculty morale and trust standpoint.  
He does not have a vision.  
He is not in touch with the college activities.  
Faculty are hidden from key decisions.  
He is not an advocate for all faculty.

**Dean, College of Business (Dr. Steed)**

QUANTITATIVE DATA

effectively implements the strategic plans for obtaining college goals and objectives.....	4.06
completes management tasks in a timely and efficient manner.....	4.00
supports and promotes the role of faculty in academic governance.....	4.00
effectively maintains faculty trust. ....	3.94
maintains an ethical administrative decision-making environment.....	3.89
provides effective, candid organizational communication to the departments .....	3.83
efficiently allocates available resources for obtaining college goals and objectives.....	3.83
selects competent, effective and ethical academic administrators.....	3.83
acts fairly in tenure/promotion and post tenure review considerations.....	3.78
creates an administrative atmosphere supportive of faculty decision-making.....	3.78
maintains faculty morale.....	3.67
has an appropriate faculty compensation, merit, equity and bonus model.....	3.22

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about College of Business Administration dean. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	33%
Commendable.....	33%
Meets Expectations .....	22%
Needs Improvement.....	11%
Unsatisfactory.....	0%

COMMENTS

**I. Personality and leadership**

I have really been impressed with Dr. Steed's push to obtain AACSB accreditation.

**II. Administrative evaluation**

Not all department heads are managing college concerns and no steps are being made to improve this situation.

**III. Administrative hierarchy**

Allowed Provost to reorganize COBA without input from faculty.

Provides preferential treatment to AFE faculty.

**Dean, College of Education (Dr. Burk)**

QUANTITATIVE DATA

maintains an ethical administrative decision-making environment.....	4.57
effectively maintains faculty trust. ....	4.55
supports and promotes the role of faculty in academic governance.....	4.55
creates an administrative atmosphere supportive of faculty decision-making.....	4.52
selects competent, effective and ethical academic administrators.....	4.52
maintains faculty morale.....	4.52
provides effective, candid organizational communication to the departments .....	4.48
completes management tasks in a timely and efficient manner.....	4.45
effectively implements the strategic plans for obtaining college goals and objectives.....	4.45
efficiently allocates available resources for obtaining college goals and objectives.....	4.41
acts fairly in tenure/promotion and post tenure review considerations.....	4.38
has an appropriate faculty compensation, merit, equity and bonus model.....	4.10

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the College of Education dean. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	72%
Commendable.....	14%
Meets Expectations .....	7%
Needs Improvement.....	7%
Unsatisfactory.....	0%

COMMENTS

**I. Administrative evaluation**

- She is the most fair, ethical, caring dean I have ever worked for.
- I am terrified at the prospect of Dr. Burk retiring.
- The whole college runs smoothly and is a wonderful work environment.
- Don't let Dr. Burk retire.
- Dr. Burk has been an excellent leader for the College of Education.
- Dr. Burk has done an excellent job.
- She will be missed.
- Find a way to make her stay.

**Dean, College of Liberal and Fine Arts (Dean Styron)**

QUANTITATIVE DATA

provides effective, candid organizational communication to the departments .....4.29  
completes management tasks in a timely and efficient manner..... 4.27  
maintains an ethical administrative decision-making environment..... 4.23  
effectively maintains faculty trust. .... 4.21  
effectively implements the strategic plans for obtaining college goals and objectives.....4.04  
supports and promotes the role of faculty in academic governance..... 4.02  
efficiently allocates available resources for obtaining college goals and objectives..... 4.00  
maintains faculty morale..... 3.95  
acts fairly in tenure/promotion and post tenure review considerations.....3.89  
creates an administrative atmosphere supportive of faculty decision-making..... 3.82  
selects competent, effective and ethical academic administrators..... 3.79  
has an appropriate faculty compensation, merit, equity and bonus model..... 3.34

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the College of Liberal and Fine Arts dean. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	57%
Commendable.....	18%
Meets Expectations .....	18%
Needs Improvement.....	5%
Unsatisfactory.....	1%

COMMENTS

**I. Personality and leadership**

Dean Styron is easy to work with and seems to genuinely care about COLFA.  
She doesn't stand on ceremony.  
She is competent, conscientious, hard-working, fair, professional, and trustworthy.  
somewhat rigid administratively, though compassionate and empathetic as well  
Dean Styron appears to be an honest, efficient, and ethical person.

**II. Administrative evaluation**

Kelli Styron is the best thing that ever happened to this college.

She has single-handedly improved things here.  
Hands down, one of the best administrators I have ever worked for.  
Her performance is a model for all faculty to strive towards achieving.  
I think that Kelli is an excellent dean.  
She is a dean who supports her faculty wholeheartedly  
Kelli Styron is by far the best dean I have dealt with in over 20 years of teaching at Tarleton.  
She is proud of our college, and will make sure administration supports us.  
Dean Styron is always great.  
Dean Styron is simply outstanding.  
I am proud she heads our college.  
She does an excellent job.

### **III. Administrative communication**

She listens.  
She's very direct about what she wants from the college.  
I know why she's making the decisions she makes.  
She will hear you out, even if she doesn't agree with you.  
She listens to our concerns and tries to give us what we need to teach and grow.  
She does a great job communicating to faculty from all the areas of COLFA.  
She explains things in a straightforward and respectful way.  
She has added periodic mixers as opportunities for faculty to share research interests.

### **IV. Administrative hierarchy**

She seems focused on pleasing superiors rather than going to bat for COLFA students and faculty.  
She also has the habit of playing favorites with departments.  
The money does not appear to be spent in the right places.

### **V. Morale**

She needs to work more on what is truth and justice and less on what is collegial.  
My department's morale is on the floor.  
I'd like to see her around her troops more frequently in informal settings

### **VI. Qualification / Responsiveness**

She was appointed to be dean with virtually no academic accomplishment.  
I wish she was more aware of what is going on in the departments  
She is not aware of problems in the departments.  
No one is paying any attention to the faculty.

**Dean, College of Science and Technology (Dr. Pierce)**

maintains an ethical administrative decision-making environment.....	4.24
selects competent, effective and ethical academic administrators.....	4.11
effectively maintains faculty trust. ....	4.09
efficiently allocates available resources for obtaining college goals and objectives.....	4.02
effectively implements the strategic plans for obtaining college goals and objectives.....	4.02
maintains faculty morale.....	3.98
acts fairly in tenure/promotion and post tenure review considerations.....	3.98
supports and promotes the role of faculty in academic governance.....	3.96
creates an administrative atmosphere supportive of faculty decision-making.....	3.93
completes management tasks in a timely and efficient manner.....	3.85
provides effective, candid organizational communication to the departments .....	3.83
has an appropriate faculty compensation, merit, equity and bonus model.....	3.63

*The twelve expectations listed above made up the empirical section of the questionnaire seeking information about the College of Science and Technology dean. The response parameters were arranged around the typical 5-level options (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) with “strongly disagree” indicated by a 1, and “strongly agree” indicated by a 5. The expectations in the list above are listed from highest agreement to lowest by mean response score.*

*The survey also included an overall performance rating, the results of which I list below.*

Excellent .....	33%
Commendable.....	39%
Meets Expectations .....	17%
Needs Improvement.....	9%
Unsatisfactory.....	1%

**COMMENTS**

**I. Administrative evaluation**

Dr. Pierce does a good job

**II. Administrative communication**

Communication from Dean Pierce’s office has been improving.

Dr. Pierce has always been very welcoming if a problem/question/concern ever arose.