

**Interim Provost's Performance Survey Report
2016-2017 Academic Year**

Faculty Senate Committee on Provost and Presidential Performance (CPPP)
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Thank you to David Towers, CITR, for creating and distributing the survey

Executive Summary

A survey was conducted of the WIU Macomb and Quad Cities faculty asking them to evaluate Interim Provost's Neumann's performance in the 2016-2017 academic year. The survey was sent to 553 faculty members. A total of 163 faculty members completed the survey in the Spring of 2017. Not all participants answered all questions. They evaluated the Interim Provost's Overall Performance on a five-point rating scale at a mean value of 3.16, with a standard deviation of 1.41. The respondents also provided evaluations of the Interim Provost's performance in the areas of Total Campus Enterprise; Academic Goals; Personnel, Faculty Relations and Campus Issues. A summary of those respondents' quantitative ratings follows. Finally, the respondents were given opportunities to comment on the Interim Provost's performance. The comments provided are summarized at the end of this report, and representative comments are shown.

This was the Interim Provost's first evaluation, so there was no data with which to compare from previous years.

Overview and Methodology

The Faculty Senate conducts an annual survey of the faculty regarding their views on the Provost's performance. The data in Figure 4 includes data from 2016-2017 only as this was her first evaluation. The Committee on Provost and Presidential Performance (CPPP) maintained a similar format as that used for the President so as to have some consistency.

The survey was conducted on-line by e-mailing each eligible faculty member (553 faculty were invited to participate) a web link to complete the survey. Eligible faculty members had three weeks to respond (opened March 10, and closed March 31) and were given two separate reminders in addition to the initial invitation to complete the survey.

For the survey questions, a 5-point rating scale was used (1 = Strongly Disagree to 5 = Strongly Agree), with the additional options of No Basis for Response and Decline to Respond. The survey instrument asked questions divided into four focus areas: Total Campus Enterprise; Academic Goals; and Personnel, Faculty Relations and Campus Issues; and Overall Performance. The responses of No Basis for Response and Decline to Respond are not included in the sample sizes on which statistical analyses are provided below (for these totals see Appendix 2). Open comment sections were provided at the end of each focus area. Items requesting demographic information were also included in the survey. The quantitative results of the survey can be seen in Figure 4: Interim Provost's Survey Quantitative Data.

Demographic Overview

Of the 131 survey participants who indicated their gender, 46% identified as male, 54% identified as female. Among 131 faculty respondents who provided their years of service at Western, 44% have been at Western 11-20 years, 31% have 6-10 years' experience, 11% have 0-5 years' experience, and 15% have more than 20 years' experience. Of those who indicated their college

affiliation, 36% belonged to the College of Arts and Sciences, 6% were affiliated with the Library, 23% were affiliated with the College of Education and Human Services, 16% were from the College of Fine Arts and Communication, and 19% identified with the College of Business and Technology. Of 133 participants who indicated how often they interact with the Interim Provost, 30% interact with her 1-3 times a year, 26% interact with her 1-3 times a semester, 19% never interact with her, and 23% interact with her 1-3 times a month. Two respondents indicated interaction 1-3 times a week. Finally, of 132 participants who indicated their campus, 95% of the respondents indicated they were from the Macomb campus, and 5% indicated they were from the Quad Cities.

Overall Effectiveness

The faculty reported (Figure 1) an overall mean rating of effectiveness for the Interim Provost of 3.16.

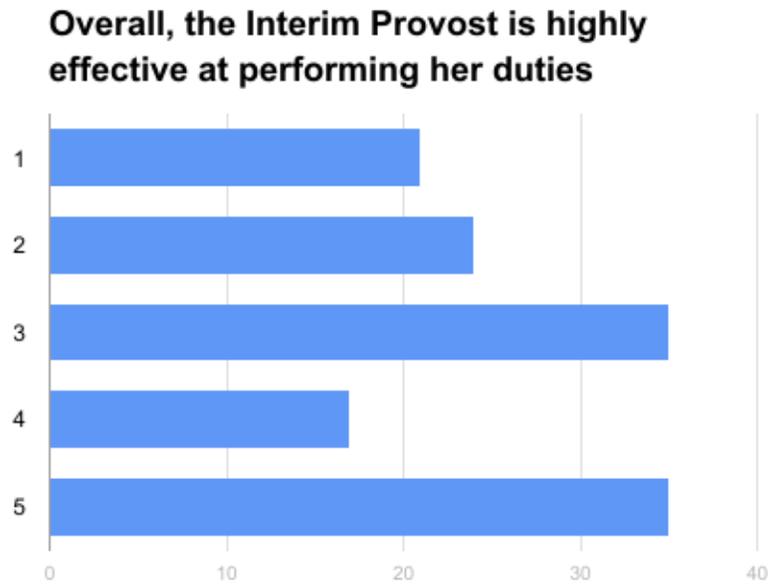


Figure 1. Distribution of 141 responses to the survey prompt: "Overall, the Interim Provost is highly effective at performing her duties (1=Strongly Disagree, 5=Strongly Agree)." The mean of the responses was 3.16. These responses exclude seven "No Basis for Response" and two "Decline to Respond" answers.

When asked at the end of the section on Total Campus Enterprise if "overall, the Interim Provost fosters the academic mission of the University," the mean rating was 3.27.

The respondents were first asked to rank the Interim Provost's initiatives for the current year in order of importance to them. Figure 2 lists each initiative, and how these initiatives were ranked in importance by the respondents, from most to least important.

Provost Initiatives for 2016-2017

	Mean
Fiscal Responsibility and Accountability	3.48
Enhanced Culture for teaching and learning	3.27
Enhance Academic Affairs Role in Enrollment Management and Student Success	3.22
Focus on International Recruitment and Education Opportunities	3.08
Facilities Enhancement and Technology Support	3.03

Figure 2. The Interim Provost's initiatives for 2016-2017, and how they were ranked in importance by the faculty respondents (1 = least important, 5 = most important).

Below are both a graph and a pie chart to represent faculty responses.

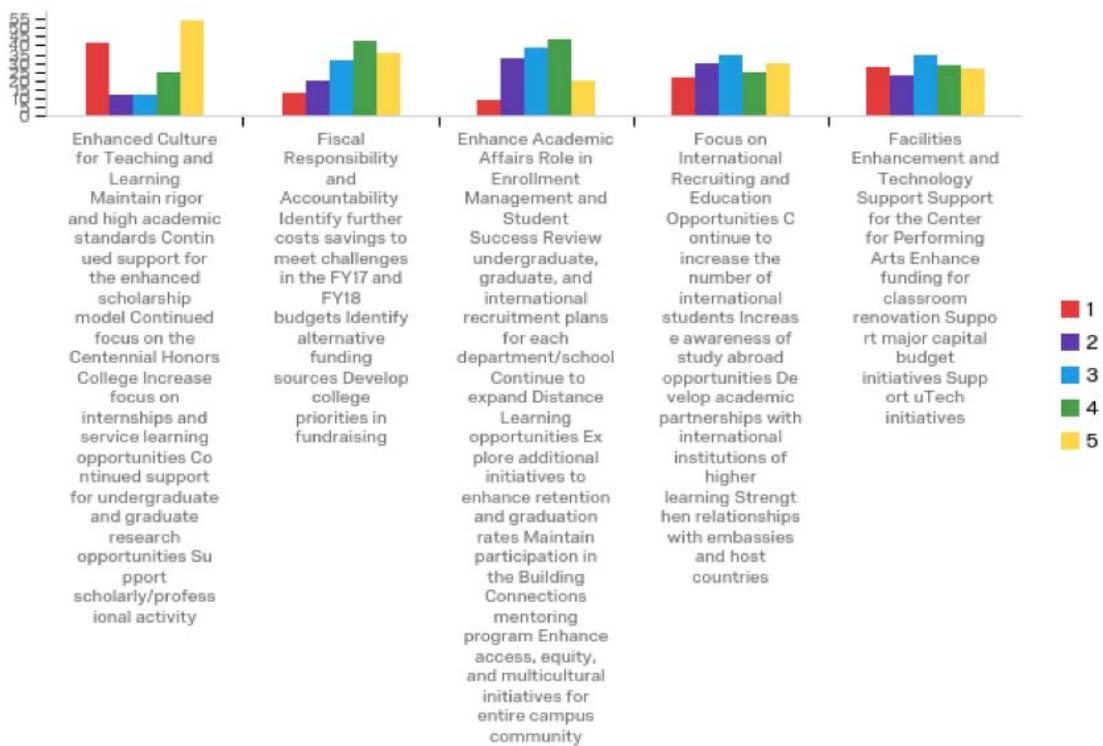


Figure 3. Graph the relative importance among faculty of the Interim Provost's 2016-2017 initiatives (1=least important, 5=most important)

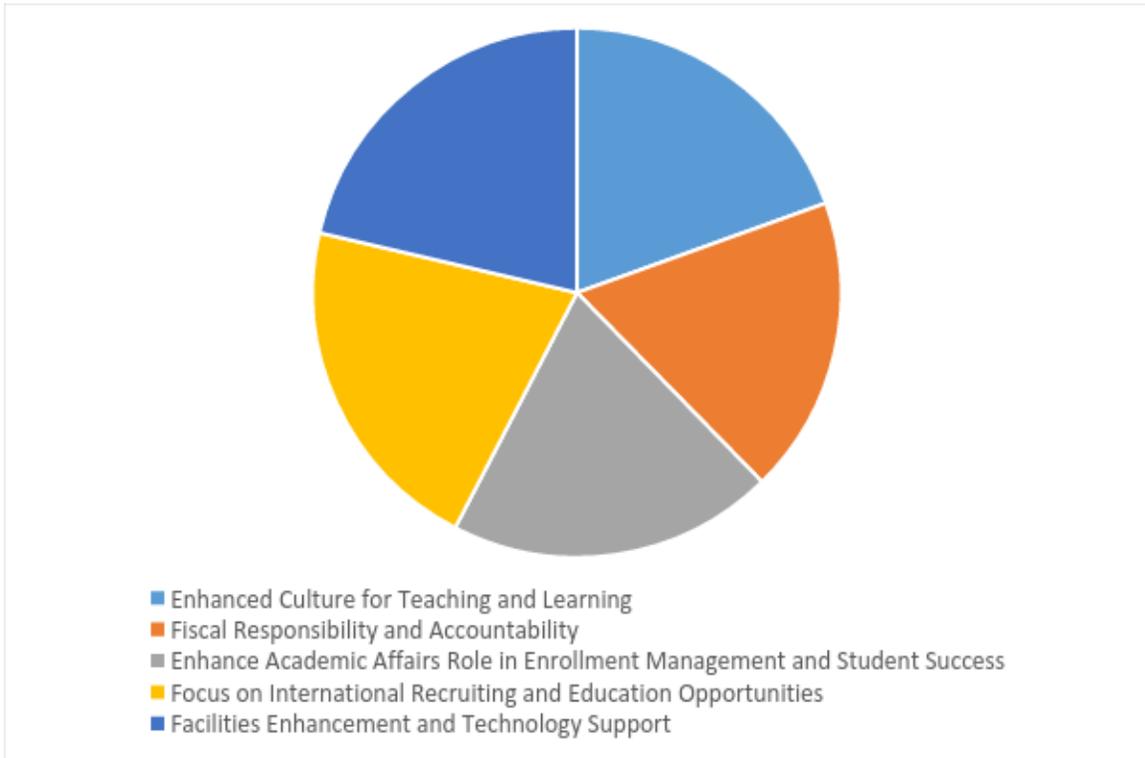


Figure 4. Pie chart showing the relative importance among faculty of the Interim Provost's 2016-2017 initiatives (1=least important, 5=most important)

Areas of Performance

Discussion of ratings below is based on a rating scale of 1 to 5, where 1 meant faculty “strongly disagreed” with the statement, and 5 meant “strongly agreed” with the statement.

Total Campus Enterprise

Support for Scholarship, Teaching and Students

When asked if the Interim Provost effectively promotes an environment for excellence in scholarship, the mean response from the faculty was 3.20. When asked if the Interim Provost effectively promotes an environment for excellence in teaching, the respondents rated her performance at 3.37. The Interim Provost’s performance was rated at 3.41 for “effectively promoting an environment for excellence in student learning.”

Campus Mission

There were several questions in the survey related to the Interim Provost’s effectiveness in carrying out the University’s mission, or in her support of others in accomplishing their mission. With regards to short-range planning, the Interim Provost’s policies were rated at 3.43, while her policies related to long-range planning were rated at 3.19.

With regards to the Interim Provost’s effectiveness in promoting the University's mission to the local community, the western Illinois region, and beyond the region, her actions were rated at 3.20, 3.27 and 3.05, respectively. The rating indicates that the faculty respondents consider Interim Provost Neumann to be most effective in promoting the University to the western Illinois region. Her effectiveness decreases for the local community, and she is least effective beyond the region.

The next questions concerned how effectively the Interim Provost has fostered an academic environment that is rewarding for faculty to work in and for students to learn. She was rated at

2.96 for faculty to work **in** and 3.35 for students to learn.

In regards to the Interim Provost promoting policies that foster the activities of departments or academic units, the faculty respondents rated her performance at 2.95. They rated her performance in managing University resources at 3.28, and her ability to promote resource development for Academic Affairs at 2.90.

Overall Rating

Respondents rated the overall effectiveness of the Interim Provost in fostering faculty success at 2.93. Respondents rated her overall ability to foster the academic mission of the University at 3.27.

Academic Goals

Working with the President, Deans, and Student Services

The faculty were asked to rate the Interim Provost's effectiveness in working with the President and the Deans to allocate resources to the departments or academic units. The respondents rated her work with the President at 3.44, but slightly lower with the Deans at 3.13.

The faculty were asked to rate the Interim Provost's effectiveness in working with other administrators to anticipate the future needs of the faculty, students and staff. The respondents rated her effectiveness in doing so at 3.00 for the faculty needs, 3.25 for student needs, and 3.23 for staff needs. Again, a consistent message from the faculty comments was the need to provide more opportunities and support for faculty research.

The faculty rated the Interim Provost's effectiveness in working with Student Services to foster policies for student leadership and co-curricular participation. The respondents rated the Interim Provost's effectiveness in fostering student leadership at 3.57, and for co-curricular participation at 3.40.

Academic programs in the Quad Cities and Macomb

Those taking the survey were asked about the Interim Provost's support of the academic programs at the Quad Cities campus. The number of respondents to these questions, from 37 to 39, was significantly lower, indicating that most faculty having no experience with the Quad Cities refrained from responding. The respondents rated the Interim Provost's leadership in planning for the QC academic programs to be 3.21, in developing the QC academic programs to be 3.08, in implementing the QC academic programs to be 3.08, and in assessing the QC academic programs to be 3.08.

A parallel question regarding the Interim Provost's support of the academic programs at the Macomb campus had from 108 to 112 respondents. The respondents rated her leadership in planning for the Macomb academic programs to be 3.18, in developing the Macomb academic programs to be 3.03, in implementing the Macomb academic programs to be 3.06, and in assessing the Macomb academic programs to be 3.06.

Overall Academic Standards

The faculty were asked to rate the Interim Provost's effectiveness in fostering high academic standards for students at WIU. Respondents rated the Interim Provost's performance at 3.20.

Support for research

When asked to respond to the statement, "The Interim Provost allocates resources so that your department or academic unit's faculty can accomplish their research mission," the respondents rated the Interim Provost's performance at 2.48. The comments indicate dissatisfaction with the lack of financial support they receive for carrying out their research agenda.

Personnel, Faculty Relations, and Campus Issues

A series of two questions were asked regarding faculty, staff and student activities. The first question was whether the Interim Provost's management practices promote excellence. The respondents rated the Interim Provost with regard to faculty at 2.91, with regard to staff at 3.25, and with regard to students at 3.33. The second question was whether the Interim Provost's management practices promote diversity. The respondents rate the Interim Provost with regard to faculty at 3.29, with regard to staff at 3.40, and with regard to students at 3.63. The Interim Provost's highest ratings of effectiveness are for her work in promoting diversity. More participants responded to the item pertaining to faculty (112-125 respondents) as opposed to staff (70-75 respondents) and student activities (68-72 respondents).

There was a question the transparency of policies, procedures, and available resources in regards to faculty, staff, and students. The respondents rated the Interim Provost with regard to faculty at 3.05, with regard to staff at 3.26, and students at 3.13.

The faculty members being surveyed were then asked to evaluate whether the Interim Provost is "responsive to your concerns." The Interim Provost's responsiveness was rated at 3.02.

There was a series of questions regarding leadership and governance. In regards to leadership, the question was in regards to international education, lifelong learning, and the Centennial Honors College. Respondents rated the Interim Provost accordingly: international education 3.35; lifelong learning 3.21; and the Centennial Honors College, 3.55.

Faculty governance

The respondents were asked to evaluate whether the Interim Provost supports faculty governance at all levels. The respondents' rating was 3.08. A further question asked respondents to rate the Interim Provost in regards to if she consults the faculty adequately before making important decisions. Faculty rated this item at 2.53.

Cooperation among Colleges

When asked if the Interim Provost fosters cooperation among university colleges, faculty rated this item 2.88.

Works effectively with the Union

Respondents rated the Interim Provost's effectiveness in working with the Union to administer the collective bargaining agreement at 2.75.

Supervisory Role

There was one item regarding the effectiveness of the Interim Provost in providing effective supervisory leadership to the Dean or Director of a college or academic unit. Respondents rated this 3.09.

Administrative appointments

The respondents were asked to evaluate whether the Interim Provost makes effective administrative appointments. They rated her effectiveness of making appointments at 2.88.

Figure 4: Interim Provost's Survey Quantitative Data:

For each of the following series of questions the respondents were asked to rate how effective Interim Provost Neumann is in performing various aspects of her responsibilities. The scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). If the respondent felt he or she couldn't or shouldn't answer, he or she could answer "No Basis for Response" or "Decline to Respond."

NB: “No Basis for Response” and “Decline to Respond” numbers were not used in calculating the mean or standard deviation. The totals of these responses for each question are reported in Appendix 2.

Q #	Question Text	Mean (Average) Score	Standard Deviation*	Number of respondents per question
		2016-2017	2016-2017	2016-2017
A1-3.	The Interim Provost effectively promotes an environment for excellence in:	3.20	1.40	127
	i. Scholarship	3.37	1.32	128
	ii. Teaching	3.41	1.28	121
	iii. Student learning			
A4-5.	The Interim Provost effectively promotes policies that support the mission of the University relative to:		1.39	122
	i. Short term strategic planning	3.43	1.47	120
	ii. Long term strategic planning	3.19		
A6-8.	The Interim Provost effectively promotes the University’s academic mission to:	3.20	1.34	100
	i. The local community	3.27	1.33	97
	ii. The western Illinois region	3.05	1.38	87
	iii. Beyond the region			
A9-10	Overall, the Interim Provost fosters an academic environment that is rewarding for:			
	i. faculty to work ii. students to learn	2.96 3.35	1.47 1.29	134 123
A11.	The Interim Provost effectively promotes policies that foster the activities of your department or academic unit.	2.95	1.37	130
A12.	The Interim Provost manages the University’s resources well.	3.28	1.29	120

A13.	The Interim Provost effectively promotes resource development for Academic Affairs.	2.90	1.25	101
A14.	Overall, the Interim Provost fosters faculty success.	2.93	1.35	132
A15.	Overall, the Interim Provost fosters the academic mission of Western Illinois University.	3.27	1.38	128
B1-2.	The Interim Provost works effectively with ____ to allocate resources for your department or academic unit to achieve WIU's mission			
	i. President	3.44	1.37	80
	ii. Deans	3.13	1.41	95
B3-5.	The Interim Provost works effectively with the Provost anticipating future needs (i.e., technology, infrastructure, or student services) of:			
	i. faculty	3.00	1.36	103
	ii. students	3.25	1.37	76
	iii. staff	3.23	1.33	69
B6-9	Regarding the Quad Cities academic programs, the Interim Provost provides leadership in:			
	i. planning	3.21	1.52	39
	ii. developing	3.08	1.53	38
	iii. implementing	3.08	1.49	38
	iv. assessing	3.08	1.48	37
B10-13	Regarding the Macomb academic programs, the Interim Provost provides leadership in:			

	i. planning	3.18	1.37	110
	ii. developing	3.03	1.36	108
	iii. implementing	3.06	1.34	112
	iv. assessing	3.06	1.39	109
B14.	The Interim Provost fosters high academic standards for students at Western Illinois University	3.20	1.31	125
B15.	The Interim Provost allocates resources so that your department or academic unit's faculty can accomplish their research mission.	2.48	1.37	127
B16.	The Interim Provost works effectively with Student Services to foster policies for:			
	i. student leadership	3.57	1.36	49
	co-curricular participation	3.40	1.33	47
C1-2.	Regarding faculty, the Interim Provost's management practices promote			
	i. Excellence	2.91	1.46	125
	ii. Diversity	3.29	1.35	112
C3-4.	Regarding staff, the Interim Provost's management practices promote:			
	i. Excellence	3.25	1.49	75
	ii. Diversity	3.40	1.49	70
C5-6.	Regarding student activities, the Interim Provost's management practices promote:			
	i. Excellence	3.33	1.43	72
	ii. Diversity	3.63	1.35	68
C7-9.	The Interim Provost ensures that university policies, procedures, and available resources are transparent to:			
	i. faculty	3.05	1.49	129
	ii. staff	3.26	1.42	88
	iii. students	3.13	1.49	85

C10.	The Interim Provost is responsive to your concerns.	3.02	1.53	114
C11-13.	The Interim Provost effectively provides effective leadership in the areas of: i. international education ii. lifelong learning iii. Centennial Honors College	3.35 3.21 3.55	1.36 1.43 1.32	74 77 74
C14.	The Interim Provost supports faculty governance at all levels.	3.08	1.48	116
C15.	The Interim Provost consults the faculty adequately before making important decisions.	2.53	1.44	118
C16.	The Interim Provost makes effective administrative appointments.	2.88	1.40	94
C17.	The Interim Provost fosters cooperation among university colleges.	2.88	1.42	88
C18.	The Interim Provost works effectively with the Union to administer the collective bargaining agreement.	2.75	1.50	110
C19.	The Interim Provost provides effective supervisory leadership to the Dean or Director of your college or academic unit	3.08	1.41	97
C20.	Overall, the Interim Provost is highly effective at performing her duties	3.16	1.41	132

* Standard deviation is a measure of dispersion. In other words, it measures the degree to which responses are spread out around the mean. The larger the standard deviation, the more the scores differ from the mean. Alternatively, if the standard deviation is small, this indicates that the scores were very close to one another.

** In the 2016-17 survey, 163 faculty members began the survey, and completed it (according to the survey software). However, this includes people who answered some questions and then stopped, or skipped ahead to the end. The best estimate of the number that actually completed would be the number reported for the last question (132 participants). The statistical means were calculated using the number of respondents who responded 1 through 5 on the rate scale provided. This number is indicated in the third column of numbers in Figure 4.

Qualitative Analysis of Open Ended Comments:

At the end of each of the four sections in the survey and concerning the Interim Provost's overall performance, faculty were asked to add any additional comments regarding the Interim Provost's performance in those areas. Representative comments are presented below by the section of the survey in which they were submitted, and within each section, organized as positive comments and negative comments. Additionally, faculty used some comments to make recommendations to the Interim Provost for changing her performance in serving the University. A representative number of these are included in Appendix 1.

Total Camps Enterprise

38 faculty offered comments in this section. Of these, 10 were positive, 15 were negative, and thirteen were not clearly one or the other. Responses in this category varied widely, with regard to both the interpretation of the question and its application to Dr. Neumann's performance. Some negative comments focused on specific administrative/faculty relationships, such as perceived lack of: support for faculty research; a spirit of collaboration; or transparency of her position's duties as Interim Provost. Neutral commentary remarked on Dr. Neumann's growth in these areas, but expressed a desire for increased support, collaboration, or transparency. The most negative comments related to perceptions of Dr. Neumann's support for the dismantling of academic programs and the effect of this process on faculty morale, student choice, and liberal arts education generally. There were some notably positive comments, however, lauding the Interim Provost's efforts to accomplish her duties amid times of severe fiscal and enrollment constraints.

Academic Goals

21 faculty provided comments at the end of the Academic Goals section of the survey. Of these, four were positive, 12 were negative, and five were not clearly positive or negative. Commentary regarding the Interim Provost's performance in the area of academic goals was mixed, with a trend toward a negative perception of Dr. Neumann's support for faculty research. Arguments to this effect cited the suspension of the Provost's Travel Award, despite the requirements in tenure-track progress to maintain currency in the scholarly field. Dr. Neumann's role in the elimination of programs was also seen as detraction from the university's academic goals. More than one comment reflected on the perceived imbalance between Student Services and academic achievement. Credit was given to the Interim Provost's ability to represent data effectively; this was coupled with suggestions for her to present a greater sense of significance, vision, and directionality.

Personnel, Faculty Relations, and Campus Issues

Comments from this section of the survey included two positive, 10 negative, and 5 that were not clearly positive or negative, or contained only suggestions. 17 faculty members provided comments. There was significant content overlap between this topic and the previous two. The prevailing tone, however, was a mixture of frustration and constructive criticism, suggesting ways for the Interim Provost to improve relations with faculty by offering leadership and building consensus. Comparisons were made between her perceived "management" style and a potentially inspiring form of leadership based on transparency and trust.

Overall Performance

A total of 29 comments were made in this section which included 11 positive comments, 6 negative comments, and 12 that were not clearly positive or negative. Responses to the Interim Provost's overall performance reflect deep divisions in the perception of Dr.

Neumann and the role of Provost at WIU generally. Some comments contained nothing but praise for how she has handled the difficult budgetary situation. A roughly equal number of comments spoke negatively about her decisions or suitability for the job. A high proportion of respondents remarked on the problem of having an ongoing “Interim” in this role, a title which they felt had limited her ability to provide leadership in the long term.

Appendix 1

Recommendations by Faculty Expressed in 2016-17 Survey

Total Campus Enterprise

1. The teaching mission needs greater enhancement by encouraging faculty through incentives in PAA or other methods to enhance teaching. The K-12 world is changing and we are not yet responding to the kinds of students we are likely to have in years to come. We are not responding to the need of students to be more engaged in their learning and less passive recipients of rethought knowledge.
2. It is good that students are being sent text messages regarding their academic holds. IT should be the basis for short term and long term strategic planning. There are some good initiatives that are not being implemented: 1) for e.g. there needs to be a campus wide database of all companies providing internships, 2) there should be an open house for MBA students.
3. Last year was a difficult year, and unfortunately some very short sighted choices were made in relation to faculty lines and termination. While I believe that the provost truly does understand and tries her best to advocate for the mission of a public university to be a place where people learn to think, disbanding departments like Philosophy & Religious Studies and Women's Studies were a major blow to the morale of faculty. I cannot begin to imagine the pressure facing the provost, but I do hope that she will be able to prevent the further fragmentation of our undergraduate educational system, through her efforts to address issues surrounding general education, comprehensive majors, and how minors are understood, thus providing our students with a more holistic undergraduate education.
4. I think the Interim Provost is doing the best that she can given the challenging fiscal times, still it would be nice to see more support for the junior faculty since they are the future of the institution.
5. Sadly there is little communication between the provost office and faculty. It is very hard and almost unfair to evaluate a position that we know very little about it. It will be very good to have some kind of email update (e.g. monthly) or a line of more open communication to the faculty as a whole that we are more aware of the accomplishments, plans, and goals of that office.
6. The support for scholarship is pathetic these days, particularly in certain colleges. It is not the sole fault of the interim provost, but I don't see any attention being put to this matter. I would like to see more preparedness and more initiative for the future.

Academic Goals

1. It seems like student services are receiving more benefits at this current time than faculty. Faculty needs funds to travel so that they can earn tenure. Overall, I feel that the Provost could surround herself with more productive Assistant and Associate Provosts who foster more cohesive and understanding dialogue. Can we have an opportunity to review the Associate Provosts in their work?
2. Faculty are all on overload with a survival mentality. Excellence is being compromised due to not having enough faculty to teach all of the classes for our students.
3. Again, Building Connections, U 100 and FYE are ineffectively designed and administered.
4. The creation of hybrid courses is an excellent idea. Dr. Neumann, Dr. Thomas, and the entire administrative team have been very smart in being extremely careful with resource allocations so that we function as well as possible with little or no state support and no state budget.
5. Academic Affairs has been largely removed from SOAR programs, and are rarely involved in Discover Western planning and input. Student Services has gained more influence and power over these events in recent years while academic affairs has been marginalized.

Personnel, Faculty Relations, and Campus Issues

1. Trust is lacking. The Interim Provost needs to make constructive changes to remedy this.
2. The Union and Central Administration could benefit from someone who can limit the hostile language. I have never seen such negative language coming from both parties in all the years I have been at WIU. This negativity is hurting overall morale among faculty at a time when budget restraints, decline in programs, limited opportunity for professional growth are also all negatively impacting morale. As the leader of the academic unit, morale needs to be a considered. So many faculty are just hanging on!
3. The CBT desperately needs a permanent Dean, to provide leadership to faculty. I do not see this happening for one reason or another.

Overall Performance

1. If the only part of this position involved harvesting quantitative data, analyzing it, and making decisions on the results of that analysis, I would say that Dr. Neumann was extremely good at it. I believe she has the ability to add to her performance by fostering a closer and more frequent relationship with all of the members of our community, respecting and sympathizing with their opinions, and gaining the community's confidence that she is their advocate.
2. These are difficult times and the Provost has provided outstanding leadership with available resources. However, there are some urgent issues that need consideration also:
1) Having a permanent dean in place. This is important because college has no guiding vision
2) stemming the tide of exodus from the college.
3) use technology to substitute for labor wherever possible. Hybrid courses are a step in the right direction. But to have good online courses one needs to have good content. Invest in tools that create this content.
4) faculty in some departments are teaching 6 courses -- to cope with faculty shortages
5) eliminate tenure track positions in the libraries and instead hire those with MS in library science. There is absolutely no need to have tenure track faculty in library. This has to be done through attrition only.
6) foster stronger relationships among faculty within the university so they operate like a family. (how is a difficult question)
3. The Provost has done the best job that she can given the limited resources and challenges facing this institution. However, I do not believe that the administration in general has been entirely transparent in its strategic planning efforts, nor do I believe that faculty/staff have been sufficiently involved in decision-making processes at this university.

4.

Appendix 2

Number of questions answered “No Basis for Response” or Decline to Respond

	No basis for response	Decline to respond
The Interim Provost effectively promotes an environment for excellence in:- scholarship	12	3
The Interim Provost effectively promotes an environment for excellence in:- teaching	11	3
The Interim Provost effectively promotes an environment for excellence in:- student learning	18	3
The Interim Provost effectively promotes policies that support the mission of the University relative to-short term strategic planning	17	3
The Interim Provost effectively promotes policies that support the mission of the University relative to-long term strategic planning	19	3
The Interim Provost effectively promotes the University's academic mission to:-the local community	38	4
The Interim Provost effectively promotes the University's academic mission to:-the western Illinois region	42	3
The Interim Provost effectively promotes the University's academic mission to:-beyond the region	53	2
Overall, the Interim Provost fosters an academic environment that is rewarding for:-faculty to work	6	2
Overall, the Interim Provost fosters an academic environment that is rewarding for:-students to learn	17	2
The Interim Provost effectively promotes policies that foster the activities of your department or academic unit.	11	0
The Interim Provost manages the University's resources well.	19	3
The Interim Provost effectively promotes resource development for Academic Affairs.	40	1
Overall, the Interim Provost fosters faculty success.	11	0
Overall, the Interim Provost fosters the academic mission of Western Illinois University.	0	12
The Interim Provost works effectively with the President and Deans to allocate resources for your department or academic unit to achieve Western Illinois University's mission-Provost with the President	60	2
The Interim Provost works effectively with the President and Deans to allocate resources for your department or academic unit to achieve Western Illinois University's mission-Provost with the Deans	44	2
The Interim Provost works effectively with other administrators to anticipate future needs (i.e., technology, infrastructure, or student services) of:-the faculty	37	2
The Interim Provost works effectively with other administrators to anticipate future needs (i.e., technology, infrastructure, or student services) of:-the students	64	2
The Interim Provost works effectively with other administrators to anticipate future needs (i.e., technology, infrastructure, or student services) of:-the staff	67	3
Regarding the Quad Cities academic programs, the Interim Provost provides	99	3

leadership in:-planning		
Regarding the Quad Cities academic programs, the Interim Provost provides leadership in:-developing	100	3
Regarding the Quad Cities academic programs, the Interim Provost provides leadership in:-implementing	100	3
Regarding the Quad Cities academic programs, the Interim Provost provides leadership in:-assessing	101	2
Regarding the Macomb academic programs, the Interim Provost provides leadership in:-planning	25	6
Regarding the Macomb academic programs, the Interim Provost provides leadership in:-developing	26	6
Regarding the Macomb academic programs, the Interim Provost provides leadership in:-implementing	22	6
Regarding the Macomb academic programs, the Interim Provost provides leadership in:-assessing	25	6
The Interim Provost fosters high academic standards for students at Western Illinois University.	17	0
The Interim Provost allocates resources so that your department or academic unit's faculty can accomplish their research mission.	12	2
The Interim Provost works effectively with Student Services to foster policies for:- student leadership	89	2
The Interim Provost works effectively with Student Services to foster policies for:- co-curricular participation	90	2
Regarding faculty, the Interim Provost's management practices promote:- excellence	14	3
Regarding faculty, the Interim Provost's management practices promote:-diversity	26	4
Regarding staff, the Interim Provost's management practices promote:-excellence	63	3
Regarding staff, the Interim Provost's management practices promote:-diversity	68	4
Regarding student activities, the Interim Provost's management practices promote:-excellence	67	2
Regarding student activities, the Interim Provost's management practices promote:-diversity	70	3
The Interim Provost ensures that university policies, procedures, and available resources are transparent to-faculty	9	4
The Interim Provost ensures that university policies, procedures, and available resources are transparent to-staff	49	5
The Interim Provost ensures that university policies, procedures, and available resources are transparent to-students	52	4
The Interim Provost is responsive to your concerns:	0	0
The Interim Provost provides effective leadership in the areas of:-international education	63	4
The Interim Provost provides effective leadership in the areas of:-life long learning	61	3
The Interim Provost provides effective leadership in the areas of:-the Centennial Honors College	65	2
The Interim Provost supports faculty governance at all levels.	23	2
The Interim Provost consults the faculty adequately before making important decisions.	21	2
The Interim Provost makes effective administrative appointments.	45	2
The Interim Provost fosters cooperation among university colleges.	50	2

The Interim Provost works effectively with the Union to administer the collective bargaining agreement.	28	3
The Interim Provost provides effective supervisory leadership to the Dean or Director of your college or academic unit.	43	0
Overall, the Interim Provost is highly effective at performing her duties:	7	2