

**Provost Performance Survey Report  
2019-2020 Academic Year**

**Faculty Senate Committee on Provost and Presidential Performance (CPPP)**

**Senators: Susan Czechowski, Erin Taylor, Feridun Tasdan (Chair), Melissa Stinnett, and Jongnam Choi**

We would like to thank Annette Hamm (Survey Distribution and Office Support) and Roger Runquist of CITR (Survey Creation and Distribution) for all their help.

**Executive Summary**

A survey was designed and administered by the Faculty Senate Committee on Provost and Presidential Performance (CPPP). A total of 137 faculty members completed the survey out of 434 eligible faculty members. In the 2018-2019 evaluation, 230 eligible faculty out of 478 completed the survey. The respondents evaluated the Interim Provost's Overall Performance on a five-point rating scale at a mean value of 3.69, with a standard deviation of 1.31 (out of N=120 valid respondents). The table below shows the last five academic year's faculty participation and overall performance statistics.

Academic Year	Eligible Faculty	Participated	Rate	Overall Performance Mean Scores	SD
2014-2015	609	171	0.28	2.95	1.4
2015-2016	No Survey				
2016-2017	553	163	0.29	3.16	1.41
2017-2018	509	200	0.39	2.31	1.44
2018-2019	478	173	0.36	1.88	1.41
2019-2020	434	137	0.32	3.69	1.32

There is an increase in the mean overall performance rating in the Academic Year 2019-2020 compared to the previous years. Faculty also rated the Interim Provost's performance in the areas of the campus environment, student success, academic goals, use of university resources, and personnel-faculty relations. The respondents were also given opportunities to comment on Interim Provost Clow's performance. The comments provided are summarized at the end of the report, and representative comments are shown.

## Overview and Methodology

The CPPP used the same survey that was administered during the 2018-2019 evaluation period. The CPPP will share the results of the survey with Faculty Senate, the President, and the Board of Trustees.

The survey was conducted online by emailing each eligible faculty member (434 invited) a web link to complete the survey. The survey ran from February 25th to March 16th, and 32% of the faculty completed the survey. The rating scale was on a 1-5 scale where 1 was strongly disagree and 5 was strongly agree. The survey had a few additional options of No Basis for Response and Decline to Respond, which are not included in the sample sizes on which statistical analyses were performed.

## Demographic Overview

- Of the total of 123 respondents who indicated their gender, 73 (59.35%) identified as man, 47 (38.21%) identified as woman, and 3 (2.44%) identified as other.
- Out of the 123 survey participants, 39 (31.71%) were from the College of Arts and Sciences, 19 (15.45%) were from the College of Business and Technology, 22 (17.89%) were from the College of Education and Human Services, 35 (28.46%) were from the College of Fine Arts and Communication, 7 (5.69%) were from the University Libraries, and 1 (0.81%) identified as other.
- Of 124 participants who provided their years of service, 58 (46.77%) have been at Western Illinois University for 11-20 years, 25 (20.16%) for more than 20 years, 22 (17.74%) for 6-10 years, and 19 (15.32%) for 0-5 years.
- On frequency of interactions with Interim Provost Clow, 6 (4.80%) selected 1-3 times a week, 32 (25.60%) selected 1-3 times a month, 41 (32.80%) of respondents selected 1-3 times a semester, 26 (20.80%) selected 1-3 times a year, 20 (16%) selected never.
- Of the 124 survey participants who responded which campus is their primary work place, 121 (97.58%) primarily work on the Macomb campus and 3 (2.42%) primarily work on the Quad Cities campus.

## Significant Statistical Findings

All survey questions have mean scores that range between 3.04 (lowest) and 3.95 (highest). In all questions, 5 (Strongly Agree) received the highest frequency of ratings (1 to 5). The following survey questions are listed according to their mean scores and percentages of approval ratings.

The mean scores that are equal or higher than 3.75 and the mean scores that are close 3.00 are listed below.

- QID-5: The Interim Provost effectively promotes an environment for excellence in teaching and learning.
  - Mean Score=3.79, Standard Deviation=1.30,
  - 65% (75 respondents out of 115) marked 4 (Agree) or 5 (Strongly Agree).

- QID-6: Interim Provost Clow effectively promotes policies that support the mission of the university (<http://www.wiu.edu/catalog/intro/values.php>) relative to long-term strategic planning.
  - Mean Score= 3.95, Standard Deviation= 1.32
  - 70% (81 respondents out of 116) marked 4 (Agree) or 5 (Strongly Agree)
- QID8: Overall, Interim Provost Clow fosters an academic environment that is rewarding for students to learn.
  - Mean Score=3.80, Standard Deviation=1.30
  - 67% (71 respondents out of 106) marked 4 (Agree) or 5 (Strongly Agree)
- QID13: Interim Provost Clow fosters high academic standards for students at Western Illinois University.
  - Mean Score=3.76, Standard Deviation=1.32
  - 64% (65 respondents out of 102) marked 4 (Agree) or 5 (Strongly Agree)
- QID14: Interim Provost Clow allocates resources so that your department or academic unit's faculty can accomplish their research mission.
  - Mean Score=3.04, Standard Deviation=1.54
  - 57% (66 respondents out of 116) marked 3 or below
- QID-16: Regarding faculty, Interim Provost Clow's management practices promote diversity.
  - Mean Score= 3.93, Standard Deviation= 1.20
  - 71.4% (70 respondents out of 98) marked 4 (Agree) or 5 (Strongly Agree)
- QID18: Regarding staff, Interim Provost Clow's management practices promote diversity.
  - Mean Score=3.78, Standard Deviation=1.26
  - 66% (50 respondents out of 76) marked 4 (Agree) or 5 (Strongly Agree)
- QID23: Interim Provost Clow supports faculty governance at all levels.
  - Mean Score=3.82, Standard Deviation=1.33
  - 68% (76 respondents out of 112) marked 4 (Agree) or 5 (Strongly Agree)
- QID24: Interim Provost Clow consults the faculty adequately before making important decisions.
  - Mean Score=3.30, Standard Deviation=1.47
  - 48.% (51 respondents out of 105) marked 3 or lower

## Section 1: The Survey Administered

### Interim Provost William Clow Evaluation - Spring 2020

This confidential, secure online survey is being used to provide eligible faculty members opportunities for providing input regarding the performance of Interim Provost William Clow. **This year's provost survey is the same as last year.**

The survey has been developed, administered, and will be analyzed by the Faculty Senate's Committee on Provost and Presidential Performance (CPPP). A report summarizing the responses to this survey will be provided to the Board of Trustees and discussed with the Provost by the CPPP. It will also be made

available to the campus community through the Faculty Senate's website. The Provost will be invited to write a response to the evaluation, which will be posted to the Faculty Senate website, and to address the Senate. For the following series of questions, you will be asked to rate how effective Interim Provost Clow has been in the current academic year (2019-2020) in performing various aspects of his responsibilities.

Click here to view information regarding confidentiality ([http://www.wiu.edu/university\\_surveys/faculty\\_survey\\_privacy.php](http://www.wiu.edu/university_surveys/faculty_survey_privacy.php)).

**Below is a brief synopsis of Interim Provost William Clow's evaluation of his initiatives and accomplishments from the academic year 2019-2020. Please review this synopsis prior to evaluating Interim Provost Clow's performance.**

Dear Colleagues,

To say that the past eighteen months have been interesting is an understatement. The anxiety, grief, and uncertainty of the spring semester 2019 gave way to a different type of uncertainty in June. Dr. Abraham was elevated to Acting, then Interim President, and in turn asked if I would continue to serve as Interim Provost and Academic Vice President.

The answer was simple. Yes. I believe in Western, I believe in our people and our community, and I believe in public higher education.

We have many challenges in front of us – challenges that are immediate, that are weeks out, and that are months away. We have a new sense of anticipation for the future. You can feel it as you move across campus. We remain committed to excellence in and out of the classroom and strive to work with limited resources to ensure the health and viability of all of Western Illinois University for years to come.

No accomplishment can be credited to a sole individual. It is my privilege to work with a great team of professionals, from my direct staff to each faculty member in a classroom or lab, from our tireless office support staff to our dedicated facilities folks. Everyone is working above capacity. The commitments across the board ensure that the title “mediocrity” can never be nailed to our doors.

Self-reflection is difficult but necessary and even more so during trying times. It is with a sense of humility that I submit this for your review.

As Dean, I stressed a simple idea and now as Provost I continue to carry this forward. We have to be the best. Excellence must be the endgame of all we strive for. We owe that to ourselves and to our community. Most important, we owe it to all of our students. Advancing WIU through a revitalized sense of innovation and tradition is all of our responsibilities to ensure higher education continues to be a motivating force for the future.

There are a number of priorities and projects that have been the focus of our office this academic year. Many are still in progress as we look to finalize by the end of the academic year. They are as follows:

- Initiating faculty searches working with Deans, Chairs and departments to seek out critical needs for hiring;
- Creating a streamlined process for requesting new faculty hires;
- Creating a similar process for requesting adjunct and/or emergency hires;
- Examining and investing in all things recruitment from the department and college level.
- Working to ensure every qualified student has the opportunities necessary for enrollment;
- Continuing to coordinate retention with Enrollment Management and the office of retention. Retention was up from 86.3 to 87.9 for fall to spring for first year students;
- Reorganizing of the School of Global Education and Outreach in order to focus on International Studies, including WESL and Study Abroad, in a stand-alone program. Shift the Bachelors of General Studies into an academic unit under the Dean of the Libraries in an effort to build upon its successes and grow into an even stronger academic unit;
- Integrating International Admissions into the School of Graduate Studies increasing visibility and processing opportunities. At present, we have increased applications by 56%;
- Implementing searches for three open Dean positions: CBT, COEHS, University Libraries;
- Implementing search for the new Executive Director for International Affairs;
- Completed search for the Chief Information Officer;
- Completed the search for Associate Provost for Graduate Studies/Undergraduate Studies;
- Initiating searches for seven Department Chair/School Director positions;
- Successfully initiated new Minors in Cannabis Production and Cannabis and Culture;
- Working to establish more open lines of communication across all areas of campus;
- Revising the annual reporting system for Departments and areas to more efficiently report out critical mission and vision goals and immediate opportunities for success;
- Establishing a progressive link between Annual Reporting through Program Review to streamline output and coordinating with IBHE and accreditation requirements;
- Working with the office of the President to renew Commencement, Convocation, and Honors Celebration focusing more squarely on students;
- Coordinating work for the Higher Learning Commission Report;
- Engaging closely with the President in implementing administrative reorganization.

Our students continue to reach for the stars, faculty and staff achievement continues to soar, and I am exceptionally proud of our resourcefulness and the dignity shown to the world in an effort to execute our primary mission: Educating all students for a better future.

We are an exceptional institution. We must take our vision to prospective students, parents, and families, they will not simply come to us. We have so much to offer, we have to invest in the means to share what we do with a greater sense of collective honor.

Previously I have stated these things I believe necessary (though not exhaustive) for the future:

“We must invest our currency in successful recruitment and retention of students.

We must invest in our faculty and staff both current and those to come.

We must broaden the diversity of our faculty and staff to represent the world in which we live.

We must invest in the infrastructure of our aging physical plant.

We must find ways to support faculty and staff development.

We must increase student support through scholarships and other means of support.  
We must look into new and innovative ways to deliver the best education we can to a deserving and dedicated student body.”

I am a believer. I believe we have a responsibility beyond the classroom. I believe we are on the way to a better future and a better WIU. I believe we are a community of learners, thinkers, leaders, activists, organizers and citizens, dedicated to the greater purpose of higher education. I do not take this lightly and will continue advocate each and every day.

Sincerely,

A handwritten signature in blue ink, appearing to read "Will", with a long horizontal flourish extending to the right.

William T. (Billy) Clow  
Interim Provost

Please find below the evaluation questions for Interim Provost William Clow's performance.

- 1. Interim Provost Clow effectively promotes an environment for excellence in scholarship.**
  - 1=Strongly Disagree
  - 2
  - 3
  - 4
  - 5=Strongly Agree
  - No Basis for Response
  - Decline to Respond
  
- 2. Interim Provost Clow effectively promotes an environment for excellence in teaching and learning.**
  - 1=Strongly Disagree
  - 2
  - 3
  - 4
  - 5=Strongly Agree
  - No Basis for Response
  - Decline to Respond
  
- 3. Interim Provost effectively promotes policies that support the mission of the university (<http://www.wiu.edu/catalog/intro/values.php>) relative to long-term strategic planning.**
  - 1=Strongly Disagree
  - 2
  - 3
  - 4
  - 5=Strongly Agree
  - No Basis for Response
  - Decline to Respond
  
- 4. Overall, Interim Provost Clow fosters an academic environment that is rewarding for faculty work.**
  - 1=Strongly Disagree
  - 2
  - 3
  - 4
  - 5=Strongly Agree
  - No Basis for Response
  - Decline to Respond

**5. Overall, Interim Provost Clow fosters an academic environment that is rewarding for students to learn.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**6. Interim Provost Clow effectively promotes policies that foster the activities of your department or academic unit.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**7. Interim Provost Clow manages the University's resources well.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**8. Interim Provost Clow effectively promotes resource development for Academic Affairs.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**9. Overall, Interim Provost Clow fosters faculty success.**

- 1=Strongly Disagree
- 2
- 3
- 4



- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**10. Interim Provost Clow fosters high academic standards for students at Western Illinois University.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**11. Interim Provost Clow allocates resources so that your department or academic unit's faculty can accomplish their research mission.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**12. Regarding faculty, Interim Provost Clow's management practices promote excellence.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**13. Regarding faculty, Interim Provost Clow's management practices promote diversity.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**14. Regarding staff, Interim Provost Clow's management practices promote excellence.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**15. Regarding staff, Interim Provost Clow's management practices promote diversity.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**16. Interim Provost Clow ensures that university policies, procedures, and available resources are transparent to you.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**17. Interim Provost Clow is responsive to your concerns.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**18. Interim Provost Clow provides effective leadership in the area of international education.**

- 1=Strongly Disagree
- 2
- 3

- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**19. Interim Provost Clow provides effective leadership in the area of the Centennial Honors College.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**20. Interim Provost Clow supports faculty governance at all levels.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**21. Interim Provost Clow consults the faculty adequately before making important decisions.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**22. Interim Provost Clow makes effective administrative appointments.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**23. Overall, Interim Provost Clow is highly effective at performing the duties of the Provost.**

- 1=Strongly Disagree
- 2
- 3
- 4
- 5=Strongly Agree
- No Basis for Response
- Decline to Respond

**24. Please provide additional comments or suggestions about Interim Provost Clow's performance regarding personnel and faculty relations.**

**25. Please provide additional comments or suggestions about Interim Provost Clow's performance regarding academic goals.**

**26. Please provide additional comments or suggestions about Interim Provost Clow's overall performance.**

For purposes of data analysis, please provide the following demographic information.

**1. What is your gender?<sup>1</sup>**

- Man
- Woman
- Other

**2. What is your academic unit?**

- College of Arts and Sciences
- College of Business and Technology
- College of Education and Human Services
- College of Fine Arts and Communication
- University Libraries
- Other \_\_\_\_\_

**3. With which faculty unit are you affiliated?**

- Unit A (1)
- Unit B (2)

**4. Including this year, how many years of service with WIU do you have?**

- 0-5 years
- 6-10 years
- 11-20 years
- more than 20 years

**5. How often do you have interaction with the Interim Provost?**

- 1-3 times a week
- 1-3 times a month
- 1-3 times a semester
- 1-3 times a year
- Never

**6. On which campus do you primarily work?**

- Macomb
- Quad Cities

Thank you for taking the time to provide confidential input regarding the performance of Interim Provost William Clow in the academic year 2019-2020. Click on the Next button to complete the survey. Once you click the Next button you will not be able to return to previous pages or restart the survey.

---

<sup>1</sup> This question is verbatim from the survey sent to faculty. The question was not changed to reflect how each survey respondent answered the question as asked.

# Section 3: Statistical Findings

**QID4 -The Interim Provost effectively promotes an environment for excellence in scholarship.**

		Value	Count	Percent
N	Valid	108		
	Missing	29		
Central Tendency and Dispersion	Mean	3.67		
	Standard Deviation	1.318		
Labeled Values	1	1=Strongly Disagree	9	6.6%
	2	2	15	10.9%
	3	3	18	13.1%
	4	4	27	19.7%
	5	5=Strongly Agree	39	28.5%

**QID5 - The Interim Provost effectively promotes an environment for excellence in teaching and learning.**

		Value	Count	Percent
N	Valid	115		
	Missing	22		
Central Tendency and Dispersion	Mean	3.79		
	Standard Deviation	1.301		
Labeled Values	1	1=Strongly Disagree	9	6.6%
	2	2	13	9.5%
	3	3	18	13.1%
	4	4	28	20.4%
	5	5=Strongly Agree	47	34.3%

**QID6 - Interim Provost Clow effectively promotes policies that support the mission of the university (<http://www.wiu.edu/catalog/intro/values.php>) relative to long-term strategic planning.**

		Value	Count	Percent
N	Valid	116		
	Missing	21		
Central Tendency and Dispersion	Mean	3.95		
	Standard Deviation	1.318		
Labeled Values	1	1=Strongly Disagree	10	7.3%
	2	2	9	6.6%
	3	3	16	11.7%
	4	4	23	16.8%
	5	5=Strongly Agree	58	42.3%

**QID7 - Overall, Interim Provost Clow fosters an academic environment that is rewarding for faculty work.**

		Value	Count	Percent
N	Valid	118		
	Missing	19		
Central Tendency and Dispersion	Mean	3.47		
	Standard Deviation	1.495		
Labeled Values	1	1=Strongly Disagree	18	13.1%
	2	2	20	14.6%
	3	3	11	8.0%
	4	4	27	19.7%
	5	5=Strongly Agree	42	30.7%

**QID8 - Overall, Interim Provost Clow fosters an academic environment that is rewarding for students to learn.**

		Value	Count	Percent
N	Valid	106		
	Missing	31		
Central Tendency and Dispersion	Mean	3.80		
	Standard Deviation	1.298		
Labeled Values	1	1=Strongly Disagree	8	5.8%
	2	2	13	9.5%
	3	3	14	10.2%
	4	4	28	20.4%
	5	5=Strongly Agree	43	31.4%

**QID9 - Interim Provost Clow effectively promotes policies that foster the activities of your department or academic unit.**

		Value	Count	Percent
N	Valid	116		
	Missing	21		
Central Tendency and Dispersion	Mean	3.41		
	Standard Deviation	1.526		
Labeled Values	1	1=Strongly Disagree	20	14.6%
	2	2	17	12.4%
	3	3	18	13.1%
	4	4	18	13.1%
	5	5=Strongly Agree	43	31.4%



**QID10 - Interim Provost Clow manages the University's resources well.**

		Value	Count	Percent
N	Valid	100		
	Missing	37		
Central Tendency and Dispersion	Mean	3.63		
	Standard Deviation	1.308		
Labeled Values	1	1=Strongly Disagree	8	5.8%
	2	2	14	10.2%
	3	3	20	14.6%
	4	4	23	16.8%
	5	5=Strongly Agree	35	25.5%

**QID11 - Interim Provost Clow effectively promotes resource development for Academic Affairs.**

		Value	Count	Percent
N	Valid	81		
	Missing	56		
Central Tendency and Dispersion	Mean	3.57		
	Standard Deviation	1.387		
Labeled Values	1	1=Strongly Disagree	10	7.3%
	2	2	9	6.6%
	3	3	15	10.9%
	4	4	19	13.9%
	5	5=Strongly Agree	28	20.4%

**QID12 - Overall, Interim Provost Clow fosters faculty success.**

		Value	Count	Percent
N	Valid	116		
	Missing	21		
Central Tendency and Dispersion	Mean	3.55		
	Standard Deviation	1.482		
Labeled Values	1	1=Strongly Disagree	17	12.4%
	2	2	15	10.9%
	3	3	17	12.4%
	4	4	21	15.3%
	5	5=Strongly Agree	46	33.6%

**QID13 - Interim Provost Clow fosters high academic standards for students at Western Illinois University.**

		Value	Count	Percent
N	Valid	102		
	Missing	35		
Central Tendency and Dispersion	Mean	3.76		
	Standard Deviation	1.321		
Labeled Values	1	1=Strongly Disagree	10	7.3%
	2	2	8	5.8%
	3	3	19	13.9%
	4	4	24	17.5%
	5	5=Strongly Agree	41	29.9%

**QID14 - Interim Provost Clow allocates resources so that your department or academic unit's faculty can accomplish their research mission.**

		Value	Count	Percent
N	Valid	116		
	Missing	21		
Central Tendency and Dispersion	Mean	3.04		
	Standard Deviation	1.540		
Labeled Values	1	1=Strongly Disagree	29	21.2%
	2	2	17	12.4%
	3	3	20	14.6%
	4	4	20	14.6%
	5	5=Strongly Agree	30	21.9%

**QID15 - Regarding faculty, Interim Provost Clow's management practices promote excellence.**

		Value	Count	Percent
N	Valid	113		
	Missing	24		
Central Tendency and Dispersion	Mean	3.51		
	Standard Deviation	1.489		
Labeled Values	1	1=Strongly Disagree	18	13.1%
	2	2	12	8.8%
	3	3	21	15.3%
	4	4	18	13.1%
	5	5=Strongly Agree	44	32.1%

**QID16 - Regarding faculty, Interim Provost Clow's management practices promote diversity.**

		Value	Count	Percent
N	Valid	98		
	Missing	39		
Central Tendency and Dispersion	Mean	3.93		
	Standard Deviation	1.204		
Labeled Values	1	1=Strongly Disagree	8	5.8%
	2	2	3	2.2%
	3	3	17	12.4%
	4	4	30	21.9%
	5	5=Strongly Agree	40	29.2%

**QID17 - Regarding staff, Interim Provost Clow's management practices promote excellence.**

		Value	Count	Percent
N	Valid	85		
	Missing	52		
Central Tendency and Dispersion	Mean	3.53		
	Standard Deviation	1.444		
Labeled Values	1	1=Strongly Disagree	13	9.5%
	2	2	7	5.1%
	3	3	18	13.1%
	4	4	16	11.7%
	5	5=Strongly Agree	31	22.6%

**QID18 - Regarding staff, Interim Provost Clow's management practices promote diversity.**

		Value	Count	Percent
N	Valid	76		
	Missing	61		
Central Tendency and Dispersion	Mean	3.78		
	Standard Deviation	1.261		
Labeled Values	1	1=Strongly Disagree	6	4.4%
	2	2	7	5.1%
	3	3	13	9.5%
	4	4	22	16.1%
	5	5=Strongly Agree	28	20.4%

**QID19 - Interim Provost Clow ensures that university policies, procedures, and available resources are transparent to you.**

		Value	Count	Percent
N	Valid	116		
	Missing	21		
Central Tendency and Dispersion	Mean	3.68		
	Standard Deviation	1.316		
Labeled Values	1	1=Strongly Disagree	12	8.8%
	2	2	9	6.6%
	3	3	25	18.2%
	4	4	28	20.4%
	5	5=Strongly Agree	42	30.7%

**QID20 - Interim Provost Clow is responsive to your concerns.**

		Value	Count	Percent
N	Valid	103		
	Missing	34		
Central Tendency and Dispersion	Mean	3.63		
	Standard Deviation	1.553		
Labeled Values	1	1=Strongly Disagree	19	13.9%
	2	2	8	5.8%
	3	3	11	8.0%
	4	4	19	13.9%
	5	5=Strongly Agree	46	33.6%

**QID21 - Interim Provost Clow provides effective leadership in the area of international education.**

		Value	Count	Percent
N	Valid	81		
	Missing	56		
Central Tendency and Dispersion	Mean	3.40		
	Standard Deviation	1.530		
Labeled Values	1	1=Strongly Disagree	15	10.9%
	2	2	9	6.6%
	3	3	16	11.7%
	4	4	11	8.0%
	5	5=Strongly Agree	30	21.9%

**QID22 - Interim Provost Clow provides effective leadership in the area of the Centennial Honors College.**

		Value	Count	Percent
N	Valid	69		
	Missing	68		
Central Tendency and Dispersion	Mean	3.70		
	Standard Deviation	1.275		
Labeled Values	1	1=Strongly Disagree	6	4.4%
	2	2	5	3.6%
	3	3	18	13.1%
	4	4	15	10.9%
	5	5=Strongly Agree	25	18.2%

**QID23 - Interim Provost Clow supports faculty governance at all levels.**

		Value	Count	Percent
N	Valid	112		
	Missing	25		
Central Tendency and Dispersion	Mean	3.82		
	Standard Deviation	1.330		
Labeled Values	1	1=Strongly Disagree	12	8.8%
	2	2	7	5.1%
	3	3	17	12.4%
	4	4	29	21.2%
	5	5=Strongly Agree	47	34.3%

**QID24 - Interim Provost Clow consults the faculty adequately before making important decisions.**

		Value	Count	Percent
N	Valid	105		
	Missing	32		
Central Tendency and Dispersion	Mean	3.30		
	Standard Deviation	1.474		
Labeled Values	1	1=Strongly Disagree	19	13.9%
	2	2	15	10.9%
	3	3	17	12.4%
	4	4	24	17.5%
	5	5=Strongly Agree	30	21.9%

**QID25 - Interim Provost Clow makes effective administrative appointments.**

		Value	Count	Percent
N	Valid	87		
	Missing	50		
Central Tendency and Dispersion	Mean	3.52		
	Standard Deviation	1.485		
Labeled Values	1	1=Strongly Disagree	15	10.9%
	2	2	5	3.6%
	3	3	21	15.3%
	4	4	12	8.8%
	5	5=Strongly Agree	34	24.8%



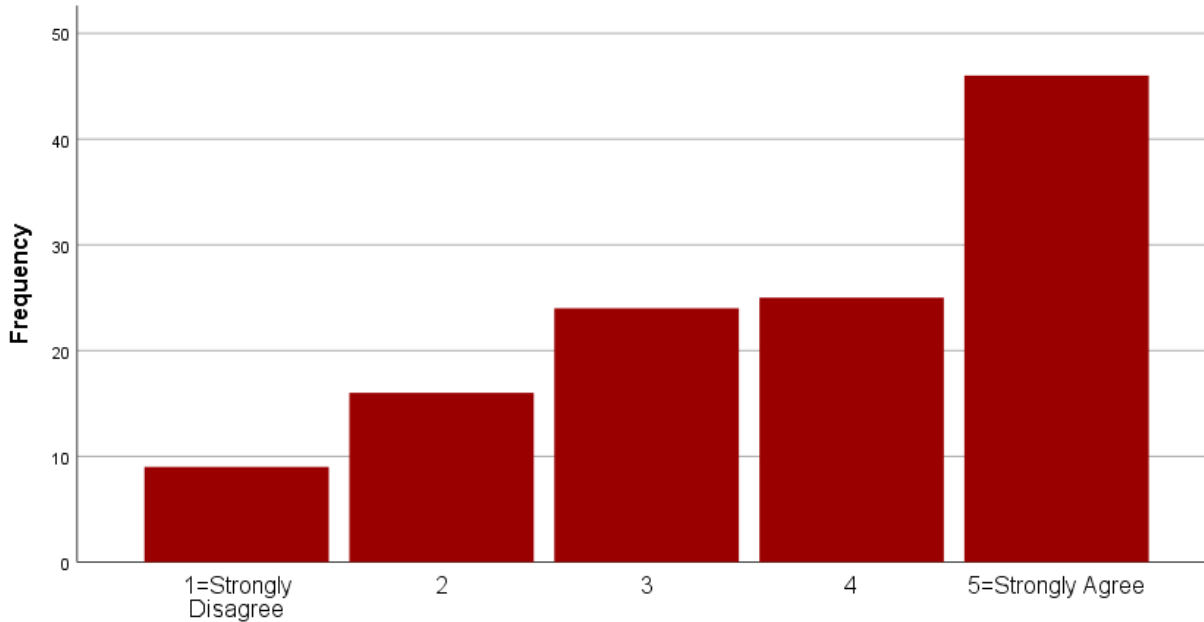
**QID26 - Overall, Interim Provost Clow is highly effective at performing the duties of the Provost.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1=Strongly Disagree	9	6.6	7.5	7.5
	2	16	11.7	13.3	20.8
	3	24	17.5	20.0	40.8
	4	25	18.2	20.8	61.7
	5=Strongly Agree	46	33.6	38.3	100.0
	Total	120	87.6	100.0	
Missing	System	17	12.4		
Total		137	100.0		

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Overall, Interim Provost Clow is highly effective at performing the duties of the Provost.	120	1	5	3.69	1.308
Valid N (listwise)	120				

**Overall, Interim Provost Clow is highly effective at performing the duties of the Provost.**



**Overall, Interim Provost Clow is highly effective at performing the duties of the Provost.**

# Section 4: Additional Demographic & Statistical Findings

1-What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	73	53.3	59.3	59.3
	Woman	47	34.3	38.2	97.6
	Other	3	2.2	2.4	100.0
	Total	123	89.8	100.0	
Missing	System	14	10.2		
Total		137	100.0		

2-What is your academic unit?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College of Arts and Sciences	39	28.5	31.7	31.7
	College of Business and Technology	19	13.9	15.4	47.2
	College of Education and Human Services	22	16.1	17.9	65.0
	College of Fine Arts and Communication	35	25.5	28.5	93.5
	University Libraries	7	5.1	5.7	99.2
	Other	1	.7	.8	100.0
	Total	123	89.8	100.0	
	Missing	System	14	10.2	
Total		137	100.0		

**3-With which faculty unit are you affiliated?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unit A	114	83.2	90.5	90.5
	Unit B	12	8.8	9.5	100.0
	Total	126	92.0	100.0	
Missing	System	11	8.0		
Total		137	100.0		

**4-Including this year, how many years of service with WIU do you have?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	19	13.9	15.3	15.3
	6-10 years	22	16.1	17.7	33.1
	11-20 years	58	42.3	46.8	79.8
	more than 20 years	25	18.2	20.2	100.0
	Total	124	90.5	100.0	
Missing	System	13	9.5		
Total		137	100.0		

**5-How often do you interact with the Interim Provost?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 times a week	6	4.4	4.8	4.8
	1-3 times a month	32	23.4	25.6	30.4
	1-3 times a semester	41	29.9	32.8	63.2
	1-3 times a year	26	19.0	20.8	84.0
	Never	20	14.6	16.0	100.0
	Total	125	91.2	100.0	
Missing	System	12	8.8		
Total		137	100.0		

### 6-On which campus do you primarily work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Macomb	121	88.3	97.6	97.6
	Quad Cities	3	2.2	2.4	100.0
	Total	124	90.5	100.0	
Missing	System	13	9.5		
Total		137	100.0		

## Section 5: Qualitative Analysis of the Qualitative Data

Table below is the classification of comments/feedback about Interim Provost Clow's open response questions of Q27, Q28, and Q29.

	Positive	Neutral	Negative	Total
QID27	10	18	15	43 (39.5%)
QID28	6	5	14	25 (23%)
QID29	20	8	13	41 (37.5%)
Total	36 (33%)	31 (28.5%)	42 (38.5%)	109

### QID27 - Please provide additional comments or suggestions about Interim Provost Clow's performance regarding personnel and faculty relations.

*Note: All comments are grouped into positive, neutral and negative categories and are presented verbatim except where specific names were removed and replaced with titles, as indicated with brackets [ ].*

#### Positive Comments

- I appreciate his human-ness and his transparency. He has a "can do "attitude that is helpful in stressful times.
- It's a pleasure to work with Dr. [sic] Clow, so eager to help.
- Strong commitment to WIU and Faculty
- I feel like I can reach out to Billy at any time and he is responsive.
- I find Interim Provost Clow accessible and responsive--to emails, in person. He is easy to talk to, to think with.
- I believe Interim Provost Clow is doing the best job he can based on all things considered. I truly appreciate his commitment to WIU, our students and faculty. I believe he aims to be fair and impartial,

yet I feel that he has been overwhelmed by the gravity of the matters impacting WIU. I am thankful for his service.

- A very effective leader for these difficult times. Treats people with respect and professionalism. Helps bolster morale and encourages enthusiasm. Makes good decision and is an excellent leader.
- Provost Clow is always pleasant to deal with, and I have enjoyed interacting with him. But I sometimes feel like the resources provided do not match the rhetoric, and I think much of that is because those decisions are not provided to him to make.
- I applaud the provost for bringing back the tenured faculty members who were laid off over the past several months. This demonstrates that the value of tenure is something that is still respected at WIU. However, there are programs that are growing that have not received approval for additional hires.
- I feel we have really begun to “turn this boat around,” and I think President Martin has been effective in that vein. However, I think the turn of the boat began with Provost Clow. Over the summer that he stepped in, until the Provost (Abraham) was hired, he was truly guiding us to calmer waters.

## Neutral & Not-related Comments

- I have not been involved in any projects or committees that interact with the Provost and I honestly don't know what he has been doing this year. I don't have any complaints.
- I've had no real interactions with him so it's hard for me to say.
- I have never had any direct (or really indirect) contact with him. I have no idea what he does.
- What relations. Never talked to the man.
- I don't really know what Clow does in his day to day activities regarding the items in the survey; it is therefore impossible for me to separate out my perception of the university or administration overall from my perception of Clow's contribution
- Where is our diversity in faculty/staff?
- Na
- First of all it needs to be recognized that Interim Provost Clow inherited a horrible situation. Much of the evaluation of Interim Provost Clow is related to the counter productive administration of the most recent past. At best, this current period is a time of ambivalence for administration with only an Interim President who can only provide limited leadership and vision as an Interim President. That being said, decisions about tutored study, what a minimum number of students in a class to "make", is leading to uncertainty to young faculty. Some of those Assistant and Associate Professors have left, are leaving, or are seeking to leave because of the large number of preps prevent them from effectively pursuing tenure. Also, increasingly giving administrative work to faculty - like program review for HLC - limits those Full Professors from doing their job effectively and prevents Full Professors who are doing these administrative tasks from performing scholarship.
- Interim Provost Clow's strengths are his availability and willingness to listen. Faculty morale, however, remains very low. As faculty continue to leave WIU for better opportunities elsewhere, the workload for remaining faculty increases, even as resources for completing our work decrease. The situation is untenable and I'm unconvinced Interim Provost Clow understands the level of the crisis. At a certain point, the WIU administration's optimism and directives to "focus on the positive" ring hollow as both students and faculty head for the doors. Interim Provost Clow needs to articulate detailed plans with clear benchmarks designed to address our problems. For instance, the declines in resources and enrollment require reorganization of academic departments, majors, and minors. Instead, we are maintaining multiple under-enrolled courses with similar content across different colleges and departments. These could easily be consolidated into full interdisciplinary sections. (Research methods courses are one example.) In addition, departments are developing a bunker mentality which locks students into their domains. For instance, RPTA's decision to keep minors in-house and CAS's decision to restrict paired minors to CAS offerings. CBT effectively shuts students out of interdisciplinary coursework. This reality does not serve the students and could be rectified without expenditure of

resources. Yet, I would be surprised if Dean Clow's office was even aware of it. Like others in my department, I am burnt out and I am on the job market.

- I want to commend Interim Provost Clow for stepping up and bringing back tenured faculty who were laid off. It's clear the new administration values tenure and that's important for an institution of higher-ed to maintain its standards.
- In the School of Education we are in need of faculty. With the lay-offs and not replacing retirees, many of us still working are on overload. If we are asked to have loads of 25-30 aces, we should be paid exponentially more than just regular overload pay.
- Need more hires and we need to be able to hire before someone leaves, not a year later.
- We desperately need to hire additional faculty to support our students. We're using a large # of adjuncts in multiple capacities. Additionally, faculty are in overload. This is not a good long-term solution.
- It's hard to be "excellent" for my students and department when we're overworked because our department is missing half of the faculty and we're being "starved" by not being allowed to even hire instructors to free up faculty to teach graduate and upper level classes.
- We need dependable, stable, and adequate conference travel funding to share our research, network with other scholars in our respective areas, and make meaningful connections that will aid in high level publications. We can't continue to be starved and also be expected to produce and disseminate original work.
- It is difficult to plan courses effective when decisions aren't made about hiring adjuncts until the last minute. This has cascading consequences for faculty who may have to change classes at the last minute or restructure a class to accommodate teaching a higher number of students
- The main thing I would like to see supported regarding academic faculty relations is faculty travel and research - a supposedly essential part of our job duties is research, especially involving students in research, and continuing education (i.e., staying current in our growing fields of knowledge). While nice to see the provost travel award reinstated very temporarily (approximately 22 minutes, anyway) I find it extremely disappointing and downright absurd that faculty are required to continue to present at research conferences and travel to other events (e.g., visiting students on internship) without travel reimbursement. Are you telling me that the admissions office, or other administrators, would be required to travel on behalf of the university and not reimbursed for this - or be informed "well, you should be investing in yourself . . ."
- We need to move on.

## Negative Comments

- The college of education and human services is a mess. New leadership at all levels is needed. The behaviors of [the associate dean] have been awful. Her department is in ruin due to her leadership. 9 faculty have resigned due to her leadership. All programs are suffering. A once strong social work program went from 280 students to 87. Her abuse and lack of leadership has been reported to the Dean numerous times and yet no one acts. This is a failure of leadership and needs to be fixed immediately.
- Our department has recently hired two tenure-track faculty with NO search committees and NO input from the faculty whatsoever. The decision was apparently made unilaterally by the Chair and was simply announced months after the fact at a faculty meeting. These particular hires would likely not have been selected by a search committee (for example, one has a completely online Ph.D. with no research experience whatsoever). This type of decision making does not promote shared governance and transparency, and I don't understand how it keeps happening.
- Nepotism is a very serious issue. Faculty and staff should not, and CANNOT, be hired because of their personal relationships with the Interim Provost. Dean and Interim Provost Clow has too often used methods that bypass the Office of Equal Opportunity and other standardized processes to hire and/or

promote those close to him. We cannot promote and appoint staff and faculty by bypassing national searches, and department search committees, in favor of "back room deals." These conflicts of interest have seriously compromised his duties and thus wounded the integrity of WIU, as a whole.

- It takes Sherman Hall way too long to make decisions.
- Can be pushy or even bullying on certain issues. I'm not sure he has the interest of the whole university at heart, though as interim he is in the odd position of still being COFAC dean and provost at the same time, which is hard to navigate.
- Provost Clow does not attempt any interactions with faculty.
- Although Provost Clow says he has worked on improving communication across campus, I personally have not found that to be true. I have asked questions in meetings and have been told by Provost Clow he would have to get back to me on an answer. Fair enough. But then it doesn't happen. I have emailed questions and have gotten no response. Not even, "thanks for your concern, I will look into that." It is aggravating at best. Also, transparency (as we all keep saying) is key, but the optics of Provost Clow's own college getting many more hires than others, when others had greater layoffs, are not good. I understand some fields have to have experts. I think others, in other colleges, could argue just what Fine Arts and Communication have argued. But would other colleges be heard? Seems like the answer is "no." If that is not the answer, than Provost Clow could be more open about reasoning and explanations.
- It's clear that administrators in Macomb do not care about the Quad Cities campus, personnel, or faculty relations.
- Makes bias decisions that support his for college of Fine Arts and Communication while neglecting the other colleges' needs
- There is no transparency between the decision making at the top and those who are directly affected by these decisions. In some cases, decisions ARE NOT MADE and those affected are left to wonder why. Make a decision so we can adapt accordingly!
- Has not been responsive to approving critical positions in our department.
- Faculty Relations: Unit B faculty continue to be ignored on our campus yet do a bulk of the work. These faculty are essential to the recruitment and retention of our students. The Provost (working alongside the President) should not be listening to certain voices in Student Services as loudly as they may scream. It is frustrating to see several people get "raises and appointments" in Student Services when faculty have been somewhat ignored.
- Interim Provost Clow is a holdover from the [previous] administration and he behaves in a manner that has at times seemed to be setting himself up to be able to do his job as dean when he returns to that position more easily. Of the new hires that were authorized, so many were in COFAC and this reminded me of the same thing that the prior Interim Provost did to protect and promote CBT during the layoffs. The provost has cancelled every Provost Advisory Committee meeting he has scheduled since being named interim provost. How can he get advice if he won't even hold the meetings for people to advise him? He seems to be a minimum effort kind of administrator in a time when we need maximum effort. Billy comes off us unprepared and a yes man to who ever is in charge. I think he is devoted to WIU and COFAC in particular, but he is completely under qualified to deal with the other three colleges in any kind of academically informed manner. I am thankful that he was willing to step into the position in a time of crisis, but sometimes you need to know when to step back out when you realize you can't do the job effectively. I don't know how much influence Interim Provost Clow had on getting the people who were laid off with tenure reinstated, but I am glad to see that aspect of tenured restored. The problem is that there are other mistakes that haven't been corrected.
- I give Provost Clow high marks for the way he handled my personal situation both under the current interim president and the previous administration. I am one of the librarians that the previous administration attempted to make 9 month employees despite our contract and the overall needs of the university. He was always the voice of reason in this regard and once the previous president left the university, was immediately able to resolve the situation to the benefit of myself but more importantly the university's needs and future. On the other hand, for whatever reason, Provost Clow has not responded to the impending retirement of two faculty librarians, one of whom oversees a department

and is critical to making certain the university community has the academic resources available to meet its teaching and research mission. This is probably a question of not having enough funds but the Provost has been not forthcoming as to why no action has been taken regarding these retirements and repeats the mantras of previous administrations that the library is important but we have really no intention of addressing its needs.

- The disparity of number of faculty across departments is enormous. Some departments have been allowed to hire throughout this "time of limited funds" while others with far more students have been allowed to decline to the point that key courses cannot be offered, students are regularly relegated to having course substitutions for required courses, and no relief is in site. We all understand the enormous burden of the budget crisis. But the disparity across colleges cannot be ignored and drives further divisions rather than bringing us together. Some of our most popular majors are declining because prospective students can clearly see on our website that we do not offer the key courses needed for their areas of interest even though those areas are often highlighted. Topping this off is that the University continues to highlight the work of faculty and promote them to prospective students while still planning to lay those very people off at the end of this year. Case in point – [a meteorology faculty member]. But he is not alone in this. The sciences continue to be devastated across the board as do the various areas in education. This disparity is a problem. Just as a flutist cannot replace a saxophonist in music, a morphologist cannot properly help students at the UD and Grad level learn ecological topics in the life sciences or a biochemist help a student at those levels learn physical chemistry. The expertise of a faculty member in EDS is not equivalent to that of a content pedagogist. And yet, in some cases, this is happening. Even worse, we are having faculty with no more than a masters teach UD and Grad level courses without the necessary expertise. When our reviewers come they are going to see many faculty teaching outside their primary fields at the UD and Grad level in the sciences and they will see a continued diminishing of faculty in areas with large numbers of majors while areas with smaller numbers of majors continue to receive support. How is this justified? No explanation has come other than we are told we are expected to achieve specific numbers of UG students or percentage of overload. We also continue to see many of our colleagues leave for greener pastures and masters level people being brought in and expected to teach at levels beyond their expertise. We are seeing a drop in the test scores of our seniors for the BS degree assessments as we see more and more use of people teaching courses at the 300 and above level who do not have the expertise to be teaching those courses and as we see more required courses being waived due to too few faculty. These are REAL issues and will hurt the prospects of our graduates and future graduates as employers who could always rely on the strong preparation of our graduates diminish. Again, this is REAL and will hurt us not only now but for many years to come. Adding to all this is the stress added to faculty who are required to move most or all their courses to a tutored study system that was developed when we had 18-20,000 students on campus. That expectation is unrealistic and is not followed in some colleges. For example, many departments are required to teach up to 100 students for the ACE same credit others teach 5. This is absurd and will be addressed in the next section. The stress of preparing 5-7 or more classes a semester (many of us have had to do this for years because some of our courses are not 3 credit courses) while others prepare for fewer courses and far fewer students is also inequitable. Comparing is happening only because of the lack of transparency in the past and the distinct disproportionate way in which the limited resources have been distributed across campus. If you want to see enhanced morale at this institution then these issues need to be addressed and the process by which this is done needs to be transparent and not behind closed doors. One last issue of great concern is Dr. Clow's emphasis in the creation of two new cannabis studies programs. These programs did not emerge from the faculty but instead were forced upon most program areas. Money was spent to bring in consultants regarding this instead of going to the departments and utilizing the expertise of the faculty whose expertise this is and develop a more comprehensive and productive option. This decision to support a new program forcing our limited number of faculty to teach new courses while taking time away from existing programs and students with the hope of maybe enticing a few more students to WIU shows a complete lack of respect for those of us with the expertise to do the work. Faculty have ideas, we are ignored. Faculty have needs, but only a few people are listened to. Faculty are invested in this institution or we



would not still be here. So, please, if you plan to bring in consultants, taking needed financial resources from programs to do so, then at least bring in those of us who are on the ground floor with the programs to guide the process. Suggesting advisors can teach kids how to teach or how to learn and have greater expertise on teaching and learning than those in teacher education is a harmful to everyone and a complete demonstration of disrespect for expertise. To push for the creation of a major or minor based upon one person's request without considering the full implications of the other programs in the department again is disrespectful and did nothing but hurt an already diminished group of faculty. I still do not see an administration that actually trusts and respects our A line faculty, faculty who have gained expertise first through obtaining the terminal degree in their field and then spent years furthering that expertise through study, research, professional development, etc and have opted to stay teaching instead of moving up the administrative ladder. If you want to see an increase in morale, you must begin by rebuilding the trust that has been lost and some of the decisions made this year regarding new majors and new hires has further eroded that trust. Transparency and equity are key and that is not happening at WIU.

## **QID28 - Please provide additional comments or suggestions about Interim Provost Clow's performance regarding academic goals.**

*Note: All comments are grouped into positive, neutral and negative categories and are presented verbatim except where specific names were removed and replaced with titles, as indicated with brackets [ ].*

### **Positive Comments**

- Has been very effective in achieving academic goals.
- I approve of his goals. I have no way to judge his performance.
- I believe he acts in integrity and fairness in the treatment of the disparate academic goals across disciplines.
- It's fine. I think he's keeping what was already in place.
- As interim provost, it is hard to set a new vision for academic success. I believe he is doing well in the transition.
- He is very supportive of my area's needs. He has allowed my students access to the best resources and educational support needed for their success.

### **Neutral & Not-related Comments**

- We are at a prime time to make some significant inroads in building our faculty's expertise in learning issues for our students. CTR has a wonderful option for faculty to take advantage of to improve their teaching skills. But we continue to overload faculty to the point that they do not have the time to take advantage of this. The stress levels for faculty continue to rise at a time when the University could opt to help faculty with time to develop enhanced teaching/learning skills. Where is the investment in faculty development? Where is the incentive to encourage faculty development in teaching?
- Issues with the revisions of our DWEs have been contentious with the administration when the administration has little to no experience in some matters. While this was not one of his academic goals, the provost is present to help guide and support faculty to provide the best educational experience for our students. Many faculty in our department are stressed and working in overload

and not feeling valued by the administrative, this will lead to the early retirement of some faculty that will impact WIU's academic goals.

- Remember to keep the liberal arts central to the vision of what it means to be a university. They were not named in your self-reflection. All of our particular projects and tasks make more sense if we keep a vision of what a university IS at the forefront. We can't focus on students without remembering and fostering who we are, who we believe ourselves to be as an institution of higher ed.
- I haven't noticed any changes in this matter
- How can we help first year students when FYE has been butchered? Plainly stated--what was done to that program was a mistake and we are seeing the effects in our classroom. Additionally, what remains of the "sad state" of FYE should not be taught by student services. Faculty have been cut out of that program. Sad

## Negative Comments

- Provost Clow makes many suggestions and does not follow through
- His goals seem to be focused on COFAC rather than understanding the broader university goals. Look no farther than the approved hire list for proof of this. Not being an academic but rather a theater professional, he seems to lack the understanding of academic goals.
- Few resources are dedicated to scholarship and research and when they are available, faculty are made to compete for them as if on a reality show. It is unprofessional and undignified for a group of professionals whose job description entails research. The provost awards for faculty travel are but one example. Some years they are offered. Others not. We never know until after we apply to conferences. Interim Provost Clow took a while to appreciate the real and symbolic value of these small awards and his office's problematic policies for distributing them. It took a year to stop relying on the first-come-first-served method of allocation, but the new system is only marginally better. The website indicated additional funds would be released later in the year, but the date set came and went before the site was updated and the applications were accepted. When the midyear applications were accepted, the system actually required faculty to race to submit when the system went live before the funds were gone. The subsequent amount of documentation required to claim the promised funds is onerous and time-consuming and proceeds under the assumption faculty are trying to rip off their employer. Such is typical of the Provost's Office. If the Interim Provost is aware of this, I'm surprised. If he approves it, I'm horrified.
- You cannot accomplish this goal with bad leadership. [The associate dean] has killed the Health sciences and social work dept. and has blocked all of LEJA's program advancement. This has to stop.
- Tutored study is killing many faculty and driving many productive young faculty away from this institution. That cannot continue. We need more investment locally in helping faculty to use this time of lower enrollment to develop new skill sets in teaching. But we are missing it! Instead, we simply add more courses to the person if their courses fall below the magic number. The first step would be to lower the magic number to be more consistent with the reality of numbers of students we have and then to provide further incentives in ACE load for those actively pursuing enhancing their teaching. We also continue to promote large lecture sections (up to 100) for many departments while others get the privilege of teaching no larger a class than 25 for exactly the same ACE load. Teaching 99 students IS much more effort than teaching 25 if you want to be innovative and actually engage the students in learning and not just make them passive recipients of your own

rethought knowledge. And when we have freshman level classes in some departments capped at 5 the question will arise as to the ACE structure for those courses. Where is the equity in time to allow faculty to prepare for and oversee the intellectual development of their students when some focus on as few far fewer students than others for the same ACE reward? The ACE structure is hurting student learning. Where is the support for rooms that are flexible to allow for best teaching practices? Where is the support from the administration for purchase of supplies for courses when money is available but the restrictions so severe it inhibits innovation. For example, lab fees cannot purchase glassware, thermometers, microscopes, spec 20's, or even software or models that could last more than 2 years. Purchasing only useable commodities limits what we could be doing for our students and enhancing our labs and classroom instruction to be at least as "impressive" as the high school labs/rooms from which many of our students come. This IS hurting us! Where is the classroom technology. Macomb HS has far better classroom technology almost any classroom at WIU. And Macomb is not as state of the art as many schools from which our prospective students come. Yes, some of this is money, but investment is important and now with lower enrollments, investment will be the key to growth. We will not grow if prospective students see far better infrastructure at other institutions and if we cannot share how our educational programs are superior to others. So long as we overload faculty to the point of exhaustion, we will not be able to develop the growth in teaching skills that our future students will need.

- This is laughable
- Enrollment still declining. Need new leadership.
- It's hard to be "excellent" for my students and department when we're overworked because our department is missing half of the faculty and we're being "starved" by not being allowed to even hire instructors to free up faculty to teach graduate and upper level classes. Be sure y'all do YOUR OWN negotiating with the Union and don't be bone-headed and waste precious money on fricking lawyers. That was insulting and WASTEFUL!
- We cannot have departments with Unit A teaching 4-3 loads and expect them to have graduate programs. You can have 4-3 loads or you can have a grad program. You cannot have both.
- There is a great deal of unfairness toward hiring practices. Great favor is being given to Business and Technology and Fine Arts and Communication. The other colleges are important too. It's time to be fair with the resources of the university and share the wealth with the other colleges.
- Similar to my above comment, I am extremely disappointed and befuddled by the notion of improving academics and maintaining excellence without adequately supporting faculty travel and research and continuing education. This is the exact opposite of academic excellence, in fact - not supporting faculty development.
- Interim Provost Clow appears to be most focused on how he can improve the academic goals of his home college, and some of the others colleges that were least hardest hit by faculty leaving or their terms being terminated.
- Nice guy but he is in over his head.
- It's clear that administrators in Macomb do not care about the Quad Cities campus, so we have no idea about his 'academic goals'.

**QID29 - Please provide additional comments or suggestions about Interim Provost Clow's overall performance.**

*Note: All comments are grouped into positive, neutral and negative categories and are presented verbatim except where specific names were removed and replaced with titles, as indicated with brackets [ ].*

## **Positive Comments:**

- We are so lucky to have Provost Clow helping to keep the ship turning and moving. I like that he looks me in the eye and is honest in working through difficult times.
- We need to keep him in this role.
- He is doing good as a provost
- Good
- He is doin the best he can, thank you Provost Clow.
- I think Provost Billy Clow has done well so far. Especially given the fact that he assumed office at a time when the University was going through difficulties.
- I appreciate that excellence is his benchmark for our delivery of services to students. We should be the best.
- Has done well so far, will do even better over time.
- I was frustrated that we decided to go with a national search for our President in part because I believe Abraham is good for this university, but mostly because I would have liked for Billy to have been appointed permanent provost. Together I think they would have made a good, currently permanent team.
- I have had limited interactions with Provost Clow, but each interaction has been positive. Whenever I've sent him an email he has responded promptly. As a new member of the WIU faculty, I think that is important.
- I appreciate his ability to bring a serene and cheerful presence to the many ways we are reacting in the community to hard times in recent years. May you stay grounded--even when we disagree with you at times!
- Thankful he has been so willing to step into this role during this time of transition.
- Overall, Interim Provost Clow should be lauded for merely keeping the status quo in this position. That he has affected change on campus and helped with development of programs during this tenuous time is commendable. He is dedicated to Western and gives his all to keep the focus of the institution moving forward and he should be congratulated. I'm sure he'll be looking forward to his "homecoming" into the full-time seat in the Dean's chair in the COFAC!
- Seems nice overall, a big improvement from his predecessor at least.
- I think Clow is doing well. Many of my responses basically indicated that I have no basis for response. That's not intended to be a criticism of Clow. I just don't know. I appreciate he's been thrown into an incredibly challenging and stressful situation. I think that he's doing as well as can be expected given that he and the president are interim. By way of comparison, I think he's light years better than our previous interim provost who was a nightmare--failed to lead, often attacked faculty and the faculty union, promoted policies that caused chaos, confusion, and self-destruction. If the previous interim was a 0 out of 10, Clow is an 11!
- I applaud his positive, but yet realistic outlook for the university. It is apparent that he has a deep commitment to the university.
- I believe he's doing the best he can with very limited resources. Like everyone else at Western.

- Given all of the turmoil and ridiculousness that we have endured as a university and community. I feel and believe Interim Provost Clow has handled himself and the position very well, and I am grateful he was here to serve.
- Provost Clow overall is doing a remarkable job given the state that the university was in. He has tried to manage the resources at his disposal well and is a very likable guy to all. He is doing a good job and I thank him for his continued service.
- Let's keep him in the job...

## Neutral & Not-related Comments

- As Provost the college of education and human services need to you act and remove [the associate dean]. Her behaviors hurt her department for years and now she is hurting the college. Please take action as our provost and help with this matter.
- Do what is right: - do your own negotiating with the union - hire more academic and psychological counselors; these students need all the help they can get! - hire more folks for the SDO, who are incredibly overworked and burning out. Again, our students need LOTS of help, and they're overworked!
- He was probably the best choice to hold the position on an interim basis. If a permanent provost vacancy opened, I would prefer a different person in the position.
- Faculty have been giving money from their salaries to the university. Administrators, such as Provost Clow, should also give at least 2% of his salary.
- I'm appreciative that he has been willing to serve as interim Provost. I will be glad when we can have permanent people (all over campus) and not have positions filled by interim folks.
- I looked at his list of objectives/accomplishments. But I am in no position to evaluate things that most likely would have happened anyway and things he spearheaded. Also, why are some of those items on that list anyway? Why haven't they been taken care of already? For example, why don't we already have in place effective practices for emergency hires?
- I think he has done an admirable job, given the fact that he was thrown into the position. I am however, looking forward to a time when we have a permanent provost who is an academic with experience running a university and all of its complexities.
- I have never met the man and do not even know what he looks like - he has never visited our department and I have had no dealings with him. Further, there has been no communication from our department chair in regards to what he has done positively or negatively. To answer any of these questions on this survey would be dishonest and unfair to him. I did read through his self-evaluation and it sounded good - the proof will be in what occurs on campus and what positive changes are made.

## Negative Comments

- He doesn't inspire confidence in me when I have to talk to him. He over promises and under delivers which is a terrible quality in a leader. I can say that I look forward to him going back and leading COFAC where he has to convince someone other than himself of the COFAC needs. I love the theater and the arts, but we come on they haven't been cut like some other more productive parts of the university. I should say that as disappointed with his performance as I am, he is better at the job than both [previous provosts], but those are very poor provost examples. I hope that he

gets better and we make it through this storm and can hire a new provost if Dr. Abraham is named President or have Dr. Abraham be the provost.

- Is WIU a teaching university or is it a research institution? I'm uncertain, even as my teaching and service commitments increase while my research requirements remain steady in an environment which does not support research. Something has to give, and it is up to the Provost's Office to identify what it is. Interim Provost Clow is in a difficult position, given his interim status and the uncertainty attending so many open and interim positions in upper administration at WIU. Even so, we need a Provost who will articulate a vision for the faculty of this university. Absent such a vision, and a plan for getting us there, faculty will continue to abandon the university. Those who remain will be those whose loyalty leads to an unhealthy compliance or those other institutions refuse to hire. That is the future facing WIU.
- Interim Provost Clow is an adequate provost. He talks a good game but does not always follow through; makes promises he can't keep; takes faculty input but sometimes ignores it as if he hasn't even heard it. But even with those criticisms in mind, he's better than the previous interim provost. He's not an idiot and has some good priorities. I think we're better off with him as a dean.
- Provost Clow inherited a mess. In his former position, he promoted his college over others as would be expected - he took care of his own. However, as Provost he needs to see a larger picture and start to allocate more resources to the other colleges that have been severely hurt by the allocation of so much money to the programs he previously oversaw as Dean. Equity is an issue. I continue to see a bias for two colleges over the others even though the two largest majors in the entire University are in the two colleges that have been hurt the most. The implied message is that we are moving to a fine arts and technology school and the humanities and sciences and the human services and education areas are only present to serve as support structures to fine arts and technology. So long as this persists, so long as key faculty lines required to allow departments and programs to properly educate their student are allowed to stay unfilled or stay unrecognized by the administration (Deans on up), I struggle to support Provost Clow in this position. He has a tremendous heart, a wonderful outlook for COFAC, but we are not progressing quickly enough in other areas to take advantage of making change while our numbers are at a level that would allow us time and energy to change. It is also not obvious that Provost Clow can see a picture beyond that of the needs of areas that are foreign to his areas of expertise.
- The provost of a university is the main leader who actually runs the business and is a very experienced scholar. Mr. Clow has a masters degree which is fine, however, appointing a faculty member with a masters degree as provost of a university is an extremely wrong decision. We may have a new president but the culture remains the same where the provost is just a person sitting in that chair with not much of competence. Please look around at universities in this county and make a list of what percentage of universities would have a provost with a masters degree. I hope my objective insights make sense to you.
- Decisions need to be made in a more timely fashion.
- Not a leader and I perceive he did not want to be in the position in the first place. We do not need place-holders. We need people that want to get the job done.
- Enrollment atill declining. Need new leadership.
- The lack of communication, and the increasing of workload across campus is a concern. We can only do so much for so long. Moral is already down. Increased expectations and "we can all do this!" only works so long. We are tired and overworked.

- The restoration of conference travel money was helpful as was splitting the money so that people going to Spring conferences were not punished. But the amount allocated to conference travel needs to increase.
- There is too much emphasis on B line faculty. This undermines departments as B line faculty are responsible to only the Department Chair and not to the Department faculty or to the programs in which they teach. In fact, there are too many B line faculty performing the jobs of A line faculty in primary duties.
- My primary concern is that at the department level we don't hear anything about how decisions are being made that are important to the department. There are several ongoing decisions to be made where we know nothing about if the issue is being discussed at all, if decisions have been made, or if we have any opportunity for being part of the discussion. I realize we could go directly to the provost, but there is then negative kickback from chairs and deans. There needs to be a way to determine the status of ongoing decisions without having to set up a personal appointment.
- It's clear that administrators in Macomb do not care about the Quad Cities campus, so his performance, along with others, is poor.