

Provost Performance Survey Report 2025-2026 Academic Year

Faculty Senate Committee on Provost and Presidential Performance (CPPP)

Senators: Nicole Gillotti (Chair), Jett Walker, Hollie Mason, Alice Melkumian, and Seyfi Turkelli

We would like to thank Annette Hamm and Senate Chair Robinett (for their support, survey creation, distribution, and assistance in unifying the format of these reports).

Executive Summary

A survey was designed and administered by the Faculty Senate Committee on Provost and Presidential Performance (CPPP). The Faculty Senate sent 273 survey invitations to eligible faculty; 84 completed it (31% response rate). As a point reference, in 2024-2025, 343 survey invitations were sent to eligible faculty and 119 completed it (39% response rate). The respondents evaluated the Provost on a 1-5 scale, where 1 represented strongly disagree and 5 strongly agree. Faculty rated the provost's performance in the areas of creation of a positive campus environment, support of the university's mission, resource management, management style and practices, and provost-faculty relationships. The respondents were also given opportunities to comment on Provost Mossman's overall performance. The comments provided are summarized at the end of each thematic section at the end of this report.

Overview and Methodology

The CPPP used the same survey that was administered during the 2024-2025 evaluation period. The CPPP will share the executive summary with the Faculty Senate, the President, and the Board of Trustees. The survey was conducted online by emailing each eligible faculty member a web link to complete the survey on Qualtrics. The survey ran from February 16 to February 27, 2026. 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 and Selected Characteristics

- Of the total of 75 respondents who indicated their gender, 49% (37) identified as female, 47% as male (35), 1% (1) as gender/non-conforming, 3% (2) stated they did not wish to identify.
- Out of 76 respondents, 89% (68) individuals stated being Unit A and 11% (8) Unit B.
- Of 75 participants who provided their years of service, 32% (24) indicated having been at Western Illinois University for 11-20 years, 31% (23) for more than 20 years, 16% (12) for 0-5, and 21% (16) for 6-10 years.
- Out of the 71 survey participants who indicated their college, 44% (31) were from the College of Arts and Sciences, 10% (7) were from the College of Business and Technology, 21% (15) were from the College of Education and Human Services, 23% (16) were from the College of Fine Arts and Communication, 3% (2) identified as other.

- Of the 75 survey participants who responded which campus is their primary workplace, 96% (72) responded primarily working on the Macomb campus and 4% (3) primarily on the Quad Cities campus.
- Of the 73 respondents who responded with their rank, 56% (41) responded as Professor, 19% (14) responded as Associate Professor, 16% (12) responded as Assistant Professor, 1% (1) responded as Assistant Professor– Unit B, 4% (3) responded as Associate Instructor, and 3% (2) responded as Instructor.

Section 1: The Survey Administered

QID2 Provost Mossman's Faculty Evaluation 2026

You are invited to participate in the annual faculty review of the Provost. This online survey should take about 10 minutes to complete. Participation is voluntary, and responses will be kept anonymous to the degree permitted by the technology being used.

You have the option to not respond to any questions that you choose. Participation or nonparticipation will not impact your relationship with WIU. Raw survey data will not be shared beyond the Committee on Provost and Presidential Performance (five Faculty Senators). The CPPP will share only summaries of anonymized data with Faculty Senate as a whole; the President and Provost will also receive written comments in full, but will not have access to data about their sources. Submission of the survey will be interpreted as your informed consent to participate and that you affirm that you are at least 18 years of age.

If you have any questions about the survey, please contact the CPPP Chair, Nicole Gillotti, via email at ns-gillotti@wiu.edu.

The survey has been developed, administered, and 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 President by the CPPP. It will also be made available to the campus community through the Faculty Senate's website. The President will be invited to address the Faculty Senate and write a response to the evaluation, which will be posted to the Faculty Senate website. For the following series of questions, you will be asked to rate how effective President Mindrup has been in the current academic year (2025-2026) in performing various aspects of her responsibilities.

Click here to view information regarding confidentiality
(http://www.wiu.edu/university_surveys/faculty_survey_privacy.php).

Q38 The link below is a brief synopsis of Provost Mossman's evaluation of his goals and accomplishments from the academic year 2025-2026. Please review the synopsis prior to

evaluating Provost Mossman's performance.
[Click to view Provost Mossman's self-evaluation.](#)

Q39 Please find below the evaluation questions for Provost Mossman's performance.

QID4 Provost Mossman effectively promotes an environment for excellence in **scholarly research**.

QID5 Provost Mossman effectively promotes an environment for excellence in **teaching and learning**.

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

QID7 Provost Mossman effectively promotes policies that **support the recruitment of students** relative to long-term strategic planning. QID8 Overall, Provost Mossman fosters an academic environment that is **rewarding for faculty work**.

QID9 Overall, Provost Mossman fosters an academic environment that is **rewarding for students to learn**.

QID10 Provost Mossman effectively promotes policies that foster the **activities of your department or academic unit**.

QID11 Provost Mossman **manages the University's resources well**.

QID12 Provost Mossman effectively **promotes resource development for Academic Affairs**.

QID13 Overall, Provost Mossman **fosters faculty success**.

QID14 Provost Mossman **fosters high academic standards** for students at Western Illinois University.

QID15 Provost Mossman **allocates resources so that your department or academic unit's faculty can accomplish their research mission**.

QID16 Regarding **faculty**, Provost Mossman's management practices promote **excellence**.

QID17 Regarding **faculty**, Provost Mossman's management practices promote **diversity**.

QID18 Regarding **staff**, Provost Mossman's management practices promote **excellence**.

QID19 Regarding **staff**, Provost Mossman's management practices promote **diversity**.

QID20 Provost Mossman **ensures that university policies, procedures, and available resources are transparent to you**.

QID21 Provost Mossman is **responsive to your concerns**.

QID22 Provost Mossman provides **effective leadership in the area of international education**.

QID23 Provost Mossman **supports faculty governance at all levels**.

QID24 Provost Mossman **consults the faculty adequately before making important decisions**.

QID25 Provost Mossman **makes effective administrative appointments**.

QID26 Overall, Provost Mossman is **highly effective at performing the duties of the Provost** (outlined here: <https://www.wiu.edu/provost/>)

QID27 Please provide additional comments or suggestions about Provost Mossman's performance **regarding personnel and faculty relations**.

QID28 Please provide additional comments or suggestions about Provost Mossman's performance **regarding academic goals**.

QID29 Please provide additional comments or suggestions about Provost Mossman's **overall performance**.

QID30 For purposes of data analysis, please provide the following demographic information.

QID31 **Which best describes** your gender?

Female/Woman (1)

Male/Man (2)

Transgender (3)

Genderqueer/Gender Non-conforming/Nonbinary (4)

Questioning/unsure (5)

Prefer to self-describe: (_____) – *self describe text box* (6)

QID32 What is your academic unit?

College of Arts and Sciences (1)

College of Business and Technology (2)

College of Education and Human Services (3)

College of Fine Arts and Communication (4)

University Libraries (5)

Other (6) _____

QID33 With which faculty unit are you affiliated?

Unit A (1)

Unit B (2)

QID34 Including this year, how many years of service with WIU do you have?

0-5 years (1)

6-10 years (2)

11-20 years (3)

more than 20 years (4)

QID35 How often do you have interaction with the Interim Provost?

1-3 times a week (1)

1-3 times a month (2)

1-3 times a semester (3)

1-3 times a year (4)

Never (5)

QID36 On which campus do you primarily work?

Macomb (1)

Quad Cities (2)

QID37 Thank you for taking the time to provide confidential input regarding the performance of Provost Mossman in the academic year 2025-2026. Click on the Next button to complete the survey.

Section 2: Statistical Findings

Statistical findings for survey criteria including positive environment, support of the university's mission, resources management, management style and practices, and provost-faculty relationships. For each question we report frequencies of responses, mean, and standard deviation.

QID3 - Provost Mossman effectively promotes an environment for excellence in scholarly research.

1 = Strongly Disagree	22	32%
2	19	28%
3	10	15%
4	4	6%
5 = Strongly Agree	13	19%

Mean = 2.5

Standard Deviation = 1.47

QID4 - Provost Mossman effectively promotes an environment for excellence in teaching and learning.

1 = Strongly Disagree	19	24%
2	21	27%
3	10	13%
4	14	18%
5 = Strongly Agree	14	18%

Mean = 2.78

Standard Deviation = 1.45

QID5 - Provost Mossman effectively promotes policies that support the mission of the university

1 = Strongly Disagree	20	26%
2	19	25%
3	13	17%
4	7	9%
5 = Strongly Agree	17	22%

Mean = 2.76

Standard Deviation = 1.49

QID6 - Provost Mossman effectively promotes policies that support the recruitment of students relative to long-term strategic planning.

1 = Strongly Disagree	25	36%
2	16	23%
3	9	13%
4	5	7%
5 = Strongly Agree	15	21%

Mean = 2.56

Standard Deviation = 1.55

QID7 - Overall, Provost Mossman fosters an academic environment that is rewarding for faculty work

1 = Strongly Disagree	40	51%
2	8	10%
3	11	14%
4	11	14%
5 = Strongly Agree	8	10%

Mean = 2.22

Standard Deviation = 1.45

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

1 = Strongly Disagree	14	20%
2	21	30%
3	12	17%
4	9	13%
5 = Strongly Agree	13	19%

Mean = 2.8

Standard Deviation = 1.4

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

1 = Strongly Disagree	32	41%
2	15	19%
3	15	19%
4	8	10%
5 = Strongly Agree	9	11%

Mean = 2.33

Standard Deviation = 1.38

QID10 - Provost Mossman manages the University's resources well.

1 = Strongly Disagree	20	32%
2	8	13%
3	15	24%
4	12	19%
5 = Strongly Agree	8	13%

Mean = 2.68

Standard Deviation = 1.41

QID11 - Provost Mossman effectively promotes resource development for Academic Affairs.

1 = Strongly Disagree	18	34%
2	7	13%
3	12	23%
4	5	9%
5 = Strongly Agree	11	21%

Mean = 2.7

Standard Deviation = 1.52

QID12 - Overall, Provost Mossman fosters faculty success.

1 = Strongly Disagree	33	44%
2	12	16%
3	9	12%
4	8	11%
5 = Strongly Agree	13	17%

Mean = 2.41

Standard Deviation = 1.54

QID13 - Provost Mossman fosters high academic standards for students at Western Illinois University.

1 = Strongly Disagree	14	22%
2	13	20%
3	16	25%
4	9	14%
5 = Strongly Agree	12	19%

Mean = 2.88

Standard Deviation = 1.41

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

1 = Strongly Disagree	36	50%
2	16	22%
3	8	11%
4	7	10%
5 = Strongly Agree	5	7%

Mean = 2.01

Standard Deviation = 1.27

QID15 - Regarding faculty, Provost Mossman's management practices promote excellence.

1 = Strongly Disagree	34	45%
2	13	17%
3	7	9%
4	7	9%
5 = Strongly Agree	15	20%

Mean = 2.42

Standard Deviation = 1.58

QID16 - Regarding faculty, Provost Mossman's management practices promote diversity.

1 = Strongly Disagree	12	22%
2	8	15%
3	12	22%
4	8	15%
5 = Strongly Agree	14	26%

Mean = 3.07

Standard Deviation = 1.49

QID17 - Regarding staff, Provost Mossman's management practices promote excellence.

1 = Strongly Disagree	21	39%
2	13	24%
3	3	6%
4	4	7%
5 = Strongly Agree	13	24%

Mean = 2.54

Standard Deviation = 1.62

QID18 - Regarding staff, Provost Mossman's management practices promote diversity.

1 = Strongly Disagree	8	21%
2	6	15%
3	9	23%
4	3	8%
5 = Strongly Agree	13	33%

Mean = 3.18

Standard Deviation = 1.53

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

1 = Strongly Disagree	30	39%
2	10	13%
3	11	14%
4	9	12%
5 = Strongly Agree	16	21%

Mean = 2.62

Standard Deviation = 1.59

QID20 - Provost Mossman is responsive to your concerns.

1 = Strongly Disagree	33	47%
2	9	13%
3	5	7%
4	9	13%
5 = Strongly Agree	14	20%

Mean = 2.46

Standard Deviation = 1.63

QID21 - Provost Mossman provides effective leadership in the area of international education.

1 = Strongly Disagree	18	41%
2	9	20%
3	6	14%
4	4	9%
5 = Strongly Agree	7	16%

Mean = 2.39

Standard Deviation = 1.48

QID22 - Provost Mossman supports faculty governance at all levels.

1 = Strongly Disagree	28	39%
2	13	18%
3	10	14%
4	8	11%

5 = Strongly Agree	12	17%
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Mean = 2.48

Standard Deviation = 1.51

QID23 - Provost Mossman consults the faculty adequately before making important decisions.

1 = Strongly Disagree	38	50%
2	13	17%
3	6	8%
4	9	12%
5 = Strongly Agree	10	13%

Mean = 2.21

Standard Deviation = 1.48

QID24 - Provost Mossman makes effective administrative appointments.

1 = Strongly Disagree	28	40%
2	12	17%
3	9	13%
4	8	11%
5 = Strongly Agree	13	19%

Mean = 2.51

Standard Deviation = 1.55

QID25 - Overall, Provost Mossman is highly effective at performing the duties of the Provost. (Outlined here: <https://wiu.edu/provost>)

1 = Strongly Disagree	27	35%
2	19	24%

3	9	12%
4	11	14%
5 = Strongly Agree	12	15%

Mean = 2.51

Standard Deviation = 1.47

Descriptive statistics:

Female/Woman	37	49%
Male/Man	35	47%
Gender non-conforming	1	1%
Prefer not to	2	3%
College of Arts and Sciences	31	44%
College of Business and Technology	7	10%
College of Education and Human Services	15	21%
College of Fine Arts and Communication	16	23%
Other	2	3%
Unit A	68	89%
Unit B	8	11%
Professor	41	56%
Associate Professor	14	19%
Assistant Professor	12	16%

Assistant Professor – Unit B	1	1%
Associate Instructor	3	4%
Instructor	2	3%
0-5 years of service	12	16%
6-10	16	21%
11 -20	24	32%
More than 20	23	31%
Campus – Macomb	72	96%
Campus - QCity	3	4%

Section 3: Qualitative Comments

The committee reviewed the comments submitted by survey respondents. To gain a better understanding of general positive performance and perceptions, as well as concerns, it was deemed necessary to identify commonalities and themes among responses. Given the sheer volume of comments, AI (ChatGPT) was used to analyze responses and identify commonalities. The outlines were then edited to ensure that these themes accurately reflected the original text and did not provide extraneous commentary.

The following outlines overall positive and negative themes found in the following questions:

Positive Themes

Recognition of Improvement Over Time

- A noticeable number of comments point to recent progress, especially compared to the prior year:
 - More opportunities for faculty participation
 - Signs that leadership is responding to feedback

Increased Communication and Visibility

- Several faculty members appreciate:
 - More frequent emails and updates
 - Regular attendance at Faculty Senate
 - Greater overall visibility of the Provost

Personal Support and Responsiveness (Especially for Some Groups)

- Some faculty report positive experiences:
 - Support for grant-funded projects
 - Help navigating RPT (Retention, Promotion, Tenure) processes
 - Responsiveness to individual needs

Acknowledgment of a Difficult Context

- Many comments both supportive and critical recognize:
 - Severe budget constraints
 - Enrollment decline
 - External pressures shaping decisions

Commitment to Student Success and Institutional Stability

- Even critical assessments often concede that the Provost:
 - Is focused on retention and student success
 - Is actively trying to stabilize the institution
 - Is engaged in rebuilding academic structures

Willingness to Engage in Shared Work

- Some faculty note that:
 - The Provost is making efforts to involve faculty in rebuilding efforts
 - There is movement toward more collaborative structures

Negative Themes

Erosion of Trust and Credibility

- A dominant theme is a loss of trust in leadership. Many faculty feel that:
 - Decisions are made before consultation occurs
 - Input is solicited but not meaningfully incorporated
 - Outcomes lack clear rationale or follow-through

Transparency

- Faculty repeatedly distinguish between frequency of communication and quality of transparency:
 - Increased emails or updates are acknowledged
 - However, key decisions remain unexplained or unclear
 - Lack of rationale fuels rumors, confusion, and stress
- Examples like dean searches, layoffs, and restructuring decisions are cited as moments where transparency broke down.

Shared Governance

- A major structural concern is the perceived gap between shared governance in principle and in practice:
 - Faculty serve on committees and provide feedback
 - Yet outcomes often appear predetermined or disconnected
 - This leads to questions about when faculty labor is meaningful vs. symbolic
- There is also a practical concern:
 - Faculty time is heavily invested in governance (e.g., search committees)

Decision-Making: Delays and Inconsistency

- Two seemingly opposite frustrations coexist:
 - Decisions take too long (e.g., searches, hires)
 - Decisions are rushed or chaotic (e.g., restructuring, policy changes)
- Additionally, some faculty perceive:
 - Abrupt decisions without sufficient process

Morale, Workload, and Faculty Value

- Many comments reflect low morale and burnout, tied to:
 - Faculty cuts and increased teaching loads
 - Reduced time for research and scholarship
 - Perception that faculty contributions are undervalued
- There is also resentment around:
 - Administrative growth vs. faculty reductions
 - Faculty being held responsible for structural issues like enrollment decline

Leadership Style and Climate

- A number of comments focus on interpersonal and cultural dynamics, including:
 - Perceived defensiveness toward dissent
 - Hesitation to speak openly

Strategic Vision and Institutional Direction

- Faculty express uncertainty about the long-term vision, particularly regarding:
 - Reorganization efforts
 - Program cuts vs. institutional identity
 - Enrollment and recruitment strategies
 - Online vs. in-person education models

Concerns About Academic Quality & Integrity

- Worries about:
 - Grade inflation
 - Reduced academic rigor
 - AI misuse by students not being addressed
- Fear that retention is prioritized over learning

