

Review of the Senior Vice President and Provost Office

Spring 2019

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1. Executive Summary

In fall of 2018, the Faculty Senate President (Dr. Peter Martin) appointed six faculty members and one administrator to form a committee charged with overseeing the review of the Office and Office of the Senior Vice President and Provost (OSVPP) as described in the *Faculty Handbook*, Section 5.7. In accordance with the *Faculty Handbook*, the review included a self-study, which was submitted to this review committee (RC) by the OSVPP in early February, 2019. The self-study helped inform the development of instruments to gather data from administrators, faculty, and P&S staff members. A questionnaire and personal interviews were conducted with those in administrative positions identified in the organizational structure of the OSVPP or who interacted frequently with the Office. The RC expanded on questions used in the 2012 Provost Office review administrator questions to develop the 2019 online administrator questionnaire and interview questions. The RC also adapted questions from the 2012 Provost Office review faculty survey in the development of an online instrument that was distributed to all Iowa State University Faculty and Professional & Scientific (P&S) staff in the spring of 2019. The administrator questionnaire and the faculty and P&S survey both included Likert-type and open-ended questions to capture responses regarding the performance of the OSVPP, including its subunits, and the Provost.

In March and April of 2019, 21 administrators completed the questionnaire and 23 completed the informal interviews, which were led by teams of two RC members. Quantitative responses from the questionnaire indicated that the OSVPP functioned well, as the means for the quantitative questions were above the neutral score (3), and five of the eight means were above 4 on a scale where 4 was “agree” and 5 was “strongly agree”. The qualitative content from the questionnaire’s open-ended items and informal interviews (i.e., what the OSVPP did well, and where the OSVPP could improve) was analyzed by the RC chair to identify themes, which were approved by the RC. The themes or topics consisted of communication, advocacy, transparency, budget, responsiveness, innovation, Office management and responsibility/reporting structure, Office climate and inclusiveness, and support for academic programs and special units. Whereas the majority of comments under each theme were positive, the RC suggested that continuous improvement efforts could include enhanced communication and transparency regarding personnel and budget decisions, developing minutes of non-confidential content for Provost Council meetings, developing a more inclusive community within and among the operational subunits of the OSVPP, and considering the negative impact of modest staff size and budget restrictions on development of new initiatives in academic and research areas.

Of the 1,766 participants who accessed the faculty and P&S survey in March 2019, 696 cases were deleted from the quantitative data analysis, because they completed one or none of the 30 items tapping OSVPP performance. Therefore, 1,070 respondents who answered at least two items were used in data analysis. Sixty-five percent of the respondents held P&S positions. All colleges were represented. The faculty and P&S survey included quantitative items to measure the performance of the OSVPP. Overall, the resulting mean values for each of 30 items

were in the neutral to positive range. The higher means were mainly related to meeting ISU's strategic plan goals, providing administrative leadership, and assistance in efficient grant preparation and submission of proposals through the VP for Research operations. The lower, more neutral means were related to communication, transparency, and equitable processes of the OSVPP. The report provides a comparison of means between non-P&S and P&S groups and a comparison of means by job classification or academic rank. Visual examination revealed small differences in mean scores between non-P&S and P&S groups. In terms of job classification or academic rank, the Assistant or Associate Dean group had the highest means. Lecturers, Associate Professors, and Professors tended to have the lowest means. Whereas trends in means were evident, testing for statistically significant differences was not performed. Thus, care should be taken in making inferences about group differences. The faculty and P&S survey concluded with two open-ended questions that captured opinions regarding what the OSVPP was doing well and what could be improved. The resulting qualitative data for each were analyzed by the Research Institute for Studies in Education (RISE) staff. Summarizing across the quantitative and qualitative data, the RC concluded that the OSVPP is performing well, but may want to fine tune policies and procedures related to a number of areas such as tenure and promotion, hiring, diversity and inclusion, and communication and transparency.

In summary, the review of the OSVPP was favorable. Summarizing across administrator, faculty, and P&S responses, the OSVPP generally functions well in terms of (a) promoting ISU's mission, including research, teaching, and extension goals, (b) supporting inclusion and diversity across the university, (c) supporting interdepartmental and interdisciplinary collaboration, (d) transparent and open communication (outside budget and personnel issues), (e) improving professional development opportunities and advancement guidance, and (f) eagerness to entertain new initiatives and ideas.

However, in the OSVPP's continuous improvement efforts, it may want to seek further improvement in the following areas (a) increased acknowledgement, professional development, and salary lines for P&S staff¹ and Extension and Outreach; (b) support for international collaborations; (c) inclusion of a wider breadth of disciplines in interdepartmental and interdisciplinary collaborations; (d) clarity of criteria for tenure and promotion; (e) two-way communication with the OSVPP, including its subunits and across campus, especially related to budget and personnel issues; and (f) recruitment, hiring, and retention of quality faculty and staff.

The RC recommended that the OSVPP consider the following areas to improve two-way communication and transparency: Provost Council communication, OSVPP organizational communication and visibility, and input from faculty and P&S staff. Recommendations for broadening participation in funded initiatives and hiring procedures were provided, as well as encouraging continued efforts to enhance university culture.

¹ The OSVPP leads professional development efforts for faculty; P&S staff development is actually led by University Human Resources, but the OSVPP interacts with the P&S Council in support of professional development.

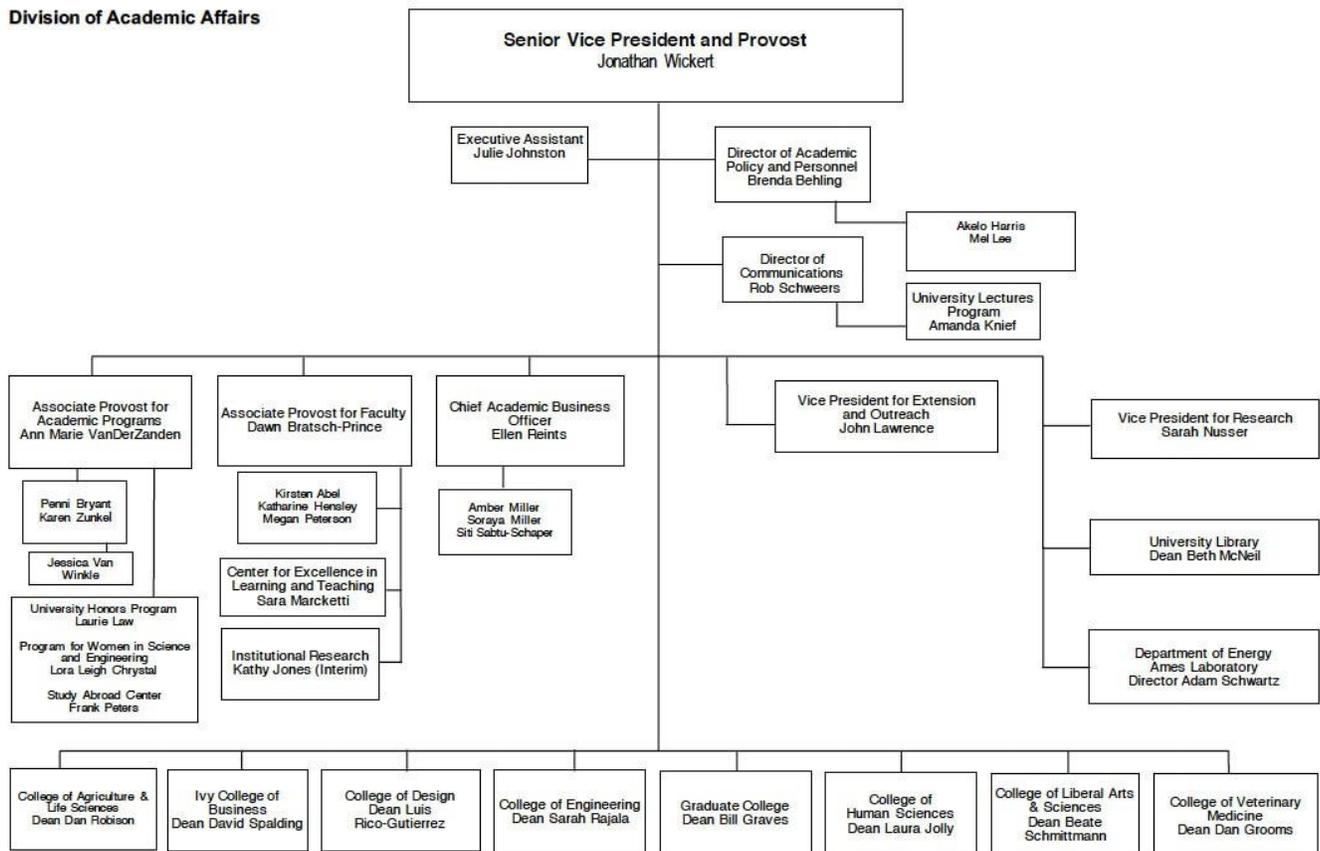
2. Introduction

A review of Central Administrators and their officers (defined as the senior vice presidents and above, according to 5.7.1 of the *Faculty Handbook* [see Appendix 2.1]) is conducted on a rotational basis to provide central administrative officers the opportunity to review their programs and subunits and, in return, explain the roles, procedures, and activities of their offices to the university community. Usually a single administrative office is reviewed once every three to five years. In the culture of shared governance, the intent is to provide a means of constructive and systematic faculty review of an administrative office and officers. In 2019, a committee of faculty members and an administrator from across the campus was tasked with the review of the Senior Vice President and Provost (SVPP) office and its officer. The OSVPP organization structure is presented in Figure 1.

Figure 1. Organization Chart for Positions Under the SVPP

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Division of Academic Affairs



Process and Procedures

Based on the *Faculty Handbook* (section 5.7.2), each review consists of three parts:

- A self-study by the office being reviewed
- A faculty review of the office and its subunits²
- A faculty review of the administrator's performance

The Office of the SVPP (OSVPP) generated a *Self-Study Report* (Appendix 2.2), which includes its mission and scope; changes since the prior review; goals, structure, and responsibilities; budget development; continuous quality improvement; and shared governance and relationship with other offices. The specific areas of the self-study are described in detail in section 5.7.3 of the *Faculty Handbook*.

A Review Committee (RC) was convened by the then Faculty Senate President, Dr. Peter Martin. The *Self-Study Report* and data gathering instruments used in the 2012 Executive Vice President and Provost office review guided the RC's development of a Qualtrics questionnaire and interview questions for administrators and a Qualtrics survey for faculty and P&S staff members. The questionnaire was disseminated to administrators responsible for framing or approving policies that affect the relationship between the office and the faculty. RC members interviewed these administrators following the collection of questionnaire data. The survey used to gather anonymous responses from P&S and faculty members was sent via the groups' email listserv, following announcements in *Inside Iowa State* and through college-level and department-level administrative channels. Administrator questionnaire and interview responses, along with faculty and P&S survey data, were collated by the RC and used to prepare two written reports as follows:

- **The Office Evaluation Report** is a public document, submitted initially to the administrator of the office under review to provide an opportunity for corrections to assertions of fact. The committee confers with the administrator under review and with the university president. The final report is drafted and sent to the following parties:
 - University president
 - The administrator of the office under review
 - The Faculty Senate President and Executive Board.
 In addition, a summary is published in *Inside Iowa State*.
- **The Officer Evaluation Report** is a confidential evaluation of the performance of the administrative officer formulated from solicited written and/or oral evaluations. This report is distributed to the administrator being evaluated (Senior Vice President and Provost Jonathan Wickert), the University President (Dr. Wendy Wintersteen), and the current President of the Faculty Senate (Dr. Jonathan Sturm). The Faculty Senate

² The 2019 OSVPP review process did not include an in-depth review of its subunits, such as the Office of the Vice President for Research or Office of the Vice President for Extension. However, survey questions captured elements of their performance and OSVPP support for their missions.

President summarizes the report in a confidential closed session before the Faculty Senate Executive Board.

- Both reports are summaries of the findings of the RC and include recommendations to enhance the operations of the OSVPP.

One year following the submission of these reports, the chairperson will reconvene the RC to determine to what extent the recommendations contained in these reports have been adopted, following procedures delineated in section 5.7.5.3 of the *Faculty Handbook*.

Members of the Review Committee

The RC was composed of seven persons appointed by the Faculty Senate President, Dr. Peter Martin, in accordance with the *Faculty Handbook* section 5.7.4.

The members of the committee of the 2019 OSVPP review were:

Dr. Ann Marie Fiore: University Professor, Apparel, Events, and Hospitality Management, Human Sciences College (RC Chair)

Dr. Arne Hallam: Associate Dean, College of Liberal Arts and Sciences

Dr. Andrew Manu: Professor, Department of Agronomy, College of Agriculture and Life Sciences

Dr. Sarah Ryan: Joseph Walkup Professor, Department of Industrial and Manufacturing Systems, College of Engineering

Christopher Seeger: Professor and Extension Specialist, Landscape Architecture, College of Design

Dr. Robert Wallace: Associate Professor, Department of Ecology, Evolution, and Organismal Biology (EEOB), College of Liberal Arts and Sciences

Dr. Bianca Zaffarano: Clinical Associate Professor, College of Veterinary Medicine

3. Description of the Administrator Questionnaire and Interviews

To provide input from University administrators working directly with the OSVPP or staff working within the Office as direct reports to the SVPP, the RC distributed an online questionnaire, explained below.

The 2019 questionnaire (see Appendix 3.1) began with a statement that the RC was undertaking the OSVPP review in accordance with the ISU *Faculty Handbook*. This was followed by an explanation that the respondents were selected because of their roles as administrators who report to the SVPP, according to the organizational chart from the Provost website, or as administrative constituents who worked closely with the OSVPP. The data gathering process was outlined. The description of the OSVPP and the organization chart from the Provost's website were included in the introduction.

The RC expanded on questions used in the 2012 Provost Office review to develop items for the 2019 online administrator questionnaire. The first question captured the administrative position of the respondents (see Table 1 for the results). The administrators were then asked to describe the level and character of their interactions with the OSVPP units. Next, they were asked to describe what the OSVPP was doing well, what needed improvement, and why. These six open-ended questions were followed by eight Likert-type items; respondents identified their level of agreement, from “Strongly Disagree” (1) to “Strongly Agree” (5) with statements affirming the following:

- How well the OSVPP worked with them
- The Office’s accessibility
- Their comfort with sharing perspectives with the OSVPP
- Response time of the OSVPP
- Completeness and usefulness of information from the OSVPP
- Equitable, flexible, and transparent nature of the OSVPP’s decision-making processes
- Effectiveness of the OSVPP’s structure in relating the needs or concerns of the administrator’s unit to the University president, and
- How well the OSVPP’s structure leads to efficiency and transparency when working with the administrator’s unit.

The last question asked what else the administrator would like to share with the RC about their interactions with the OSVPP.

As in the review conducted in 2012, the RC interviewed administrators after their opportunity to respond to the administrator questionnaire. The 23 administrators included all of the SVPP’s direct reports, except for his Executive Assistant, as well as the directors of all units reporting to the Associate Provosts. For the College of Agriculture & Life Sciences and the College of Veterinary Medicine, past interim deans were interviewed in place of the permanent deans who had been appointed only recently. Similarly, past interim directors of the Study Abroad Center and the Office of Institutional Research were interviewed instead of their recently-appointed successors. Two members of the RC interviewed each administrator (see Appendix 3.2) in half-hour time slots between March 21 and April 3, 2019. The format was informal. To maintain consistency and allow for unbiased analysis of the results, the chair of the RC did not participate in any of these interviews. The RC members offered the administrators the opportunity to elaborate on their responses to the questionnaire and to add any other information or perspectives they felt to be pertinent. The RC members found the administrators to be candid and constructive in their comments and deemed the interviews to be a productive effort to learn more about how the OSVPP functions as well as its strengths and opportunities for improvement.

4. Results of the Questionnaire and Personal Interviews with Selected Administrators

Results from the Administrator Questionnaire

A total of 23 administrators were asked to complete a 14-question questionnaire prior to the personal interviews conducted by two members of the review team. Twenty-one respondents completed the majority of the questions prior to the personal interview.

Of the 21 written responses, the administrative positions included eight (38.01%) Deans, four (19.05%) from the OSVPP or a Vice President, four (19.05%) a Director or Head of a Center and five (23.81%) that identified as Other (Table 1).

Table 1. Administrative Positions of the Respondents

	Dean	Provost Office Staff or Vice President	Director or Head of Center	Other
Number of Respondents	(<i>n</i> = 8)	(<i>n</i> = 4)	(<i>n</i> = 4)	(<i>n</i> = 5)
Percentage of Respondents	38.10%	19.05%	19.05%	23.81%

Tables 2 provides a summary of responses for each question. This is followed by a summary of themes found in the Likert-type questions.

Table 2. Questionnaire Statement Response Distribution

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. The Office of the SVPP works well with me. Mean: 4.38 SD : 0.65	0% (<i>n</i> =0)	0% (<i>n</i> =0)	9.52% (<i>n</i> =2)	42.86% (<i>n</i> =9)	47.62% (<i>n</i> =10)
3. The Office of the SVPP is accessible to me. Mean: 4.43 SD : 0.73	0% (<i>n</i> =0)	0% (<i>n</i> =0)	14.29% (<i>n</i> =3)	28.57% (<i>n</i> =6)	57.14% (<i>n</i> =12)

<p>4. I feel comfortable sharing my perspectives with the Office of the SVPP.</p> <p>Mean: 4.10 SD : 0.92</p>	0% (n=0)	9.52% (n=2)	9.52% (n=2)	42.86% (n=9)	38.10% (n=8)
<p>5. The response time of the Office of the SVPP is reasonable.</p> <p>Mean: 4.10 SD : 0.81</p>	0% (n=0)	4.76% (n=1)	14.29% (n=3)	47.62% (n=10)	33.33% (n=7)
<p>6. The information provided by the Office of the SVPP is complete and useful.</p> <p>Mean: 4.14 SD : 0.89</p>	0% (n=0)	9.52% (n=2)	4.76% (n=1)	47.62% (n=10)	38.10% (n=8)
<p>7. The decision-making processes of the Office of the SVPP are equitable, flexible, and transparent.</p> <p>Mean: 3.90 SD : 1.06</p>	0% (n=0)	14.29% (n=3)	19.05% (n=4)	28.57% (n=6)	38.10% (n=8)
<p>8. The structure of the Office of the SVPP effectively serves in relating my unit's needs or concerns to the University president.</p> <p>Mean: 3.85 SD : 0.96</p>	0% (n=0)	10% (n=2)	25% (n=5)	35% (n=7)	30% (n=6)
<p>9. The Office of the SVPP structure leads to efficiency and transparency when working with my unit.</p> <p>Mean: 3.85 SD : 0.96</p>	0% (n=0)	10% (n=2)	25% (n=5)	35% (n=7)	30% (n=6)

Questionnaire Results Summary

Works Well and Accessibility (Q2 & Q3) – Nineteen out of 21 administrators responding to the questionnaire agreed or strongly agreed that the OSVPP works well with them. Regarding accessibility, 18 of 21 respondents agreed or strongly agreed that the OSVPP was accessible to

them when needed; three respondents were neutral on this criterion. No respondent noted strongly disagree or disagree to these questions.

Communication and Response Time (Q4 & Q5) – Regarding comfort level of sharing perspectives with the OSVPP, 17 out of 21 respondents agreed or strongly agreed that they felt comfortable communicating with the office; four respondents either disagreed or were neutral in their response. Regarding a reasonable response time to inquiries or requesting information, 17 of 21 respondents agreed or strongly agreed, and four were neutral or disagreed.

Information Usefulness (Q6) – Eighteen of 21 respondents agreed or strongly agreed that information provided by the OSVPP was useful to the units requesting the information. Three respondents either disagreed or were neutral in their assessment of information usefulness.

Office Structure (Q8) – Regarding the question of administrative structure and function of the office, 13 of 20 respondents agreed or strongly agreed that the OSVPP was effective in relating their needs and concerns to the University President; seven out of 20 (35%) responded neutral or disagreed to this question capturing the effectiveness of communication.

Decision-Making and Transparency (Q7 & Q9) – A total of 14 of 21 respondents either agreed or strongly agreed that decision-making in the OSVPP was equitable, flexible, and transparent; one-third (7 out of 21) of the respondents disagreed or were neutral with respect to their evaluation of the decision-making process. The same proportion of respondents agreed or strongly agreed (13 of 20) that the actions in the OSVPP were efficient and transparent, with seven of 20 responding either neutral or disagreeing.

Results from the Administrator Interviews

The interviews with RC members allowed respondents to expound on specific topics or concerns if desired, and to communicate their perceptions of the operations, function, and role of the OSVPP in their interactions over the review period. The two open-ended questions included in the questionnaire from which a range of themes were identified were:

- ***What is the Office of the SVPP doing well and why?***
- ***What aspects of the Office of the SVPP need improvement and why?***

Topics discussed with RC members during the interview process varied widely. The following is an attempt to identify aspects of the OSVPP's operation that are currently being done well, as well as those functions and procedures which, in the opinion of the administrators being interviewed, could use improvement or additional focus.

During the interviews, administrators were free to introduce any additional topics about the OSVPP operation or officer, which they had an interest in discussing. Upon completion of the face-to-face interviews of administrators, notes for each interview recorded by each RC member were aggregated with content from the open-ended questions from the online instrument and sorted by themes identified by the RC chair and confirmed by RC members.

Within each of these themes, comments that explain the general trends of the discussion, individual perceptions, and any concerns related by the administrators being interviewed were summarized by a RC member. Comments provided below within each theme reflect both positive and negative content offered by administrators. In many cases, several administrators had very similar responses and opinions about the attributes being discussed, and these are noted in the comments.

General Interview Discussion Themes

Communication

- The overall trend of responses about communication with the OSVPP was that the staff communicates very effectively with units (e.g. colleges, centers, programs) on a daily basis.
- The majority of respondents noted that for inquiries requesting specific information, these were handled quickly and efficiently; in several instances, communication regarding delays in responding could have helped units manage the issues better if it was known that a suitable response could not be sent within a reasonable time frame.
- A number of administrators noted that communication efficiency and information dissemination had increased with the establishment of the new Associate Provost for Academic Programs.
- Several senior administrators noted that direct, personal access to the Provost at essentially all times (e.g. evenings, weekends, and even during times when the SVPP was off campus) was notable, and that communication with the Provost was effective in resolving their time-sensitive issues.

Advocacy

- Administrators generally agreed that the Provost and the OSVPP are advocates for the academic mission of the University and are functioning to argue for resources on behalf of the colleges, academic programs, and research endeavors of the University.

Transparency

- The majority of administrators perceived the operations of the OSVPP as being transparent and decision-making as being done with prior consultation and input from constituent units within the Division.
- It was reported that some decisions regarding budget or personnel were communicated without prior interaction, or without subsequent explanation or justification. It was suggested that advance and follow-up interactions become routine so units can accomplish better planning in these instances.
- Because minutes taken at Provost Council meetings are not distributed, it is sometimes difficult to track what issues have been discussed, and what decisions have been made;

subsequently distributed summaries of non-confidential content of these meetings might be helpful with this situation³.

Budget

- Virtually all administrators acknowledged that they were aware of the limitations of administering the diverse array of programs within the Provost Office due to limited budgets and budget reversions during the review period of the Office.
- In general, budgetary decisions were made with input from the various units, although in some cases decisions regarding allocations were presented without explanation or justification, particularly if budget reductions were done. Subsequent clarification and explanation in these instances could have helped affected units to better understand this budgetary change and prioritization.

Responsiveness

- The OSVPP responds to most situations quickly, in a timely manner to be effective, and with considerable deliberation and input from constituents or those being affected by the decision.
- Several noted that the procedure for making decisions was data driven and deliberative, in most cases including requests for more data or situational explanations when needed before responses were provided.
- Some interviewees indicated that significant response time delays from the OSVPP impeded expedient decision-making and follow-up responses by different units. These may have been unusual or special situations, and it was concluded that this does not appear to be a systemic problem.

Innovation

- Administrators agreed that the OSVPP supports innovation of new programs, new facilities and new research directions within the budgetary, staff, and time constraints.
- Several administrators commented favorably on the role of the OSVPP in leading the directives surrounding the new Student Innovation Center, and in developing several new academic majors (both graduate and undergraduate).
- A number of administrators commented that they have had favorable reports from faculty and department chairs about the development of the Grants Hub. It has improved efficiencies and provided encouragement for faculty to pursue extramural funding.

Office Management and Responsibility/Reporting Structure

- Administrative staff responded that the current administrative and reporting structure of the OSVPP was effective and provided sufficient interactive communication for the various groups

³ According to the OSVPP, minutes are not shared because of the confidential nature of the discussions, and this practice is longstanding, since before 2012. Moreover, further information and action items are reiterated to members after meetings via email. This process is the same as President's Cabinet and President's Council meetings, and it is consistent with other senior leadership meetings at the university.

within the office to function effectively as a unit while maintaining operations of their own specific responsibilities.

- Whereas, as noted above, several administrators reported that better communication and interaction with the OSVPP has developed with the creation of the new Associate Provost for Academic Programs; others cautioned against administrative expansion under times of limited resources.
- The “lean” staff in the Office has been able to maintain function and responsiveness to various issues presented from colleges and other centers. However, there were some perceptions reported that the modest staff size and budget restrictions impeded development of new initiatives in the academic and research areas of the division.

Office Climate and Inclusiveness

- Staff within the OSVPP reported having an environment that fostered collaboration and appropriate distribution of responsibilities.
- For smaller units and programs under the OSVPP operations, it would be helpful to have greater inclusiveness and interaction on a more regular basis to provide two-way information exchange and discussion of new initiatives, resource requirements, and implementation strategies of programs.

Support of Academic Programs and Special Units

- The OSVPP is perceived to support and argue for resources to promote new academic initiatives, to maintain and grow faculty positions, and to enhance the research endeavors of the University.
- Some perceive the OSVPP to be tentative or risk-averse.
- For some units that are under the operations of the OSVPP, requests for additional support could not be fulfilled due to resource (budget and staff) limitations, and this may severely affect the units’ abilities to maintain quality and effectiveness in their programs.

Summary of Qualitative and Quantitative Results from the Administrator Data

Overall, administrators regarded the OSVPP as functioning efficiently and effectively with a lean staff. Administrators noted that decisions are made deliberatively after gathering input from constituent units. They described communication with academic units regarding day-to-day operations as being timely and clear, and affirmed that the OSVPP effectively advocates for academic units with the Office of the President. The respondents mentioned that the OSVPP supported innovation in academic programs, new facilities, and research initiatives. Senior administrators perceived the OSVPP to be highly accessible and to provide effective advice for their decision making.

Administrators acknowledged that tight budgets have prevailed in the years since the Provost took office and have required some difficult decisions to be made. Whereas the majority of administrators felt those decisions have been made transparently and with adequate input, some respondents were unsatisfied with the communication from the OSVPP that has occurred

before or after decisions with budgetary implications. Others felt that strategic initiatives have been limited by budget constraints, risk aversion, or a lack of agility. In particular, these limitations adversely affected senior personnel hires.

Administrators expressed approval of the restructuring that created the position of Associate Provost for Academic Programs. They noted that they would welcome efforts to develop a more inclusive community within and among the operational subunits of the OSVPP. It was suggested that some concerns about communication might be ameliorated by distributing minutes of Provost Council meetings. However, the RC understands that confidential information cannot be shared in the minutes.

5. Description of the Faculty and P&S Survey

The Review Committee (RC) developed a survey instrument to measure how Iowa State University faculty and P&S staff members assessed the performance of the OSVPP. This survey served as an evaluation of the functioning of the Office and not an evaluation of the individuals who work in the Office. The survey used in the 2012 review was adapted in the development of the 2019 survey instrument (Appendix 5.1).

The online survey's introduction provided a brief explanation of Faculty Senate's role in determining the OSVPP review process and the selection of RC members, the respondents' role in providing anonymous responses, the deadline for the survey, and a description of the OSVPP, including its organizational chart. The questions began with demographic items, including academic rank, college of affiliation, length of employment at ISU, gender, and level of interaction with the OSVPP. Following voluntary completion of the demographic items, the respondents recorded their level of agreement or disagreement with 30 items related to the OSVPP's performance of specific responsibilities and activities. The survey ended with an open-ended question where respondents could provide additional input; the RC members' names, ranks, and College affiliations; and the RC Chair's contact information.

Dr. Karla Embleton, Program Coordinator II in the College of Human Sciences, built the survey in Qualtrics. In mid-March 2019, the electronic survey was sent to all ISU faculty and P&S staff to solicit their views on the OSVPP. Appendix 5.2 includes the announcements used to solicit responses. Listservs of all faculty and P&S staff members were used to solicit responses and disseminate the survey, and data were collected through Qualtrics. The Qualtrics settings ensured anonymity of the respondents and that no one could respond more than once. The online survey was available between March 26 and April 9, 2019. The Research Institute for Studies in Education (RISE) ran the analysis of the survey data.

Demographics of Respondents

A total of 1,766 potential participants accessed the Faculty and P&S Staff survey. Of the potential participants, 689 did not respond to any of the 30 rating items and an additional 7 respondents answered only one of the rating questions. These 696 cases were deleted from the

data, resulting in an analysis sample of 1,070 respondents who answered all 30 items ($n = 967$; 90.4%) or who answered at least two items ($n = 103$; 9.6%). Women ($n = 537$; 50.2%) composed the slight majority of the effective sample in comparison to men ($n = 503$; 47.0%), with a small group of respondents identifying as other than male or female ($n = 16$; 1.5%) or failing to provide gender information ($n = 14$; 1.3%).

Response rates based on University totals within employment rank ranged from approximately 16% among Lecturers to nearly 33% among Department Chairs (see Table 5.1). Most respondents reported less than six years of employment at ISU ($n = 395$; 36.9%). Respondents who had been employed at ISU between 11-20 years ($n = 257$; 24.0%) and more than 20 years ($n = 238$; 22.2%) were approximately equally split, with the smallest longevity group indicating employment at ISU from 6-10 years ($n = 173$; 16.2%). As shown in Table 5.2 below, the majority of respondents ($n = 334$; 31.2%) indicated 'other' college membership. The smallest groups of respondents identified with the Library ($n = 24$; 2.2%) and College of Design ($n = 29$; 2.7%). Finally, the overwhelming majority of respondents ($n = 794$; 74.2%) indicated having limited or no contact with the OSVPP whereas the remaining respondents indicated 'some' or 'extensive' interaction with the OSVPP (see Table 5.3).

Table 5.1. Survey Respondents by Rank

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
Population	3142	319	157	434	449	493	99	58	34
Responses	($n = 634$)	($n = 51$)	($n = 40$)	($n = 84$)	($n = 96$)	($n = 101$)	($n = 28$)	($n = 19$)	($n = 9$)
Response percentage	20.18%	15.99%	25.48%	19.35%	21.38%	20.49%	28.28%	32.76%	26.47%

Note: $N = 1070$; 8 respondents (0.7%) did not report rank.

Table 5.2. Survey Respondents by College

	Agriculture and Life Sciences	Business	Design	Engineering	Human Sciences	Liberal Arts and Sciences	Library	Veterinary Medicine	Other
n	154	55	29	119	95	191	24	59	334
Valid %	14.39%	5.14%	2.71%	11.12%	8.89%	17.85%	2.24%	5.51%	31.22%

Note: $N = 1070$; 10 respondents (0.9%) did not report college affiliation.

Table 5.3. Frequency of Contact with the OSVPP

	Extensive (at least once a month)	Some (6-8 times a year)	Limited (less than 5 times a year)	None
<i>n</i>	116	160	411	383
Valid %	10.84%	14.95%	38.41%	35.80%

6. Faculty and P&S Survey Results

Means for All Faculty and P&S Staff Members Combined

The Faculty and P&S survey included quantitative items (#6 through #35) to measure the performance of the OSVPP. Overall, the resulting mean values for these items were in the neutral to positive range (see Appendices 6.1 and 6.2.). The means ranged from 3.21 to 3.89 on a scale where 1 represented “strongly disagree”, 3 represented “neutral”, and 5 represented “strongly agree”. The means were computed using the valid responses and after the number of “NA” responses were removed; thus, the denominator was based on the number of responses to anchors “strongly disagree” through “strongly agree.”

The higher means (3.64-3.89) (see Appendix 6.3 for means in descending order) were mainly related to ISU’s strategic plan goals and providing administrative leadership. Items related to the strategic plan goals with the higher means were:

- Promoting policies that support the mission and goals of the ISU strategic plan
- Allocating resources to initiatives that align with the strategic plan of ISU
- Promoting an environment for excellence in
 - scholarship and research,
 - student learning at the undergraduate level
 - extension and outreach
 - learning at graduate and professional levels and
 - teaching.

Leadership-related items with higher means were:

- Providing administrative leadership in
 - advocating for diversity and inclusion
 - planning for the University and
 - implementing new initiatives.

The higher means also provided evidence that the OSVPP supports efficient grant preparation and submission of proposals through the Office of the VP for Research.

The lower, more neutral means (3.21-3.49) were related to communication, transparency, and equitable processes of the OSVPP. Communication-related items with more neutral means were:

- Gathering sufficient information from faculty prior to making important decisions
- Actively encouraging free flow of communication from the faculty⁴
- Working effectively with other administrators to anticipate future needs.

Transparency- and equitability-related items with neutral means were:

- Allocating resources in a transparent manner, or that foster disciplinary breadth in academic and research initiatives
- Fostering equitable and transparent processes for mediating conflict leading to fair resolution
- Promoting transparent and equitable criteria implemented in the review for advancement, tenure, and promotion processes, and
- Providing fair and equitable assessment of advancement, tenure, and promotion cases.

More neutral means were also related to human resource-related items (i.e., recruiting and retaining of faculty members and offering beneficial professional development programs for P&S staff).

Comparison of Means Between Non-P&S And P&S Groups

Appendix 6.4 provides graphical information that illustrates differences in means for the all respondents, Non-P&S, and P&S groups. Non-P&S members include term and tenure-track faculty, department chairs, and assistant and associate deans. Visual examination suggests that between-group differences were small. For most items, the P&S groups had slightly higher means than the non-P&S group.

Comparison of Means by Job Classifications and Academic Ranks

The means for items #6 through #35 were determined for each job classification (e.g., Lecturer) and academic rank (e.g., Professor) found in the first question of the survey (see Appendix 5.1). Looking at between-group differences in means for a question, the Assistant or Associate Dean, Department Chair, and Senior Lecturer groups tended to have higher means than other groups (see Appendix 6.5). In general, the Assistant or Associate Dean group had the highest means. Lecturers, Associate Professors, and Professors tended to have the lowest means. Whereas trends in means were evident, testing for statistically significant differences was not performed. Thus, care should be taken in making inferences about group differences.

⁴ It should be noted that the OSVPP endeavors to gain input from faculty. For instance, the Provost and the Associate Provosts regularly meet with elected representatives of the faculty, including meetings of the Faculty Senate, and the Faculty Senate Executive Board, Governance Council, Faculty Development and Administrative Relations Council, Academic Affairs Council, and the Resource Policies Allocations Council to discuss initiatives, policy, and budgetary issues impacting the academic enterprise.

Summary of Open-Ended Responses

The faculty and P&S survey ended with two open-ended questions that captured opinions regarding what the OSVPP was doing well and what could be done better. The resulting qualitative data for each were analyzed by RISE staff. The summaries of the qualitative data analyses are provided in Appendix 6.6.

Summary of Quantitative and Qualitative Results from the Faculty and P&S Survey Data

Based on the quantitative survey, faculty and P&S staff felt that the OSVPP promoted policies and allocated resources that supported the mission and goals of the strategic plan. For instance, the OSVPP promoted an environment for excellence in scholarship and research, including support for grant preparation and submission of proposals. The qualitative comments revealed that one way the OSVPP supported research was through funds to recruit exceptional faculty and students. However, the process of recruiting and hiring is slow and could lead to the loss of top candidates.

The quantitative results illustrated that the OSVPP promoted an environment for excellence in undergraduate, graduate, and postdoctoral student learning. As the qualitative comments showed, this included recognition of the important contributions of lecturers through awards and recent title changes. Qualitative comments also illustrated that the OSVPP fostered the mission and goals of the strategic plan by supporting the following: a high-quality collaborative environment among faculty members, professional development opportunities, extension activities, new programs and initiatives, and shared governance. Yet, some respondents felt marginalized and would like to see the OSVPP advocate for parity between faculty and P&S staff and provide more support for and recognition of Extension and Outreach. The OSVPP was lauded for its effort to promote diversity and inclusion on campus. However, based on the qualitative data, some felt diversity should go beyond gender and race, and it should involve integrated efforts at the college and departmental levels.

Whereas lower, more neutral means were found for the OSVPP's communication and transparency, a number of qualitative comments noted that the Office was effective at building trust that facilitated sharing of ideas between the OSVPP and either faculty or P&S staff. Lower, more neutral means were related to tenure, promotion, and advancement issues. However, qualitative comments indicated appreciation for the enhanced clarity in the process, the guidance and assistance receive for advancement, and the workshops on promotion and tenure. Despite efforts being made by the Office to standardize advancement as well as promotion and tenure processes, some respondents felt the following was needed: more transparency in the system, guidelines for P&S advancement, and documentation of teaching beyond student course evaluations.

7. Conclusions Based on Administrator and Faculty/P&S Results

The OSVPP was perceived as effective and efficient in development and promotion of ISU's overall strategic mission, including research, teaching, and extension. Teaching faculty expressed appreciation for support and acknowledgement of their contributions to the overall mission of the university, whereas P&S staff and Extension and Outreach faculty have expressed a desire for increased support, including acknowledgement, professional development, and salary lines.

Efforts by the OSVPP to improve and support inclusion and diversity across the university were acknowledged by administrators, faculty, and staff. A desire for increased support for international collaboration was expressed. The OSVPP's support for interdepartmental and interdisciplinary collaboration was applauded, but further efforts may be more inclusive of a wider breadth of disciplines across campus.

Perceptions included an appreciation for support and contributions of faculty, and clarity of criteria and support for their tenure and promotion, but some room for improvement in fairness of the tenure and promotion process was noted. Moreover, P&S staff have seen improvements, but some still expressed concern for lack of acknowledgement for their contributions and further clarity regarding parameters for advancement.

Overall, the OSVPP was described as transparent, open, supportive, and eager to entertain new initiatives and ideas. Appreciation was expressed across administrative and faculty lines for perceived open communication, with a suggestion to continue to work on oversight in this area.

Suggestions from administrators include distribution of Provost Council meeting minutes and increased efforts to create a more inclusive community surrounding the subunits of the OSVPP. Suggestions from faculty and staff include more equitable acknowledgement of contributions, salary and hourly pay, and increased emphasis on recognition of contributions made by Extension and Outreach. Consistent concern was expressed across administrative, faculty, and P&S staff lines concerning ability to recruit and retain quality faculty and staff in an era of fiscal constraint and hiring procedures, particularly in light of expanded enrollment numbers.

8. Recommendations

The results of the faculty and staff survey along with the questionnaire and interviews of the administrators suggest that the following recommendations be implemented.

Improve Two-Way Communication and Transparency

- Increased inclusion of Deans and other senior personnel in discussion of policy and budgetary changes. Administrators need to have this two-way communication so that they can plan accordingly and communicate information back to their colleges and offices.
- Provide clarification on decisions behind budgetary change and prioritization; better dialogue in advance of these decisions will increase transparency.
- Increase transparency in decision making, particularly in relation to budgets and personnel/hires that may impact other colleges/units (e.g., spousal hires).

Provost Council Participation and Communication

- Follow up all Provost Council meetings with minutes shared with the participants, where appropriate, understanding that some information may be confidential.
- Be more inclusive by sharing information (from Associate Provosts and other senior staff) with all subunits. It was not clear which subunits were included in the meetings.

Provost Office Organizational Communication and Visibility

- Be inclusive in communication to all subunits in the organizational structure of the OSVPP. This will help improve communication.
- Encourage subunits to share OSVPP efforts and priorities with their constituents.
- Increase visibility of the office; provide more opportunities for faculty and staff to give direct input to and communication with the Provost, such as open forums with the Provost on major or campus-wide initiatives.

Unit Funding and Hiring Procedures

- Increase opportunities for funding to a wider breadth of academic units to expand interdisciplinary academic and research initiatives.
- Provide more opportunities for input from faculty and academic units regarding planning of the academic, research, and extension missions of ISU.
- Streamline the processes of approval of positions and hiring of faculty and administrators following the search process to avoid loss of top-quality candidates.

University Culture

- Continue and enhance the effectiveness and completeness of professional development, support, and recognition of P&S and Extension faculty/staff to emphasize their value to the university.
- Continue and enhance successful professional development efforts of term faculty.
- Continue diversity and inclusion efforts, which were generally seen as positive, to improve climate and culture of ISU.

9. Appendices

Appendix 2.1 *Faculty Handbook* Section 5.7

Appendix 2.2 Office of Senior Vice President and Provost *Self-Study Report*

Appendix 3 Administrator Questionnaire

Appendix 4 Names and Positions of Administrators Contacted for an Interview

Appendix 5.1 Faculty and P&S Survey

Appendix 5.2 Announcements Seeking Faculty and P&S Input

Appendix 6.1 Response Frequencies of the Overall Sample

Appendix 6.2 Item Statistics for the Overall Sample

Appendix 6.3 Item Statistics for Overall Sample by Descending Means

Appendix 6.4 Item Means by Rank

Appendix 6.5 Item Statistics by Ranks Removing N/A Responders

Appendix 6.6 Summary of Open-Ended Responses

Appendix 2.1

Faculty Handbook Section 5.7

5.7 Review of Central Administrators

Section 5.6 was approved by the Faculty Senate on 1/23/90.

Section 5.6 was amended and approved by the Faculty Senate 4/23/13, by the Senior Vice President and Provost on 5/29/13, and the ISU President on 6/6/13.

5.7.1 Purposes

This review program has the following two primary purposes:

- to provide an occasion for central administrative officers to review their programs and subunits and, in return, to explain the roles, procedures, and activities of their offices to the university community
- to provide a means for constructive and systematic faculty review of central administrative offices and officers

The review procedure is intended to improve the capacity of administrative offices and officers to provide system maintenance, goal attainment and resource development efforts that support the teaching, research, and service functions of the university. Moreover, the conduct of a review should facilitate communication between central administrators and the faculty, and promote the concept of responsible shared governance in the university.

5.7.2 Scope of Review Program

Central administrative officers are defined as the senior vice presidents and above. Under the present administrative structure, the offices of the following officers are to be served by this review program: president of the university, senior vice president and provost, senior vice president for university services, and senior vice president for student affairs.

Each review will have the following three parts:

- a self-study by the office to be reviewed
- a faculty review of the office and its subunits
- a faculty review of the administrator's performance

Three reports will be issued and a follow-up conference scheduled one year after completion of the review.

5.7.3 Preparatory Office Self-Study

In preparation for a review, an office will conduct a self-study. A Self-Study Report will include, but not be limited to, the office's goals, programs, services, staffing, resources, internal evaluation processes, and relations with other offices. The document should describe how the office and its responsibilities have changed over the past five years and what the impact has been on the university. Within the general categories indicated, the following questions should be addressed:

- **Goals.** What are the purposes and goals of the office and its subunits? How are goals established and what is the faculty's role in this process? What priorities are given to the principal goals, and what changes in priorities are envisioned? How do the goals of the office support the university's mission statement?
- **Programs.** What are the program activities of the office? What subordinate administrative units are involved in these programs? Exactly how is the program effectiveness of the office evaluated? How are the programs administered by the office responding to the needs of the faculty, staff, students, and the people of Iowa?
- **Services.** What services are provided by the office and its subunits? How effective are these services? What plans for discontinuing or adding services are being considered? What priorities are attached to present services?
- **Staffing.** What is the table of organization for the office? How are staff persons recruited and evaluated? Is the present staff adequate to provide the programs and services of the office? What are future staffing plans?
- **Resources.** What is the budget for the office? What priorities govern the allocation of budget resources administered by the office? What have been the changes in budgetary support for the office in recent years? How does the office evaluate its budget success? Are administrative costs too high, or too low? What facilities does the office have at its disposal and are changes needed or planned?
- **Internal Evaluation.** What are the procedures and timetable used for on-going self-review of subordinate administrative units? Have there been external reviews of subunits? What areas in the office's performance need improvement? How does the office intend to improve its performance? What development plans are being pursued? Are annual or planning reports available?
- **Relations with Other Offices.** How are the office's goals and purposes coordinated with those of other university offices and agencies, with the other Regents institutions, and with the Board of Regents? Is there overlap of functions and responsibilities with other offices? Where appropriate, what are the relationships between the office and the Governor's office, the Iowa General Assembly, and other sources of support for the university?

Finally, the report should mention any other activities or functions that are not addressed in this list, but which the faculty should recognize as important aspects of the office's responsibilities.

In preparing the *Self-Study Report*, the emphasis should be on evaluation and analysis of activities that directly support the university's mission statement in terms of maintaining the basic academic system, attaining the goals established for the university, and developing the resources necessary to advance the multifaceted purposes of a land-grant university. This report will become a public document.

The office is also encouraged to provide the review committee with the names of faculty members who, because of their interactions with the office, may be able to provide insights about the operations and performance of the office.

5.7.4 Appointment of Review Committee

A separate review committee will be appointed for each office to be evaluated. Before establishing any review committee, the president of the Faculty Senate, in consultation with the president of the university, will provide an appropriate budget so that the committee can effectively perform its duties.

Review committee members will be appointed by the Senate president with suggestions from the Faculty Senate and approval of the Senate Executive Board. Normally, a review committee will consist of seven persons as follows:

- chairperson appointed with the approval of the Senate
- one member from the Faculty Senate's council for Faculty Development and Administrative Relations
- one member from another Faculty Senate Council
- three additional faculty members appointed after due consideration is given to the representation of various faculty concerns, and to the needs of the review committee for particular kinds of expertise, depending upon the office to be reviewed
- one or more other reviewer appointed after consultation with the administrator of the office to be evaluated. This reviewer should have expertise relevant to the office being evaluated and may be external to the university

5.7.5 General Review Procedures

Specific procedures for conducting a review will be designed by each committee in collaboration with the Executive Board of the Faculty Senate as appropriate for the office being evaluated. The following policies pertain to all reviews.

5.7.5.1 Schedule

Usually a single administrative office will be reviewed each year. However, the Faculty Senate can call for the evaluation of more than one office in a year or for the evaluation of an office more than once every five years, but never more than once every three years. A majority vote

of the Senate is required to initiate the review process each year. As turnover of personnel occurs, first reviews should be scheduled about three years into the appointment so as to provide timely constructive advice.

The following order of review is established, subject to considerations of timeliness and annual Senate confirmation:

- Office of the University President
- Office of the Senior Vice President for University Services
- Office of the Senior Vice President and Provost, including the Office of the Vice President for Research and the Office of the Vice President for Extension and Outreach
- Office of the Senior Vice President for Student Affairs

Approved by Faculty Senate (November 9, 2010); by president and provost (December 6, 2010)

5.7.5.2 Conduct of Reviews

In conducting a review, a review committee will confer with persons responsible for framing or approving policies that affect the relationship between the office and the faculty. In addition to the *Self-Study Report* prepared by the office under review, the committee will have access to all necessary documents and administrative information unless the requested information is considered confidential under state or federal laws. Opinions concerning the performance of the office and officer under review shall also be solicited by at least the following means:

- publication in Inside Iowa State of a call for such opinions
- notification of the request for such opinions through the channels of administrative organization (president, vice presidents, deans, department chairs)
- solicitation of comments from faculty and others who, because of their interaction with the office being reviewed, may have especially useful information

All responses sent to a review committee will be treated as confidential correspondence, subject to applicable laws.

5.7.5.3 Review Committee Reports

The review committee will prepare two written reports. The first, or Office Evaluation Report, is a public document and should not contain confidential information related to the evaluation of the administrative officer. The second, or Officer Evaluation Report, is a confidential evaluation of the performance of the administrative officer. Both reports will summarize the findings of the review committee, and will include any recommendations it deems appropriate.

Office Evaluation Report. This report will address the issues listed above. A draft of this report will be submitted to the administrator of the office under review, primarily to allow an opportunity for corrections to assertions of fact. The committee will confer with the

administrator under review and with the university president (or, if the office of the university president is under review, with the president of the Board of Regents) to discuss the draft report.

Once these processes have been completed, a final report will be written and forwarded to the president of the Faculty Senate who will inform the Senate about the major recommendations. Copies of the final report will also be submitted to the administrator of the office under review (who may make copies for subordinates), to the president (or, if the president's office is under review, to the Board of Regents), and to the Faculty Senate Executive Board. A brief summary will be published in *Inside Iowa State* to alert the faculty to the fact that a review is completed.

Appropriate provision will be made to have reading copies of the office's *Self-Study Report* and the review committee's Final Office Evaluation Report accessible by all university faculty members.

Officer Evaluation Report. The review committee will solicit from all members of the university community written and/or oral evaluations concerning the performance of administrators under review. The Iowa State faculty members of the review committee will summarize the results of this survey in writing and prepare recommendations.

This report will be distributed to the administrator being evaluated, to the university president or Board of Regents depending on to whom the administrator being evaluated directly reports, and to the president of the Faculty Senate. The Faculty Senate president will, in turn, summarize the recommendations before the Faculty Senate Executive Board, meeting in closed session, subject to the requirements of applicable laws.

Follow-up Conference. The Senate president shall instruct the chairperson to reconvene the review committee approximately one year after the two evaluation reports are submitted to determine to what extent the recommendations contained in these reports are being adopted. The committee will solicit, through *Inside Iowa State*, perceptions of the effectiveness with which the recommendations of the Final Office Evaluation Report have been implemented. The committee will request that the reviewed administrator provide a statement indicating how the recommendations in the Office and Officer Evaluation Reports are being addressed. The review committee will prepare a brief perceived progress report and forward it to the officer of the office which was reviewed. The chairperson of the committee will then schedule a follow-up conference.

When the review was of the Office of the Senior Vice President and Provost or a vice president's office, this conference will include the president of the university, the official of the office that was reviewed, and the president of the Faculty Senate. When the review was of the president's office, this conference will include the president of the Board of Regents, the president of the university, and the president of the Faculty Senate.

The Senate president will report to the Senate on the outcomes of these follow-up conferences.

Appendix 2.2

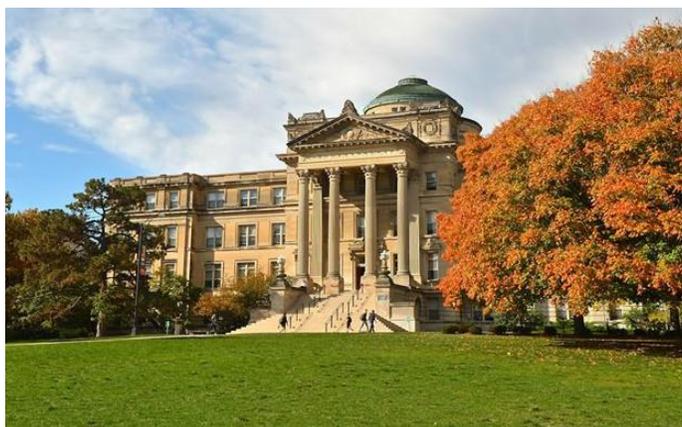
Office of Senior Vice President and Provost Self-Study Report

IOWA STATE UNIVERSITY

Self-Study of the Office of the Senior Vice President and Provost Submitted to the Iowa State University Faculty Senate -- February 8, 2019

1. Introduction and context

Since the Faculty Senate's most recent review¹ of the Office of the Senior Vice President and Provost was completed in 2011, the university has seen two presidential transitions and an interim president, and while much changed during those years, the provost's office continues to lead and advance the university's teaching, research, and extension and outreach missions.



Beardshear Hall

Multiple years of enrollment growth and records, followed by recent leveling-off and decrease, have shaped a campus that now enrolls 4,000 more students than in FY2013. Our Fall 2018 student body represents record enrollment of multicultural students, and new direct-from-high-school multicultural student enrollment increased nine percent over the prior year. One in four students at Iowa State University is either a multicultural student or an international student. While more work remains to be done, the collective efforts of faculty, staff, and students are advancing the university as a welcoming place for students to learn, live, and thrive.

While growth came quickly and brought challenges, it provided opportunities to reaffirm our commitment to quality academic programs, and to enhance the university's reach. In 2016, Iowa State University was reaccredited by the Higher Learning Commission² for a full decade, representing a milestone of continuous accreditation for over a century by the Commission and its predecessor associations. We hired faculty and staff, constructed new buildings;³ renovated classrooms in Marston Hall, McKay Hall, Pearson Hall, Hamilton Hall, and elsewhere; established new research facilities including the Sensitive Instrument Facility with the Ames Laboratory, the feed mill and grain sciences complex, the Hamilton Poultry Teaching and Research Farm, and new high-performance computing resources; and expanded facilities in the College of Veterinary Medicine such as the stereotactic radiation therapy suite.

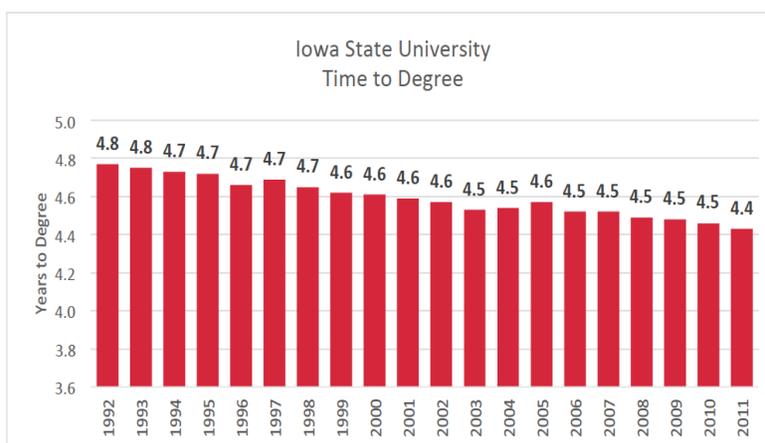
¹ The process for review of central administration by the Faculty Senate, and preparation of the self-study, is described in Section 5.7 of the *Faculty Handbook*.

² The Higher Learning Commission accredits degree-granting post-secondary educational institutions in 19 north central states.

³ Sukup Hall, Elings Hall, Hansen Agricultural Student Learning Center, Advanced Teaching and Research Building, Bessey Hall Addition, Student Innovation Center (presently under construction for opening in 2020), Gerdin Addition, and Veterinary Diagnostic Laboratory (supported in part through state appropriations of \$63.5M).

Amid these changes, we maintained a focus on student success. First-year retention is a leading indicator of a student's likelihood to graduate, and Iowa State University's retention rate of 87.5 percent is more than 16 points higher than the average among all U.S. four-year public institutions.⁴ These results are particularly impressive when admissions selectivity is taken into account. The *Chronicle of Higher Education* recently featured Iowa State University among the top universities having both traditional selectivity and high first-year retention, and among the top 40 institutions, Iowa State University admitted the highest fraction of applicants (86.9%).⁵ By comparison, the university with the highest first-year retention rate had an acceptance rate thirty points lower, and accepted fewer Pell-eligible students, than Iowa State University. In short, we open our doors widely to students, and they succeed on our campus.

The collective efforts of faculty and staff over a period of years, and partnerships between the Division of Academic Affairs and the Division of Student Affairs, have contributed to decade-spanning improvements in time-to-degree, as shown in the figure, where the average time to complete a baccalaureate degree is 4.4 years. Likewise, our six-year graduation rate⁶ of 74.7 percent outperforms by nearly 15 percentage points the national average relative to public



Note: Year denotes the entering fall semester of a rolling six-year cohort

universities that, like Iowa State University, have traditional admissions selectivity, and our average graduation rate even exceeds that of many public four-year institutions with more selective admissions.

Our current efforts to improve in this area focus on retention and graduation rates for all students while closing the achievement gap between student subpopulations,⁷ and on high-impact educational experiences such as study abroad, internships, the University Honors Program, leadership opportunities, and undergraduate research. Participation in such high-impact practices correlates positively with degree completion, and the results are particularly

⁴ Figures are based on the most current data from the Board of Regents.

⁵ Data from 2015. <https://www.chronicle.com/article/Less-Selective-Colleges-With/245453?cid=wcontentlist>

⁶ The U.S. Department of Education sets the six-year graduation rate as a standard to measure and compare completion among traditional four-year colleges and universities. The standard does not imply that most or even many students should or do actually need six years to complete a degree. Rather, the measure intentionally accounts for students who may change major, study abroad, participate in an internship or co-op, or who simply need—for whatever reason—more than four years to complete their baccalaureate degree.

⁷ 2017-2022 Strategic Plan Sub-goal 1.2. Based on race/ethnicity, income, first generation, nationality, ability, gender, and veteran status.

notable for students who start further behind in their academic preparation or who come from communities that historically have been underserved in higher education.⁸ We should be proud that Iowa State University provides such remarkable value to students and their families.

Our research programs likewise have grown in scope and impact. Our research is grounded in the innovation, quality, and entrepreneurship of our faculty, who last year led 42 U.S. patents, placing Iowa State University among the top 100 universities worldwide in patents granted. The benefits of that effort can be seen on campus, in the Ames community, and in growth at the Research Park driven by the value that companies see in being located in proximity to our faculty researchers and students.⁹ Another way we measure the research enterprise is by the level of extramural research funding, since that represents an investment by others – state and federal agencies, foundations, and companies – in the ideas and breakthroughs of our faculty, staff, and student researchers. In FY2018, external research funding of \$246 million was the second highest on record. Current central initiatives include investing in priority areas for interdisciplinary research, diversifying funding sources, and enhancing infrastructure.

Faculty and staff with appointments in Extension and Outreach, the third component of Iowa State University's land-grant mission, share their expertise in programs that benefit Iowans in every corner of the state. Last year, their collective work provided \$900 million in economic benefit to the State of Iowa—a significant return on investment. Faculty apply their scholarship to address critical challenges in rural Iowa communities, such as economic development, crop and livestock production efficiency, production animal medicine, water quality, food safety, farm management and marketing, and human services programs. Extension and Outreach partners with state and local governments on initiatives critical to Iowa's future, serving more than one million Iowans annually. Iowa State University is truly a 99-county campus.

2. Mission and scope

What hasn't changed since the 2011 review is our commitment to land-grant ideals. The Senior Vice President and Provost serves as a senior advisor to the President, supporting and implementing her vision for the university and its academic programs. The Office of the Senior Vice President and Provost carries the responsibility for attaining Iowa State University's mission and vision as articulated in our 2017-2022 strategic plan:¹⁰

Mission: Create, share, and apply knowledge to make Iowa and the world a better place.

Vision: Iowa State University will lead the world in advancing the land-grant ideals of putting science, technology, and human creativity to work.

⁸ Gonyea, R.M., J. Kinzie, G.D. Kuh, and T.N. Laird. 2008. *High-impact activities: What they are, why they work, and who benefits*. Annual Meeting of the Association of American Colleges and Universities (AAC&U), Washington, DC.

⁹ In the past year, 12 new companies located at the ISU Research Park. The 87 tenants provide internships to 450 Iowa State University students.

¹⁰ strategicplan.iastate.edu/

Jonathan Wickert serves as Senior Vice President and Provost (SVPP), and he leads the Division of Academic Affairs.¹¹ The SVPP works with a team of talented and dedicated associate provosts, deans, vice presidents, senior staff, and campus governance bodies to advance the university's academic programs.

Major units reporting to the SVPP include seven academic colleges, the Graduate College, the University Library, the Office of the Vice President for Research, the Office of the Vice President for Extension and Outreach, and central academic programs and units including the Center for Excellence in Learning and Teaching, Institutional Research, University Honors Program, Program for Women in Science and Engineering, Study Abroad Center, and University Lectures Program.

Additionally, Iowa State University serves as contractor to the U.S. Department of Energy to operate the Ames Laboratory, and the laboratory's Director reports to the SVPP. The relationship between the university and laboratory is unique across the national laboratory complex in that the Ames Laboratory is the only one both managed by and co-located with a university.¹² This valuable relationship provides special benefits to Iowa State University's faculty, students, and post-doctoral researchers; to Ames Laboratory scientists; and to the American people who benefit from our best-in-class practice of advancing science through a collaborative and lean administrative structure.

The Division of Academic Affairs encompasses 1,933 faculty members (986 tenured, 369 tenure-track, 578 term), 2,060 professional and scientific staff, and 411 merit staff, 336 post docs, and nearly 6,000 student workers (both hourly student workers and graduate students). The division's FY2019 general fund budget is \$613 million, an amount which includes both direct costs and allocated expenses.¹³ Two additional key sources of revenue for the academic affairs division are externally-sponsored research (which last year totaled \$246 million in federal and non-federal funding) and private gifts. The President, deans, department chairs, faculty and other campus leaders work in partnership with colleagues at the Iowa State University Foundation, and last year our generous donors provided \$245 million in philanthropic gifts, representing transformative investment in the future and quality of the university.

Our educational programs serve 35,000 students through more than 100 bachelor's degree programs, 114 master's programs, and 83 doctoral programs. Iowa State's academic programs prepare students for successful careers and lives as informed, critically thinking citizens, while being responsive to the state's workforce needs. New programs have been approved by the Board of Regents in recent years to meet the requirements of business and industry, with

¹¹ Iowa State University is organized generally around three divisions – Academic Affairs, Student Affairs, and University Services. Additional units outside of the division structure (including Athletics, University Human Resources, Information Technology Services, Diversity and Inclusion, Economic Development and Industry Relations, and University Counsel) report to the Office of the President.

¹² While Princeton University, Stanford University, and the University of California at Berkeley also serve as contractors, the laboratories they manage are not co-located on the campuses.

¹³ The general fund budget comprises the division's portion of the university's state appropriations, tuition, federal support, and indirect cost recovery. Externally sponsored research and other programs, student fees, and private gifts are not included in this total.

examples including real estate development, cyber security engineering, data science, entrepreneurship, doctor of education, business analytics, master of dietetics, public relations, criminal justice, population science in animal health, online master's in human and computer interaction, gerontology, wind energy science, and programs in urban and sustainable design.

Additionally, Iowa State University offers three undergraduate degrees, 28 master's degrees, two doctoral degrees, and 27 graduate certificates that can be completed online or through hybrid instruction. Growth in this area is significant: student credit hours delivered online to on-campus and distance education students have increased by 21% in just the past three years.¹⁴ In FY2018, our distance education programs encompassed more than 23,000 undergraduate enrollments, 5,350 graduate enrollments, and 540,000 non-credit enrollments provided primarily through Extension and Outreach and serving Iowans across the state. By all accounts, this growth will continue, and our academic programs have recently added online options including graduate certificates in agronomy, biochemistry, and meat science; an undergraduate certificate in swine science; and a bachelor's degree in agricultural studies.

We are also committed to stewarding and establishing partnerships with community colleges, Regents and peer institutions, and private school programs. Iowa State University is a member of the Great Plains Interactive Distance Education Alliance, a collaborative of 19 institutions that offers more than 20 bachelor's and master's degrees, and graduate certificates. We have strong relationships with every Iowa community college, including articulation agreements that provide a pathway for students to transfer seamlessly to Ames. Examples of additional partnerships include a joint engineering and physics degree with the University of Northern Iowa, a long-standing collaboration with the University of Nebraska-Lincoln to train veterinary students, and multiple articulation pathways for our students to continue their education in law school.

The Office of the Senior Vice President and Provost serves faculty, staff, and students in many areas of responsibility including:

- Undergraduate student education
- Graduate student education
- Professional student education
- Online learning and distance education programs
- Continuing education programs
- Research administration including accounting and compliance
- Academic planning and budgeting
- Faculty and administrative searches
- Honors and awards for faculty and the division's staff¹⁵
- Professional development for faculty and the division's staff
- Performance management for faculty and the division's staff
- Conduct for faculty and the division's staff
- Academic program review and continuous quality improvement
- Program and institutional accreditation

¹⁴ Annual Distance Education Report, Board of Regents, February 2018

¹⁵ www.provost.iastate.edu/faculty-and-staff-resources/awards

- Promotion and tenure review and advancement of term faculty¹⁶
- Recruitment and retention of faculty
- Model documents for department chairs¹⁷
- Student learning outcomes and assessment
- Student career services including internships and co-ops
- Study abroad
- Liaison with the university's Faculty Senate, Professional and Scientific Council, Student Government, Graduate and Professional Student Senate, and Postdoctoral Association
- Articulation and collaboration with Iowa's community colleges, sister Regents' universities, Iowa's private colleges, and other universities

The SVPP works closely with the Board of Regents on standing governance reports, public meetings, and sensitive or timely issues. Working through the Council of Provosts and the Academic Affairs Committee, the SVPP leads:

- Academic program reviews and accreditations
- Approvals to create a new academic program, or to discontinue an existing program
- Approvals to create a new research center or institute, or to discontinue an existing one
- Approvals to re-name an academic program, center, or institute
- Annual distance education reports
- Annual faculty activities reports
- Annual faculty diversity reports
- Annual faculty professional development assignment reports and recommendations
- Annual promotion and tenure reports and recommendations
- Annual faculty resignations reports
- Annual institutional strategic plan progress reports

The SVPP additionally represents the university among the academic affairs councils of national higher education associations including the Association of American Universities (AAU), Association of Public and Land-grant Universities (APLU), University Innovation Alliance (UIA), and the Big 12 chief academic officers.

¹⁶ www.provost.iastate.edu/faculty-and-staff-resources/advancement

¹⁷ www.provost.iastate.edu/administrator-resources/model-documents

3. Historical context and changes since the prior review

The role of provost is well-established at Iowa State University. James Jensen seems to have been the first to serve in the role, followed by W. Robert Parks who served from 1961-1965 before becoming Iowa State University's President. Over the last 20 years, six individuals have served as provost or in an equivalently-titled position:

- Richard Seagrave (interim), 1999
- Rollin Richmond, 1999 – 2002
- Ben Allen, 2002-2006
- Susan Carlson (interim), 2006
- Elizabeth Hoffman, 2007 – 2012
- Jonathan Wickert, 2012 – present



James Jensen served as Iowa State's provost from 1953-1961.
(Photo: Oregon State University Special Collections)

Since the Faculty Senate's prior review in 2011, multiple changes occurred to reduce the scope and shape the structure of the Division of Academic Affairs:

- In 2012, responsibilities for operation of the Resource Management Model¹⁸ and institutional budget development were moved from the provost's office to the Office of the President. In 2016, those responsibilities were moved to a newly-created Division of Finance reporting to the President. In 2017, operation of the Resource Management Model moved to the Division of University Services.
- In 2012, the SVPP position was retitled from the former term, Executive Vice President and Provost, acknowledging the change in institutional budgetary responsibility.
- In 2013, the responsibility for economic development programs shifted from the then-Vice President for Research and Economic Development in the Division of Academic Affairs to a newly formed Office of Economic Development and Industry Relations (EDIR) reporting to the President and with appointment of a vice president for EDIR. This consolidation included moving the Office of Intellectual Property and Technology Transfer to EDIR, and moving the Center for Industrial Research and Service (CIRAS) from Extension and Outreach to EDIR and the engineering college jointly.
- In 2015, Information Technology Services, led by the Chief Information Officer, was moved from the Division of Academic Affairs to the Office of the President, with the Vice President of Information Technology reporting to the President.
- In 2015, with formation of the Office of the Vice President for Diversity and Inclusion reporting to the President, the coordination of diversity and inclusion efforts, including the designation of Chief Diversity Officer, was moved from the Associate Provost for Faculty to the newly-created Vice President for Diversity and Inclusion. This change included management and funding of the Women's and Diversity

¹⁸ The Resource Management Model (RMM) is a decentralized approach to developing the General University Fund operating budget. It links funding and costs to the responsibilities and performance of units, distributes revenues in a manner that is transparent and informed by data, and allocates the cost of central administrative and support services to units that benefit from those services. See www.finance.iastate.edu/budget/rmm

and Diversity Grants program, and administrative liaison with faculty and staff affinity organizations.

At the time of the prior review, and beginning in 2004, the responsibilities for Associate Provost for Academic Programs and Dean of the Graduate College were combined. Recognizing the importance and complexity of Iowa State University's graduate programs, the two roles were separated in 2016 so that the Dean of the Graduate College could focus fully on graduate matters, a standard structure at our peer institutions. Dr. Ann Marie VanDerZanden was appointed Associate Provost for Academic Programs, and Dr. Bill Graves was appointed Dean of the Graduate College.

From the resource standpoint, over the past six years, the Division of Academic Affairs absorbed its share of reductions,¹⁹ and internal reallocations among university divisions, of state appropriations. In making decisions about managing state budget reductions within the Division of Academic Affairs, the philosophy taken by the SVPP was that a larger percentage reduction would be taken centrally by the Office of the Senior Vice President and Provost, so that a smaller percentage would be absorbed by colleges to minimize, as best as possible, the local impact to our teaching, research and extension and outreach missions.²⁰

Undergraduate resident tuition at Iowa State was held constant for three years since the time of the prior review, and with modest increases in other years. Iowa State University continues to offer both resident and non-resident tuition levels that are at once very economical and aligned with our mission of accessibility, but are likewise at the bottom of our peer group. The compounding nature of tuition freezes and appropriations reductions/reallocations meant that we could not keep pace with inflation, including the ability to provide meaningful salary increases to faculty and staff, hire needed faculty²¹ and staff, and address critical facilities issues.

4. Goals, structure, and responsibilities

The Division of Academic Affairs pursues the goals outlined in Iowa State University's 2017-2022 strategic plan, which includes four primary goals and numerous sub-goals that guide planning in, and resource allocation to, the colleges and other mission units:

- Goal 1 – Ensure access to the ISU experience, including an exceptional education offering practical, global, and leadership experiences that shape experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century.
- Goal 2 – Enhance the university's research profile, by conducting high impact research that addresses the grand challenges of the 21st century.

¹⁹ State appropriations to the Regents' universities have decreased by \$120 million in total since FY2009, including several mid-year reversions.

²⁰ In FY2019, for instance, reductions to the academic colleges, central research office, Extension and Outreach, and University Library were 0.8%, whereas the reduction to academic administration was 1.4%.

²¹ While the number of tenured and tenure-eligible faculty has increased slightly—from 1,331 to 1,355—during the period 2012 to 2018, resources constraints have not enabled hiring to proportionately match enrollment growth.

- Goal 3 – Improve the quality of life for all Iowans, through services and programs dedicated to economic development and the promotion of healthy communities, people, and environments.
- Goal 4 – Continue to enhance and cultivate the ISU experience, where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

Support for these goals is developed across the division from the provost's office, to colleges and departments, and to individual faculty and staff. The division also engages faculty through special initiatives to address strategic plan goals, such as the New Student Onboarding Task Force. Each year, the SVPP presents a strategic plan progress report to the Board of Regents, which is also shared with the campus community.²²

The SVPP provides leadership across all of the university's academic programs. The SVPP's day-to-day team is called Provost's Cabinet and comprises:

- Brenda Behling, Director of Academic Policy and Personnel
- Dawn Bratsch-Prince, Associate Provost for Faculty
- Julie Johnston, Executive Assistant to the Provost
- Ellen Reints, Chief Academic Business Officer
- Rob Schweers, Director of Communications
- Ann Marie VanDerZanden, Associate Provost for Academic Programs
- Jonathan Wickert, Senior Vice President and Provost

The SVPP's larger leadership group is called Provost's Council, which comprises Provost's Cabinet and the following members:

Academic Colleges

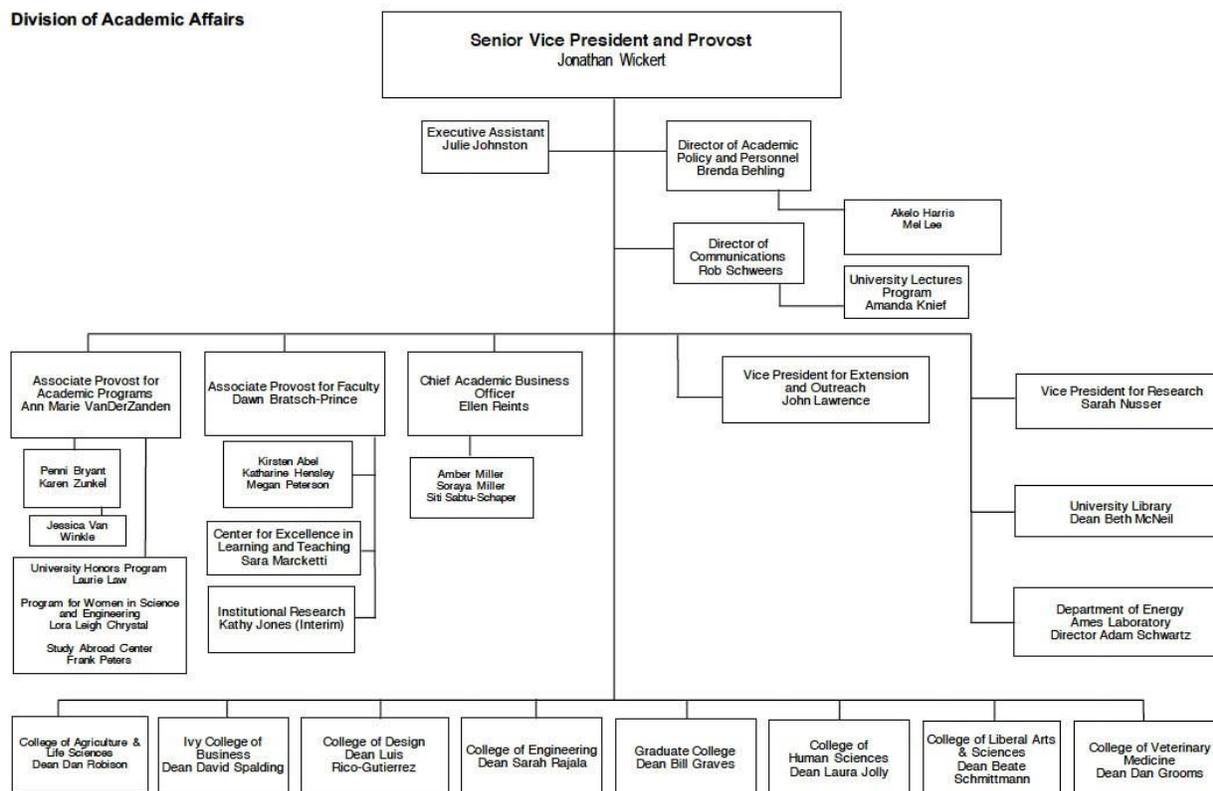
- College of Agriculture and Life Sciences (Dean Daniel Robison)
- Ivy College of Business (Dean David Spalding)
- College of Design (Dean Luis Rico-Gutierrez)
- College of Engineering (Dean Sarah Rajala)
- College of Human Sciences (Dean Laura Jolly)
- College of Liberal Arts and Sciences (Dean Beate Schmittmann)
- College of Veterinary Medicine (Dean Daniel Grooms)
- Graduate College (Dean Bill Graves)

Major Units

- Office of the Vice President for Extension and Outreach (Vice President John Lawrence)
- Office of the Vice President for Research (Vice President Sarah Nusser)
- University Library (Dean Beth McNeil)
- Ames Laboratory (Director Adam Schwartz)

²² www.provost.iastate.edu/about/reports

Division of Academic Affairs



The Division of Academic Affairs provides academic programs and support functions for faculty, staff and students in departments and colleges through:

- ADVANCE Program (Leader: Professor Lisa Larson)
- Academic budget development, capital projects, and planning (Ellen Reints)
- Center for Excellence in Learning and Teaching (Professor Sarah Marckett)
- Accreditation, continuous improvement, and program review (Dr. Karen Zunkel)
- Faculty development (Katharine Hensley)
- Emerging Leaders Academy (Professor Rod Bagley)
- Faculty Honors and Awards (Kirsten Abel)
- University Honors Program (Laurie Law)
- Institutional Research (Kathy Jones, interim)
- University Lectures Program (Amanda Knief)
- Study Abroad Center (Associate Professor Frank Peters)



Parks Library, visited by more than 11,000 students, faculty and staff each day

- Women in Science and Engineering (Lora-Leigh Chrystal)
- Flexible faculty policies, including tenure-clock extensions and modified duty assignments (Associate Provost Dawn Bratsch-Prince)
- Faculty advancement, including preliminary review, promotion and tenure, and post-tenure review (Associate Provost Dawn Bratsch-Prince)

Central staffing in the provost's office, as is the case across our campus, is smaller than at peer institutions, consistent with the SVPP's philosophy of a team-based, collaborative culture in meeting the division's objectives. The basic structure of the office includes a senior staff group that coordinates work and responsibilities. Three teams focus on academic personnel, programs and compliance, and budget and planning:

Academic personnel (Dawn Bratsch-Prince, Brenda Behling, Akelo Harris, Megan Peterson, Katharine Hensley, Kirsten Abel): Coordination of faculty and staff hiring, promotion and tenure, dual career program, faculty modified duties, faculty conduct, faculty development, and other personnel matters.

Programs and compliance (Ann Marie VanDerZanden, Penni Bryant, Jessica Van Winkle, Karen Zunkel): Coordination and compliance requirements for academic programs, policies, accreditations, and program reviews.

Budget and planning (Ellen Reints, Siti Sabtu-Schaper, Amber Miller, Soraya Miller): Fiscal management for the entire academic affairs division, and for the constituent academic units.

4.1 Leadership and professional development

The SVPP recruits and mentors academic affairs leaders, including the deans of every college. Administrative searches since 2012 have resulted in the hiring of an excellent leadership team:

- Bill Graves, Dean of the Graduate College
- Daniel Grooms, Dean of the College of Veterinary Medicine
- Laura Jolly, Dean of the College Human Sciences
- John Lawrence, Vice President for Extension and Outreach
- Beth McNeil, Dean of the University Library
- Sarah Nusser, Vice President for Research
- Sarah Rajala, Dean of the College of Engineering
- Daniel Robison, Dean of the College of Agriculture and Life Sciences
- Adam Schwartz, Director of the Ames Laboratory
- David Spalding, Dean of the Ivy College of Business
- Ann Marie VanDerZanden, Associate Provost for Academic Programs

The Office of the Senior Vice President and Provost administers professional development programming for faculty, staff, and department chairs as an investment in the people of the academic affairs division and in the university's future. Professional development support has grown over the last seven years in ways that are significant and strategic. Initiatives include additional programming for new and established faculty, an expanded professional development

program for department chairs, and availability of professional development funding for all faculty—tenured, tenure-track and term.²³ Additional examples include:

- The Emerging Leaders Academy supports faculty and staff who aspire to leadership roles at Iowa State University. This program is faculty-led, and positions in the annual cohort are reserved for the incoming presidents of the Faculty Senate and the Professional and Scientific Council.
- Effective mentoring of new faculty is supported through structured orientation and workshops for mentors and mentees, and by the annual Exemplary Mentor Awards.
- New Faculty Orientation has been expanded to include all faculty (tenured, tenure-track, and term) and is offered in both the fall and spring semesters.
- Substantial efforts have been made to include term faculty in professional development and other university activities, including new faculty orientation, advancement workshops and other ongoing programming, and a reception for all term faculty each fall.
- Regular, structured workshops on career advancement processes are offered to all faculty on promotion and tenure, promotion to professor, and term faculty advancement.
- New Academic Administrator Orientation is a semester-long introduction to campus leaders, policies, and processes of importance to new department chairs, associate chairs, academic program directors, and associate deans. Biweekly sessions offered by campus experts throughout the fall semester build a sense of community among new administrators and equip them with tools for success.
- The department chair professional development series offers monthly programming to help chairs, assistant/associate chairs, and other department-level academic leaders develop their management skills and stay informed about higher education leadership.
- Multiple faculty workshops are offered by the Office of the Vice President for Research, the Center for Excellence in Learning and Teaching, and other central academic units to assist faculty with their teaching and scholarship.
- The SVPP supports faculty fellows with opportunities to participate in division-wide activities, and to manage special projects. Recent fellows have included Drs. Gloria Jones-Johnson, Surya Mallapragada, and Mack Shelley.
- The division supports the professional development conferences coordinated by the Professional and Scientific Council, and the Faculty Senate's Faculty Conferences.

4.2 Diversity, equity, and inclusion

Working with partners across campus, the Division of Academic Affairs develops and implements policies and programming to promote a welcoming workplace and learning environment within its colleges and units. The Office of the Senior Vice President and Provost fosters that climate, establishes expectations within the division, promotes activities and best practices, and coordinates continuous improvement.

These activities have been highlighted in the division's annual Diversity and Inclusion Report,²⁴ which focuses on new initiatives and is distributed to campus leaders and published on the SVPP's website. Examples of notable initiatives related to faculty work include:

²³ www.provost.iastate.edu/faculty-and-staff-resources/development

²⁴ www.provost.iastate.edu/about/reports

- The SVPP charged the Center for Excellence in Learning and Teaching with creating an inclusive classroom program, with online learning modules, for all instructional faculty. The workshop has since been offered 22 times, to 264 total participants, and is being used nationally as a model.²⁵
- The SVPP and the Center for Excellence in Learning and Teaching worked with the Faculty Senate on the Diversity Course Development Initiative to support faculty who wished to create new courses to meet the U.S. diversity curriculum requirement, or make major modifications to current course offerings, with a focus on issue of current social and political importance.
- In 2018, in response to the campus-wide climate survey, President Wintersteen created four workgroups to identify and take action on key findings of the survey. The Faculty Climate Workgroup was co-chaired by the Faculty Senate President and the SVPP, and its final report is available on the Faculty Senate’s website.²⁶
- The SVPP provided funding in 2018 for Professor Jose Rosa’s appointment as faculty fellow to the Vice President for Diversity and Inclusion.

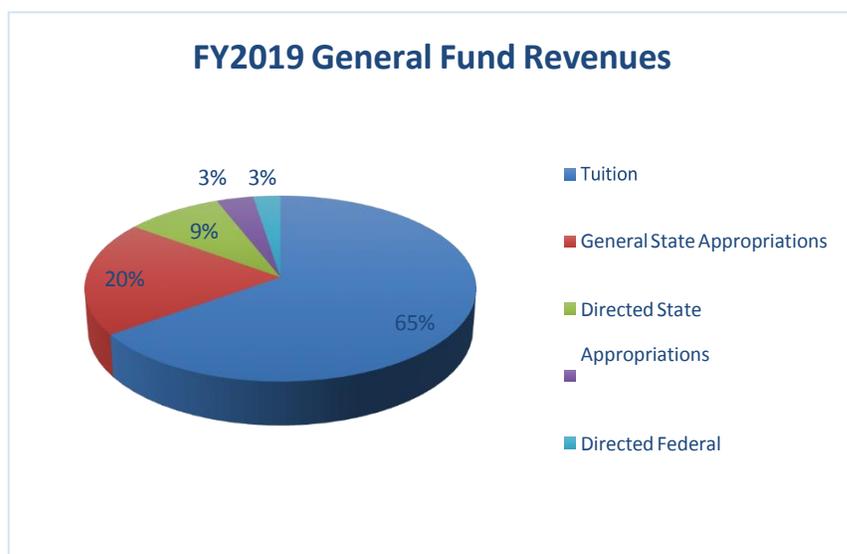
While we are proud of accomplishments such as these, we also know that more can and should be done. The academic affairs division continues to work with students, faculty, and staff to address gaps and emerging needs, and to foster educational and employment experiences that are consistent with Iowa State’s Principles of Community.²⁷

5. Budget development

Budget development at Iowa State University occurs through the Resource Management Model. Its formulaic component provides financial incentives for colleges to take actions that benefit the university’s financial sustainability, and the model likewise helps colleges plan for the future.

The major mission-oriented units of the Division of Academic Affairs—the academic colleges, central research, Extension and Outreach, and University Library—

represent the largest investment of resources at Iowa State University. In FY2019, the division’s general fund budget was \$613 million, with the primary revenue sources being tuition and state appropriations, as shown in the figure.



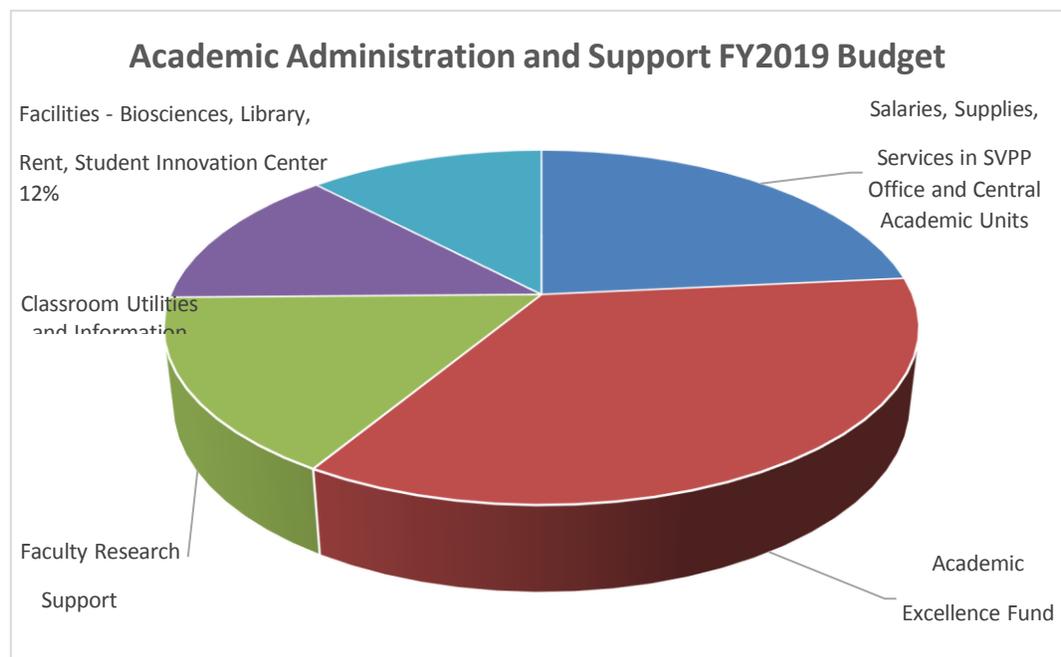
²⁵ www.celt.iastate.edu/teaching/creating-an-inclusive-classroom/

²⁶ www.facsen.iastate.edu/sites/default/files/uploads/About%20Us/Faculty%20Experience%20Workgroup%20final%20report.pdf

²⁷ In brief, the principles are: respect, purpose, cooperation, richness of diversity, freedom from discrimination, and honest and respectful expression of ideas. See www.diversity.iastate.edu/connect/principles

In FY2019, the budget for Academic Administration and Support (namely, the provost's office itself and affiliated central academic units and services) was \$16.37 million, and it comprises the following five components:

- Operating budget for salaries, supplies, and services for both the provost's office (e.g., 1550 and 2550 Beardshear Hall), and for the central academic units of the Center for Excellence in Learning and Teaching, Institutional Research, Study Abroad Center, Program for Women in Science and Engineering, University Lectures Program, University Honors Program, and Faculty Senate (in FY2019, \$6.86 million)
- Costs of utilities and information technology services for 207 general university classrooms (\$1.64 million)
- Debt service for a portion of the bond issued for construction of the Bessey Hall addition and the Advanced Teaching and Research Building, for Student Innovation Center support, University Library renovations, and rent of office space in the Memorial Union and Kingland Building on Lincoln Way (\$1.50 million)
- Research support for faculty start-up packages, supplementing resources allocated by the Office of the Vice President for Research (\$2.00 million)
- The Academic Excellence Fund, which supports academic departments and colleges in ways that provide strategic, multi-department, multi-college, or institutional benefit. Examples include dual career faculty hiring, strategic faculty and staff recruitment and retention efforts, cross-college collaborations, bridge or start-up funding for initiatives, and common-good physical spaces. (\$4.37 million)



The budget for Academic Administration and Support is approximately the same (-1.4%) today as it was five years ago, with changes to the various cost categories as detailed in the following table:

Academic Administration and Support	FY14	FY15	FY16	FY17	FY18	FY19
Academic Excellence Fund	8,739,284	9,089,355	8,405,694	7,536,293	3,736,293	4,374,989
Salaries, Supplies, Services in Central Units	3,487,761	4,021,966	4,214,165	4,493,517	4,206,853	3,941,387
Salaries, Supplies, Services in SVPP Office	2,695,215	2,659,134	2,656,450	2,999,102	2,779,434	2,917,782
Faculty Research Support	-	-	-	-	2,000,000	2,000,000
Classroom Utilities	1,496,780	1,530,780	1,530,780	1,530,780	1,530,780	1,530,780
Biosciences Facility Debt Service	-	-	-	-	389,187	823,759
Library Renovations						300,000
Rent	59,098	61,598	196,046	264,449	277,000	295,103
Student Innovation Center	-	-	-	-	-	84,000
Utilities SVPP	97,789	91,475	60,871	73,000	73,000	73,000
Classroom Information Technology	35,000	35,000	35,000	35,000	35,000	35,000
Total	16,610,927	17,489,308	17,099,006	16,932,141	15,027,547	16,375,800

6. Continuous quality improvement

The Office of the Senior Vice President and Provost provides leadership and administrative management for academic program evaluation and improvement. This effort, led by Dr. Karen Zunkel and the Associate Provost for Academic Programs, enhances the quality of academic programs and units at the university in an organized manner by soliciting and receiving ideas and feedback from experts in the respective academic discipline.

Elements of the review and evaluation process include external reviews, internal reviews, accreditation reviews, and targeted multi-unit reviews.



Troxel Hall opened in 2013, providing needed large lecture capacity

Consistent with Board of Regents policy, all academic programs undergo external review on an approximately seven-year cycle. In this context, academic programs include degree programs, departments, colleges, and central academic units that report to the SVPP. In some instances, external reviews are conducted for groups of related programs by a single external review team. With few exceptions, such as a major program reorganization, the seven-year cycle is maintained for all academic programs.

Discussions are held with college and central unit administrators in the spring semester to coordinate planning for, and scheduling of, program reviews for the upcoming year. The process and expectations are reviewed, and potential modifications to the schedule are discussed and

agreed upon. Later, the membership of the external review team is proposed, discussed, and approved by the Associate Provost. The three-to-five team members are expected to be senior faculty members or unit leaders at peer or better programs.

In preparation, the program develops a self-study which is provided to the team as well as to the SVPP. Each review team typically visits for three days, including entrance and exit meetings with the SVPP, the associate provost, and other senior academic affairs leaders. The review team submits its report to the program, college/unit administrators, and the Office of the Senior Vice President and Provost. After the program develops a response to the report, leaders from the program, college/unit, and provost's office discuss appropriate follow-up actions. A summary of the program review and resulting actions is then submitted to the Board of Regents.

Approximately three years after the review, a concise mid-cycle progress report is prepared and discussed among local and central administration.

In addition to academic program reviews, a significant number of academic programs at Iowa State University are accredited by external organizations. Our philosophy is that if an academic program is eligible for accreditation by a reputable professional organization, then it should be accredited. While the processes associated with accreditation are quite specific for each discipline and organization, institutional elements of the process are still coordinated by the Office of the Senior Vice President and Provost. The results of accreditation reviews are reported to the Board of Regents by the SVPP, and in some instances, can result in a modified focus for subsequent academic program reviews. In addition, the SVPP is responsible for organizing and leading institutional preparation for the 10-year accreditation cycle of the entire university by the Higher Learning Commission of the North Central Association.

Complementing external reviews, our approach to continuous quality improvement additionally includes certain internal reviews of academic programs, units, and groups of units, sometimes as a supplement to the process described above. Examples of internal reviews include interdisciplinary graduate Ph.D. programs, international activities, and research centers. In some instances, internal reviews are conducted in association with the development of strategic plans for units or programs; others may be motivated by the need to utilize resources more effectively.

The Office of the Senior Vice President and Provost has helped bring ideas from the private sector to improve the efficiency and effectiveness of operations in academic affairs. In 2012, a lean project facilitated by The Boeing Company streamlined some administrative processes in the Graduate College. The joint Iowa State-Boeing team worked to modernize legacy forms and approvals for the program of study process. The former paper-based process had a 252-day cycle time (the elapsed time from start to finish), including 11 hours of employee touch time, and 82 separate steps. The new process automatically links to class registration, student information, and faculty databases, while reflecting the requirements of individual graduate programs. The cycle time has been reduced by 90 percent; touch time has been reduced by 82 percent; and 80 percent of the legacy steps have been eliminated. After full implementation in 2014, these improvements are estimated to be saving \$325,000 per year.

Similar projects are underway in research administration and the onboarding of new students. The Vice President for Research, working with our corporate partner Vermeer, completed a project to

identify improvements in the pre-award process. The Division of Academic Affairs is partnering with the Division of Student Affairs to streamline the onboarding of students, including pre- and post-arrival communications and a unified framework for the multiple orientation formats, venues, and contents.

7. Shared governance and relations with other offices

The Office of the Senior Vice President and Provost maintains active partnerships with the senior leadership of Iowa State University, including the President, and the Senior Vice Presidents for Student Affairs and University Services. In advancing the university's mission and the division's goals, the office collaborates with central administrative units including University Human Resources, Information Technology Services, Economic Development and Industry Relations, Diversity and Inclusion,



Iowa State University's Faculty Senate celebrated its 30th Anniversary in 2018

Equal Opportunity, University Counsel, and the Iowa State University Foundation. These longstanding relationships continue to be enhanced through formal and informal collaboration on institutional issues.

The SVPP fosters relationships with campus governance bodies including the Faculty Senate, the Professional and Scientific Council, Student Government, and the Graduate and Professional Student Senate. The SVPP works with the Faculty Senate and the Professional and Scientific Council to ensure they are represented in decisions involving the academic affairs division. As one example, the Office of the Senior Vice President and Provost partners with campus leaders and governance bodies to review existing policies and develop new ones related to academic affairs. Some examples include flexible careers and work/life balance, faculty promotion and tenure, faculty post-tenure review, faculty conduct, responsible conduct of research, conflict of interest and commitment, effort reporting and certification, salary adjustment, academic progress, and academic probation.

The SVPP's team oversees multiple university shared governance committees including:

- Associate and Assistant Deans for Graduate Programs – Dr. Bill Graves
- Associate Deans for Academic Personnel – Dr. Dawn Bratsch-Prince
- Undergraduate Programs Council – Dr. Ann Marie VanDerZanden
- Articulation Coordination Council – Dr. Ann Marie VanDerZanden
- Course Availability Group – Dr. Ann Marie VanDerZanden
- Associate Deans and Directors for Distance Education – Dr. Ann Marie VanDerZanden
- Department Chairs Cabinet – Dr. Dawn Bratsch-Prince

- Council on International Programs – Dr. Ann Marie VanDerZanden
- Tuition Assessment and Oversight Committee – Dr. Ann Marie VanDerZanden

Governance area	Point of contact in the OSVPP
Faculty Senate, Professional and Scientific Council, Student Government, and Graduate and Professional Student Senate	Jonathan Wickert
Faculty Senate: Governance Council	Dawn Bratsch-Prince
Faculty Senate: Faculty Development and Administrative Relations Council	Dawn Bratsch-Prince
Faculty Senate: Documents Committee	Dawn Bratsch-Prince
Faculty Senate: College and Department Governance Document Committee	Dawn Bratsch-Prince
Faculty Senate: Compensation Committee	Dawn Bratsch-Prince
Faculty Senate: Academic Affairs Council	Ann Marie VanDerZanden
Faculty Senate: Resource Policy and Allocations Council	Ellen Reints, Jonathan Wickert
Capital Projects Advisory Committee Workgroup	Ellen Reints
Faculty and Staff Safety Team	Brenda Behling
Title IX Team	Dawn Bratsch-Prince
Articulation Agreements with Community Colleges	Ann Marie VanDerZanden
Institutional Budget Management Team	Ellen Reints
Division/college/unit Fiscal Officers	Ellen Reints
University Policy Library Advisory Committee	Brenda Behling
University Human Resources	Brenda Behling
Professional and Scientific Council	Brenda Behling

The SVPP and other division leaders work with the Faculty Senate on numerous initiatives that benefit Iowa State University's faculty. Examples include:

- Dual career hiring resources
- Faculty modified duties policy
- Grant programs to enhance diversity courses
- Grant programs to promote open educational resources
- New term faculty policies (effective July 2019)

The Office of the Senior Vice President and Provost plays a significant role in statutory and regulatory compliance as related to academic programs and the employment of faculty and staff in the division. These compliance activities protect the reputation and quality of the university. The SVPP's involvement ensures policies are consistent with the university's academic mission while protecting the roles and responsibilities of faculty, with a view toward enhancing the value of Iowa State University degrees.

The Office of the Senior Vice President and Provost additionally fosters relationships with the other Regents institutions and with the Academic Affairs Committee of the Board of Regents. The SVPP regularly meets with the provosts at the other institutions as part of the Council of Provosts, as do the Associate Provosts for Faculty and Academic Programs, on areas of mutual interest and cooperation.

8. Summary

More broadly than the context discussed earlier, public higher education in the United States has changed significantly since the Faculty Senate's 2011 review. A recent national Gallup survey showed that only 48% of Americans express "a great deal" or "quite a lot" of confidence in higher education, a decrease of 9% since 2015.²⁸ We have observed the rise, and in some cases the sudden fall, of for-profit institutions and free or mostly-free online degrees and credentialing, raising questions among educators, the public, and policymakers around the future of bricks-and-mortar, residential campuses. While many institutions, like Iowa State University, have strengthened policies, training, staffing, and programs around Title IX compliance and the occurrence of discrimination and harassment, much more work is clearly needed in those areas—not to mention civil discourse on college campuses; concerns over foreign influence of research and technology transfer; attacks on tenure; and public skepticism of the value of research intensive universities.

In that light, and in the context of what might be called the usual challenges of any complex organization, we have aspired to coordinate and facilitate a culture of openness, honesty, and service that enables faculty, students and staff to reach their potential; to create, share, and apply knowledge to improve the human condition; and to ensure that Iowa State University remains a great place to work and learn. As we celebrate in 2019 the sesquicentennial of Iowa State University's very first graduating class, our focus on the land-grant ideals and mission remains steadfast.

²⁸ www.insidehighered.com/news/2018/10/09/gallup-survey-finds-falling-confidence-higher-education

Appendix 3 Administrator Questionnaire

Office of the Senior Vice President and Provost (OSVPP) Review

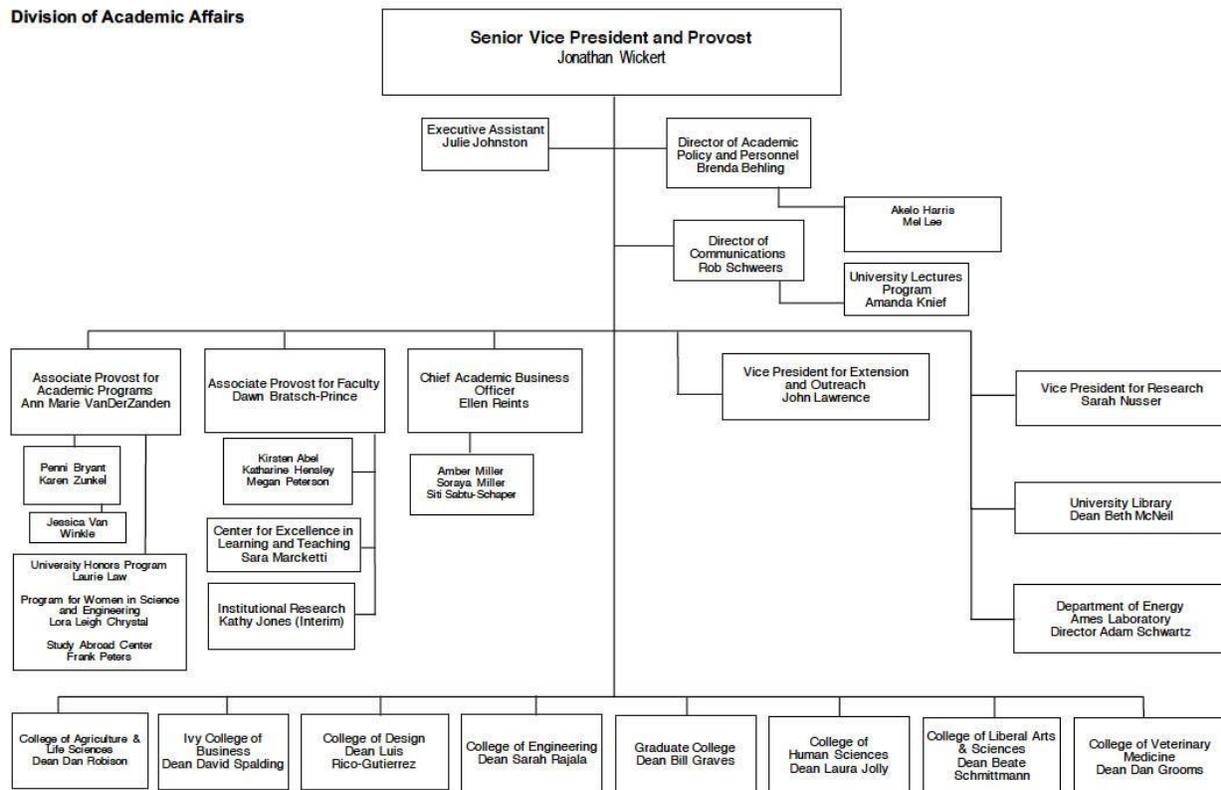
Periodic Review of the OSVPP

According to section 5.7 of the ISU *Faculty Handbook*, the Office of the SVPP should undergo a periodic review. Therefore, the president of Faculty Senate, Dr. Peter Martin, has convened an Office of the SVPP Review Committee. The Committee has created this questionnaire to gather input from administrators who work closely with the Office of the SVPP. The purpose of this questionnaire (beginning on page 2) is to provide a constructive evaluation of the Office to aid in optimization of the operation. It is not an evaluation of the individuals who work in that office.

Your Role in the Review

As an administrator reporting to the SVPP, according to the displayed organization chart from the Provost website, or an administrative constituent who works closely with the Office of the SVPP, we are asking for your assessment of the functioning of the Office. We would like your candid assessment when responding to the following questions. We estimate that the questionnaire will take about 15 minutes to complete. The deadline for completing this questionnaire is **Tuesday, March 19th at 5:00PM.**

Division of Academic Affairs



After completing the questionnaire, two members of the Committee will review the content and then set an appointment, through Sherri Angstrom, to clarify any ambiguity in meaning before your responses are combined with those of other administrators for content analysis by the Committee Chair. Content from these interviews will be aggregated in summary form, and individual identities will be confidential. We will remove information that may enable an individual's identity to be determined.

Description of the Office of the SVPP

The Provost is the chief academic officer of the university and works closely with the President in providing overall leadership for the University. The **Office of the SVPP, which includes the Provost, the Associate Provost for Academic Affairs, and the Associate Provost for Faculty**, has oversight for the following units:

- The seven academic colleges
- The Graduate College
- The University Library
- The Office of the Vice President for Research
- The Office of the Vice President for Extension and Outreach
- The Center for Excellence in Learning and Teaching
- The University Honors Program

Institutional Research
The Study Abroad Center
The University Lectures Program
The Program for Women in Science and Engineering.
The Director of the U.S. Department of Energy Ames Laboratory also reports to the Senior Vice President and Provost.

The OSVPP manages and supports:

Assessment, accreditation, and continuous quality improvement in Iowa State's programs across 60 academic departments

Planning, budgeting, policy, and efficiency initiatives throughout the division

Management of faculty appointments, promotions, tenure decisions, and professional development programs

The Senior Vice President and Provost works closely with shared governance bodies at the University including:

[Faculty Senate](#)

[Professional and Scientific Council](#)

[Student Government](#)

[Graduate and Professional Student Senate](#)

Please proceed to the next page to begin the questionnaire. There are 3 pages of questions. You can adjust the length of open-ended answer boxes by dragging the bottom right corner of the box.

Please enter your name. It will be used so that Committee members know with whom to speak for the follow-up appointment. It will be removed before the responses are content analyzed by the Committee chair.

1. What is your administrative position?

Dean

Provost Office Staff or Vice President

Director or Head of a center

Other. Please specify:

For the following questions, please consider all of the interactions you have had with the Office of the SVPP, which includes **the Provost, the Associate Provost for Academic Affairs, and the Associate Provost for Faculty units**. Please comment on its performance in relation to specific units or matters if your experiences have varied.

2. Since the current Provost took office, how frequent are your interactions with the individual units of the Office of the SVPP (**Provost Office, Associate Provost for Academic Affairs, and Associate Provost for Faculty units**)?

3. What are the most common matters addressed?

4. What is the Office of the SVPP doing well and why?

5. What aspects of the Office of the SVPP need improvement and why?

For the following questions, please consider your **overall experience** with the Office of the SVPP, which includes the **Provost Office, Associate Provost for Academic Affairs, and Associate Provost for Faculty units**. If your experiences with individual units are significantly different, these may be noted in your responses above or at the end of this questionnaire (question #14).

6. The Office of the SVPP works well with me.

Strongly Disagree Disagree Neutral Agree Strongly Agree

7. The Office of the SVPP is accessible to me.

Strongly Disagree Disagree Neutral Agree Strongly Agree

8. I feel comfortable sharing my perspectives with the Office of the SVPP.

Strongly Disagree Disagree Neutral Agree Strongly Agree

9. The response time of the Office of the SVPP is reasonable.

Strongly Disagree Disagree Neutral Agree Strongly Agree

10. The information provided by the Office of the SVPP is complete and useful.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. The decision-making processes of the Office of the SVPP are equitable, flexible, and transparent.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. The structure of the Office of the SVPP effectively serves in relating my unit's needs or concerns to the University president.

Strongly Disagree Disagree Neutral Agree Strongly Agree

13. The Office of the SVPP structure leads to efficiency and transparency when working with my unit.

Strongly Disagree Disagree Neutral Agree Strongly Agree

14. Is there anything else you would like to tell us about your interactions with the Office of the SVPP?

Appendix 4
Names and Positions of Administrators Contacted for an Interview

Brenda Behling	Director of Academic Policy and Personnel
Dawn Bratsch-Prince	Associate Provost
Joe Colletti	Interim Dean/Associate Dean CALS
Amanda DeGraff	Institutional Research
LoraLeigh Chrystal	Director – Women in Science and Engineering
Bill Graves	Dean – Graduate College
Dan Grooms	Dean – College of Veterinary Medicine
Pat Halbur	Interim Dean/Associate Dean – Vet Med
Laura Jolly	Dean – College of Human Sciences
Laurie Law	Honors Program
John Lawrence	Vice President – Extension and Outreach
Sara Marcketti	Director - CELT
Beth McNeil	Dean – Parks Library
Sarah Nusser	Vice President for Research
Sarah Rajala	Dean – College of Engineering
Ellen Reints	Chief Academic Business Officer
Luis Rico-Gutierrez	Dean – College of Design
Beate Schmittmann	Dean – Liberal Arts and Sciences
Adam Schwartz	Director – Ames Laboratory
Rob Schweers	Director of Communications
David Spalding	Dean – College of Business
Ann Marie VanDerZanden	Associate Provost

Appendix 5.1 Faculty and P&S Survey

Office of the Senior Vice President and Provost (SVPP) Review

Faculty and P&S Survey

Periodic Review of the Office of the SVPP

According to section 5.7 of the ISU *Faculty Handbook*, the Provost Office should undergo a periodic review. The president of Faculty Senate, Dr. Peter Martin, has convened a committee of six faculty and one college-level administrator to perform the review of the current Office headed by Provost Jonathan Wickert.

Your Role in the Review

As part of the review, this survey is being sent to all ISU faculty and P&S staff to gather information regarding interactions with the Office of the Senior Vice President and Provost. The information gathered from this survey (**starting on page 2**) is intended to improve the function of that office (section 5.7.1).

We estimate that the questionnaire should not take more than 10 minutes to complete. Your responses will be aggregated in summary form, and responses will be anonymous. The deadline for completing the survey is **April 5th at 9:00PM**.

Description of the Office of the SVPP

The Provost is the chief academic officer of the university and works closely with the President in providing overall leadership for the University. The **Office of the SVPP, which includes the Provost, the Associate Provost for Academic Affairs, the Associate Provost for Faculty, the Vice President for Research, and the Vice President for Extension and Outreach**, has oversight for the following units:

The seven academic colleges

The Graduate College

The University Library

The Center for Excellence in Learning and Teaching

The University Honors Program

Institutional Research

The Study Abroad Center

The University Lectures Program

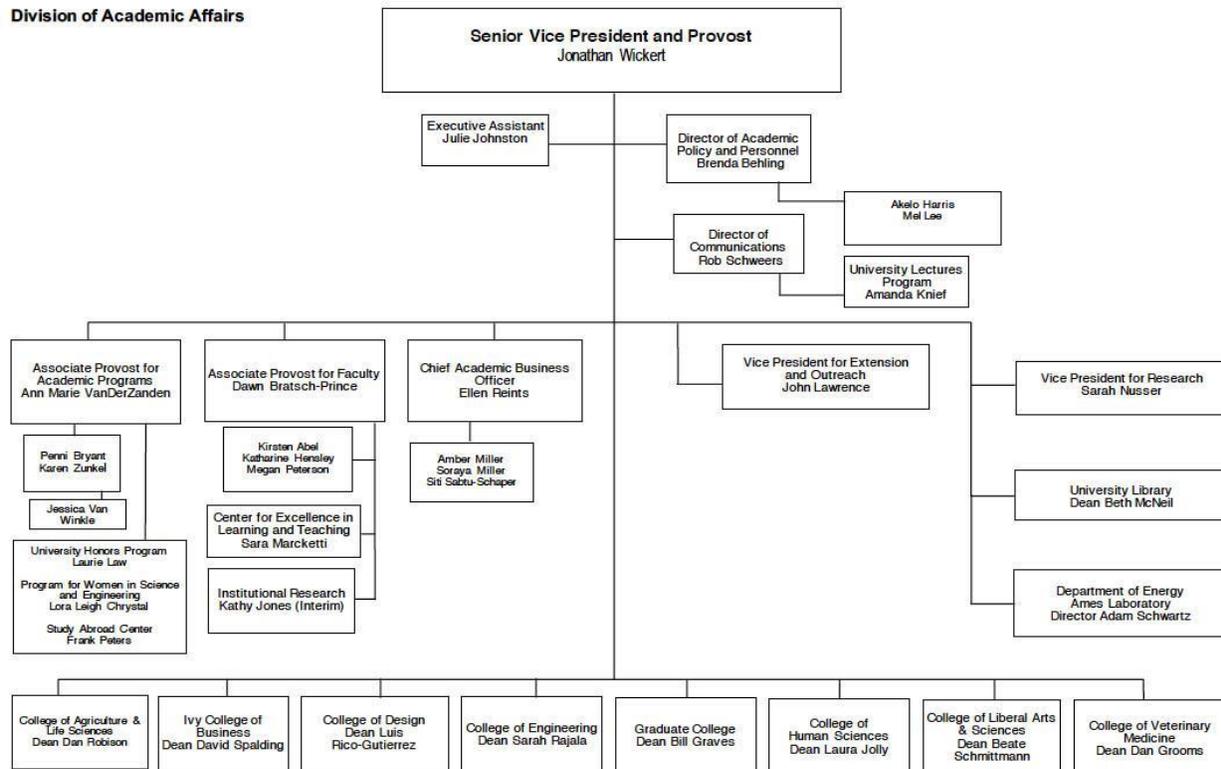
The Program for Women in Science and Engineering.

The Director of the U.S. Department of Energy Ames Laboratory also reports to the Senior Vice President and Provost.

The organizational structure of the OSVPP and its current personnel is shown below:

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Division of Academic Affairs



The OSVPP manages and supports:

Assessment, accreditation, and continuous quality improvement in Iowa State's programs across 60 academic departments

Planning, budgeting, policy, and efficiency initiatives throughout the division

Management of faculty appointments, promotions, tenure decisions, and professional development programs

The Senior Vice President and Provost works closely with shared governance bodies at the University including:

Faculty Senate

Professional and Scientific Council

Student Government

Graduate and Professional Student Senate

Faculty and P&S Survey

The following demographic information will only be used to aggregate responses for analysis. Therefore, we would like you to complete questions 1 through 5, but these are not mandatory.

1. What is your job classification or academic rank?

P&S	Professor
Lecturer	Morrill, University, or Distinguished Professor
Senior Lecturer	Department Chair
Assistant Professor	Assistant or Associate Dean
Associate Professor	

2. In which college is your primary appointment located?

Agriculture and Life Sciences	Liberal Arts and Sciences
Business	Library
Design	Veterinary Medicine
Engineering	Other
Human Sciences	

3. How many years have you been at ISU in a professional capacity?

Less than 6	11-20
6-10	Over 20

4. What is your gender?

Female

Male

Other

Please provide your candid responses to the following questions regarding your interactions with the Office of the Senior Vice President and Provost, which for this survey consists of the offices of:

- **the Provost,**

- the Associate Provost for Academic Affairs
- the Associate Provost for Faculty
- the Vice President for Research, and
- the Vice President for Extension and Outreach

Consider the time period beginning with Provost Wickert's appointment (August 2012).

5. Since Provost Jonathan Wickert's appointment, beginning in August 2012, what level of direct contact have you had with the Office of the Senior Vice President and Provost (i.e., **the Provost, the Associate Provost for Academic Affairs, the Associate Provost for Faculty, the Vice President for Research, and the Vice President for Extension and Outreach units**)?

Extensive (at least once a month)

Some (6-8 times a year)

Limited (less than 5 times per year)

None

For each of the following questions, please indicate your level of agreement using a scale where 0 = "no opinion or does not apply"; 1 = "strongly disagree"; 2 = "disagree"; 3 = "neutral"; 4 = "agree" and 5 = "strongly agree".

The Office of the Senior Vice President and Provost (i.e., the Provost, the Associate Provost for Academic Affairs, the Associate Provost for Faculty, the Vice President for Research, and Vice President for Extension and Outreach units) ...

	NA 0	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
6. Actively promotes policies that support the mission and goals of the ISU strategic plan (https://strategicplan.iastate.edu)						
7. Actively promotes an environment for excellence in student learning at the undergraduate level						
8. Actively promotes an environment for excellence in student learning at the graduate and professional levels						

	NA 0	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
9. Actively promotes an environment for excellence in learning and development for post-doctoral scholars						
10. Actively promotes an environment for excellence in teaching						
11. Actively promotes an environment for excellence in scholarship/research						
12. Actively promotes an environment for excellence in extension and outreach						
13. Ensures that academic policy and procedures are transparent						
14. Supports efficient grant preparation and submission of proposals through the Vice President for Research office (e.g., Grants Hub)						
15. Provides efficient post-award support for sponsored projects through the Vice President for Research office (e.g., Sponsored Programs Accounting).						
16. Works effectively with other administrators to anticipate future needs (technology, infrastructure, classroom, laboratory space, etc.) of the faculty						
17. Allocates resources that foster disciplinary breadth in academic and research initiatives						

	NA 0	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
18. Allocates resources to initiatives that align with the strategic plan of ISU						
19. Allocates resources in a transparent manner						
20. Provides administrative leadership in planning for the University						
21. Provides administrative leadership in developing new academic programs						
22. Provides administrative leadership in implementing new initiatives						
23. Provides administrative leadership in program assessment						
24. Provides administrative leadership in advocating for diversity and inclusion						
25. Fosters a professional and collegial atmosphere among faculty and staff						
26. Supports faculty shared governance at all levels, including interaction with faculty senate						
27. Actively encourages free flow of communication from the faculty						
28. Gathers sufficient information from faculty prior to making important decisions						
29. Fosters equitable and transparent processes for mediating conflict leading to fair resolution						

	NA 0	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
30. Actively promotes transparent and equitable criteria implemented in the review for advancement, tenure, and promotion processes						
31. Provides fair and equitable assessment of advancement, tenure, and promotion cases						
32. Supports the recruitment and retention of faculty members who significantly contribute to the mission of ISU						
33. Supports beneficial professional development programs for faculty						
34. Supports beneficial professional development programs for P&S staff						
35. Supports international activities of faculty members						

36. In your opinion, what functions of the Office of the Senior Vice President and Provost are done well?

37. In your opinion, what functions can be done better?

Thank you for your time.

If you would like to speak to a committee member in person, or have feedback, comments, or concerns about this survey please contact Dr. Ann Marie Fiore, Chair of the Office of Senior Vice President and Provost Review Committee, at amfiore@iastate.edu or 515 294-9303.

To provide additional input anonymously, please use the following link to submit information.

- The anonymous feedback link will open in a new window.
- ***Please be sure to complete the submission of the current survey by clicking the next button below.***
- Anonymous feedback link -> https://iastate.qualtrics.com/jfe/form/SV_5u2uOSQYP0XV8Nv

Office of the Senior Vice President & Provost Review Committee	
Ann Marie Fiore (Chair)	College of Human Sciences
Chris Seeger	College of Design
Andrew Manu	College of Agriculture and Life Sciences
Sarah Ryan	College of Engineering
Bianca Zaffarano	College of Veterinary Medicine
Arne Hallam	Associate Dean, College of Liberal Arts and Sciences
Rob Wallace	College of Liberal Arts and Sciences

Appendix 5.2

Announcements Seeking Faculty and P&S Input

Input Requested: Review of the Office of the Senior Vice President and Provost (SVPP)

Dear members of the ISU community:

According to the ISU *Faculty Handbook*, the Provost Office should undergo a periodic review. A committee, composed of six ISU faculty members and one administrator appointed by the president of Faculty Senate, has developed this survey https://iastate.qualtrics.com/jfe/form/SV_7WnDDXWct1YqiyN being sent to ISU faculty members and P&S staff members. Information gathered regarding the Office of the SVPP is anonymous. We estimate that the survey should not take more than 10 minutes to complete. The deadline for completing the survey is **April 5th at 9:00PM**. Thank you for contributing to the review of the Office of the SVPP.

Ann Marie Fiore
University Professor
Chair of the Office of the SVPP Review Committee

For Deans and Chair to Encourage their Members to Complete the Survey

Dear Deans and Chairs: Please encourage your faculty members and P&S members to complete the review of the Office of the SVPP through the feedback link provided. Responses are anonymous.

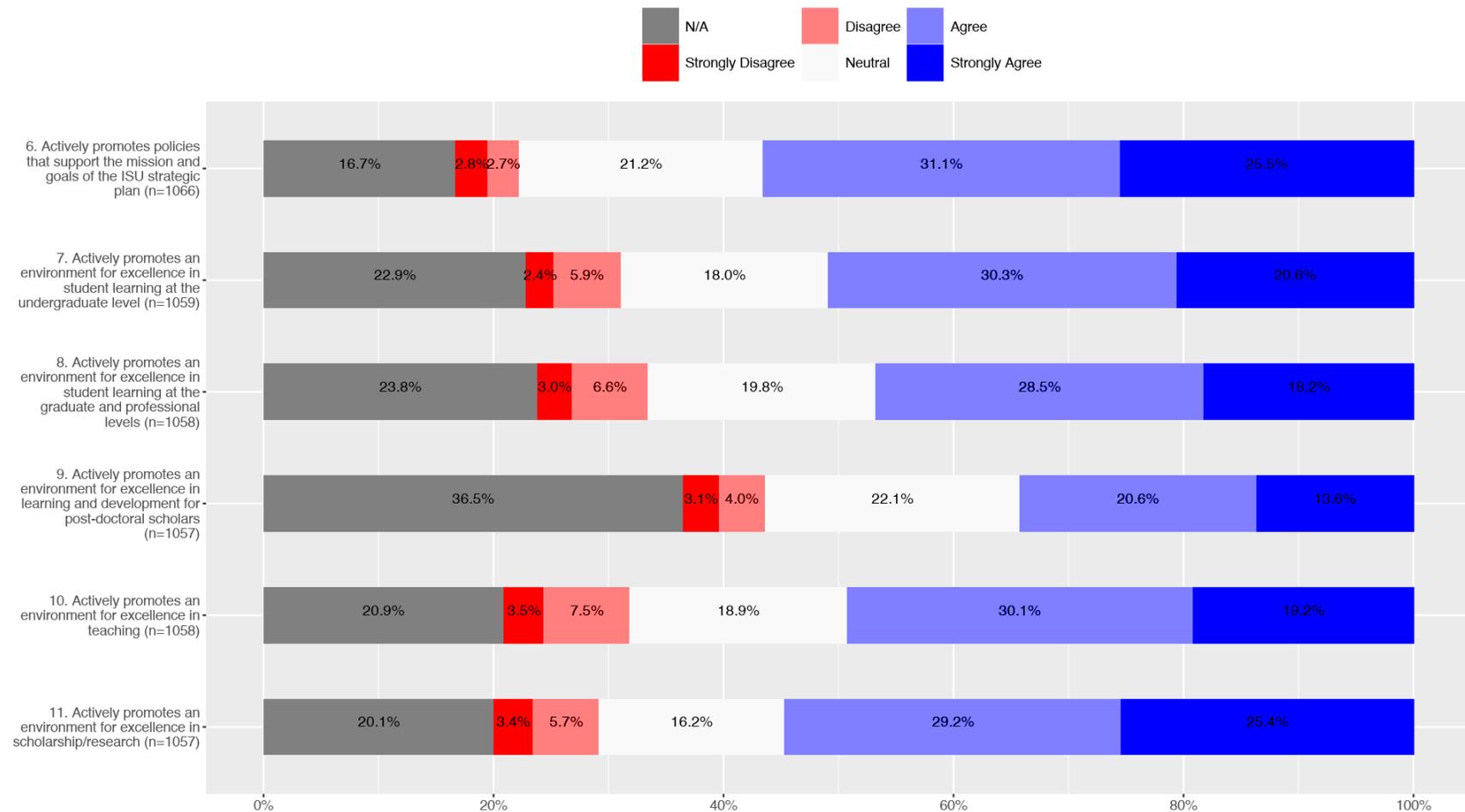
For Inside IA State Announcement

April 5th deadline for Faculty and P&S SVPP Office Review Survey

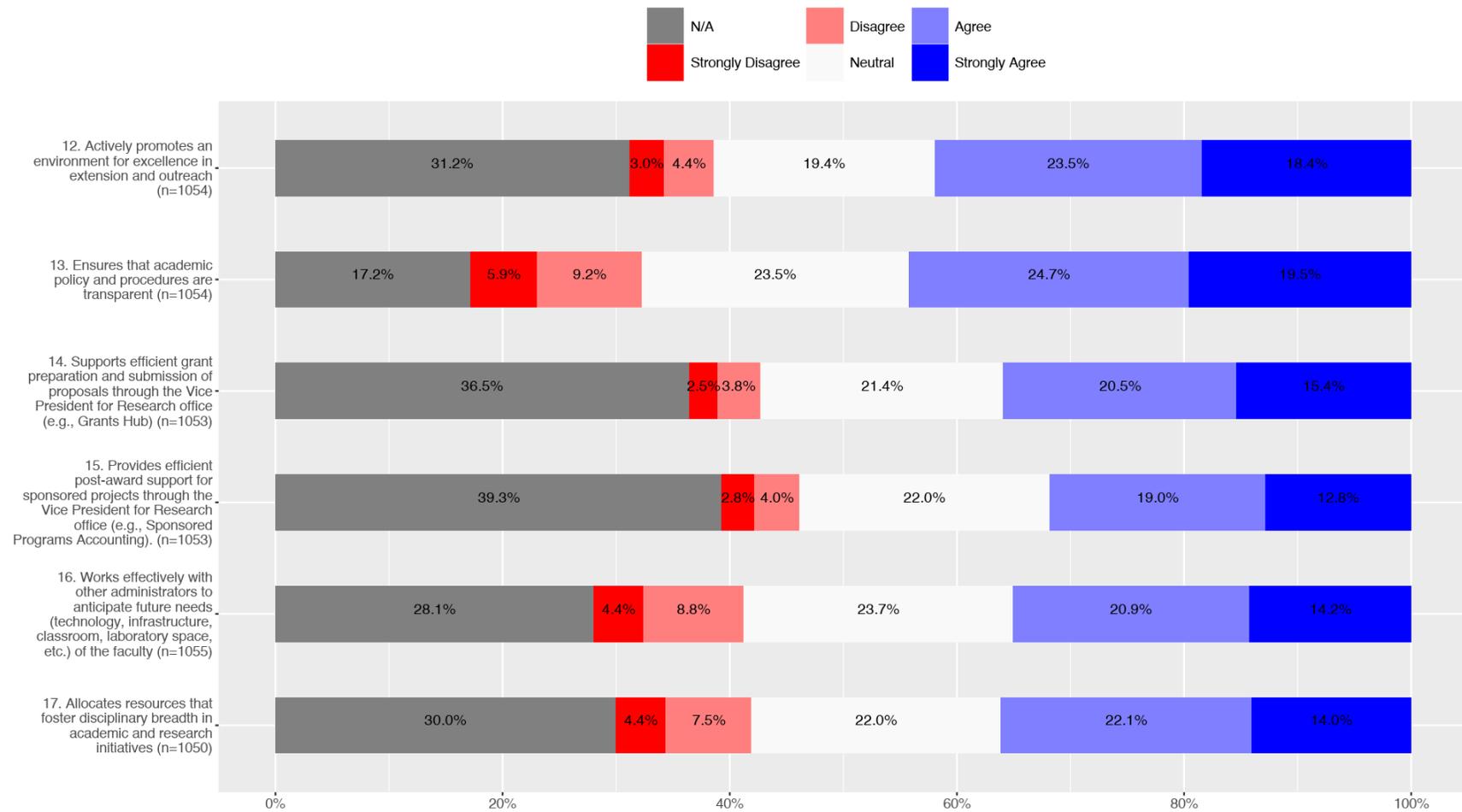
ISU Faculty and P & S members have until **April 5th at 9:00PM** to complete the Office of the Senior Vice President and Provost (SVPP) Review survey https://iastate.qualtrics.com/jfe/form/SV_7WnDDXWct1YqiyN developed by a committee appointed by the president of Faculty Senate. The survey should take less than 10 minutes to complete, and the information gathered is anonymous.

Appendix 6.1 Response Frequencies of the Overall Sample

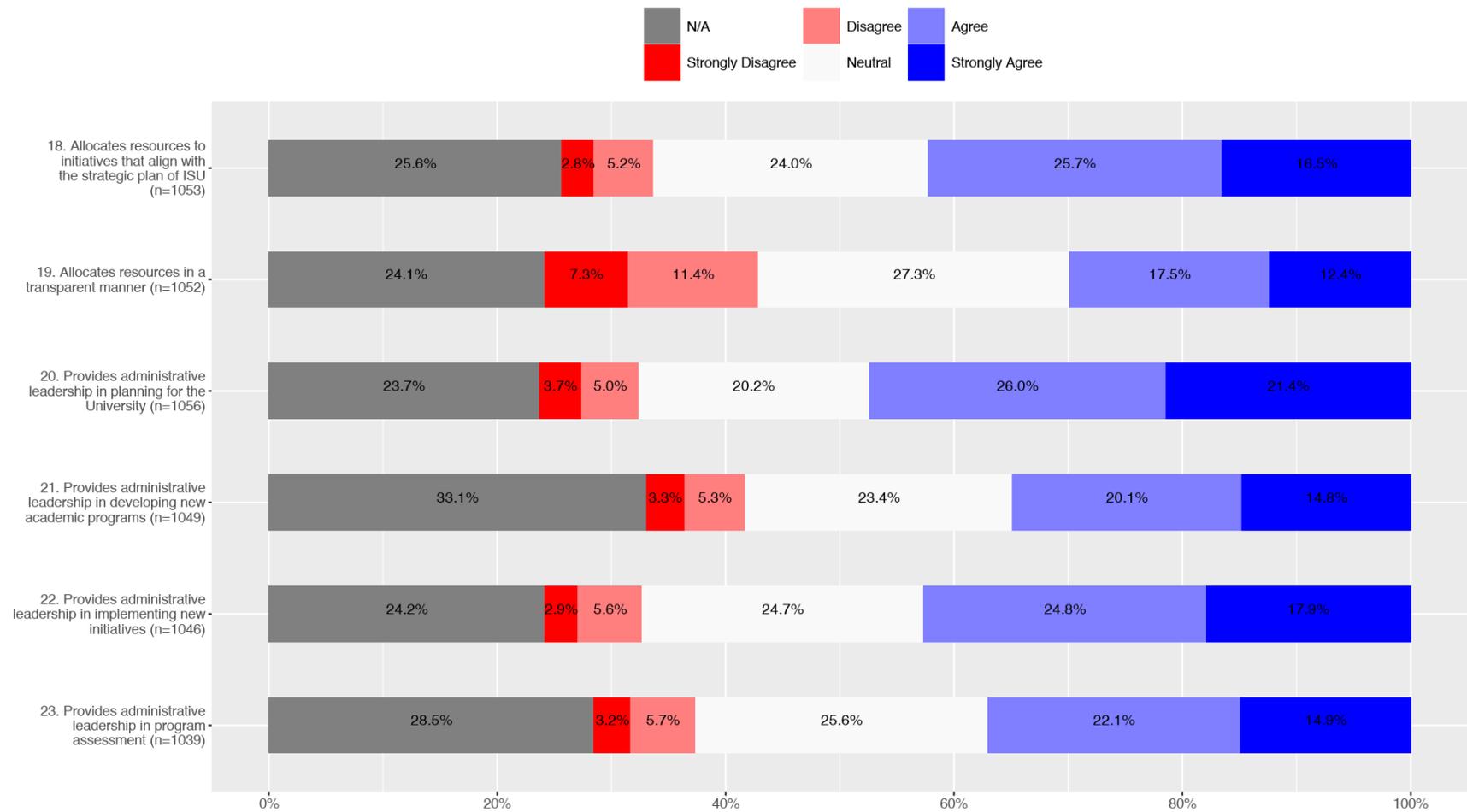
Response Frequencies for the Overall Sample: Items 6-11



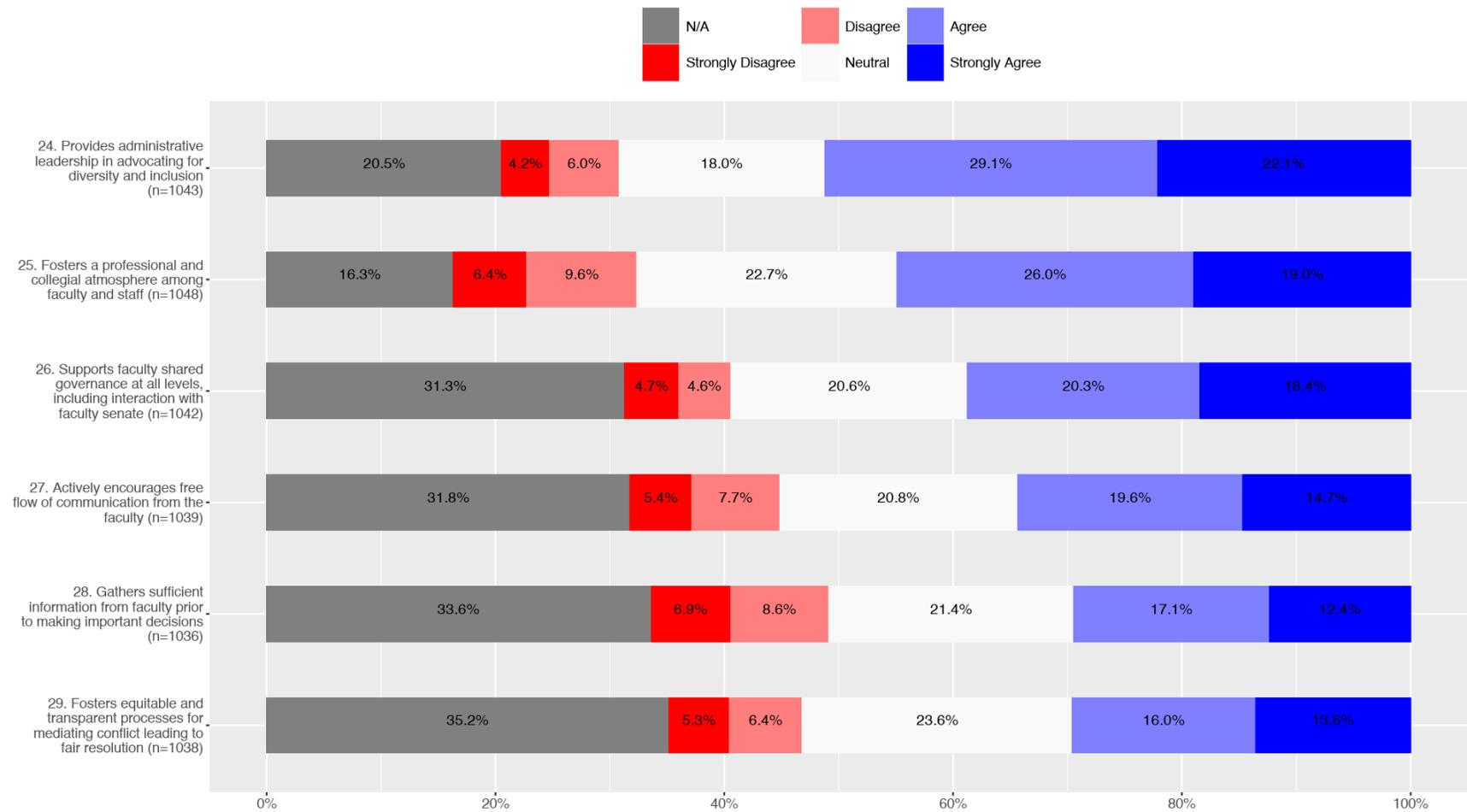
Response Frequencies for the Overall Sample: Items 12-17



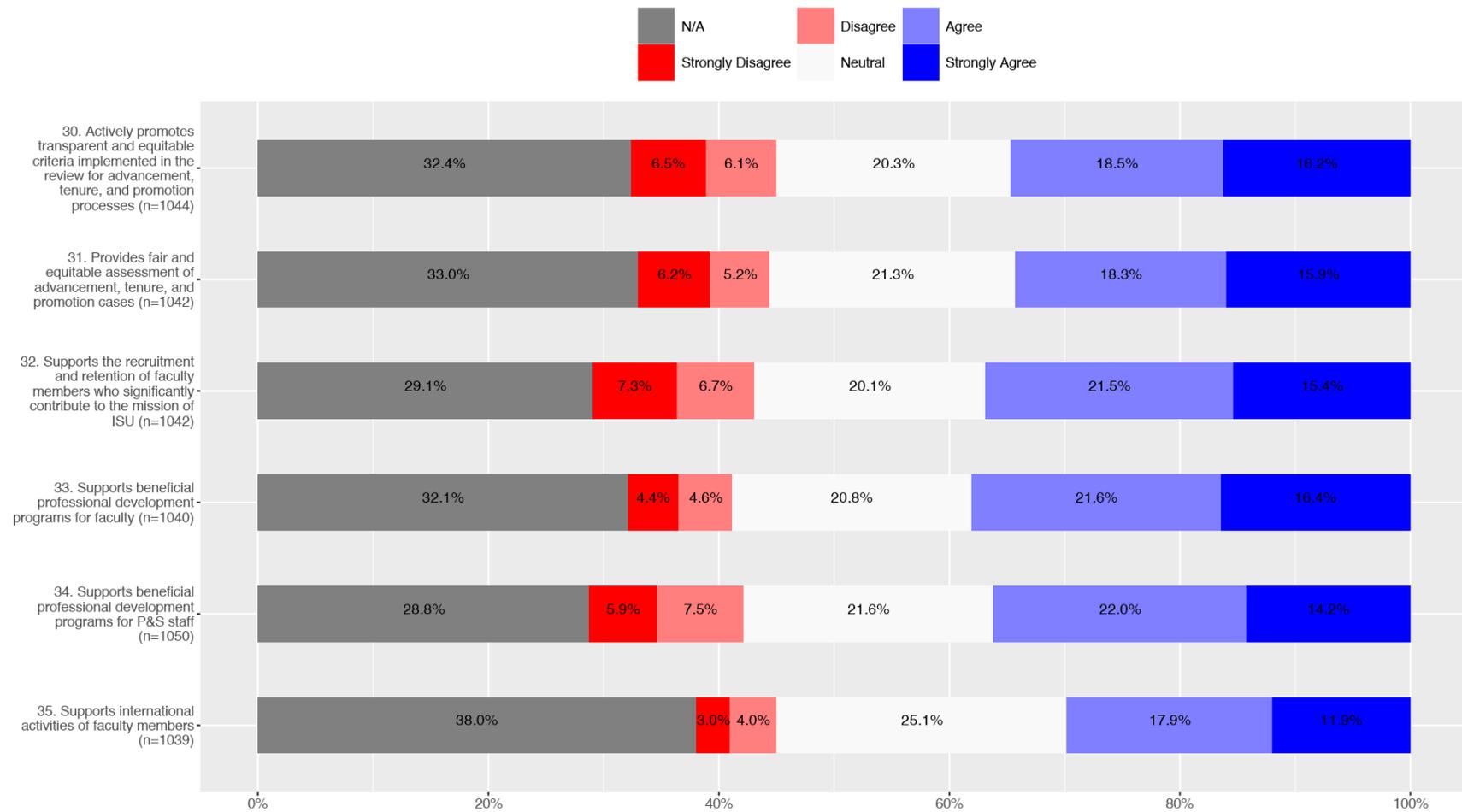
Response Frequencies for the Overall Sample: Items 18-23



Response Frequencies for the Overall Sample: Items 24-29



Response Frequencies for the Overall Sample: Items 30-35



Appendix 6.2 Item Statistics for the Overall Sample

Item Statistics for Overall Sample (N = 1070)

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
6. Actively promotes policies that support the mission and goals of the ISU strategic plan		177 (16.7%)	29 (2.7%)	29 (2.7%)	226 (21.3%)	328 (30.9%)	272 (25.6%)	1061 (100.0%)
Mean (SD)	3.89 (0.99)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	9 (884)							
7. Actively promotes an environment for excellence in student learning at the undergraduate level		242 (22.9%)	25 (2.4%)	62 (5.9%)	191 (18.0%)	321 (30.3%)	218 (20.6%)	1059 (100.0%)
Mean (SD)	3.79 (1.02)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	11 (817)							
8. Actively promotes an environment for excellence in student learning at the graduate and professional levels		252 (23.8%)	32 (3.0%)	70 (6.6%)	209 (19.8%)	302 (28.5%)	193 (18.2%)	1058 (100.0%)
Mean (SD)	3.69 (1.05)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	12 (806)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
9. Actively promotes an environment for excellence in learning and development for post-doctoral scholars		386 (36.5%)	33 (3.1%)	42 (4.0%)	234 (22.1%)	218 (20.6%)	144 (13.6%)	1057 (100.0%)
Mean (SD)	3.59 (1.05)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	13 (671)							
10. Actively promotes an environment for excellence in teaching		221 (20.9%)	37 (3.5%)	79 (7.5%)	200 (18.9%)	318 (30.1%)	203 (19.2%)	1058 (100.0%)
Mean (SD)	3.68 (1.08)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	12 (837)							
11. Actively promotes an environment for excellence in scholarship/research		212 (20.1%)	36 (3.4%)	60 (5.7%)	171 (16.2%)	309 (29.3%)	268 (25.4%)	1056 (100.0%)
Mean (SD)	3.85 (1.08)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	14 (844)							
12. Actively promotes an environment for excellence in extension and outreach		329 (31.2%)	32 (3.0%)	46 (4.4%)	205 (19.4%)	248 (23.5%)	194 (18.4%)	1054 (100.0%)
Mean (SD)	3.73 (1.06)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	16 (725)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
13. Ensures that academic policy and procedures are transparent		181 (17.2%)	62 (5.9%)	97 (9.2%)	248 (23.5%)	260 (24.7%)	206 (19.5%)	1054 (100.0%)
Mean (SD)	3.52 (1.17)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	16 (873)							
14. Supports efficient grant preparation and submission of proposals through the Vice President for Research office (e.g., Grants Hub)		384 (36.5%)	26 (2.5%)	40 (3.8%)	225 (21.4%)	216 (20.5%)	162 (15.4%)	1053 (100.0%)
Mean (SD)	3.67 (1.03)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (669)							
15. Provides efficient post-award support for sponsored projects through the Vice President for Research office (e.g., Sponsored Programs Accounting).		414 (39.3%)	30 (2.8%)	42 (4.0%)	232 (22.0%)	200 (19.0%)	135 (12.8%)	1053 (100.0%)
Mean (SD)	3.58 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (639)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
16. Works effectively with other administrators to anticipate future needs (technology, infrastructure, classroom, laboratory space, etc.) of the faculty		296 (28.1%)	46 (4.4%)	93 (8.8%)	250 (23.7%)	220 (20.9%)	150 (14.2%)	1055 (100.0%)
Mean (SD)	3.44 (1.12)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	15 (759)							
17. Allocates resources that foster disciplinary breadth in academic and research initiatives		315 (30.0%)	46 (4.4%)	79 (7.5%)	231 (22.0%)	232 (22.1%)	147 (14.0%)	1050 (100.0%)
Mean (SD)	3.48 (1.11)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	20 (735)							
18. Allocates resources to initiatives that align with the strategic plan of ISU		270 (25.6%)	30 (2.8%)	55 (5.2%)	253 (24.0%)	271 (25.7%)	174 (16.5%)	1053 (100.0%)
Mean (SD)	3.64 (1.02)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (783)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
19. Allocates resources in a transparent manner		254 (24.1%)	77 (7.3%)	120 (11.4%)	287 (27.3%)	184 (17.5%)	130 (12.4%)	1052 (100.0%)
Mean (SD)	3.21 (1.17)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	18 (798)							
20. Provides administrative leadership in planning for the University		250 (23.7%)	39 (3.7%)	53 (5.0%)	213 (20.2%)	275 (26.0%)	226 (21.4%)	1056 (100.0%)
Mean (SD)	3.74 (1.09)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	14 (806)							
21. Provides administrative leadership in developing new academic programs		347 (33.1%)	35 (3.3%)	56 (5.3%)	245 (23.4%)	211 (20.1%)	155 (14.8%)	1049 (100.0%)
Mean (SD)	3.56 (1.07)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	21 (702)							
22. Provides administrative leadership in implementing new initiatives		253 (24.2%)	30 (2.9%)	59 (5.6%)	258 (24.7%)	259 (24.8%)	187 (17.9%)	1046 (100.0%)
Mean (SD)	3.65 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	24 (793)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
23. Provides administrative leadership in program assessment		296 (28.5%)	33 (3.2%)	59 (5.7%)	266 (25.6%)	230 (22.1%)	155 (14.9%)	1039 (100.0%)
Mean (SD)	3.56 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	31 (743)							
24. Provides administrative leadership in advocating for diversity and inclusion		214 (20.5%)	44 (4.2%)	63 (6.0%)	188 (18.0%)	303 (29.1%)	231 (22.1%)	1043 (100.0%)
Mean (SD)	3.74 (1.11)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	27 (829)							
25. Fosters a professional and collegial atmosphere among faculty and staff		171 (16.3%)	67 (6.4%)	101 (9.6%)	238 (22.7%)	272 (26.0%)	199 (19.0%)	1048 (100.0%)
Mean (SD)	3.50 (1.18)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	22 (877)							
26. Supports faculty shared governance at all levels, including interaction with faculty senate		326 (31.3%)	49 (4.7%)	48 (4.6%)	215 (20.6%)	212 (20.3%)	192 (18.4%)	1042 (100.0%)
Mean (SD)	3.63 (1.15)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (716)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
27. Actively encourages free flow of communication from the faculty		330 (31.8%)	56 (5.4%)	80 (7.7%)	216 (20.8%)	204 (19.6%)	153 (14.7%)	1039 (100.0%)
Mean (SD)	3.45 (1.18)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	31 (709)							
28. Gathers sufficient information from faculty prior to making important decisions		348 (33.6%)	72 (6.9%)	89 (8.6%)	222 (21.4%)	177 (17.1%)	128 (12.4%)	1036 (100.0%)
Mean (SD)	3.29 (1.21)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	34 (688)							
29. Fosters equitable and transparent processes for mediating conflict leading to fair resolution		365 (35.2%)	55 (5.3%)	66 (6.4%)	245 (23.6%)	166 (16.0%)	141 (13.6%)	1038 (100.0%)
Mean (SD)	3.40 (1.16)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	32 (673)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
30. Actively promotes transparent and equitable criteria implemented in the review for advancement, tenure, and promotion processes		338 (32.4%)	68 (6.5%)	64 (6.1%)	212 (20.3%)	193 (18.5%)	169 (16.2%)	1044 (100.0%)
Mean (SD)	3.47 (1.22)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	26 (706)							
31. Provides fair and equitable assessment of advancement, tenure, and promotion cases		344 (33.0%)	65 (6.2%)	54 (5.2%)	222 (21.3%)	191 (18.3%)	166 (15.9%)	1042 (100.0%)
Mean (SD)	3.49 (1.20)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (698)							
32. Supports the recruitment and retention of faculty members who significantly contribute to the mission of ISU		303 (29.1%)	76 (7.3%)	70 (6.7%)	209 (20.1%)	224 (21.5%)	160 (15.4%)	1042 (100.0%)
Mean (SD)	3.44 (1.22)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (739)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
33. Supports beneficial professional development programs for faculty		334 (32.1%)	46 (4.4%)	48 (4.6%)	216 (20.8%)	225 (21.6%)	171 (16.4%)	1040 (100.0%)
Mean (SD)	3.60 (1.12)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	30 (706)							
34. Supports beneficial professional development programs for P&S staff		302 (28.8%)	62 (5.9%)	78 (7.4%)	227 (21.6%)	231 (22.0%)	149 (14.2%)	1049 (100.0%)
Mean (SD)	3.44 (1.16)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	21 (747)							
35. Supports international activities of faculty members		395 (38.0%)	31 (3.0%)	42 (4.0%)	261 (25.1%)	186 (17.9%)	124 (11.9%)	1039 (100.0%)
Mean (SD)	3.51 (1.03)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	31 (644)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

Appendix 6.3 Item Statistics for Overall Sample by Descending Means

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
6. Actively promotes policies that support the mission and goals of the ISU strategic plan		177 (16.7%)	29 (2.7%)	29 (2.7%)	226 (21.3%)	328 (30.9%)	272 (25.6%)	1061 (100.0%)
Mean (SD)	3.89 (0.99)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	9 (884)							
11. Actively promotes an environment for excellence in scholarship/research		212 (20.1%)	36 (3.4%)	60 (5.7%)	171 (16.2%)	309 (29.3%)	268 (25.4%)	1056 (100.0%)
Mean (SD)	3.85 (1.08)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	14 (844)							
7. Actively promotes an environment for excellence in student learning at the undergraduate level		242 (22.9%)	25 (2.4%)	62 (5.9%)	191 (18.0%)	321 (30.3%)	218 (20.6%)	1059 (100.0%)
Mean (SD)	3.79 (1.02)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	11 (817)							
24. Provides administrative leadership in advocating for diversity and inclusion		214 (20.5%)	44 (4.2%)	63 (6.0%)	188 (18.0%)	303 (29.1%)	231 (22.1%)	1043 (100.0%)
Mean (SD)	3.74 (1.11)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	27 (829)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
20. Provides administrative leadership in planning for the University		250 (23.7%)	39 (3.7%)	53 (5.0%)	213 (20.2%)	275 (26.0%)	226 (21.4%)	1056 (100.0%)
Mean (SD)	3.74 (1.09)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	14 (806)							
12. Actively promotes an environment for excellence in extension and outreach		329 (31.2%)	32 (3.0%)	46 (4.4%)	205 (19.4%)	248 (23.5%)	194 (18.4%)	1054 (100.0%)
Mean (SD)	3.73 (1.06)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	16 (725)							
8. Actively promotes an environment for excellence in student learning at the graduate and professional levels		252 (23.8%)	32 (3.0%)	70 (6.6%)	209 (19.8%)	302 (28.5%)	193 (18.2%)	1058 (100.0%)
Mean (SD)	3.69 (1.05)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	12 (806)							
10. Actively promotes an environment for excellence in teaching		221 (20.9%)	37 (3.5%)	79 (7.5%)	200 (18.9%)	318 (30.1%)	203 (19.2%)	1058 (100.0%)
Mean (SD)	3.68 (1.08)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	12 (837)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
14. Supports efficient grant preparation and submission of proposals through the Vice President for Research office (e.g., Grants Hub)		384 (36.5%)	26 (2.5%)	40 (3.8%)	225 (21.4%)	216 (20.5%)	162 (15.4%)	1053 (100.0%)
Mean (SD)	3.67 (1.03)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (669)							
22. Provides administrative leadership in implementing new initiatives		253 (24.2%)	30 (2.9%)	59 (5.6%)	258 (24.7%)	259 (24.8%)	187 (17.9%)	1046 (100.0%)
Mean (SD)	3.65 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	24 (793)							
18. Allocates resources to initiatives that align with the strategic plan of ISU		270 (25.6%)	30 (2.8%)	55 (5.2%)	253 (24.0%)	271 (25.7%)	174 (16.5%)	1053 (100.0%)
Mean (SD)	3.64 (1.02)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (783)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
26. Supports faculty shared governance at all levels, including interaction with faculty senate		326 (31.3%)	49 (4.7%)	48 (4.6%)	215 (20.6%)	212 (20.3%)	192 (18.4%)	1042 (100.0%)
Mean (SD)	3.63 (1.15)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (716)							
33. Supports beneficial professional development programs for faculty		334 (32.1%)	46 (4.4%)	48 (4.6%)	216 (20.8%)	225 (21.6%)	171 (16.4%)	1040 (100.0%)
Mean (SD)	3.60 (1.12)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	30 (706)							
9. Actively promotes an environment for excellence in learning and development for post-doctoral scholars		386 (36.5%)	33 (3.1%)	42 (4.0%)	234 (22.1%)	218 (20.6%)	144 (13.6%)	1057 (100.0%)
Mean (SD)	3.59 (1.05)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	13 (671)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
15. Provides efficient post-award support for sponsored projects through the Vice President for Research office (e.g., Sponsored Programs Accounting).		414 (39.3%)	30 (2.8%)	42 (4.0%)	232 (22.0%)	200 (19.0%)	135 (12.8%)	1053 (100.0%)
Mean (SD)	3.58 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	17 (639)							
21. Provides administrative leadership in developing new academic programs		347 (33.1%)	35 (3.3%)	56 (5.3%)	245 (23.4%)	211 (20.1%)	155 (14.8%)	1049 (100.0%)
Mean (SD)	3.56 (1.07)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	21 (702)							
23. Provides administrative leadership in program assessment		296 (28.5%)	33 (3.2%)	59 (5.7%)	266 (25.6%)	230 (22.1%)	155 (14.9%)	1039 (100.0%)
Mean (SD)	3.56 (1.04)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	31 (743)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
13. Ensures that academic policy and procedures are transparent		181 (17.2%)	62 (5.9%)	97 (9.2%)	248 (23.5%)	260 (24.7%)	206 (19.5%)	1054 (100.0%)
Mean (SD)	3.52 (1.17)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	16 (873)							
35. Supports international activities of faculty members		395 (38.0%)	31 (3.0%)	42 (4.0%)	261 (25.1%)	186 (17.9%)	124 (11.9%)	1039 (100.0%)
Mean (SD)	3.51 (1.03)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	31 (644)							
25. Fosters a professional and collegial atmosphere among faculty and staff		171 (16.3%)	67 (6.4%)	101 (9.6%)	238 (22.7%)	272 (26.0%)	199 (19.0%)	1048 (100.0%)
Mean (SD)	3.50 (1.18)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	22 (877)							
31. Provides fair and equitable assessment of advancement, tenure, and promotion cases		344 (33.0%)	65 (6.2%)	54 (5.2%)	222 (21.3%)	191 (18.3%)	166 (15.9%)	1042 (100.0%)
Mean (SD)	3.49 (1.20)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (698)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
17. Allocates resources that foster disciplinary breadth in academic and research initiatives		315 (30.0%)	46 (4.4%)	79 (7.5%)	231 (22.0%)	232 (22.1%)	147 (14.0%)	1050 (100.0%)
Mean (SD)	3.48 (1.11)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	20 (735)							
30. Actively promotes transparent and equitable criteria implemented in the review for advancement, tenure, and promotion processes		338 (32.4%)	68 (6.5%)	64 (6.1%)	212 (20.3%)	193 (18.5%)	169 (16.2%)	1044 (100.0%)
Mean (SD)	3.47 (1.22)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	26 (706)							
27. Actively encourages free flow of communication from the faculty		330 (31.8%)	56 (5.4%)	80 (7.7%)	216 (20.8%)	204 (19.6%)	153 (14.7%)	1039 (100.0%)
Mean (SD)	3.45 (1.18)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	31 (709)							

Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
16. Works effectively with other administrators to anticipate future needs (technology, infrastructure, classroom, laboratory space, etc.) of the faculty		296 (28.1%)	46 (4.4%)	93 (8.8%)	250 (23.7%)	220 (20.9%)	150 (14.2%)	1055 (100.0%)
Mean (SD)	3.44 (1.12)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	15 (759)							
34. Supports beneficial professional development programs for P&S staff		302 (28.8%)	62 (5.9%)	78 (7.4%)	227 (21.6%)	231 (22.0%)	149 (14.2%)	1049 (100.0%)
Mean (SD)	3.44 (1.16)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	21 (747)							
32. Supports the recruitment and retention of faculty members who significantly contribute to the mission of ISU		303 (29.1%)	76 (7.3%)	70 (6.7%)	209 (20.1%)	224 (21.5%)	160 (15.4%)	1042 (100.0%)
Mean (SD)	3.44 (1.22)							
Median [Min, Max]	4.00 [1.00, 5.00]							
Missing (Valid N)	28 (739)							

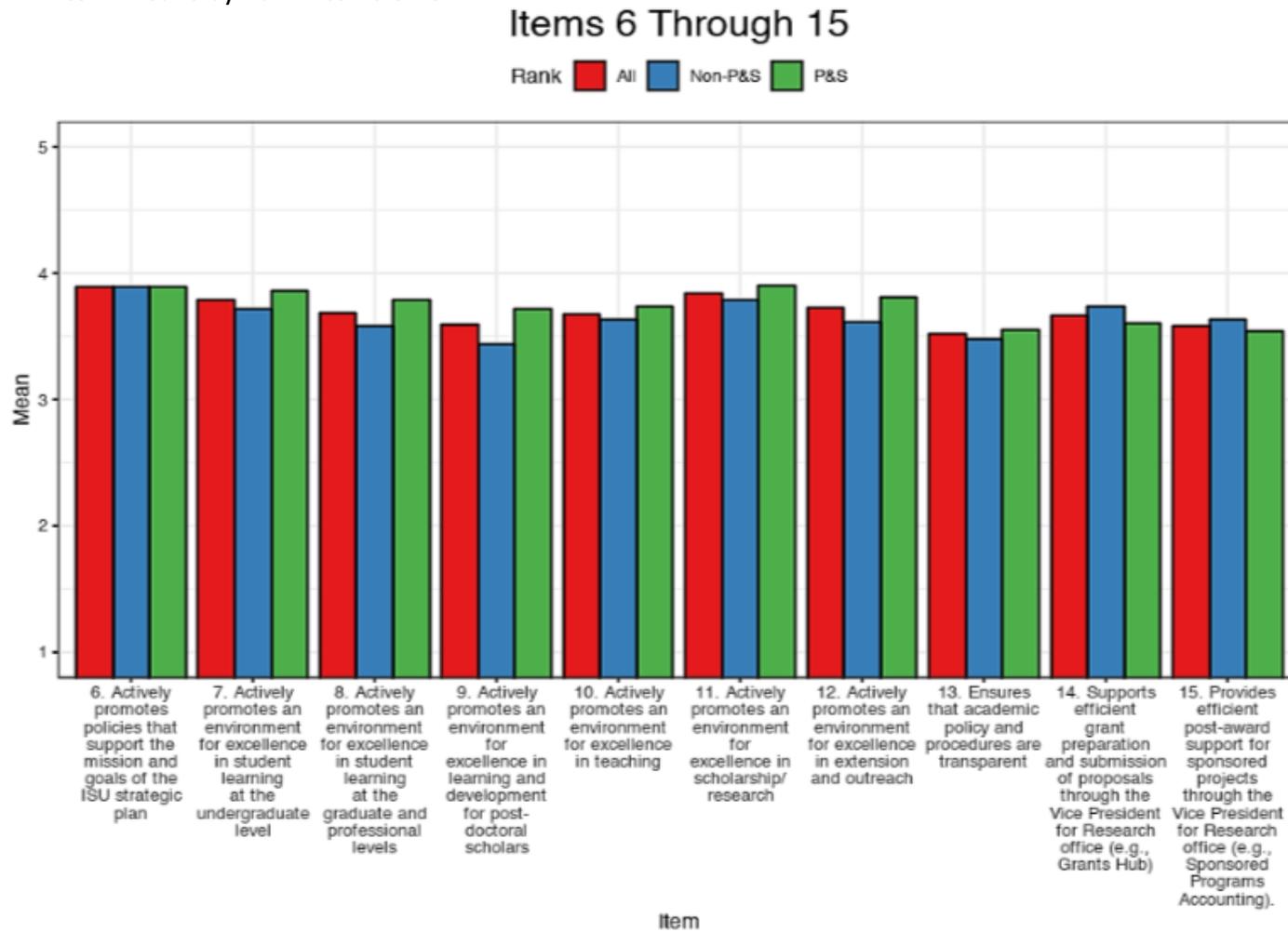
Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

	Descriptive Statistics	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
29. Fosters equitable and transparent processes for mediating conflict leading to fair resolution		365 (35.2%)	55 (5.3%)	66 (6.4%)	245 (23.6%)	166 (16.0%)	141 (13.6%)	1038 (100.0%)
Mean (SD)	3.40 (1.16)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	32 (673)							
28. Gathers sufficient information from faculty prior to making important decisions		348 (33.6%)	72 (6.9%)	89 (8.6%)	222 (21.4%)	177 (17.1%)	128 (12.4%)	1036 (100.0%)
Mean (SD)	3.29 (1.21)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	34 (688)							
19. Allocates resources in a transparent manner		254 (24.1%)	77 (7.3%)	120 (11.4%)	287 (27.3%)	184 (17.5%)	130 (12.4%)	1052 (100.0%)
Mean (SD)	3.21 (1.17)							
Median [Min, Max]	3.00 [1.00, 5.00]							
Missing (Valid N)	18 (798)							

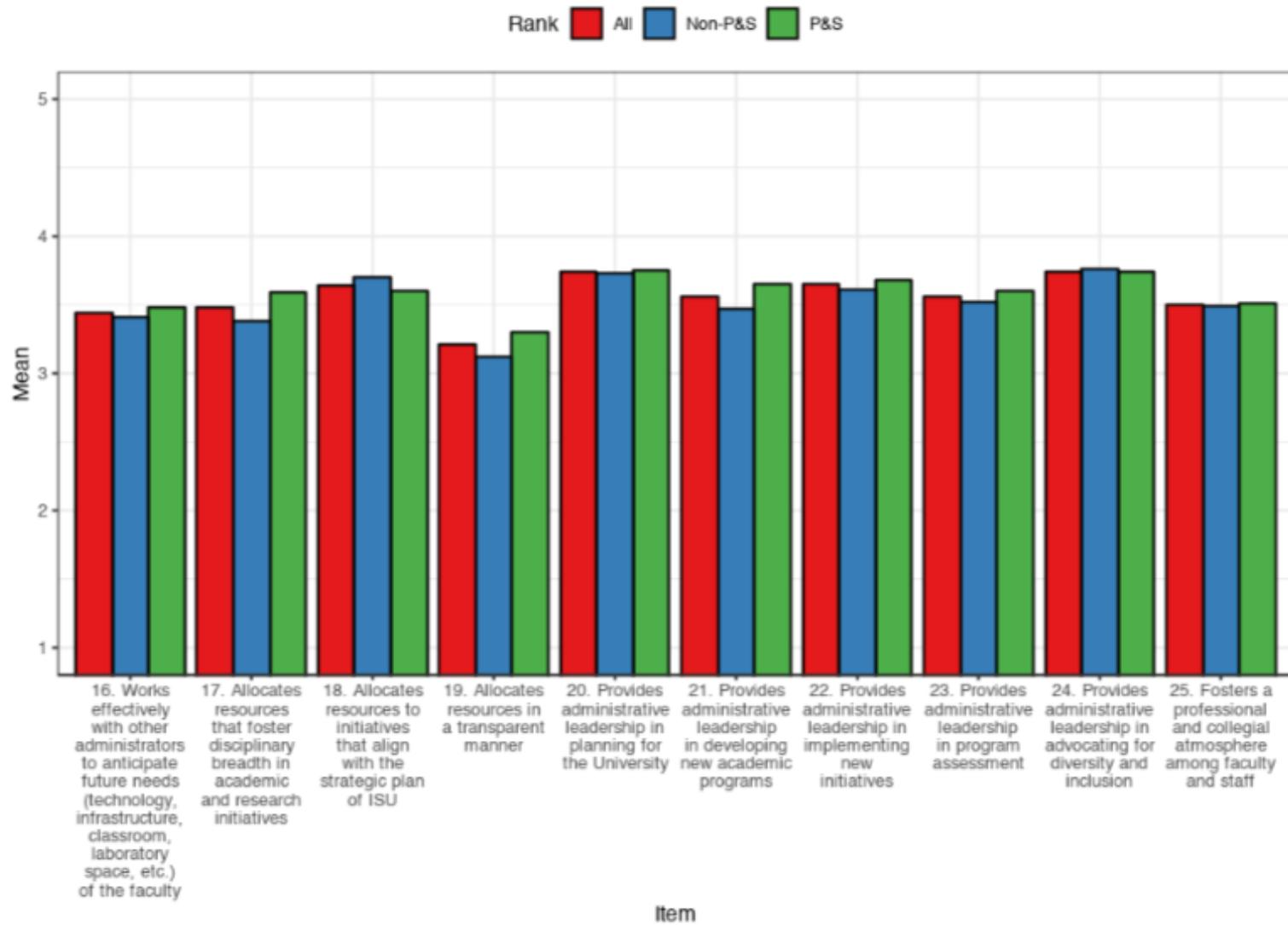
Note: Total sample size reflects all responses to each item. Descriptive statistics computed on Valid N after removing N/A responses

Appendix 6.4 Item Means by Non-P&S and P&S Groups

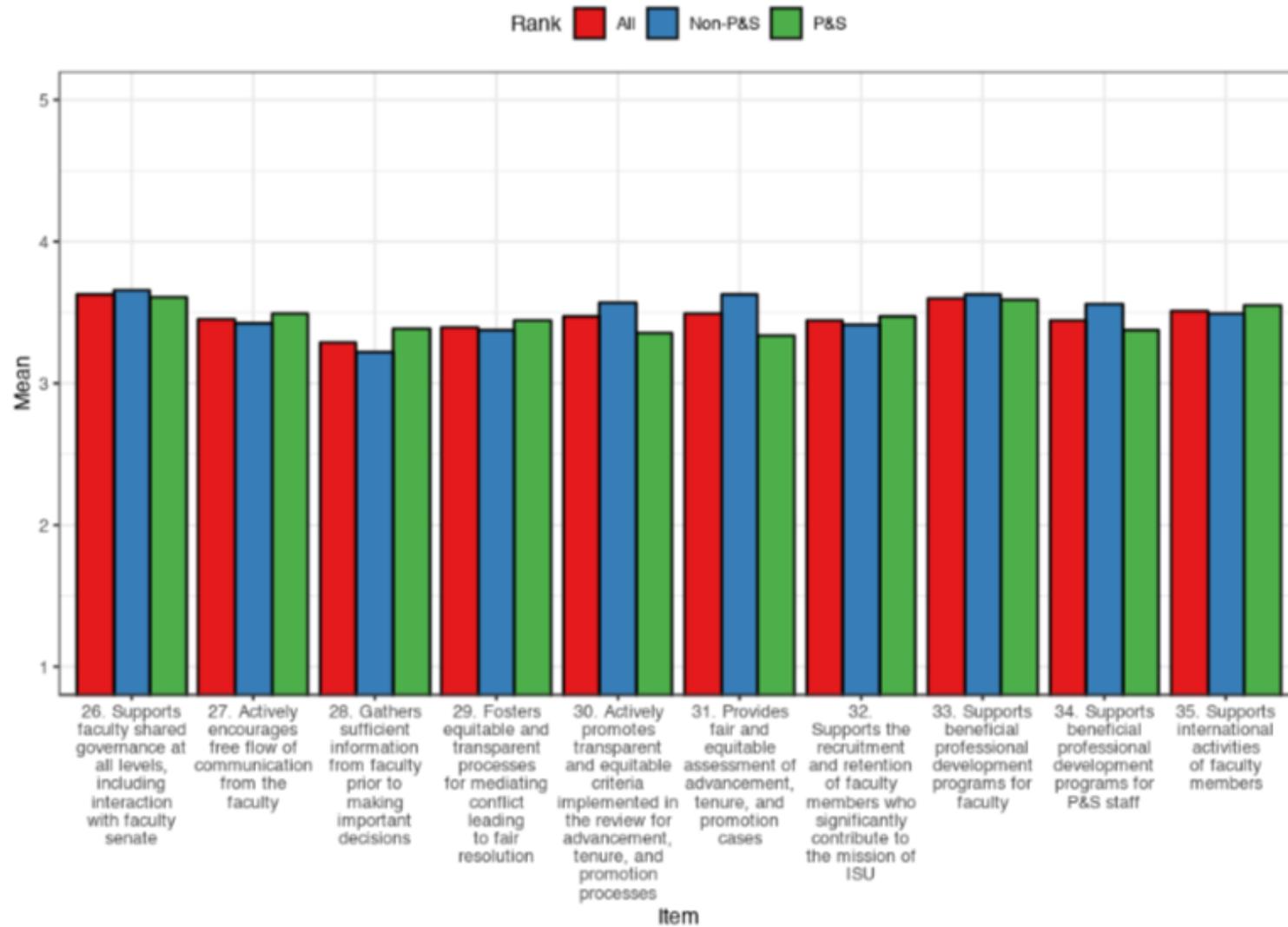
Item Means by Rank: Items 6-15



Items 16 Through 25



Items 26 Through 35



Appendix 6.5
Item Statistics by Job Classification or Rank with N/A Responders Removed

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Department Distinguished Professor	Chair	Assistant or Associate Dean
6. Actively promotes policies that support the mission and goals of the ISU strategic plan									
Mean	3.89	3.64	4.18	3.86	3.71	3.84	4.11	4.47	4.67
SD	0.92	1.07	0.73	0.97	1.21	1.09	1.13	0.70	0.50
Valid N	485	45	33	72	89	97	28	19	9
7. Actively promotes an environment for excellence in student learning at the undergraduate level									
Mean	3.86	3.62	3.89	3.65	3.61	3.58	3.93	4.33	4.67
SD	0.89	1.15	1.05	1.06	1.20	1.23	1.15	0.59	0.50
Valid N	435	45	35	62	84	93	28	18	9
8. Actively promotes an environment for excellence in student learning at the graduate and professional levels									
Mean	3.79	3.45	3.90	3.62	3.42	3.44	3.86	4.21	3.78
SD	0.93	0.98	1.05	1.07	1.24	1.30	1.15	0.86	0.83
Valid N	427	38	29	68	85	96	28	19	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
9. Actively promotes an environment for excellence in learning and development for post-doctoral scholars									
Mean	3.72	3.61	4.00	3.39	3.41	3.20	3.54	3.86	3.50
SD	0.94	1.09	0.80	1.12	1.23	1.19	1.25	0.95	0.55
Valid N	376	31	20	51	61	82	24	14	6
10. Actively promotes an environment for excellence in teaching									
Mean	3.74	3.31	3.95	3.79	3.50	3.46	3.82	4.16	3.89
SD	0.94	1.20	1.05	1.08	1.31	1.26	1.25	0.69	1.27
Valid N	439	45	37	70	86	96	28	19	9
11. Actively promotes an environment for excellence in scholarship/research									
Mean	3.90	3.57	4.24	3.89	3.53	3.63	3.85	4.37	4.89
SD	0.95	1.09	0.94	1.00	1.41	1.25	1.32	0.68	0.33
Valid N	448	37	33	76	89	98	27	19	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Department Distinguished Professor	Chair	Assistant or Associate Dean
12. Actively promotes an environment for excellence in extension and outreach									
Mean	3.81	3.49	3.81	3.82	3.53	3.45	3.45	4.07	3.71
SD	1.02	1.04	1.06	1.04	1.28	1.14	0.83	0.80	1.25
Valid N	428	37	26	55	60	71	20	15	7
13. Ensures that academic policy and procedures are transparent									
Mean	3.55	3.27	3.97	3.52	3.32	3.31	3.50	4.05	4.44
SD	1.06	1.15	1.16	1.19	1.43	1.36	1.27	0.85	0.88
Valid N	476	44	33	71	88	99	26	19	9
14. Supports efficient grant preparation and submission of proposals through the Vice President for Research office (e.g., Grants Hub)									
Mean	3.60	3.64	4.10	3.94	3.68	3.58	3.67	3.73	4.13
SD	0.96	0.87	0.83	1.07	1.26	1.05	1.21	0.80	0.84
Valid N	322	28	21	72	77	92	27	15	8

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
15. Provides efficient post-award support for sponsored projects through the Vice President for Research office (e.g., Sponsored Programs Accounting).									
Mean	3.54	3.36	3.94	3.92	3.49	3.41	3.85	3.63	4.13
SD	0.98	0.66	0.85	0.93	1.37	1.08	1.22	0.81	0.64
Valid N	323	22	16	66	70	86	26	16	8
16. Works effectively with other administrators to anticipate future needs (technology, infrastructure, classroom, laboratory space, etc.) of the faculty									
Mean	3.48	3.28	3.70	3.54	3.22	3.24	3.58	3.69	4.33
SD	1.03	0.91	1.29	1.18	1.34	1.25	1.10	1.01	0.71
Valid N	406	36	30	61	79	90	24	16	9
17. Allocates resources that foster disciplinary breadth in academic and research initiatives									
Mean	3.59	3.25	3.89	3.63	3.21	3.20	3.04	3.82	3.89
SD	0.99	0.67	1.12	1.16	1.39	1.23	1.34	1.02	0.78
Valid N	372	32	27	68	82	93	27	17	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
18. Allocates resources to initiatives that align with the strategic plan of ISU									
Mean	3.60	3.66	4.00	3.86	3.58	3.48	3.85	4.06	4.00
SD	0.99	0.79	0.98	0.92	1.25	1.14	0.91	0.75	0.50
Valid N	424	32	28	64	81	93	27	17	9
19. Allocates resources in a transparent manner									
Mean	3.30	3.14	3.32	3.37	2.90	2.94	3.04	3.53	3.63
SD	1.09	0.93	1.28	1.21	1.37	1.39	1.07	1.18	0.92
Valid N	435	36	31	65	81	89	28	17	8
20. Provides administrative leadership in planning for the University									
Mean	3.75	3.55	4.06	3.74	3.52	3.66	3.93	4.11	4.44
SD	1.02	1.01	0.93	1.13	1.29	1.27	0.94	0.90	0.53
Valid N	440	38	31	62	82	90	28	18	9
21. Provides administrative leadership in developing new academic programs									
Mean	3.65	3.54	3.86	3.55	3.29	3.29	3.39	3.76	4.33
SD	0.94	1.02	0.89	1.10	1.32	1.32	1.10	1.09	0.50
Valid N	366	37	28	51	79	79	28	17	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
22. Provides administrative leadership in implementing new initiatives									
Mean	3.68	3.67	3.86	3.62	3.46	3.47	3.74	3.89	4.33
SD	0.98	1.01	0.92	1.08	1.22	1.19	0.98	0.83	0.71
Valid N	430	39	29	61	81	91	27	18	9
23. Provides administrative leadership in program assessment									
Mean	3.60	3.30	3.84	3.72	3.18	3.45	3.83	3.94	3.89
SD	0.99	0.94	0.95	0.98	1.15	1.27	1.01	0.90	0.78
Valid N	399	37	32	57	74	86	24	17	9
24. Provides administrative leadership in advocating for diversity and inclusion									
Mean	3.74	3.58	4.21	3.62	3.49	3.76	4.11	4.33	4.11
SD	1.05	1.11	0.91	1.23	1.25	1.13	0.97	0.91	1.36
Valid N	447	38	34	66	89	93	27	18	9
25. Fosters a professional and collegial atmosphere among faculty and staff									
Mean	3.51	3.40	3.73	3.59	3.26	3.35	3.63	4.00	4.44
SD	1.12	0.96	1.22	1.17	1.33	1.35	1.25	1.19	1.01
Valid N	486	42	37	63	91	96	27	18	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
26. Supports faculty shared governance at all levels, including interaction with faculty senate									
Mean	3.61	3.56	3.94	3.71	3.45	3.43	4.00	4.29	4.78
SD	1.01	0.97	1.13	1.14	1.35	1.40	1.24	0.85	0.44
Valid N	342	36	34	63	85	95	27	17	9
27. Actively encourages free flow of communication from the faculty									
Mean	3.49	3.37	3.76	3.45	3.24	3.20	3.78	3.76	4.44
SD	1.06	1.02	1.23	1.15	1.39	1.36	1.05	1.15	1.01
Valid N	332	41	34	64	85	93	27	17	9
28. Gathers sufficient information from faculty prior to making important decisions									
Mean	3.39	3.07	3.75	3.17	3.03	3.17	3.22	3.71	3.78
SD	1.07	1.01	1.19	1.28	1.48	1.40	1.16	1.05	1.09
Valid N	313	41	32	66	80	96	27	17	9

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
29. Fosters equitable and transparent processes for mediating conflict leading to fair resolution									
Mean	3.44	3.20	3.96	3.48	3.11	3.22	3.48	3.82	4.50
SD	1.06	1.08	1.08	1.02	1.41	1.33	1.28	1.19	0.54
Valid N	348	35	24	54	72	85	23	17	8
30. Actively promotes transparent and equitable criteria implemented in the review for advancement, tenure, and promotion processes									
Mean	3.36	3.08	3.69	3.57	3.34	3.59	4.04	4.33	4.13
SD	1.09	1.28	1.38	1.22	1.38	1.29	1.29	1.03	1.46
Valid N	318	37	32	74	87	98	27	18	8
31. Provides fair and equitable assessment of advancement, tenure, and promotion cases									
Mean	3.34	3.26	3.61	3.51	3.45	3.69	4.04	4.33	4.50
SD	1.05	1.20	1.33	1.28	1.38	1.26	1.29	1.03	0.76
Valid N	318	38	31	67	86	98	27	18	8

Note: Descriptive statistics computed on Valid N after removing N/A responses

	P&S	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor	Morrill, University, or Distinguished Professor	Department Chair	Assistant or Associate Dean
32. Supports the recruitment and retention of faculty members who significantly contribute to the mission of ISU									
Mean	3.47	3.38	3.58	3.28	3.14	3.49	3.33	4.28	4.13
SD	1.11	1.03	1.36	1.37	1.39	1.32	1.33	0.75	1.13
Valid N	354	40	36	69	86	93	27	18	8
33. Supports beneficial professional development programs for faculty									
Mean	3.59	3.29	3.74	3.68	3.45	3.59	3.67	4.44	4.75
SD	1.00	1.08	1.29	1.27	1.30	1.18	1.00	0.78	0.46
Valid N	317	41	35	73	85	94	27	18	8
34. Supports beneficial professional development programs for P&S staff									
Mean	3.38	3.52	3.81	3.41	3.52	3.32	3.74	4.19	4.43
SD	1.18	0.79	1.25	1.17	1.17	1.21	0.73	0.91	0.79
Valid N	492	23	21	49	48	65	19	16	7
35. Supports international activities of faculty members									
Mean	3.55	3.69	4.00	3.50	3.24	3.45	3.16	3.88	3.88
SD	0.92	0.86	1.07	1.08	1.14	1.18	1.18	0.96	0.84
Valid N	306	32	27	64	76	82	25	16	8

Note: Descriptive statistics computed on Valid N after removing N/A responses

Appendix 6.6

Summary of Open-Ended Responses

The faculty and P&S survey ended with two open-ended questions that captured opinions regarding what the OSVPP was doing well and what could be done better. The resulting qualitative data for each was analyzed by Research Institute for RISE staff. The summaries of the qualitative data analyses are provided below.

Summary for “In your opinion, what functions of the Office of the Senior Vice President and Provost (OSVPP) are done well?”

One of the most common themes was the Office’s support of research. One respondent mentioned, “A large portion of effort from the [OSVPP] is directed towards research, and without those dollars, we could not recruit exceptional staff and students.” Similarly, several respondents stated that they appreciated the assistance they receive from the OSVPP to pursue grants.

Along with supporting research and grants, several respondents indicated that the OSVPP does a good job supporting teaching. Specifically, a few respondents lauded the Office’s attempts to recognize lecturers. “I also commend the efforts to recognize teaching faculty by changing titles. This does make me feel that teaching is as important at ISU as research, as our mission states,” one respondent commented. Another person stated, “I appreciate that lecturers are recognized and appreciated in December each year with the reception at Reiman Gardens.”

Several respondents also wrote that faculty support is a function that the OSVPP does well. One person remarked, “Thank you for your understanding and acknowledging the effort of our faculty.” Another respondent mentioned that they were pleased with the professional development opportunities available to faculty. Along these lines, a few respondents commended the OSVPP’s efforts to retain faculty. One person wrote, “From a non-academic department standpoint, I think the Provost’s office has done a nice job advocating for the support and retention of quality faculty members.”

In line with faculty support, respondents discussed their satisfaction with promotion and tenure policies and procedures. One person said, “The PT process seems to be well run.” Another respondent commented that “clarity in the P&T process” is something the OSVPP does well. Similarly, a number of respondents mentioned that they were pleased with the guidance and assistance they receive for advancement, especially the workshops for promotion and tenure.

Another common theme was applauding the OSVPP’s efforts to foster collaboration across the university. Respondents wrote that the Office does a good job “Foster[ing]

interactions between the colleges” and “facilitating interaction among groups at all levels.” Mirroring these opinions, another person commented, “Overall, the Office of the Senior Vice President and Provost is doing a lot of work to ensure a high-quality collaborative environment among the faculty members.”

Additionally, respondents were pleased with the OSVPP’s efforts to promote diversity and inclusion. “I feel that diversity and inclusion have been an appropriate focus and encouraged nicely in past years,” one respondent stated. Another person wrote, “The efforts to improve diversity and inclusion and promote excellence in teaching are laudable.”

A number of respondents also praised the OSVPP for its communication, transparency, and openness. Respondents discussed that they were satisfied with how the OSVPP shares information about important decisions, particularly with faculty, as well as how the Office’s transparency has helped build trust. Others mentioned that the OSVPP seems to welcome input. One respondent wrote, “Everyone [at the OSVPP] is open, approachable, willing to listen.” Another person remarked, “The Provost and Office Staff listen and often ask ‘What do you think?’, ‘What can we do to help?’ etc.”

Respondents also discussed that the OSVPP does a good job of working toward Iowa State’s mission, as well as developing and implementing a vision and strategic plan for the university. One person remarked, “The Office of the Senior Vice President and Provost has done a great job promoting policies that support the mission and goals of the ISU strategic plan.”

Respondents discussed several other functions that the OSVPP does well, albeit with less frequency relative to those mentioned above. These functions included professional development, extension and outreach activities, new programs and initiatives, undergraduate academics, shared governance, strong leadership, dean hires, professionalism, and fiscal management in an era of inadequate budgets.

Summary for “In your opinion, what functions can be done better?”

The most common function that respondents stated the OSVPP could do better is support for staff. Several respondents discussed that staff members do not receive nearly the same level of attention from the university as faculty. One person wrote, “We need to focus on staff more. The [OSVPP] does a great job of helping and promoting faculty but staff always seem to take a back seat and seem to be taken for granted.” Another person responded, “Constantly praising faculty achievements and valuing their input while virtually ignoring what professional and scientific staff do is irresponsible.” As evidence of this bias, several respondents pointed out that this survey contained several questions relating to faculty recruitment and retention but not staff.

Respondents offered several recommendations for providing better support of staff. Some respondents suggested that the university expand the professional development opportunities

that are available to staff. Several wrote that the university should offer more clarity regarding the expectations of staff for advancement. Others commented that the university should provide more recognition and validation to staff on par with what faculty receive. Furthermore, respondents mentioned that they feel staff deserve better pay and more involvement in university decisions.

Respondents also expressed concern over what they saw as the decline in quality and prestige of Iowa State University. Several respondents attributed this issue to high admission rates, low academic standards, and difficulty recruiting and retaining quality faculty.

Another commonly cited function that respondents felt the OSVPP could do better is recognizing and supporting extension and outreach. One person wrote that the OSVPP “Does not support nor recognizes extension faculty and staff as being important.” Another person stated that the Provost Office should be “Including Extension and Outreach as an essential part of the University - recognition of, and involvement with.” Regarding outreach, one respondent stated, “There is insufficient focus on the land-grant mission of the University – it should be more than just having Extension. The University should value, support and incentivize community engagement initiatives of faculty and staff to encourage outreach and impact in the community.”

Additionally, several respondents mentioned that the OSVPP needs to provide better oversight of chairs and deans, which some felt have too much power in their departments. “Department chairs have absolute powers. Provost Office and faculty handbook are irrelevant in almost all cases,” one person wrote. Another respondent commented, “As things are now, [deans and chairs] have become lifetime sinecures.” To deal with this issue, one person suggested “Monitoring a new chair's performance for the first two-three years... Faculty members go through the probation period. Why not for chairs?”

Several of the other most commonly cited functions that respondents felt the OSVPP could do better were also mentioned in the previous question as things the Office does well. For example, respondents frequently stated that the Office could improve its communication, openness, and transparency. Respondents commented that they would like to know more about what the OSVPP is doing, particularly in terms of implementing new policies, and that the Office should be more visible and increase its interactions with faculty and staff across campus. A few respondents discussed that communicating with faculty directly rather than through deans would help advance communication.

As far as transparency, respondents would like to have more access to information, as well as increased involvement in important decisions. Several respondents complained of the lack of transparency regarding budgeting decisions, particularly in terms of resource allocation.

For several reasons, respondents also voiced displeasure with promotion and tenure policies and procedures. Some mentioned that they would like clearer guidelines and increased

transparency. One person wrote that the OSVPP needs to have a “More careful review of promotion and tenure cases when there are significant discrepancies in the evaluations of department committees, department chairs, college committees and those of the dean.” Another person discussed that they would like “Clear directions on how to document teaching from a P&T perspective that go beyond student evaluations of teaching.”

Although frequently listed as a strength, several respondents commented that the OSVPP could improve its effort to promote diversity and inclusion. One person stated that “promoting and celebrating diversity would be nice. I feel the university has the responsibility to teach, encourage, and promote diversity. It should not be restricted to race or gender but also nationality, dietary (vegetarian, vegan, etc.) and thought.” Another person wrote that the Office needs to make “actual efforts beyond simply promoting inclusion, but making actual change. Do more to make colleges and departments get on board with the university's efforts around inclusion.” A few respondents mentioned that the university needs to be more accepting of conservative political opinions.

Faculty retention was another major concern of respondents. Some respondents attributed the university's difficulty in retaining faculty to its low salaries, which they contended lead many faculty members to seek jobs at other universities. One person wrote, “Faculty seem undervalued because they are under-paid. Compared to peer institutions in the Midwest, faculty earn 70% salary at every level of professor. This is abominable and causes faculty to continually seek jobs elsewhere.” Several respondents were specifically concerned with the university's efforts to recruit and retain diversity faculty.

Other respondents felt that the OSVPP needs to do more to foster collaboration across the university. One person mentioned, “An atmosphere of collaboration and sharing should be pushed more strongly I feel, especially in the context of technology purchases. It seems to me that most PIs would much rather have their own fiefdom instead of having to use centrally managed resources.” Another person wrote about the need for “More creation of a cohesive unit and opportunities for faculty/staff interaction/collaboration” and “More information sharing.” A few respondents specifically mentioned that the Office needs to do a better job of encouraging collaboration between academic affairs and student affairs, with one person stating that these offices “are put in competition rather than creating collaborative decisions that are best for the university and students from both areas.”

Other functions that respondents indicated needing improvement include resolving faculty conflicts, increasing support of lecturers and non-tenure-track faculty, expanding support for research, mitigating administrative/bureaucratic barriers, and raising salaries.