CHAIR'S COUNCIL MEETING #1
Agenda (Version 1.1)

ATTENDANTS (SEE BELOW MINUTES AND ADDENDUMS)

<u>GUESTS</u>
SUSAN MYERS-SHIRK (True Blue Core update – SEE True Blue PowerPoints Addendum)
- 41 hours lower division
- 12 hours in foundational skills and 29 hours in four knowledge domains
- Each of the knowledge domains has a discovery and explorations subcategory.
- The current structure is a compromise that incorporates current GE classes in the new program.
- Each True Blue Core Foundational Skills will meet 8 student learning outcomes (SLO)
  - SLO – tailored to MTSU and has been identified as crucial skills by faculty and employers.
    - SLOs also align with accreditation requirements.
- All previous curricula will work with new GE requirements (helps with AP, transfers, and dual enrollment classes, etc.)
- [New True Blue Website](#)
- They (the gen ed office) are currently developing Blueprints for paths of study
- They are currently developing study abroad to the True Blue Core
- They are looking to make this new program more appealing with "Core Scholars" who will get chords at graduation. Core Scholars, Study Abroad Core, Center for True Blue Core, Blueprints will not launch until 2025 (specialized tracks)
- The new gen ed curriculum launched summer 2024 (True Blue Core and foundations).
- They are currently working on
  - Catalogue and Degreeworks changes
  - Training for Advisors
  - Training for faculty (a video) in November
- They are promoting this new program
  - Conferences and conventions
  - True Blue Tour
  - Launch Party January 2024
- Want to put new courses in need to be into the gen ed committee by December 2023
  - But consider how many areas it needs to get approved by (e.g., department, college, etc.) before it goes to the gen ed committee.
- Assessments – what they look like and how they will be evaluated.
  - Working on an assessment process
  - Every outcome will be assessed over a three-year cycle.
  - They want to focus on assessment as reflected practice rather than compliance.
  - Not evaluating faculty performance or student achievement
    - Using multi-stage cluster random sampling
    - The most they will ask faculty to do is to submit assignment to D2L shell at the end of the semester.

- There will be an assessment committee paid to evaluate them AP exams style.
- Then they will debrief and set goals for the next round of assessment.
  - o Have a recertification process.
    - Every 6 years, we will have to submit info on our True Blue Core class to see if class is still meeting standards.
- Will be revising policy to change name of gen ed committee to True Blue Core Committee.
- Peck Hall 216 – the space for the center

MARY HOFFSCHWELLE (*In Process* - Fall 2023 Sked (full sked at end))
  - o Search in email for Mission Review Survey (sent from IEPR but with president's signature). Try to complete that survey regarding our mission and vision statements.
    - o Will produce a draft for institution-wide comment in November.
    - o The revisions of these statements help set the strategic plan for the university for 2025-2030.
    - o Encourage faculty, staff, and students to take surveys.
  - o Accreditation
    - o Will receive message soon about substantive change.
      - Any substantial changes you are planning will be implemented in July 2024.
    - o Starting work now to submit first accreditation compliance report by September 2025.
    - o Will host on-site reviewers in spring 2026.
    - o Where chairs play the largest role
      - Faculty hires
        - How do we employ faculty?
        - How are faculty evaluated?
        - Faculty qualifications/credentials
        - Faculty assessment
        - P&T policies
        - See the new faculty credentials manual.
        - Have a new GTA instructor of record form.
      - Academic programs
        - How we create, design, implement, and coordinate programs.
      - Students
        - Student complaints – must show a process for students to voice complaints.
          - o Does not include social media or ratemyprofessor.com.
          - o Only written complaints, not oral.
          - o Must show we can show how students can voice a complaint and how we respond.
            - Will not be rated on response.
      - In terms of student complaints, how far back do the records need to be?
        - 2024-2025

- May receive requests now from Mary to show where we have gaps.
- We have a decentralized process for complaints at MTSU and handle complaints from the ground up (e.g., instructor, chair, dean, etc.)
- What about emails from parents and spouses?
  - Those are not required to be given over for accreditation.
- Is it only complaints that reach the chair?
  - Yes.
- What would an acceptable system for SACS?
  - Create a separate folder of all those emails and responses.

COUNCIL BUSINESS
PH.D. PROJECT ANNOUNCEMENT (Stuart Fowler)
- Announcement: The college of business repurchased membership in PhD Project.
  - Focuses on jobs for historically underrepresented populations.
  - Post your jobs in that forum as well as any other place you post.
- When we must put a posting in the PageUp system, there are default places where the ad goes, and if we go beyond that, we have to get equity and compliance approval. Can you get a blanket approval to put positions on that site?
  - Will try to do that.
  - Usually, equity and compliance want to ensure they know where the job is posted, not approval.

UNDERGRAD ENROLLMENT FIGURES (Steve Severn)
- Referencing data below.
  - The provost said enrollment is up, but the overall undergraduate level at MTSU is not, especially if you take out DE students.
    - Still hemorrhaging students at junior and senior level.
      - Are we feeling the pinch of the reduction of community college enrollment?
      - Or are students just not getting through?
    - The only reason we are up is because of DE students. This will benefit us in terms of budget and lines, but it is not an accurate picture they are presenting.
- Where are the students who get the TN one class waiver (e.g., state employees)
  - We do not know. Most of those students listed as "special" are DE.

UNIVERSITY UNDERGRAD ENROLLMENT AT CENSUS

	2022	2023	% Diff
Frosh	3595	3924	**9.15%**
Soph	3107	3138	**1.0%**

Junior	4148	3952	**-4.73%**
Senior	5393	5107	**-5.30%**
TOTAL	16243	16121	**-0.75%**
DE / UG SPECIAL	1200	1652	**37.67%**
DE as % of total Undergrad	6.88%	9.29%	**2.41%**

DEBRIEF OF PROVOST VISIT & NEXT STEPS (ALL)
- The provost talked with David Butler after the meeting, as Steve got an email from David on Friday.
- It is apparent that no one in the provost office knows how long it takes to do a workload at the chair-level.
    - He said workloads are for the 5% of faculty who do not do anything.
    - If it is for pointing out people who are not doing teaching, research, and service, we could point that out better in their annual evaluation. The workload is the mechanical way of doing that. The annual evaluation is where this gets highlighted.
- There is a much better way to do it, and we could put forth a proposal. But it does not seem worth our time to do it.
    - The explanation is that we must have workloads because sometimes people try to sue us. This is not a good reason.
    - We cannot give up. We need to keep up and provide solutions rather than just complaining. If we do not provide a solution, they will dismiss it.
    - Faculty workload is a focal point of faculty senate this year.
    - The provost seems to be open to improve the process of workload, but it is likely not going away. We should focus on these types of things as a starting point.
- We were happy that he was semi-committed to increasing instructor lines. We should follow up on that.
- Surprised and puzzled that the reason he gave to not allowing more instructor lines to be created was that someone in equity and compliance said it was a problem, and he just took their words. There was no follow-up to see if that was accurate, and it is affecting us.
- With release time, they want them so early that it is not an accurate representative of what is being accomplished because things change in the lives of our faculty members. The problem is there is a misunderstanding about the system by those who work with workloads.
- We need to continue to educate in a sensitive way that this system is broken, and it is eating up our time.
- Propose that our next step is to schedule another meeting like we had with the provost David Butler and Amy Harris regarding research and graduate programs.
    - We need David Butler to talk to us.
    - We need a clear document of how the graduate school and the departments work together.

DEPT HEALTH CHECK-UPS (Amy Atchison)

- Issues related to morale as a big concern – we mentioned this at the retreat.
  - But this is not isolated to a few departments.
  - We should ask a question at the end of our check-ups regarding what the university is planning to do to address faculty and staff morale.
  - Can we make a commitment to ask that?
  - Instead, we ask for a dedicated survey to ask questions about morale among faculty and staff so that they can measure it across the departments.
    - They will like data-driven information.
    - Do it on a regular basis to get a more accurate picture at the university.
  - Was there a survey sent around last year regarding workplace morale?
    - A diversity and inclusion survey went out.
    - They usually do something like this semi-annually. We did it before the pandemic.
    - We could create our own survey if we want specific data if we are interested in this.
  - If no one does anything about it, what good is the survey?
    - It would be better if we had a collective action to say we are worried about this, and they need to tell us they see the information and are ignoring it.
    - We should do it more specifically to point to specific issues.
  - The provost needs to be thinking about this, not just the deans.
  - Should we just continue to let morale slide until we get the survey?
- What is even the point of these check-ups?
  - Just want to look at numbers.
  - There does not seem to be any accountability.
    - Surveys are completed, but then the data disappears.
    - Could they be accountable to the faculty senate?
- A survey is a reactive way to ask the question, but there is a proactive way to ask the question – What is the university's plan of going forward?

ENDING HERE TO DUE TIME AND PROVOST RECEPTION. WILL ADDRESS OTHER ISSUES AT OUR NEXT MEETING ON MONDAY, OCTOBER 22.

REMINDERS

PROVOST'S RECEPTION	Tonight 5 – 7 PM
CHAIR'S COFFEE HOUR	Wed 9/27, Noon – 1PM KUC

MERGERS (Amy Atchison)

AI-DETECTION (Chaminda Prelis)

OVERLOAD PAY (Chaminda Prelis)

CHAIR'S SUMMER PAY (Steve Severn)

CHAIRS' PROVOST MEETING
Attendants
September 20, 2023

	COLLEGE OF BASIC AND APPLIED SCIENCES	
X	Dr. Chaminda Prelis	Aerospace
	Dr. Jessica Carter, Director	Agriculture (School of)
X	Dr. Dennis Mullen	Biology
X	Dr. Amy Phelps, Interim	Chemistry
X	Dr. Medha Sarkar	Computer Science
X	Dr. Tom Nicholas, Director	Concrete and Construction Management (School of)
X	Dr. Kenneth Currie	Engineering Technology
X	Dr. Melissa Lobegeier, Interim	Geosciences
X	Dr. Chris Stephens	Mathematical Sciences
X	Dr. Ron Henderson	Physics and Astronomy
	COLLEGE OF BEHAVIORAL AND HEALTH SCIENCES	
	Dr. Joshua Harms, Interim	Criminal Justice Administration
X	Dr. Chandra Story, Interim	Health and Human Performance
X	Dr. Gina Pisut	Human Sciences
X	Dr. Jenny Sauls, Director	Nursing (School of)
X	Dr. Nancy Stone	Psychology
X	Dr. Cathy McElderry	Social Work
X	Dr. Marie Patterson (director)	Physician Assistant Studies
	COLLEGE OF BUSINESS	
X	Dr. Kim Honaker, Interim	Accounting
X	Dr. Tim Greer	Information Systems and Analytics
X	Dr. Stuart Fowler	Economics and Finance
X	Dr. Deana Raffo	Management
X	Dr. Robert B. Blair	Marketing
	COLLEGE OF EDUCATION	
X	Dr. Eric Oslund	Elementary and Special Education
	Dr. Donald Snead	Womack Educational Leadership
	COLLEGE OF LIBERAL ARTS	
X	Mr. Jimmy Mumford	Art and Design
X	Dr. Mary Beth Asbury	Communication Studies
X	Dr. Steve Severn	English
X	Dr. Amy Atchison, interim	Global Studies and Human Geography
X	Dr. Emily Baran	History
X	Dr. Chris Dye, Interim	Music (School of)
X	Dr. Mary Magada-Ward	Philosophy and Religious Studies
X	Dr. Amy Atchison	Political Science and International Relations
	Dr. Brandon Wallace	Sociology and Anthropology
	Ms. Kristi Shamburger, Interim	Theatre and Dance
X	Dr. Olaf Berwald	World Languages, Literatures, and Cultures
	COLLEGE OF MEDIA AND ENTERTAINMENT	
	Dr. Katie Foss, Director	Journalism and Strategic Media (School of)
X	Marie Barnas	Media Arts
	John Merchant	Recording Industry
	UNIVERSITY COLLEGE	
X	Dr. Matthew Duncan	University Studies
	WALKER LIBRARY	
	Kristen West, Interim	User Services
X	Beverly Geckle	Collection Development and Management
X	Denise Quintel, Interim	

CHAIRS COUNCIL UPDATE 09/18/2023

MTSU

TRUE BLUE CORE

Susan Myers-Shirk, Ph.D., Director, True Blue Core; Professor of History
Christina Cobb, Ed.D., Implementation Coordinator; Assoc. Professor of University Studies
Peck Hall 216, #5624, mtsu.edu/truebluecore

TRUE BLUE CORE REQUIREMENTS

41 hours of lower division courses

12 hours in Foundational Skills and 29 hours in the 4 Knowledge Domains

Each of the Knowledge Domains has a Discovery and an Explorations subcategory

Students are required to take at least one Discovery course in each of the Knowledge Domains

Literature requirement

STRUCTURE OF THE TRUE BLUE CORE

KNOWLEDGE DOMAINS

Human Society and Social Relationships (HSSR) (6 hours)

Discovery in Social and Behavioral Sciences*

Explorations in HSSR

Scientific Literacy (Sci Lit) (8 hours)

Discovery in Natural Sciences*

Explorations in Sci Lit

Creativity & Cultural Expression (CCE) (9 hours)

Discovery in Fine Arts/Humanities*

Explorations in CCE

History & Civic Learning (HCL) (6 hours)

Discovery in History*

Explorations in HCL

FOUNDATIONAL SKILLS

Written Communication (WC) (3 hours)

Information Literacy (Info Lit) (3 hours)

Non-written Communication (NWC) (3 hours)

Quantitative Literacy (Quant Lit) (3 hours)

- Each of the True Blue Core Foundational Skills and Knowledge Domains is aligned with a student learning outcome to guarantee students the opportunity to master those skills as they complete their Core studies.

STUDENT LEARNING OUTCOMES

The True Blue Core outcomes are designed to provide students with the skills and knowledge they need to succeed in their majors, their careers, and their lives.

Written Communication
Students communicate effectively through writing in terms of context and purpose, content development, genre and disciplinary conventions, sources and evidence, and syntax and mechanics.

Critical Thinking
Students think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

Information Literacy
Students demonstrate competence in information literacy by determining what information they need, where to access it, how to evaluate information they encounter, and how to use information effectively and ethically.

Inquiry and Analysis
Students systematically explore issues, problems, objects, and works through the collection and analysis of evidence, identification of informed conclusions, and analysis of complex topics by breaking them down.

Non-Written Communication
Students communicate effectively through oral, embodied, or other mediated formats, considering organization, language (or other forms of expression), delivery, supporting material, a cogent central message, and audience.

Intercultural Understanding
Students demonstrate intercultural understanding by building knowledge, self-awareness, and conceptions of global and intercultural perspectives, values, systems, and attitudes.

Quantitative Literacy
Students demonstrate the ability to interpret, represent, calculate, apply, and analyze numerical data in a variety of settings, and will make assumptions and communicate those assumptions based on quantitative information.
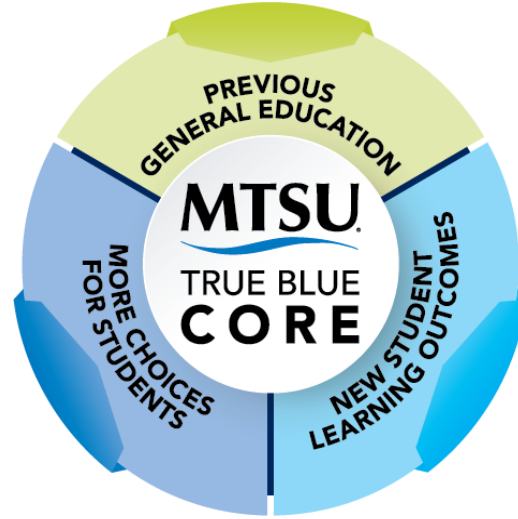
History and Civic Learning
Students demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

ALIGNMENT OF CATEGORIES AND OUTCOMES

Written Communication → Written Communication

Information Literacy → Information Literacy

Non-Written Communication → Non-Written Communication

Quantitative Literacy → Quantitative Literacy

Human Society & Social Relationships → Critical Thinking

Scientific Literacy → Inquiry & Analysis

Creativity & Cultural Expression → Intercultural Understanding

History & Civic Learning → Civic Learning

COMPARISON

PREVIOUS GENERAL EDUCATION

MTSU TRUE BLUE CORE

MORE CHOICES FOR STUDENTS

NEW STUDENT LEARNING OUTCOMES

Previous Curriculum

True Blue Core

Foundational Skills (12 hours)

Written Communication (3 hours)
Information Literacy (3 hours)
Non-Written Communication (3 hours)
Quantitative Literacy (3 hours)

Communication (9 hours)

Mathematics (3 hours)

Knowledge Domains (29 hours)

Social/Behavioral Sciences (6 hours)

Human Society & Social Relationships (6 hours)
Discovery in Social & Behavioral Sciences; Explorations in HSSR

Natural Sciences (8 hours)

Scientific Literacy (8 hours) Discovery in Natural Sciences;
Explorations in Sci Lit

Fine Arts/Humanities (9 hours)

Creativity and Cultural Expression (9 hours) Discovery
in Humanities & Fine Arts; Explorations in CCE

History (6 hours)

History & Civic Learning (6 hours) Discovery in History;
Explorations in HCL

BENEFITS OF THE CORE

01
a strong foundation and greater context for whatever major students choose.

02
skills and knowledge employers want and that are crucial to succeeding in their professional lives
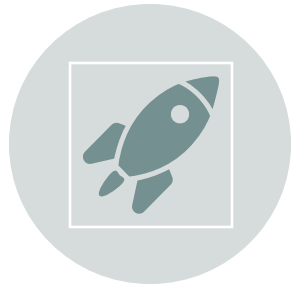
03
the ability to navigate a diverse and culturally complex world.

04
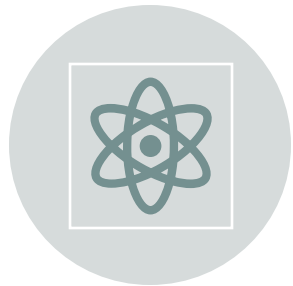the experience students need to be leaders and change-makers in the 21st century.

COMING SOON!

Blueprints

Study Abroad in the Core

Core Scholars

Center for the True Blue Core

BEHIND THE SCENES...

- Catalog and Degreeworks changes are ongoing

- Training for advisors starts at the end of September

- Training for faculty (probably a video) will be available by November

- Center for the True Blue Core proposal and the assessment plan in final stages

- Tricia Farwell's seminar on Advertising and Public Relations Campaigns developing student-focused marketing plan

PROMOTING THE PROGRAM

Association of General & Liberal Studies, September 21-23, 2023, presentation

THEC Tennessee Transfer Initiative Convening, September 29, 2023, presentation

True Blue Tour

Launch party coming up January 2024

TIMELINE

To be included in launch, your course must be at the True Blue Core Committee-level by December 2023.

We will continue to add courses after launch

QUESTIONS

2016-17 MTSU Faculty Survey Report

The following is a summary of the results from the MTSU Faculty Survey, which was a joint project between the executive committees of the Faculty Senate and the Chairs Council.

Faculty at MTSU were given a link, hosted by Qualtrics, to fill out the survey. Several reminders were given to faculty and in the end a total of 423 valid responses were gathered, which resulted in a **44.4%** response rate (423 of **953** total full-time faculty). This report is given to show the summary of the quantitative questions in the survey. All comments are being aggregated and compiled to aid in identifying areas of actionable topics to review and analyze for the 2017-18 academic year.

The results are organized into 9 sections and indicate the valid percentage for each question, as well as a mean score if applicable. Valid percentage excludes the respondents that did not answer that particular question. Therefore, if a question had 20 individuals that chose to not answer the question, the valid percentage would be based on 403 respondents (423 total respondents – 20 that did not answer).

The organization of this report is as follows:

1. EVALUTIONS OF UNIVERSITY ADMINISTRATION
2. FACULTY TEACHING AND WORKLOAD
3. FACULTY RESEARCH
4. FACULTY TRAVEL
5. FACULTY INSTITUTIONAL SERVICE AND RESOURCES
6. FACULTY TENURE AND PROMOTION
7. FACULTY COMPENSATION AND RECOGNITION
8. FACULTY ENVIRONMENT
9. DEMOGRAPHICS AND FINAL QUESTIONS

Also included in the summary are seven bar charts that summarize the percentage of responses that reflect faculty dissatisfaction. For example, faculty dissatisfaction for a question that included a measure of strongly disagree, disagree, neutral, agree, and strongly agree, would show the total of strongly disagree and disagree. For this report, we used 30% dissatisfaction (ex. Sum of total Strongly disagree and disagree responses) as an indicator of a topic that needs to be addressed. Whether there is a perceived or a real problem, it is assumed that if 30% of responses represent dissatisfaction it should at least be looked at as a potential or real problem. The responses for the seven relevant indicators are presented in chart form.

The Chairs' Council and the Faculty Senate are strongly committed to conducting this survey annually. While a good first attempt, this survey can be improved. If you have concrete suggestions, if you wish to work on future iterations of the survey, or If you have questions, please contact either:

Dr. Mary Martin, 2016-17 President of the Faculty Senate (mary.martin@mtsu.edu)
Dr. Charlie Apigian, 2016-17 Chair of the Chairs Council (charles.apigian@mtsu.edu)

Note: *Since non-numeric data is more complicated and time consuming to analyze, the summary of comments will progress over the summer.*

All individual information gathered will be kept in strictest confidence. Responses will be coded and summarized, and the data analysis will be done using the codified data. A summary of the aggregated results of the survey will be presented to the Faculty Senate, the Chairs Council, and the administration.

I AM *true* BLUE

1. EVALUTIONS OF UNIVERSITY ADMINISTRATION

		Highly Ineffective	Ineffective	Neutral	Effective	Highly Effective	Valid Responses	Not Answered	Mean
1.1_1	Overall effectiveness for President	10.6%	17.3%	24.7%	30.9%	16.5%	405	18	3.25
1.1_2	Overall effectiveness for Provost	4.3%	7.5%	25.7%	36.4%	26.0%	346	77	3.72
1.1_3	Overall effectiveness for VP for Student Services	8.8%	12.1%	27.0%	31.9%	20.2%	307	116	3.43
1.1_4	Overall effectiveness for Interim VP for Business and Finance	2.9%	7.9%	30.7%	39.4%	19.1%	241	182	3.64
1.1_5	Overall effectiveness for VP for ITD	13.3%	13.9%	29.8%	28.8%	14.2%	309	114	3.17
1.1_6	Overall effectiveness for VP Marketing and Communications	9.1%	13.0%	26.9%	34.7%	16.2%	308	115	3.36

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Valid Responses	Not Answered	Mean
1.3_1	The Dean of our college is effective at raising funds.	10.6%	13.3%	23.0%	29.1%	23.9%	330	93	3.42
1.3_2	The college advisors in our college are highly effective.	5.4%	7.2%	17.8%	32.0%	37.5%	387	36	3.89
1.3_3	The leadership within our department is highly effective.	10.1%	9.1%	14.9%	23.0%	42.9%	417	6	3.80

		Highly Ineffective	Ineffective	Neutral	Effective	Highly Effective	Valid Responses	Not Answered	
1.4	How effective is the advising system at supporting the academic mission of MTSU and the retention	47.2%	20.2%	2.2%	8.7%	21.7%	415	8	2.37

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Valid Responses	Not Answered	Mean
1.6_4	The Faculty Senate functions effectively as an agent of change in the process of shared governance on the MTSU campus.	6.1%	12.0%	30.1%	33.9%	17.9%	392	31	3.45
1.6_5	Members of the Faculty Senate communicates effectively with his/her constituencies.	3.5%	10.1%	20.7%	30.9%	34.8%	405	18	3.83
1.6_6	I feel that taking a governance issue (pertinent to the institution as a whole) to the Faculty Senate is an appropriate and effective way to address a problem.	6.2%	10.9%	22.3%	32.6%	28.0%	386	37	3.65

2. FACULTY TEACHING AND WORKLOAD

|							Valid Responses	Not Answered	Mean
2.1	How would you rate the importance of teaching performance to your career development?	0.7%	1.9%	5.6%	28.1%	63.7%	413	10	4.52
		None	Too little	Just right	Too much	Excessive	Valid Responses	Not Answered	Mean
2.2	How much emphasis do faculty leaders and administrators at MTSU place on effective teaching for career advancement?	2.5%	30.3%	55.2%	8.6%	3.4%	406	17	2.80
		Very inadequate	Inadequate	Neutral	Adequate	Better than adequate	Valid Responses	Not Answered	Mean
2.3	Are you provided with adequate and appropriate resources to teach effectively at MTSU?	4.3%	19.2%	17.1%	45.2%	14.2%	416	7	3.46
2.4	Do faculty leaders and administrators have adequate and appropriate assessment measures to use in the evaluation of effective teaching?	12.4%	36.1%	23.7%	24.9%	2.9%	410	13	2.70
		Very much	A lot	Somewhat	A little	Not at all	Valid Responses	Not Answered	Mean
2.5	Do current faculty teaching loads hinder the University's research mission?	33.2%	25.3%	25.8%	7.5%	8.2%	388	35	2.32

2. Faculty Teaching and Workload
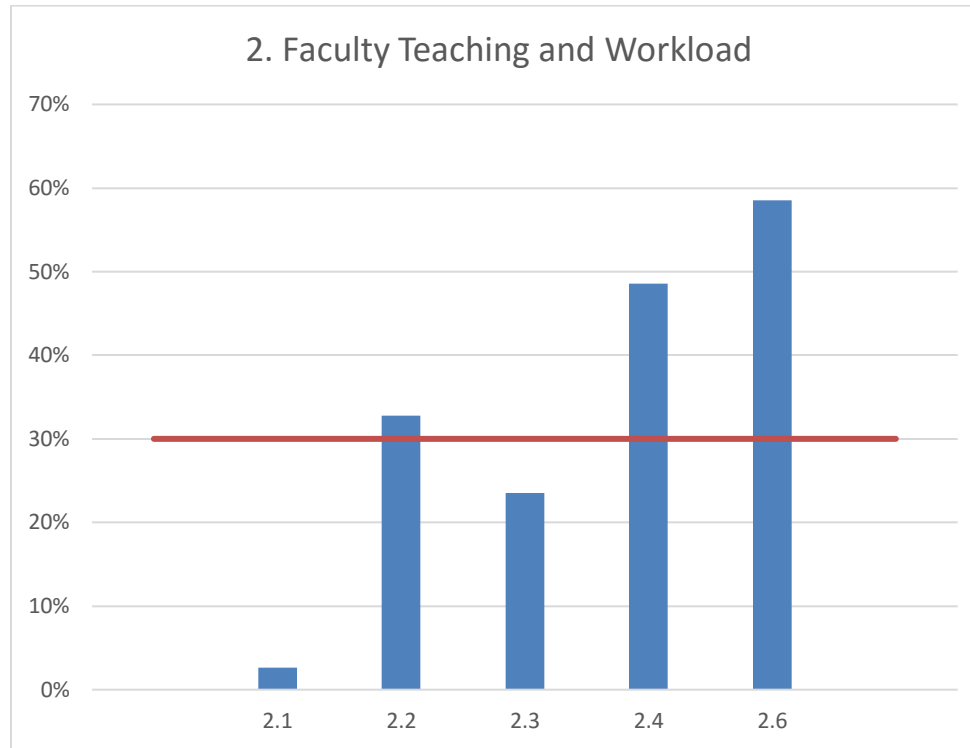
Figure 1: Total percentages of dissatisfaction for Section 2

2.1   Teaching Performance is <u>important</u> to my career development (2.7% saying no or some importance)

2.2   Faculty leaders and administrators at MTSU put <u>appropriate emphasis</u> on effective teaching for career advancement (32.8% saying none or too little)

2.3   Faculty at MTSU have adequate and <u>appropriate resources</u> needed to teach effectively (23.6% saying very inadequate or inadequate)

2.4   Faculty leaders and administrators have adequate and <u>appropriate assessment</u> measures of teaching (48.5% saying very inadequate or inadequate)

2.5   Current <u>teaching loads</u> hinder the University's research mission (58.5% saying a very much or a lot)

3. FACULTY RESEARCH

|		No importance	Little importance	Somewhat important	Important	Very important	Valid Responses	Not Answered	Mean
3.1	How would you rate the importance of research or creative work to your professional development?	1.3%	2.8%	14.0%	34.3%	47.8%	400	23	4.25
		None	Too little	Just right	Too much	Excessive	Valid Responses	Not Answered	Mean
3.2	How much emphasis do faculty leaders and administrators at MTSU place on research or creative work for career advancement?	2.6%	32.8%	37.5%	18.3%	8.8%	387	36	2.98
		Very inadequate	Inadequate	Neutral	Adequate	Better than adequate	Valid Responses	Not Answered	Mean
3.3	Are you provided adequate time and resources to conduct research or creative work at MTSU?	31.8%	40.3%	14.4%	12.3%	1.3%	390	33	2.11
3.4	Do faculty leaders and administrators have adequate and appropriate assessment measures to use in the evaluation of research or creative work?	16.1%	31.3%	31.1%	20.5%	1.1%	380	43	2.59
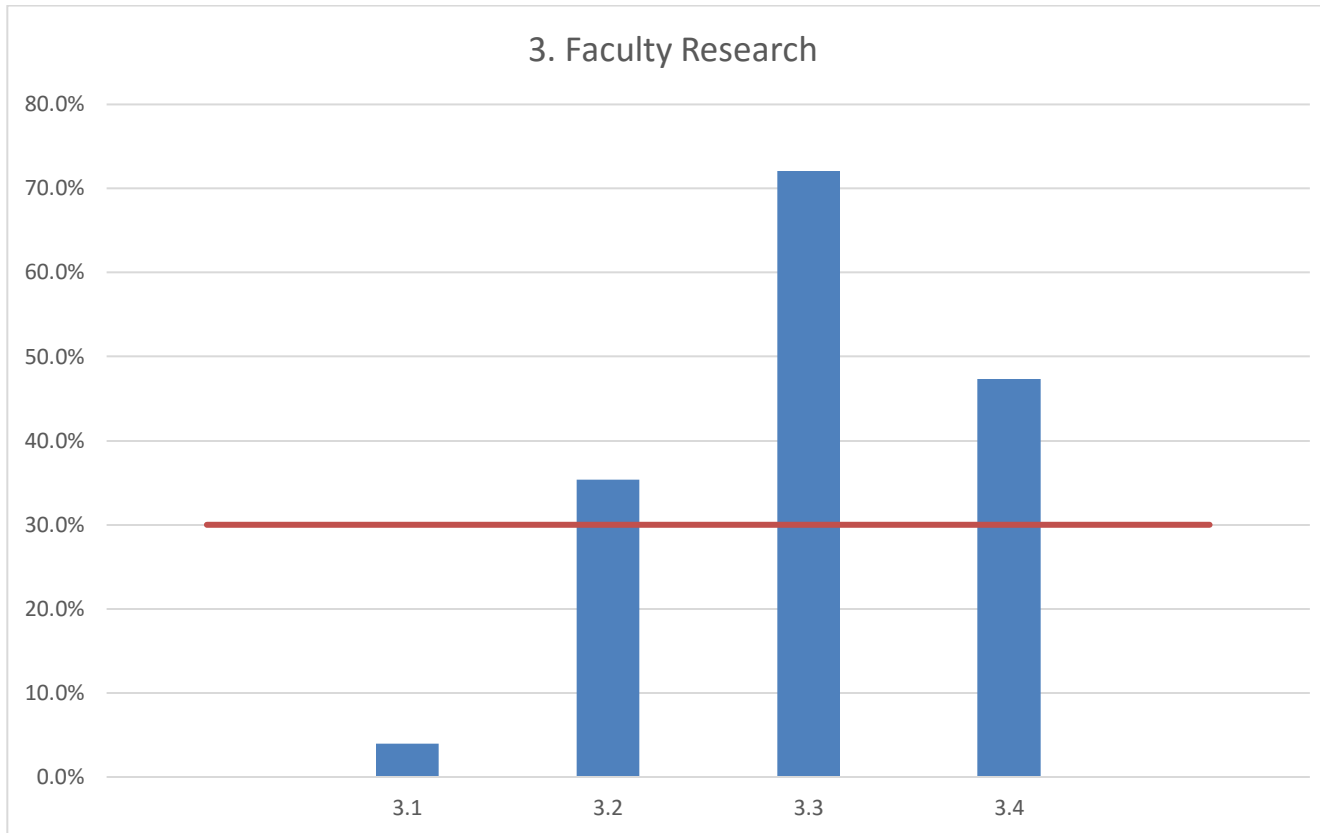
Figure 2: Total percentages of dissatisfaction for Section 3

3.1 Research and/or creative work is <u>important</u> to my career development (4.0% saying no or some importance)

3.2 Faculty leaders and administrators at MTSU put <u>appropriate emphasis</u> on research/creative work for career advancement (35.4% saying none or too little)

3.3 Faculty at MTSU have adequate and appropriate <u>resources</u> needed to conduct research/creative work (72.1% saying very inadequate or inadequate)

3.4 Faculty leaders and administrators have adequate and <u>appropriate assessment measures</u> of research/creative work (47.4% saying very inadequate or inadequate)

4. FACULTY TRAVEL

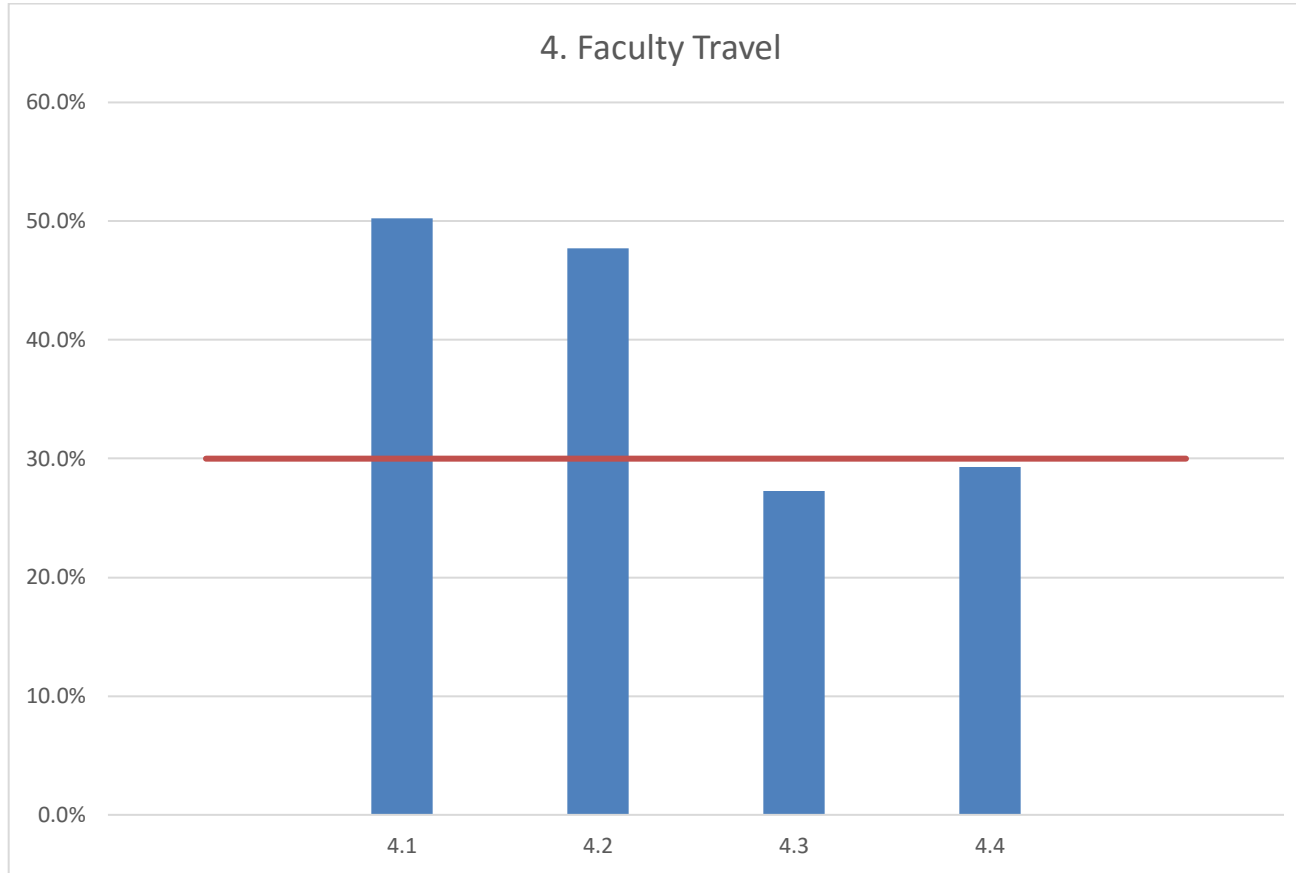|		Very inadequate	Inadequate	Neutral	Adequate	Better than adequate	Valid Responses	Not Answered	Mean
4.1	Are you provided with adequate resources to travel to meetings to present your work?	20.7%	29.5%	17.1%	25.9%	6.7%	386	37	2.68
4.2	Are you provided with adequate resources to participate in professional development activities?	18.2%	29.5%	19.7%	26.7%	5.9%	390	33	2.73
		Not at all	A little	Somewhat	A lot	Very much so	Valid Responses	Not Answered	Mean
4.3	Are you encouraged to participate in regional and national professional meetings?	12.2%	15.1%	41.6%	17.3%	13.8%	390	33	3.05
		<20%	20 up to 50%	50 up to 80%	80 up to 95%	> 95%			
4.4	At what level are you reimbursed for travel expenses?	11.3%	18.0%	27.0%	18.6%	25.0%	344	79	

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Figure 3: Total percentages of dissatisfaction for Section 4

4.1   Adequate <u>resources</u> are provided to <u>travel to meetings to present</u> faculty work. (50.3% saying very inadequate or inadequate)

4.2   Adequate <u>resources</u> are provided to <u>participate in professional development</u> activities. (47.7% saying very inadequate or inadequate)

4.3   Faculty at MTSU are <u>encouraged</u> to participate in regional and national professional meetings. (27.3% saying not at all or very little)

4.4   Faculty at MTSU are <u>reimbursed at least 50%</u> of their travel. (29.3% saying <50%)

5. FACULTY INSTITUTIONAL SERVICE AND RESOURCES

		No importance	Little importance	Somewhat important	Important	Very important	Valid Responses	Not Answered	Mean
5.1	How would you rate the importance of institutional service for your career development?	3.5%	11.3%	33.2%	40.1%	11.8%	397	26	3.45
		None	Too little	Just right	Too much	Excessive	Valid Responses	Not Answered	Mean
5.2	How much emphasis do administrators at MTSU place on institutional service for career advancement?	8.6%	22.8%	52.9%	12.6%	3.1%			
		Very inadequate	Inadequate	Neutral	Adequate	Better than adequate	Valid Responses	Not Answered	Mean
5.3	Are you provided adequate time and resources to engage in institutional service at MTSU?	11.7%	35.0%	32.9%	20.2%	0.3%	386	37	2.62
5.4	How adequate are your teaching and office environment for conducting your work?	5.3%	16.3%	17.8%	46.1%	14.5%	399	24	3.48
5.5	How adequate is your computing equipment for conducting your work?	7.5%	16.0%	19.5%	44.1%	13.0%	401	22	3.39
		Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Valid Responses	Not Answered	Mean
5.6	How satisfied are you with the technology in the classroom?	7.8%	24.6%	19.2%	40.5%	7.8%	395	28	3.16

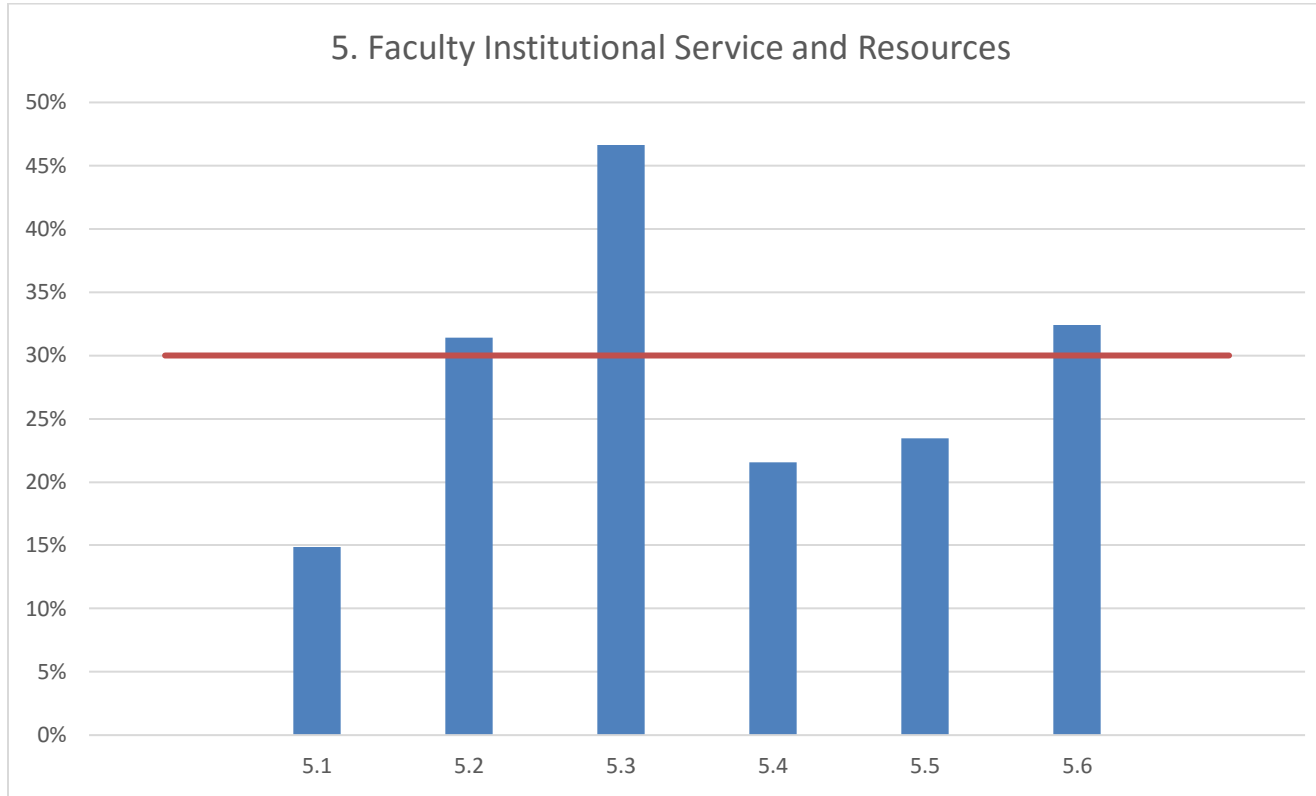## 5. Faculty Institutional Service and Resources

Figure 4: Total percentages of dissatisfaction for Section 5

5.1   Institutional service is important for my career development. (14.5% saying no or some importance)

5.2   Faculty leaders and administrators at MTSU put appropriate emphasis on institutional service for career advancement. (31.4% saying none or too little)

5.3   Faculty at MTSU have adequate time and appropriate resources needed to engage in institutional service. (46.6% saying very inadequate or inadequate)

5.4   Faculty teaching and office environment are adequate for conducting faculty work. (23.4% saying very inadequate or inadequate)

5.5   Computing equipment is adequate for conducting faculty work. (32.4% saying very inadequate or inadequate)

5.6   The technology in the classroom is satisfactory. (32.4% saying extremely dissatisfied or dissatisfied)

6. FACULTY TENURE AND PROMOTION

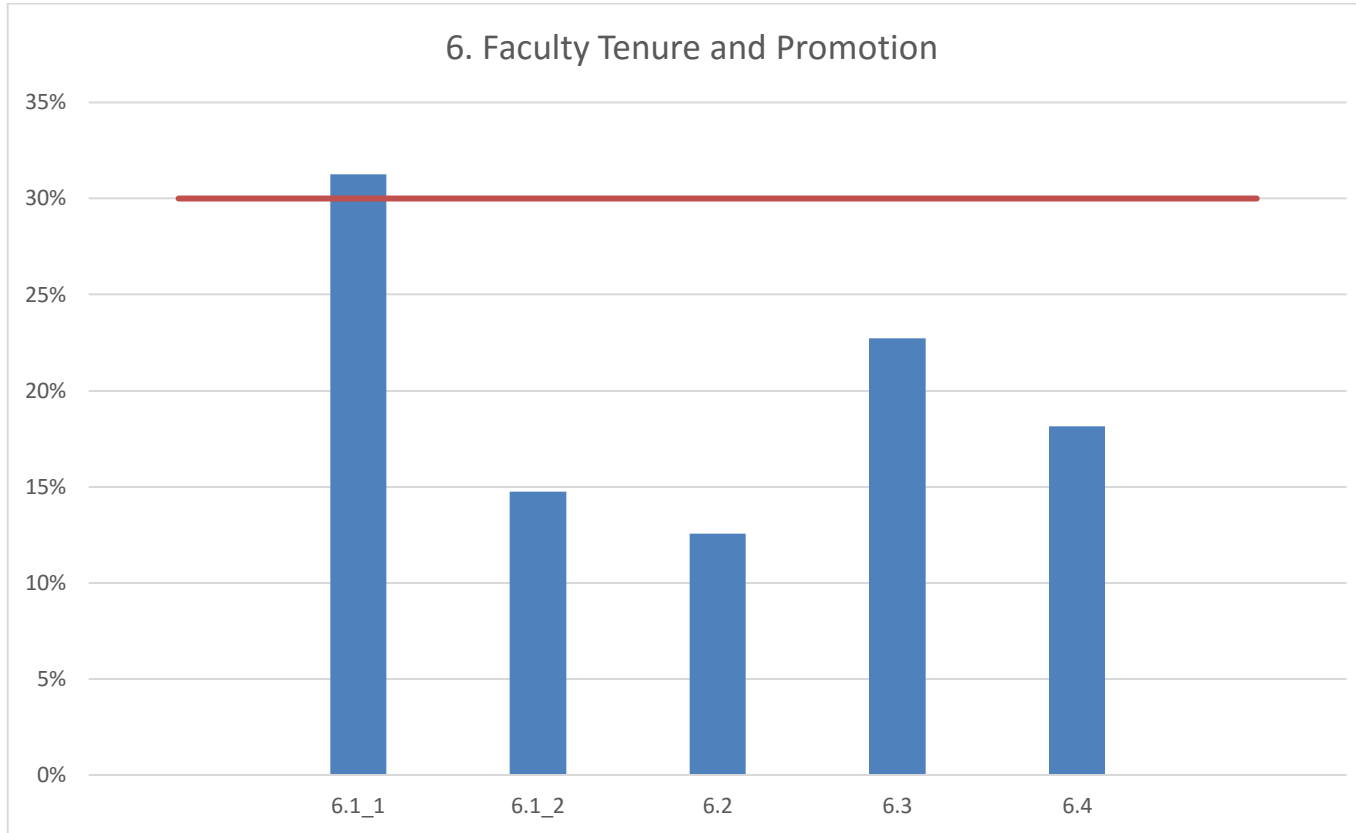|		Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Valid Responses	Not Answered	Mean
6.1_1	The process of recruitment of chairs and faculty	13.0%	18.2%	24.7%	38.0%	6.0%	404	19	3.06
6.1_2	The mid-tenure review and feedback process	5.3%	9.4%	30.7%	46.1%	8.5%	319	104	3.43
		Extremely unfair	Unfair	Neutral	Fair	Extremely Fair	Valid Responses	Not Answered	Mean
6.2	Is the tenure process in your college fair?	2.8%	9.8%	22.6%	51.7%	13.1%	358	65	3.63
		Very poorly defined	Not well defined	Neutral	Well defined	Very well defined	Valid Responses	Not Answered	Mean
6.3	Are the expectations for tenure clearly known and formally documented for your college?	6.1%	16.6%	25.2%	41.8%	10.2%	361	62	3.34
		Extremely unfair	Unfair	Neutral	Fair	Extremely Fair	Valid Responses	Not Answered	Mean
6.4	Is the promotion process in your college fair?	3.9%	14.2%	27.9%	44.4%	9.5%	358	65	3.41

Figure 5: Total percentages of dissatisfaction for Section 6

6.1_1 The process of <u>recruitment of chairs and faculty</u> is satisfactory (31.3% saying extremely dissatisfied or dissatisfied)

6.1_2 <u>The mid-tenure review</u> and feedback process is satisfactory. (14.7% saying extremely dissatisfied or dissatisfied)

6.2 <u>The tenure process</u> in your college is fair. (12.6% saying extremely unfair or unfair)

6.3_1 The <u>expectations for tenure</u> are clearly known and formally documented in your college. (22.7% saying very poorly defined or poorly defined)

6.4_1 The <u>promotion process</u> in your college is fair. (18.2% saying extremely unfair or unfair)

7. FACULTY COMPENSATION AND RECOGNITION

		Very Unfairly	Unfairly	Neutral	Fair	Very fair	Valid Responses	Not Answered	Mean
7.1	Do you feel that you are fairly compensated with respect to your disciplinary colleagues at MTSU?	14.4%	29.9%	20.4%	28.6%	6.7%	388	35	2.83
7.2	Do you feel that you are fairly compensated with respect to disciplinary national standards?	41.6%	38.4%	9.9%	8.1%	2.1%	385	38	1.91
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Valid Responses	Not Answered	Mean
7.3	To what extent do you agree/disagree that MTSU should adopt merit pay raises?	13.2%	11.2%	25.2%	25.9%	24.4%	401	22	3.37
7.4	To what extent do you agree/disagree that MTSU has given equitable cost of living pay raises?	39.0%	30.5%	15.1%	5.0%	10.4%	403	20	2.17
		Not well at all	Slightly well	Moderately well	Very well	Extremely well	Valid Responses	Not Answered	Mean
7.7	How well does this university recognize faculty for their achievements?	14.3%	29.1%	41.6%	12.8%	2.3%	399	24	2.60

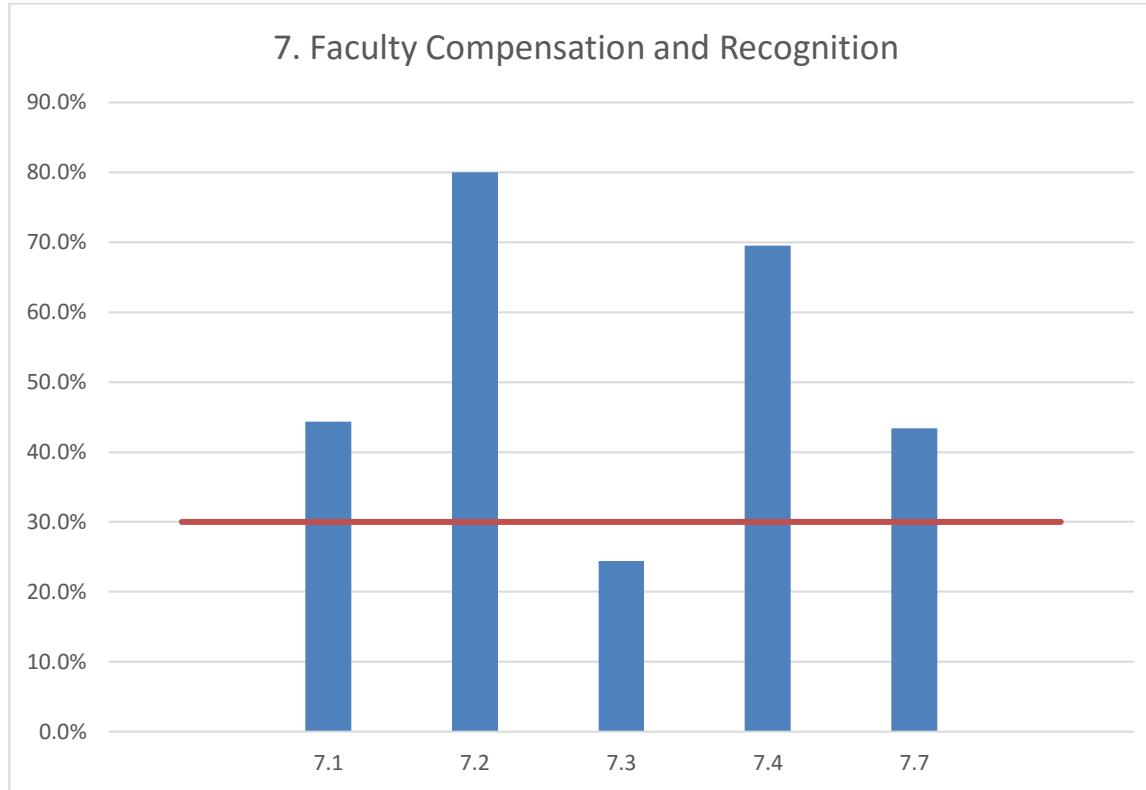## 7. Faculty Compensation and Recognition

Figure 6: Total percentages of dissatisfaction for Section 7

7.1   As a faculty member, you are fairly compensated with respect to your disciplinary colleagues at MTSU. (44.3% saying extremely unfair or unfair)

7.2   As a faculty member, you are fairly compensated with respect to national standards in your discipline. (80% saying extremely unfair or unfair)

7.3   MTSU should not adopt merit pay raises. (24.4% saying strongly disagree or disagree)

7.4   MTSU has given equitable cost of living pay raises. (69.5% saying strongly disagree or disagree)

7.7   MTSU recognizes faculty well for their achievements. (43.4% saying not well at all or slightly well)

8. FACULTY ENVIRONMENT

|		Very poor	Poor	Average	Above average	Excellent	Valid Responses	Not Answered	Mean
8.1	How would you characterize overall faculty morale at MTSU?	6.3%	25.6%	52.2%	15.0%	0.8%	379	44	2.78
8.2	How would you characterize overall faculty morale in your college/school?	11.7%	24.7%	37.0%	21.4%	5.1%	392	31	2.83
		Remain at MTSU with little or no change	Remain at MTSU with significant change	Move to another institution	Move to nonacademic employment	No opinion	Valid Responses	Not Answered	
8.3	If you had a variety of professional options, would you prefer to:	35.2%	29.1%	22.0%	3.5%	10.1%	395	28	
		Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Valid Responses	Not Answered	Mean
8.4_2	The opportunities currently provided by MTSU to concentrate on what you do best.	6.8%	22.2%	24.2%	35.0%	11.8%	397	26	3.23
8.4_3	The degree of academic freedom you have within the classroom.	2.3%	4.1%	9.9%	42.3%	41.3%	392	31	4.16
8.4_4	The amount of freedom you have at MTSU to express your opinions regarding University policies and procedures.	6.4%	15.3%	25.8%	35.7%	16.8%	392	31	3.41
8.4_5	MTSU policies interfere with my ability to perform appropriate professional responsibilities.	7.1%	20.6%	53.1%	14.8%	4.5%	311	112	2.89
		Extremely likely	Likely	Neither likely nor unlikely	Unlikely	Extremely unlikely	Valid Responses	Not Answered	Mean
8.5	How likely are you to advise a newly graduated peer to pursue a position at MTSU?	9.2%	16.8%	31.0%	37.0%	6.0%	381	42	3.14
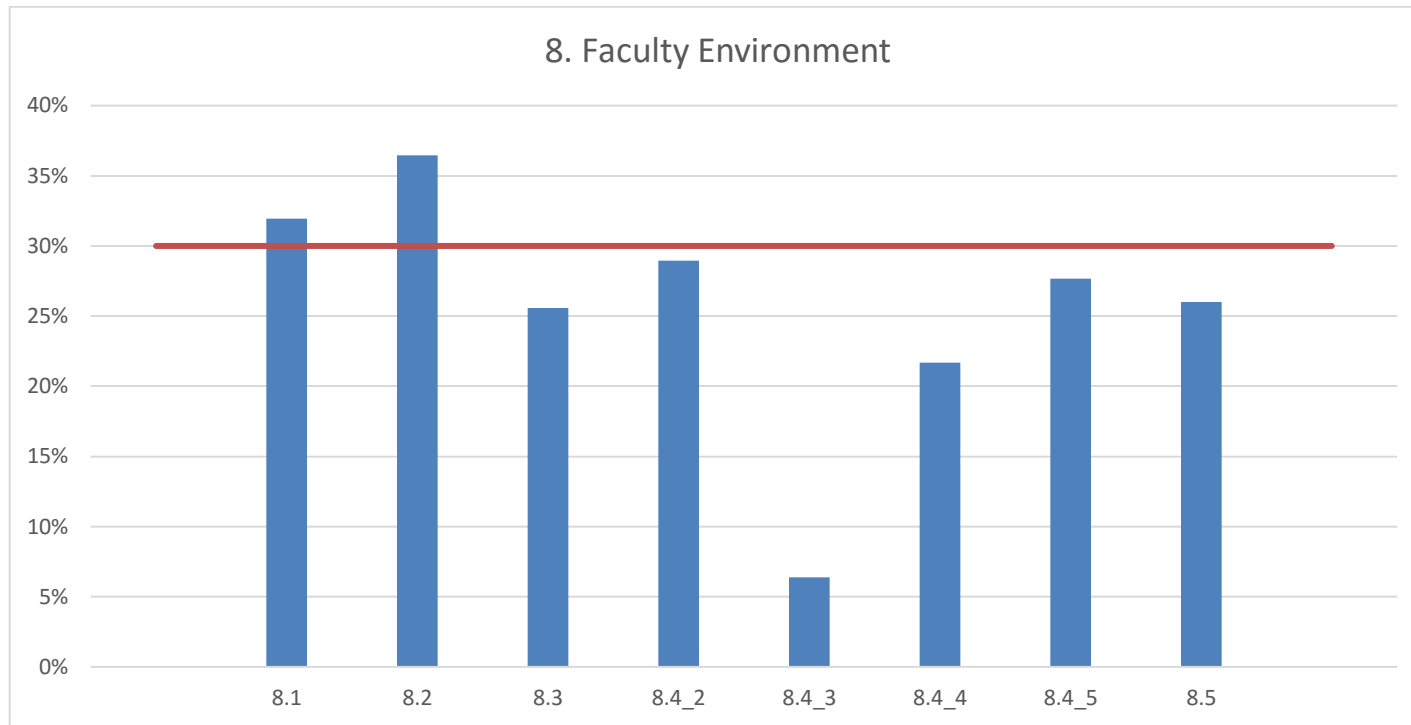
Figure 7: Total percentages of dissatisfaction for Section 8

8.1   The overall faculty morale at MTSU is satisfactory (average). (31.9% saying very poor or poor)

8.2   The overall faculty morale in your college at MTSU is satisfactory (average). (36.5% saying very poor or poor)

8.3   If you had a variety of professional option, you would prefer to remain at MTSU.(64.3% saying move or change professions)

8.4_2   MTSU provides opportunities to concentrate on what you do best. (29% saying very dissatisfied or dissatisfied)

8.4_3 MTSU has a satisfactory degree of academic freedom in the classroom. (6.4% saying very dissatisfied or dissatisfied)

8.4_4   MTSU allows you a satisfactory amount of freedom to express your opinions about University policies and procedures. (21.7% saying very dissatisfied or dissatisfied)

8.4_5   MTSU policies do not interfere with your ability to perform appropriate professional responsibilities (21.7% saying very dissatisfied or dissatisfied)

8.5   Likely to encourage a peer to pursue a position oat MTSU (26% saying Extremely unlikely or unlikely)

9. DEMOGRAPHICS AND FINAL QUESTIONS

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Valid Responses	Not Answered	Mean
9.1	Over the past year, as an institution, MTSU has been moving in the right direction.	6.3%	18.8%	40.2%	32.9%	1.8%	383	40	3.05
		Male	Female						
9.3	Please indicate your gender.	42.3%	44.9%						
		Yes	No						
9.4	Are you tenured?	57.0%	32.9%						
		Instructor	Assistant Professor	Associate Professor	Professor				
9.5	Please indicate your current rank.	12.5%	17.7%	21.0%	35.9%				
		Average Years at MTSU	Std. Dev.						
9.6	How many years have you been at MTSU?	12.79	8.47						