Nov. 1, 2016

**Current Status of FRRC Review of COACHE Survey Results**

All information related to the COACHE survey, including the full results and slides from the open forum, is available at: [http://provost.mst.edu/coachesurvey/](http://provost.mst.edu/coachesurvey/)

To date, the FRRC has completed the following actions related to the COACHE survey results, which were received by the committee on Aug. 22, 2016.

- Disseminating the summary and benchmarks-at-a-glance to all faculty (Sept. 23, 2016)
- Holding an open forum for discussion of the results (Oct. 4, 2016)
- Review and categorization of written comments (Oct. 31, 2016)
- Meeting with Chancellor Schrader and Provost Marley to discuss their respective perspectives on the results (Nov. 1, 2016)

The next meeting of the FRRC will take place on Dec. 7, 2016. Agenda items for this meeting include discussion of the next steps to be taken in relation to the COACHE survey, including identification and prioritization of initiatives towards improvement of the campus climate and faculty morale.
Written Comments from COACHE Survey

Categorized and checked for identifying information by FRRC volunteers (Burken, Crow, Sedigh Sarvestani) on Oct. 31, 2016

Category 1: Senior Leadership

Category 2: Resource Allocation

Category 3: Nature of Work (Research, Teaching, Service)

Category 4: Morale and Work-Life Balance

Category 5: Miscellaneous

Category 1: Senior Leadership

A ~1 % raise should not be celebrated. Then the chancellor said how good that was at her state of the university, it was clear how out of touch she was with the faculty and staff at this institution.

This administration is out of touch with reality.

Stop trying to follow all current fashions in higher education.

Administrative policies and budget decisions are unclearly communicated, and seem to consistently choke departments’ ability to further their priority needs. There is too much emphasis on progressive sounding programs and agendas

The leadership above department level needs to be completely changed. I have never seen such an incompetent and relentlessly bumbling group of administrators in many years in academia, government, and industry service. There is no long-term commitment to this institution by senior administrators who are totally disconnected from the faculty (at least the vast bulk of the working faculty), who have no apparent understanding of (or desire for ensuring) meaningful faculty governance.

It is unacceptable and ridiculous how many interim mid and lower administrative positions there are now - presumably because the administration feels that interims are more malleable and easily controlled.
Category 1: Senior Leadership - continued

We currently have a chancellor and provost who seem somewhat out of touch with the faculty and needs of the students. Very unclear why resources are not coming to the departments and faculty.

Effective leadership focused on the core missions of the university; at present I feel that often the administration's actions make it harder rather than easier for me to do my job

Terminate both the Chancellor and the Provost, in a public fashion that prevents them from inflicting their incompetence on other institutions.

Fire the Chancellor. She alone has changed the formerly pleasant climate here into a place where most employees are grumpy in the course of just 3 years. We like our departments, but have very strong negative evaluations of our top administrator.

Strong leadership from senior administration to quell dissatisfaction and complaining by faculty.

Hire good leaders.

Ever since the new Chancellor was appointed, it has seemed that the only acceptable approach to any issue of institutional change was the Chancellor’s. If the Chancellor’s approach were, instead, to fully involve the faculty and reach a consensus before making a decision, many, if not all of the problems facing us would not have arisen. A change in approach by the Chancellor would go far to relieve and resolve our current institutional tensions.

There seems to be a huge disconnect between the priorities of the upper administration (more students, more regulations, fewer academic services) and the faculty (better students, more freedom, better support). The level of distrust now is having a negative impact on faculty morale. It is no longer a question of communications- it's easy to hold forums- but of actions. I don't want to see a complete change in administrative leadership, but I don't know what else could be done to rectify what is a significant and widespread problem.

Respect by the institution's administrators for faculty members and the work they do.

The Chancellor and the Provost did a lousy job and made this institution a very bad place to work.

Need a Change of top leadership (Chancellor and the Provost)
Category 1: Senior Leadership - continued

The current administration has an autocratic style that results in disengagement of faculty. The administration develops policies without engaging constituents or using the shared governance system. The results have been to stifle the most productive faculty on campus and to weaken the departments and schools. Currently, the [college] has [#] interim chairs ([#] total departments) and an acting Dean. The lack of coherent plan to replace these positions with permanent leaders has left the campus community, particularly the untenured faculty, in a very unstable position. Having an administration that has the confidence to accept input from constituents who may have dissenting views would alleviate the frustration among students, staff, and faculty who feel they have no voice in decision making with the current administration (i.e., Chancellor and Provost).

We need a better Chancellor - one who actually cares about the institution and is not here to pad their resume.

We currently have a chancellor and provost who seem somewhat out of touch with the faculty and needs of the students.

The best possible thing that could occur is for the Chancellor and Provost to be fired and replaced by competent administrators.

The current administration must be replaced with faculty members who understand what makes this institution great and who will do everything they can to reverse all of the poor decisions that have been made these past several years.

To remove the current Chancellor and Provost will prevent the institution to sink further.

The school has ground to a halt in so many ways because all decisions are being held by the Chancellor. Other decisions are made without faculty/staff input. Trust the excellent faculty at this institution to make good decisions that meet our strategic goals, in a timely manner that respects everyone.

Get a new Chancellor. Our institution is doing fairly well, but would be doing much better with effective leadership from the Chancellor's office that is currently sorely lacking.

Current leaders are the worst ones I have even seen.

get a new chancellor - one that has communication skills, management skills, leadership skills, interpersonal relationship skills (current chancellor exhibits very low EQ), is truthful, can set a vision, can plan and manage a plan, is inclusive in decision-making process, none of which the current chancellor (or provost for that matter) possesses.
The Chancellor should empower and trust her subordinates to do the best for the university. Her current method of trying to control everything herself seems to be taking a toll on her personally.

Administration could share leadership with faculty via the faculty standing committee structure—they make no serious effort to do so or, to consult in any meaningful ways with the faculty.

Replace current corporate model of top-down decision making with true shared governance

members of the upper administration are often distrusted by the faculty. They are perceived as careerist, spending only a few years in their positions before moving to a different institution or stepping down to a role of low responsibility where their, still substantial, salaries tie up potential salaries for new faculty and campus resources. At worst, they have been accused of spending a disproportionate effort in trying to strip power from the faculty and consolidate it within the upper administration, in effect attempting to morph the organizational structure of the institution into something more resembling that of a private company.

This institution has hired a chancellor and provost who have a very poor scholarly records. Neither one of them has graduated a single PhD student. They simply are not familiar with the challenges that faculty face. They should both step down and open the door for more eligible individuals.

Remove the Chancellor and Provost. I do not, and never will, trust them. They are not capable of leading the campus, and do not have the credentials or personality to command respect.

Institute changes that the faculty want, not the administration.

the institution needs to find a way to get rid of the current senior administration (e.g., Chancellor and Provost) who have no interest in shared governance and who are completely ineffective in moving this university forward in an appropriate manner commensurate with the high quality education and research missions that used to be the norm around here until their arrival.

Remove both the Chancellor and the Provost.

change leadership

The current chancellor and provost should resign. They are incompetent and only care about their career future.

Improve leadership at all levels - department/program chairs to chancellor.

Removing the upper-administration, i.e., Chancellor and Provost.
Category 1: Senior Leadership - continued

Change the current leadership group (interim department chair, acting dean, provost, chancellor) to one that cares about the long term success of the institution.

Effective leadership focused on the core missions of the university; at present I feel that often the administration’s actions make it harder rather than easier for me to do my job.

Red tape for approvals and processes, e.g. hiring.

Having better policies to address colleague harassment (sexual and otherwise).

The response of the administration is to hunker down, blame the faculty.

Improve communication between the Chancellor’s office, the Provost’s office, and the faculty. Because of the micro-managing tendencies of the Chancellor, and the slow decision-making processes of the Provost, many faculty feel that these offices are impediments to progress. Rather than being facilitators, they are obstacles.

Vastly improve communication from the chief officers to the faculty and staff: ask for ideas on policies rather than passing edicts, respond to concerns about over-enrollment, and discuss budget process and priorities.

Most important decisions need much more faculty, department and school input. Deans and chairs need firm (and realistic) budgets and the ability to make decisions on hiring, infrastructure, investments, etc without requiring decisions from the Provost and Chancellor. The school has ground to a halt in so many ways because all decisions are being held by the Chancellor. Other decisions are made without faculty/staff input. Trust the excellent faculty at this institution to make good decisions that meet our strategic goals, in a timely manner that respects everyone.

More effective communication from the upper administration. Their time is limited, their schedules are full, but there is no more important element in effective leadership than making transparent decisions.

It seems that communication between administration and the faculty has not been very good in the time I have been here, likely due to the many changes. I would like to see better communication from the current administrators and the new ones we are looking to hire as well.

I believe that the upper administration should be more transparent and collaborative in their decision making.

Better communication and cooperation between the Chancellor and the faculty.
**Category 1: Senior Leadership - continued**

Our top leadership has failed to communicate appropriately with faculty and staff. It appears that our top leader's priority is what is next for that individual and not in placing the institution first. Therefore, communicate effectively, and place the institution's need over self needs.

**Transparent and timely communication**

The provost needs to make decisions faster. He needs to clearly explain why things are happening the way they are. When he meets with others he needs to get to the point and then listen.

Communication between administration and faculty. We feel overworked, underappreciated. Administration does not know the faculty or know what we do, they are disconnected. We gain layers of bureaucracy to insulate upper administration, then more layers to insulate those layers. We used to see the Chancellor regularly, but now we never see the Chancellor. Just as another example of "insulation" (bloat), there are 2 layers of development officers who don't actually do development.

Open and honest communications. The separation and isolation of administrative decision making has not been worse. Colleague of more than 3 decades made that statement.

Better communication from upper administration - they should find ways to better engage faculty in decision-making.

**transparency in leadership at all levels**

Communicating that quality scholarship is our number one priority, and supporting this mission

The communication needs to improve. The department lacks in communication among colleagues, staff, departmental and institutional leaders. There is no sense of inclusion and cooperation. The policies are vague and are not communicated to all stakeholders. Primary communication pattern is vertical not multi-directional. There are no efforts of team building in the department.

Our engineering ranking was dropped from ~50 to 80 because of the mistakes the previous chancellor made in renaming the university. The current chancellor and provost and deans are expected to bring the ranking back to 50 in a few years. I don't see much effort from the administrators on this aspect, nor results.

**select administrators from our own faculty body**
Category 2: Resource Allocation

Executives in Administration should not vote on higher self-raise percentages than faculty and staff. This does not inspire a healthy climate on campus.

Focus on consistently improve research and teaching facilities and labs by supporting graduate students and less focus on expanding administration, administration support staff, and improving administration facilities

The administration has exploded in size and cares only about enrollment and expanding and lining their little kingdoms

Free resources to support faculty by dramatically scaling back size of administrative units. Replace administrators with a faculty-driven hiring and selection process.

Spend MUCH less of the institution's financial resources on administration and more on the support of research, quality of teaching and the hiring of nationally recognized research faculty.

Very unclear why resources are not coming to the departments and faculty.

The only thing that has increased is the number of upper administrators and their support personal, whereas there has been very little support in the trenches of faculty who are expected to teach, do research, advise students and do committee work.

The Chancellor and Provost collect such power and resources at the top;

Reduce the number of administrative staff positions and hire more faculty.

the University is now lead by a group of administrators that think the goal is to maximum the number of students, provide no additional funds for supporting classrooms and laboratories for this larger number of students

At every turn, things cannot be done because of budget. Yet, there are constantly new administrators being hired at substantial cost.

Faculty get dumped on as administration redirects money to new pet projects that will pad their resume for their next job while it is faculty that are left to deal with the fall out.

Just as another example of "insulation" (bloat), there are 2 layers of development officers who don’t actually do development.

Severely cut back Administrative "fat."
Category 2: Resource Allocation - continued

The institution is so top-heavy, I’m afraid it will topple over and break my head! The management of this university is HORRIBLE. There are far too many "managers" (deans, vice deans, pseudo deans, vice provosts, quasi provosts, vice chancellors, et.) and not enough faculty to actually DO what a university is supposed to do. Furthermore, the administration is clueless to what is happening at the teaching/research level. They are over-paid megalomaniacs.

There has to be more support for undergraduate labs/facilities. Everything runs on a shoestring budget (if it has a budget at all). We are behind many other institutions here.

It seems as if there is a disconnect in the support available to new faculty.

I ended up wasting a lot of time during my first two years looking for new research space after the space my department assigned me was lost due to new construction, and I received almost no support from the University administration in this effort.

campus support in the development of research programs seems lacking.

focus on consistently improve research and teaching facilities and labs by supporting graduate students and less focus on expanding administration, administration support staff, and improving administration facilities.

To improve facilities, including: a stable source of campus wide electrical power, flooding in research buildings, the structure and integrity of both research and teaching buildings

Focus more on raising capital to improve the physical facilities of the campus does not provide resources for areas and departments that need growth.

Provide resources to support all departments, not just engineering depts.

Focus more on raising capital to improve the physical facilities of the campus from office space to teaching rooms NOT focused on [department/ division] research space. We also need better and newer dorms. We will struggle to recruit students if this is not improved.

Completely replace [campus building], not just piecemeal renovations

better startup funds for faculty
Category 2: Resource Allocation - continued

Start treating NTT’s with respect in terms of compensation/salary. Even after working for many years at [institution], my annual salary is $5000 less than a newly hired, tenure track assistant professor. If you look at hiring advertisements of various universities for position of Lecturer/Instructor, the starting salary is something similar to what I am earning after working here for more than 5 years.

The institution is actively hiring new people and at the same time aggressively driving existing faculty away, by discrimination, unfair resource allocation, unfair evaluation, and unfair teaching load distribution. Within the same department, we have someone with 2.5x salary, 0.5x teaching load of someone else, but with no better performance in research and grant activity. The institution can give a ridiculously high salary to the department chair, but gives little raise to the faculty who are doing much more work, and to make it worse, the department chair rewarded only his buddies.

Pay me a fair salary for the amount of research I produce

Higher pay

Unfair of faculty salary.

Compensation

Bring faculty salaries up to the level they should be for this institution

Base Salary and compensation,

Connect resources with productivity

The increased tuition dollars from larger enrollments need to be better allocated. This is should be an opportunity to increase the quality of our faculty/facilities/graduate program. As we flood our program with sub-qualified students it makes it more difficult to teach to the students who are enthusiastic about the program. As a result the culture does not lend itself to having our students consider graduate school. Improving our graduate research program through better scholarships, research support, facilities etc. will be a much better investment than hiring more administrators and generating more red tape.
Category 2: Resource Allocation - continued

Invest MONEY and RESOURCES in things that are stated priorities rather than expecting results without investment. We are expected to do more research, get more grants, improve our teaching, give students more experiential learning opportunities, without being given more resources. New programs ([department] [sub-category]) are created WITHOUT additional resources or faculty positions. Newly restored Deans were not given adequate funding and instead take money from departments. Fees are taken from students for lab classes and not given to the department that provides the courses. "[Program specific to institution]" idea just gives more money and resources to people that already have a lot of success and money and equipment and does not provide resources for areas and departments that need growth.

Increase support to non-engineering departments.

Remove tuition for PhD students

Start treating NTT's with respect in terms of compensation/salary. Even after working for many years at [institution], my annual salary is $5000 less than a newly hired, tenure track assistant professor. If you look at hiring advertisements of various universities for position of Lecturer/Instructor, the starting salary is something similar to what i am earning after working here for more than 5 years.

lack of significant retirement options for non-tenure track faculty

Available technology (cited as positive aspect of institution)

The size of my lab (cited as positive aspect of institution)

Physically locate the members of our department closer together. We are scattered across the campus. Even within the same building our faculty are divided up between floors. This prevents "closeness" within the department, among other things.

Put windows in my classroom
Category 3: Nature of Work (Research, Teaching, Service)

Assess teaching from faculty evaluations and student evaluations and consider excellence in teaching and student mentoring as equal in importance to research for performance reviews and promotion.

Hire faculty to compensate for the increased student enrollment, Keeping the needs of students more to the forefront, as our primary consumers, and less spent on frivolous expenditures such as office furnishings.

My teaching assignments have included evening classes, even though that was never in my contract. I don't like teaching evening classes because it makes it very hard to maintain a high quality of life and achieve life/work balance.

There has to be more support for undergraduate labs/facilities. Everything runs on a shoestring budget (if it has a budget at all). We are behind many other institutions here.

Limit the number of students admitted or increase number of teaching faculty or otherwise limit the class size.

I have been asked to cover several courses while my colleagues have gone on sabbatical or other reasons. While I appreciate the opportunity to add courses to my repertoire, my willingness to pitch in and help my colleagues and my department is never reciprocated. I, too, would like some relief occasionally. There are academic interests that I would pursue if I had the time.

Most tenured or tenure track professors suck at teaching in my department. Knowing something does not mean you can teach it. There is no forum where students can register their grievances. The University/Department MUST conduct surveys asking questions from students if they are getting education worth the money they have spent. Who are the good and bad professors. My classes fill up so quickly during student registration and then there is huge exodus of students from other sections, because they know they'll get quality teaching in my class. However, it's the research dollars that counts and nobody cares about quality teaching in this department. If [institution] wants to retain quality teachers, give them what they deserve as the impression i get at [institution] is that teaching faculty are just doing the dirty work of teaching multiple, large classes while all the power, authority and good pay are reserved for tenured or tenure track professors. I am not sure if filling out this survey will change anything, but i hope the administrators understand that without talking to students they would never know who is and who is NOT doing a good job of teaching. Only excellent teachers can produce future Einsteins and Newton's. I hope some changes will happen for good.

Reduce the teaching load of tenured faculty. This would do the most to help the faculty to be more productive in research.
Category 3: Nature of Work (Research, Teaching, Service) - continued

Reduce teaching load for faculty members who are the top 10-20% in the department for getting funds.

To teach larger class, but less sections

Acknowledge the importance of teaching, advising, and otherwise helping students. Lately, I feel that the students’ experience is the least important consideration of the upper administrators, which means that those of us who feel that it is important start to feel that our efforts are not valued.

Good teaching should be more valued. Research is what is valued at this institution.

Reduce class size (either cap enrollment, or provide more resources - i.e., more faculty to teach all the students).

Reduce student to faculty ratios

Faculty/student ratio. Too many students.

Reduce teaching load

The departments need the ability to hire more faculty. Our student population has nearly doubled but there has been no increase in faculty. Any attempts by departments to hire new faculty (or staff) is impeded by the administration.

Reduce class size (either cap enrollment, or provide more resources - i.e., more faculty to teach all the students).

Reduce the class sizes

Reduce the teaching load from 4 per year to 3 per year or even 2 for research productive faculty

better startup funds for faculty and financial incentives for graduate students to perform quality research

As a first-year faculty when I ran into problems with research space, Physical Facilities, or OSP it was very difficult to find out who to contact to address the issue.

Reduce teaching load for faculty members who are the top 10-20% in the department for getting funds.

Be more supportive of research-oriented faculty performance across all ranks
I don't like that faculty are expected to participate in student recruitment activities. I did not become a faculty member in order to recruit students from high school and community colleges - I am not trained as a recruiter and I did not earn my PhD to become a recruiter. There are other people who are trained to do this sort of thing, and the university should hire those people to do recruitment. I feel my time is much better spent (and in the university's best interest) on research and teaching students who are already at the university, which is what I am trained to do.

Acknowledge the importance of teaching, advising, and otherwise helping students. Lately, I feel that the students’ experience is the least important consideration of the upper administrators, which means that those of us who feel that it is important start to feel that our efforts are not valued.

Support faculty in administrative and clerical work at the institution level. That should apply both to the research and teaching activities.

It seems as if there is a disconnect in the support available to new faculty. There are good career development programs for new and early-career faculty, and there are some programs for teaching and course development that are very helpful. However campus support in the development of research programs seems lacking. As a first-year faculty when I ran into problems with research space, Physical Facilities, or OSP it was very difficult to find out who to contact to address the issue. In some cases, even the department chair had difficulty pointing me in the right direction. I ended up wasting a lot of time during my first two years looking for new research space after the space my department assigned me was lost due to new construction, and I received almost no support from the University administration in this effort. I have had problems getting research contracts finalized due to staffing issues at OSP, which are affecting my ability to obtain follow-up grants with those sponsors. Physical Facilities is understaffed, and as a result of this (and the delays in finding new research space) it has taken almost a year to begin work for a research project that should have already been completed.

To improve my workplace, [institution] needs to work toward becoming a comprehensive university, with all that that implies, rather than a narrowly defined STEM school that values quantified research $ over education and knowledge creation.

Continue in-place efforts to make [institution] a recognized comprehensive research university.

We need to strive as an institution to enhance visibility and ranking while maintaining a manageable teaching load and class size. The reputation of a higher education institute is based on research and scholarly activities that must receive higher priorities of administrators, faculty, and staff.
Category 3: Nature of Work (Research, Teaching, Service) - continued

1) The 70 page strategic plan is too long and complex. 2) Promotion and tenure decisions are based largely on the success in Ph.D. level or post-doctorate level research activities (funding dollars, publications, # Ph.D. level students). Our strategic plan lists undergraduate students and employers as two of our six key customer groups. The majority of our student employers want bright BS and MS level graduates, not Ph.D. level graduates. We thus have a discourse on what the majority of our students need and their employers want, versus what will get faculty promoted. This is a major problem for faculty from many of the smaller departments on campus. Other than my love of teaching and the benefit that experiential learning provides to students; why would I want to accept another undergraduate or MS student as a research trainee? More work - no compensation - no credit for tenure & promotion - tough to get a journal paper from any of them. Your potential solution is to get a more diverse group including successful teaching faculty on the T&P committee, or lose the reputation that this university has in providing top quality employees to our industry employers.

the "on the ground" faculty - the ones active in teaching and research - have helped cultivate a healthy academic environment where there are few barriers to collaboration and where considerable effort is spent in helping develop and refine junior faculty. (cited as positive aspect of institution)

Balance between undergraduate instruction and graduate research, consistent with mission of a land grant school (cited as positive aspect of institution)
Category 4: Morale and Work-Life Balance

Recognize the valuable contributions the faculty and staff can make in defining and realizing the workplace strategic goals.

There simply is no support for the faculty and it is reflected in the morale amongst faculty. We are just treated as lazy and insolent whose opinion is not meaningful.

Support the existing faculty. At no point does the institution do this. There are no raises, no money for equipment, or support for research. At every turn, things cannot be done because of budget. Yet, there are constantly new administrators being hired at substantial cost. There is also no recognition of the workload that does exist. Faculty get dumped on as administration redirects money to new pet projects that will pad their resume for their next job while it is faculty that are left to deal with the fall out. This just adds to workload and the end result is a university that has an administration that aspires to be everything, but does nothing well because the people actually carrying out the work are overloaded. Faculty are the only group left out as a stakeholder in the Strategic Plan and this fact is reflected in how faculty are treated. There is no money for raises to support the new programs. We are told to just make it happen for the good of all the other stakeholders. There simply is no support for the faculty and it is reflected in the morale amongst faculty. We are just treated as lazy and insolent whose opinion is not meaningful.

The institution can give a ridiculously high salary to the department chair, but gives little raise to the faculty who are doing much more work, and to make it worse, the department chair rewarded only his buddies.

needs to invest in its professors and staff who have children. We need quality on-site childcare and parental leave for BOTH parents if both are employed by the university.

stop ignoring people without children.....just because you do not have children doesn't mean that you have extra time. Those with children need to make sure that they have babysitters. those with elderly parents or ill partners MUST be given time to care for them. Yes, that seems like a contradiction, but I don't think it is.

Child care facilities and spousal hiring.

Equal or sufficient time for research, scholarly activities, proper or adequate administrative support, some time for family

I cannot answer this question because they are many issues at the highest level of priority. I think I would like to change the campus culture: Humanities are so unappreciated by faculty, leaders and students that is totally discouraging.
**Category 4: Morale and Work-Life Balance - continued**

Better recognition of the Humanities and Social Sciences as important fields essential to fulfilling the mission of our university.

Demonstrate more respect for the humanities on campus

It is my perception that tenured faculty have a great deal of control on this campus. There are very few committees where NTT faculty are involved or have a voice at all. While it depends upon the department, NTT faculty are not included in the decision making and more often than not have no voting rights. This group of important professionals feel marginalized and rightfully so. There are few opportunities for advancement (associate to assistant, etc.) and until just recently there was no monetary incentive to even try. The campus, in terms of staff, feels very segregated and in my opinion that negatively contributes to the climate and culture.

Build a campus awareness of the purpose and importance of NTT positions.

The atmosphere among students and between faculty and students (cited as positive aspect of institution)

Sense of providing a good education to good students (cited as positive aspect of institution)

Send a clear message to [department/discipline] faculty to behave professionally, respect others, and play by the real rules, not their own rules. I think the [department/discipline] faculty are operating like they’re in the Wild West. One in particular has been screaming at colleagues and admins in meetings. It’s ridiculous, but he’s now the new sheriff in town. It sets a terrible tone and is embarrassing. The problem is that our culture has bred this person, and he is now a campus leader. We can’t teach students to behave ethically when their role models are absolutely out of line on issues both affective and fiscal.
Category 5: Miscellaneous

Red tape for approvals and processes, e.g. hiring

Achieve objective evaluation and eliminate the subjective evaluation by senior faculty in campus-wide-committees, research centers, and others to achieve a evaluation/review process for anything. Eliminate the politics in the decision making about any promotion, selection, awards, etc.

Reduce political volatility in the promotion and tenure process - strong leaders with zero tolerance for this type of thing is a must.

Revert back to no college system

Change the department chair

Attract good graduate students