

Faculty Senate Meeting Minutes – November 5, 2019

Senators Present: Matthew Alexander, Ambrose Anoruo, Rudolf Bohm, Lucy Camacho, David Cutton, Manuel Flores, Michelle Garcia, James Glusing, Maribel Gonzalez-Garcia, Maria Hernandez-Velez, Simona Hodis, Ya-Wen Liang, Steven Lukefahr, Bruce Marsh, Craig A. Meyer, Lifford McLauchlan, Richard Miller, Patrick Mills, Jesse Orth, Ryan Paul, Humberto Perotto, Christine Radcliff, Chika Rosenbaum, Alex Sanchez-Behar, Hans Schumann, Hui Shen, Ari Sherris, Amber Shipherd, Jennifer Sholtis, Jack Shorter, Marsha Sowell, Haibin Su, Ramiro Torres, Benjamin Turner, Subbarao Yelisetti, Teresa Young

Senators Absent: Jieming Chen, Michael Houf, Larry Peel, Harmeet Singh

Call to Order and Quorum Call.

At 3:31 p.m. President Anoruo asked the parliamentarian, Michelle Garcia, if enough members were present for a quorum. Senator Garcia replied in the affirmative.

I. **Approval of Minutes from October 2019 Faculty Senate Meeting.**

President Anoruo asked for approval of the previous meeting minutes. Senator Meyer motioned, Senator Turner seconded. Minutes were approved.

II. **Presentations**

No guests today

III. **Report of Officers**

a. **Senate President Anoruo**

i. **Report from the Texas Council of Faculty Senates meeting**

1. **Diversity, equity and inclusion survey**

TAMU-Commerce did a survey of their campus from the President through the Deans level and found that there is not much diversity, equity and inclusion among those levels.

2. **Faculty Salary versus parity with median [CUPA salary data](#)**

This issue was brought forward by TAMU-Corpus Christi. They did a study of their faculty by rank. Currently at TAMU-CC when a faculty member gets promoted they receive a one-time bonus, and if the salary for that position is below the CUPA median, then they will also adjust the salary to the median level. This issue will also be a topic of discussion when the System Presidents and Provosts have their System meeting.

*CUPA is the College and University Professional Association

3. **[Senate Bill 25](#) - Relating to measures to facilitate the transfer, academic progress, and timely graduation of students in public higher education.**

This was brought forward by Stacey Silverman, Commissioner of the Texas Higher Education Coordinating Board. This bill was passed and effective June 14, 2019. A term that is associated with this bill is Meta-Major, and no one really understands what that term means. Even Ms. Silverman herself.

4. Senate budget

President Anoruo is asking for an increase to the Senate budget that will allow the Faculty Senate President and President-Elect to attend the Texas Council of Faculty Senates meeting. He feels that it will allow for more understanding and continuity going forward for the incoming President to be able to attend the meeting two times instead of just once.

IV. Old Business

a. Action Plan for 2019-2020

(see *handout Action Plan 2019-2020 for ranking*)

President Anoruo presented a list of 7 items for the Senate to review and rank in the order that we would like to accomplish them for the remainder of the 2019-2020 Senate year. He opened the floor for discussion. Senator Camacho requested that issue #5 – Improve IT infrastructure and capability be moved higher on the list. Senator Bohm then mentioned that some information from the Gateway report committee might add some items to the action plan list. Senator Bohm then made a motion to suspend reviewing the action plan temporarily until later in today's meeting. It was seconded by Senator Young. The motion passed with a vote count of Aye 20, Nay 4, and Abstentions 5.

After the report from the Gateway report committee shared governance was added to the action plan list as number 8. President Anoruo then opened the floor to discussion in regards to changing the order of the items on the action plan list. It was agreed upon to move *Improve IT infrastructure and capability* and *Shared governance* higher in the list. It was also agreed to table the issue of revising section C.2.3.1.2 of the faculty handbook at this time.

(See handout Action Plan 2019-2020_Final)

After agreeing on the final order for the action plan items, President Anoruo created task forces for each action item with a minimum of three senators on each task force. Task forces and members are listed below:

Base pay raise / Faculty salary (Cupa data)

Jennifer Sholtis, Chika Rosenbaum, Ari Sherris

Summer Pay

Michelle Garcia, Jesse Orth, Amber Shipherd

Faculty Overload Pay

Rudolf Bohm, Benjamin Turner, Ya-Wen Liang, James Glusing

Improve IT Infrastructure and Capability

Lucy Camacho, Humberto Perotto, Subbarao Yelisetti, Craig A. Meyer

Shared Governance

Patrick Mills, Hans Schumann, Harmeet Singh

Workload Input / Lecturer Course Load

Maribel Gonzalez-Garcia, Marsha Sowell, Ramiro Torres

Diversity, Equity and Inclusion at TAMUK

Ryan Paul, Teresa Young, Maria Hernandez-Velez

V. Standing Committee Reports

- a. **Committee on Committees** – Senator Cutton reported that they are waiting until Friday Nov 8th to hear from everyone they contacted about filling all the open committee spots. They hope to have all open spots filled soon.
- b. **Election Committee** – Senator Radcliff reported that all open seats were filled before this meeting, and welcomed the following new Senators:
 - i. Hui Shen, Civil & Architectural Engineering
 - ii. Bruce Marsh, Industrial Management and Technology
 - iii. Harmeet Singh, Accounting and Finance
 - iv. Larry Peel, Mechanical and Industrial Engineering
- c. **Resolution and By-laws/Handbook Committee** – Senator Bohm reported that the committee needs to replace the members from the College of Agriculture and Natural Resources and the College of Education. The following senators agreed to fill the spots:
 - i. Humberto Perotto, College of Agriculture and Natural Resources
 - ii. Marsha Sowell, College of Education & Human Performance

VI. Reports from Committees Reporting to the Senate

- a. **Administrator Evaluation Committee** - no report
- b. **Annual Faculty Lecture Committee** – no report
- c. **Faculty Benefits Committee** – President Anoruo is in the process of filling the Human Resources spot on the committee.
- d. **Faculty Evaluation Committee** – no report
- e. **Piper Award Committee** – no report
- f. **Policy Revision Committee** – no report

VII. New Business

- a. **Ad hoc committee to explore the Gateway report.**
(See handouts *Dashboard, A first quick look at great colleges, 2019 Preliminary Findings ~ draft*)

Senator Sherris reported that the committee has had two opportunities to review the preliminary data from the Gateway report. He said that they removed any staff info from their data and only focused on faculty and administrator responses. The committee has asked the company that conducted the survey for raw data, but have not yet received a response.

(See handout *A first quick look at great colleges*)

Senator Bohm explained how they created this handout. If you look at the output, you will see that it is presented as percent positive, percent neutral and percent negative. As a quick way to interpret the results, we decided to look at those issues that faculty felt were problematic. To rank those problematic issues, we took the answers and sorted them by those that were found to have the most negative responses among the faculty. To quantify this, we first took the percent

negative and divided it by the percent positive. If the two were equal, we would get something close to one. Those that were more negative than positive would be larger than 1. For example, a value of 1.5 - the value we got for faculty perceptions on clarity in the of role of faculty in shared governance - is fifty percent more negative than positive (see item 38 above). When ranked in this way, we found that faculty compensation was the number one issue and then the next three issues related to shared governance.

Next, we used the responses from administrators, and we notice a disconnect between the two groups. To show this, we performed the same analysis as we described above for the faculty, and then subtracted the number calculated for faculty (percent negative/percent positive) from the same number calculated for administrators. Then, we ranked them by the size of the difference, called the "Delta- in the final ranking (shown in your displayed figure on the far right). The ranking demonstrates issues of concern for the faculty which are not issues of concern—or if you prefer, lesser issues of concern—for the administration.

After reviewing this information it was agreed that shared governance appears to still be a large concern with the faculty. Senator Meyer then made a motion to add shared governance as an item to the action plan. Senator Bohm seconded the motion. The motion passed with a vote count of Aye 31, Nay 0, and Abstentions 1. Shared governance will now be added to the action plan as number 8.

b. Food Service Committee representative

Mr. Flournoy, Vice President for Finance and CFO has created an evaluation committee which will be tasked to evaluate proposals from prospective vendors for the campus' food services operations contract. The Senate needs to appoint one person to serve on this committee. Senator Hernandez-Velez agreed to serve on this committee.

VIII. Announcements – N/A

IX. Adjournment – At 4:45pm a motion to adjourn was made by Senator Meyer and seconded by Senator Garcia, motion was passed.

Respectfully Submitted,

Christine Radcliff
Faculty Senate Secretary, 2019-2020

Action Plan 2019-2020 (list for ranking by Senate)

1. Base pay raise / Faculty salary ([Cupa data](#))
<https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=51>
2. Summer Pay
3. Faculty overload pay (and unfairness in pay for those overloads to different faculty members)
4. Workload input / Lecturer course load (used to be 4/4) then moved to (5/5) because of budget, but that was supposed to be temporary
5. Improve IT infrastructure and capability
 - Admin passwords on computers
 - Ability to do work in light of computer restrictions from ITech
 - ITech person be assigned to each building to do computer updates
 - MAC computers not supported
6. Diversity, equity and inclusion at TAMUK
7. Revise section C.2.3.1.2, Certain Teaching Situations, within the Faculty Handbook to allowable variance for exempt staff to receive extra compensation for teaching assignments that fall outside their normal working hours/online or that they have been granted release time.

Action Plan 2019-2020 Final

1. Base pay raise / Faculty salary ([Cupa data](#))
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 - a. Admin passwords on computers
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Dashboard

Welcome to the ModernThink Report Gateway. Just below you will find your organization's overall response rate. You will also find your percent positive and negative scores. Your percent positive and percent negative scores represent the overall percentage of survey respondents who selected positively connoted responses and negatively connoted responses, respectively, to each survey statement. Below this data you will find icons representing the interactive reports available to you.

Overall Scores

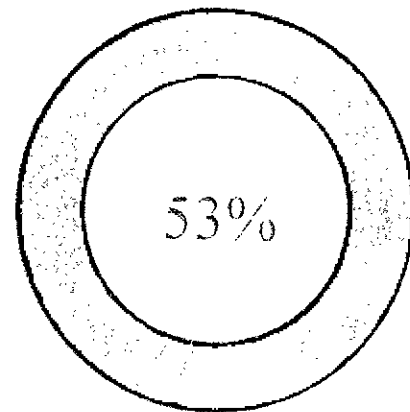
Percent Positive

60

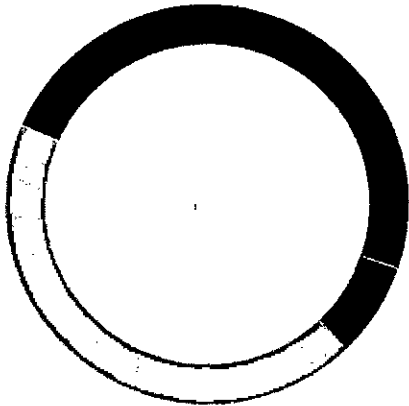
Percent Negative

16

Response Rate



Pre-Loaded Job Category Response Rate



Faculty - 41%: 142

Administration - 78%: 36

Exempt Prof'l Staff - 61%: 206

Non-exempt Staff - 54%: 88

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A First Quick Look at Great Colleges / Gateway 2019 TAMUK Survey Data

A ranking of the top 10 issues of concern for faculty & widest gaps in positive scores between faculty and administration

A description of how we arrived at this ranking follows the table.

NON SUPERVISORY FACULTY					ADMINISTRATION				Delta
Question	Positive	Neutral	Negative	Neg/Pos	Positive	Neutral	Negative	Neg/Pos	
11. I am paid fairly for my work.	19	23	58	3.05263	72	7	21	0.29167	2.76096
38. The role of faculty in shared governance is clearly stated and publicized.	30	25	45	1.5	73	18	9	0.12329	1.37671
41. Senior leadership communicates openly about important matters.	28	30	43	1.53571	66	21	14	0.21212	1.32359
55. There is regular and open communication among faculty, administration and staff.	32	22	46	1.4375	55	38	7	0.12727	1.31023
33. There is a good balance of teaching, service and research at this institution.	33	21	46	1.39394	63	26	11	0.1746	1.21934
27. Senior leadership provides a clear direction for this institution's future.	31	27	42	1.35484	62	28	10	0.16129	1.19355
37. Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.	33	25	42	1.27273	59	31	10	0.16949	1.10324

42. Faculty, administration and staff are meaningfully involved in institutional planning.	30	27	43	1.43333	48	34	17	0.35417	1.07917
14. I can speak up or challenge a traditional way of doing something without fear of harming my career.	38	17	45	1.18421	79	10	10	0.12658	1.05763
56. I believe what I am told by senior leadership.	35	30	34	0.97143	66	31	3	0.04545	0.92597

Description of our work

Recently, the Faculty Senate group assigned to look into the “great colleges” questionnaire, scheduled one hour to meet on October 10, 2019 to look at the 2019 TAMUK survey data. If you look at the output, you will see that it is presented as percent positive, percent neutral and percent negative. As a quick way to interpret the results, we decided to look at those issues that faculty felt were problematic. To rank those problematic issues, we took the answers and sorted them by those that were found to have the most negative responses among the faculty. To quantify this, we first took the percent negative and divided it by the percent positive. If the two were equal, we would get something close to one. Those that were more negative than positive would be larger than 1. For example, a value of 1.5 - the value we got for faculty perceptions on clarity in the of role of faculty in shared governance - is fifty percent more negative than positive (see item 38 above). When ranked in this way, we found that faculty compensation was the number one issue and then the next three issues related to shared governance.

Next, we used the responses from administrators, and we notice a disconnect between the two groups. To show this, we performed the same analysis as we described above for the faculty, and then subtracted the number calculated for faculty (percent negative/percent positive) from the same number calculated for administrators. Then, we ranked them by the size of the difference, called the “Delta” in the final ranking (shown in your displayed figure on the far right). The ranking demonstrates issues of concern for the faculty which are not issues of concern—or if you prefer, lesser issues of concern—for the administration. Appendix A demonstrates the viewpoint of the Provost on the data.

Questions we have

- What perspective on issues should the Faculty Senate take over the next 5 meetings (November 2019-April 2020)?
- Are the above concerns the Faculty Senate’s mandate from faculty to carry forward in our discussions with administrators?
- To what extent and in what ways should all Faculty Senators bring this information forward to departments?
- Are there additional ways to support a discussion of change across our campus?

Appendix A

GR G. Allen Rasmussen
Mon 8/19/2019 4:53 PM
Faculty, Henry Burgos; Academic Deans; Martin Brittan



GREAT COLLEGES TO WORK FOR

Date: August 19, 2019

From: Dr. G. Allen Rasmussen, Provost and Vice President for Academic Affairs
Texas A&M University-Kingsville

To: University Faculty

Subject: Survey results and next steps

Thank you for participating in the Great Colleges to work for survey and making it a huge success. More than 40 percent of faculty completed the survey, resulting in an above average total participation rate. This clearly reflects your commitment to Javelina Nation. While we fell short from being recognized, we learned much from you about what we are doing well. There was an overwhelming consistency about our greatest asset. Many of you shared what you appreciate most about working at Texas A&M University-Kingsville—the opportunity to work with competent colleagues and supervisors. Nearly 80 percent of faculty who responded to the survey believe they have a good relationship with their department chair or supervisor and more than 70 percent said their department chair/supervisor supports their work/life balance. The results also indicate faculty are proud to be a part of our university, with nearly 85 percent of faculty respondents stating they understand how their work contributes to the mission of this university.

We also heard from you about the areas upon which we need to focus, including shared governance, teaching, research and service balance, compensation, and communication. We have already begun to address some of these areas. For example, this fall will mark the launch of our first leadership development program for staff and faculty and which will incorporate data from this survey.

Additionally, each member of the President's Council, college deans, the President of the Faculty Senate and the President of the Staff Council have been granted access to the survey data. Each will share specifics about the overall results and specific information about your college or department. Together, we can work to improve certain processes and address some of our challenges.

The results of this survey have affirmed much of what I have observed already during my nearly eight months on campus. Faculty are committed to our university, our students, and our region. Working together, we can make Texas A&M University-Kingsville a truly outstanding institution to work for. Thank you, again, for your input and I look forward to collaborating with you to move our Javelina Nation forward.

What would make this institution a better place to work? [FACULTY RESPONSES]

1. A better salary structure is most definitely needed. There has been no meaningful salary adjustments for a long time.
2. More interactions between the Colleges. As in many universities, too many things here happen in their "own silos."
3. Greater emphases in being "more global." More international opportunities for students, faculty, and staff too.

1. Clearer and/or more frequent communication from administration about the issues of the university.
2. Appropriate pay- faculty are being left behind economically compared to their peers at other institutions, I know this has generated a lot of anxiety among younger faculty who are increasingly looking for other opportunities elsewhere.
3. More responsible and appropriate expectations for faculty teaching and research activities across the university. If you have a heavy teaching appointment (e.g., 75% or more), then your teaching should be valued higher in evaluations and T&P discussion, and your research and scholarly activities (e.g., papers, presentations, grants, chapters) should not be compared to someone else on a heavier research appointment- but that is the way this institution appears to be headed (with higher research expectations but without reduction in teaching loads or greater acknowledgement of teaching in performance evaluations) and many faculty are concerned.

Better pay, lower course loads and class sizes, higher levels of shared governance, treat faculty with more respect and stop looking at the institutions a private for-profit corporation.

Adequate faculty to do the job; regular cost of living pay increases

Adequate pay for work put in. Less micro-management.

Pay comparable to our peer institutions

Research expectations commensurate with teaching loads and available research funding

Lower teaching load so I can invest more in my students

Better pay and benefits

Lower workload and more pay.

Pay increase

Higher pay; lighter teaching loads

Higher salaries and a reduced teaching load. We are one step away from community college with the teaching load and the salaries lag way behind peer institutions.

Salary and teaching load improved, more clarity from the Dean. Nothing is written down and there seems to be a policy of non-documentation, no consistency.

A cost of living increase in salaries annually. Not taken away by cost of benefits.

Consistent salary and pay structure and an administrative that is representative of the community we serve.

Allow a three course teaching load for researchers, while expanding a five course for those that wish to teach full time. This would offset the Research interests

1. More respect for the professional Professors here in the way of maintained raises for the cost of living. Professors have not had cost of living raises in the past 5-6 years. Most professors make less than middle school ISD teachers.

Most professors must have a second or third job to keep up. This keeps Professors away from working on our research.

2. Communication is vital in today's age. It goes all the way the top. This University should establish a constant stream by way of blog and or memos to all department, with and through chairs so we can be up to par as to what is going on up top. For example a university in Florida has the FRIDAY Letter from the President, just to follow up. Deans and Chairs should be doing something like this. Because we live in a society of instant communication, it makes our communication from Deans, Chairs and Administration seem like a vast space of time. I feel like I hear from all of the above at the beginning of each semester then the end. The reason is because if we don't hear from the top, then we hear it from the "grapevines" instead; and they are using constant communication.

3. This university must start a grand plan for the facilities here on campus. They are not going to fix themselves. Most of our buildings have constant mold issues and they have asbestos within the materials of the buildings, while that is normal in older structures, it always causes issues of cost whenever a renovation needs to be done; therefore, renovations are few and far between.

A better agreement with how the university presents itself vs the support mechanism it provides for accomplishing that. Research in the arts/humanities is generally poorly supported and does not reflect the R2 classification. Faculty are generally being asked to do more for less. It is exhausting and unrewarding and generally makes faculty look elsewhere for employment.

More females in top leadership roles at the College of Education and Human Performance. Currently, we have a male dean and 2 male department chairs. No females in top leadership roles. No perception by leadership of how this could be problematic.

The increase in faculty of color, especially women with doctoral degrees in our faculty.

There are some egocentric faculty who even when a person of color does 80% of the work, recognition goes to a White person.

A general customer service orientated mindset toward helping the Faculty and Students with whatever their educational needs are. Far too often I feel like in the library we say "No whatever they (faculty/students) want won't work because" rather than "How can we make it work and give them what they need?".

A sense of family among team members.

Dental Insurance of little use.

Allow me to teach what I was hired to teach, instead of eliminating my classes and making me teach classes that I was not trained to teach but can teach. My ten years of training in one major is not used at all and the course that I could use this training in is taught by people who are not trained in the subject.

An administration that truly listens to faculty about what is needed and provides the necessary resources in order to offer excellent education to our students. In addition, we need an administration that is open to new ideas, collaborates with faculty, and provides forums and channels of communication that allow honest and open dialogue. We're in it together. Yet, the current university environment is one of bosses, lording it over worker bees.

As a Hispanic Serving Institution should have more Hispanic faculty.

Less discrimination against Hispanics

Becoming really service oriented.

Being able to provide the necessary resources for our new and current students such as financial aid in a timely manner.

Better benefits, especially for pregnancy/family leave. Reduced teaching load without raising research expectations or class size. More independence from A&M system--one size does NOT fit all. Pay more respect to the Humanities. I get the feeling that the A&M System, our upper TAMUK administration, and the general population of Texas all praise education more than they really value it.

Better communication among faculty, quicker processing time of things/paperwork that needs to be done, HR dept. answering the phone

better communication between departments to help out students

better recognition of employees

Better dental insurance, both options are terrible. More involvement for faculty to do or take part in. New carpet in some of the offices (crumpled, stains and smell).

Better facilities for teaching & research and better control of university finances

Better Facility.

Better leaderships, especially at the department level, to consider faculty input and promote growth. Changes are very specific to our department. I would like to see change in the distribution and instructor ratio for graduate level clinic class to better accommodate workload and work/life balance. Our department is different in regards to structure and load for graduate level clinic courses compared to traditional graduate level courses. The current distribution and traditional model for class creation does not easily translate to our clinic. In order to provide the students and the community with adequate instruction and time, a significant amount of work is completed at home and on weekends, workload is easily greater than 65 hrs a week for assistant professor of practice positions within our department.

Clear expectations and fewer politics

Communication must be improved, at least at the college level if not across the board.

Conversations and strategic initiatives around the university seem too often revolve around the tensions between being a teaching-oriented institution vs. a more research-focused institution. The result can feel like muddled expectations. As a faculty member I feel that institutional goals to increase our research, grantsmanship, and graduate school profile will be hard met when combined with teaching loads of 4x4, particularly when class caps are only determined by the physical constraints of the room (not by learning goals/student experience) and there is little support for teaching assistance. On the professional development end, there is little financial support for the conference travel which is commensurate with a research-oriented institution. On a personal level, salary has been stagnant while cost of living/benefit costs increase. Further, it can be demoralizing to have tenure within my department and yet to have the same (or even lower) salary than our brand-new faculty hires. I do appreciate the budgetary concerns and enrollment issues within the university which have supported these circumstances. cost of living increases, properly working AC/Heating systems, more frequently updated computers software

Culture change from working for supervisors to working for customers; Hire some decent, capable administrators who really care about the university, not just their position and salary.

Dean is a racist.

Develop faculty retention programs. Faculty turnover is very high for a tenure-track institution and academic programs suffer because of it.

Faculty Housing; taking input from the faculty seriously; respecting senior faculty.

faculty need to be treated much better by administration and students... and how about paying them competitive wages? Lots and lots of faculty, who are marketable, are thinking about leaving because of the conditions here

Financial support for professional activities; recruiting funds; significant incentives for faculty to live in Kingsville (to help improve the quality of life in the town over time). There are basically two aspects of this job that make me

want to look elsewhere: the fact that I financially can't afford to attend conferences and contribute to our profession (low salary and especially the woeful lack to travel funds), and the lack of amenities in Kingsville.

Second, we need capable people in administration, particularly in Human Resources. Numerous issues with compensation and leave have occurred in our College recently and HR is ill-equipped to deal with them. You cannot believe what representatives from HR tell you because most of the time they do not know their own policies. Then when issues are brought to their attention, they take weeks and sometimes months to correct them. There is no faith in the system that things will actually be worked out correctly. Not to mention, how is it that we have no maternity leave policy? Absolutely ridiculous.

There is no pride for students in being part of our University. Many say living in Kingsville is terrible. There is no town or community here for them. We accept anyone who applies and that lessens the value of a degree received from our institution. It also means we have students in our classes who are not capable of completing college-level work, which makes teaching at a high-level a challenge.

In terms of faculty, there is nothing that attracts new, highly-qualified faculty to Kingsville. The public school system here has a failing grade -- "F" -- so if you have young children they will not receive a quality education. The downtown area is dead. There are no stores or shops. You have to travel an hour to Corpus to eat at a decent restaurant or shop at stores. The neighborhoods around campus and town are run-down and poorly kept. They are not safe to live in either, so again you are living closer to Corpus which means a long commute to get to work. In other words, the entire city and university need a major overhaul if you want to bring competent, new faculty who will remain for years to come.

First, update facilities, no rats no mold. Hire supporting personnel, like lab technicians, work-study assistants, lab assistants. Reduce red tape for student and faculty travel. Reduce red tape in general. Get rid of so many trainings and the form for the form.

Flexibility

For faculty, find a way to help generate a healthy balance between teaching requirements and research. This University is monomaniacal about teaching that seems to make it a logistical question of how we can maximize the teaching we can extract from each faculty member. This neglects the important concept that what makes universities great is research. The only place where this balance is appreciated and used administratively is in the College of Agriculture; and, there is no attempt to make this balance a goal for the entire university.
Free parking permits for faculty.

greater responsiveness at the Provost level

Having senior administrators who distinguished themselves as researchers/scholars

Higher salaries, especially for the administrative associates.

Higher/competitive faculty salary and transparency in the salary structure which most other institutions made available for public consumption

I think that faculty would be happier and more productive if there was equity in workload (TAMU-CC teaches one fewer course per semester than we are expected to teach) and faculty need regular and substantial salary increases... we have gone four years without a single penny increase in our salary! This does not even keep up with the standard cost of living increases for faculty and staff annually. In fact, with things like benefit costs increasing or parking fees increasing, faculty are actually seeing salary decreases over the past four years. The only opportunity for faculty to increase their annual salary is by teaching more (summer and overloads) and that is not looked at realistically by administration. Faculty cannot be asked to be more productive in teaching and research without adequate compensation. This should be a priority for senior administration. A 2% salary merit increase has been mentioned, but this does not even keep up with one year's cost of living increases and does not acknowledge the fact that salary

has been stagnant for four years. I believe faculty and staff morale is low and faculty/staff do not feel valued and appreciated for their work, efforts, and contribution to our campus.

I would like to see additional classrooms with smart boards, and training provided on how to use them effectively. I do not believe that a 4 - 4 course load schedule is conducive to allowing faculty to conduct research. We are the second lowest A&M institution regarding faculty salaries according to data the university provided to the "Chronicle of Higher Education." I know some institution has to be on the bottom, but why does it have to be us, an older HHSI? The faculty at newer institutions our institution open (TAMU, TAMUCC, & TAMUSA) all have better facilities, salaries, and class loads than we have. That hurts. The remodel of facilities is ongoing. The class loads and salaries are not improving. We do not have enough full-time faculty in our department. Because of this fact, when faculty are asked to teach overloads and IS classes, there is no additional compensation given for the extra work; we do it because we care about our students. For professional development opportunities on campus - ask the faculty what we would like to see. I have been here since 2004 and have never been asked what PD the university could provide.

If some faculty and administrators were honest and respected all faculty and staff regardless of backgrounds, this would be a better place. It would also be better if the administration's demographics reflected the demographics of the university's service area in south Texas.

The university would also be better if administrators and some faculty and staff were impartial and treated everyone respectfully. In essence, it would be better if racial inequality did not exist, as well as its selectivity and favoritism.

Improvement of some upper administration positions, more resources for teach and research, and more staff to assist with the increase in required paperwork.

In my interactions with students, I often hear from students that are taking core classes that their teachers have elected to "just not hold classes" on Fridays because they live out of town and that days like that will be "wink, wink research days." These are courses that are not hybrid, but the professor has just decided to cancel 1/3 of the courses. It isn't ok. I tell students to put things like this in the comments of the SRI's but I'm not sure that things like this are ever acted on. Or professors who don't respond to student communications. I would like to know what kind of recourse students have when they are dissatisfied with their experience, so that I can advise them on the best way to proceed. They are paying for these classes and making huge sacrifices in many cases to be here -- they deserve a quality product. Plus, it cheapens the overall experience as a whole. Why should they be invested if the professor isn't? In addition, it is demoralizing to other faculty who are doing everything right, showing up on time every time, to then have faculty who decide that they don't need to be on campus as they are required to.

In our college, we are expected to conduct research and generate publications while teaching four courses each semester. These expectations are incompatible with one another and out of sync with the expectations of other research universities. The university should lower our standard teaching load or drop the research requirement altogether. This issue, perhaps more than any other, has hindered our efforts to recruit and retain qualified faculty members.

Our university charges \$150 for annual faculty/staff parking permits. Yet, the faculty/staff parking areas are routinely filled with potholes, mud, and illegally parked students. On the other hand, issuing a large number of parking citations to students may not help our recruiting and retention efforts. Given this situation, I don't think that the university should continue to charge faculty and staff for parking permits.

Increased transparency (or any transparency) in upper administration. New leadership. Less classes to teach (the 4-4 load is a killer). We have committees but the ruling of the committees is disregarded (so why have committees?) There is ZERO foresight on program development at the Dean's level. Less focus on increasing administration and more focus on the faculty and students. How about a raise (the upper administration got their raise... faculty got ZERO). Basically if you want to make this a better place to work, fire every Dean and the Provost and choose people at random to fill this positions and things would improve here.

IT sector should be improved. Teachers should be allowed to install software.

Less silly administrative crap for faculty members to do. Travel, student travel for field trips (what a nightmare!), constant trainings, making things easier for us to do for ourselves. These things are ridiculous wastes of time. Faculty members should be expected to conduct high quality research and teach excellent classes. All the administrative minutia grows each year, and takes away from our time to get our work done.

Looking a little run down, need to invest in cleaning up the inside spaces. No raises or cost of living increases for adjunct faculty in a very long time.

Many faculty and staff are underpaid for the jobs they perform. Better pay would increase morale and a better sense of appreciation.

More appropriate pay and a course load that mirrors other similar institutions. We are one of the lowest paid and highest producing universities in the A&M system. EVERY time the faculty feel we get a chance to improve, we are told, "Well, you can have this or this, but not both." In other words, the faculty give and give and produce and produce and are told, simply, we aren't good enough to get fair pay or a fair course load of 3/3. Administration, clearly, is not working for us. Instead, they work for the idealized image, not the reality of that image. If they did, I believe, this could be a wonderful place to work, but...

More competent staff, across the campus. Biggest complaint by faculty and students. Ill-advised information and single employee expertise. If employee is out of the office for the day or week, task must wait until they return.

More consistent and clearly articulated policies.

More faculty and smaller classes, and more teaching materials support. Not just new computers but teaching tools.

More financial support from the Texas legislature
More harmony between departments

More resources for Graduate Programs and Graduate Program excellence.

More resources for scholarship support to help bring in the best students. More travel support for faculty to attend conferences, conventions, and to recruit new students.

More students, better facilities, less teaching load, and more research requirements.

More transparency and clarity in the tenure and promotion process; better processes for applying merit raises (some departments/colleges "grade" very differently; hard for those with a heavy teaching load to compete with those with heavy research load); a more knowledgeable, fair, and transparent Provost; have a faculty ombudsperson; have a better Compliance Office director that focuses on needs of faculty, staff, and students (not just students); acknowledge and address issues of gender bias and discrimination (equal pay, tenure & promotion, leadership representation); acknowledge issues of racial and cultural discrimination; have a better Kingsville school district for those with children;

More transparency from higher administration and more resources for faculty travel/research since the university is putting more emphasis of research. Furthermore, lower teaching load with increased research requirement.

One is better leadership with clear objectives supported by the real constraints TAMUK face. Current leaders do not show that capacity. Another one is recognition based on merit not based on good standing with superiors. Our salaries need enhancement.

Please define the identity of this institution first. Is it a teaching or a research university? Planning to move forward would be easier if the University's purpose is defined properly.

reaching our potential

Reduce teaching load. Increase faculty salaries regularly. Last increase was more than five years ago. Provide funding for research and professional development opportunities. Give teaching release for faculty doing research. Have more qualified people in the iTech department. They should at least have a master's degree if not PhD. Most of the times they do not even know basic things and they control the whole campus. Regular, fixed pay raises or merit-based pay.

Resources to produce research at the expected level in non-STEM areas. Specifically a 3/3 course teaching load. It is difficult to conduct the research to produce 2 articles per year and 2 presentations per year without other responsibilities suffering.

Institutional support is very much needed for faculty research.

Ensure a safe system for reporting wrong-doing. EthicsPoint DOESN'T WORK BECAUSE IT IS HANDLED BY SYSTEM EMPLOYEES WHO MAKE IT CLEAR THEIR PURPOSE IS TO PROTECT THE INSTITUTION.

Sufficient resources to fully staff admin. I do a lot of busy work that someone else could do.

support for attending conferences

support for faculty travel.

Surveys like this are a good way to make continued progress.

The amount of paperwork required now for many aspects of our jobs is getting out of hand. Much of the paperwork is repetitive and can easily be reduced by someone taking the time to look at all the documents. More and more of my time is spent filling out paperwork and taking trainings that seem to allow someone to check a box, but does not really help the issue at hand. For instance, the online trainings do a poor job of training us.

The opportunity for advancement of new ideas and growth.

Health and lifestyle benefits more readily available, for example; the TAMUK rec center charges faculty more for membership than TECH, A&M or other universities of greater size and resources.

The senior leadership in the past has been very shortsighted, without understanding what strategic vision and planning is and who are the most important stakeholders and generators of revenue. The money generated through increased enrolment and faculty productivity has basically gone into hiring more, and more incompetent administrators. Just look at some of the colleges. The deans have no business being deans. And because they don't know what a dean should do, they hire associate deans, and staff for those associate and assistant deans. Why? And so many positions are created that have no business to even exist in the first place. But of course, there's no money for student support, no money for faculty support. Why? This is why so many faculty have stopped becoming involved in the community. Why care, when every penny is funneled up and lost? There's no shortage of money for an incompetent provost to go on foreign trips with no results to show, but not even \$500 for faculty or students for conference travel, or upgrading of labs.

The support staff could use training on effective communication. It is challenging to get straight forward answers on benefits, p card use, etc

there has been an increasing administrative and compliance burden in recent years- most of these probably result from individual responses of units to audit criticisms. The attitude seems to be "you probably don't need this, but go ahead and do it just in case." The pass-through burden to faculty, staff and students is not adequately considered, especially when a faculty, staff, or student has to deal with 8-10 different entities, such as iTech, Export control, Human Resources and hiring, Travel, and many more. each of which has increased the burden. Major areas of concern include iTech and software- it is very difficult to obtain permission to install any non-standard (e.g., MS non-Office) software; this requires approval of VPAT waivers by the office of the President for every instance, which has taken up to or more than 6 weeks to obtain. In addition, Export Control for every international travel and contact or purchase- regardless of whether any information shared is in the public domain, has become increasingly burdensome. Hiring on grant-funded positions still requires 3 months or more to approve a position. There are other areas, but these are significant areas of concern.

There is not enough diversity on this campus. We are a Hispanic Institute of Higher Learning yet the faculty do not reflect this heritage. Many times, Hispanics are overlooked for contract positions over white counterparts. Also, lecturers are abused here. Lecturers carry the brunt of the teaching load yet only earn \$36,000 a year. That is not a livable wage. Many have to take on part-time jobs as well.

To move the university from the 70's into the current century

Upgrades in facilities, and upgrades in pay to match other system campus locations.

Upper administrators functioning to serve the TAMUK community for the good and advancement of the university community rather than their own self-promoting, self-preserving interests.

This is an institution that doesn't care about research and doesn't prepare students for graduate work. Many of my students want to go to graduate school, but are inadequately prepared. My colleagues don't care about research and some seem like horrible teachers. My students don't seem to be learning a lot.

To expedite approval and hiring processes of departments that urgently need staff and faculty support.

Senior leadership that wasn't constantly promoted from within and habitually beholden to their promoters. A genuine interest in educating students -- which includes allowing them to fail when warranted -- rather than viewing them as a source of income and enrollment figures. Senior leadership that didn't attempt to micro-manage departments rather than doing their own jobs. Longer-term visions for the future regarding the construction of the faculty. Within our college, the faculty is extremely top heavy and nearing a tipping point in terms of retirement. That, coupled with deans who would rather pinch pennies to promote a "budget conscious" optic (i.e., to save their own positions), will lead to a major shortage of qualified instructors and reliance on adjuncts and non-tenure track positions. Other items: handicapped doors that actually worked; removal of mold from a significant portion of classrooms and offices; regular cleaning of classrooms and offices; transparency in the appointment of administrators (who are frequently promoted sans qualifications within their own departments specifically to fill an administrative position for which they are not qualified either (i.e., despite advertising ourselves as rigorous research institution, many faculty arrive at the rank of full professor without the publications necessary to even gain tenure at other institutions and then become administrators on top of that.)

Should emphasize the quality of work rather than the quantity of the work/performance.

Staffs need to be more helpful.

Additional methods to support senior faculty and defining what the needs are for administrators. Creating support for the Deans and Chairs who actually make the vision for this university happen

Better Leadership. There is a discordance between what we are here for and what we are evaluating on.

Stop covering up corruption. OPEN YOUR EYES.

Dr. XXXXXXXX, the XXXXXXXX dean needs to step down as XXXXXXXX has done enough damage to the college with blind support from the XXXXXXXX. Faculty moral is extremely low and Dr. XXXXXXXXXX has very little faculty support. Recently two of our very talented and dedicated faculty from the XXXXXXXXXX department, both said hell with Dr. XXXXXXXXXX and his college and they both left the university. Many other faculty feel the same way but afraid of retaliation to speak up. If Dr. XXXXXXXXXX is not forced to step down and continues to have Dr. XXXXXXXXXX support, then both Drs. XXXXXXXXXX and XXXXXXXXXX need to step down ASAP.

First and foremost, we need leadership who actually cares about the institution and its long-term success. The Dean of the College cares only about XXXXXX job and how XXXXX looks. XXXXX does not look toward the future of XXXXX departments and their long-term growth. Instead, Dr. XXXX wants to be able to use short-term numbers to make it seem like XXXXX College is growing. XXXXXXXX does not have the necessary skills to succeed in XXXXXXXX position. XXXXXXXX tells us at our College-wide meetings that XXXXXXXX knows XXXXXXXX talks too much, then proceeds to talk for almost an hour. XXXXXXXX uses a XXXXXXXX to tell people when their time is up -- XXXXXXXX thinks it's cute and funny, but really it's just immature and shows faculty have no respect for XXXXXXXX time limit rules. XXXXXXXX promotion was done quickly and without real merit simply so XXXXXXXX could be promoted to the Dean position internally. We need a new Dean who actually has the skills and tools to run our College.

Why is Dr. XXXXXXXXXX still a TAMUK administrator? XXXXXXXX...

A Dean for the College of Education and Human Performance who has a background in K-12 Education. We have no associate dean.

My supervisor is the dean of XXXXXX. XXX makes life unbearable for all of us. The best way to help our college is to get rid of XXXX. Dr. XXXXX is belittling, has no vision, is controlling, and has a total lack of disregard for anyone but XXXXXXself. XXXXXXXX....

True recognition of talent and allocation of resources to support this talent in Colleges other than Agriculture. There is a major bias of upper administration- particularly in the Provost and Grad/Research Offices- towards Ag and away from everything else. This support is in monetary support for research, time to perform work, support of graduate students, and prioritization of tasks. At the College level, the XXXX Dean has a significant problem brewing with XXXX treatment of the natural sciences. We tend to have the same conversation with XXXXX on a regular basis about what it takes (time, money, student time, equipment) to perform the tasks we were brought here to do. We are understaffed and over committed on class sizes. Our graduate students are punitively over-worked and under paid, to the point where I will no longer recruit or bring graduate students here. It is an egregious mismanagement of human capital and only serves to embarrass the University.

We emphasize research but we have very high teaching loads. There needs to be more emphasis on good teaching in the tenure and promotion process. Senior faculty who do not contribute to the department should be held accountable, as well.

It would be great if it wasn't like a meat locker in my office. I wish there were more opportunities for recognition and job security for lecturers. I wish our vital faculty members who used to be lecturers hadn't been declassified to adjuncts. I am afraid I will lose more of the team that I need, and it's hard to replace them and train them to meet our needs. I wish it wasn't so hard to hire adjuncts. It takes up so much of my time. I wish there were usable whiteboards in all classrooms, and that the screens didn't cover up the boards so we could project AND write on the boards. Most of all, I wish I had all the authority and resources to do the tasks that my chair and dean expect. Less red tape.

2. What would make this institution a better place to work? [ADMINISTRATION RESPONSES]

1. Consistent program of salary increases for faculty and staff
2. Being able to address some of the major deferred maintenance
3. More faculty and staff becoming part of the community (living in the Kingsville area)

Faculty

A 4-day Fall Break

A better buy-in to the community improvement. It seems like many faculty and even staff still want to work in isolation, but that takes away from the culture we are trying to create.

A more diverse executive management team and a budget and finance department that knows what they are doing.

A more unified understanding and focus on the institution's mission

Additional staff in key departments so they can provide the ample services for the students. The university grew and made great efforts in staffing the academic area but not in the service area. Also, over the last three years the university has increased the number of new software programs which has made TAMUK more efficient but areas with staffing deficiency are struggling to keep up with new demands along with more student needs.

Back-end processes (admissions, financial aid, travel, purchasing, etc.) are cumbersome and sometimes dysfunctional - this should be investigated. Several years ago the institution hired consultants for financial aid with a resulting debacle. No one was held accountable (at least among the chief players), and the VP even pushed one of the consultants for a permanent job and only backed down when the search committee revolted. To be fair, though, much of the dysfunction is related to inadequate staffing or unwise use of staff (some departments get all the staff they need because of "political" clout, others nothing). Also, each process (travel, purchasing, HR, etc.) has a

program that must be learned (and is often unrelated to anything else), and the programs regularly change. Simpler, more consistent programs should be sought after. Things went more smoothly 20 years ago. I might add that I know HS students in this area who applied to four or five institutions and who heard from every other institution before hearing from TAMUK.

Being on a hiring freeze for so long makes it difficult for staff. More in-house staff development programs for newer staff.

better budgets, more staff

Better facilities

Better institutional financial conditions - ending of hiring freeze, budget relief, etc.

Better, more comprehensive strategic plan. More opportunities for shared governance and added value placed on committee involvement and structures with more feedback and "closing the loop" with campus committees. Academics: Add some new academic programs relevant to the region such as health information management, hospitality management, etc. Completely revamp academic advising--advising area is toxic and will cause people to leave.

Given the fact that all universities in the system perform similar work and have the same responsibilities employees should be compensated accordingly

If this "bright idea" you have affects me or my department it would be nice to speak with me about it first. Then if I ask about the "bright idea" don't lie to me about. Fix the potholes!

In recent years, more administration activities have been pushed down to units from central administration - the people in these positions are now overloaded with the additional duties. In addition, new on-line procedures are not user friendly (eg. Workday).

It is urgent to have diversity for top leadership VP positions to reflect and represent the diversity of our students. It is disappointing that the Provost was not selected by a committee and was appointed by the former President. It is to the best interest of our institution to have proper national searches with faculty involvement for all TAMUK VP positions, starting with the Provost and also VP for research and graduate studies. Importance of transparency needs to be emphasized. Pay raises for faculty will increase productivity.

More staff within the office so current staff do not have to work long hours or eat lunch at their desk.

More support and space for research work.

More teamwork. We work as individuals sometimes.

Move into the 21st century; look for solutions, not create roadblocks to excellence;

Reducing burdensome compliance that increases every year. Streamline hiring so that grant requirements can be met.

The Departments of Accounting and Budgets should receive customer service training. They are locked behind barriers and they screen telephone calls. Communication from these departments is almost non-existent. Their arrogance has an impact on the entire campus. The rules do not seem to apply to them. They manage to hire employees, promote/reclassify employees and make unnecessary purchases.

The upper management culture here is a bit out of whack. Some of the senior management has been here so long that they're not aware that they're largely promoting their friends to management positions rather than choosing people based on qualifications. The treatment of some of the people brought in from the outside seems to demonstrate this problem. The internal promotion culture is circular and needs to be examined and modified. The institution is too inbred as it stands. And when folks show up and want to change things (hopefully to improve them), there is a lot of push back and certainly no funding for any changes. What you then hear largely is people

complaining that these new people don't "fit." No, they're not being allowed to make meaningful changes because they meet resistance. The good hires from the outside will find other jobs and leave. And, again, because many of the upper management have been here so long they're unaware of it. You should ask some of the new hires (there aren't many of them but they're out there) about this. I've talked to them about it.

We need better programs to keep talented faculty members: parental leave policies; more funds for travel for both research and conferences; possible spousal hires in some cases.

Working to increase pay for retention of quality staff. Allocating freedom in budgetary direction to the College Deans and Dept Heads. Removing the long appearance and existence of Top down driven decisions that overload staff and faculty without compensation. Prior to installing and mandating computer programs that a thorough assessment of the program and the real work demands that they will create needs to be address, well prior to purchasing the program. When purchasing the program, avoid purchasing only parts of the computer program. System level decisions to mandate outsourcing of custodial services has been a detriment to keeping a nice campus environment.

This institution is committed to making sure we have the right people in the right roles, especially regarding managerial and leadership positions. What do you think are the top three things we should focus on to ensure strong leadership across the institution?

Long-term success with an emphasis on university reputation and quality of the education, rather than an increase of the enrollment

Institutional support for faculty research and professional development

Fairness and transparency

- Diversify the leadership (include more capable and qualified women); Create a leadership academy to train those within the institution for these higher ed roles. Invest in leadership development for current faculty. 1/2 day workshops from leading exper

- 1) Clarify the Department Chairs' responsibility, evaluate their effectiveness in decision making and fulfilling the chair's responsibility, and look for means to improve faculty morale
- 2) Develop a procedure that the administration can follow to ensure the full consideration of faculty input, especially in developing long range strategic plans
- 3) Make the university's goal in terms of research clear to faculty and staff, explore ideas on large scale projects to focus on at the university level, and invest strategically on these areas to get things started

- 1) Have people in managerial and leadership positions who are knowledgeable, understanding, transparent, follow procedures and policies, and who faculty and staff have confidence in
- 2) Transparency in policies and decision making across the university
- 3) Shared governance

1) identify and hire the best candidates for the position, consider national searches- hiring from within is ok, but some circumstances benefit from the consideration of outside candidates; 2) give the leaders and their team the resources and authority needed to accomplish their goals; 3) stay out of the way and reward successful units

- 1) Remove administrative excesses: the consultancy that we hired to evaluate us concluded that we were administratively top heavy. The conclusion of paying all that money was that Provost Gandy came to us and said they were wrong. No counter-measures were taken.
- 2) Replace administrative bloat with TAs, SI and graders to free faculty so they can perform research: the administrative assistants who spend their time painting their fingernails can be replaced by graders and SI leaders to lighten the load of faculty so they can research. Using the same pot, more adjuncts could be hired. I was once asked by an administrator where we would come up with \$30K to pay this in our department as I looked at an assistant who did not seem engaged in College work.
- 3) Decrease faculty loads and make them equitable: use the College of Agriculture as a model to fairly distribute load and research. It is certainly not possible to exactly copy this design, but an effort should be made to let those

who can publish and get grants retain a release from their teaching loads. Give them a break and see if they continue to earn it.

1) Strong communication regarding the budget situation -- and keep an eye on optics. I recall a few years ago when we once again weren't receiving raises (not communicated to us until the opening meeting of the year -- if it ever gets communicated to us) that there were then pictures posted all over Facebook of Upper Administration at major events in San Antonio for really lavish dinners, hotels etc for the university. Being told we don't get raises and then immediately seeing giant expenditures on events like this, didn't feel great.

2) More opportunities for "dreaming sessions." Every department should have a retreat at least once a year. I know in my department meetings are something to be slammed through -- and essentially informational only, or discussion of hot button topics. I feel like we never have the opportunity to round table discussion things and dream up where we would like to be going, rather than just putting out fires constantly.

3) Support of innovative thinking. I feel like there is a lot of "well, we've never done that before, so we aren't going to try it now."

1. We need to hire the best people when they apply for jobs. Too often the person doing the hiring selects their favorite candidate. 2. University officials need to take input seriously when it comes to hiring practices. 3. HR must be improved to avoid blunders during the hiring process.

1. Accessibility. 2. Willingness to listen to ideas and concerns and help, if possible. 3. Be a nice person that treats everyone with respect.

1. Allow opportunities for minorities to assume leadership roles.
2. Career development opportunities, i.e. training
3. Pay for travel to attend developmental seminars and other conferences.

1. Bringing in deans of colleges through external, transparent, national searches; stop promoting yes men/woman internally and then pretending to be surprised when they aren't capable of doing their jobs.
2. Find admins who will raise admission standards and take the heat of slightly downsizing the university. 7000 qualified students would make this a far better institution than 10000 brought in via open admissions.
3. Stop pushing nonsensical software and programs on faculty. If we need Starfish, Top Hat, etc., we will ask for it. This isn't high school. And it isn't a babysitting service. Admins currently use the forced implementation of these programs as a way to show "progress and innovation" without ever consulting the faculty -- that is, the people actually in the classrooms -- whether or not these programs are helpful or worthwhile.

1. Clear communication with stakeholders from the president and other senior leadership. This was done well with the previous president and it would be good to hear weekly or biweekly with updates about what XXXXXX is doing in XXXXXX role.
2. Reinforcing a sense of unity across campus. Silos are deeply ingrained and there should be some effort to encourage a sense of cooperation across all units.
3. A holistic focus. While there is a focus on emerging as a research institution, we still are a regional school that serves an underserved population.

1. Continuing education and opportunity to grow into roles AND reimbursement for ALL travel and expenses.
2. Compensation for additional roles completed other than leadership. (i.e. teaching load, clinic responsibilities, additional committees and roles). Again, our department is different in community role.
3. Tuition reimbursement (greater than current amount) to pursue areas of interest within educational leadership.

1. Do not hire internally for Dean and other leadership positions. Find people who are actually qualified to do the job and bring them in from elsewhere.
2. Train the people you do hire, so they know how to fulfill their obligations. It does not help when there are policies and procedures in place, but no one follows them or knows them. Honestly, it's amateur hour at this University and I am surprised we have survived this long without major issues.
3. Have a clear plan for the future. Our Department is so top-heavy with Full Professors that when they all begin retiring in a few years, we will have no one to take their place and no leadership in position. We need to attract new faculty who will actually stay and right now, that's simply not happening.

1. Fairness and consistency of policy decisions
2. Excellent communication/interpersonal skills
3. Ability to recognize/work with/appreciate those TAMUK faculty who excel in multiple ways and are motivated by university-wide goals.

1. Fire all senior administrators from Provost down to the deans right away. They don't understand the expectations from their positions anyway. Many of them perhaps became administrators because they were good at nothing else, and ironically, they are bad at administration too.
2. Hire people with clear expectations. Deans should be clearly told what they should do - raise the college profile, raise monies for their colleges through donations, etc. and not just sit in their offices and act as the Chair of a College. They should be out of their offices interacting with the community.
3. Eliminate/merge positions to save money, and very visibly transfer that money to education mission, for everyone to see and feel confident.

1. Having administrators that don't have favorites.
2. Have people in power who eliminate programs just because they don't feel they are important.
3. Allow people to do what they do best.

1. Hire competent, experienced, caring administrators.
2. Seek and gather as much information from numerous and varied sources.
3. Be inclusive of faculty and staff in the decision making process of matters that directly affect each party.

1. Hire those who are qualified, not for political reasons.
2. The evaluation process of these individuals needs to be vetted.
3. Open communication is needed

1. Hispanic in high positions (vice-president)
2. Balance between women and men.
3. High qualified leaders

1. Improve the training and preparation of new and experienced department chairs.
2. When deans make seemingly arbitrary and capricious decisions, provide a mechanism to insure that departments understand the reasons behind them.
3. Improve the performance review process for senior administrators in order to assess & insure that they have the necessary skills to earn/keep their position.

1. Increase shared governance.
2. Administration and faculty that work together (more of a two-way street) that makes informed decisions together rather than one way (top-down). Faculty have continued to sacrifice (economically and in the workload) with little recompense- I fear things are coming to a head on this front and that some "tipping points" may be crossed that would make things very tenuous across campus.
3. Increase shared governance.

1. Professional quality of a manager
2. Vision of XXXX
3. Willingness to move the institution forward

Recognize and reward internal talent; don't waste money on national searches if we have qualified individuals here who can be promoted.

Demand more transparency from upper administrators, genuine rather than claimed.

Earn the trust of faculty and staff by granting them real power in important, campus-wide decisions (e.g. Presidential Search).

Reducing the # of VPs; 2. Consolidating VP responsibilities; 3. Reducing VP full-time staff.

Respect faculty - there is very little respect of faculty at this university
2. Communication - there is practically no true communication between faculty and administration, which stifles collaboration among other things;
3. Resources - almost all go to athletics and engineering.

1. Respect for faculty

2. Fair and competent leadership

3. Fair pay

1. Semester assessment of people in leadership positions including deans of colleges. Assessment should include assessment done by faculty and staff members.

2. Continuous training for continuous improvement.

3. Semester president forum with college faculty.

Find leaders who remove the funding burden from faculty. I should not spend all my time writing grants that don't bring in much. I am a less effective teacher and researcher because I have to find money myself. That is a President's and a Dean's job.

Find leaders who ensure appropriate staffing. I am a less effective teacher and researcher because I do recruiting that staff could do. I have spent hours going back and forth with travel expenses because instead of an admin doing the travel I have to do it. No other institution had me spending so much time on bookkeeping. This is common to other areas as well, those are just two hugely time consuming areas that come to mind as something staff can do.

Leaders who find resources. I still work in classrooms with chalk board technology.

A balance between centralization and decentralization

A mixture of individuals in leadership positions diverse backgrounds and experiences. To ensure all dept's are well represented and taken care of.

A quotation from former President Juarez: "As we make decisions and policy, ask yourself, how does this help our students?" This approach to customer (student) service should become more ubiquitous. We need more resources to work with - increasing yields from the Development Office and capital campaigns. More resources should be invested into Graduate Programs to keep A&M Kingsville ahead of regional competition such as TAMUCC and UTRGV in academic quality and excellence.

Accountability, search of financial security for the university, and attention to the academic reputation of the university.

Active communication, transparency, and consistency

Administrators at our university should be committed to furthering faculty research and strengthening our graduate programs. Not all of our administrators share this commitment.

In our College we are awarded only \$500 per year to present at an academic conference, yet the Dean's office has offered us a chance to win an additional \$250 in travel funding for faculty who wish to participate in a "dunk tank." This is degrading and insulting to our faculty members, especially those who are forced to pay for conference attendance out of their own pocket.

In recent years, administrators have received pay increases while faculty have not. Additionally many of our staff are underpaid and overworked. This pattern has caused low morale among our faculty and staff. The low pay for staff members is a particularly pervasive problem that has hindered our ability to recruit and retain qualified and competent employees.

An interest in helping to facilitate constant continuing education and professional development, an interest in pursuing funding so improvements can be made and new programs implemented, and team building and good communication skills across the board.

Attracting high quality applicants

Empowering female faculty

Better Mid-level management. Major decisions are made in "silos". Gathering information by all affected by a decisions would be a plus.

Clear communication, transparent expectations, and fair treatment.

Collaboration. Creativity. Fairness.

Commitment to the University growth and not personal/professional growth.

More transparent process for decision making and implementation of regulations.

Recognize the value of administrative assistants. Faculty cannot do everything.

communication

look for quality not quantity

hire leaders not bosses

communication

understanding the issues that faculty/chairs face on a daily basis

training

Communication, Curb appeal, and a business sense of understanding of things. Unfortunately, most of our Deans and others are former professors, like most. By business, I mean understanding, relationships with big companies for support, the local city, and trying to allow TAMUK to infiltrate and to have a larger presence in the local city. It would definitely benefit the city. Downtown is not interesting to COLLEGE students. they go home, or they go to, Corpus Christi. We are a "suitcase" university and we could be a happening "college town" we need commerce, we need businesses and the university should help in providing that. Students need a reason to stay in town all semester. If they do that they may stay and open a business, when they graduate. TAMUK as is now, I feel administrations are just going through the motions. I understand it is a money issue, but great leaders are creative. I also understand it is a STATE issue, but I see TAMUCC and TAMU Commerce hiring staff and Faculty. We still have a Staff "hiring freeze." what is our future? We don't know, so moral gets low. I believe our Administration works hard withing their means, but they don't know how to expand those means. Student's pay a lot of money per hour for school. At some point we need to keep up the value of what they are getting. we need leaders who have National Appeal and business connections

Competence, experience, and critical thinking skills.

Conduct hires in a timely manner for open positions instead of relying on interims who have other full-time responsibilities

Have open hiring processes where faculty have the opportunity to meet and/or hear candidates for top administrative positions

Find a way to make the university leadership less top-heavy--perhaps reduce the number of Assistant Vice Presidents

Consistency, transparency, and putting the university first.

Consolidate administration to reduce costs and allow for hiring better quality instructors.

Consult faculty and staff when adding new leadership positions (even those outside the direct reporting area of the role).

Senior leadership takes the time to hear from faculty and staff (maybe once a semester or something a forum with faculty and staff)

Place a greater emphasis on staff positions.

Dean XXXXXXXXXXXX should be asked to step down. He is destroying this college.

Dean support of programs, strengthening support to do research.

Development Office

Dr. XXXXXXXXXXXX the engine dean needs to step down XXXXXX.....

Why is Dr XXXXXXXXXXXX still a TAMUK administrator? He needs to step down XXXXXXXX...

Education, skill, ability to communicate well

Ensuring greater equity for females in top leadership roles.

More communication from leadership regarding vision, direction for the university

Ensuring that qualified, experienced people are appointed to positions of leadership.

Equal pay for equal job responsibilities.

More staff and more qualified staff to smooth out / improve institutional processes.

Less focus on numbers (recruiting) and more focus on institutional quality-- we have grown beyond our ability to offer quality instruction.

Experience and knowledge

Shared Governance (taking into consideration Faculty and Staff)

Fair pay for administration and faculty. My dean makes, literally, over 3x what I make.

A willingness to clean up the corruption, harassment, and other unsightly aspects. TAMUK could be a leader, but is overly concerned with the short term effects of the long term problems.

Listen, actually listen, to faculty, staff, and students. There is a clear division between admin and everyone else. Many of us have had hope, and still do, but at some point, we will be worn out. Work to implement real, effective changes to make this a better place to work in relation to pay, accessibility, technology, etc. So much potential is being wasted, and that's too bad.

Fairness, open to new ideas, and willing to think outside the box.

focus on increasing student enrollment, increase online programs available, be honest with data/information/future direction/funds with faculty

Have high qualifications for the dean and department chair positions. College of Arts and Sciences needs a better qualified dean who is impartial and collegial.
Having visionary not reactionary leaders

Hire qualified people. Highly visible goals and/or future plans. More regular communications.

Honesty

Integrity

Ethics

Honesty, high academic quality, and financial transparency. Add in courtesy and concern for others on top of that.

Human resources was fairly notorious for its poor leadership before recent hire, but the head of the department retired before catching on to XXXX corruption. Also, Student Access' leadership was allowed to have an immense turn-over with no one asking 'Why?'

I have only been with TAMUK for seven months so I can't speak to the higher leadership yet
I hope that decisions are applied more consistently, fairly, uniformly, and with shared governance, at the college and provost level.

I think we have good leadership potential here at the institution, and national searches for cabinet level positions are not always needed.

Improved communication within and across divisions/departments. Leaders that have a very clear plan of action, not vague ideas. Lead by example.

integrity, knowledge, and equitable consideration of situations

Knowledge of the politics of the Texas legislature; understanding of accounting and budgeting; awareness of the demographics of our students

Leadership training for administrators, especially those at the dept. chair level

Opportunities for tenured faculty to train for growth into administration

Support for administration to lead beyond the faculty role

Let us know that our concerns are heard. If we cannot get some of our concerns taken care of, tell us what they are and why. Continue to promote from within the faculty where appropriate.

Lower workload, more pay and more people of color in leadership positions.

More extensive searches for faculty

Higher expectations for administrators

On-going evaluations of every employees, from president to custodians

My knowledge about this is limited, but I think this institution is doing well.

Having senior administrators who distinguished themselves as researchers/scholars

Providing resources to faculty to be more effective researchers

Evaluating teaching to measure how much the students are actually learning

Open every Dean's position to re-hire. Cut Dean's salaries by 33%. Clean house - burn it down and re-build. The culture here is broken, especially in the Arts and Sciences which is run like a totalitarian regime. Replace the Provost immediately - he either will not act or cannot act. High quality faculty are fleeing this place due to the abject failure of the upper administration.

paying faculty adequate wages, workload of faculty, respect from administrative and student perspective... I fell like a servant to both the administration and the students...

Possess the ideal leadership qualities for them to be successful in their roles

President

Chair

Dean

Reduce racial inequality at all levels of employment, staff, faculty and administrators.

Eliminate the ubiquitous selectivity and favoritism especially when merit pay and promotion decisions are made.

Bridge the gap between key administrators, staff, and faculty.

Replace some college deans who do not work with the majority of people in their colleges; Identify research directions and invest in some research programs; Update the university website - it is out of date and not informative.

Search processes for administration positions that are have greater transparency; reduction of number of interim positions; stronger connections with TAMU-CS

Shared governance, transparency in finances, and improved communication.

Shared governance.

Regular, open communication across campus.

Social, informal activities for faculty staff to "get together".

Stop micromanagement at the Dean's Level. Develop a vision all faculty can follow to generate a culture of engagement for the future. It has become harder to feel proud of working here after almost 20 years. And without that sense of pride there is no incentive to create.

Strong leaders in key positions, particularly leaders who know the rules and have the knowledge and ability to lead the college and the university. We currently have managers, and not very good ones.

The lack of management in the Grad/Research Office does not benefit the University. You cannot expect one person to have multiple upper management titles and have all of those Departments succeed. We (the natural sciences) should also have better representation in the Dean's Office.

The leadership should not change their focus abruptly, has to be consistent about the aim or focus of this university, provide clarity on their objectives to achieve the aim.

The university needs to change a number of VP's and AVP's that have created silo's on campus that do not focus on academics.

There is no vision at this university. I don't know what we are or what we are trying to be. Teaching loads are too high and salaries are too low. This is why many younger faculty are staying until tenure and then going elsewhere. I hear this in almost all departments.

This institution is top heavy. and refuses to address that issue.

transparency, treat faculty fair, stability

When feedback is solicited, establish milestones based on that feedback and document the extent to which the milestones are met.

With upper management going through a complete rotation in twelve months, a clear plan on the short term and longterm goals needs to be defined again since they may not be the same as they were before. Especially as things like Carnegie designations may change some of the directions and goals.

YOU ARE NOT COMMITTED TO HAVING THE RIGHT PEOPLE IN THE RIGHT ROLES. Leaders cover things up. Nobody wants to address the truth. In order to be successful, you have to be a sycophant and turn a blind eye. Employees and students are abused. **THIS IS NOT A SAFE PLACE TO WORK.**

You have a lot of the right people in the right roles, but they are playing many roles. I chair cannot manage three different departments.

3. This institution is committed to making sure we have the right people in the right roles, especially regarding managerial and leadership positions. What do you think are the top three things we should focus on to ensure strong leadership across the institution?

Administration

- Don't settle for mediocre leadership hires. No good Dean candidates in this hiring round? Don't settle, restart the hire process.
- Expect excellence out of staff; reward and recognize those that do well
- Put money where it is merited