



TEXAS TECH UNIVERSITY

Office of Institutional Research

Administrator Evaluation Survey - 2015

Executive Summary of Results

Date: 02/12/2016

Introduction

Since 2007, Institutional Research in conjunction with the Faculty Senate has conducted a survey for evaluating academic administrators. For the 2015 survey, the provost, deans, and department heads were evaluated. Three different groups of faculty and faculty-administrators were invited to participate. First, the teaching faculty (instructor through professor, including visiting and adjunct faculty) were asked to evaluate their chair and/or dean as well as the provost. (Respondents may decline to evaluate any particular official.) Second, chairs and other mid-level administrators evaluated their dean and the provost. Third, evaluating only the provost were deans and other executives reporting to the provost. The survey was conducted over a 5-week period beginning in mid-November.

Evaluations are based on sixteen questions regarding the following: promoting research, scholarship, teaching and service, effective representation, having an open and transparent administration, representing faculty interests, seeking faculty input, supporting faculty development, having an effective staff, implementing a good strategic plan, managing finances, promoting cooperation, supporting a good tenure and promotion process, promoting diversity, and in inspiring confidence. (Respondents may decline to respond to any of the questions.) Respondents may also comment about each official being evaluated.

Published later in this report are detailed tables that provide for each administrator the results by population and question, giving the count, mean, median, maximum, minimum, and distribution of scores as well as the standard deviation, standard error and ratio of high scores to low scores. A minimum number of responses (by count and percentage) is required for reporting. Three additional tables list comparative mean scores by question, population, and administrator. Comments are made available separately. (Given changes in administrators and participant categories from one survey to the next, there are no rating comparisons over time.)

Descriptive Data

Of the general faculty, 396 (28%) evaluated the provost, 554 (39.3%) evaluated a dean and 593 (41.9%) evaluated a department head.

Of chairs, directors, associate/assistant deans and other mid-level administrators, 71 (43%) evaluated the provost, and 78 (47%) evaluated a dean.

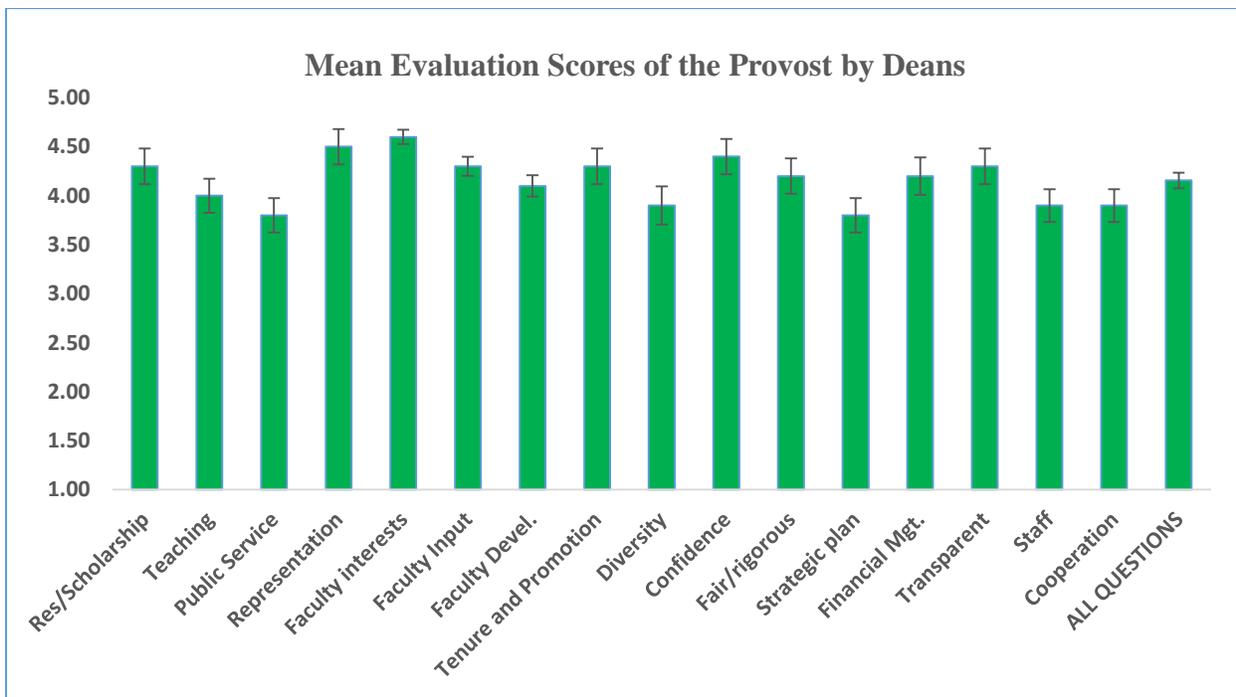
Of deans and provost-office administrators 10 (56%) participated in evaluating the provost.

Regarding Provost. Deans gave the provost an overall rating mean of 4.16 (± 0.08). The evaluations by the chairs and other mid-level administrators gave 4.19 (± 0.03). The general faculty scored the provost as 3.85 (± 0.01).

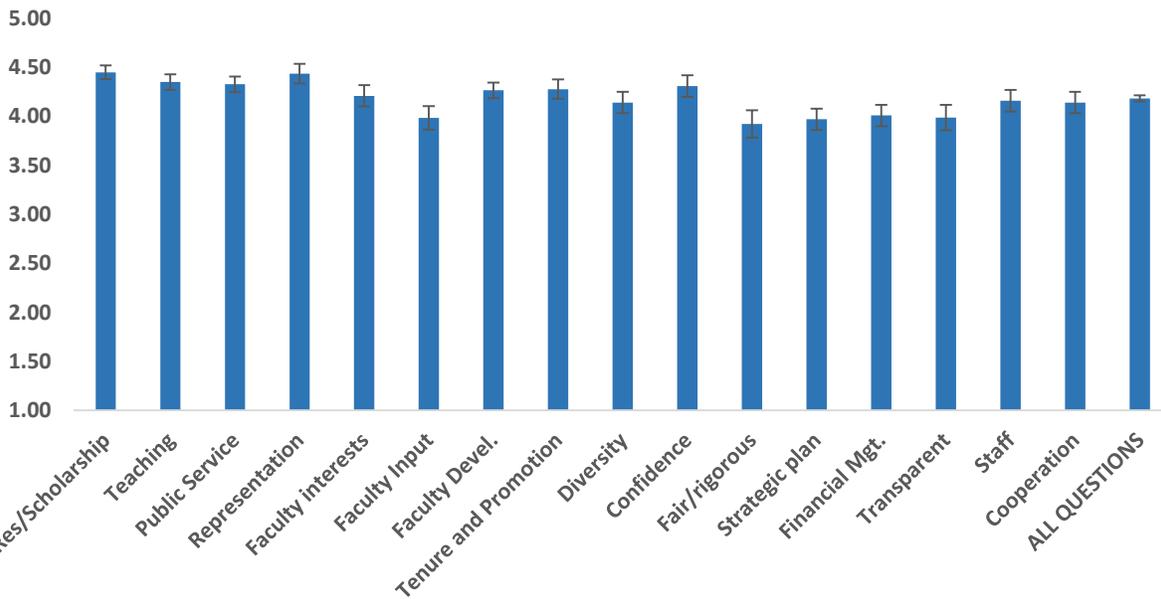
The chairs-level group gave the provost ratings of 4.0 or higher on 12 questions out of 16, while the deans-level group scored 11 questions at that high level and the faculty gave 4 questions out of 16 questions at that high level. For promoting research, scholarship and teaching the provost earned ratings well above 4.0 from all three populations.

The only issue of comparative weakness is “Has a clear strategic plan and allocates resources consistently with that plan” (3.80 by the deans, 3.97 by chairs and 3.73 by the general faculty).

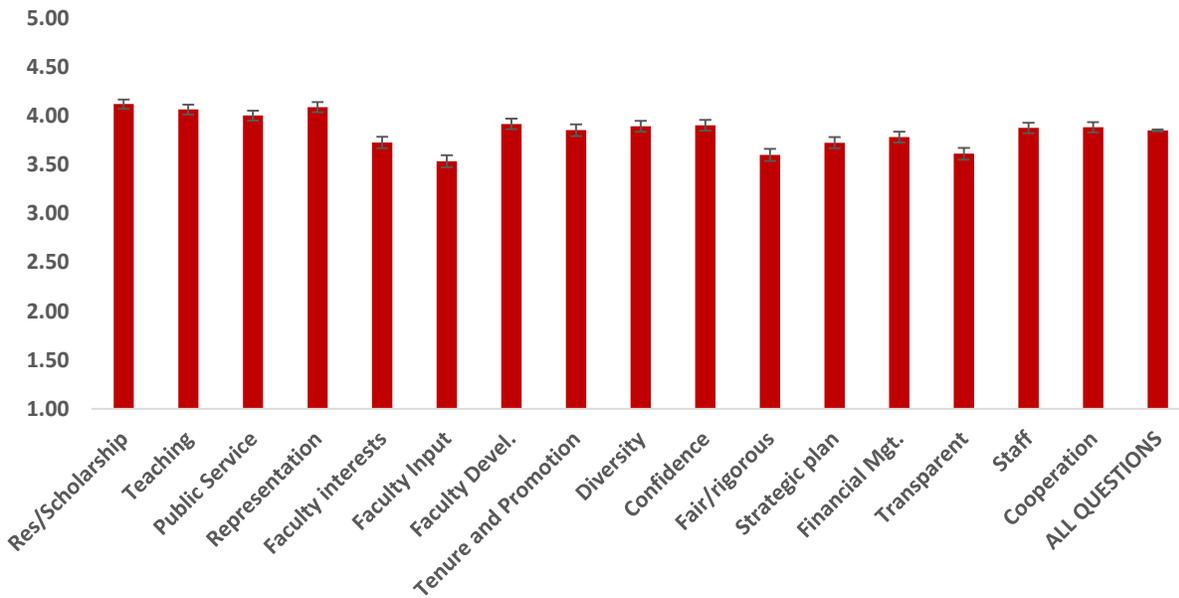
Summative charts appear below for each evaluating group.



Mean Evaluation Scores of the Provost by Chairs & Assoc/Asst Deans



Mean Evaluation Scores of the Provost by Faculty



Question data for the Provost by evaluator:

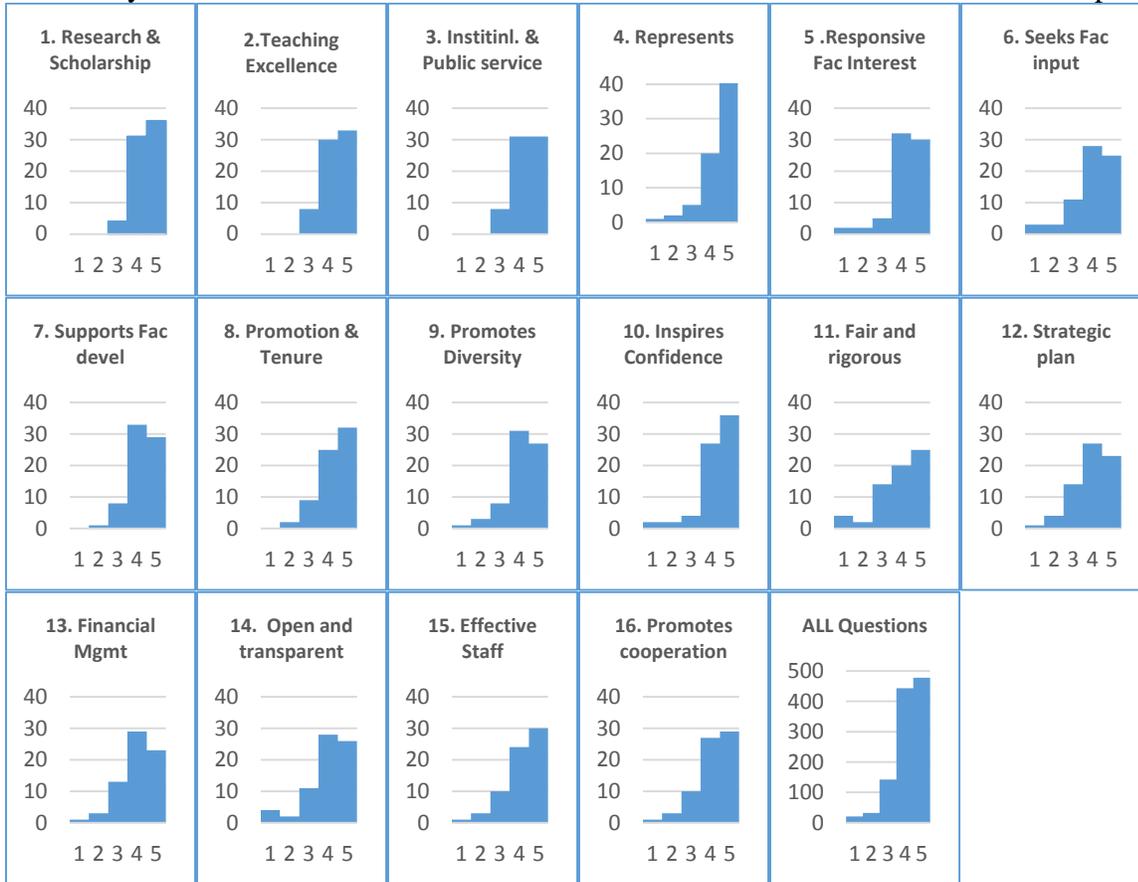
Provost by Deans

Response 56%



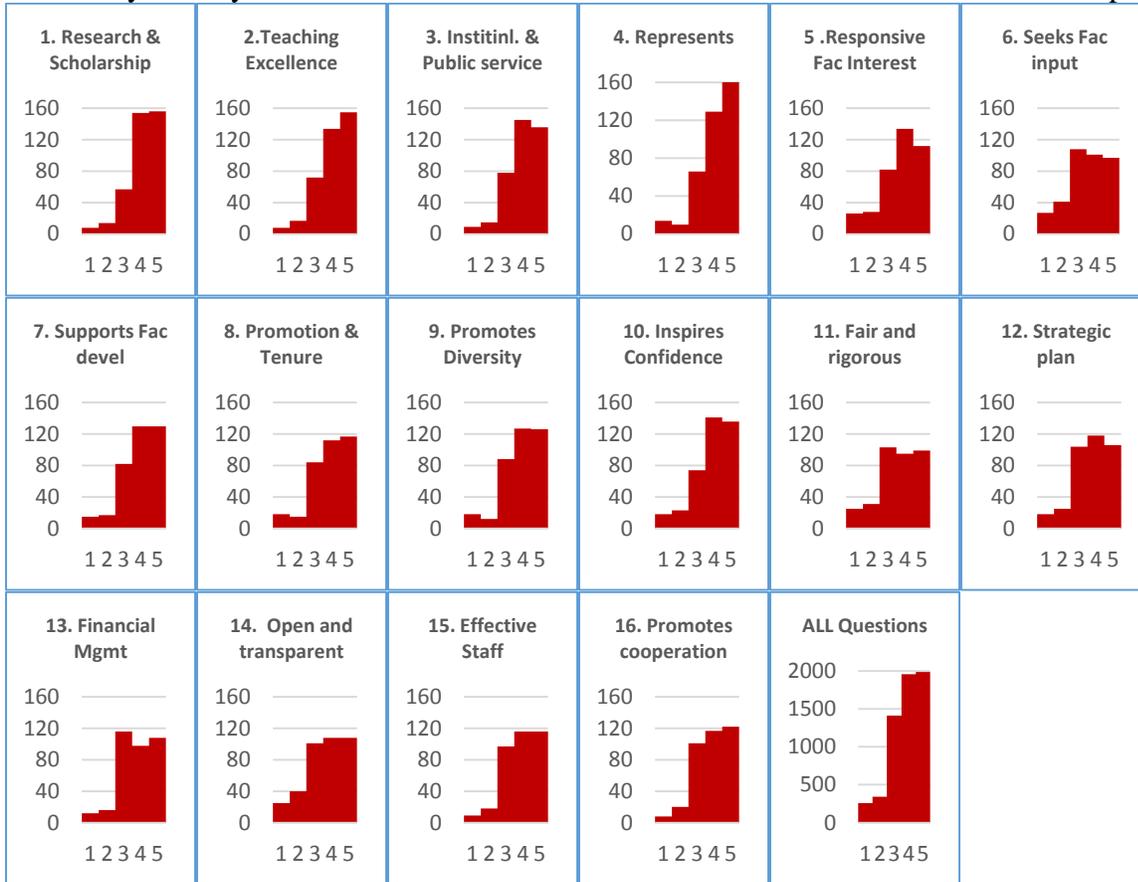
Provost by Chairs and Assoc. /Asst. Deans

43% Response



Provost by Faculty

28% Response



Regarding Deans. As evaluated by chairs, associate/assistant deans, and other mid-level academic leaders, deans earned a 3.84 (± 0.04) rating.

Only nine deans had enough ratings for reporting individually. Of those, three had overall rating averages between 4.23 and 4.66. The leaders of Agriculture and Human Sciences had all the 16 questions scored above 4.0 and College of Education Dean had 12 questions scored at 4.0 or above. And the college of Agriculture Dean had two unanimous 5.0 ratings. The lowest overall average was for the Dean of Rawls College of Business 3.02 (± 0.16). None of the deans were rated below 3.0 by the chairs.

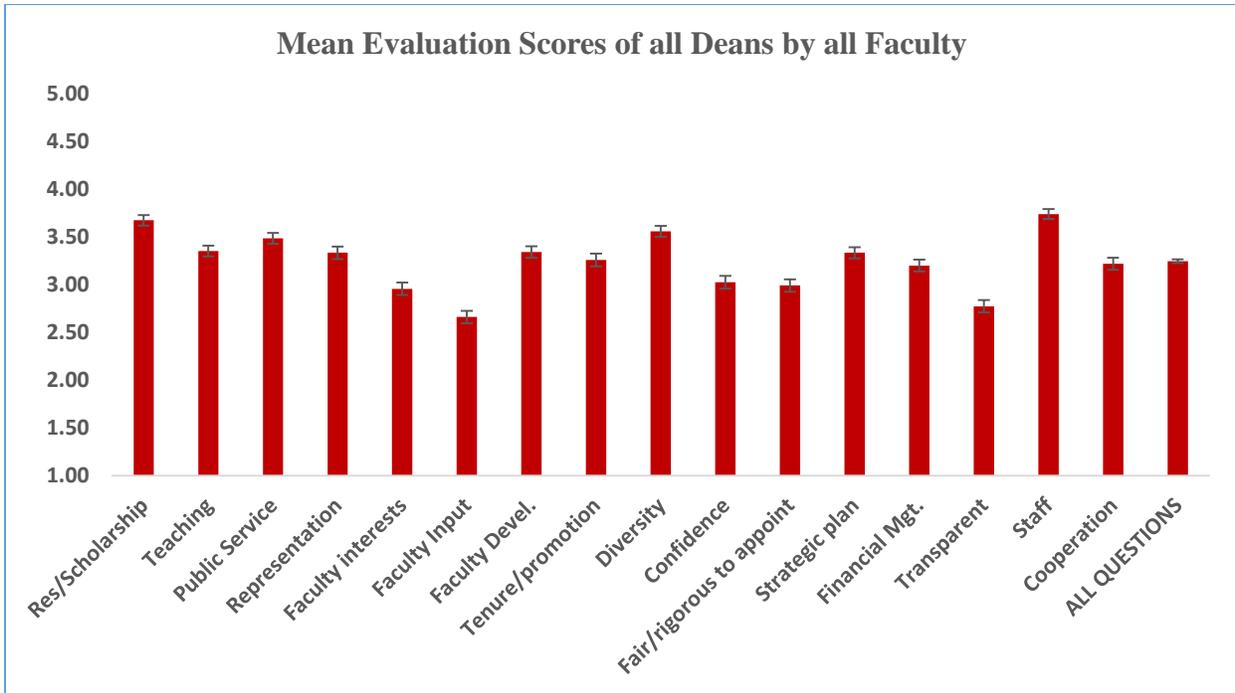
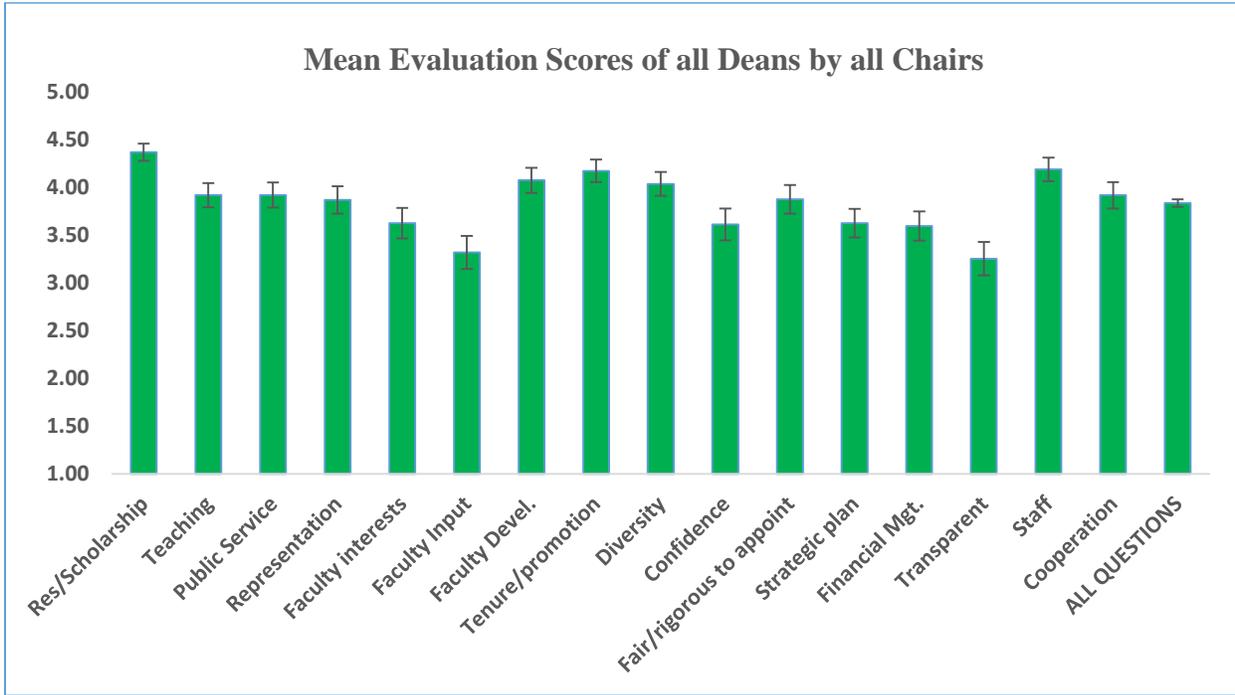
Overall, the mid-level administrators judged deans best at *promoting research & scholarly excellence* (4.37), while being weakest at *Administering in an open and transparent manner* (3.26) and inviting *faculty input into decision making* (3.32) is another area needing some improvement.

The general faculty tended to be much more critical of deans. The average rating was (3.25, ± 0.02). The highest ratings went to Dean Perlmutter of Media & Communication (4.16, ± 0.07). The next best is Dean Galyean of Agriculture (4.11, ± 0.04). Also well regarded were Dean Gerlich of Library (3.90, ± 0.05), Dean Hoover of Human Sciences (3.77, ± 0.05) and Dean Edwards of Visual & Performing Arts (3.68, ± 0.04).

However, three deans had overall rating averages a little below 3.0 by the faculty: Dean Nail of the Rawls College of Business (2.91, ± 0.06), Dean Vernooy of the College of Architecture (2.81, ± 0.08), and Dean Lindquist of the College of Arts & Sciences (2.68, ± 0.02).

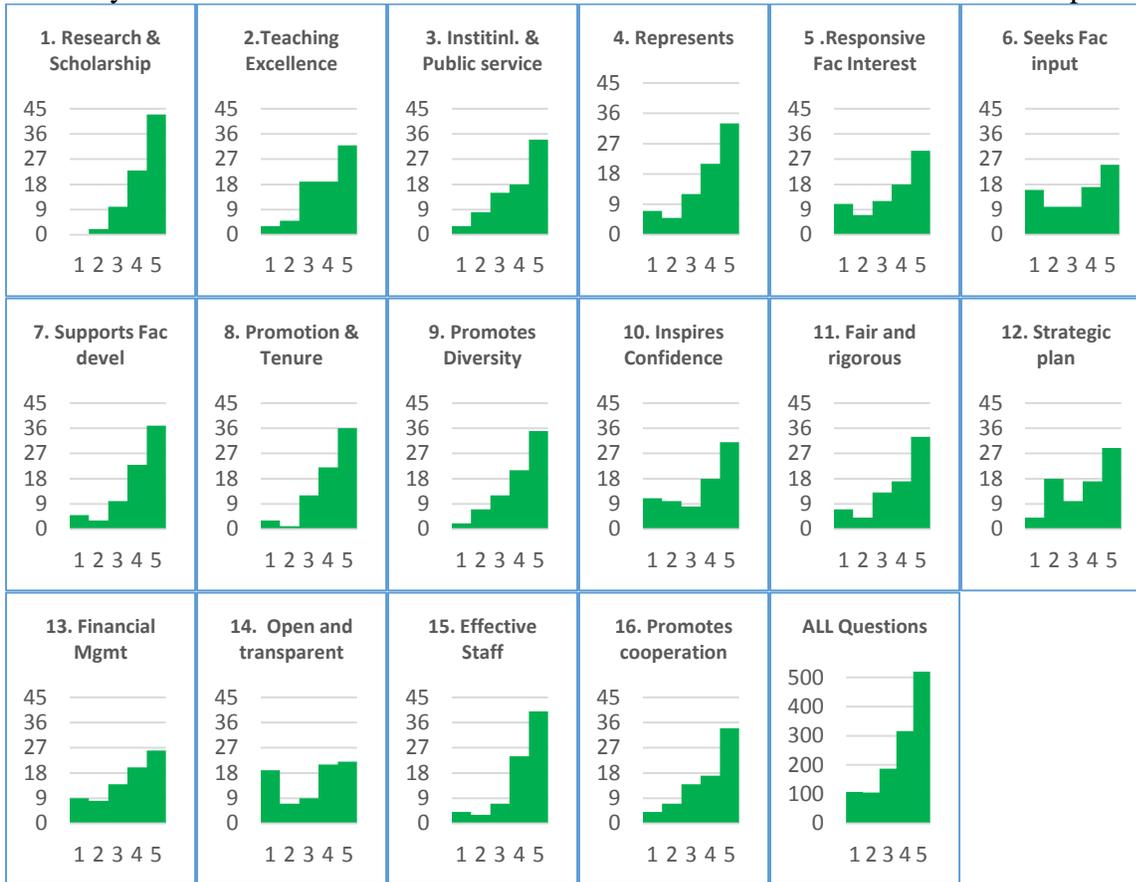
The primary weakness as viewed by the faculty and chairs was on two counts. One was “seeks faculty input in decision making” and the other one was “administers in open and transparent manner”. Out of 21 ratings, 10 ratings (48%) evaluated below 3.0 score.

Summative charts regarding Deans appear on the following pages:



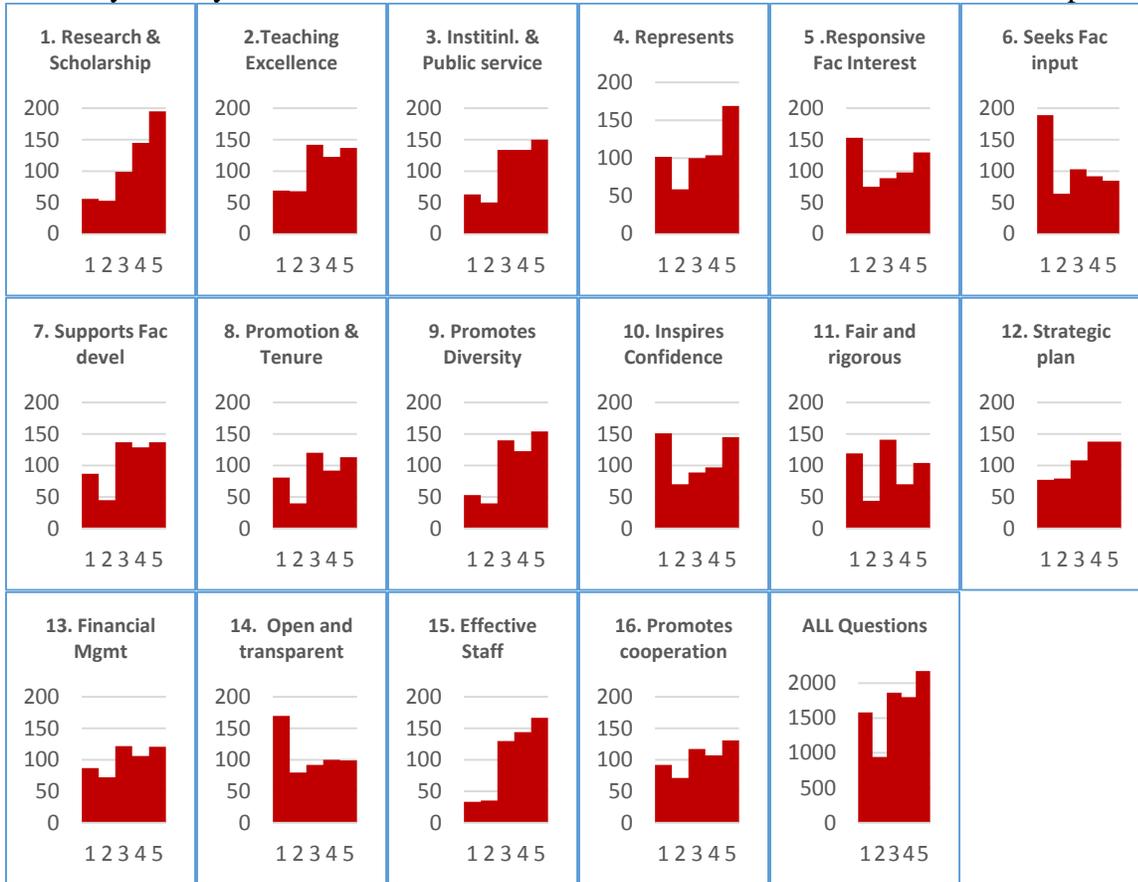
Question Data for Deans by Evaluator:
Deans by Chairs and Other Administrators

47% Response

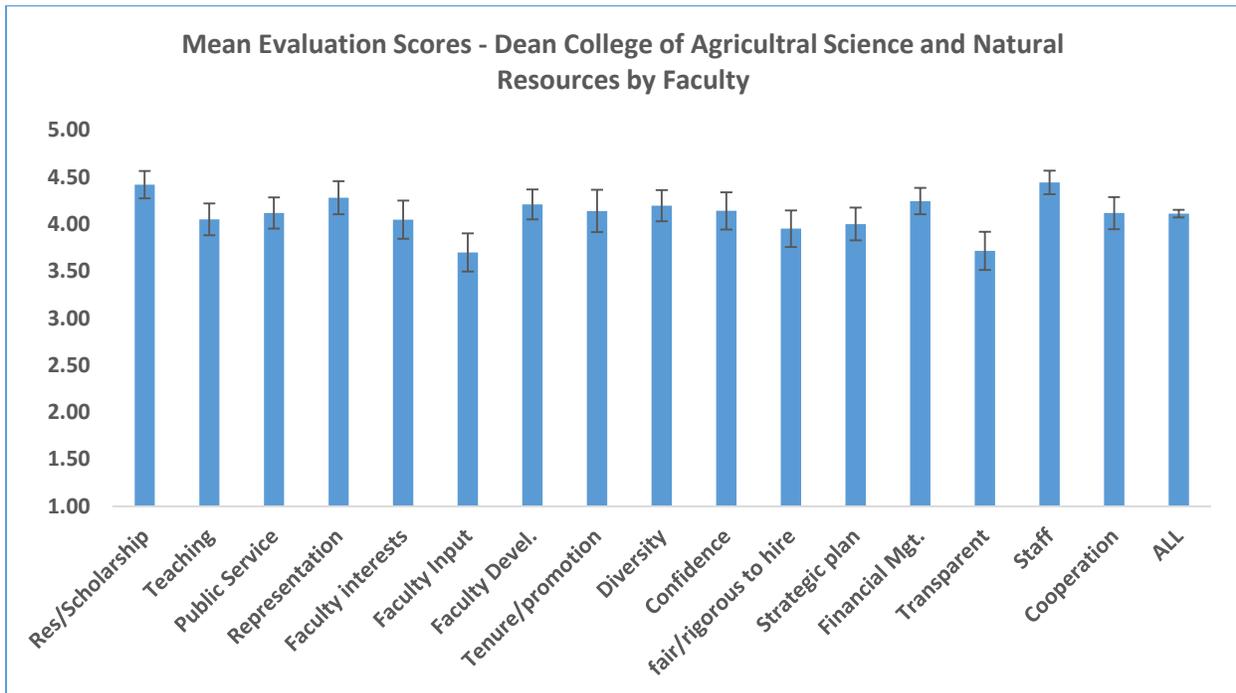
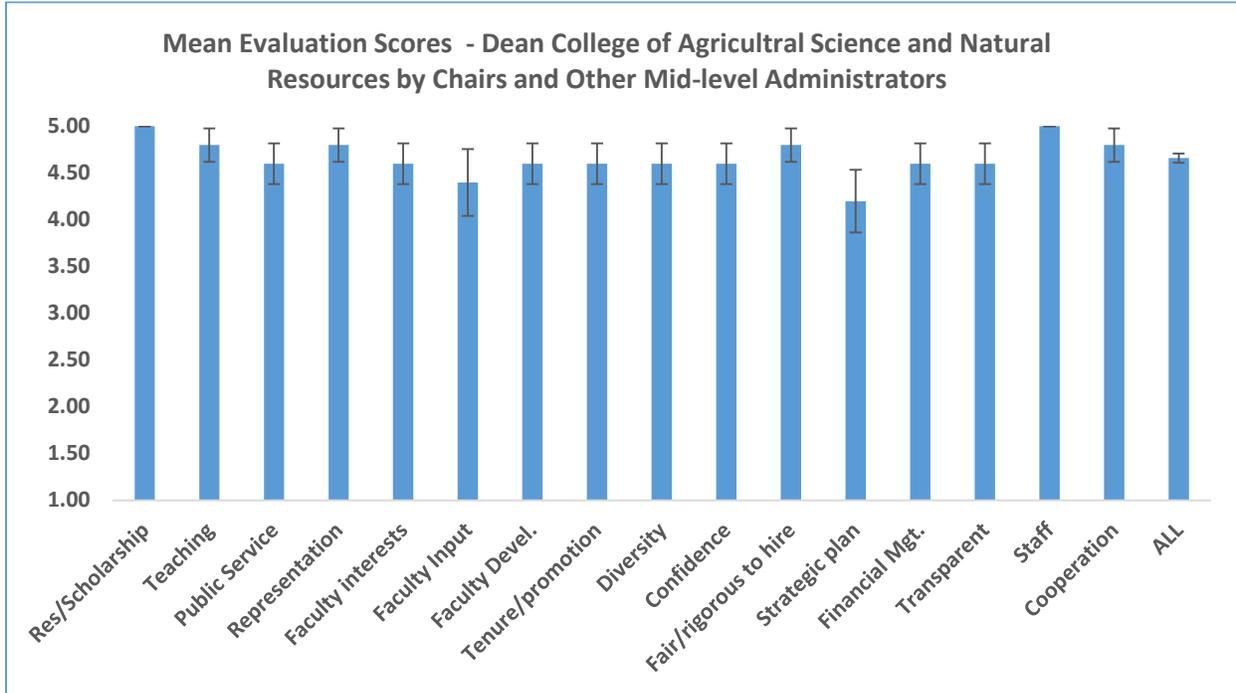


Deans by Faculty

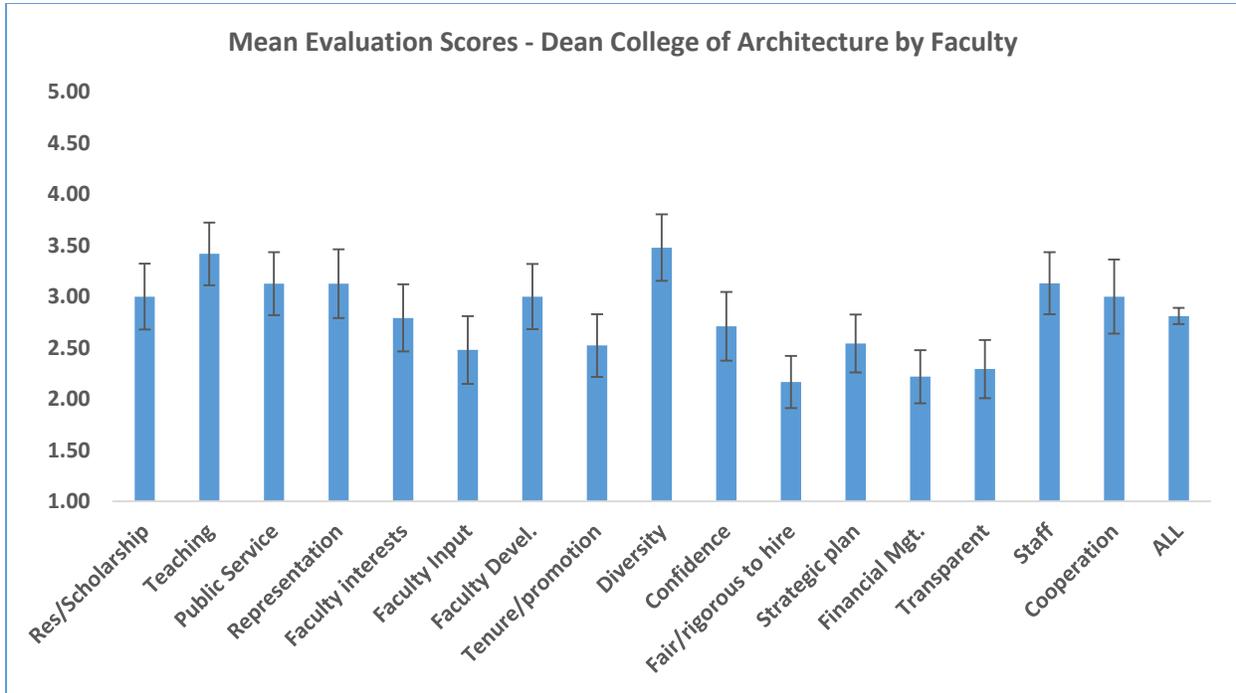
39% Response



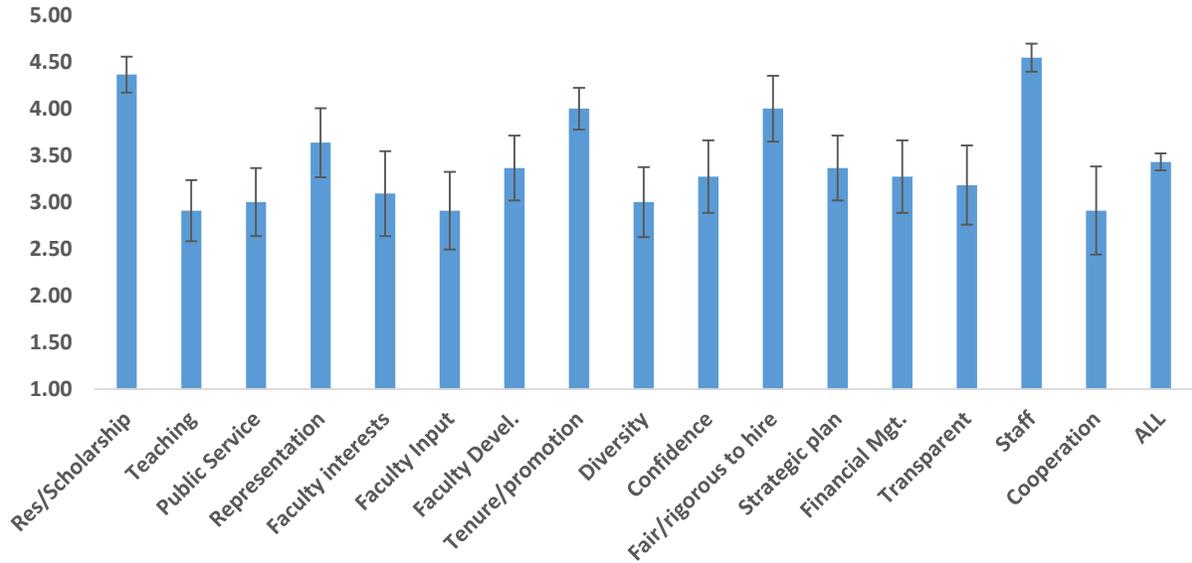
Deans as Evaluated by Chairs and Faculty by College



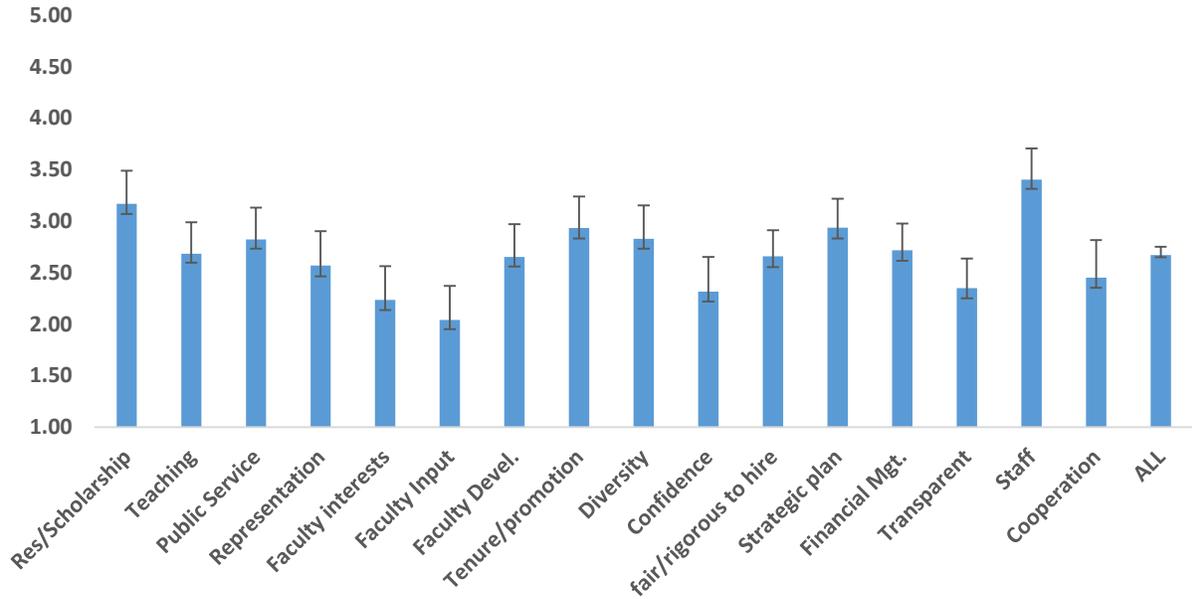
College of Architecture
Charting by chairs is not applicable for this college.



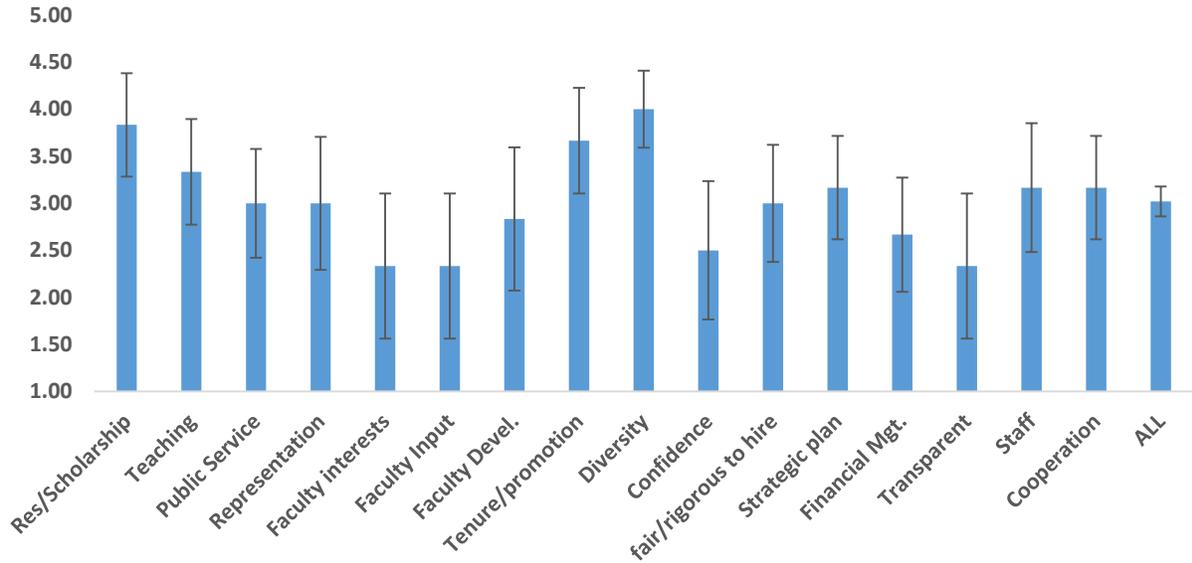
Mean Evaluation Scores - Dean College of Arts and Sciences by Chairs and Other Mid-level Administrators



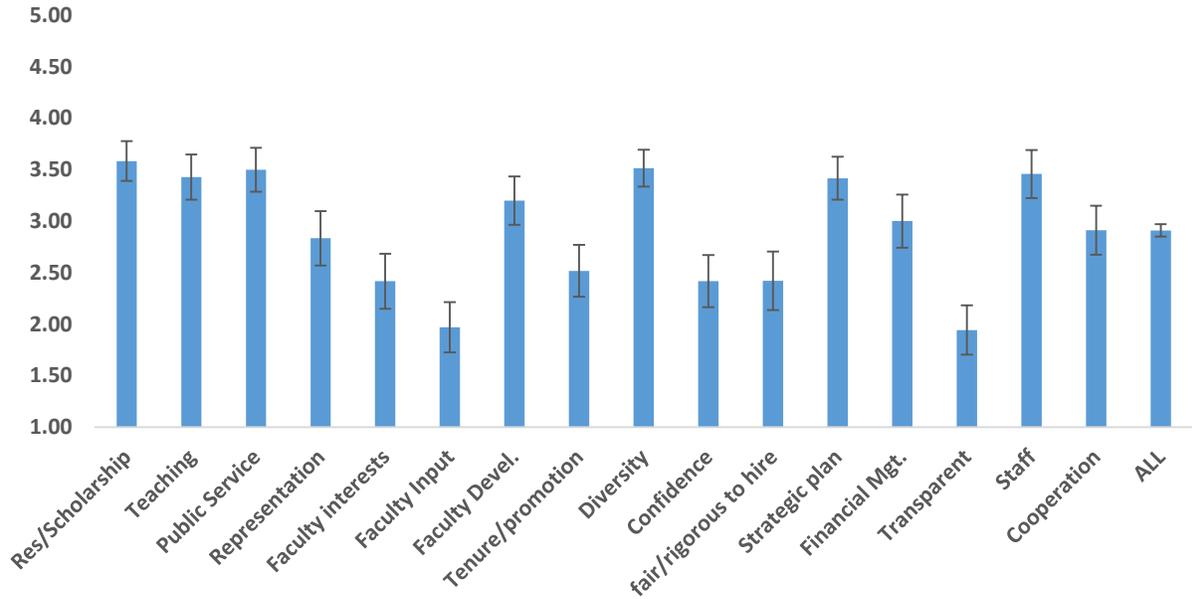
Mean Evaluation Scores - Dean College of Arts and Sciences by Faculty



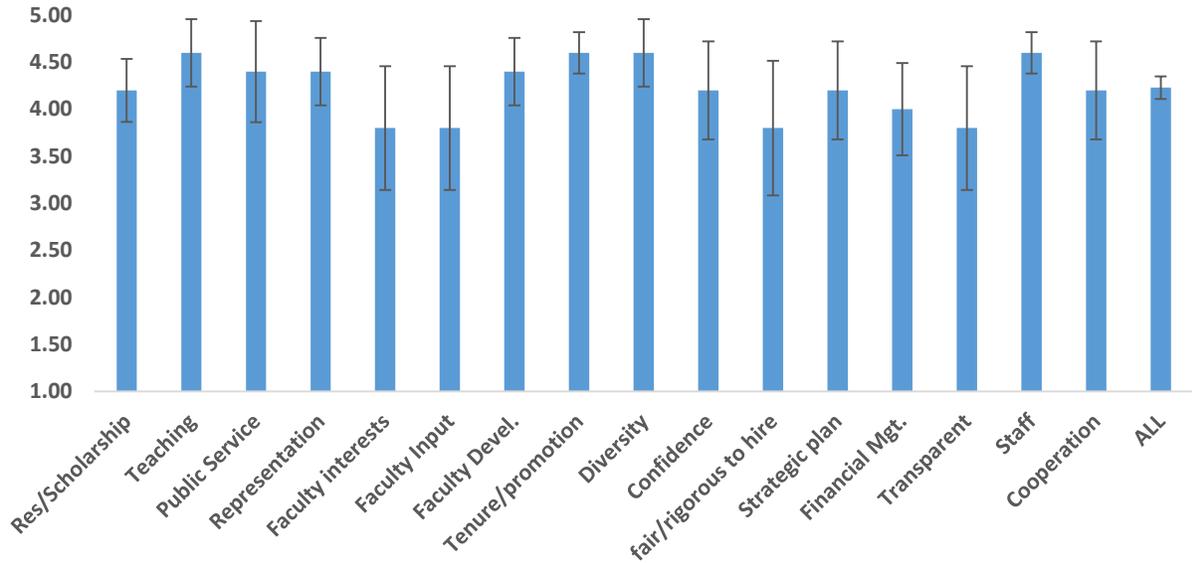
Mean Evaluation Scores - Dean Rawls College of Business by Chairs and Other Mid-level Administrators



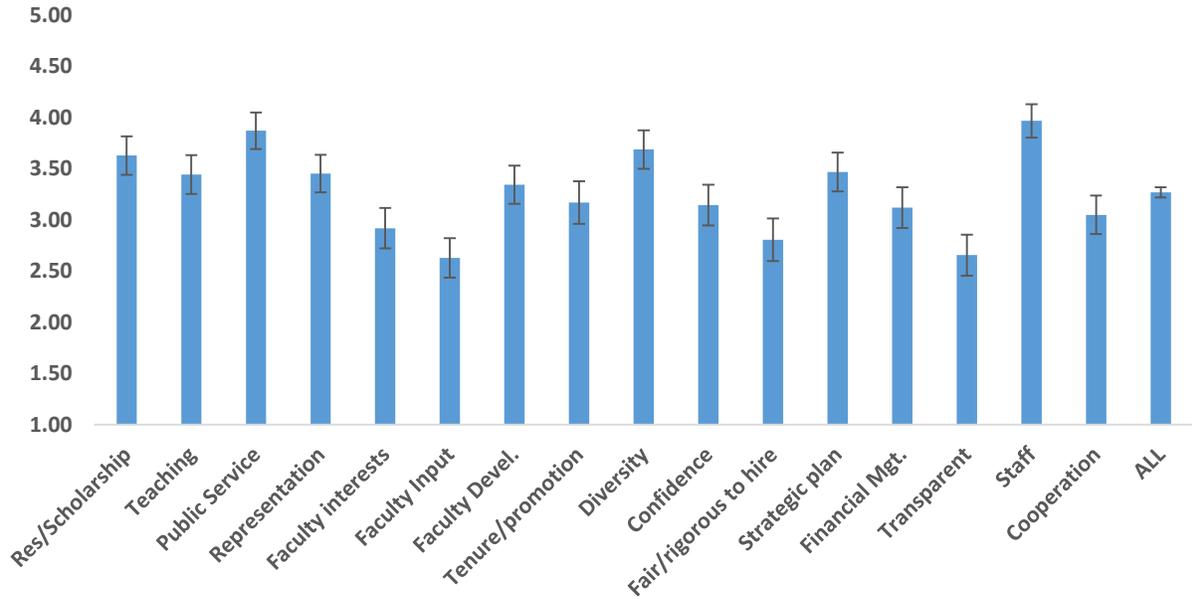
Mean Evaluation Scores - Dean Rawls College of Business by Faculty



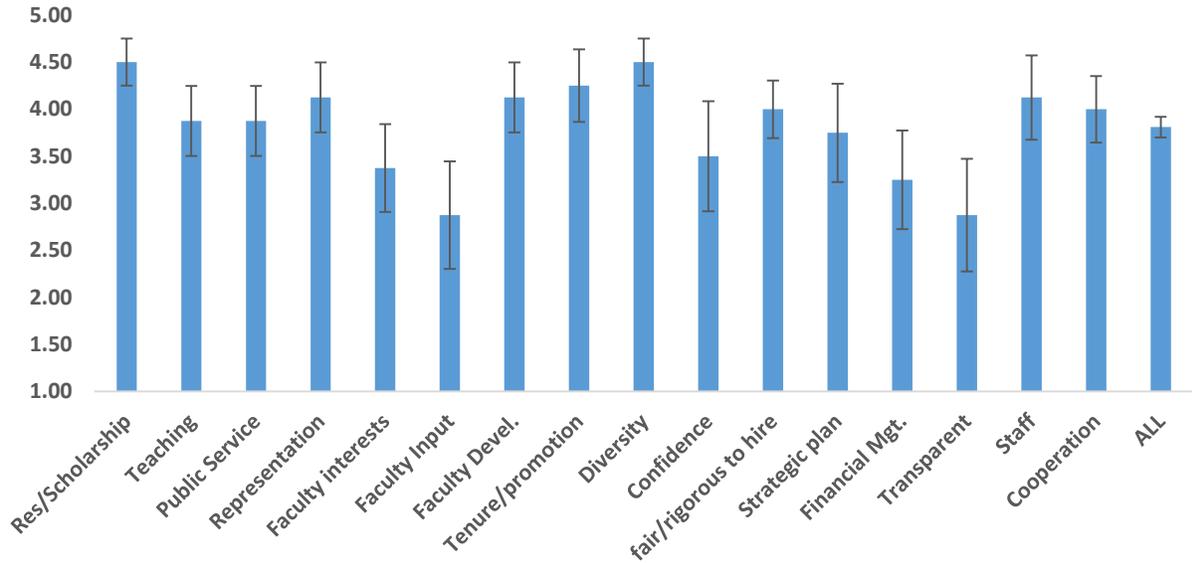
Mean Evaluation Scores - Dean College of Education by Chairs and Other Mid-level Administrators



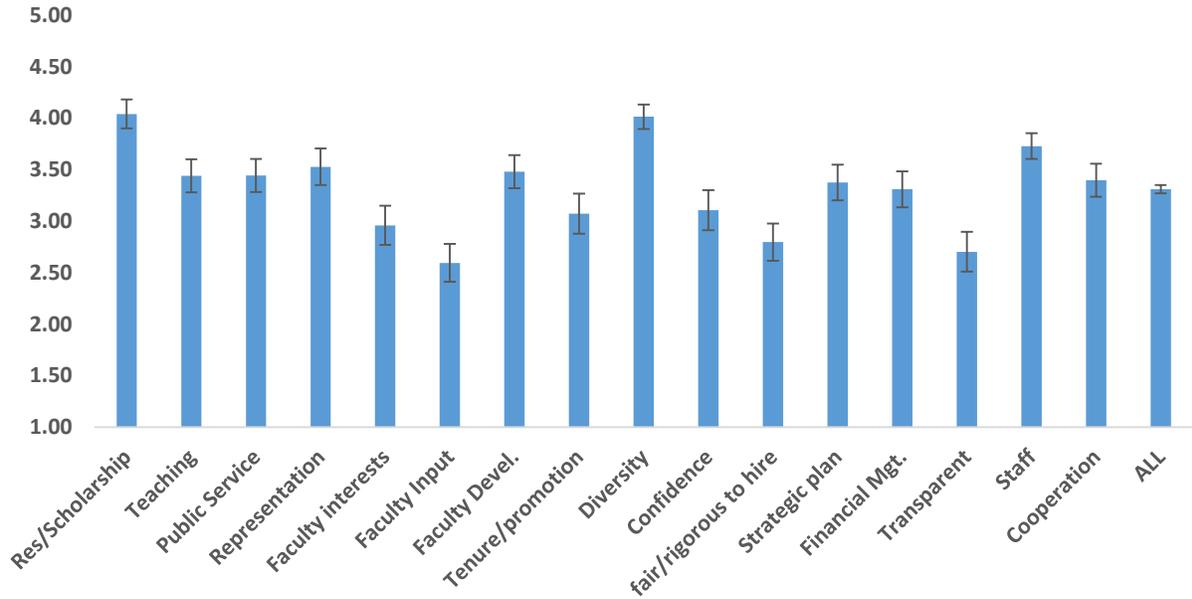
Mean Evaluation Scores - Dean College of Education by Faculty

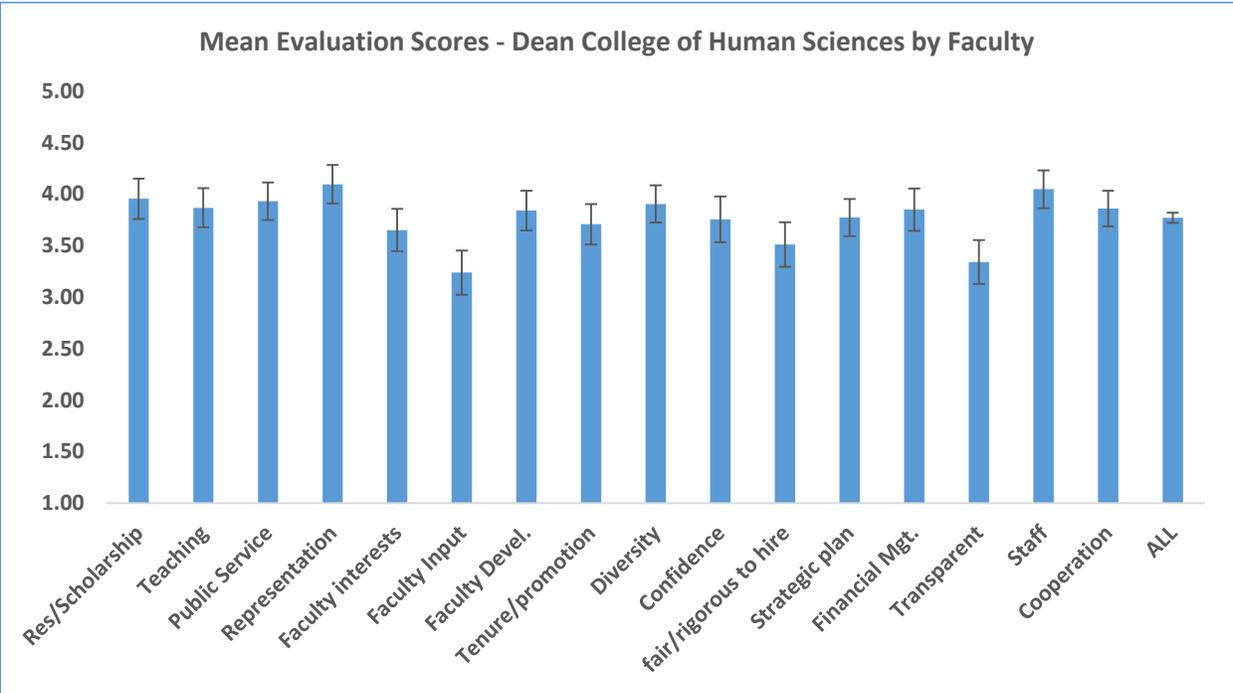
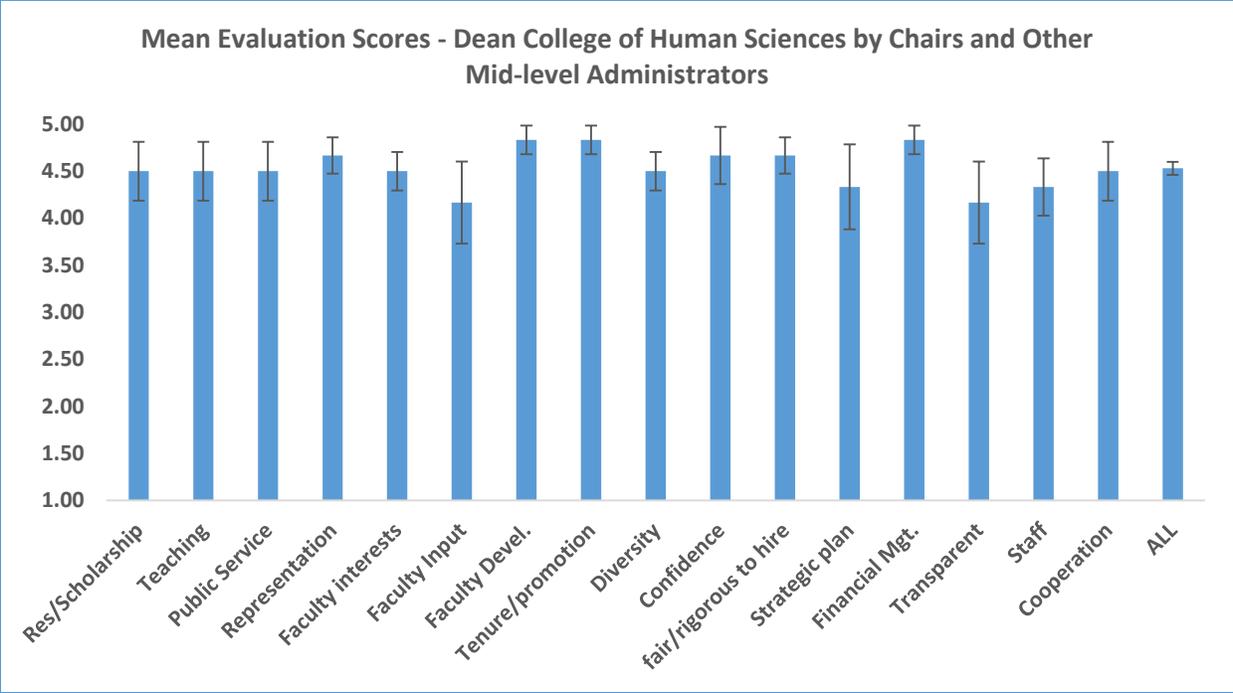


Mean Evaluation Scores - Dean College of Engineering by Chairs and Other Mid-level Administrators

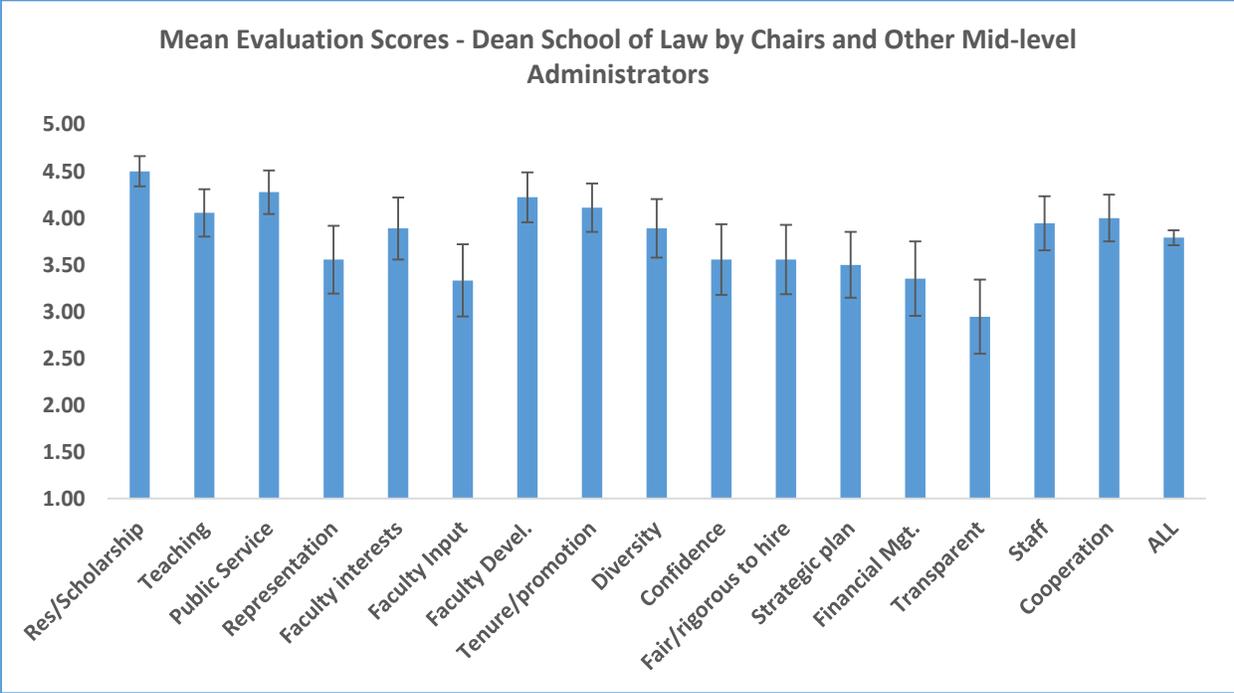


Mean Evaluation Scores - Dean College of Engineering by Faculty

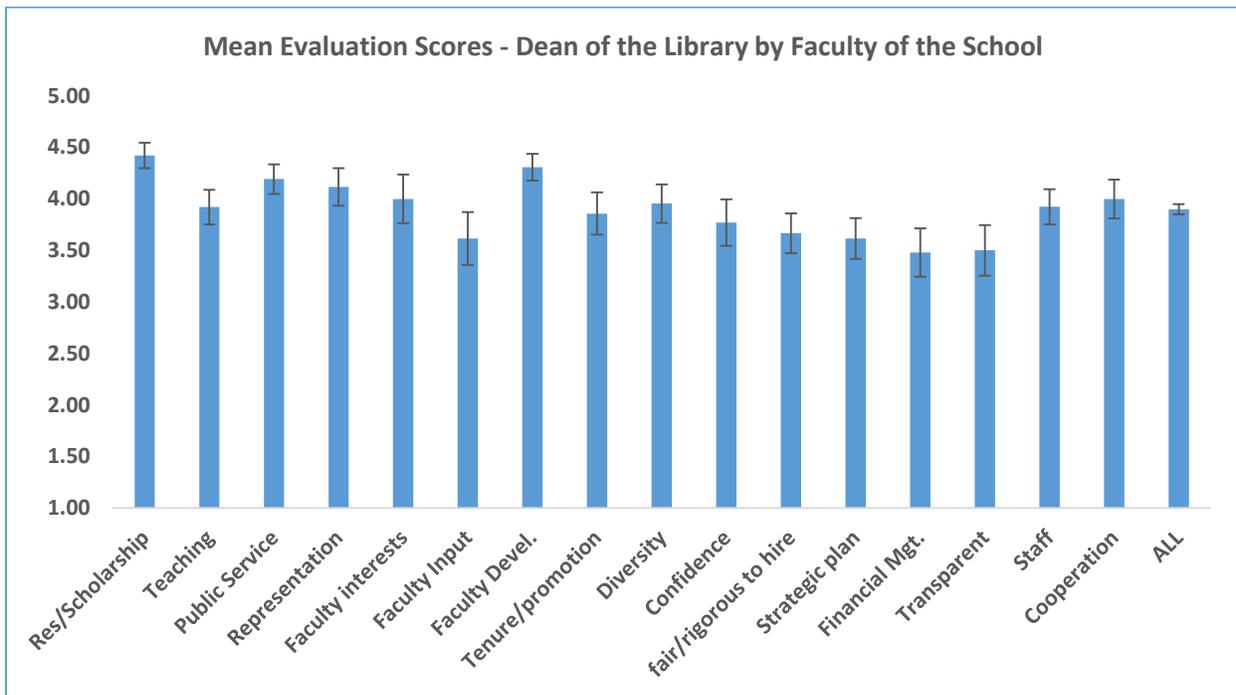


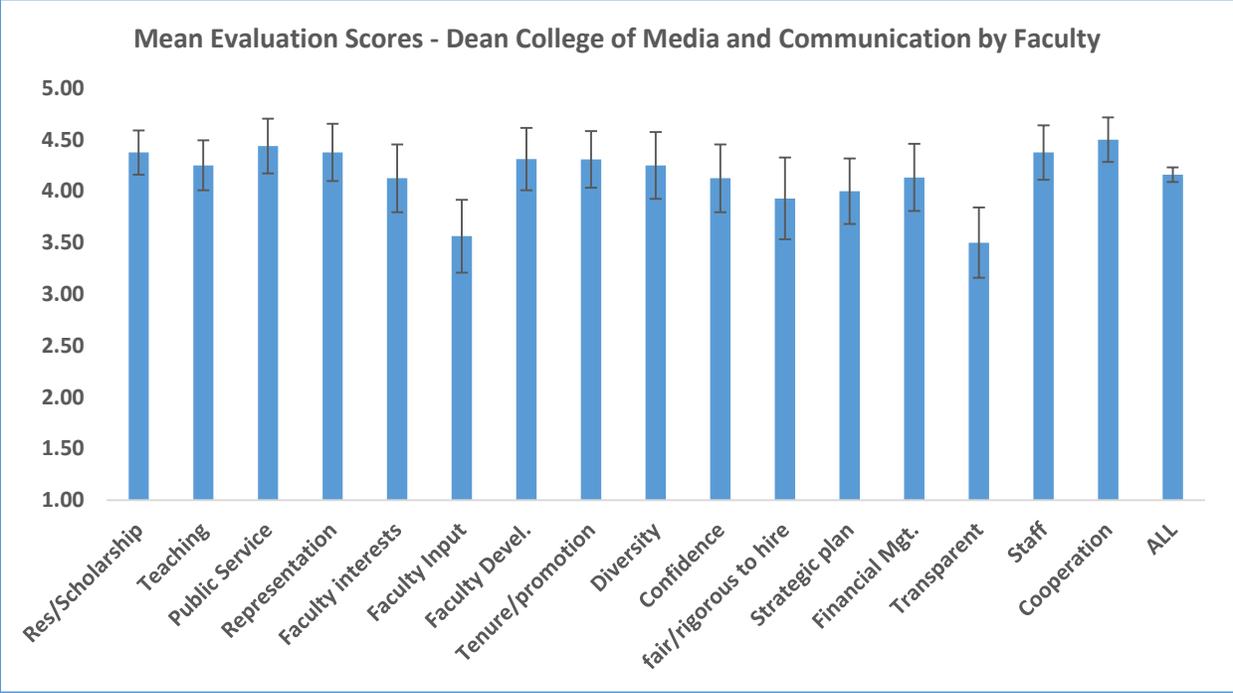
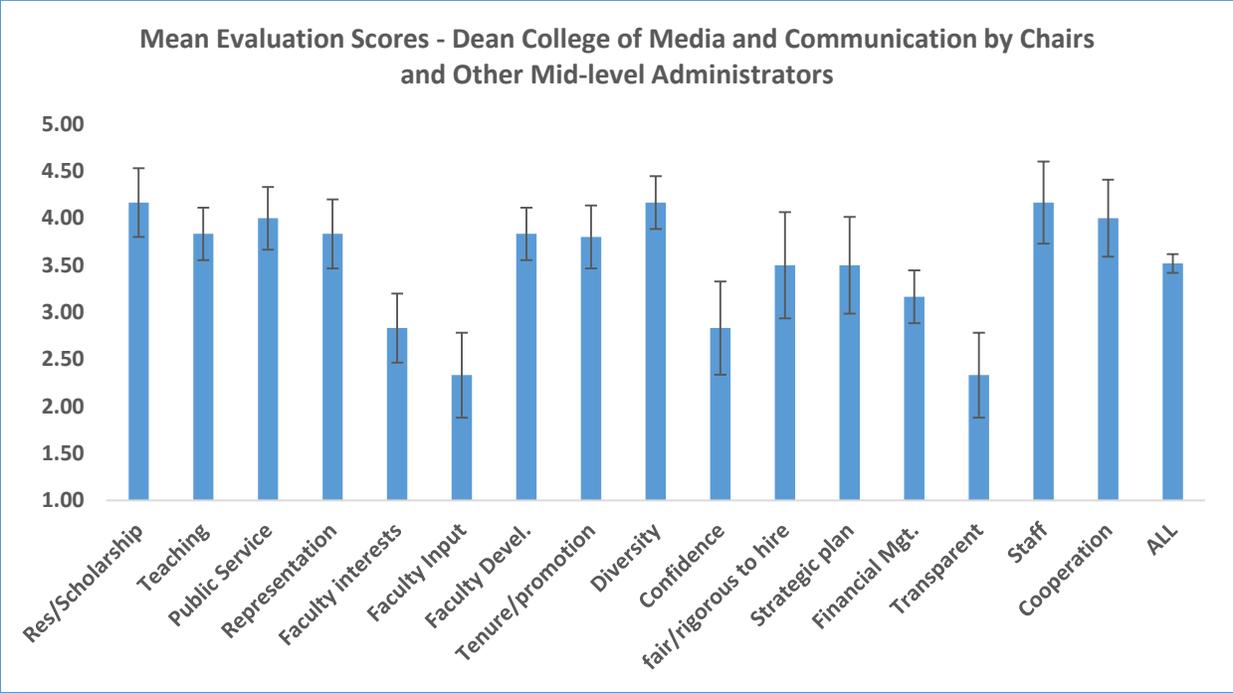


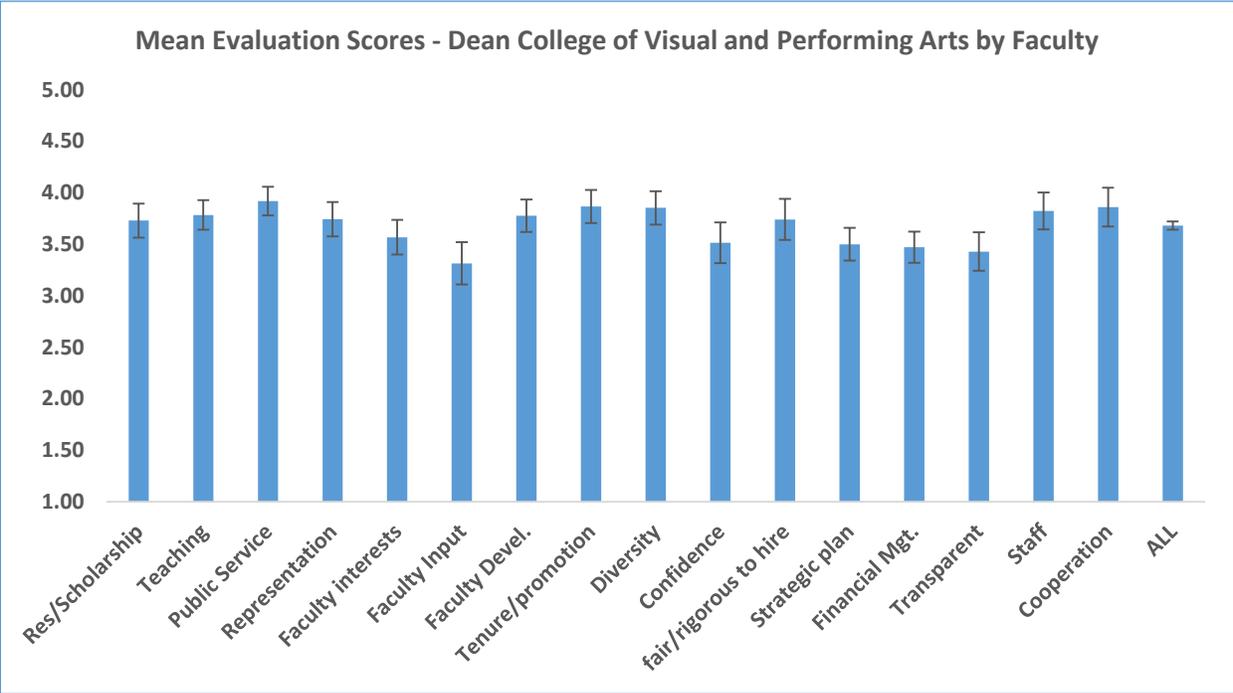
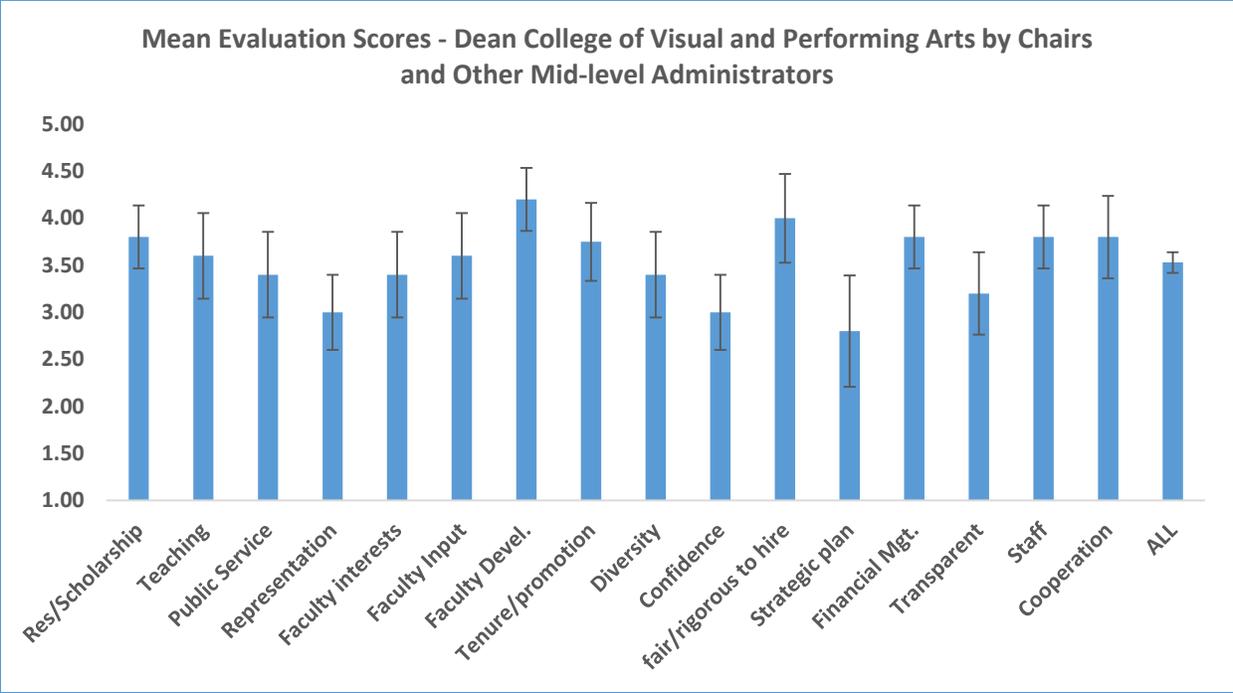
School of Law
Charting by faculty is not applicable for this college.



Library
Charting by chairs is not applicable for this school.







Regarding Chairs:

Regarding Chairpersons, Directors, Coordinators, etc. The faculty awarded department heads a 3.91 (± 0.01) overall mean.

Twenty two departments out of 46 had rating averages above 4.0 and as high as 4.99 (for the Department of Public Relations).

The leaders of the following units earned high ratings on all 16 dimensions:

1	AG-AGCO - Frazee
2	AG-NRM - Wallace
3	AS-HIST - Cunningham
4	AS-PSY - Morgan
5	AS-SASW - Houk
6	BA-FIN - Mercer
7	HS-CFAS - Shumway
8	MC-PR - Seltzer
9	VPA-MUSIC - Ballenger

Another five departments had 15 of the 16 questions averaging at or above 4.0.

1	AG-PSS - Hequet
2	AS-PHIL - Webb
3	BA-ACCT - Ricketts
4	HS-PFP - Hampton
5	MC-MCOM - Ott

Another three departments had 14 of the 16 questions at or above 4.0

1	AS-MATH - Toda
2	BA-MGT - Fried
3	HS-DOD - Parkinson

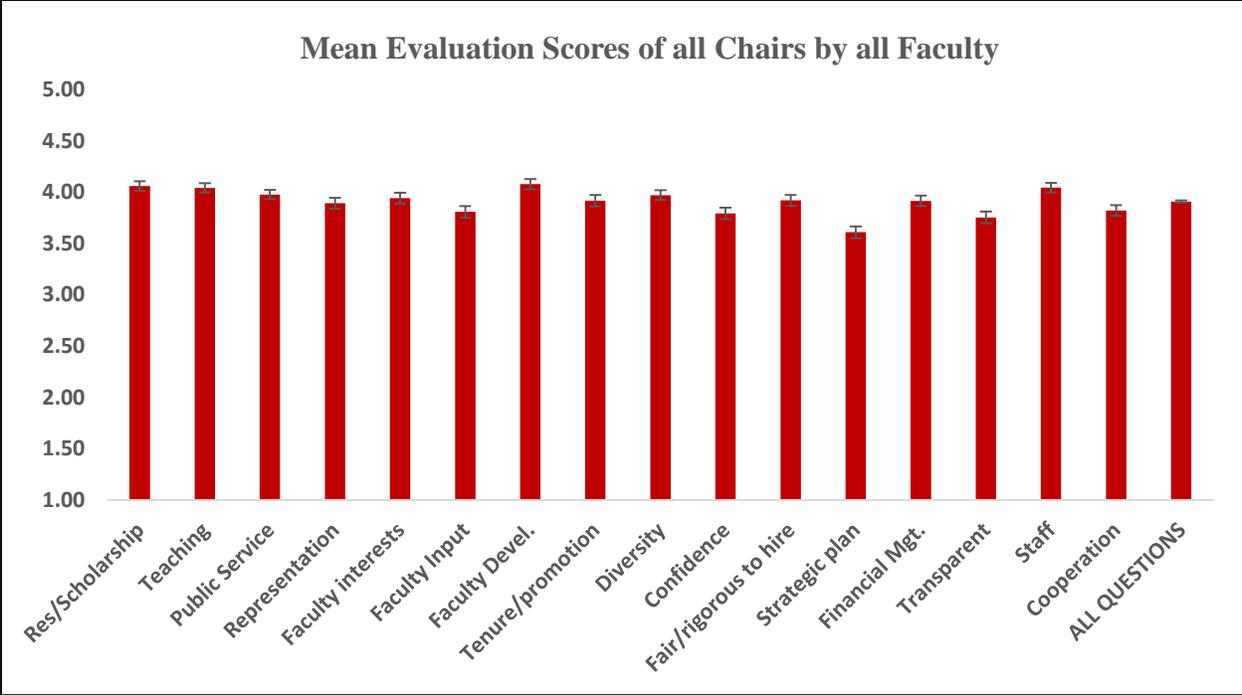
Actively promotes research and scholarly excellence earned 25 of 46 units had a 4.0 rating or better and 21 rating in the Mid-level ratings resulting into none of the ratings below 3.0.

Actively promotes teaching excellence is the best characteristic overall. This earned 29 of 46 units had a 4.0 rating or better. Although *actively promotes teaching excellence* has the best score it has earned one rating below 3.0 from EN- CS, Hewett.

Strategic planning was the most common weakness of department leaders and this earned 8 rating below 3.00. And the second one is *administering in a transparent manner* earned 6 rating below 3.0.

Out of 46 ratings only two departments earned below 3.0.

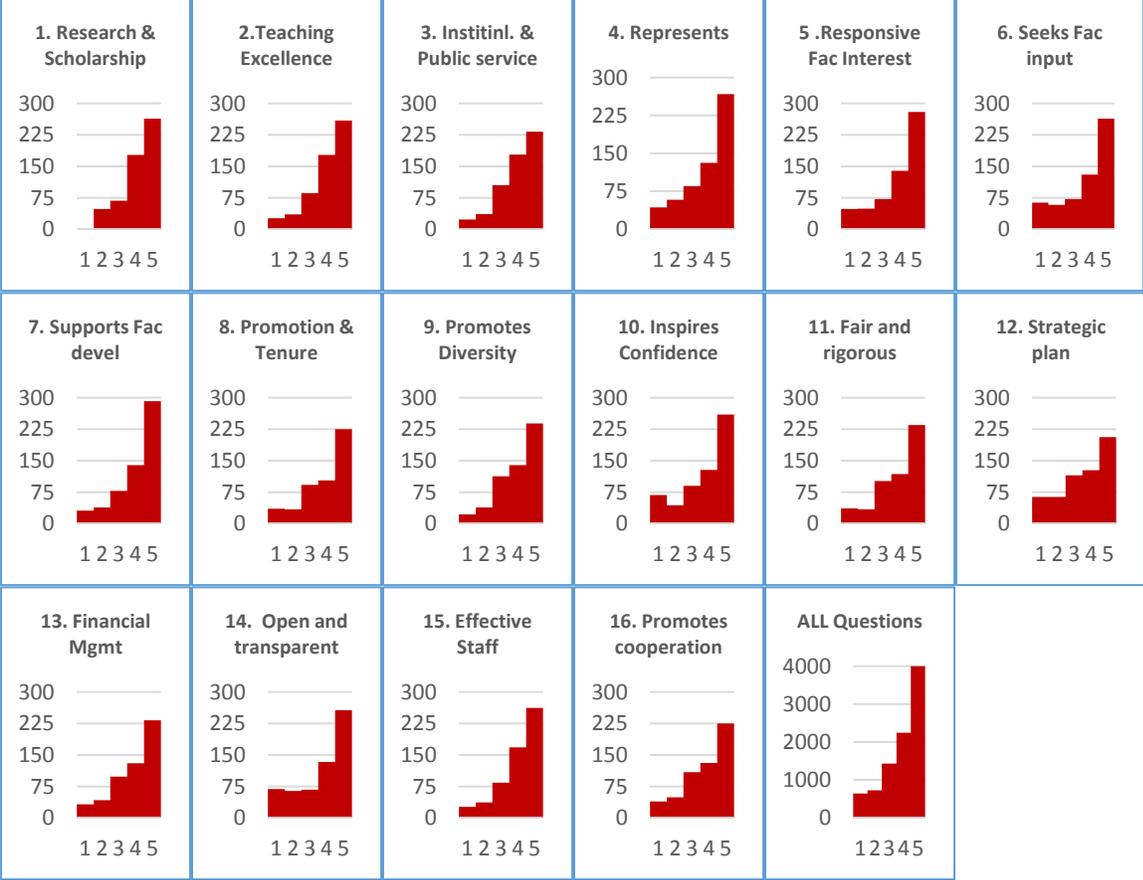
1	AR-AR - Ellis
2	EN-CS - Hewett

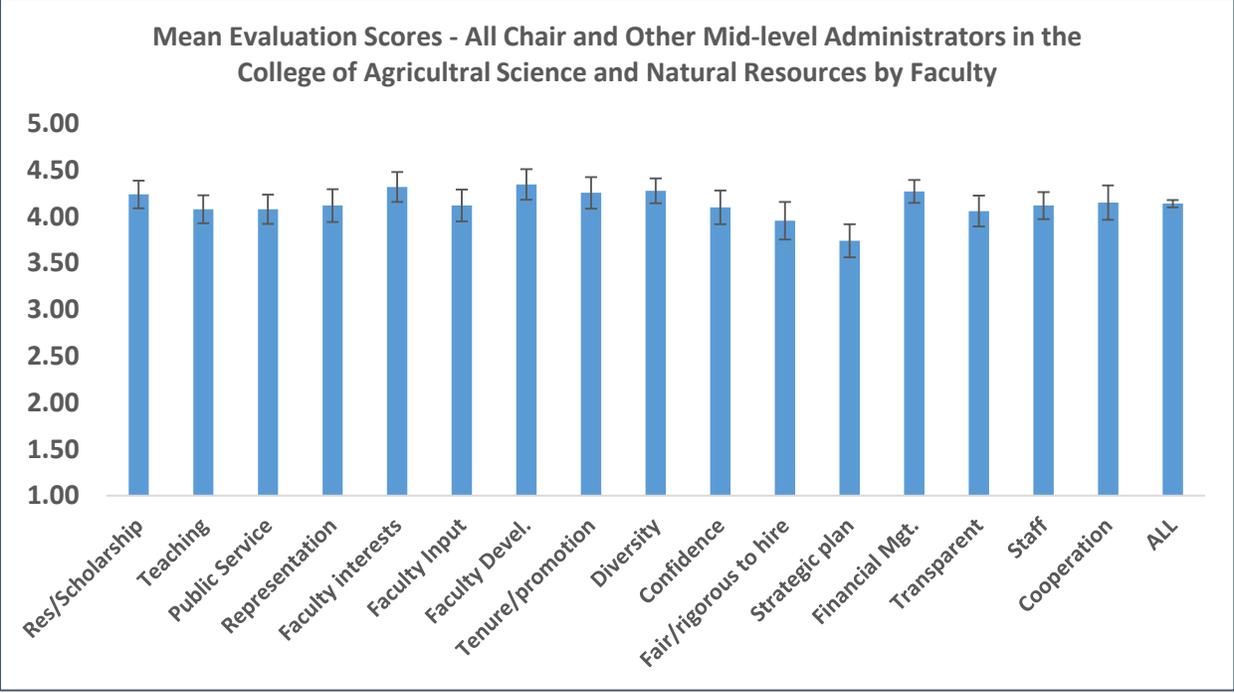
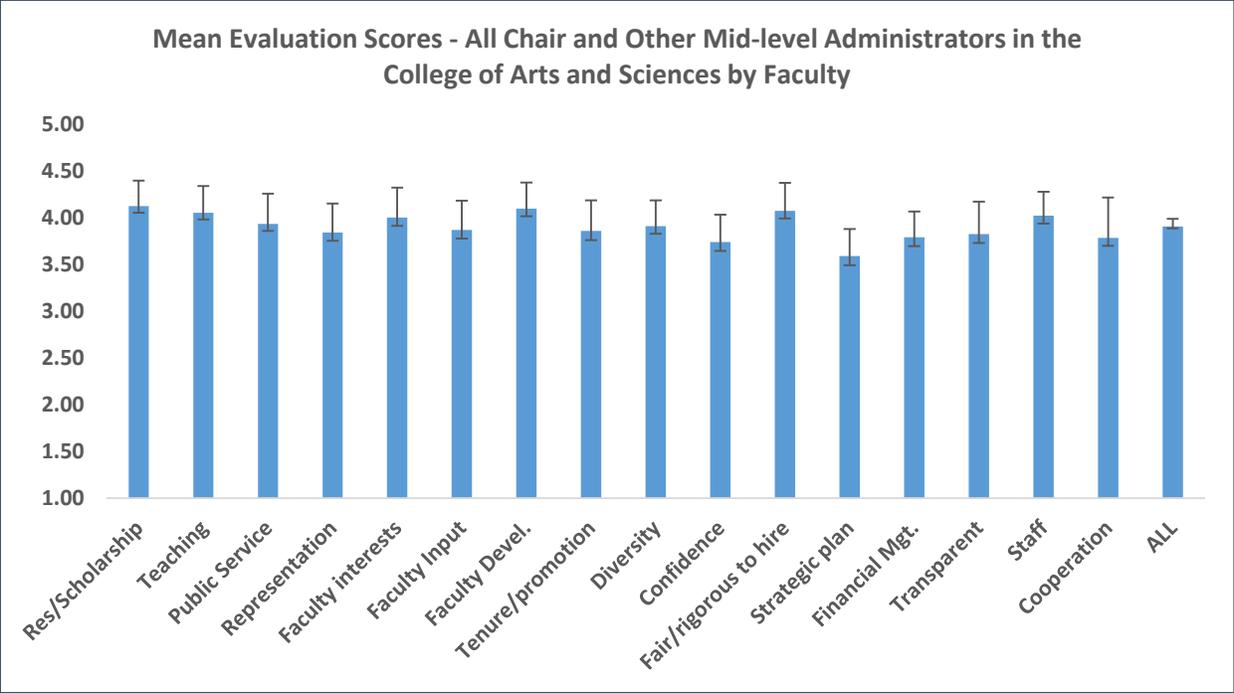


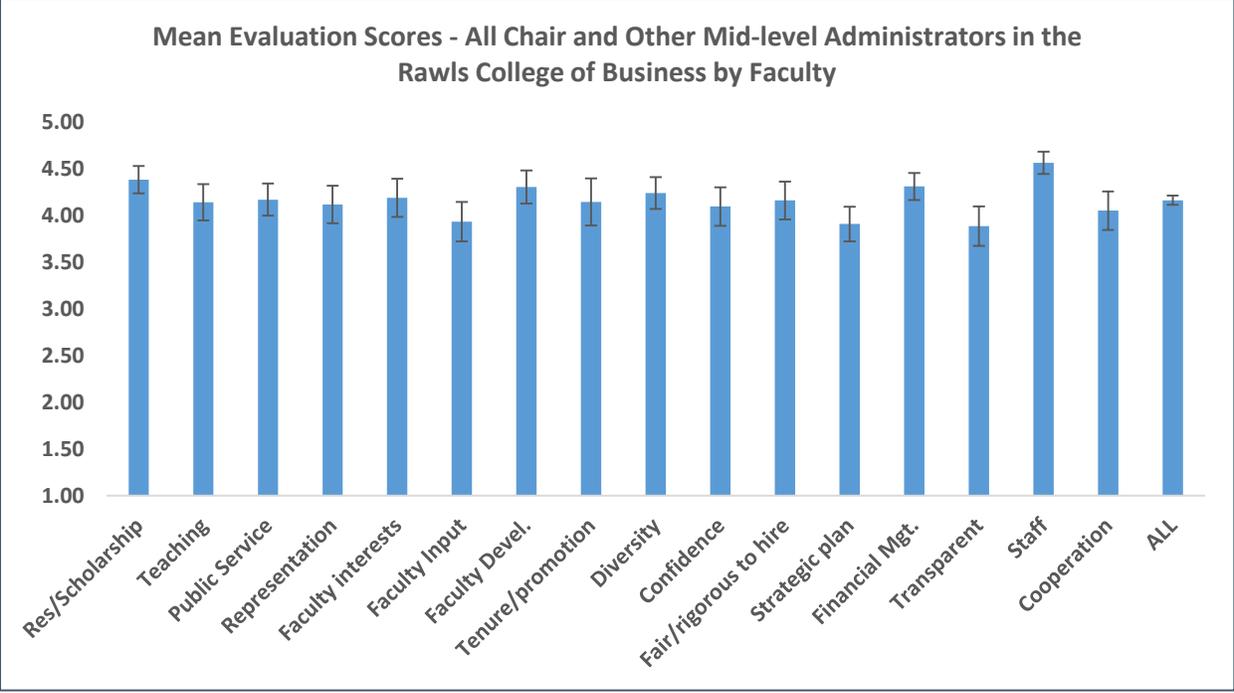
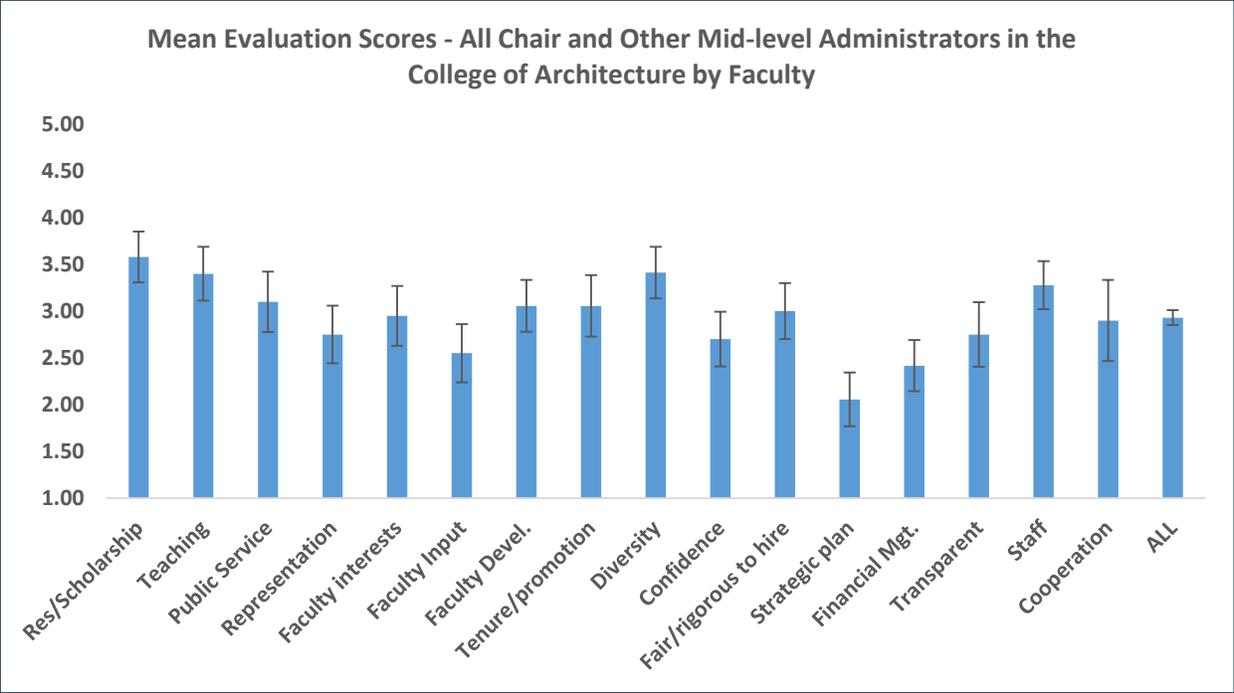
Question data for all the Chairs by Evaluator:

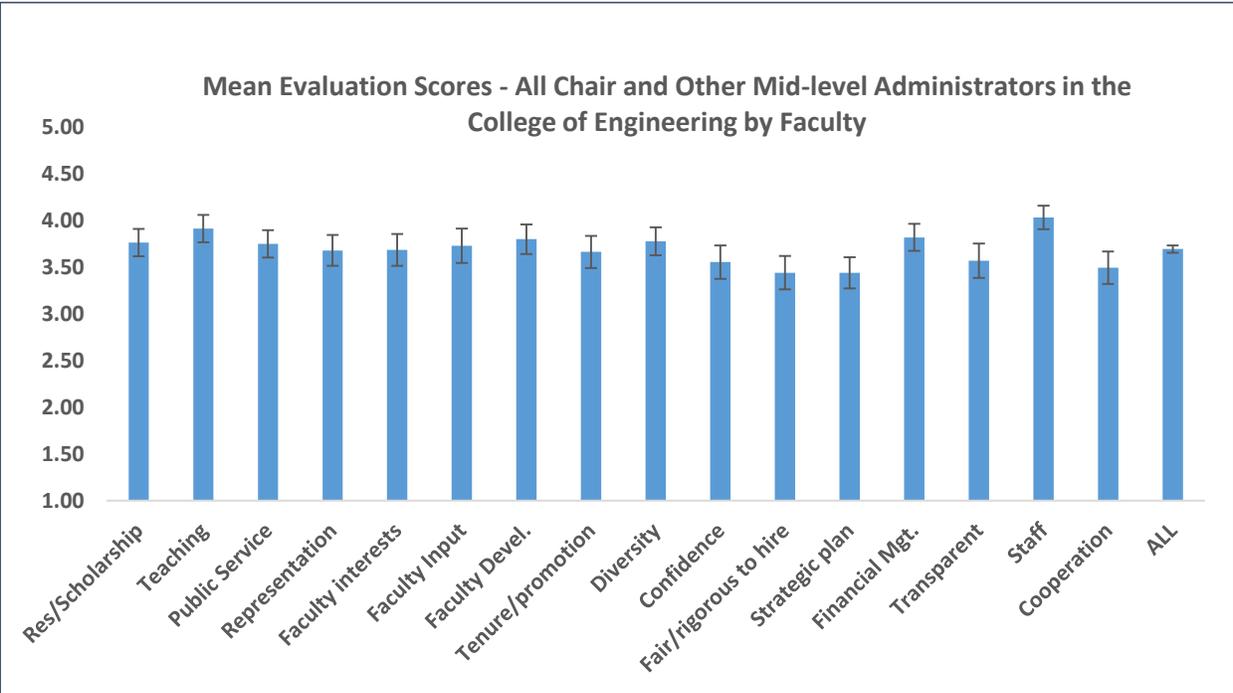
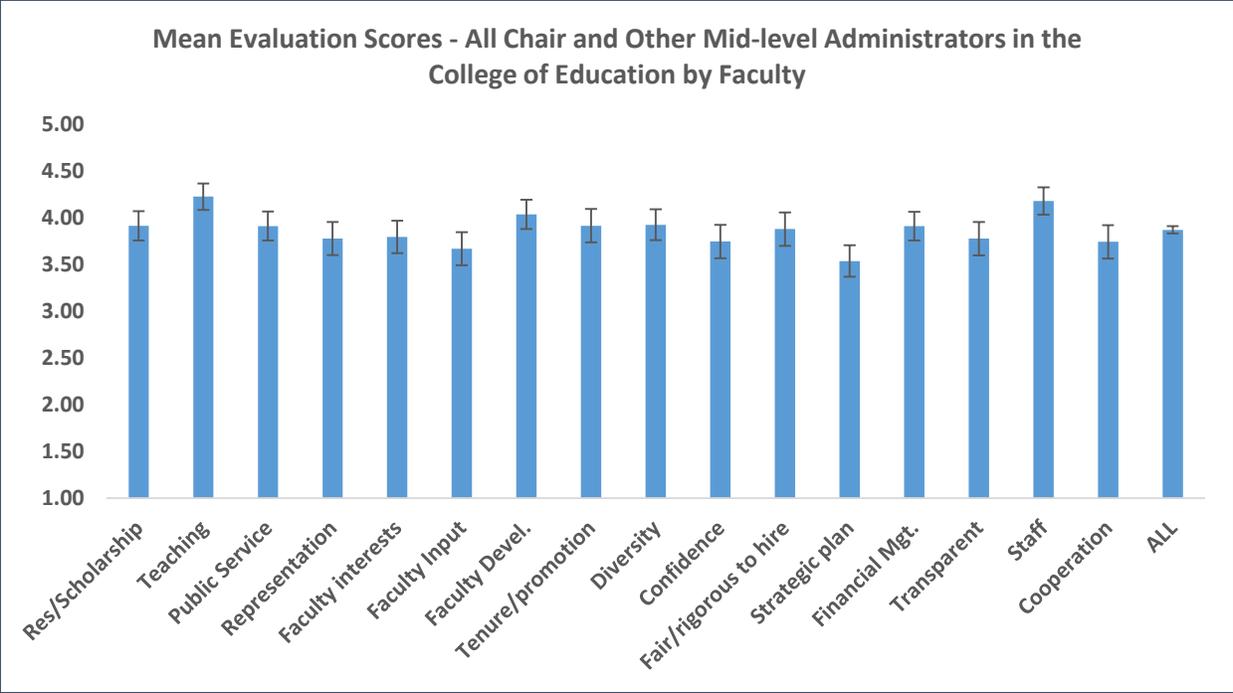
Chairs by all Faculty

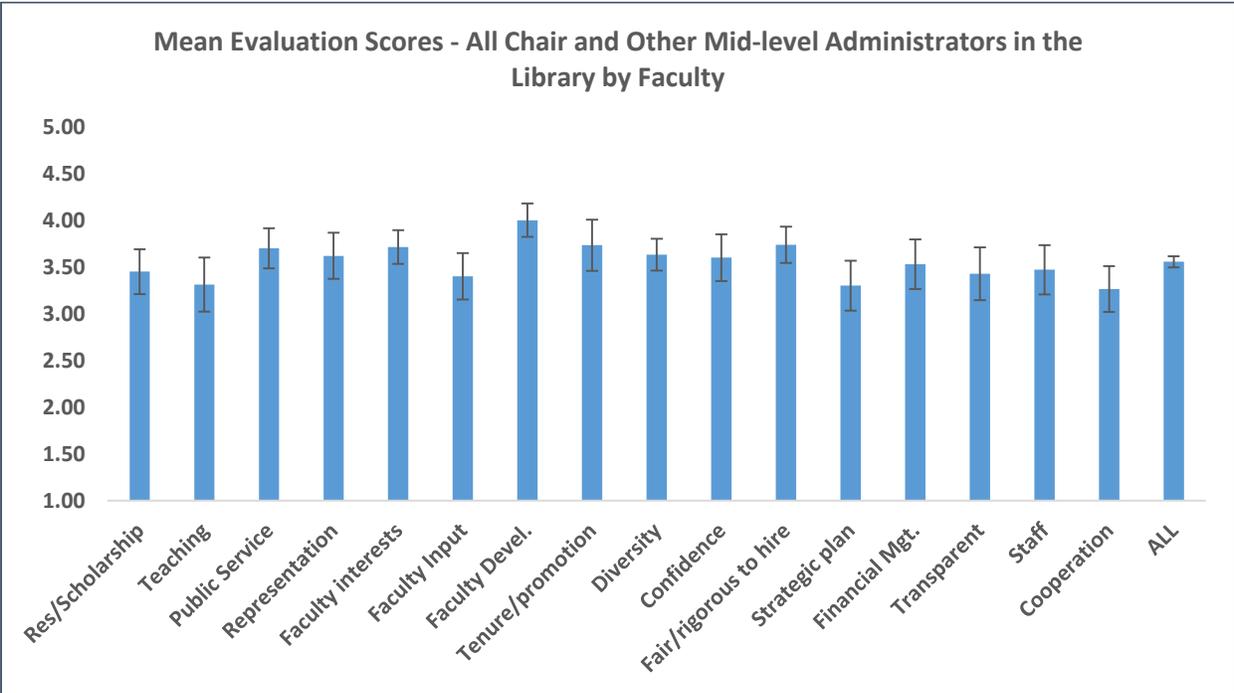
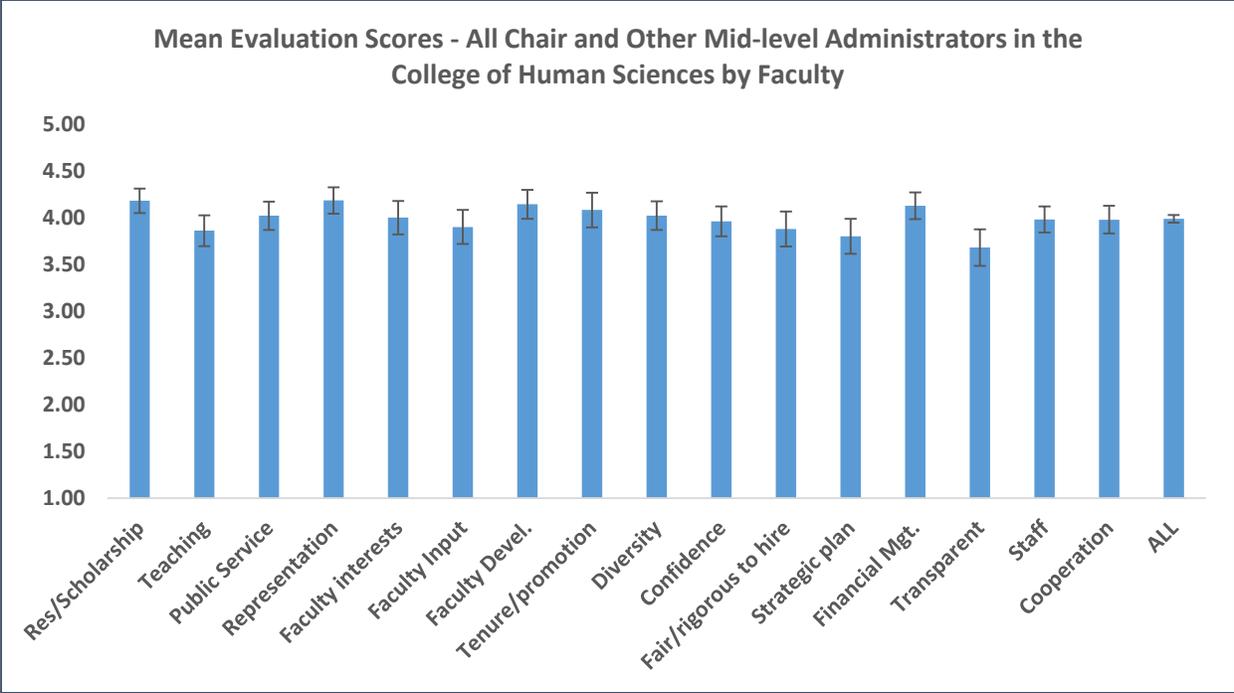
Response Rate 593 (41.9%)

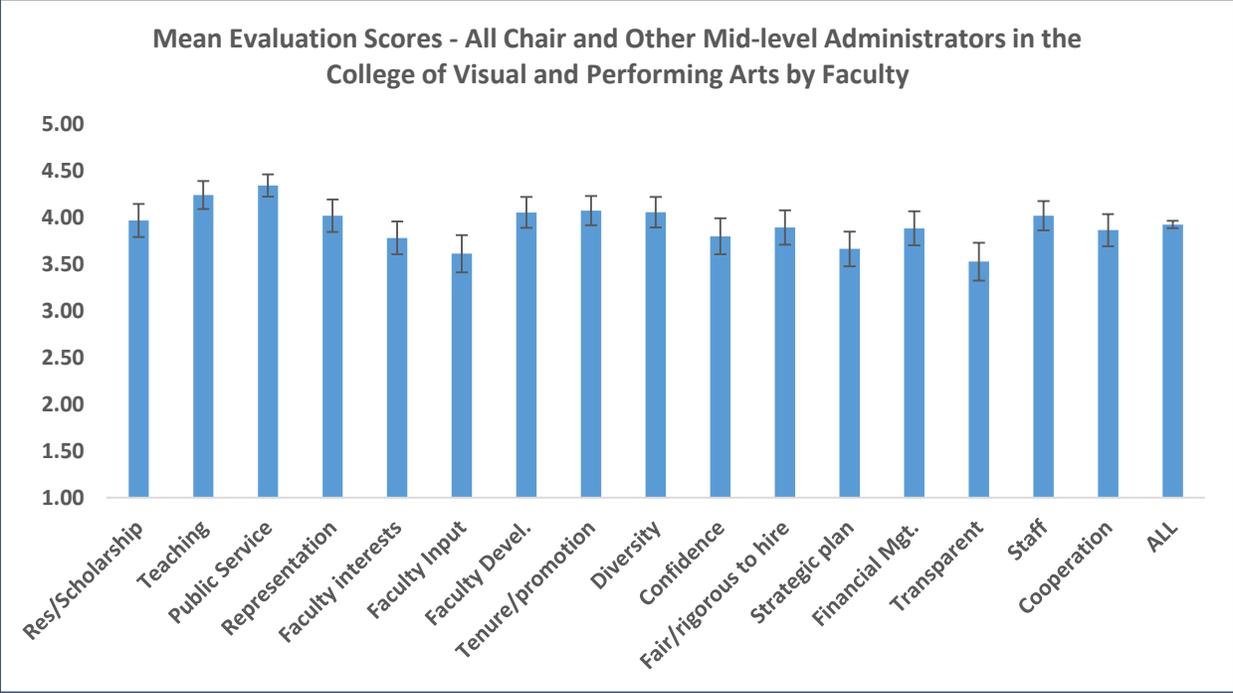
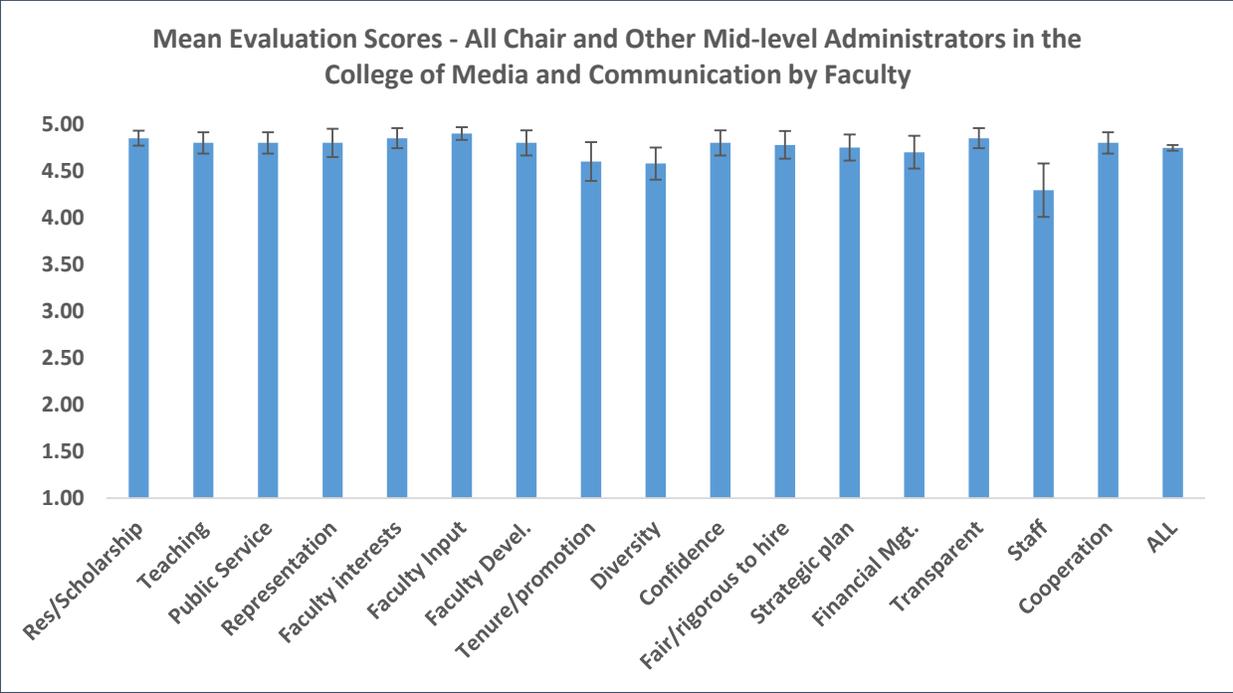












This concludes the Executive Summary.