

12.99.99.01.01      **Standard Administrative Procedure for Faculty Participation in the Assessment and Retention of Academic Administrators**

Reviewed: 03/22/2022

Next Scheduled Review: 03/22/2027

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### **Standard Administrative Procedure Statement**

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This procedure is established to provide guidelines for the role of faculty in the assessment of academic administrators. It institutionalizes faculty input as one important factor that should be included in any current or future procedures adopted to assess academic administrators at Texas A&M University-San Antonio.

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### **Reason for Standard Administrative Procedure**

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Texas A&M University-San Antonio is committed to fostering the success of its administrators. Regular, ongoing assessment of the performance of academic administrators is essential to fulfilling this commitment and to maintaining high levels of administrative performance. The principle of shared governance in the academy requires that the faculty play an important role in this assessment process, including selection and reappointment of Department Heads/Chairs, Deans, and the Provost. Shared governance exists in an atmosphere of mutual trust. In the spirit of shared governance, performance assessments will consist, in part, of questions on aspects of administrator performance which faculty are uniquely qualified to assess. To facilitate this process, faculty participation in the assessment and retention of academic administrators will operate according to the guidelines in this procedure. Assessment of the performance of academic administrators that includes faculty in the process is essential to improve administrative performance and assure accountability for the achievement of institutional goals.

Broad faculty participation in an assessment process of administrators will enhance the institution's reputation, aid in recruiting and retaining the best faculty, promote shared governance, and ensure that all levels of the university function effectively.

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## Definition of Academic Administrator

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An **Academic Administrator** is defined as an individual who has either direct or significant responsibility for determination of the duties, support, and/or compensation for faculty or has supervisory responsibilities over major academic support functions. The following are current academic administrator positions at A&M-SA that are subject to this procedure:

**Provost**  
**Deans**  
**Department Heads/Chairs**

It is recognized that academic administrator positions differ among academic units and that not all positions may be present in an academic unit, and that new positions not listed here may exist or be created. However, if an academic administrator position, as defined above, is present within an academic unit, it is subject to this procedure.

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## Salient Points of the Standard Administrative Procedure

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- 1.1. Faculty input shall be directly incorporated into any current or future procedures adopted to assess academic administrators at A&M-San Antonio.
- 1.2. The assessment of academic administrators by faculty should serve to improve performance and enhance professional development. These appraisals are both evaluative, for use in decisions concerning merit raises and reappointments, and developmental to improve administrative effectiveness.
- 1.3. All full-time faculty (defined as those persons eligible to vote for members of Faculty Senate as described in the Faculty Senate Constitution and Bylaws of Texas A&M University-San Antonio) are eligible to participate in this process. Adjunct faculty may also be included in the process. In order to encourage thoughtful and candid responses, faculty anonymity shall be maintained.
- 1.4. Faculty assessment of administrator's performance shall occur annually.
- 1.5. An academic administrator's performance assessment by faculty will consist, in part, of questions on aspects of administrator performance which faculty are uniquely qualified to assess. The Faculty Senate of Texas A&M University-San Antonio will develop any instruments used for assessment and Institutional Research will assist the faculty in managing this process.

## Official Standard Administrative Procedure

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### 2. Faculty Participation in the Assessment and Retention of Academic Administrators Process:

- 2.1. The Faculty Senate, through a committee comprising two faculty senators and one member from the Office of Institutional Research, will administer an Academic Administrator Performance Assessment Survey (Section 2.1) for each academic administrator as defined in Rule 12.99.99.O1.01. to all full-time faculty. Adjunct faculty will be included in the Academic Administrator Performance Assessment Survey of Department Heads/Chairs.
  - 2.1.1. The faculty senate committee will manage the process and the Office of Institutional Research will maintain the raw data from the survey.
  - 2.1.2. The assessment surveys for all academic administrators should be administered by the first Friday of March each year.
  - 2.1.3. The surveys will be anonymous.
- 2.2. **Assessment of the Provost:** As part of any performance assessment of the Provost by the president, data collected from the faculty survey of administrator performance (Appendix A) will be included to ensure that the Provost's performance reflects the University's mission and vision, as well as the goals and expectations of the president and faculty.
  - 2.2.1. The president and Provost will be provided the raw data, including written comments, from the faculty surveys. The raw data should be provided to both parties by the last Friday in May.
  - 2.2.2. The president will meet with the Provost to discuss the results of the faculty assessment survey data and recommend any actions as a result of the review. The meeting to discuss the results should occur before the annual evaluation.
- 2.3. **Assessment of Deans:** As part of any performance assessment of the Deans by the Provost, data collected from the faculty survey of administrator performance (Appendix B) will be included to ensure that the Dean's performance reflects the university's mission and vision, as well as the goals and expectations of the Provost and faculty.
  - 2.3.1. The Provost, along with the Dean being evaluated, will be provided the raw data, including written comments, from the faculty surveys. The raw data should be provided to both parties by the last Friday in May.
  - 2.3.2. The Provost will meet with the Dean to discuss the results of the faculty assessment survey data and recommend any actions as a result of the review. The meeting to discuss the results should occur before the annual evaluation.
- 2.4. **Assessment of Department Heads/Chairs:** As part of any performance assessment of the Department Heads/Chairs data collected from the faculty survey of administrator performance (Appendix C) will be included to ensure that the administrator's

performance reflects the university's mission and vision, as well as the goals and expectations of the Dean and faculty.

2.4.1. The Dean, along with the chair being evaluated, will be provided the raw data, including written comments, from the faculty surveys. The raw data should be provided to both parties by the last Friday in May.

2.4.2. The Dean will meet with the chair to discuss the results of the faculty assessment survey data and recommend any actions as a result of the review. The meeting to discuss the results should occur before the annual evaluation and issuance of annual reappointment letters, if applicable.

### **3. Academic Administrator Performance Assessment Instrument**

3.1. Each instrument will consist of several domains identified as important and relevant to faculty:

3.1.1. Provosts: Institutional Advancement, Academic Unit Support, Shared Governance & Faculty Advocacy, Leadership, Communication, and Collegiality. (Appendix A)

3.1.2. Deans and Department Heads/Chairs: Communication, Collegiality, Leadership, Faculty Coaching & Mentorship, and Shared Governance & Faculty Advocacy. (Appendices B and C, respectively)

3.2. The questions will be standardized across colleges and departments to ensure consistency in evaluative feedback. Thus, faculty within each academic unit will be asked the same set of questions concerning academic administrator performance.

3.2.1. Responses will be Likert scaled from "Strongly Agree" to "Strongly Disagree."

3.2.2. Each domain will be followed by a comment box to allow faculty to provide additional information to support the ratings within that domain.

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## **Related Statutes, Policies, or Requirements**

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Appendix A – Faculty Assessment of Provost Survey

Appendix B – Faculty Assessment of Deans

Appendix C - Faculty Assessment of Department Heads/Chairs

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## **Contact Office**

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Academic Affairs, Office of the Provost and Vice President for Academic Affairs, Phone: (210) 784-1202

## Appendix A – Faculty Assessment of Provost Survey

This instrument is designed to assess the performance of the Provost from the faculty perspective. This instrument consists of six domains thought to be important and relevant to faculty: Institutional Support and Advancement, Academic Unit Support, Shared Governance and Faculty Advocacy, Leadership, Communication, and Collegiality.

### Institutional Support and Advancement

This domain includes statements designed to gain faculty perspective on the Provost’s efforts to support the university’s mission and vision.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. The Provost supports the university’s mission: “As a proud Hispanic-Serving and Military-Embracing Institution with a predominantly first-generation student population, Texas A&M University-San Antonio transforms lives and our community by delivering a quality higher education experience that is accessible and inclusive and by empowering students for academic success, rewarding careers, and engaged global citizenship.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Provost supports the university’s vision: “Texas A&M University-San Antonio will be a rising doctoral-granting university with a robust research portfolio, a national reputation for fostering equitable learning experiences and outcomes and increasing influence as a catalyst for social, cultural, and economic impact.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide additional comments on how the Provost has or has not supported the university’s mission and/or vision.					

### Academic Unit Support

This domain includes statements designed to gain faculty perspective on the Provost’s efforts to secure an effective academic environment, facilitate the growth of the university’s academic programs in both breadth and depth, and to support faculty in their pursuit of teaching and research excellence.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Fairly allocates faculty lines to support academic programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Makes use of available resources in ways that support academic units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitates an environment within which teaching excellence can occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Facilitates an environment within which scholarly excellence can occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Supports an effective process for the creation of academic programs at the undergraduate level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Supports an effective process for the creation of academic programs at the graduate level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Provide any additional comments about the Provost's effort in academic unit support.	
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**Shared Governance and Faculty Advocacy**

This domain includes statements designed to gain faculty perspective on the Provost's efforts to enact shared governance by including faculty alongside administration in processes governing the department, college, or university, and to be a proactive advocate for faculty in implementing the university's strategic plan.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Is transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is an advocate for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates faculty concerns to higher administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involves faculty in decision-making processes affecting the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Supports the role of the faculty senate as an independent advising body of the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Provost's efforts in shared governance and faculty advocacy.					

**Leadership**

This domain includes statements designed to gain faculty perspective on the Provost's efforts toward establishment of collective unit goals, the development of plans to meet those goals, and the effective allocation of resources in pursuit of the university's strategic plan.

	Strongly disagree	Somewhat disagree	Neutral	Some what agree	Strongly agree
1. Leadership strategy reflects the pursuit of the university mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Works collaboratively with the university leaders, faculty, staff, and students to achieve institutional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Builds an effective leadership and support team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Makes effective use of available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Manages budgets in a transparent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Upholds university and system policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide any additional comments about the Provost's leadership.					

**Communication**

This domain includes statements designed to gain faculty perspective on the timeliness, frequency, transparency, and effectiveness of upward, downward, lateral and external information sharing by the Provost.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Creates an environment of open dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is trustworthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates expectations clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Keeps faculty informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Provost's communication.					

### Collegiality

This domain includes statements designed to gain faculty perspective on the demonstration of campus and unit values, citizenship/helping behaviors, compassion, cooperation, and respect for others by the Provost.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Encourages equity and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promotes a balanced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Builds productive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fosters cooperation among the colleges that the university comprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is respectful and acts in good faith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Provost's collegiality.					

## Appendix B – Faculty Assessment of Academic Deans Survey

This instrument is designed to assess the performance of academic Deans from the faculty perspective. The committee has identified and defined six domains thought to be important and relevant to faculty: Communication, Collegiality, Leadership, Faculty Coaching & Mentorship, Shared Governance & Faculty Advocacy, and Institutional Support and Advancement.

### Communication

This domain includes statements designed to gain faculty perspective on the timeliness, frequency, transparency, and effectiveness of upward, downward, lateral and external information sharing by the Academic Dean.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is trustworthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates expectations clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Welcomes feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acts on feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeps faculty informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide any additional comments about rated administrator's communication.					

### Collegiality

This domain includes statements designed to gain faculty perspective on the demonstration of campus and unit values, citizenship/helping behaviors, compassion, cooperation, and respect for others by the Academic Dean.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Encourages equity and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promotes a balanced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Steps in when help is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mediates conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is respectful and acts in good faith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Dean's collegiality.					



## Leadership

This domain includes statements designed to gain faculty perspective on the Dean's efforts toward the establishment of collective unit goals, the development of plans to meet those goals, and the effective allocation of resources to enact plans.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Advocates for appropriate faculty & staff lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocates for budgetary resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Advocates for physical resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is transparent with resource allocation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Leads by example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Effectively and efficiently runs meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide any additional comments about the Dean's leadership.					
8. If your college has Associate or Assistant Deans, please provide comments about the College Dean's leadership concerning the Assoc. or Asst. Deans and/or the performance of specific Assoc. or Asst. Deans.					

## Faculty Coaching and Mentorship

This domain includes statements designed to gain faculty perspective on administrator efforts to model high standards in teaching, research, and service (as applicable), to mentor faculty in contemporary and effective scholarly and pedagogical practices, to encourage high-impact service on and beyond campus, and to coach struggling faculty to improve their performance.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Holds self and others accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Encourages faculty collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mentors faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides support to enable faculty success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Coaches underperforming faculty to improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Dean's coaching and mentorship.					

### Shared Governance and Faculty Advocacy

This domain includes statements designed to gain faculty perspective on the Dean’s efforts to enact shared governance by including faculty alongside administration in processes governing department, college, or university, and to be a proactive advocate for faculty in shaping the department or college.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Is transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocates for faculty to higher administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates faculty concerns to higher administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involves faculty in decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Includes faculty voices and perspectives in meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Dean’s efforts in shared governance & faculty advocacy.					

### Institutional Support and Advancement

This domain includes statements designed to gain faculty perspective on the Dean’s efforts to support the university’s mission and vision.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. The Dean supports the university’s mission: “As a proud Hispanic-Serving and Military-Embracing Institution with a predominantly first-generation student population, Texas A&M University-San Antonio transforms lives and our community by delivering a quality higher education experience that is accessible and inclusive and by empowering students for academic success, rewarding careers, and engaged global citizenship.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Dean supports the university’s vision: “Texas A&M University-San Antonio will be a rising doctoral-granting university with a robust research portfolio, a national reputation for fostering equitable learning experiences and outcomes and increasing influence as a catalyst for social, cultural, and economic impact”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide additional comments on how the Dean has or has not supported the university’s mission and/or vision.					

## Appendix C – Faculty Assessment of Department Heads/Chairs Survey

This instrument is designed to assess the performance of Department Heads/Chairs from the faculty perspective. The committee has identified and defined six domains thought to be important and relevant to faculty: Communication, Collegiality, Leadership, Faculty Coaching & Mentorship, Shared Governance & Faculty Advocacy, and Institutional Support and Advancement.

### Communication

This domain includes statements designed to gain faculty perspective on the timeliness, frequency, transparency, and effectiveness of upward, downward, lateral and external information sharing by the Department Head/Chair.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is trustworthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates expectations clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Welcomes feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acts on feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeps faculty informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide any additional comments about the Department Head/Chair's communication.					

### Collegiality

This domain includes statements designed to gain faculty perspective on the demonstration of campus and unit values, citizenship/helping behaviors, compassion, cooperation, and respect for others by the Department Chair/Head.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Encourages equity and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promotes a balanced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Steps in when help is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mediates conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is respectful and acts in good faith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Department Head/Chair's collegiality.					

## Leadership

This domain includes statements designed to gain faculty perspective on the Department Chair/Head's efforts toward the establishment of collective unit goals, the development of plans to meet those goals, and the effective allocation of resources to enact plans.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Advocates for appropriate faculty & staff lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocates for budgetary resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Advocates for physical resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is transparent with resource allocation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Leads by example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Effectively and efficiently runs meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide any additional comments about the Department Chair/Head's leadership.					
8. If your department has Associate or Assistant Chairs, please provide comments about the Departmental Chair's leadership concerning the Assoc. or Asst. chairs and/or the performance of specific Assoc. or Asst. Chairs.					

## Faculty Coaching and Mentorship

This domain includes statements designed to gain faculty perspective on the Department Chair/Head's efforts to model high standards, to mentor faculty in contemporary and effective scholarly and pedagogical practices, to encourage high-impact service on and beyond campus, and to coach struggling faculty to improve their performance.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Holds self and others accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Encourages faculty collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mentors faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides support to enable faculty success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Coaches underperforming faculty to improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Department Head/Chair's coaching & mentorship.					

### Shared Governance and Faculty Advocacy

This domain includes statements designed to gain faculty perspective on the Department Chair/Head’s efforts to enact shared governance by including faculty alongside administration in processes governing department, college, or university, and to be a proactive advocate for faculty in shaping the department or college.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. Is transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocates for faculty to higher administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates faculty concerns to higher administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involves faculty in decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Includes faculty voices and perspectives in meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide any additional comments about the Department Head/Chair’s efforts in shared governance & faculty advocacy.					

### Institutional Support and Advancement

This domain includes statements designed to gain faculty perspective on the Department Chair/Head’s efforts to support the university’s mission and vision.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
1. The departmental head/chair supports the university’s mission: “As a proud Hispanic-Serving and Military-Embracing Institution with a predominantly first-generation student population, Texas A&M University-San Antonio transforms lives and our community by delivering a quality higher education experience that is accessible and inclusive and by empowering students for academic success, rewarding careers, and engaged global citizenship.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The departmental head/chair supports the university’s vision: “Texas A&M University-San Antonio will be a rising doctoral-granting university with a robust research portfolio, a national reputation for fostering equitable learning experiences and outcomes and increasing influence as a catalyst for social, cultural, and economic impact”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide additional comments on how the Departmental Head/Chair has or has not supported the university’s mission and/or vision.					