



**A RESOLUTION ON THE RESPONSE TO THE FACULTY SURVEY
(21/17)**

- WHEREAS**, On November 18, 2020, the Faculty Assembly approved a petition that stated:
“The Assembly directs the Faculty Senate to conduct a survey of the faculty, with both quantitative and qualitative responses possible, regarding its views of the leadership and communication abilities of the President.¹ The survey shall be launched no later than December 15, 2020, and the complete results shall be reported to the Assembly no later than January 31, 2021, along with comments and recommendations from the Senate. These might include an indication of “no confidence,” “censure,” “approval,” “praise,” or “trust” in the President and his administration;”
- WHEREAS**, From December 17, 2020, to January 31, 2021, a survey of campus climate and the faculty perception of President LeBlanc’s leadership was administered to GW faculty as directed by the Faculty Assembly. The survey comprised quantitative and qualitative questions;
- WHEREAS**, The survey reports results from 1,202 respondents.² The responses were analyzed both quantitatively and qualitatively;
- WHEREAS**, The quantitative results indicate broad-based dissatisfaction with President LeBlanc: 52.4% of responding faculty report that they do not have confidence in President LeBlanc’s effectiveness as a leader, 20.5% were neutral, and 27.1% express confidence;³
- WHEREAS**, Of the 1,202 faculty who responded to the survey, 734 provided over 4,000 written responses to eight questions;
- WHEREAS**, The Faculty Survey Quantitative Data Report notes that the “overwhelming majority of the written responses expressed negative views of the current university leadership.”⁴ The survey data find that none of the schools has more positive sentiment than negative sentiment in regards to the performance of President LeBlanc;
- WHEREAS**, The Senate is deeply concerned by the widespread negative views of President LeBlanc’s leadership among the faculty in five critical areas of concerns, including (1) Leadership Team; (2) Consultation; (3) Decision Making; (4) University Vision: Identity, Values, Strategy; and (5)

¹ The faculty survey included questions related to the campus climate and President LeBlanc’s leadership. This resolution is focused on the assessment of President LeBlanc’s performance.

² Of 1,781 surveyed, 1,223 participants responded. Of these, 21 self-identified as part-time faculty members whose responses were eliminated since the survey population was defined as full-time faculty members. Faculty participation in the survey was voluntary and faculty were given the option to decline to answer any question and withdraw from participation. These reports are available on GW Box: <https://gwu.box.com/v/FacultySurvey>.

³ Quantitative Data Tabulated Results (Bar Charts), Question 14.4.

⁴ “Faculty Survey Qualitative Data Report,” Executive Summary, March 21, 2021.

Competence/Execution.⁵ Collectively, these views indicate the existence of severe and persistent obstacles to the university's research and educational mission;

WHEREAS, Among the 23 themes considered, including the five above, many of the faculty also expressed concerns with:

- a) Hiring practices;
- b) Communication and transparency;
- c) Diversity, equity, and inclusion;
- d) Failure to address faculty perspectives and concerns regarding strategic plan initiatives; and
- e) Low faculty morale;⁶ and

WHEREAS, The Faculty Senate has passed four resolutions that stated concerns about the very issues revealed by the survey being reported here: 20/9 (on Shared Governance with Respect to Size, Composition, and Quality of the Undergraduate Class/February 14, 2020), 21/7 (on Diversity, Equity, and Inclusion/July 17, 2020), 21/10 (on Research/July 24, 2020), and 21/13 (of Severe Disapproval of President LeBlanc Regarding the Appointment of Heather Swain/October 9, 2020);

NOW, THEREFORE, BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY THAT

1. The Senate recommends that the Board of Trustees share the complete quantitative and qualitative survey results and the report on the qualitative results in its entirety with the firm evaluating President LeBlanc's performance.
2. Given the repeated calls for solutions contained in the abovementioned four resolutions and the survey's findings of persistent misalignment between the faculty and the university leadership, the Faculty Senate expresses serious concerns about the leadership's ability to uphold and advance GW's vision and mission, the success of which require broad support from faculty, students, and staff.
3. The Faculty Senate directs that the Chair of the Senate Executive Committee or designees of the Chair report the faculty survey results at the next Faculty Assembly.

Faculty Senate Executive Committee
April 23, 2021

Adopted as Amended by the Faculty Senate⁷
April 30, 2021

⁵ See "Figure 1: Sentiment Analysis by Themes/Topics of Concern in Faculty Comments, weighted by frequency," in the "Faculty Survey Qualitative Data Report," (p. 2).

⁶ See Figure 1, as well as the "Coding Interconnected Themes" and "Findings" sections in the "Faculty Survey Qualitative Data Report," (pp. 12-24).

⁷ The resolution as reported by the Faculty Senate Executive Committee was amended by a substitute resolution proposed by Professor Wagner.

Appendix A

The Faculty Survey 2020 was distributed to *full-time* faculty members employed by GWU and/or MFA via Qualtrics. The survey distribution started on Dec 18, 2020, and closed on Jan 31, 2021. Each week, reminders were sent to faculty members to increase the response rate. At closing, the survey had reached 1,781 faculty members.

A total of 1,223 participants responded to the faculty survey. Of these, 21 self-identified as part-time faculty members. Since the survey population was defined as full-time faculty members, we eliminated part-time faculty members' responses for analysis purposes. Hence our analysis is based on **1,202** responses. Faculty participation in the survey was voluntary. They were given the option to decline to answer any question and withdraw from participation. Since the participants were not forced to respond to all questions, the sample size may differ across questions in the results. Survey respondents were also given the option to self-identify their schools. If faculty members belonged to more than one unit, they could indicate the school with which they most identify. In some cases, respondents didn't report their school. MFA and SMHS responses have been aggregated at their request.

The results are organized in the order the questions appeared on the survey

- Please refer to the top of each page for the question being analyzed.
- The large bar chart presents the university-wide results along with the university sample size (N) for that question. Only responses 1 through 5 (strongly disagree to strongly agree) are shown.
- Smaller charts present school-specific results. The sample size (n) for each school is highlighted next to the school label. Only responses 1 through 5 (strongly disagree to strongly agree) are shown.
- None reported refers to the responses to the question, however, didn't include a school affiliation.
- Following the bar charts is a separate calculation of the mean for each question on a scale of 1 to 5. This calculation is given both for university as a whole and is broken down by school

The survey included 8 open-ended questions, including:

1. Is there anything you would like to share about the campus climate during the pandemic
2. Is there anything else you would like to share with us about Involvement & Freedom at GW?
3. Is there anything else you would like to share with us about the Overall Campus Climate?
4. Is there anything else you would like to share about Overall University Leadership?
5. Is there anything else you would like to share with us about President's leadership with respect to decision making, communication, and shared governance?
6. Is there anything else you would like to share with us about President's leadership with respect to community/ team building and culture?
7. In what ways has the President's leadership been better than expected?
8. In what ways has the President's leadership left room for improvement?

Please refer to Appendix B for a report that summarizes the qualitative results.

Faculty Survey Qualitative Data Report March 30, 2021

SUMMARY

From December 17, 2020, to January 31, 2021, a survey of campus climate and current university leadership was administered to GWU faculty as directed by the Faculty Assembly. The survey comprised quantitative and qualitative questions. This report pertains to the qualitative results of the survey.

Of the 1,223 faculty who responded to the survey, 734 provided over 4,000 written responses to eight questions. Each school was well represented. Within each group of respondents who provided a school affiliation, more than 50% of those who took the survey gave qualitative replies. A team of faculty appointed by the FSEC analyzed the written responses, assessing sentiment (negative/positive/ambivalent) and identifying themes or topics associated with the categorized sentiment. (Figure 1)

This report documents several key findings:

- The overwhelming majority of the written responses expressed negative views of the current university leadership and campus climate: in seven out of the eight questions, the respondents' expressed sentiments were predominantly negative by a significant margin. (Figure 2)
- The top five themes or topics of faculty concern were: (1) Leadership team; (2) Consultation; (3) Decision making; (4) University Vision: Identity, Values, and Strategy; and (5) Competence/Execution. The sentiment associated with these topics was overwhelmingly negative.
- Across the schools, evaluations were predominantly negative. Specifically, not a single school had a more positive than negative sentiment.
- Responses expressing positive sentiment were significantly fewer and briefer. A portion of these discussed university leadership. Another portion focused on the respondents' own schools, departments, colleagues, deans, or students.
- The rank of the faculty was not a significant predictor of sentiment.

The qualitative data that serve as the basis of this report have been aggregated, anonymized, and provided to the Faculty Senate Executive Committee (FSEC), the President, Provost, Senate, and Trustees.

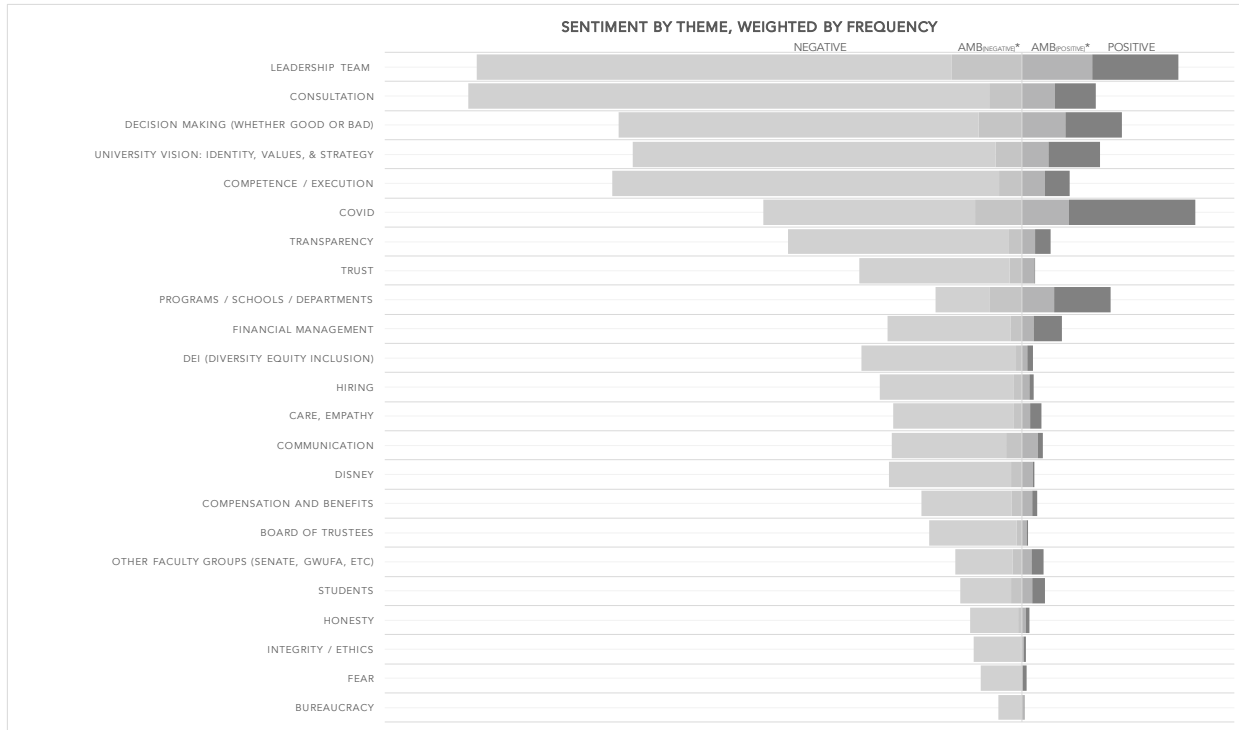


Figure 1: Sentiment Analysis by Themes/Topics of Concern in Faculty Comments, weighted by frequency

*an ambivalent code (consisting of both a positive and negative code) is portrayed as spread across the positive-negative divide

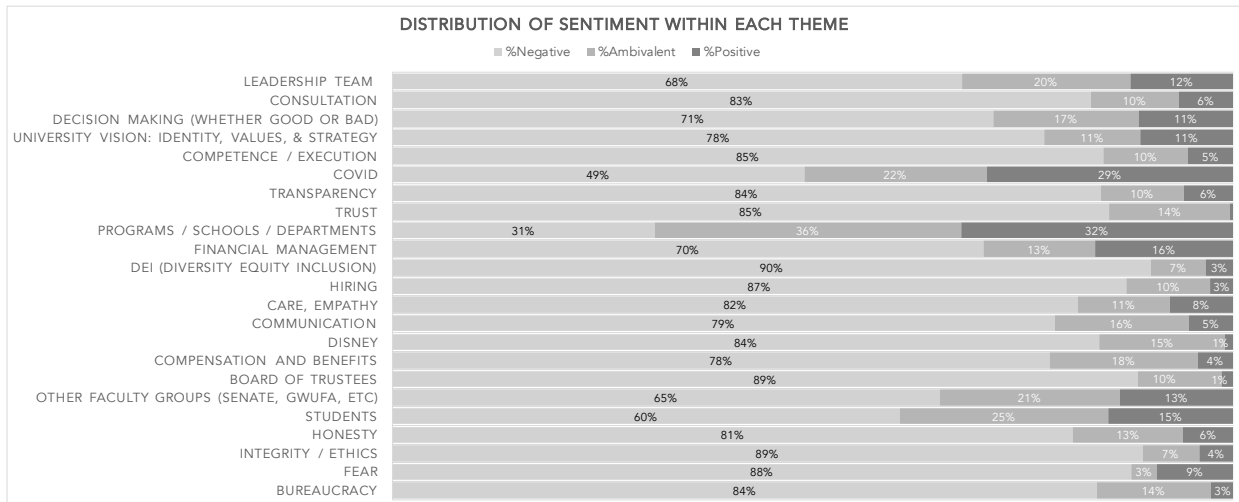


Figure 2: Distribution of Sentiment within Themes/Topics of Concern

BACKGROUND

On November 18, 2020, the Faculty Assembly voted by unanimous consent to approve the [petition](#) directing the Faculty Senate to conduct a survey of the faculty, with both quantitative and qualitative responses possible, regarding its views of the leadership and communication abilities of the President. The survey was administered—open for response—from December 17, 2020 to January 31, 2021. The [survey](#) comprised questions about the campus climate and the current university leadership.

At the request of the Faculty Senate Executive Committee and in his capacity as the Director of the Discourse Lab,¹ [Joel Kuipers](#), Professor of Anthropology, designed and led the analysis of the survey’s qualitative data. He was assisted by the Faculty Survey team members (Jamie Cohen-Cole, Shaista Khilji, Susan Kulp, and Arthur Wilson) and three additional volunteers (Sylvia Marotta-Waters, Melissa Perry, and Sarah Wagner)—herein referred to as the “qualitative data analysis team,” “team,” or “the coders.”

Questions and data

Of the 21 questions in the survey, eight were open-ended ones in which respondents could provide their written responses:

¹ The GWU [Discourse Lab](#) was established in 1997 for the analysis of language in its social context of use, including digital video and associated transcripts. Aided by a variety of software tools, these methods have been integral to several large-scale sponsored research projects.

- Q2: Is there anything else you would like to share with us about Campus Climate during the pandemic?
- Q4: Is there anything else you would like to share with us about Involvement & Freedom at GWU?
- Q6: Is there anything else you would like to share with us about the Overall University Leadership?
- Q8: Is there anything else you would like to share with us about the Overall Campus Climate?
- Q11: Is there anything else you would like to share with us about the President's leadership with respect to Decision Making, Communication & Shared Governance?
- Q13: Is there anything else you would like to share with us about the President's leadership with respect to Community/ Team building & Culture?
- Q15: In what ways has the President's performance been better than expected?
- Q16: In what ways has the President's performance left room for improvement?

To these eight open-ended questions, well over half of the 1,223 faculty who responded to the survey wrote in answers. About 10% of these comments were not substantive (e.g. "no, I don't have anything to add"). Some of the questions elicited more answers than others (i.e., from as few as 319 to as many as 537 provided detailed written responses). The length of the responses varied from a few words to 500 characters.

The open-ended questions yielded approximately **4,000 distinct qualitative** responses. The combined "qualitative" responses amounted to **~45,000 words**.

Methodology

To understand the open-ended written responses in relation to the survey's quantitative data—that is, for the qualitative data to shed light on the meaning of the quantitative correlations—the qualitative data analysis team focused on two principal questions:

- 1) What were the themes expressed by faculty in the comments?
- 2) How did the faculty feel about those themes (e.g., positive, negative, or otherwise)?

Given the sheer amount of data and the relatively short timeline for analysis (approximately three weeks), the team employed a form of discourse analysis known as "sentiment analysis."² In a "sentiment analysis" approach, the dimension of the comments' meaning can be interpreted in relation to polarity of affect between

² Sentiment analysis is "the process of computationally identifying and categorizing opinions expressed in a piece of text, especially in order to determine whether the writer's attitude towards a particular topic, product, etc. is positive, negative, or neutral." Preethi, Peter G., and Vilma Uma. "Temporal sentiment analysis and causal rules extraction from tweets for event prediction." *Procedia computer science* 48 (2015): 84.

positive and negative sentiment and alignment; the schema also allows the analyst to capture the polarities inherent in a given survey instrument that poses quantitative response alternatives (e.g. strongly agree vs. strongly disagree).

Step 1 (sentiment): In analyzing the sentiment of a given response, the coders assessed the written comment as exhibiting “negative sentiment,” “positive sentiment,” or “ambivalent.”³

In some cases, it was not possible to code a response’s sentiment, and so it was left blank. A number of responses were sarcastic and did not fit easily into “positive” or “negative” categories. For example, in response to Q15 regarding whether President LeBlanc performed “better than expected,” one faculty member wrote, “He hasn't sold the Foggy Bottom campus and asked us to move to Florida.” This response was left uncoded and thus “blank.”

Step 2 (descriptors): The coders noted supporting data in the form of “descriptor” language: they documented “negative descriptors” from the respondents’ language, such as “poor” or “inadequate” — that is, words whose negative connotations formed the basis of the sentiment coding; they did the same for the positive codings, e.g., “superb,” “excellent,” etc. For “ambivalent” codings, the team provided either descriptors indicating general ambivalence (e.g., “unsure” or “unclear”), or *both* positive and negative descriptors (e.g., “I appreciate [positive descriptor] ... but am troubled by [negative descriptor]”).

Step 3 (topics or themes): In addition to evaluating sentiment, (positive/negative/ambivalent) and extracting the corollary descriptors, the coders identified the theme(s) or topic(s) to which the sentiment and descriptors applied, selecting terms from a menu of 22 topics:

Board of Trustees	Covid	Financial management
Bureaucracy	Decision making (whether good or bad)	Hiring
Care, empathy	DEI (Diversity Equity Inclusion)	Honesty
Compensation and Benefits	Disney	Integrity / Ethics
Competence / execution	Fear	Leadership team
Consultation		

³ The term “neutral” was rejected because very few responses fit that category, and it seldom appeared as a word in the responses. Instead, a significant number of responses took a particular syntactic form of ambivalence: “on the one hand, and on the other hand” pattern (e.g., “on the one hand, he handled x, y and z very well, BUT on the other hand, a, b, and c left a lot to be desired”). These examples accord with a commonly accepted definition of “ambivalence” as “the state of having mixed feelings or contradictory ideas about something or someone.”

Other Faculty groups (Senate, GWUFA, etc.)
Programs / Schools / Departments

Students
Transparency
Trust

University Vision: Identity, Values & Strategy

If coders identified more than one topic or theme in the comments, they could select an additional column and add that topic from the menu. Coders could write in additional topics that more fairly described the concerns of the respondent. The team was instructed to identify topics—insofar as possible—with reference to the actual words used in the language of the respondent.

Step 4 (inter-rater comparison): Each team member was assigned two sets of responses to code (e.g., responses to Q2 and Q4). After completing their individual coding, team members worked in pairs, comparing their assessments of sentiment (positive/negative/ambivalent) and identifying cases in which there were discrepancies, (or “mismatches”). In the case of discrepancies, they discussed each instance and, if possible, sought to resolve them. There was no pressure or obligation to reach consensus. After comparing results, three of the four pairs reached consensus rates of 100%, and the fourth pair reached consensus at 98% on one question it scored and 99% on the other.

Examples

The following examples of coded responses are drawn from Q11 (“Is there anything else you would like to share with us about the President's leadership with respect to Decision Making, Communication & Shared Governance?”):

Negative1: “The president has shown exceptionally poor decision making. His lackluster apology after his racially insensitive comments, his bullish response to faculty concerns and the icing was the hiring of Heather Swain.” [negative descriptors: exceptionally poor decision making, lackluster apology for racially insensitive comments, hiring of Heather Swain; themes: Decision making; Competence/Execution; Honesty]

Negative2: “GW leadership has created a climate of fear among contract faculty members and staff. We expressed deep concerns that GW leadership makes decisions without faculty and staff consultation. Equally disturbing was the manner in which staff have been fired, as well as the adverse impact on students’ learning experience and disproportionate impact on GWU employees of color. These actions lead us to conclude that we could not continue with any sense of confidence in GW leadership.” [negative descriptors: climate of fear; themes: Fear; Hiring; Trust]

Positive1: “I believe that the President made good decisions with the best information available at each point and adjusted accordingly as time went on.” [positive descriptors: good decisions, adjusted accordingly; themes: Decision making; Competence/Execution]

Positive2: “The President is the public voice of the university and is constrained in many respects as to what he can share. However, to the extent possible, the administration is extremely open as the numerous presentations at many venues reveals.” [positive descriptors: despite constraints, administration is extremely open; theme: Transparency]

Ambivalent1: “The President’s performance in regard to decision-making has evolved. He has often learned from criticism. But at times he has been slow to admit bad judgment. Often he is well-meaning. But his performance at the Faculty Assembly was cowardly.” [negative descriptors: slow to admit bad judgment, performance at the Faculty Assembly was cowardly; positive descriptors: learned from criticism, often well-meaning; themes: Decision Making; Competence/Execution; Honesty]

Ambivalent2: “The President has some vision and structure in the COVID-19 crisis, but it seems to be mostly about the finances and corporatization of the University rather than about the academic mission and the people at the University. The President also appears agile, but mostly in the sense that he will shoot first and ask questions later.” [negative descriptors: shoot first and ask questions later; positive descriptors: some vision, agile; themes: COVID; Financial management; University Vision: Identity, Values, & Strategy]

FINDINGS

“To my mind, the single biggest problem is that President LeBlanc is not the right person to lead this institution: three years in he still does not seem to grasp who we are as a university at our core. Bringing Disney in to build a new culture demonstrated how little faith he has in the students, faculty, and staff to lift up and build on our strengths and face our weaknesses. It’s a shame because in crisis times like this, we needed someone who ‘gets us’ and has the vision to secure our future.”

As an introduction to the analysis of the sentiment of the faculty towards the GWU leadership, we begin with a visual representation of the aggregated results of the sentiment analysis applied to the survey’s eight open-ended questions: **Figure 1**. Since responses coded as “ambivalent” are coded as both “positive” and “negative,” it is useful to differentiate ambivalent codes from both exclusively “positive” and exclusively “negative” codings. (See discussion in footnote 3). To represent visually this state of having “mixed” or “contradictory” feelings in Figure 1, an ambivalent code is portrayed as a spread across the positive-negative divide, and appears in the figure as “ambivalent positive (AMBpositive)” and “ambivalent negative (AMBnegative)”.

In this figure, we see that the [top five themes or topics of concern](#) for faculty are (in order): (1) Leadership team; (2) Consultation; (3) Decision making; (4) University Vision: Identity, Values, and Strategy; and (5) Competence/Execution. COVID (i.e., matters

related to the pandemic) ranks 6th in terms of faculty concern and below the other major themes or topics guiding the faculty responses.

The remainder of this analysis provides background to elucidate features of Figure 1, as well as examples of descriptors that illustrate the associated sentiments.

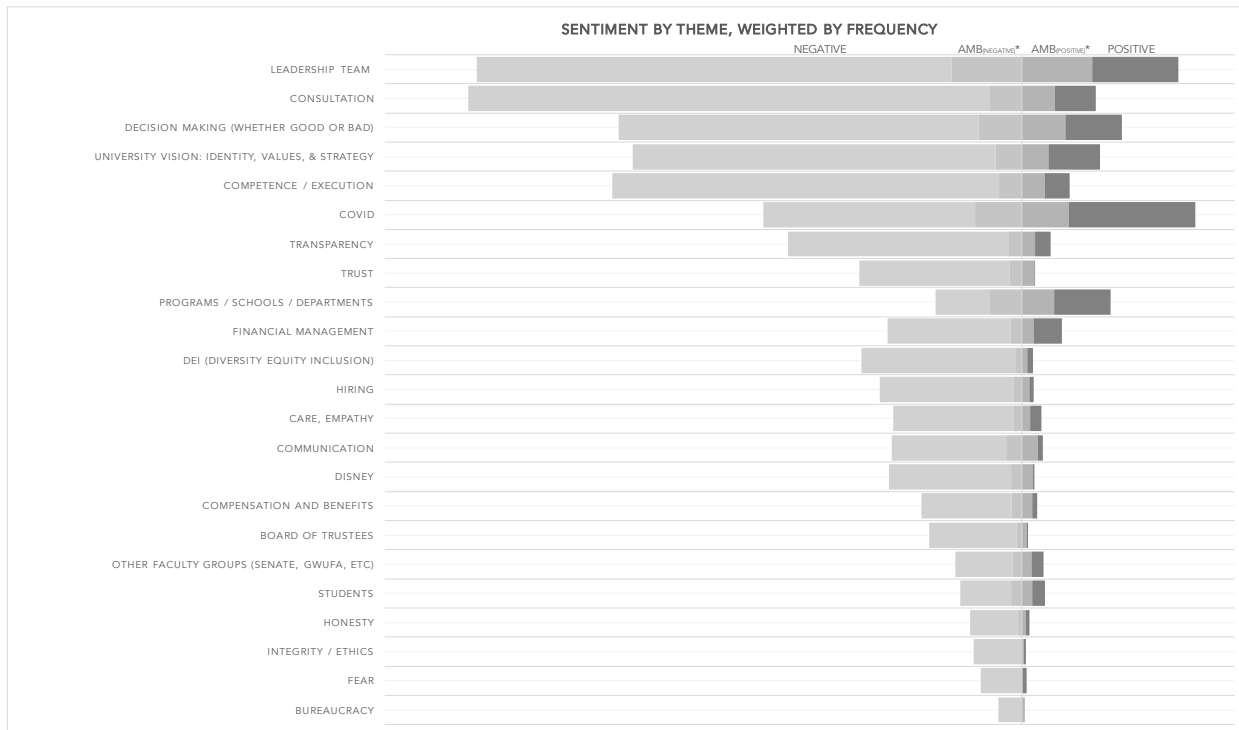


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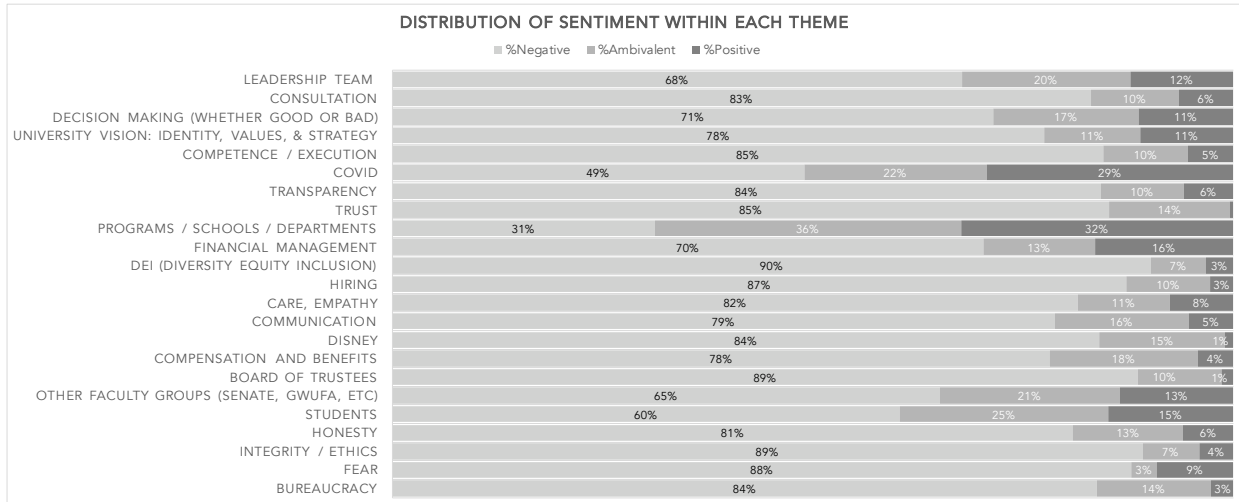


Figure 2: Distribution of Sentiment within Themes/Topics of Concern

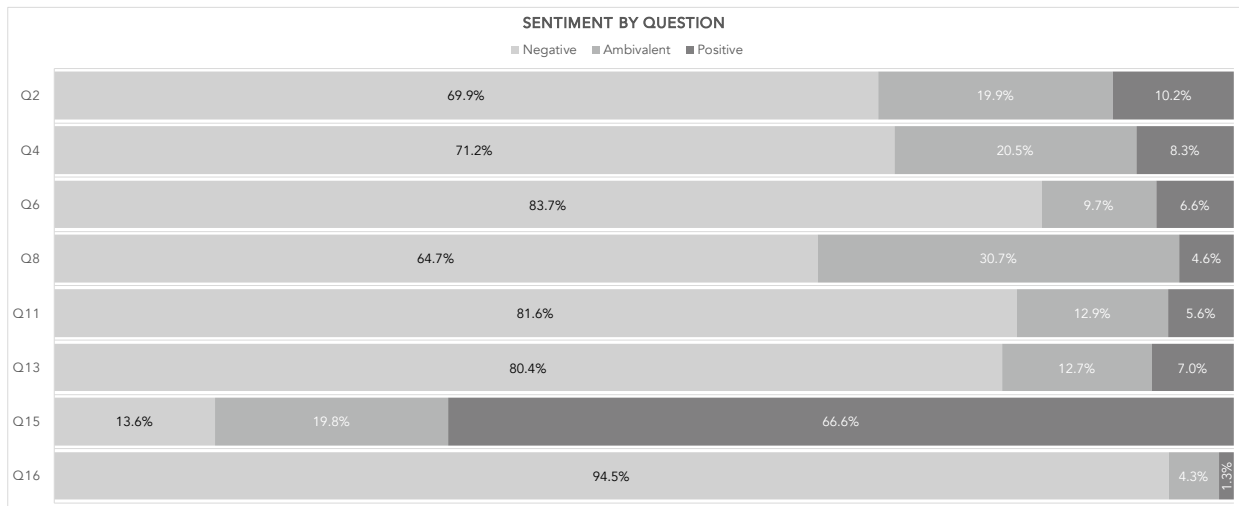


Figure 3: Distribution of Sentiment by Question

- Q2 "Is there anything else you would like to share with us about Campus Climate during the pandemic?"
- Q4 "Is there anything else you would like to share with us about Involvement & Freedom at GWU?"
- Q6 "Is there anything else you would like to share with us about the Overall University Leadership?"
- Q8 "Is there anything else you would like to share with us about the Overall Campus Climate?"
- Q11 "Is there anything else you would like to share with us about the President's leadership with respect to Decision Making, Communication & Shared Governance?"
- Q13 "Is there anything else you would like to share with us about the President's leadership with respect to Community/ Team building & Culture?"
- Q15 "In what ways has the President's performance been better than expected?"
- Q16 "In what ways has the President's performance left room for improvement?"

In **seven** out of the **eight** questions, the respondents' expressed sentiments were preponderantly negative by a significant margin. (Figure 3) In only one question (Q15) are the dominant responses positive. That question asked: "In what ways has the president's performance been better than expected?" The survey results to that question suggest some acknowledgment from faculty that the President's performance is "better than expected" in three areas: 1) COVID response (timeliness of decisions, communications, safety, classes online, etc.); 2) GW operations (financial, other); and 3) SMHS/MFA reorganization. It is clear, however, from the analysis of Q15 that the acknowledgment is not strong, because 44% of faculty responses included negative evaluations of the President's performance, and this was even though the question was phrased in a way to elicit positive responses.⁴

I. SENTIMENT IN RELATION TO FACTORS OF SCHOOL AND RANK

Sentiment by School

In Figure 4, it is clear that while there are variations in the levels of positivity, negativity, and ambivalence among respondents disaggregated by schools, all evaluations are predominantly negative. For example, while faculty of the School of Medicine and Health Sciences (SMHS) had somewhat greater overall rates of positive evaluation than other schools, they too evaluated the leadership in more negative than positive terms, and mostly negative or ambivalent terms.

⁴ Just as Q15 was phrased in a way to elicit a positive response, the subsequent open-ended question (Q16: "In what way did President LeBlanc's performance leave room for improvement?") was phrased in a way to elicit a negative response.

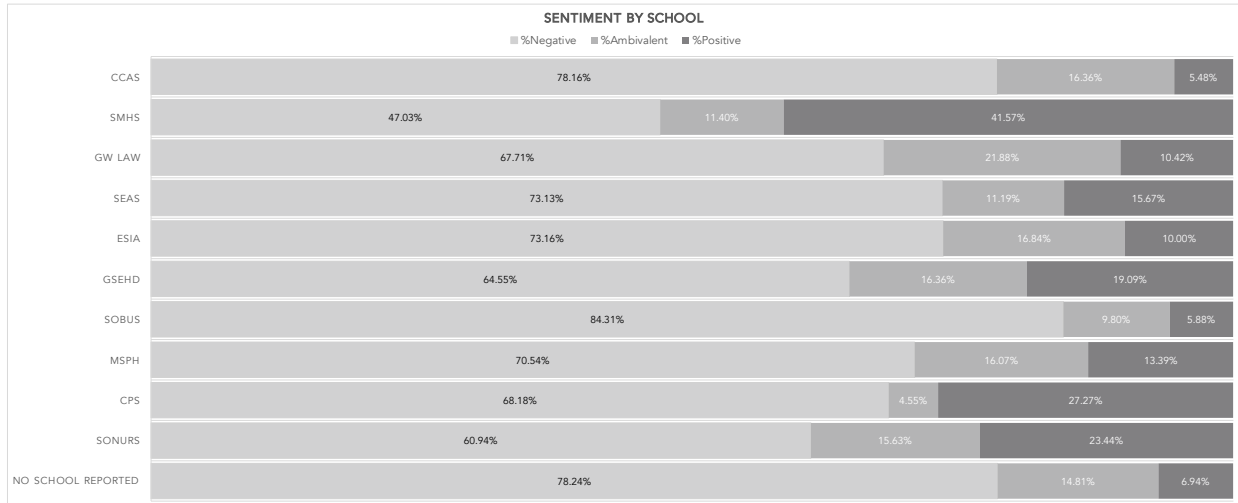


Figure 4: Sentiment by School

Sentiment by Rank

In Figure 5, it is clear that the rank of the faculty is not a significant predictor of sentiment. That is, the relative preponderance of sentiments (i.e., the relative dominance of negative sentiments) is not concentrated within a single stratum of the university faculty; a broadly similar proportion of sentiments appears to be distributed widely across the ranks. Put another way, for example, it does not appear that the preponderance of negative sentiments is located primarily within the ranks of associate professors.

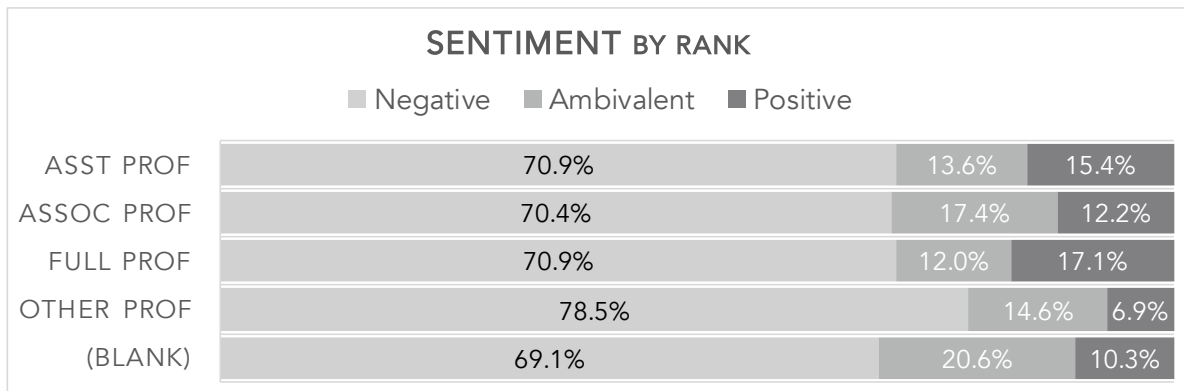


Figure 5: Sentiment by Rank

II. SENTIMENT BY TOPIC/THEME (IN ORDER OF FREQUENCY)

- 1) Leadership team
- 2) Consultation
- 3) Decision making
- 4) University Vision: Identity, Values, and Strategy
- 5) Competence/Execution

Coding Interconnected Themes

Among the questions posed by the FSEC and Survey Team regarding the analysis of qualitative data were the following: “How do faculty members discuss President LeBlanc’s leadership team?” “What factors contribute to the faculty members’ dissatisfaction and satisfaction with the President?” “What perceptions do faculty members have about President LeBlanc’s leadership at GW?” “How is his leadership described?”

The bulk of the information in social science surveys comes to us through language. In open-ended questions, the variety and content of verbal descriptors contained in the responses increase dramatically. Such variety and context not only increase the richness of our understanding, but also result in forms of description whose meanings often overlap in new, but sometimes confusing ways. The qualitative data analysis team therefore addressed the questions posed by FSEC and Standing Committee Chairs by evaluating sentiment and meaning, including when meaning was derived from multiple sources of concern.

Take, for example, the following three responses, coded as “negative sentiment,” in which the corollary coded themes are provided in brackets:

Q11: “LeBlanc makes decisions [Decision Making] and has townhalls afterwards. When these are unpopular he blames the Trustees. When presented with data that show that decisions were ill-informed, President LeBlanc, Mark Diaz, and Brian Blake [Leadership Team] ignore the available data [Competence/Execution] and proceed with their pre-existing gut instincts. The result is that faculty are not meaningfully involved [Consultation] and the leadership makes decisions that are both fact-free [Trust] and hamper operation of the university's educational and research missions [University Vision: Identity, Values & Strategy].

Q16: “1) Hiring your own senior people during a ‘hiring freeze’ doesn't set a tone for ethical behavior [Integrity/Ethics]. 2) Hiring Swain was either incompetent (failure to do due diligence if he didn't know) [Hiring; Competence/Execution] or unethical (if he knew and didn't care/found her catering to desires for image protection over ethics attractive) [Integrity/Ethics]. Either way, that reflects horribly

on both him and GW. 3) The culture change initiative was an expensive disaster [Disney]. 4) Autocratic!”

Q16: “Dr. Leblanc [sic] would be a better leader if he demonstrated empathy [Care, Empathy], humility, curiosity, left behind the University of Miami, articulated a vision for GWU [University Vision: Identity, Values & Strategy], and could attract a better administrative team [Leadership Team]. He routinely attends faculty and staff meetings where he criticizes programs, faculty and deans who are not in the room, praises those in the room, and blames Trustees for policies and poor fundraising [Honesty; Integrity/Ethics]. Division and blame avoidance damage GW and undermine leadership. He needs leadership coaching [Competence/Execution].

In these responses, we see how enmeshed or interconnected the themes were in the respondents’ evaluative process.

The analysis that follows draws on both the quantitative results of the sentiment coding by the members of the qualitative data analysis team and the underlying descriptive language. Therefore, for each of these five themes or topics, we provide a quantitative and qualitative snapshot. The quantitative snapshot lists the number of responses coded by that theme/topic and the percentage of sentiment (negative, positive, or ambivalent). As evident in Figures 1 and 2, all five themes/topics were coded as preponderantly negative. Especially revealing are the combined negative and ambivalent percentages, as ambivalent responses either include an explicitly negative descriptor combined with a positive one, or express doubt or uncertainty regarding the theme/topic.

For the qualitative snapshot, each discussion also contains sample descriptors that respondents used and which served as the basis for the codings. The samplings of these descriptors are necessarily diverse, but supply a revealing picture of the descriptive lexicon by which faculty from different schools and programs at the university understand, evaluate, and communicate their experience about the current university leadership and campus climate.

After a discussion of the top five faculty concerns, we include a Q&A dialogue that addresses questions about interpretations of the data, including the relation between quantitative and qualitative data (see especially the discussions of Q1(1), Q1(3) on p. 26, and Q7(5), Q14(4) on p. 28).

1) Leadership Team

The topic that appeared more often than any other in the comments was that of the Leadership Team.

1001 total comments: 200 ambivalent (20%); 678 negative (68%); 123 positive (12%);
negative + ambivalent = 87%; positive + ambivalent = 32%

Negative comments on Leadership Team

- appalling, [unqualified] sychopants [sic]
- Corporate mindset, low morale, silenced stakeholders, lack of respect, horrible decisions
- Did not earn my trust, respect
- lack of trust, low credibility
- President didn't listen, inaccessible leadership
- Total disregard for faculty input, ignored
- Wont [sic] listen
- deceitful and dishonest
- Diaz "looking for a neck to wring"
- disdain for faculty
- heather Swain
- Provoist [sic] has publically [sic] lied
- tried to prevent this survey
- mixed messages, many statements are lies
- [disconnected] from faculty
- blocked by Provost's office
- offensive to POC
- proud until LeBlanc arrived, turned GW into meat factory
- disastrous money wasting
- no concept of shared governance, lost confidence of entire community
- sneaking suspicion that Mark Diaz runs the show, absence of good communication suspicions run rampant
- top-down leadership style, surrounded himself with allies from outside, I've never been at an institution with a greater divide between upper administration and everyone else
- sycophants from Miami, clueless board
- cronies, debacle
- Miami Mafia, jettisoned those with knowledge
- abandoned research
- team of yes-people [sic]
- expensive debacle
- needs to keep Mark Diaz out of policy and listen more, never stops talking
- He appears to want to make GW a miniature version of University of Miami.
- listen to faculty, less to mark diaz
- Swaine, disney
- [not hiring] the most qualified

Positive comments on Leadership Team

- worked together
- excellent
- good job
- appreciate [President LeBlanc]
- Provost listens
- superb
- strong leader
- hats off to STEM
- excellent communication

Discussion of comments on Leadership

In negative sentiment comments that addressed the theme of leadership, faculty voiced concerns about how the statements of the leadership team were not reflected in their actions (e.g., “atrocious execution”), and how decision making does not reflect the university’s values and mission. Along similar lines, when coded together, comments on leadership team and decision making frequently flagged how leadership choices are sometimes imprudent and cause harm to the university (e.g., “Disney” and “Swain”). These comments about poor choices are linked in turn to concerns about competence, and to a lack of trust (themes also often coded in comments on university leadership).

Faculty are concerned about the members of the leadership team, how the central leadership team and those who immediately report to them were recruited (“Miami”), their lack of accountability and transparency (Diaz), inappropriate rhetoric (“need a neck to wring”), deceitfulness (Blake), nepotism and cronyism (“Miami”). These concerns also appear again with the themes or topics of hiring, competence/execution, and integrity. Take, for example, the following response to Q6: “I do not get the impression that the most qualified individuals are in the highest leadership positions as evidenced by their communication and by their selection of others in university leadership.” [themes coded: Hiring, Transparency, Leadership, Competence/Execution]

There is a general concern that while the president “communicates” (i.e. sends emails), his messages do not exhibit an understanding of or empathy for the GWU community, and do not reflect its shared values. Furthermore, his communication is perceived as one-sided (i.e., that he “didn’t” or “won’t” listen; that he “never stops talking”).

The positive comments on the leadership team were not only fewer in number, they were less diverse in content and form, and more repetitive. The most common phrase was “good job” and did not refer to specific achievements. Another common word was “appreciate.” These observations held true for all positive responses across the various schools. While the president was sometimes specifically mentioned by name in positive comments, and Provost Blake a few times as well, other members of the team (e.g., CFO Mark Diaz, mentioned 62 times) were never mentioned in a positive light.

2) Consultation

The second most salient theme in the faculty survey comments was consultation. Again, the sentiment associated with this topic of concern was overwhelmingly negative.

896 total comments: 94 ambivalent (10.5%); 744 negative (83%); 58 positive (6.5%); negative + ambivalent = 93%; positive + ambivalent = 17%

Negative comments on Consultation

- roll out of strategic direction illustrated that leadership does not care what faculty think
- responded to criticism only after became substantial and public
- what a mess, only considers faculty and staff viewpoints when forced by media [sic] attention
- listens only to inner circle, all of whom brought from Miami
- compared with two predecessors, president is least responsive, transparent, or willing to listen,
- makes no effort to develop consensus
- lacks humility and self-awareness, dismissive and disrespectful, opposite of a strong transformational leader
- strategies are problematic, condescending, talking points
- inaccurate, very disappointed with his lack of leadership
- approach to shared governance made it almost impossible to motivate faculty during an actual crisis
- Swain hire opaque and troubling
- obfuscation and secrecy, ineffective and irresponsible [sic] leadership
- no shared governance, communication inauthentic
- lack of transparency, disregard for shared governance
- does not learn from criticism
- virtually no input on STEM focus
- not involved or inclusive of medical faculty
- does not always listen, focuses on talking points
- does whatever he or maybe Board wants

Positive comments on Consultation

- making an effort to listen more
- Seems to think deeply about faculty perspectives
- Can see how [there is] shared governance via the Deans

Discussion of comments about Consultation

Many negative comments about consultation pointed to what is perceived as a failed rollout of the 20/30 strategic plan, and how the faculty did not feel included in its development. Rather than a failure of communication (there were emails and presentations on the strategic plan), it was perceived as a lack of deliberation and consensus building. While President LeBlanc and his administration present a confident appearance, faculty say this comes off as arrogant and out of touch (e.g., "lacks

humility and self-awareness," "condescending"), and as a result faculty do not trust him. One commentator wrote in Q16: "his performance is rather Trumpian in its expression. He often comes off as arrogant and unwilling to consider the views of faculty." The positive comments concerning consultation were few in number, succinct in length, and exhibited relatively little variation in form and content. A frequent positive comment was "he is trying to listen more."

In a similar vein, the Heather Swain hire incident was not just perceived as a national embarrassment, but was clearly attributed by many commenters to a lack of consultation with faculty, a lack of integrity, lack of honesty, and lack of transparency. Comments that specifically addressed the incident, characterized it in highly pejorative terms: e.g., as a "scandal," "fiasco," "unforced error," "huge black eyes on his leadership and on GW," "a very serious error in judgement," and a "mess"; as one of "multiple stumbles," "gaffes," "controversies," "missteps" (often included alongside the Disney culture initiative, the 20/30 plan, and racially insensitive comments); "suggests a serious problem with the President's integrity," and reflected poorly on his decision making as well as judgment (see the coded example from Q16 on p. 10).

While some positive commenters suggested that President LeBlanc is "making an effort to listen more," there were others who felt that "he does not learn from criticism," as several faculty members from different schools put it (albeit with slightly different wording). Ambivalent comments regarding the leadership team required particular attention to attribution, as often the positive sentiment derived from assessment of the Deans, while the negative aspect was attributed to the President and central leadership (e.g., "People are allowed to speak, but LeBlanc and his team are imperious and impervious to sensible input from both faculty and Deans").⁵ Others criticized the STEM focus of the administration as an example of problematic processes of consultation and deliberation, and a unilateral, "top-down" decision that violated principles of shared governance to the point that many science departments were uncomfortable with it. One respondent whose (redacted) identity was revealed as associated with STEM, criticized the administration as giving "lip service" to STEM, but failing to place it in the broader educational and research mission of the university.

⁵ The excerpted text in parentheses comes from the following full response: "People are allowed to speak, but LeBlanc and his team are imperious and impervious to sensible input from both faculty and Deans. Repeatedly LeBlanc and his team waste the time of faculty so they can put on a show of consultation. But this consultation is meaningless when LeBlanc won't listen." The response was coded as ambivalent in sentiment (negative: "won't listen," and "imperious, impervious, meaningless"; positive: "allowed to speak," and "sensible"); and with the themes of Consultation and Leadership Team.

3) Decision Making

The decision making theme, while appearing as the third most common topic in the comments, overlaps semantically with many of the concerns discussed in the “consultation” theme above. Whereas the sentiment of responses referring to decision making—as with “consultation”—is preponderantly negative, the comments themselves tended to be more specific about the *particular* issues involved (e.g., decisions pertaining to hiring, layoffs, STEM focus, campus closure) and the consequences of those decisions.

719 total comments: 124 ambivalent (17%); 514 negative (72%); 81 positive (11%); negative + ambivalent = 88.7%; positive + ambivalent = 28.5%

Below are some examples of both positive and negative comments about decision making.

Negative Comments on Decision Making

- questionable decision-making and priority setting, negatively affected the school's climate/culture
- ad hoc, no follow through
- arbitrary
- centralization of "shared services" weakens the university and makes the next budget crisis more likely
- pre-COVID decisions and priorities utterly at odds with GW culture
- financial impact as excuse
- Inequity
- Surprised by late decision [sic]
- ploy
- decisions are not data driven, despite talk of it, consultation is not meaningful, many statements are lies
- Not transparent
- ridiculous decisions
- Took advantage of the chaos
- Painful budget cuts, poor decision making
- Botched initial messaging, did not lead
- Delayed decision making
- military organization, “cascade” model [Diaz]
- cloaked in mystery, deprived, unfair, cancel
- no one listens, ignored, no diversity
- does not listen
- reluctance to make timely decisions, ad hoc decision making, no follow through

Positive Comments on Decision Making

- moral courage
- COVID response reasonable, not fair to blame LeBlanc
- improved with time
- reasonably good job
- just “take medicine” and move on
- supportive of MFA
- GW better than other universities
- agree with STEM [focus]

Discussion of Decision Making

There was widespread concern about the competence of the leadership team to make decisions that were in the GWU community's best interests. The minority who praised the decision making cited the "moral courage" required to make "difficult decisions," and opined that the decisions were reasonable "under the circumstances." Many of the positive comments focused on specific decisions perceived to favor particular groups, e.g., Medical Faculty Associates (MFA), or STEM.

Question 11 specifically addressed decision making and thus responses provided explicit assessments of President LeBlanc's performance in this realm (Q11: "Is there anything else you would like to share with us about the President's leadership with respect to Decision Making, Communication & Shared Governance?"). The following comments highlight recurring concerns voiced by the faculty:

Adverse effects of decision making: "President LeBlanc has demonstrated questionable decision-making and priority setting, which has negatively affect [sic] the school's climate/culture. Further, while he seemingly welcomes faculty, staff and student feedback, President LeBlanc does not seem to integrate or seriously consider the information, recommendations shared with him." [negative sentiment]

Timeliness and follow-through: "There is a reluctance to make decisions in a timely manner and when made they are ad hoc with little comprehension of implications for research or on students. There is no follow through on many proclamations." [negative sentiment]

Misalignment with GW culture: "He has done better with COVID than he did pre-COVID, when his decisions and priorities were utterly at odds with GW culture, needs and shared governance." [ambivalent sentiment]

Questionable foundation for decisions: "GW does not have data driven decisions it has decision driven data. When you know all the answers ahead of time (mostly learned in business school) you just need post hoc rationales and weak data to go with it. Despite all the new talking points about consultation my observation is that there is none that's meaningful. We've heard too many statements that only can be considered lies." [negative sentiment]

Finally, uncertainty and skepticism about decision-making process: "Q11: The Mayor has had a much more important impact on university decision making than the President. Her determinations have ultimately guided GW policies in a more health-conscious direction. The President is unfortunately better at talking than at listening.

The President and Provost have sought to use the crisis to ram-through unpopular and poorly thought out academic changes. Very dispiriting.” [negative sentiment]

4) University Vision: Identity, Values, and Strategy

Although there was no one single question out of the eight open-ended questions that directly addressed the theme or topic of university vision, the team identified it as the fourth most salient area of concern across questions and schools. The coding theme of “University Vision: Identity, Values, & Strategy” pertained to the values and strategies that respondents viewed as closely associated with GWU. As a topic of concern, the theme captured assessments of how actions did or did not reflect academic values (e.g., as opposed to “corporate” values), our identity as an R-1 research university (e.g., supporting free inquiry and research), and the collective strategies for realizing our values in practice. Once again, the sentiment associated with this theme was preponderantly negative, with nearly 100% inter-rater agreement.

668 total comments: 76 ambivalent (11%); 518 negative (78%); 74 positive (11%);
negative + ambivalent = 89%; positive + ambivalent = 22.5%

Negative Comments on University Vision

- Talks about preeminence but fails to lead towards that goal
- undermines GW goals
- debacle around GW mission
- priority seems to be to make money,
- president failed to grasp unique nature of GWU and is leading the university in the wrong direction
- focus on branding and buildings, and blatant contempt for faculty and students
- President operates as if he thinks he is CEO of Apple or General Motors rather than an educational institution, leadership style and philosophy not a good match for GW culture
- COVID only reason TLB vision for GW hasn't been rammed through
- hard to tease out whether President's action reflect own preferences or simply following BOT orders
- more business than academic focused
- no culture of academic excellence
- [need to] make physicians part of the university
- financial motives at the expense of people
- care about branding buildings
- [don't] prioritize core values

Positive Comments on University Vision

- strategy right all along
- strong bond ratings
- excellent communication
- strong commitment to medical enterprise and SMHS
- stronger vision for future improvement than those in the past
- leadership during pandemic has been exemplary
- tried to drag GW into the modern age

Discussion of comments about University Vision

There are significant concerns (expressed in negative terms) about President LeBlanc's and his leadership team's university vision and strategic plan. Faculty are unsure or skeptical that the president and his leadership team support the educational and research mission of the university, and they are concerned that actions taken by the president and leadership team make it harder to realize an effective strategic plan and harder to carry out the university's main mission.

A handful of responses specifically addressing this theme focused on the *absence* or *lack of clarity* regarding a strategic plan or vision:

Q8: "... We have no plan. Not even a business plan. We have no plan. I don't mean some high-flying 'Strategic Plan/Initiative' -- just a simple reachable goal, developed jointly and supported. We think one thing today, another tomorrow. We come up with grand ideas to profit from Amazon HQ2 one day, and forget about it teh [sic] next."

Q6: "It is unclear what GW's mission is, but not what it should be: to foster excellent research and teaching across all disciplines."

More responses coded as pertaining to university vision, however, emphasized the *misalignment* between the leadership's priorities and the institution's core research mission:

Q6: "The organizational changes being made in research grant support and administration completely undermines [sic] the GW goal of growing and excelling in the research component of its academic mission."

Q8: "Research mission is no longer among GW priorities. Reversal of hard work done by previous leadership team to build biomedical and engineering research is disappointing."

Q6: "We have been in multiple meetings with President LeBlanc and Provost Blake. Rarely, if ever, have we gotten the impression that they prioritize the core values of GW--teaching, research/scholarship--or that teaching and scholarship will be supported, acknowledged, and rewarded. The impression they have given is that they are corporate managers, who care more about the University's US News ranking than building the culture of excellence that would actually boost those rankings."

Positive responses, again fewer in number and shorter in length, praised the university leadership for its strength in developing and implementing its vision (e.g., "strong commitment," "strong vision," "supporting MFA"), including in the face of faculty resistance.

5) Competence/Execution

The combined theme of competence and execution addresses the current university leadership's skills, knowledge, and capacity to effectively lead the institution and community of GW. This was a theme that arose in the responses to all of the open-ended questions but especially Q6, Q11, Q15, and Q16. Again, comments on this theme came from respondents across the university (all schools) and were preponderantly negative.

653 total comments: 66 ambivalent (10%); 552 negative (85%); 35 positive (5%);
negative + ambivalent = 95%; positive + ambivalent = 15%

Negative comments on Competence/Execution

- put the university in a vulnerable position
- complete inability to lead, learn, and consult, racist and sexist behavior and poor judgment have brought negative national press
- incompetent, can they fall any lower?
- colossal disaster, has not been a leader
- has not understood GW's unique value proposition, irreparable, poisoned relationship with faculty and students
- capacity to learn is difficult to judge, it took an extraordinary once in a lifetime event to get him to backtrack on his proposed "mission"
- not sure he has learned from missteps
- one speech before pandemic, then went silent
- no capacity to learn from criticism and failure
- national news because of lack of judgment
- lack of budget
- He may fool the Board, but many faculty have figured out that he and

Diaz and Blake don't do their homework, execution is chaotic

- poor professional judgment, has not demonstrated leadership ability
- contradictory communication, tone deaf in interactions with faculty, waste of money
- when facing criticism disappointing defensiveness
- does not seem qualified, not detail oriented

- room for improvement in almost every way imaginable
- unwillingness [sic] to apologize and listen is incredibly troubling
- did not make the case for STEM
- very unimpressed with rollout of restructuring
- acts like a dictator, surrounds himself with yes people.
- lack of attention

Positive Comments on Competence/Execution

- Great speaker
- makes efforts
- honest in sharing his thinking, too often after the fact
- some minor course corrections
- excellent job
- remarkable, dedicated, helpful
- proud [of public health and Hospital], nimble
- clear identification and signage of GWU buildings
- did not seem to proceed with planned cruel cuts
- felt valued
- tolerant, thinking ahead
- credit, smart, articulate

Discussion of Competence/Execution

Among the recurring comments relating to the theme of competence/execution were ones that discussed how, when faced with criticism, the administration did not respond by changing its behavior or seeking to understand that criticism. Instead, respondents noted, the university leadership appeared to double down on its original efforts and increase its secrecy, lack of transparency, and top-down approach (e.g., “defensiveness,” “incapable of admitting his strategies are problematic”). As failures continued to mount, and faculty discontent rose, the administration did not seek honest and open communication but withdrew into its siloes, relying ever more on crony hires, sympathetic Board of Trustee members, and formulaic communiqués rather than honest and open discussions. As one commenter put it, he “lacks creativity and agility ... he gives up on projects for inexplicable reasons ... [he exhibits an] overreliance on Miami personnel.” Another observed that in the face of criticism of the strategic plan, he “did not make the case for STEM.”

Responses associated competence/execution with “poor judgment” or “lack of judgment,” as in the comment, “It would be better if we made national news only for our research, teaching, and service. Not for lack of judgment.” Others questioned fundamental knowledge gaps adversely affecting the university operations and its core mission:

Q16: “Remarkable lack of attention to the needs of the Schools to run the academic programs we are obligated to run. Lack of a budget (not only budget cuts) indicate profound lack of understanding in how work gets done in academic settings. Unbelievable changes to research administration are hobbling our ability to propose new research or manage the (millions) of dollars in research we have received.” [negative sentiment; coded themes: Competence/Execution, Financial management, University Vision: Identity, Values, & Strategy, Consultation]

Q11: “Decisions have been made that have decimated administrative and support for faculty (through competent and necessary people quitting, not through restructuring). The president has worked hard to decimate the high female/male ratio in SEAS that has taken 10 years to achieve, and one year to completely hamstring. This works against one of the huge sells of GWU engineering, and disrespects the hears [sic] of hard work toward this issue.” [negative sentiment; coded themes: Competence/Execution, Decision making (whether good or bad), University Vision: Identity, Values, & Strategy]

In contrast, though significantly sparser, comments coded as displaying positive sentiment underscored the leadership as “nimble” and capable of course correction, as in the following response to Q11: “The pandemic is a very challenging situation for leadership. I feel that the administration sometimes changed course in how they approached it, but ultimately made the best decisions for the students, faculty, and staff.” Respondents praised President LeBlanc’s dedication and communication skills.

Q&As

Q: We’re in the middle of a pandemic. Isn’t it inevitable that people would express negative sentiments, given the circumstances of the past year?

A: The qualitative data reveal that concerns with leadership predate and extend beyond COVID-19. See Figure 1. COVID is not among the top five concerns and responses across the questions and schools address issues of concern that arose well

before the pandemic (e.g., University Vision: Identity, Values & Strategy; Transparency; Hiring, DEI (Diversity, equity, inclusion); Disney).

Example: Q2 response: "GW's current negative climate -- most notably demonstrated by the departure of valued and valuable long time employees -- predates the pandemic. Indeed, the coronavirus has been used as an excuse for draconian change at GW. To quote Mark Diaz, 'This (the pandemic) will allow us to do things we wanted to do anyway.' This is not about the pandemic; the pandemic is distracting us from the real problem: the president, provost, and CFO." [negative sentiment; themes coded: Leadership team; University Vision: Identity, Values, & Strategy; Trust; Transparency]

Q: How widespread or limited are the negative responses? Meaning, are they the sentiments of a small number of dissatisfied faculty, or are these negative sentiments shared by a majority of GW faculty?

A: The qualitative responses were negative in sentiment across the university: Not a single school has a more positive than negative sentiment. For example, five out of the ten schools have over 70% negative sentiment (led by the School of Business at 84%), with another three at 65% or more negative. SMHS is the only school that did not have over 50% negative sentiment response, but only by a slight margin at 47%. Of the respondents who did not specify their school, 78% expressed negative sentiments. See Figure 4.

Q: What are we to make of the ambivalent sentiment? And why is the theme on schools so ambivalent?

A: In general, an "ambivalent" coding cannot be viewed as positive for the central leadership of the university. The most common type of response that received an ambivalent code was something like "I feel that I am supported by my department, BUT I do not feel supported by the University;" or "WHILE I am proud of my department, I am ashamed/embarrassed of the central administration." There are very few comments that are ambivalent on the theme of "schools" in which the negative component refers to the school.

Example: Q2 response: "I very much appreciate the support of my college, which makes every effort to shield the faculty and staff from the failures of the central

administration.” [ambivalent sentiment; themes coded: Leadership team; Program Schools Department]

Q: When interpreting the responses to the quantitative questions 1(1) and 1(3) about COVID, what light do the open-ended qualitative responses in Q2 provide?

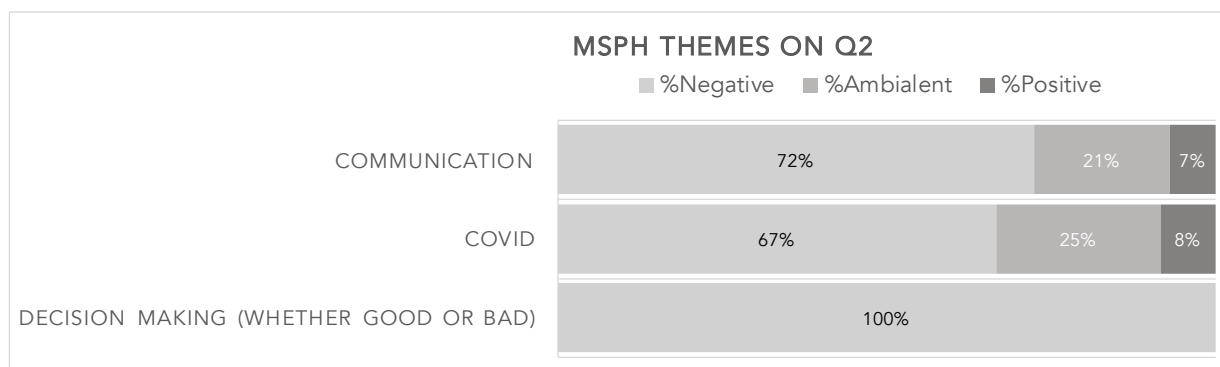
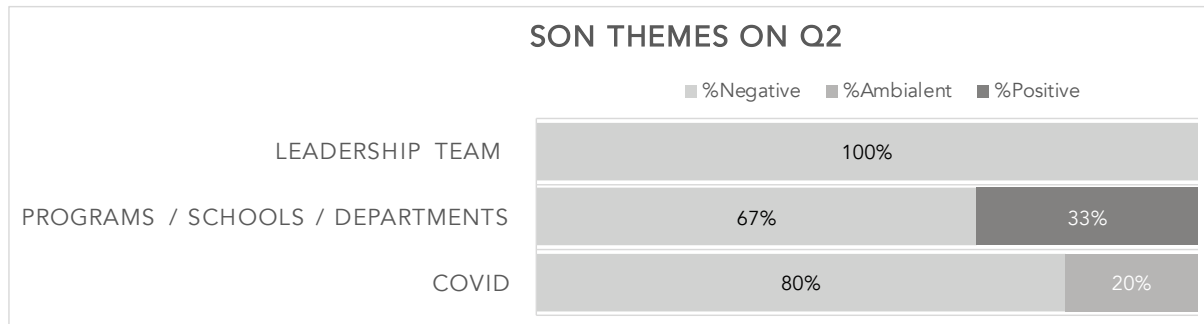
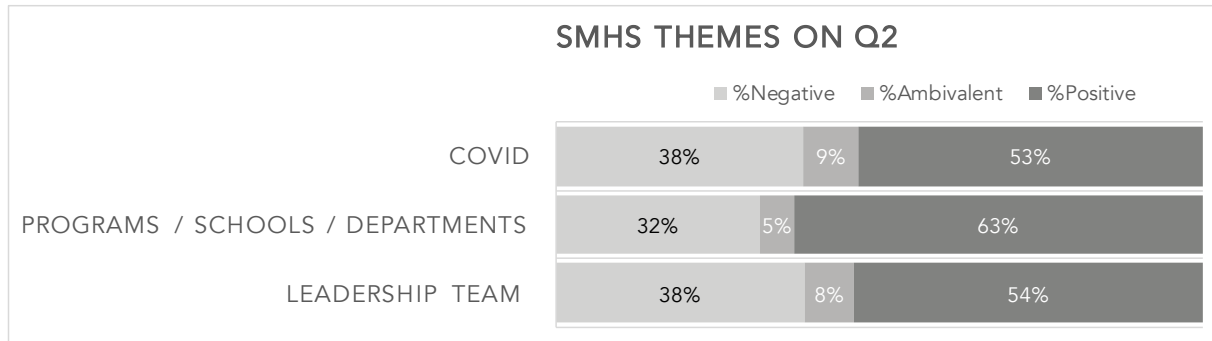
A: Some responses indicate positive sentiment about the decision to go online.

Example: “I think it was the right call to move entirely online for the fall and semester because of COVID. It put the health and well-being of the staff, faculty, and students above profits. But, I am also not sure if this is the approach the university would have taken if the DC government had not rejected GW's plan to be on campus.”

Other responses indicate concern for staff and negative sentiment about tardy and inconsistent communication, decision making, firings, and contended that the shared services approach to IT and research staff diminished GWU's ability to perform its core missions during the pandemic.

Example: “The GW MFA has unnecessarily forced staff to work in person when their work does not require this. The GW MFA is putting its staff at risk needlessly. It represents a lack of caring for the MFA staff's wellbeing. This is contrast [sic] with the GW staged research and teaching plans which were much more reasonable and prioritized safety. The MFA needs to value health and safety of staff. Also, more training on remote teaching is needed for staff.” [themes coded: COVID; Decision Making; Programs, Schools, Departments]

In addition, there is variation both between and even within the health-related schools. This can be seen by comparing the top three themes given by SMHS, SON, and MSPH faculty respectively. See the graphs below:



Q2: Is there anything else you would like to share with us about Campus Climate during the pandemic?

Q: What are the types of comments with negative sentiment on the theme of “students?”

A: These comments appear when faculty are concerned about student welfare, “morale,” or learning during the pandemic, and have also indicated criticism of another issue. Negative sentiment is not directed toward students, but to how they are treated. Take, for example, this response to Q2: “I hear lots of complaints from students who say they feel the administration doesn’t care about them.” [negative sentiment; theme coded: Students]

Q: What accounts for the difference between Q7(5) and Q14(4): proud to be at GW and confidence in President LeBlanc’s leadership?

A: See the above discussion on ambivalent sentiment coding for schools and students. The quantitative responses to Q14.4 can best be understood by looking at the qualitative responses to Q15 and Q16. In those written responses, faculty report positively on departments, schools, and Deans, and largely negatively on how President LeBlanc has managed things. The primary exception that the qualitative replies offer to Q14(4), visible in Q15, arises in some SMHS faculty comments—namely some specifically report that they are happy with the attention given to MFA. Some SMHS faculty also report in Q15 being happy with how COVID was managed. See above for further discussion of COVID within Q2 responses.

Q: Apart from President LeBlanc, what did the responses indicate about sentiment towards other members of the GWU administration and other faculty groups?

A: The deans and schools are characterized in a positive light. CFO Diaz and Provost Blake are not (see above). Sentiment on faculty groups is mixed: the Faculty Senate in general comes in for a small amount of criticism and some praise; GWUFA received a very few comments, most of these expressed displeasure with GWUFA’s communication style (e.g., “vitriol”).

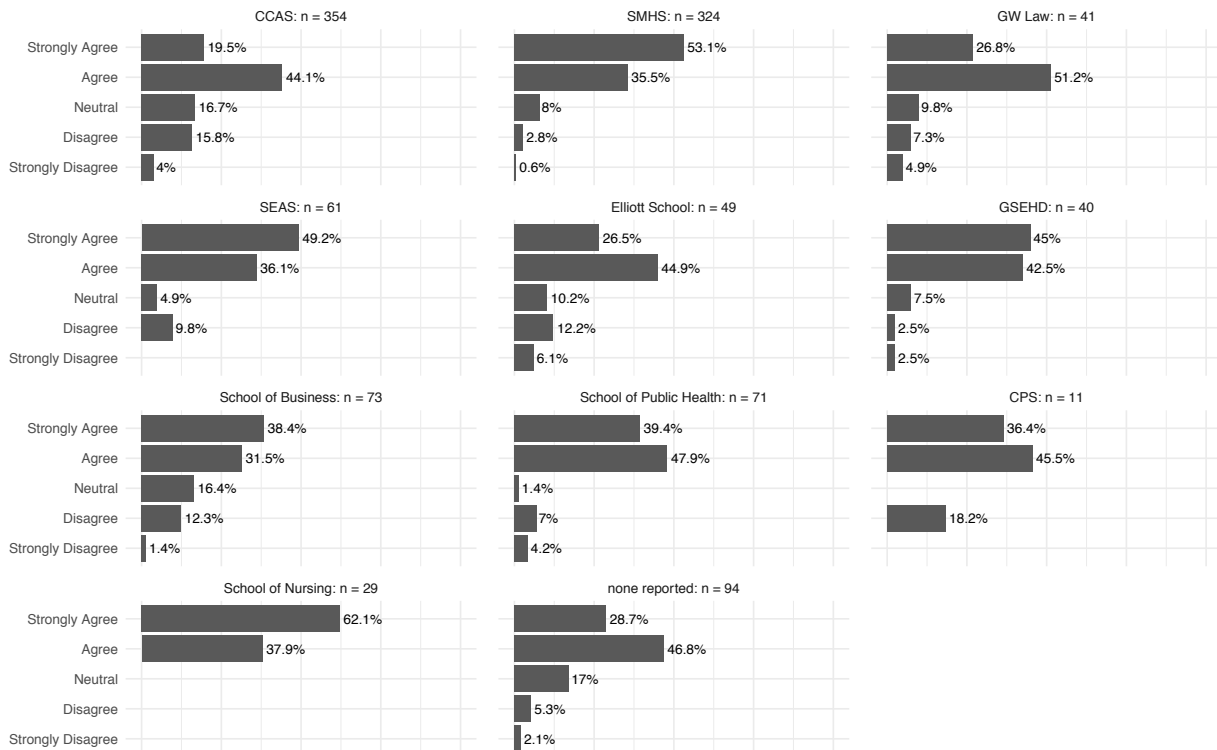
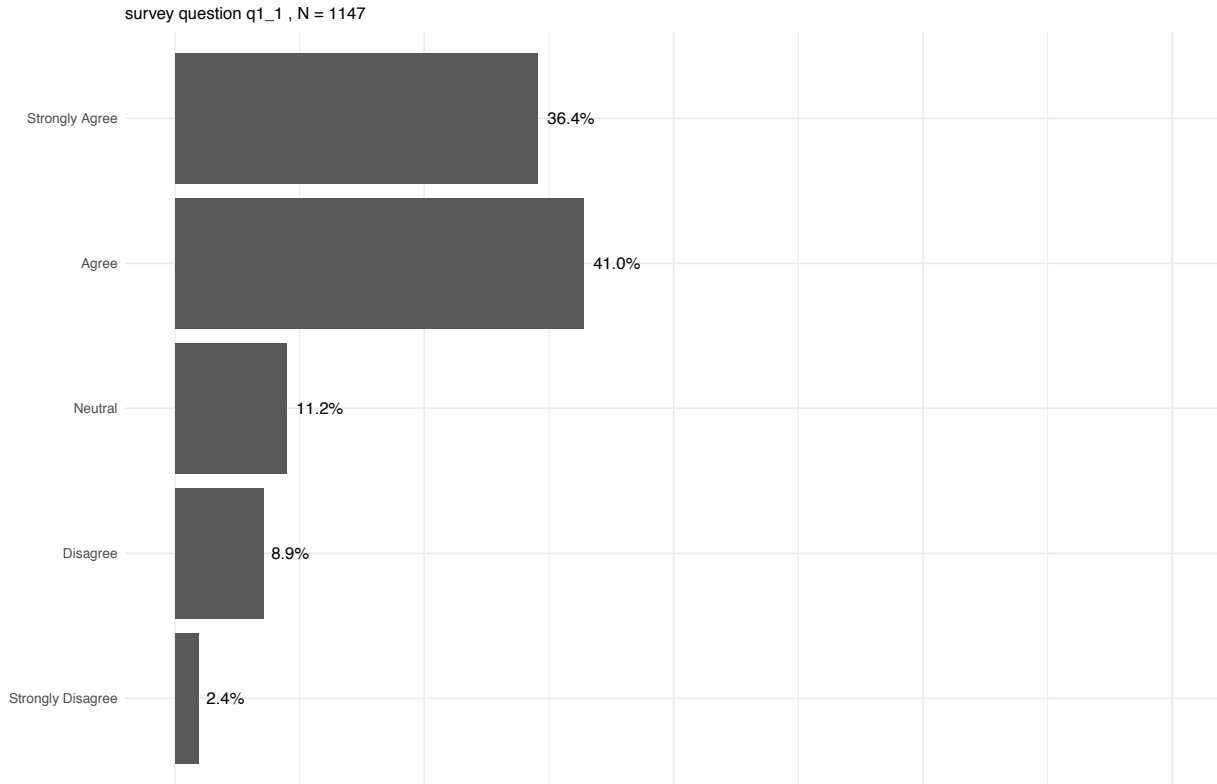
Q: Was there any feedback on the survey itself?

A: The survey instrument is mentioned in just a few cases, with a very small handful of critical comments, and a small handful of positive ones, such as “thank you for giving us the opportunity to weigh on this” [i.e., the university leadership and campus climate].

Conclusions

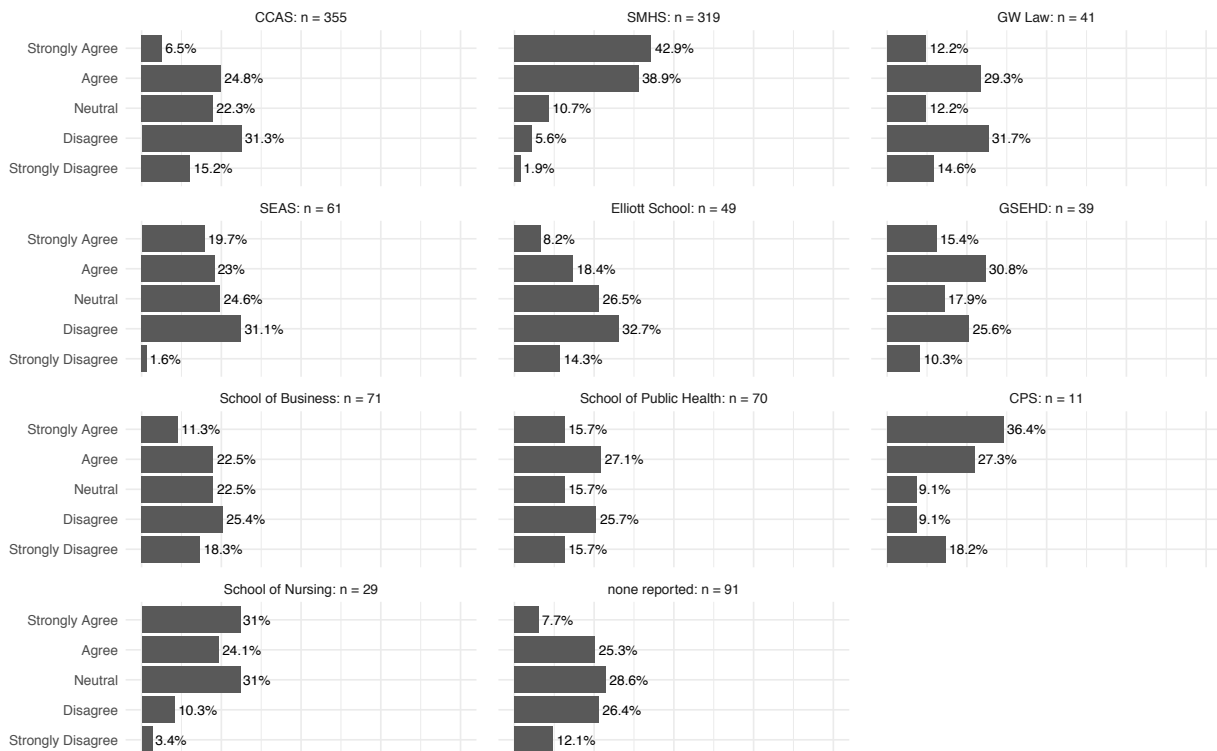
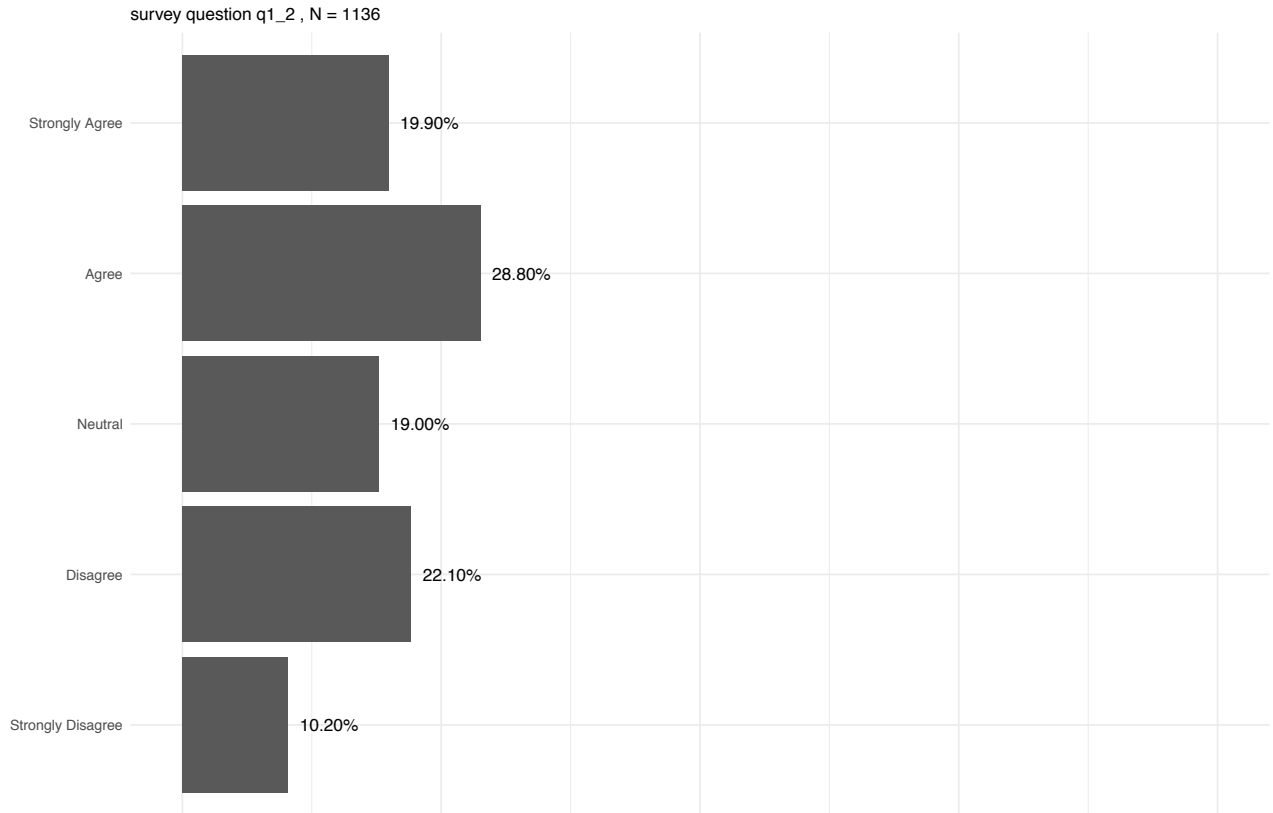
The qualitative responses to the faculty survey were serious, thoughtful, and plentiful, and broadly representative of faculty in the university, with a nearly 75% response rate among full-time faculty. Backed by a remarkable level of interrater agreement among the qualitative data analysis team, these conclusions hew close to the evidence, which is copious and tends to “speak for itself.” That the predominantly negative sentiment towards the leadership is characterized by diversity and variation should not be a surprise, given the variety of the schools, programs, and individuals represented in the responses. What is more impressive, however, is how the survey responses carefully, repeatedly, and with remarkable acuity, circle around and are interwoven with certain key themes: Leadership, Consultation, Decision making, University Vision: Identity Values and Strategy; and Competence/Execution. Negatively framed, they address not only decisions and actions that predate the COVID-19 pandemic, but also the university leadership’s overall capacities, values, and performance.

Q1.1: The University leadership has consistently prioritized our health and safety during the pandemic

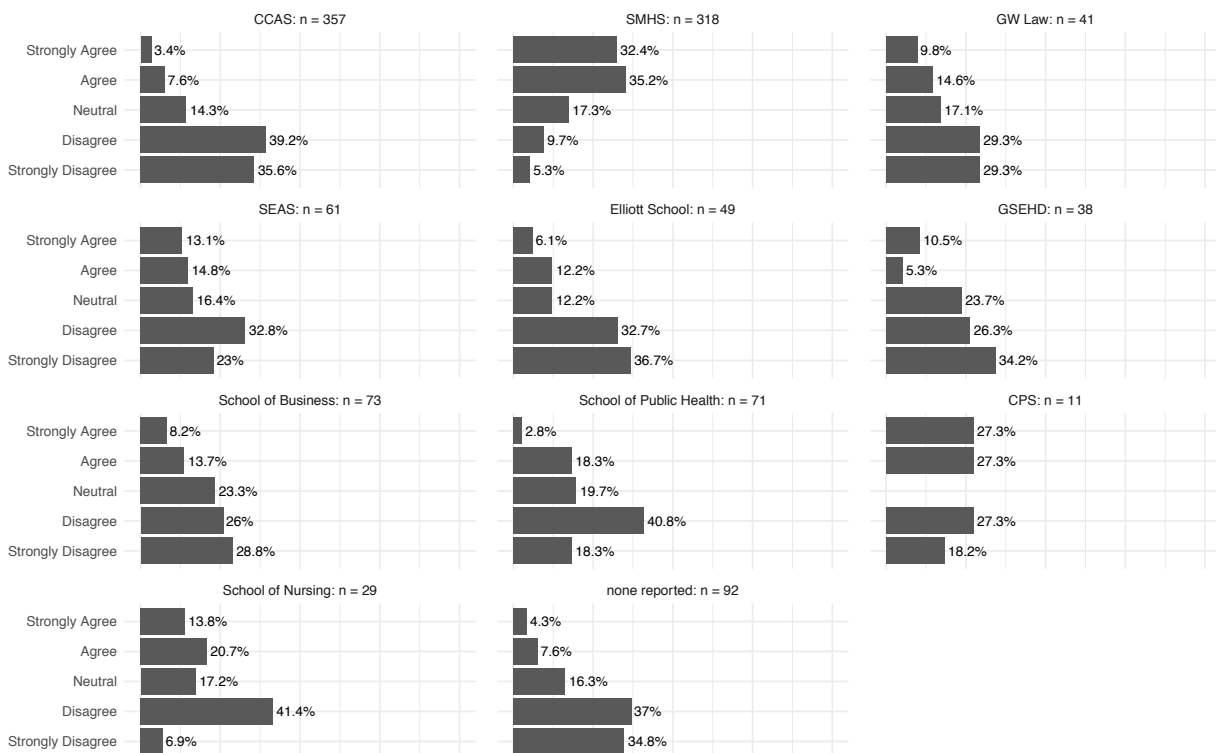
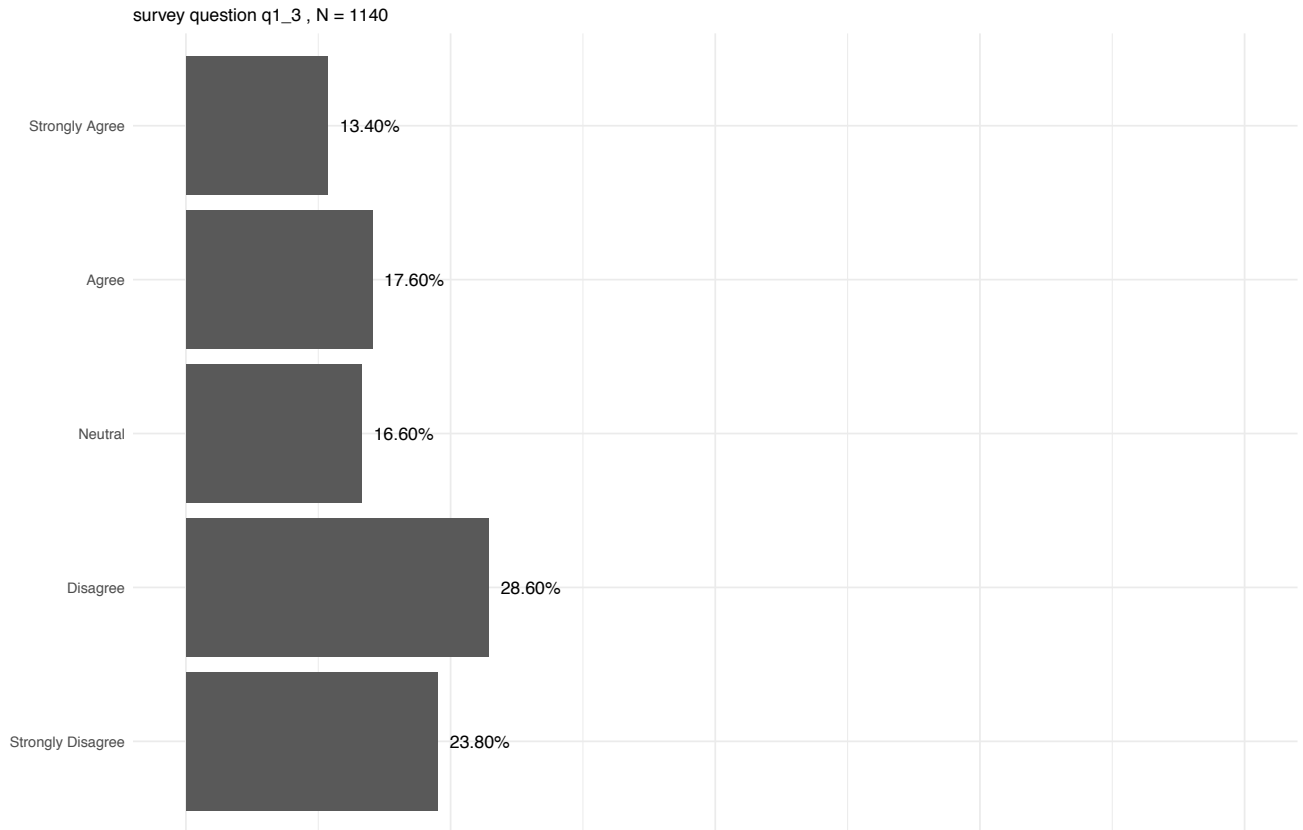


survey question q1_1

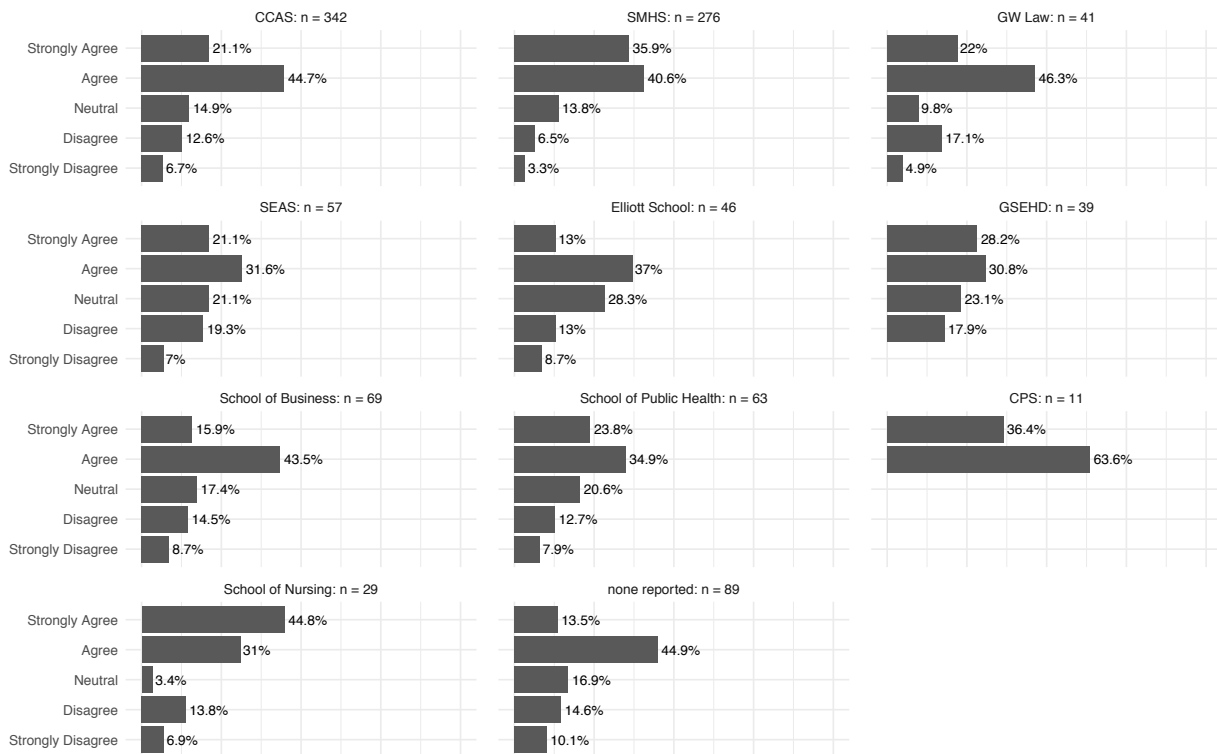
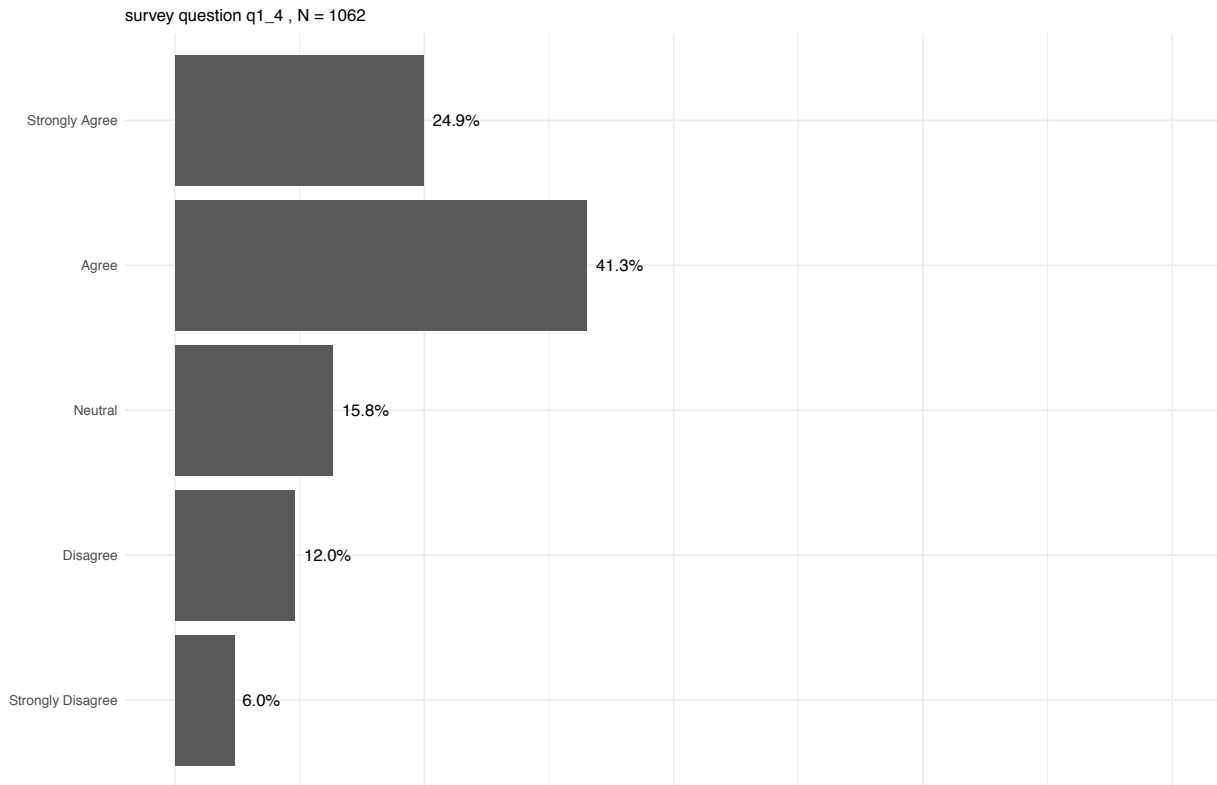
Q1.2: Throughout the pandemic, university decisions consistently reflect the best interests of the university and the GW community



Q1.3: During the current financial crisis and the pandemic, the University leadership consistently demonstrates a spirit that “we are all in it together”.

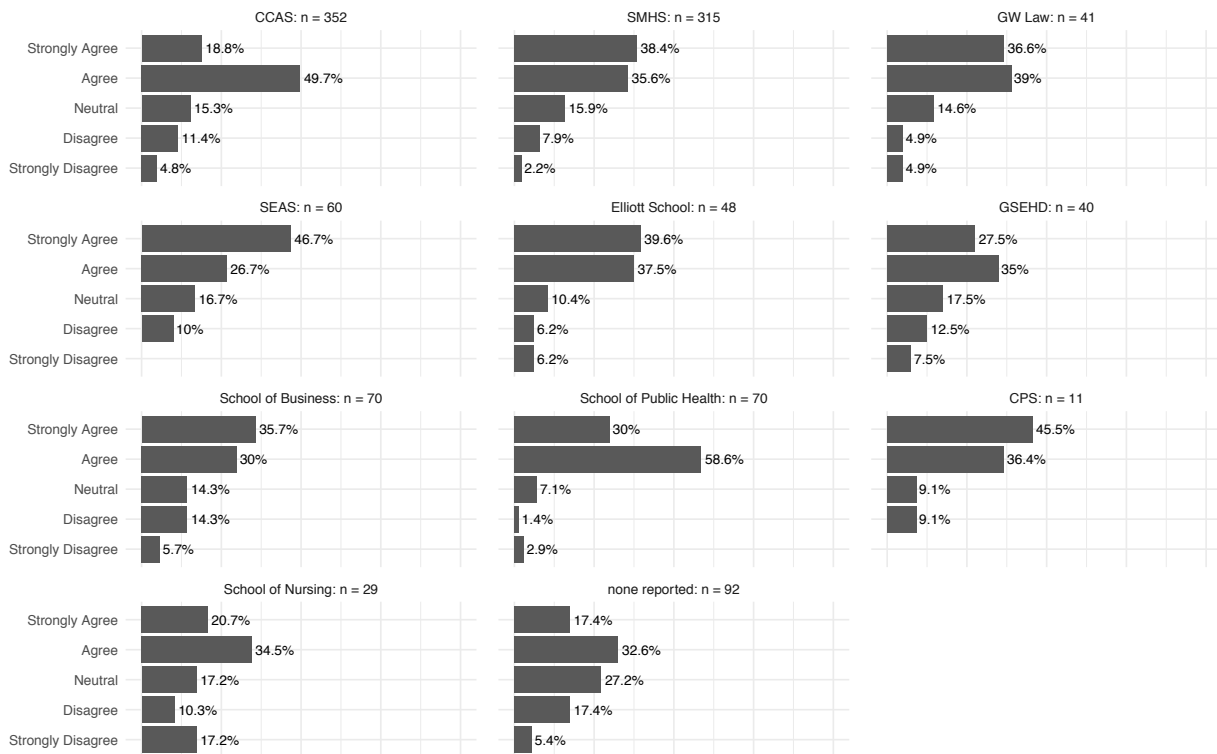
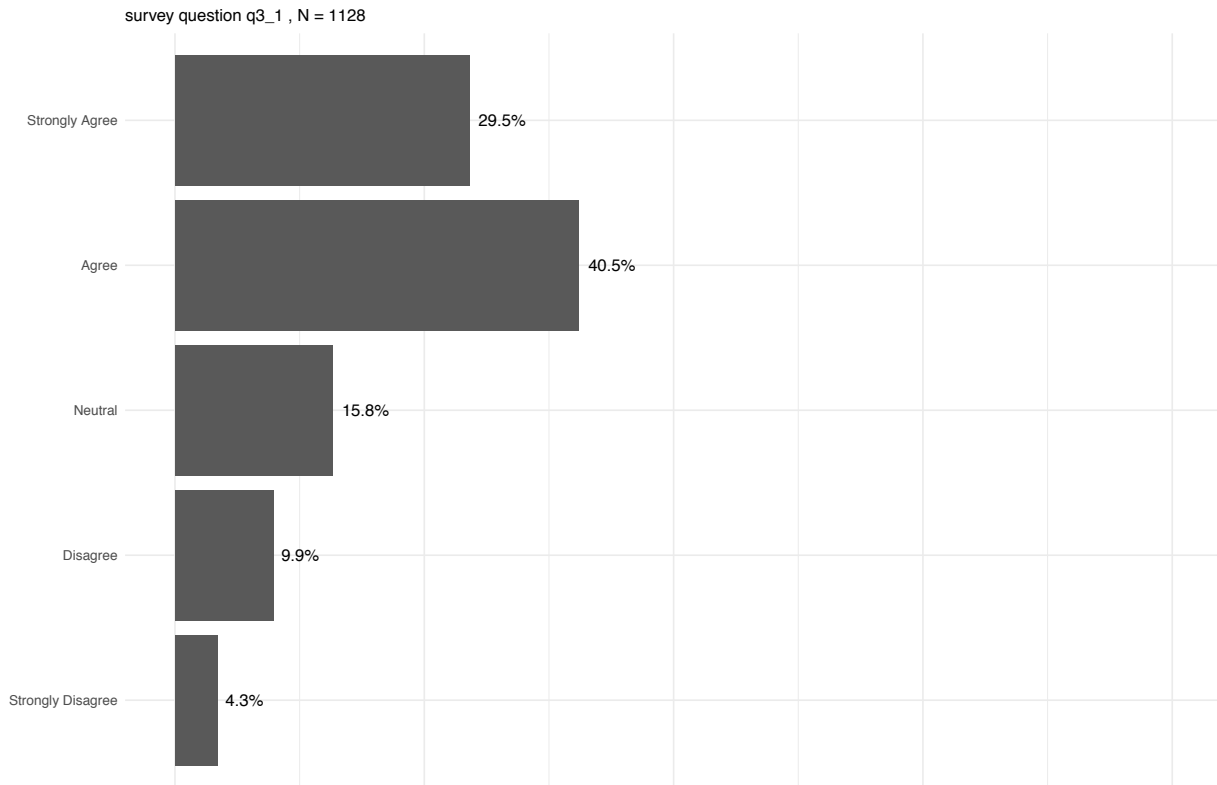


Q1.4: I am receiving the academic and technological support I need to teach virtual classes



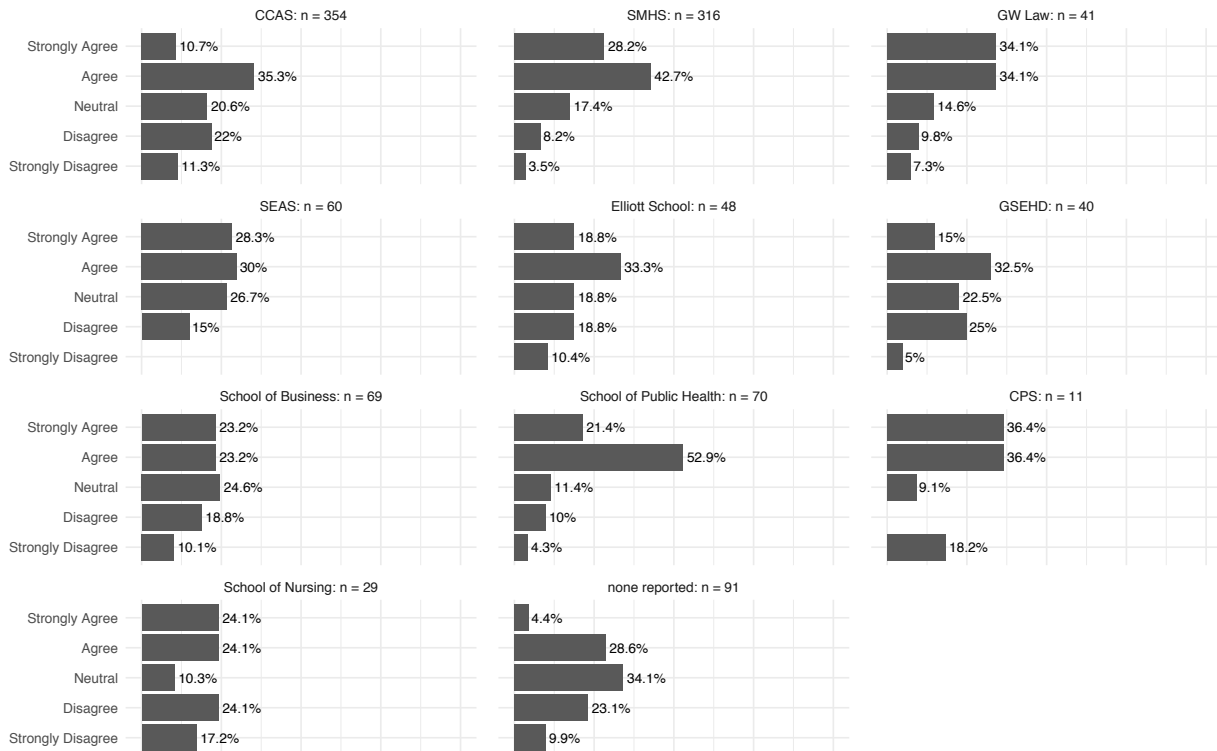
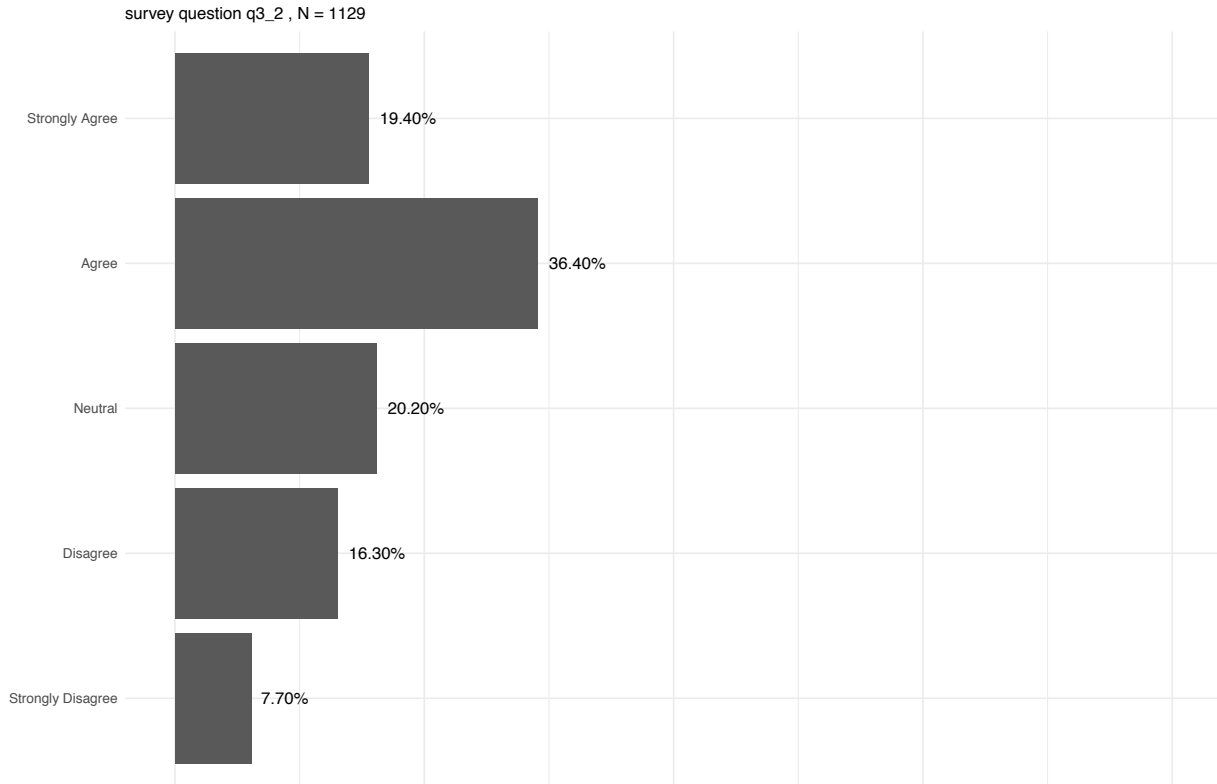
survey question q1_4

Q 3.1: I have full academic freedom at GW



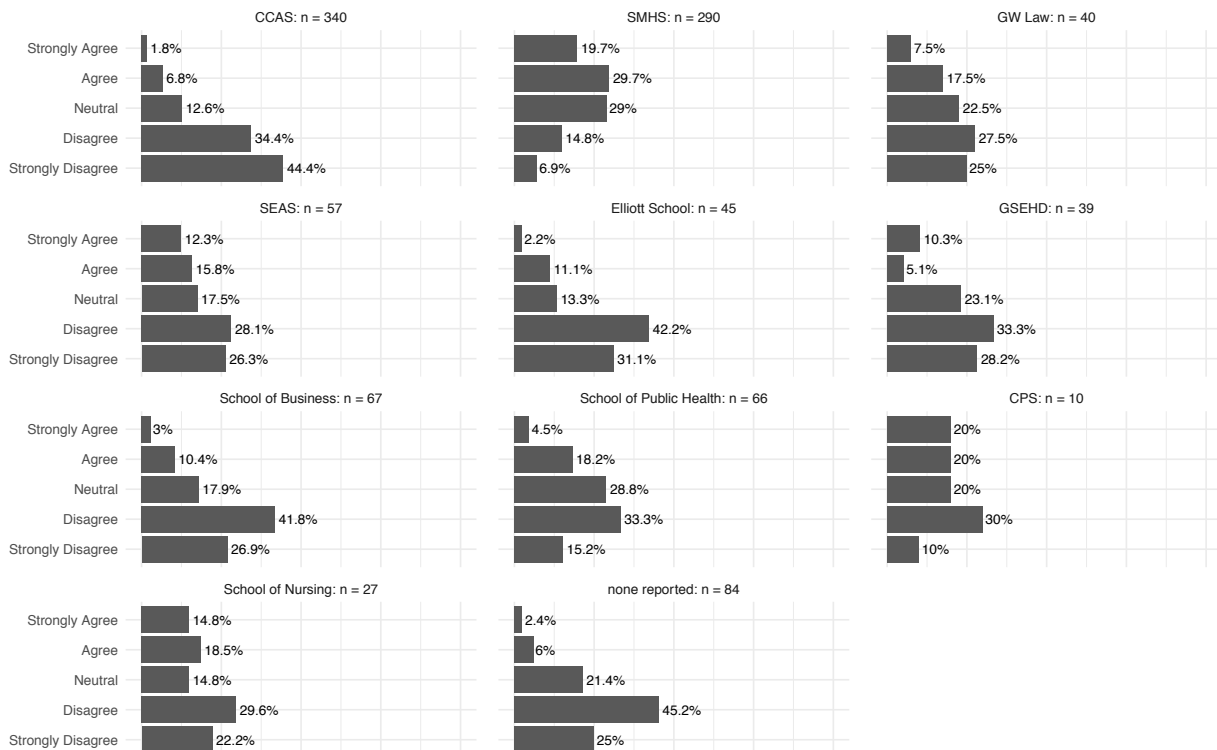
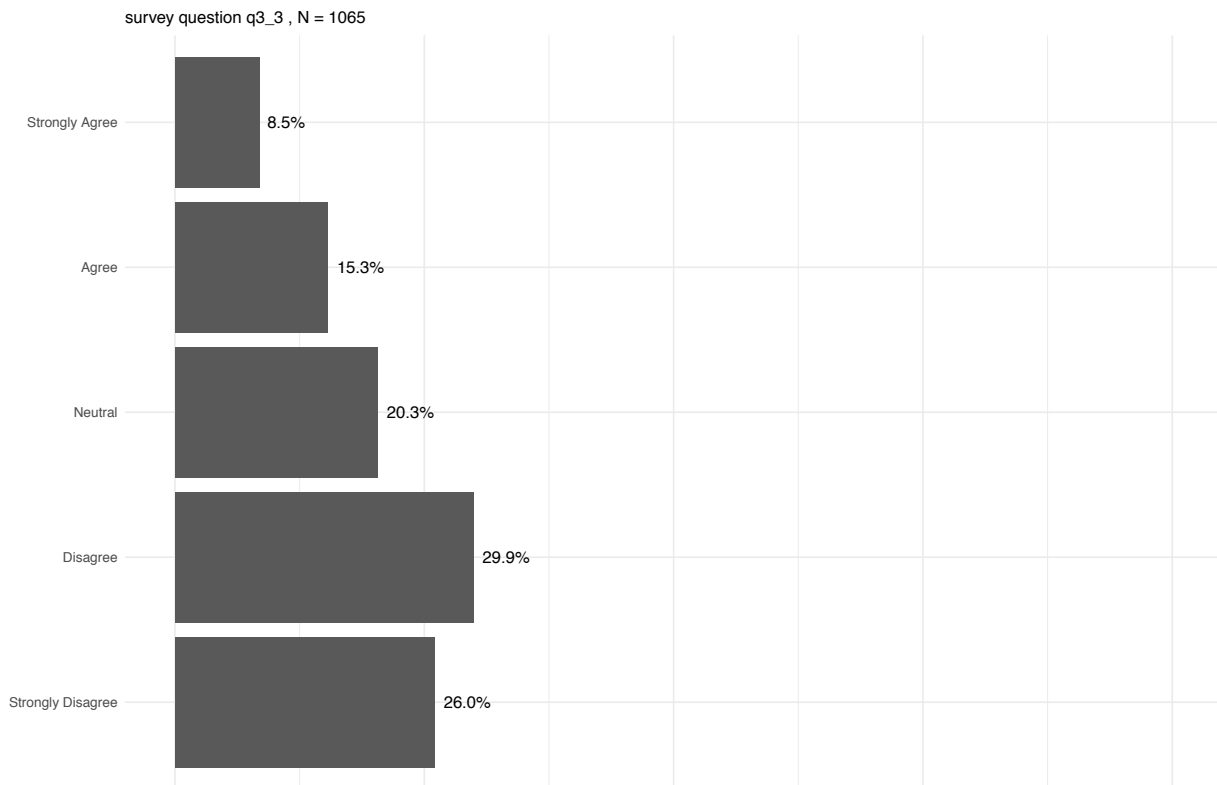
survey question q3_1

Q3.2: I believe that I am given a fair chance to express my voice about matters that concern me and the work that I do.



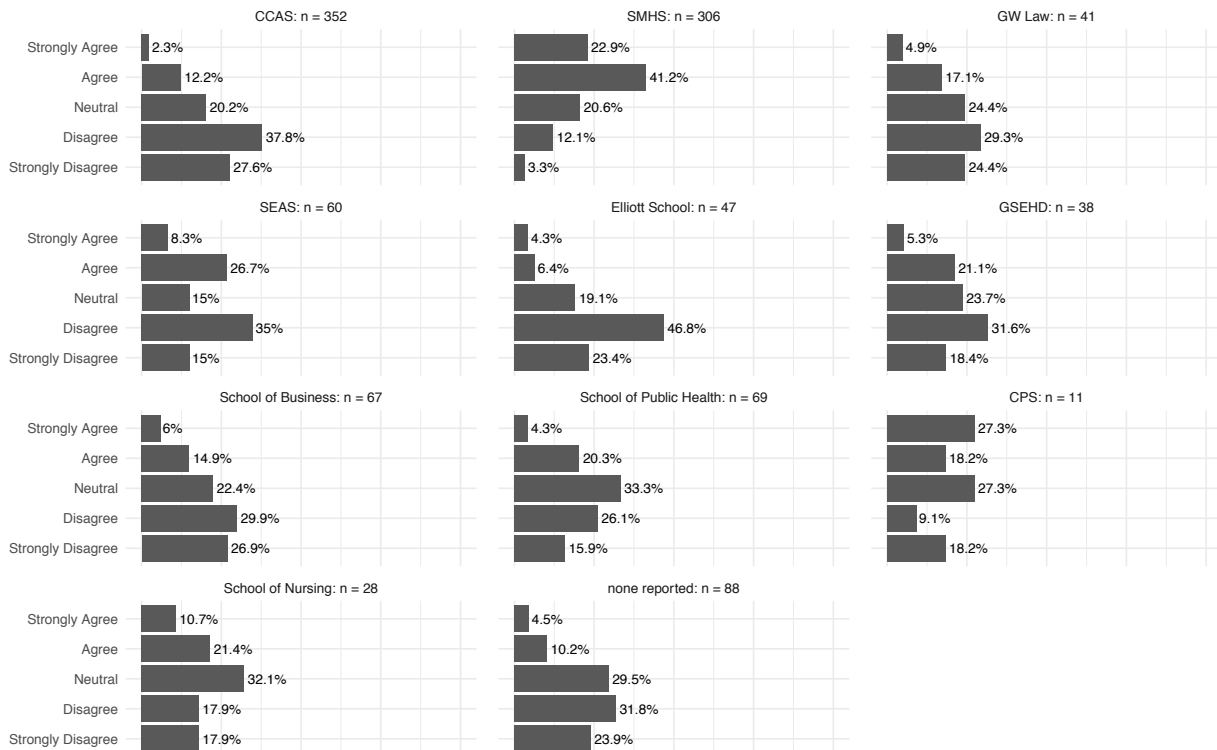
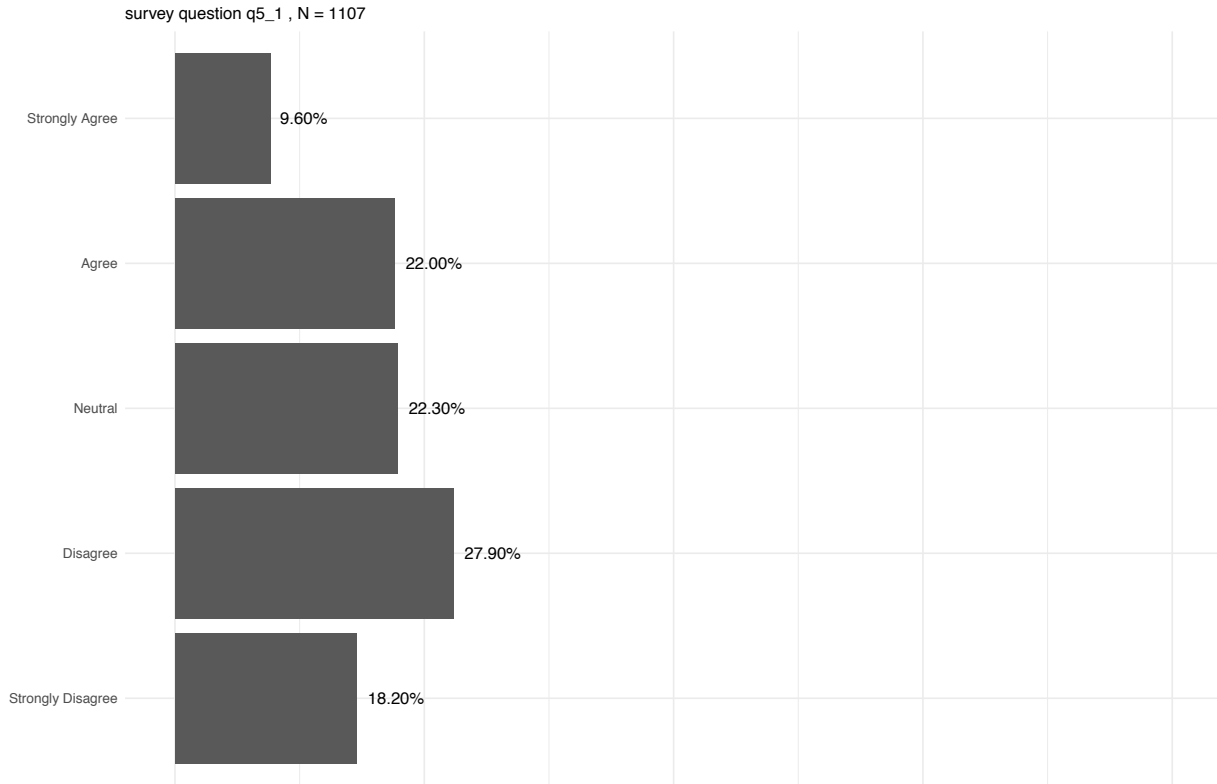
survey question q3_2

Q3.3: Faculty members are meaningfully involved in institutional planning



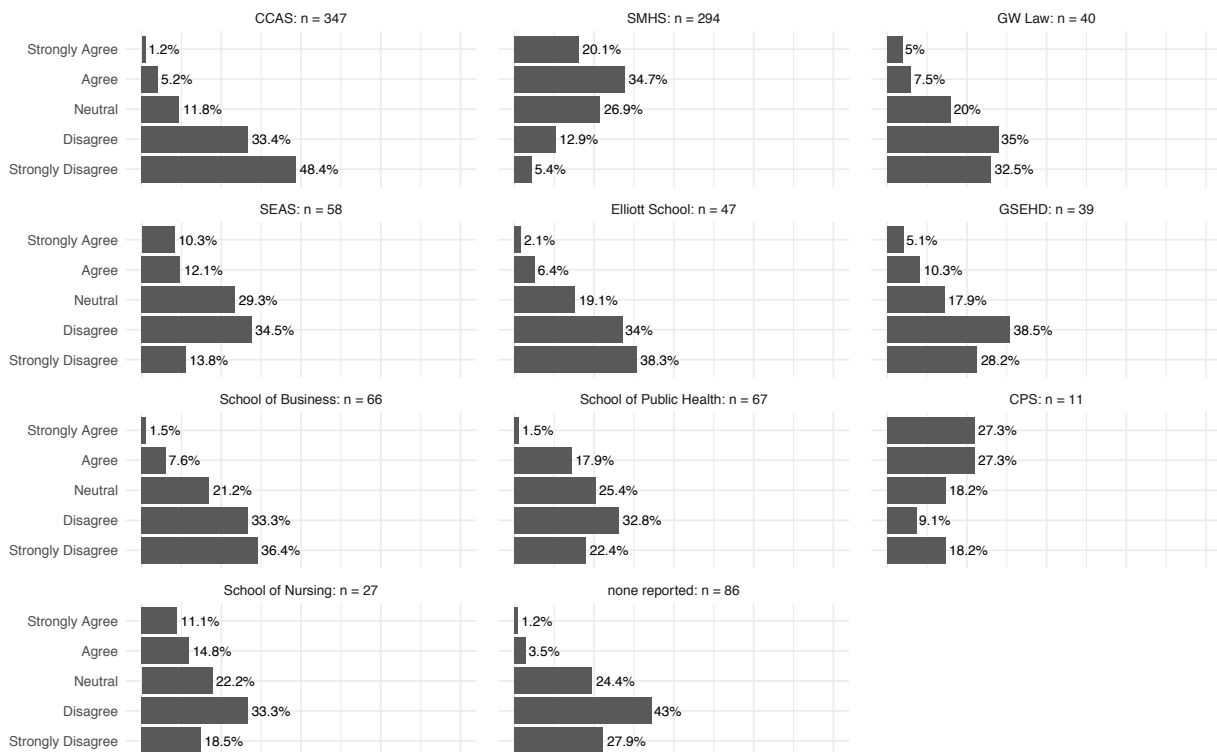
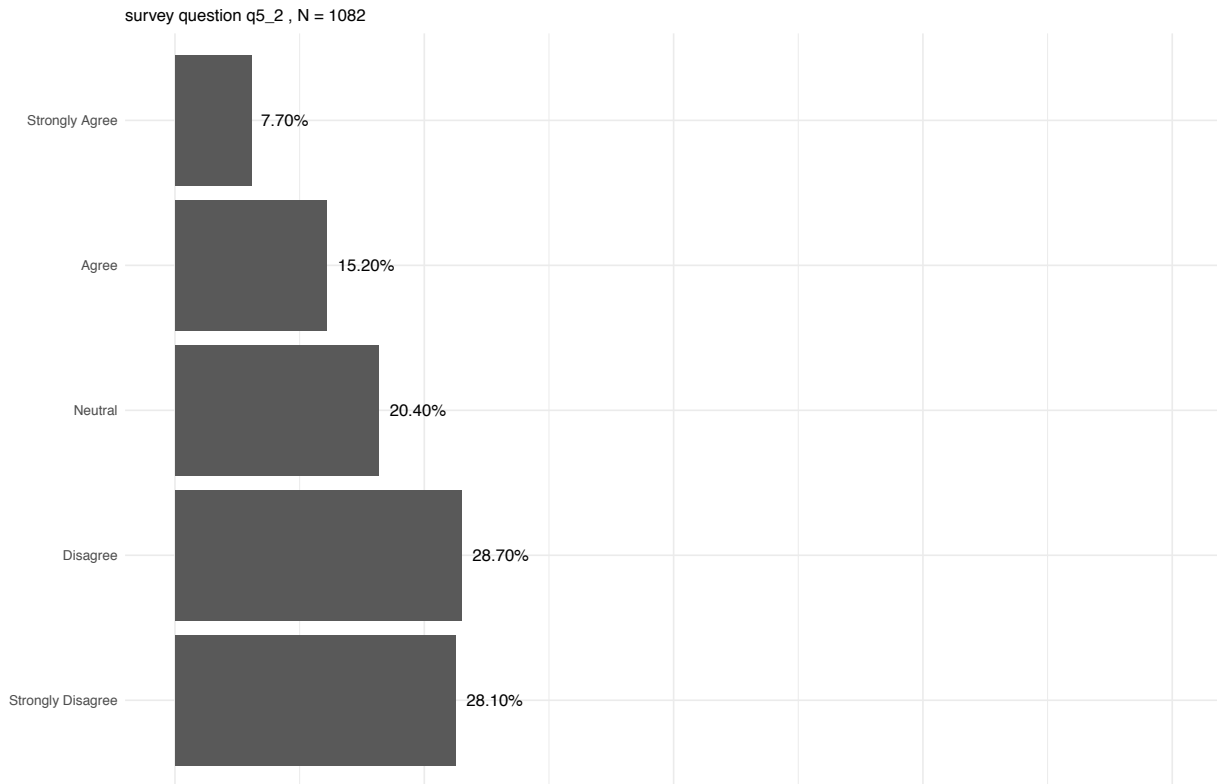
survey question q3_3

Q5.1: I feel that the University leadership has created an environment that is responsive to my needs



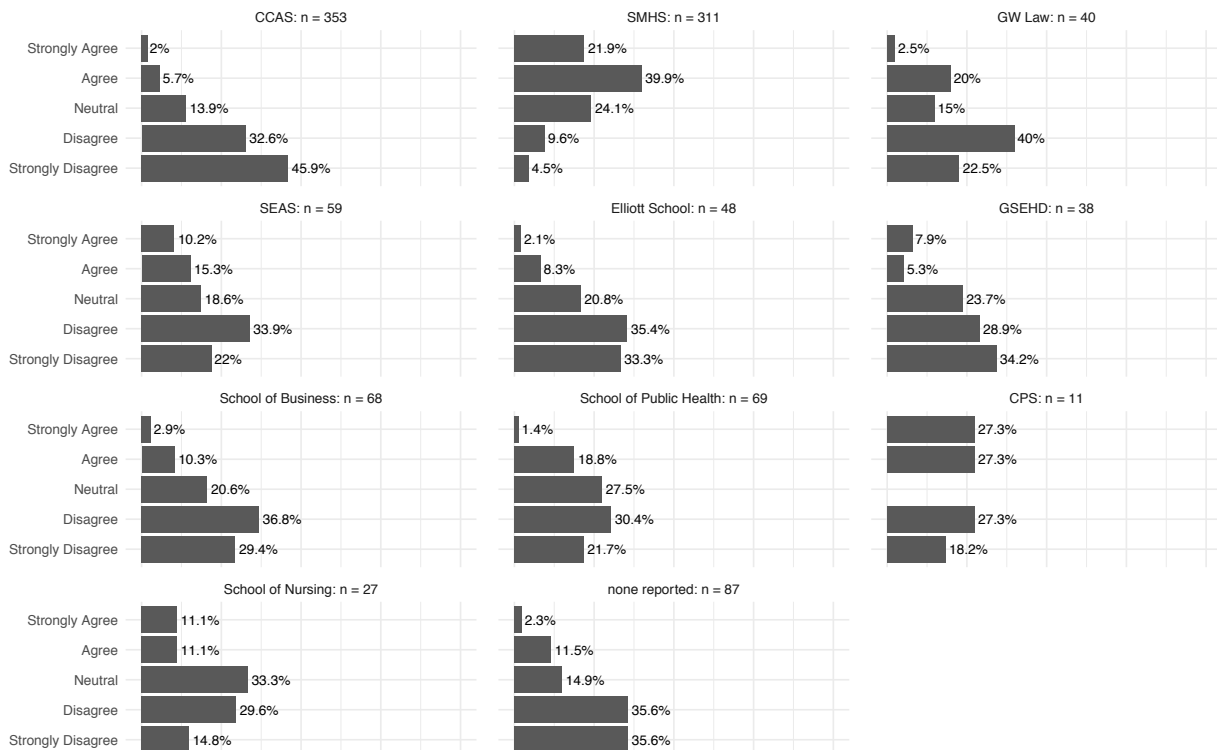
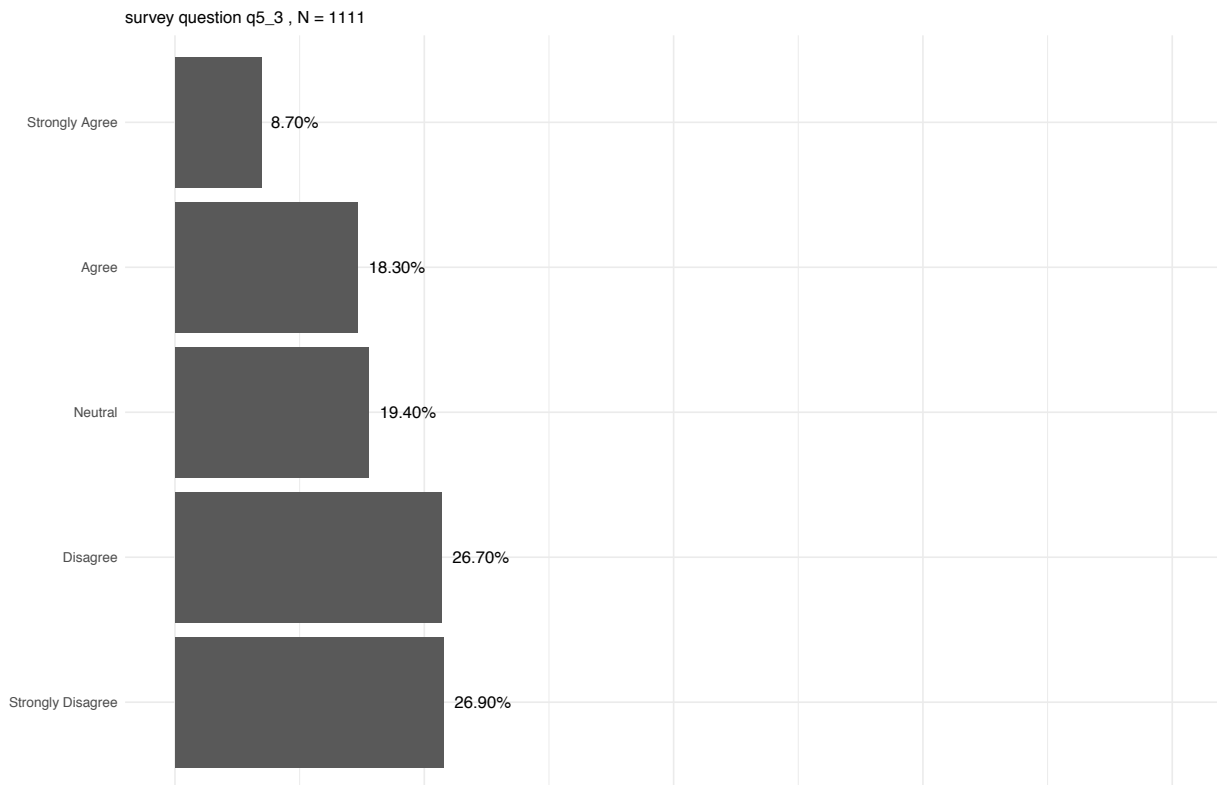
survey question q5_1

Q5.2: University leadership promotes leader-faculty-staff relationships through shared governance



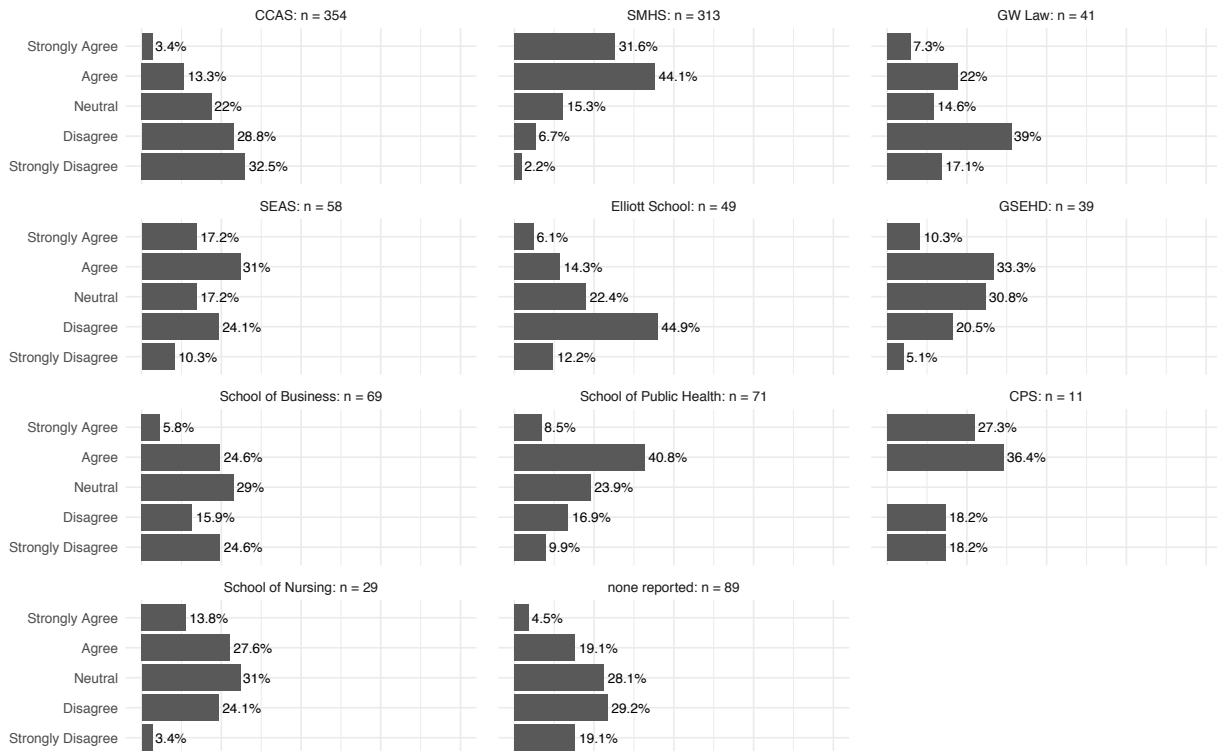
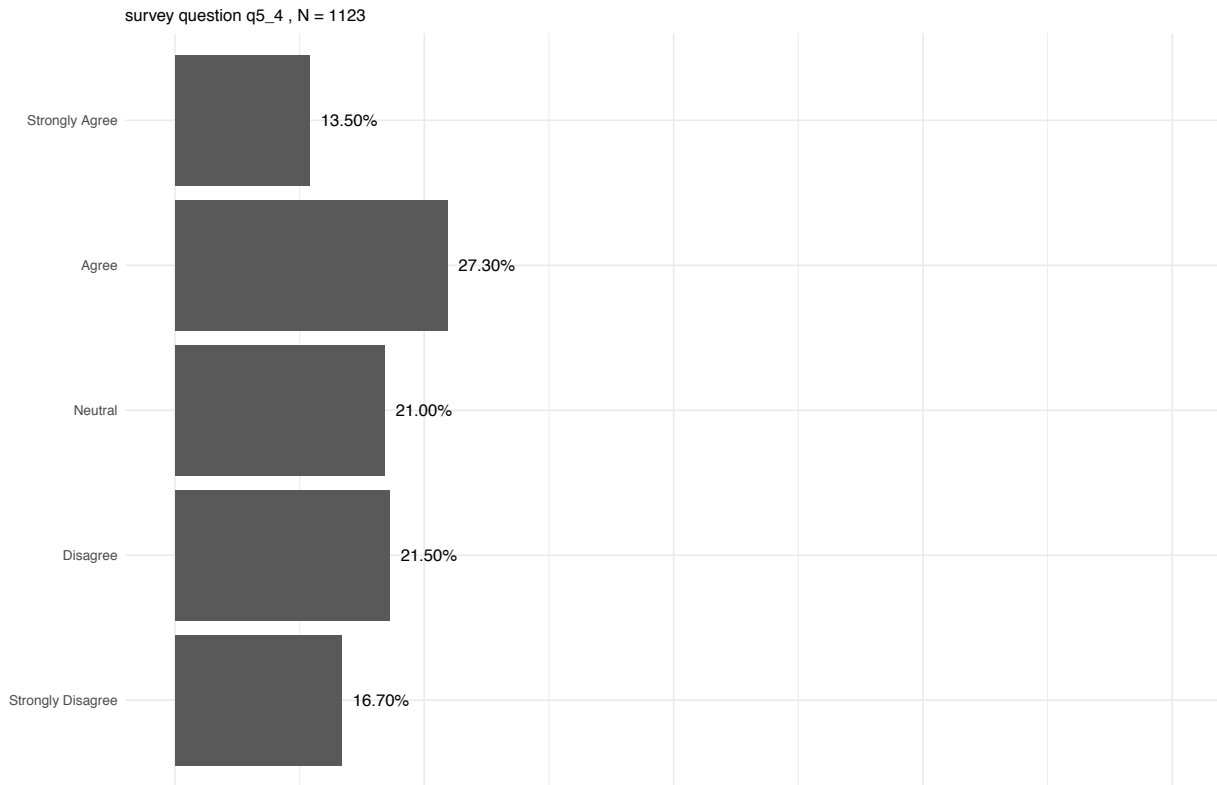
survey question q5_2

Q5.3: University leadership communicates openly and honestly with faculty and staff members



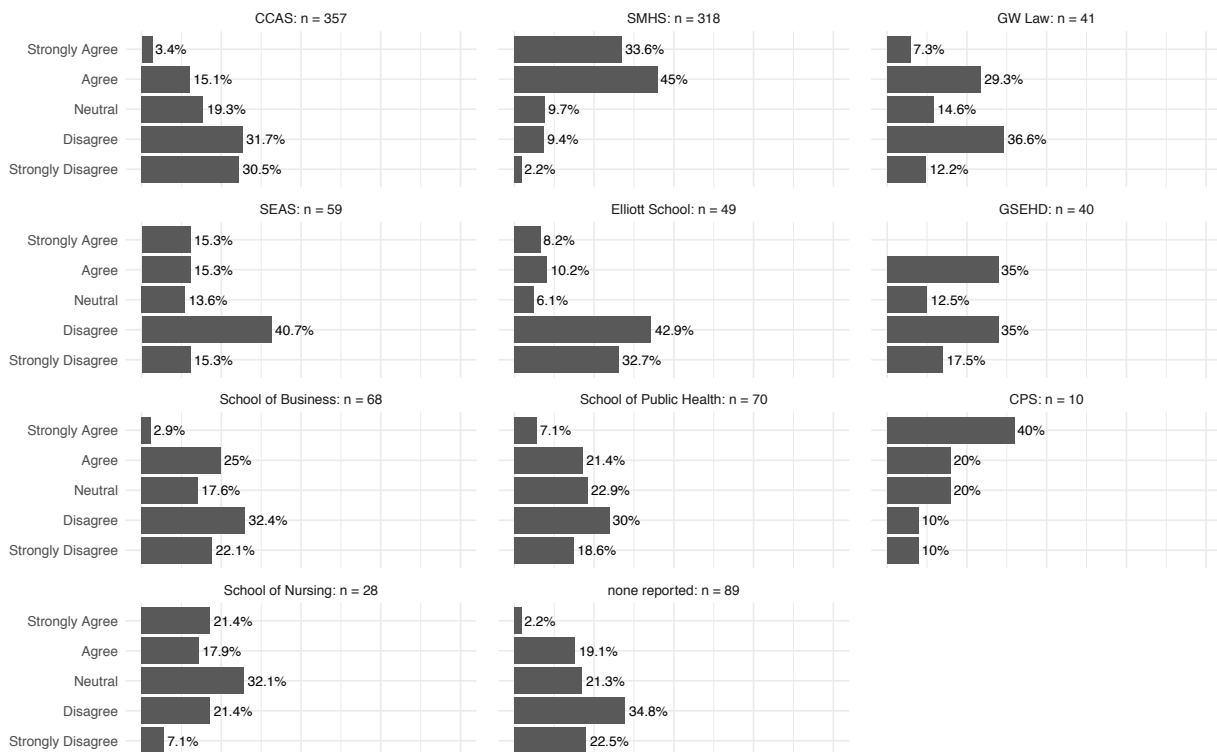
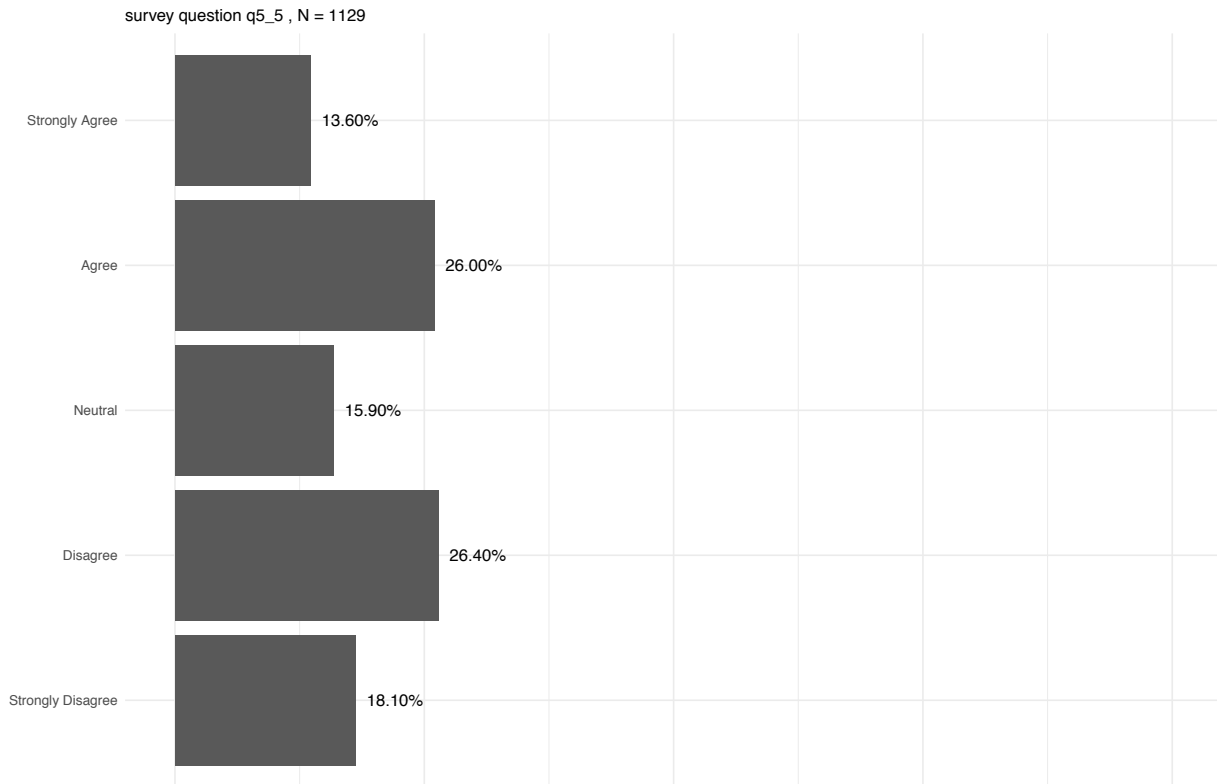
survey question q5_3

Q5.4: I believe that the University's leadership supports GW's academic mission



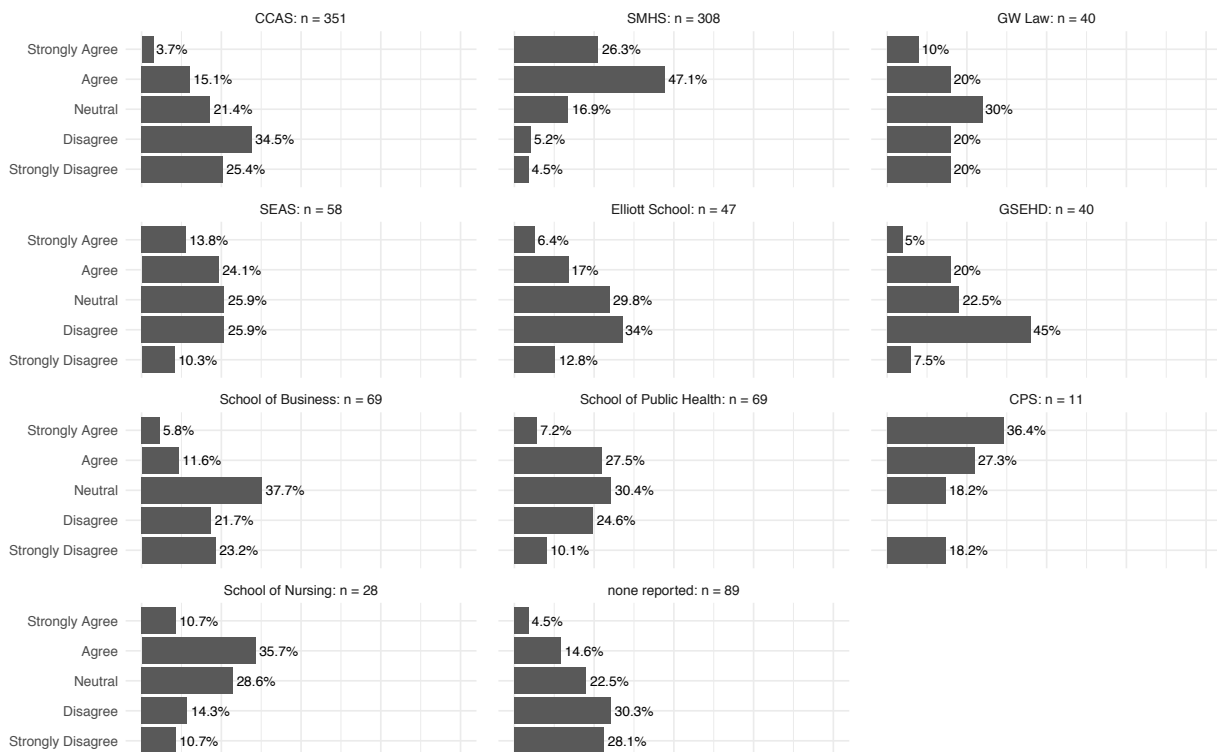
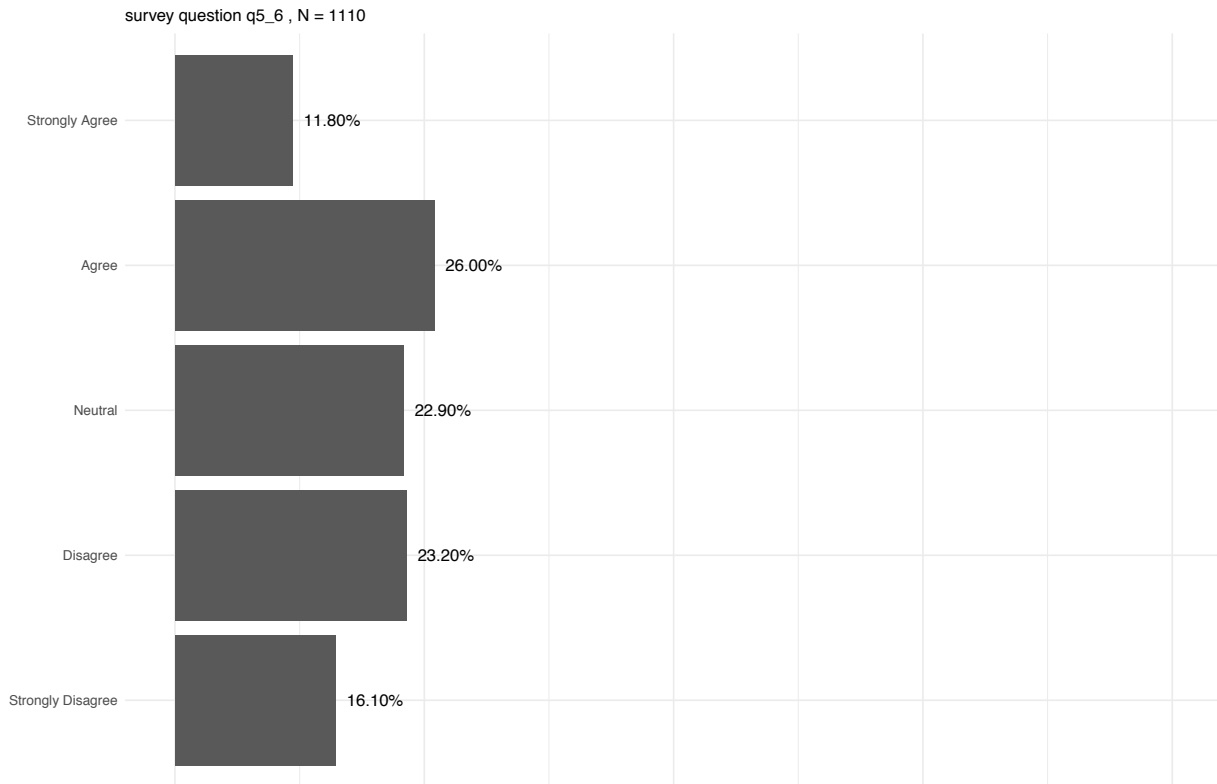
survey question q5_4

Q5.5: University leadership has communicated openly and honestly, in a pandemic environment, about changes or decisions that affect students, programs, faculty, and staff



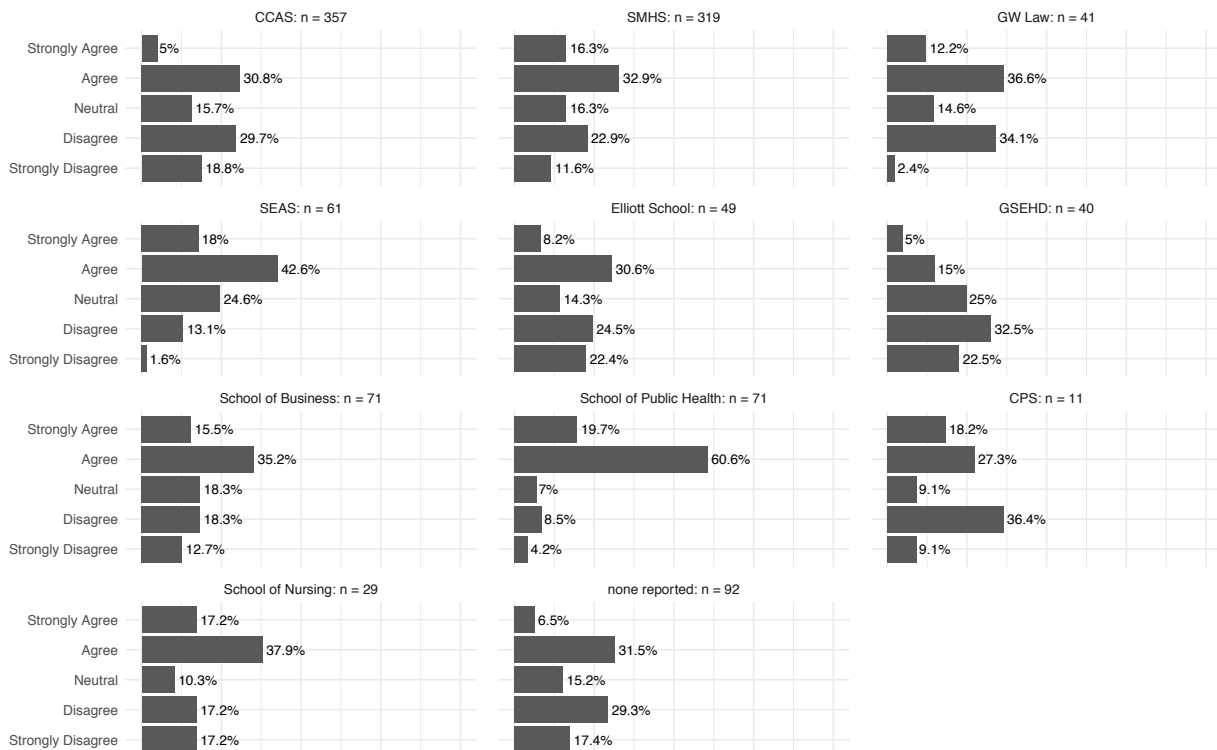
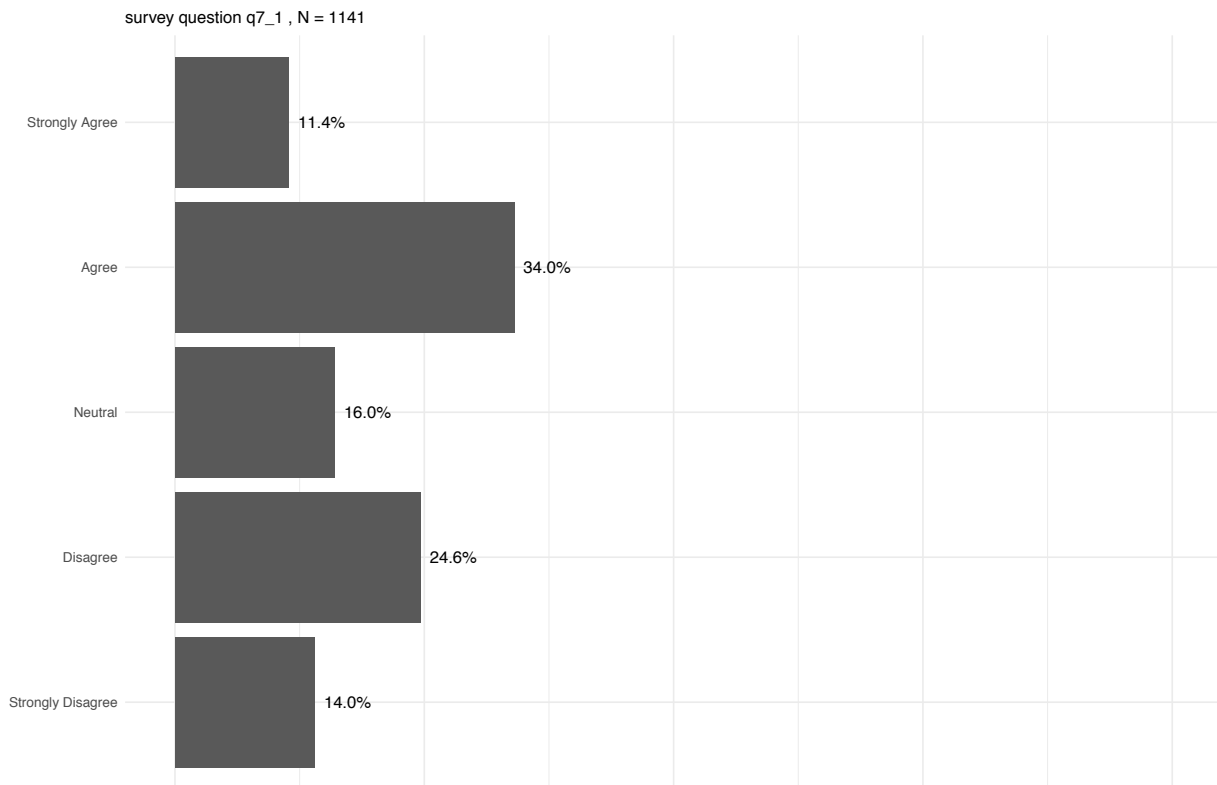
survey question q5_5

Q5.6: University leadership makes a concerted effort to create a welcoming and fair environment for all



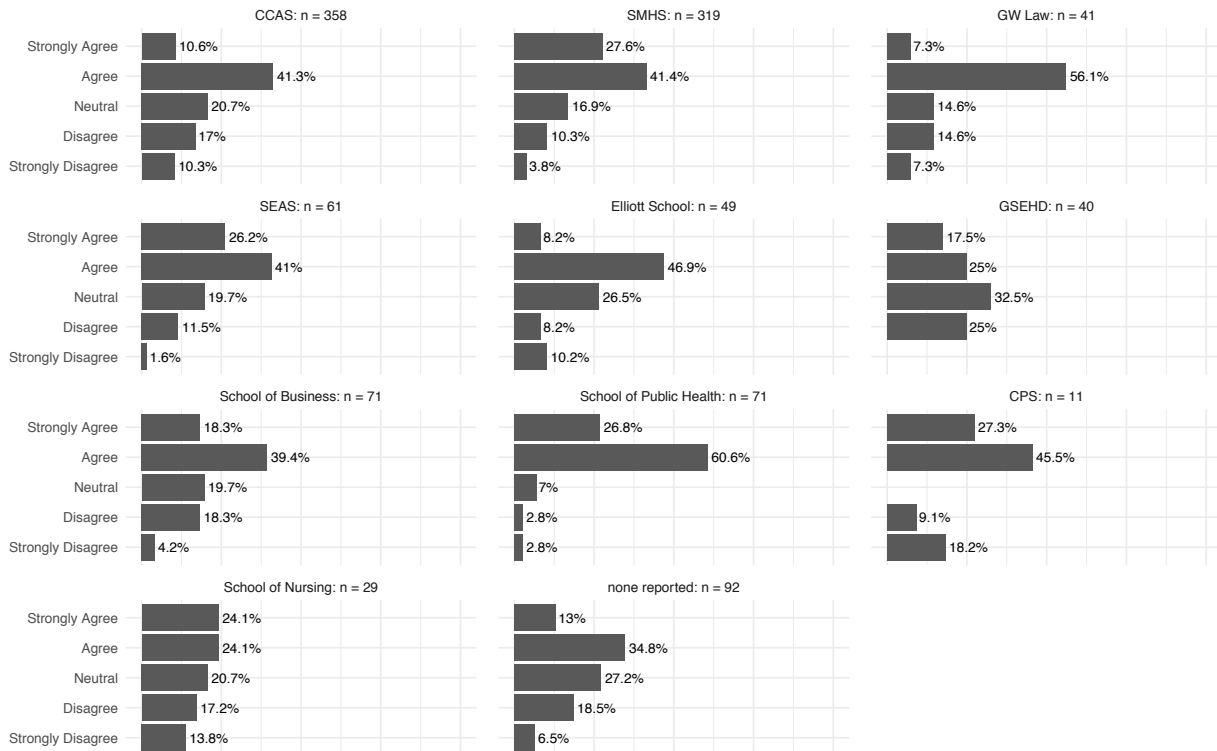
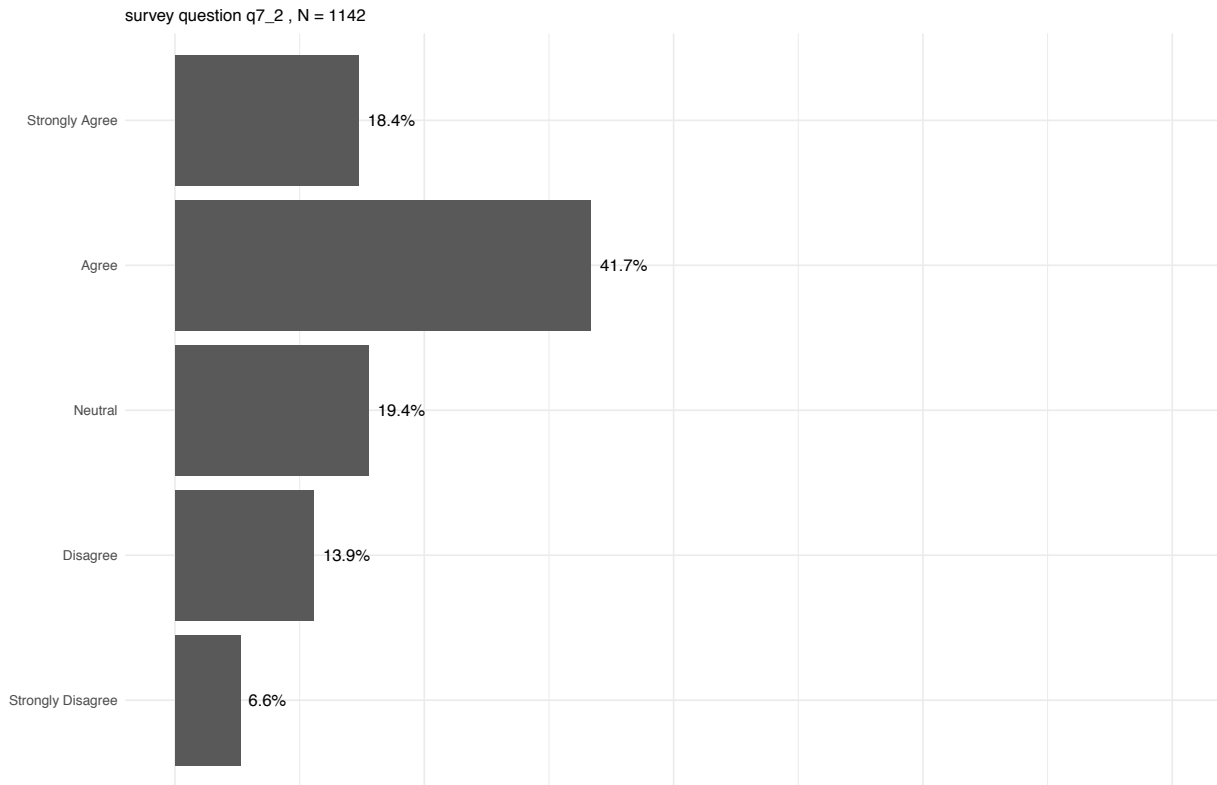
survey question q5_6

Q7.1: I am adequately compensated for my position and responsibilities.



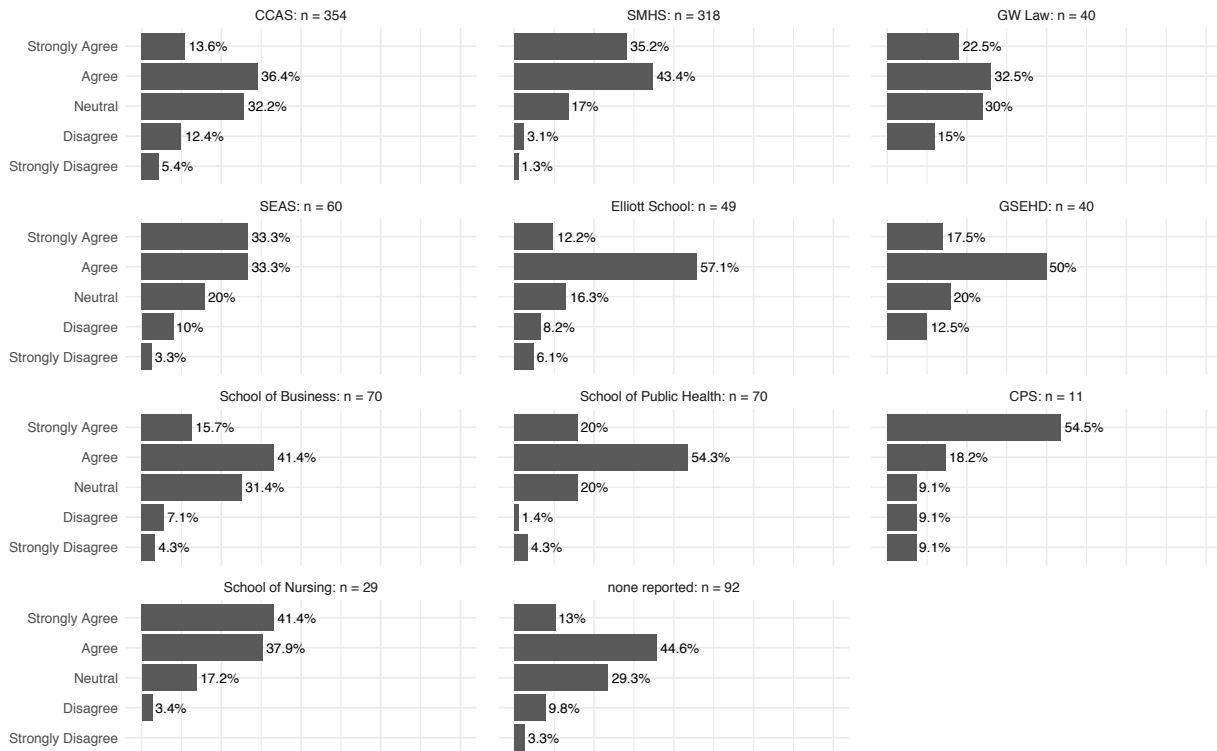
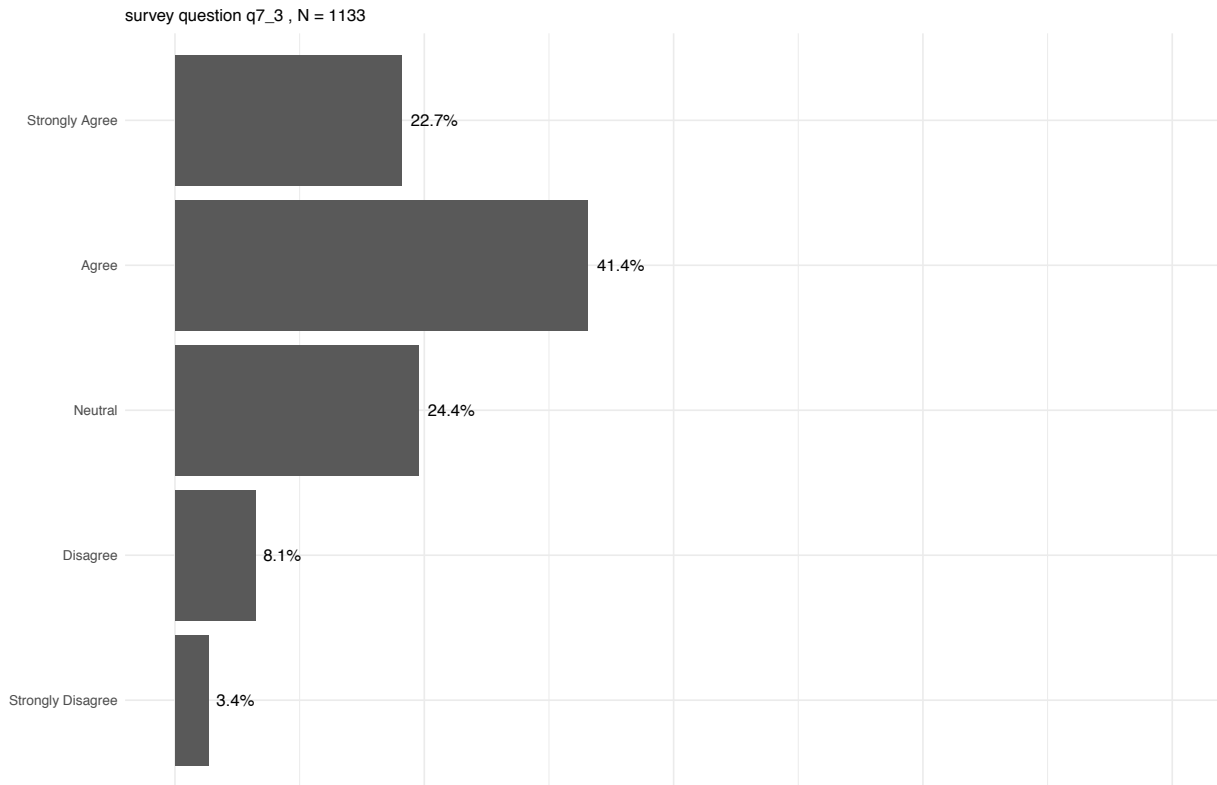
survey question q7_1

Q7.2: I am valued at work.



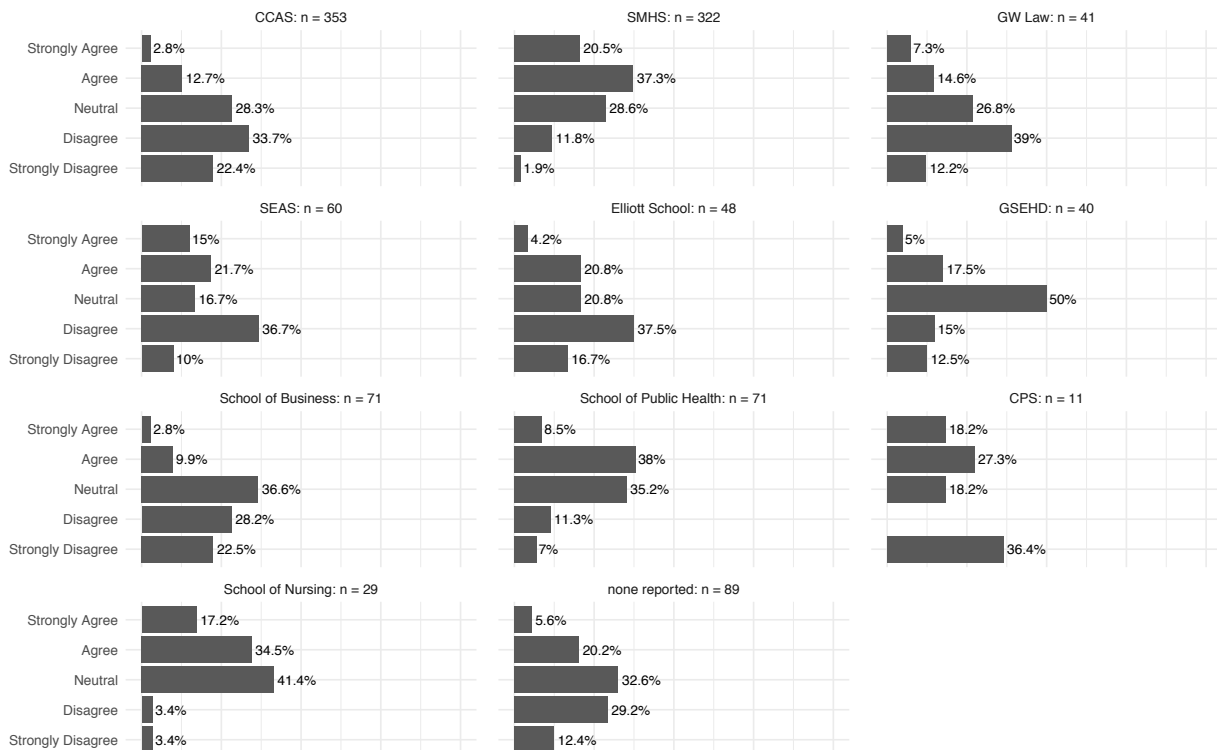
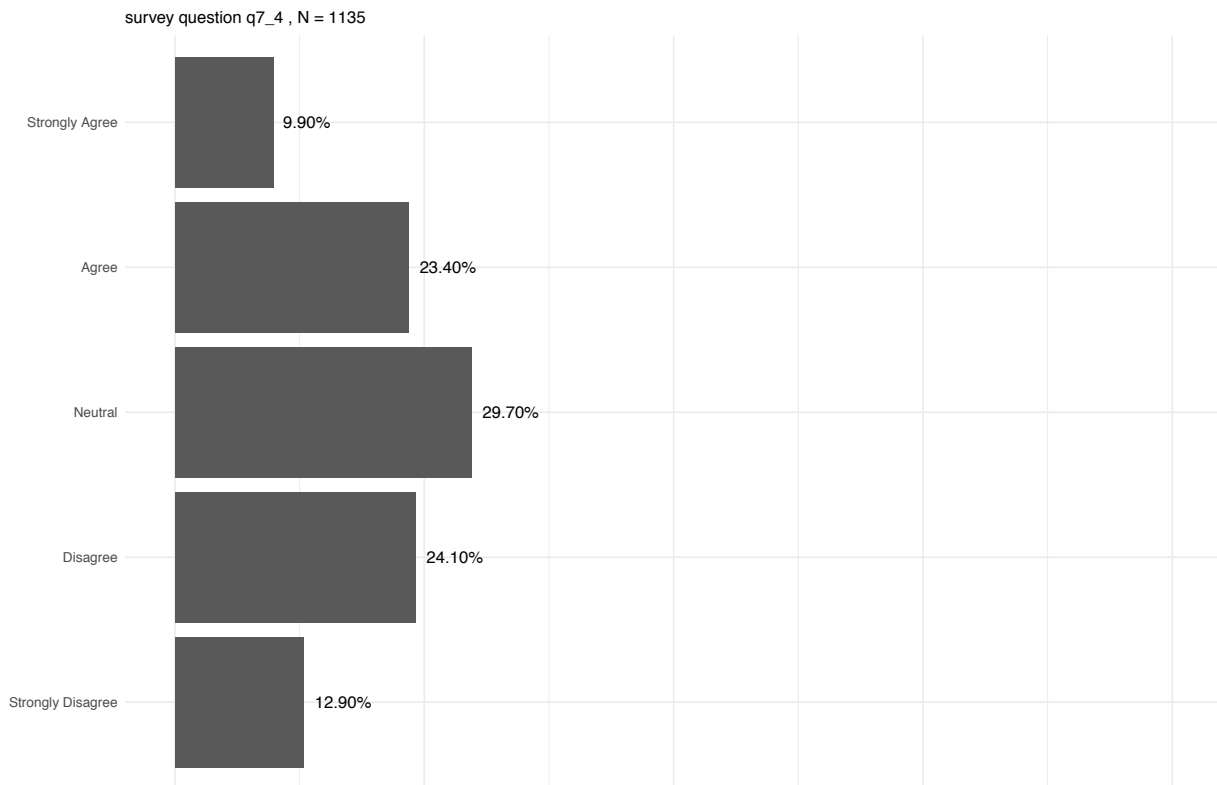
survey question q7_2

Q7.3: I am proud to be part of GW



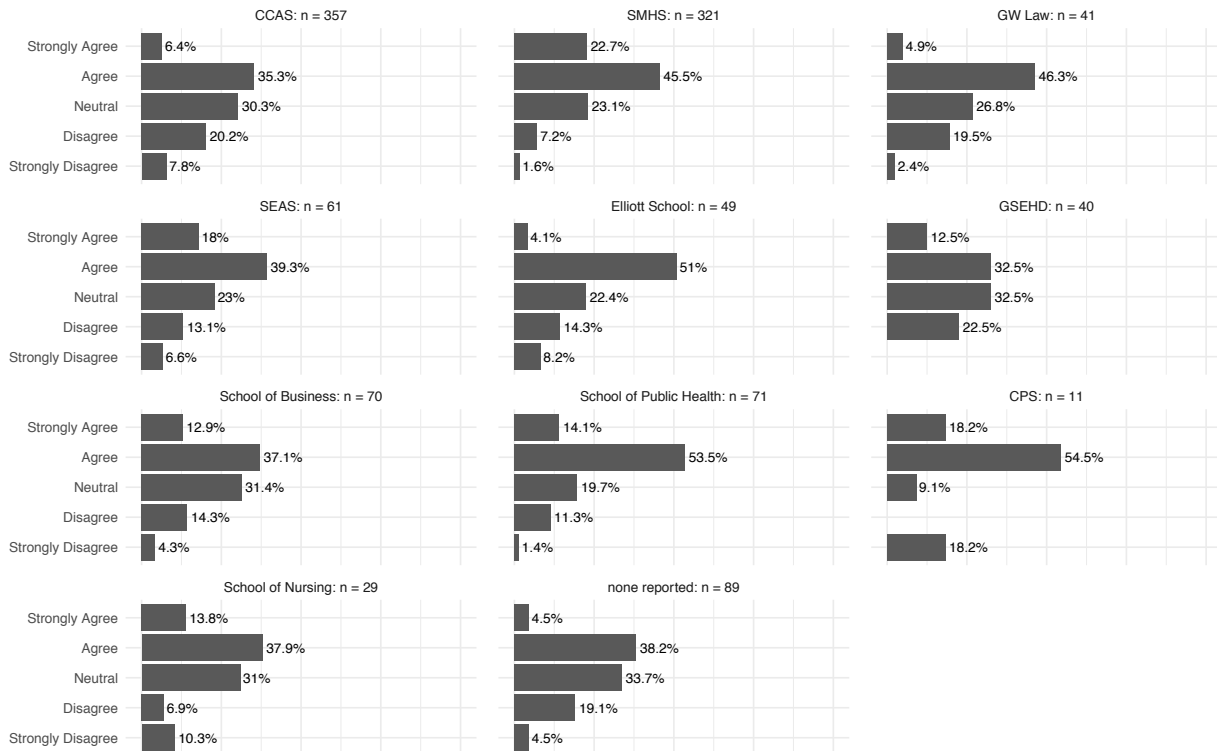
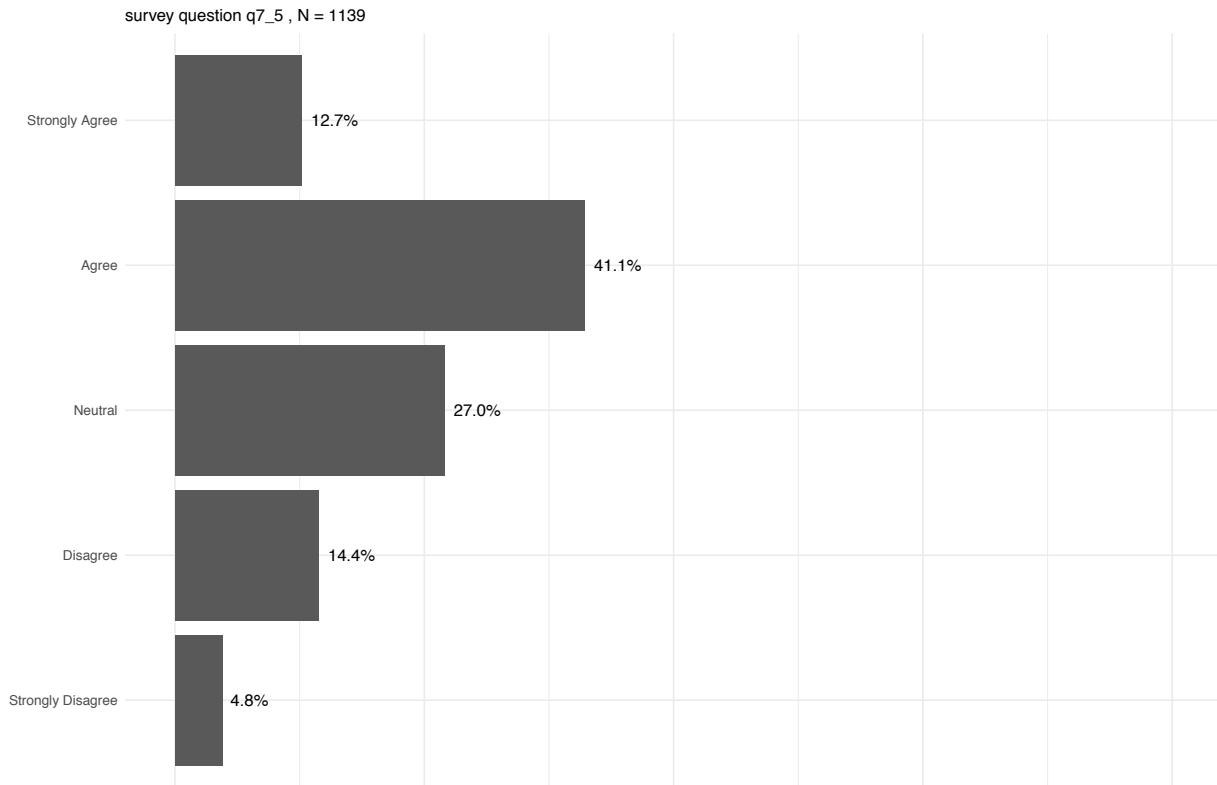
survey question q7_3

Q7.4 GW has a clear mission, vision, and direction, that motivates and inspires me



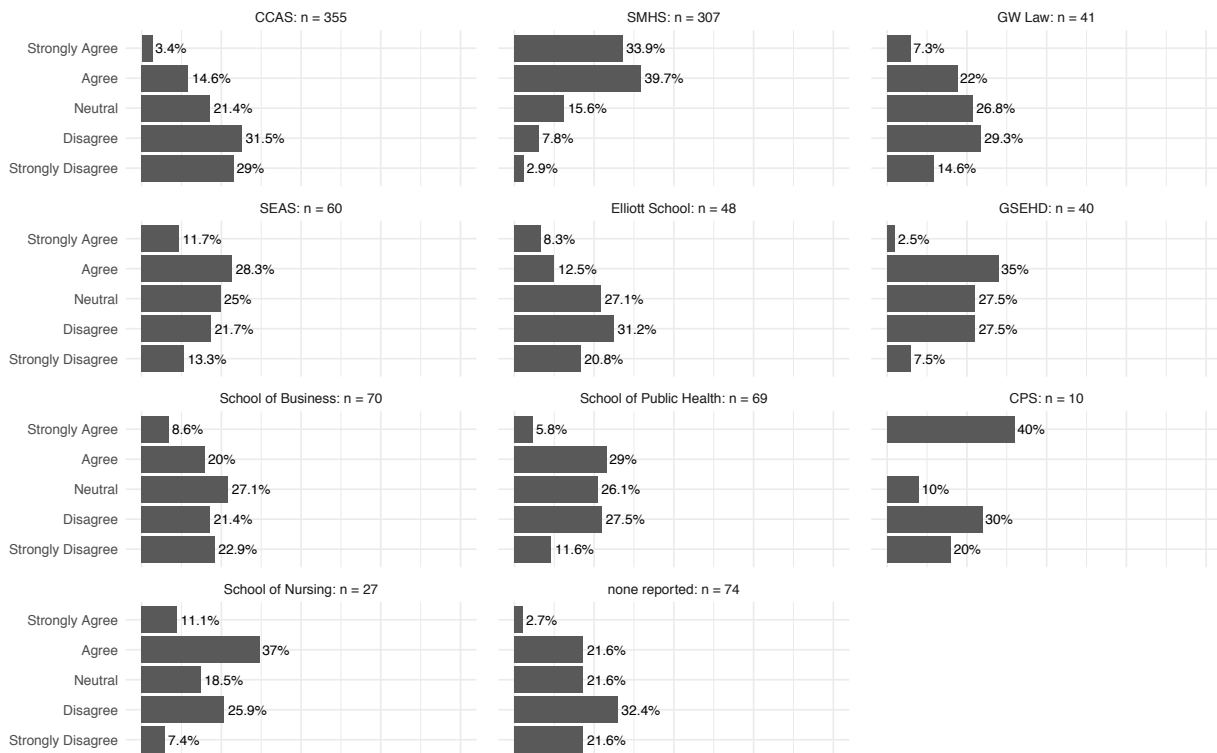
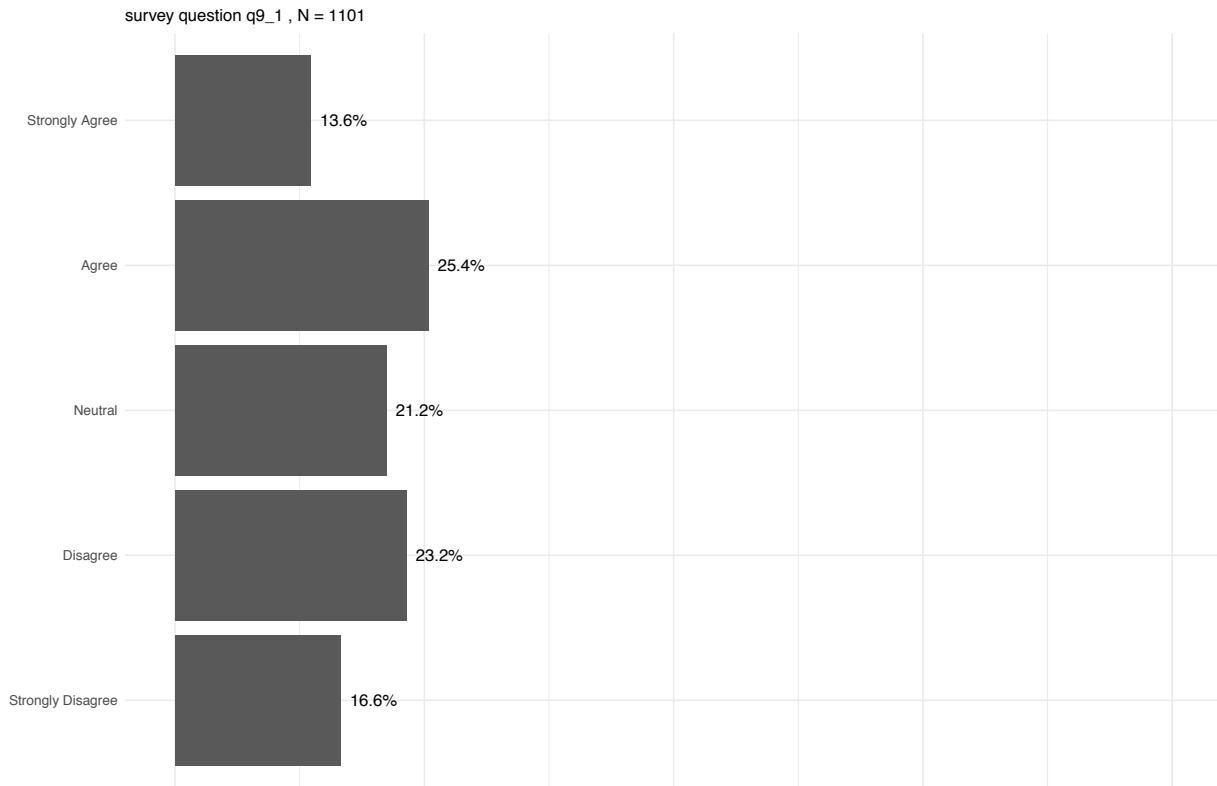
survey question q7_4

Q7.5: Overall, I am satisfied with my experiences at GW



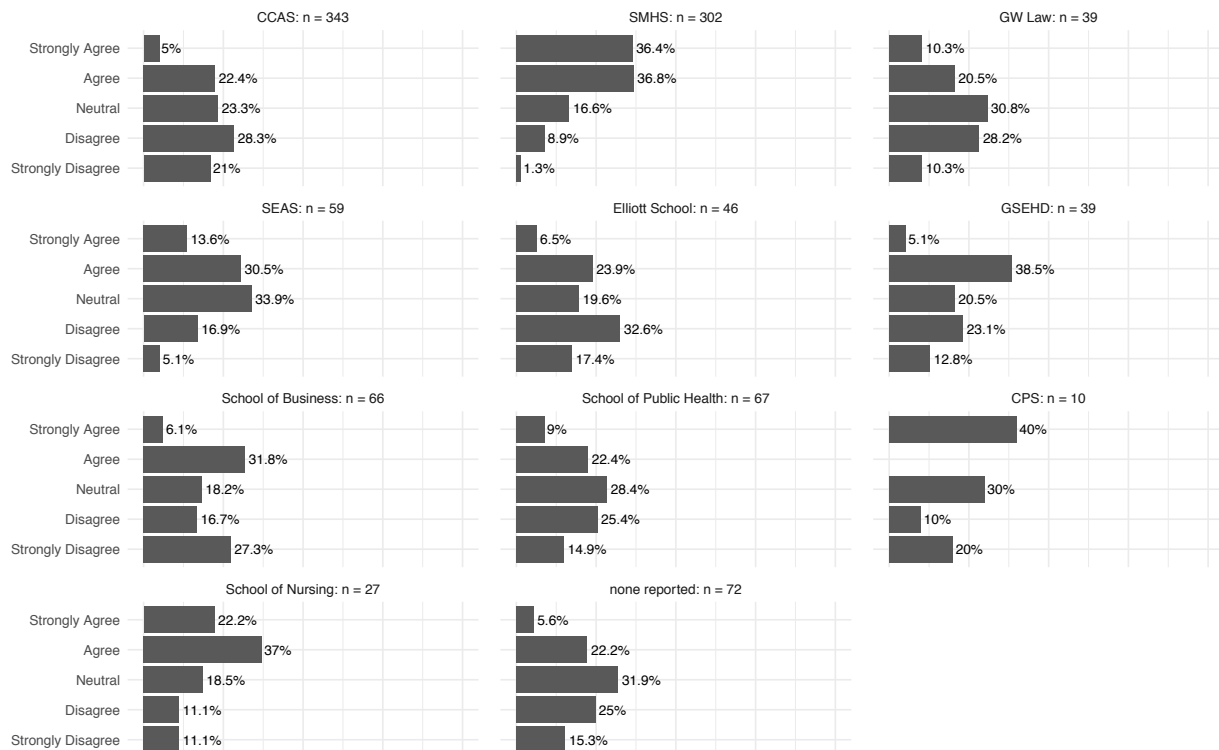
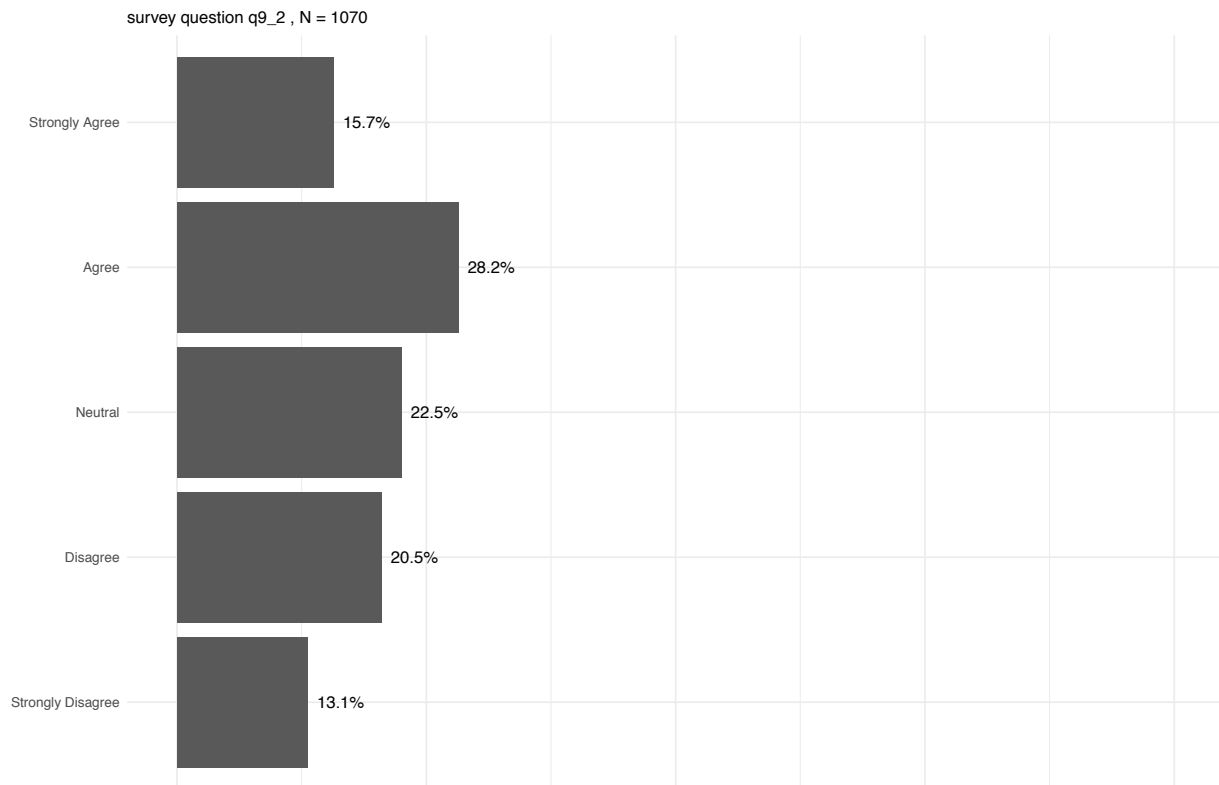
survey question q7_5

Q9.1: The President has demonstrated a clear vision to address pressing issues during the COVID-19 crisis



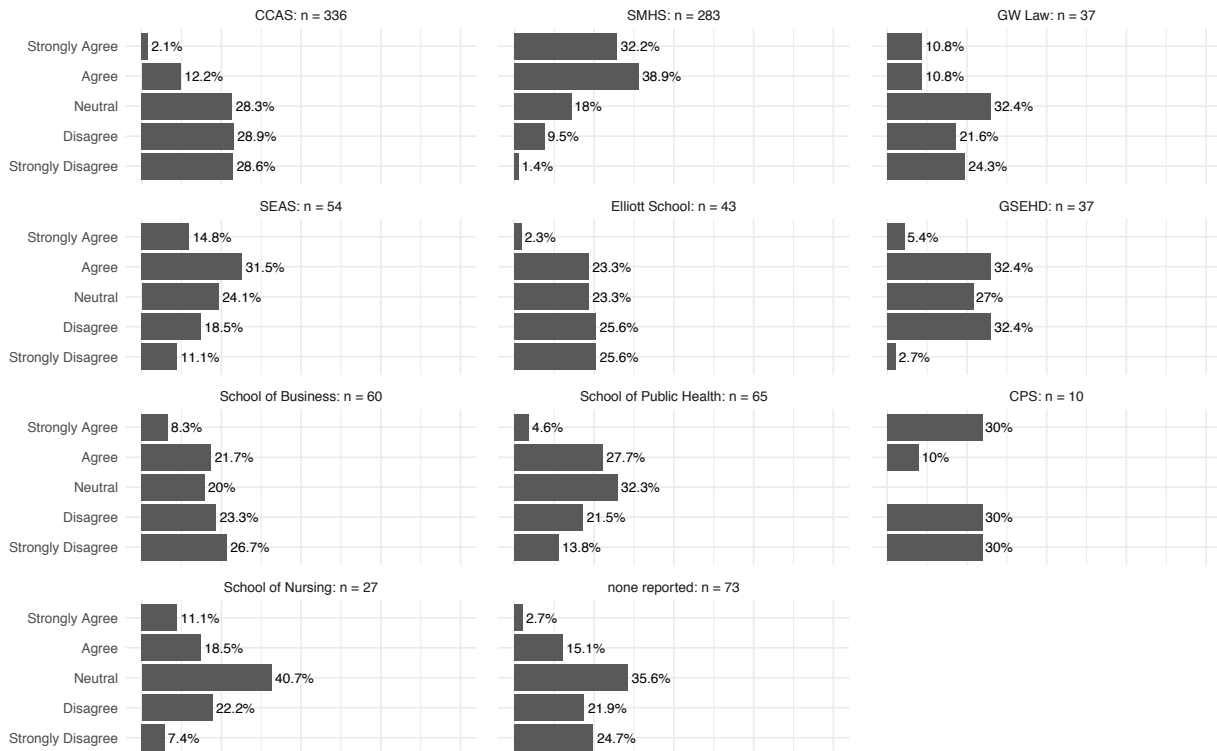
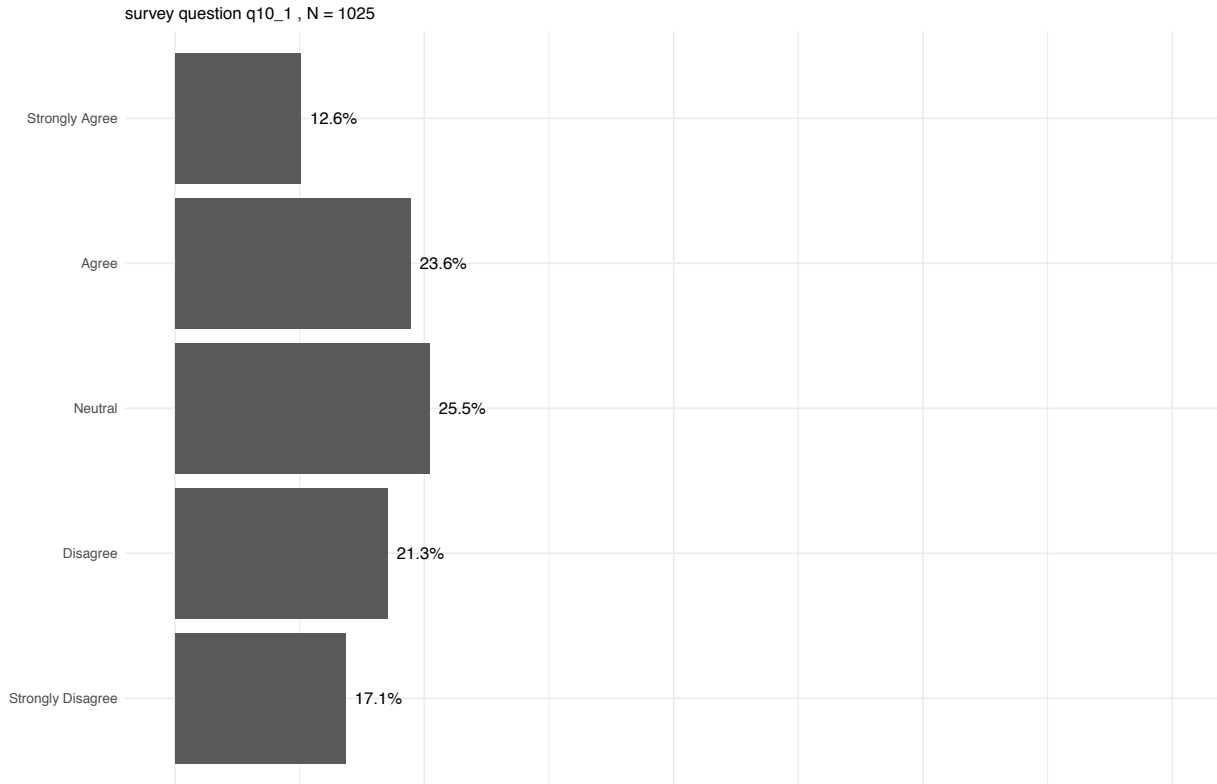
survey question q9_1

Q9.2: The President has instituted an adequate structure for dealing with the COVID-19 crisis



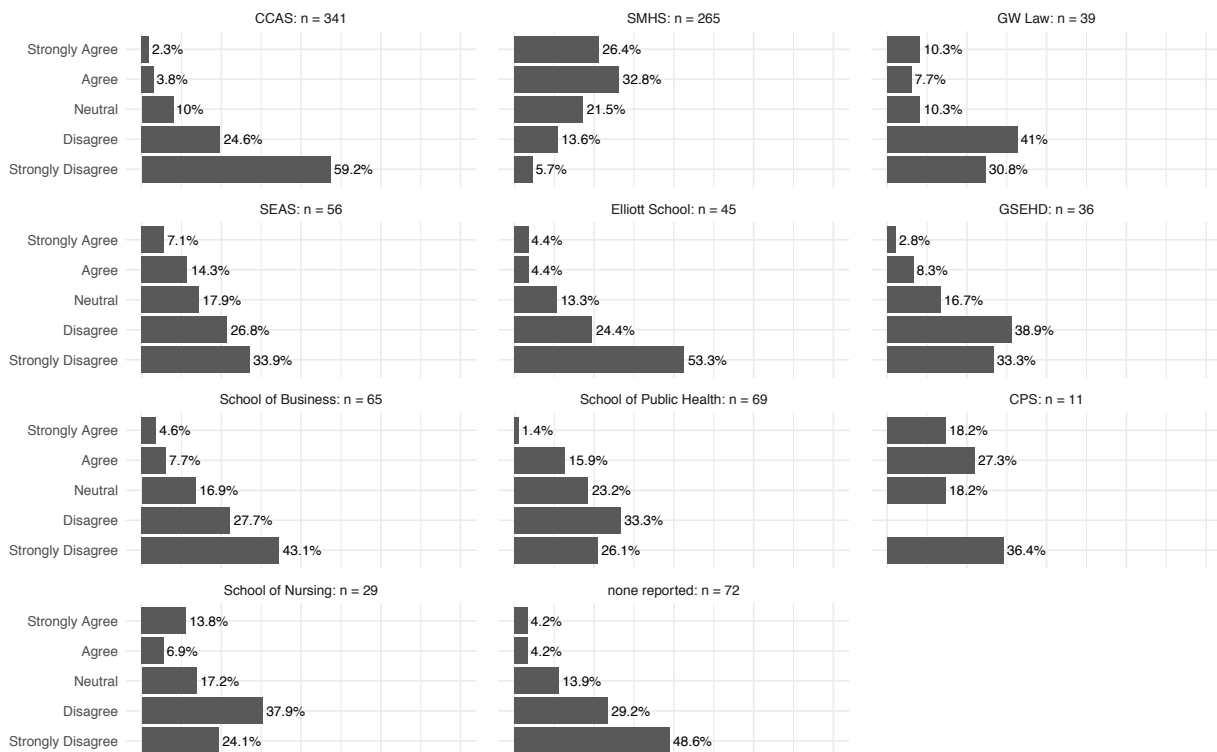
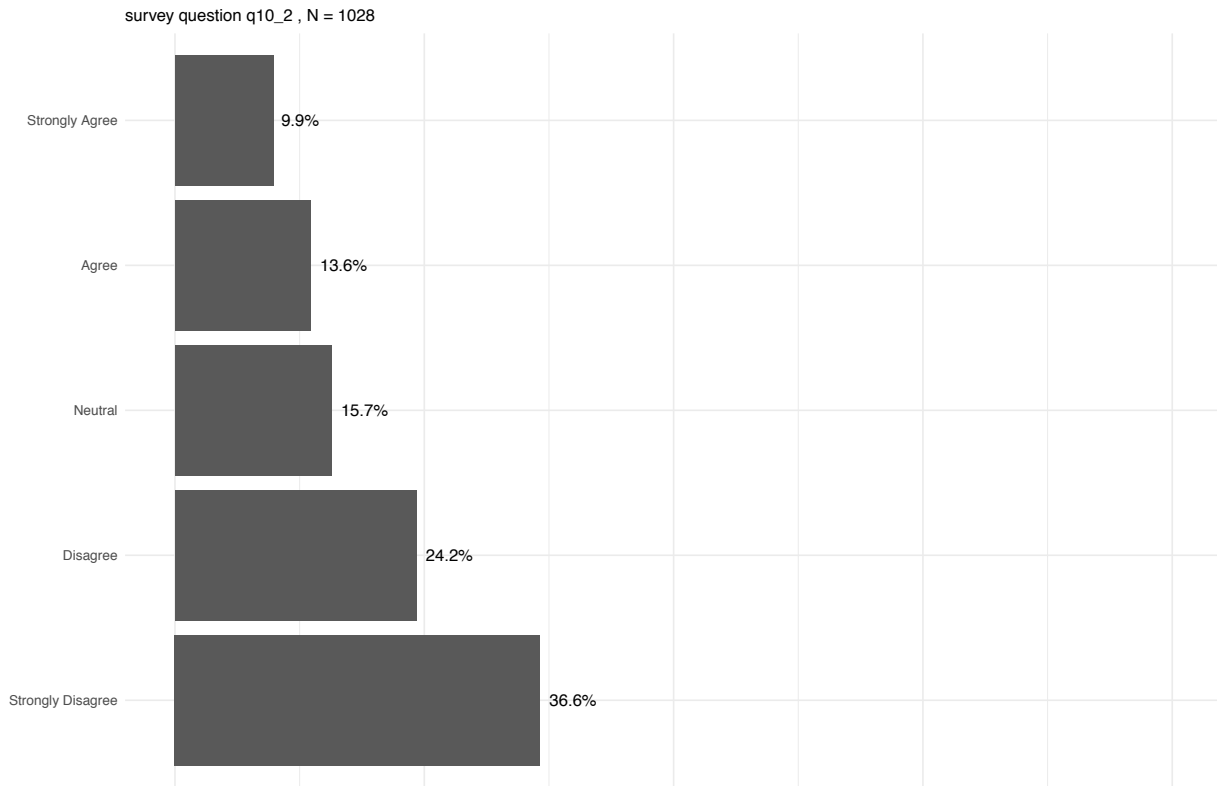
survey question q9_2

Q10.1: In adapting to a changing environment or pursuing new opportunities, the President has been agile in reordering priorities to meet more-urgent demands and opportunities



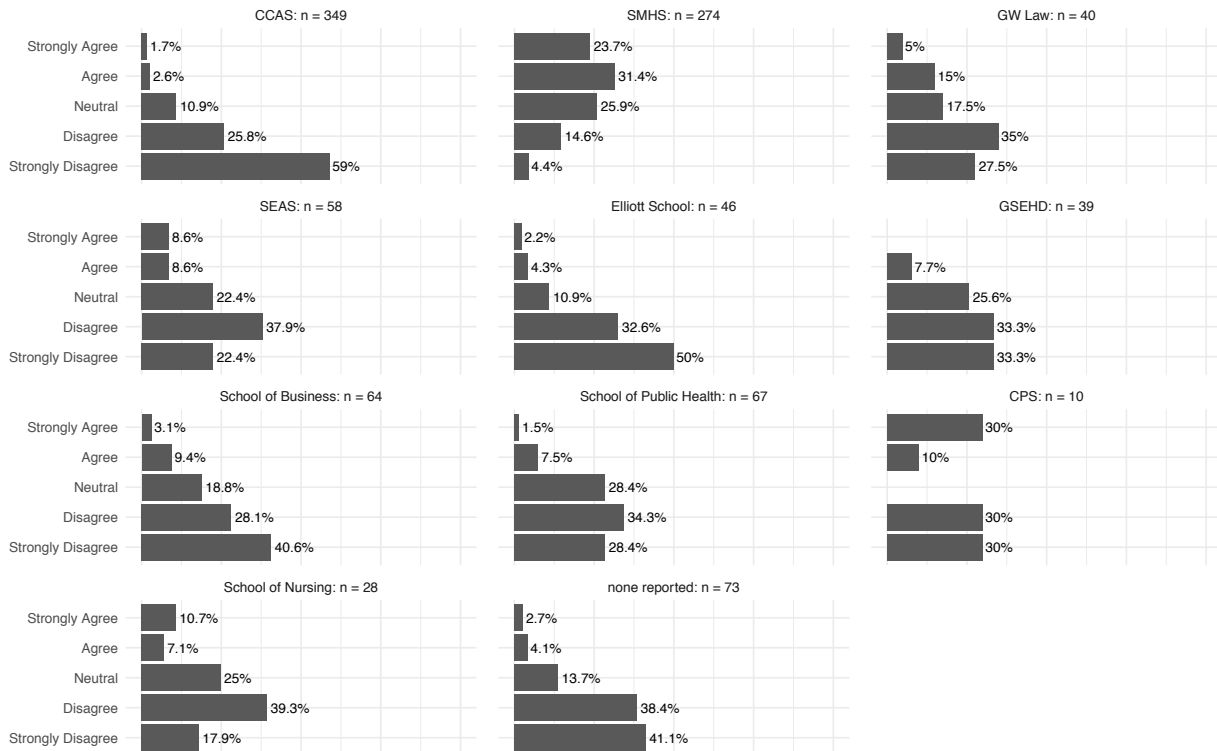
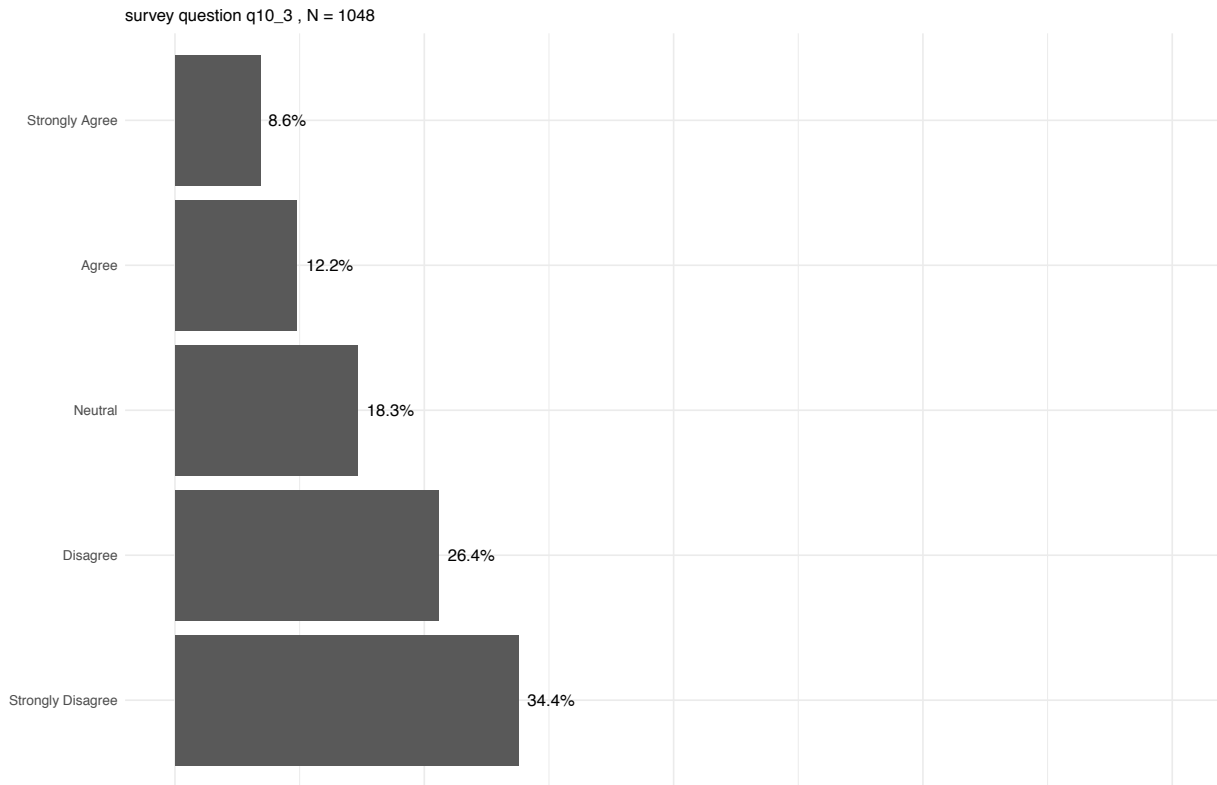
survey question q10_1

Q10.2: The President makes a genuine effort to listen to faculty and staff concerns before making major decisions that impact the university



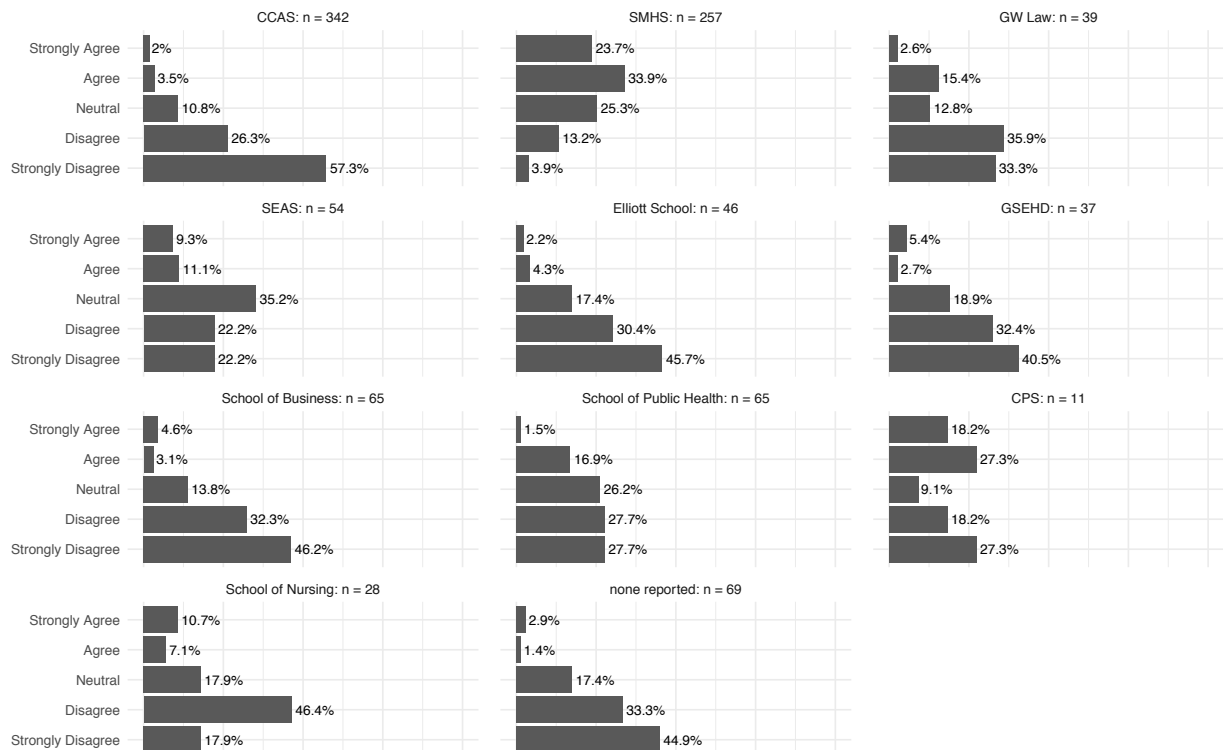
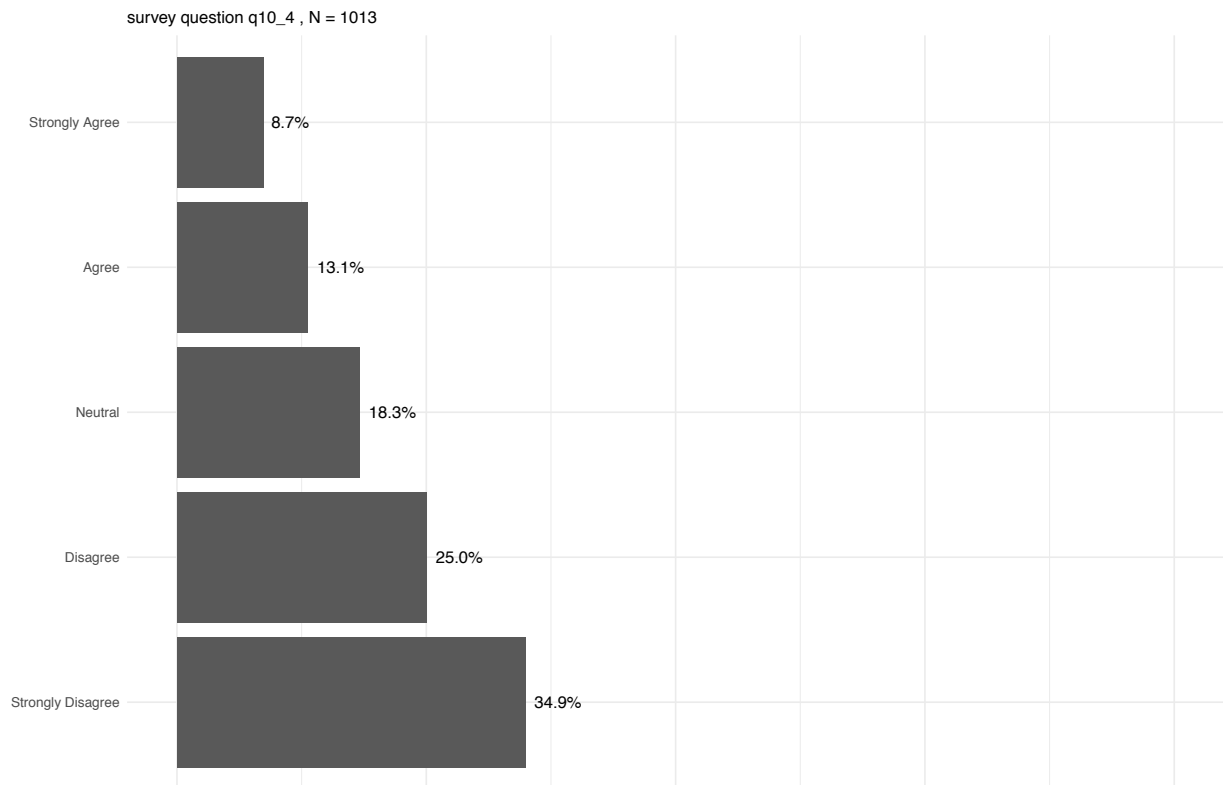
survey question q10_2

Q10.3: The President is transparent in his actions and decisions



survey question q10_3

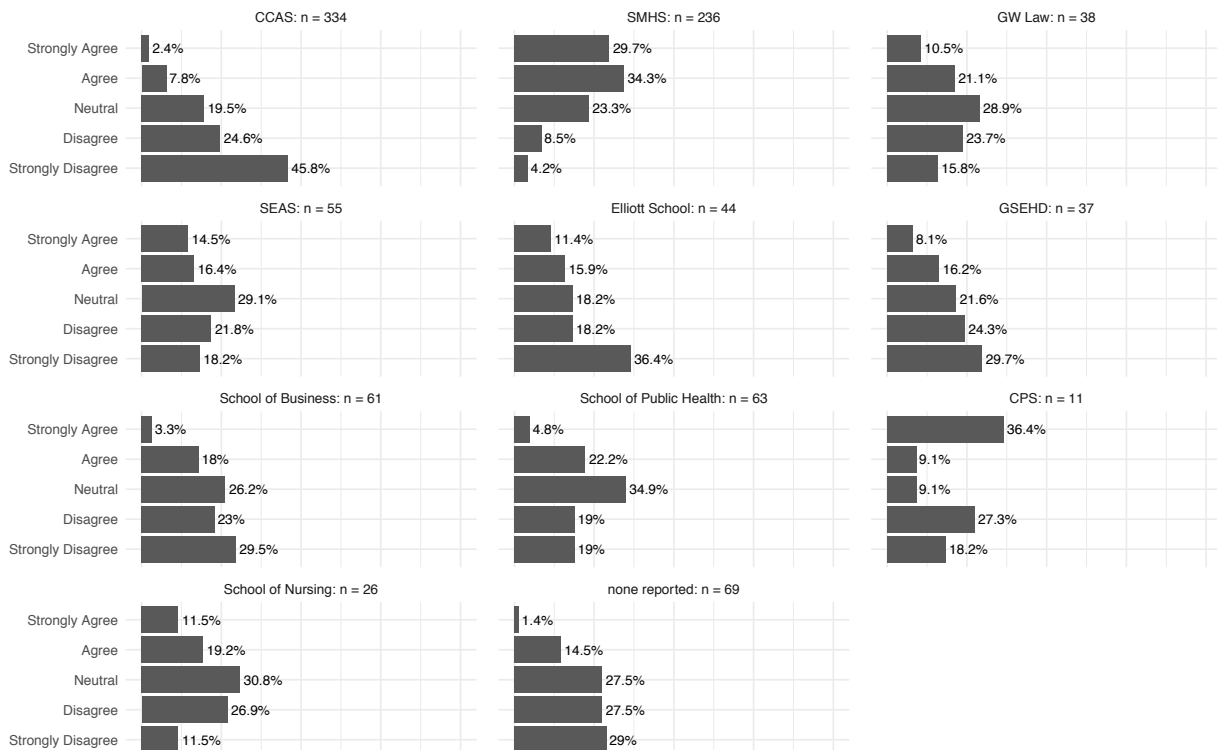
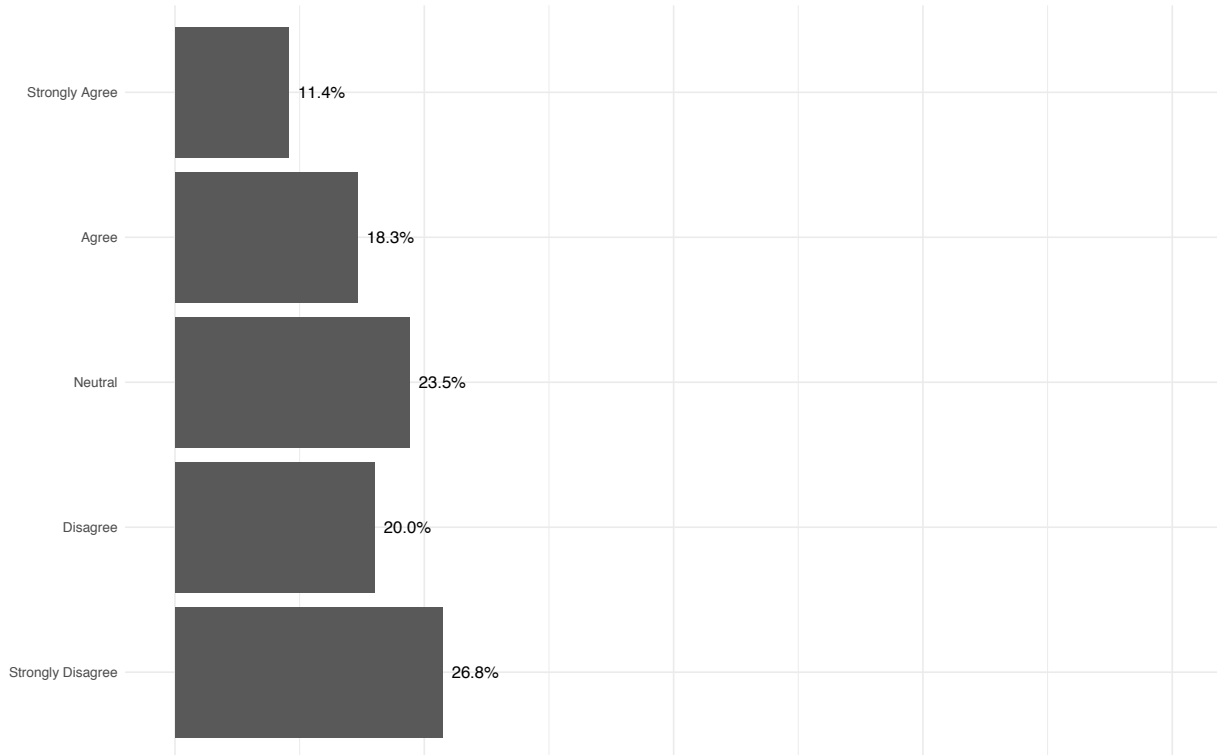
Q10.4: The President understands and adheres to the principles of 'shared governance'



survey question q10_4

Q10.5 The President has demonstrated the capacity to learn from criticism and failure of a particular strategy

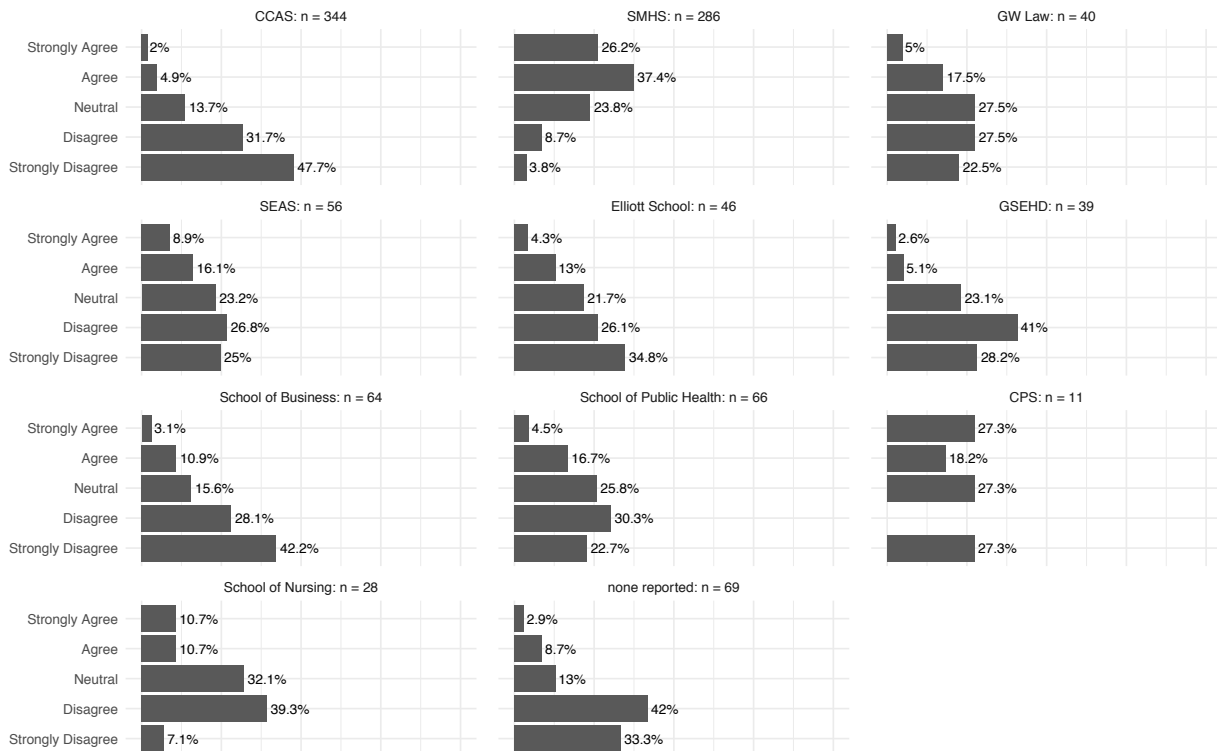
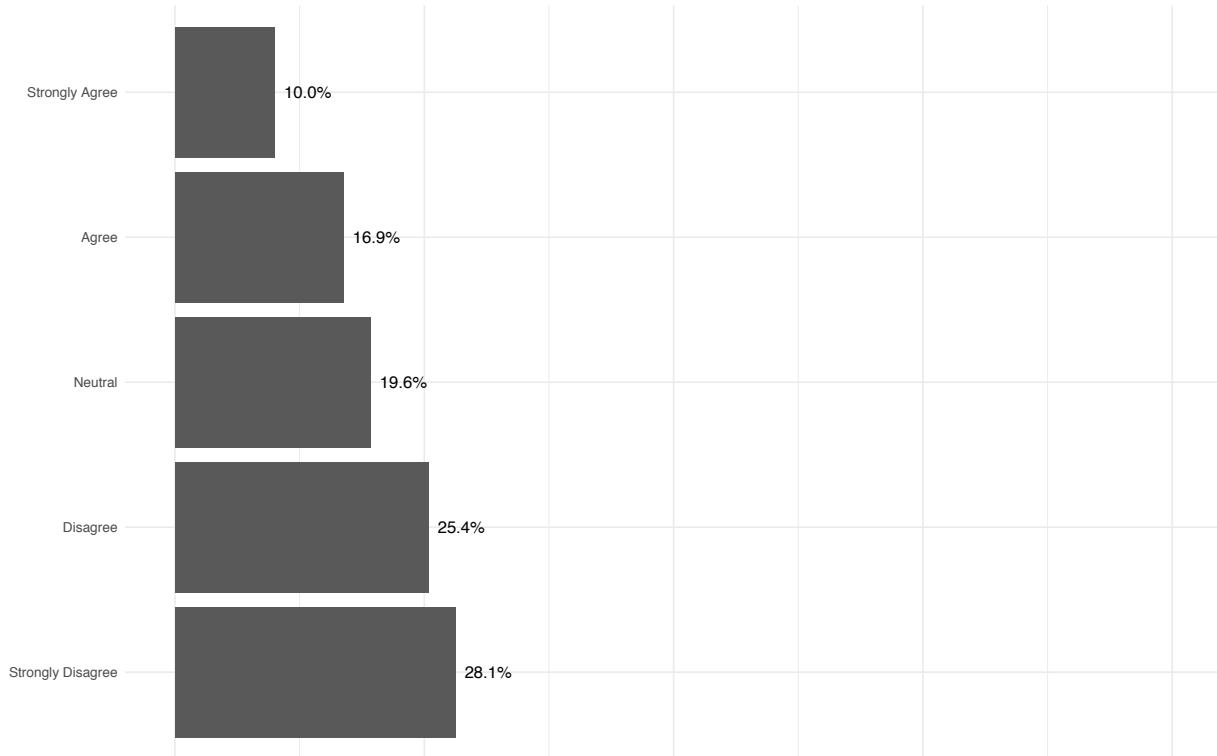
survey question q10_5, N = 974



survey question q10_5

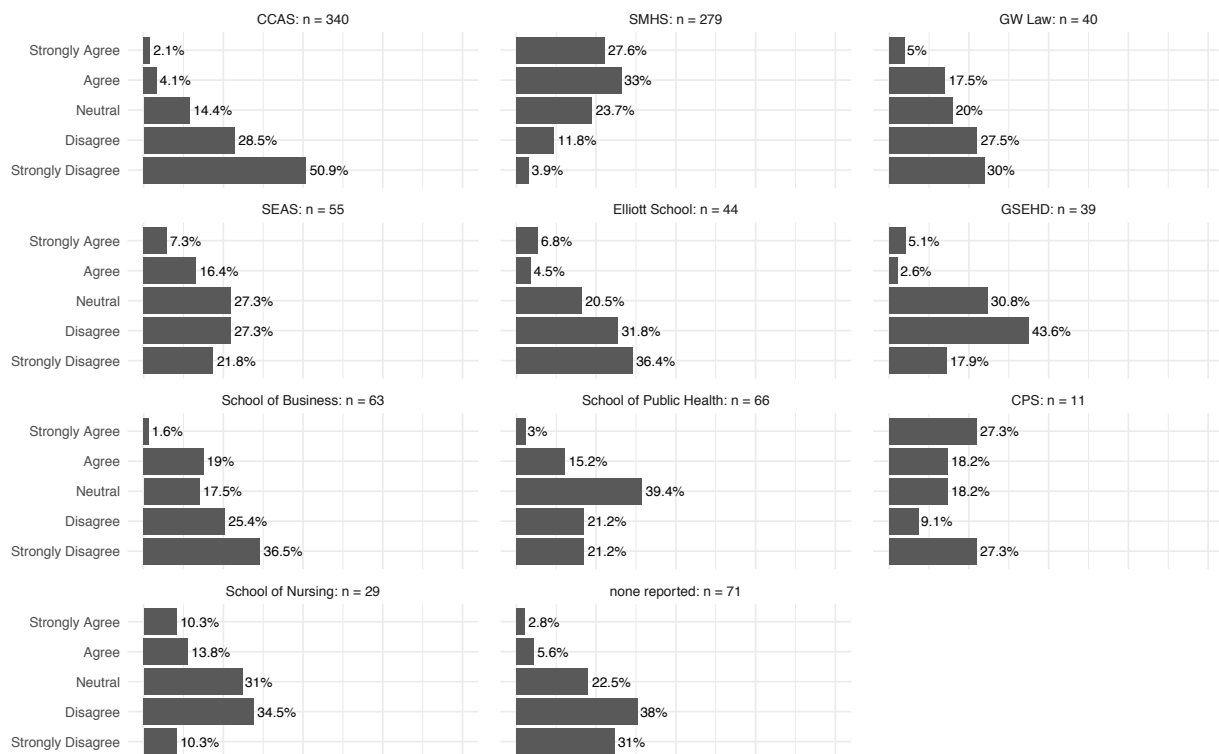
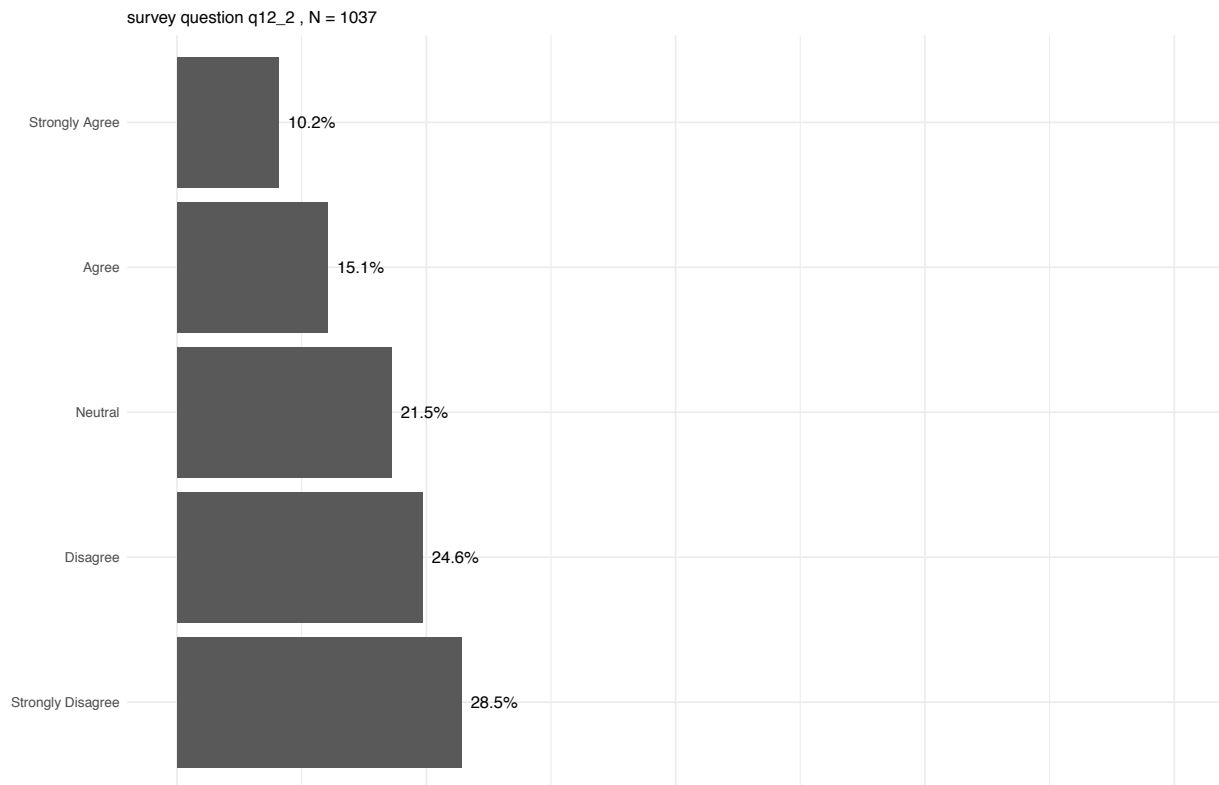
Q12.1 The President works to promote a culture of trust within GW

survey question q12_1 , N = 1049



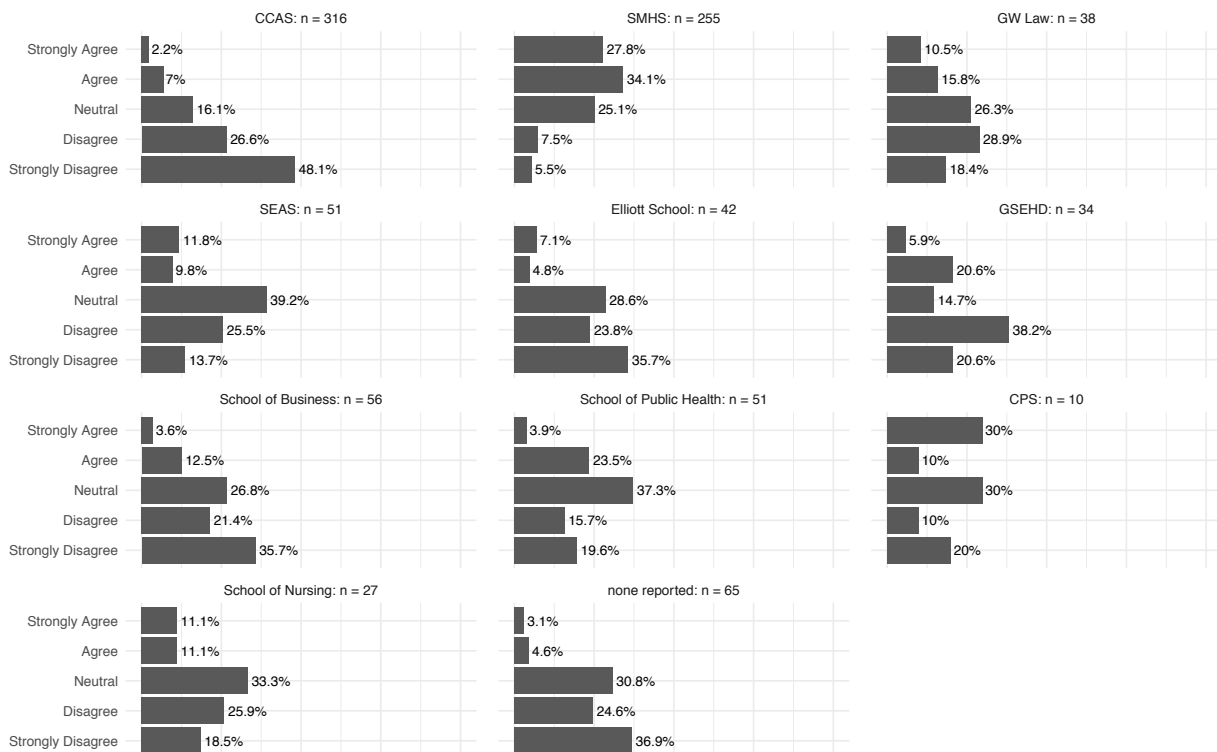
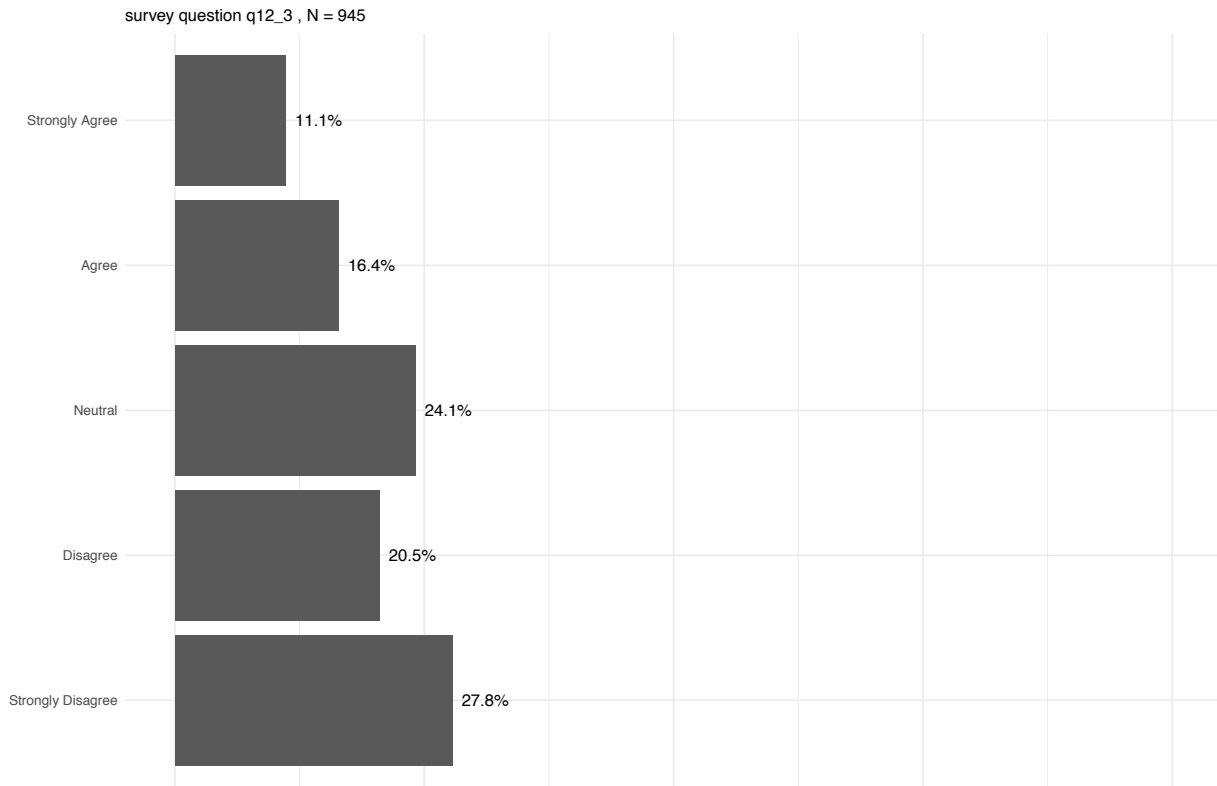
survey question q12_1

Q12.2 The President engages with faculty and staff in ways that foster a strong GW community



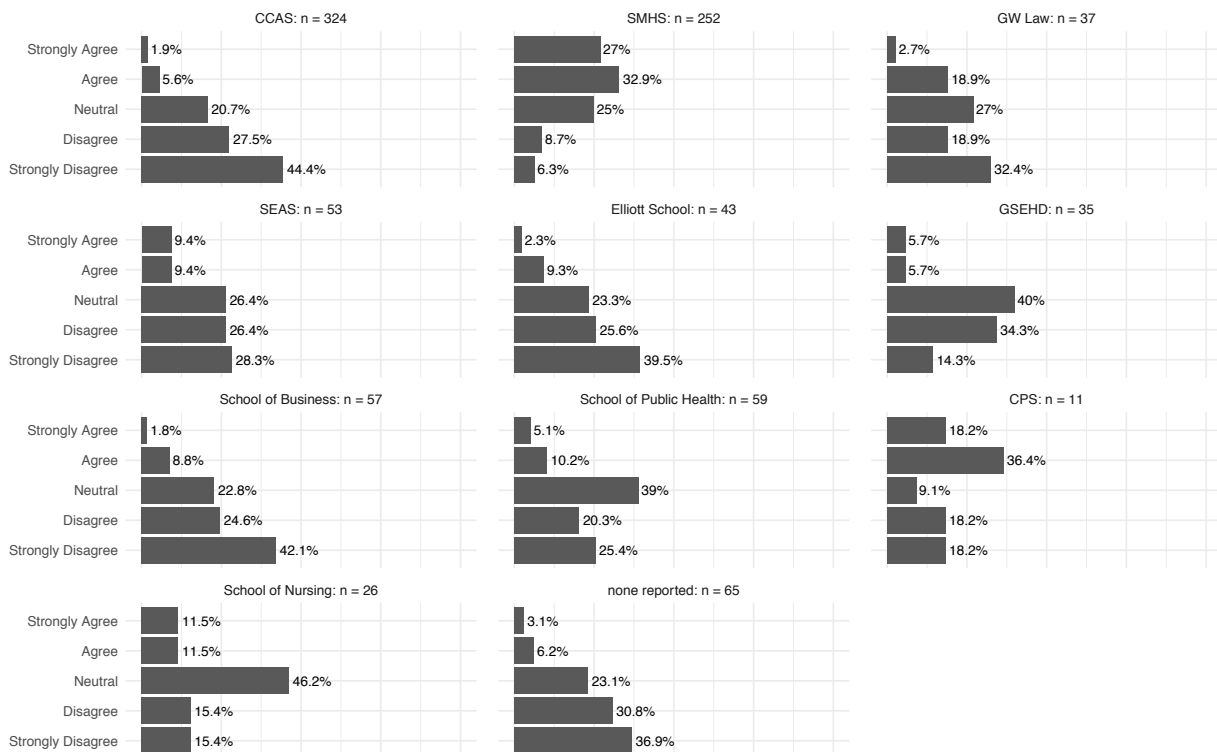
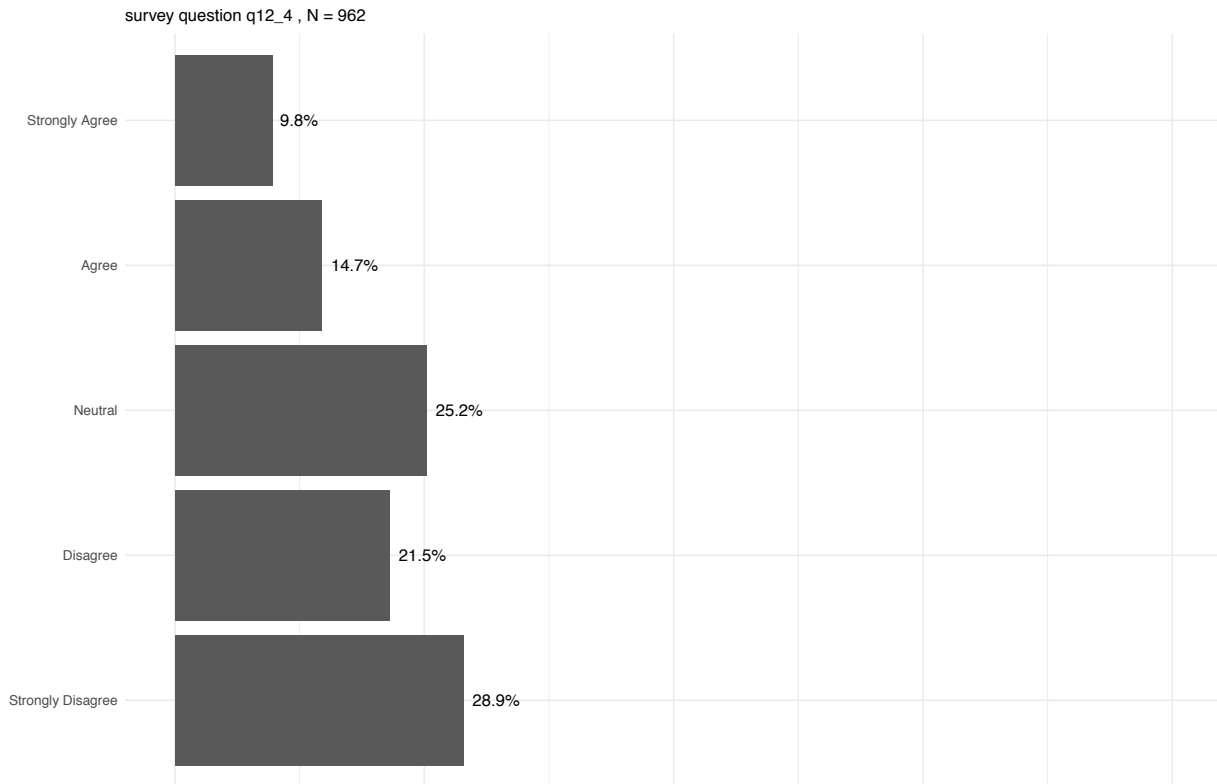
survey question q12_2

Q12.3 The President is inclusive and works openly with people who bring a diversity of thoughts and perspectives.



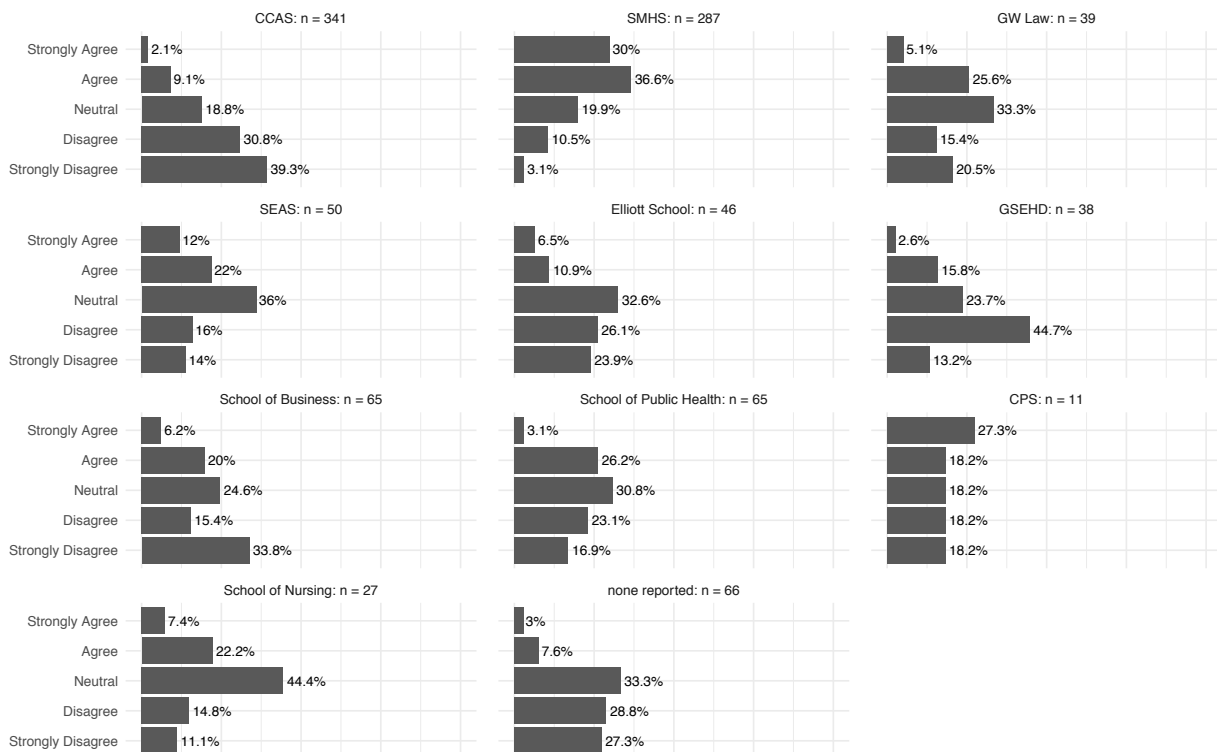
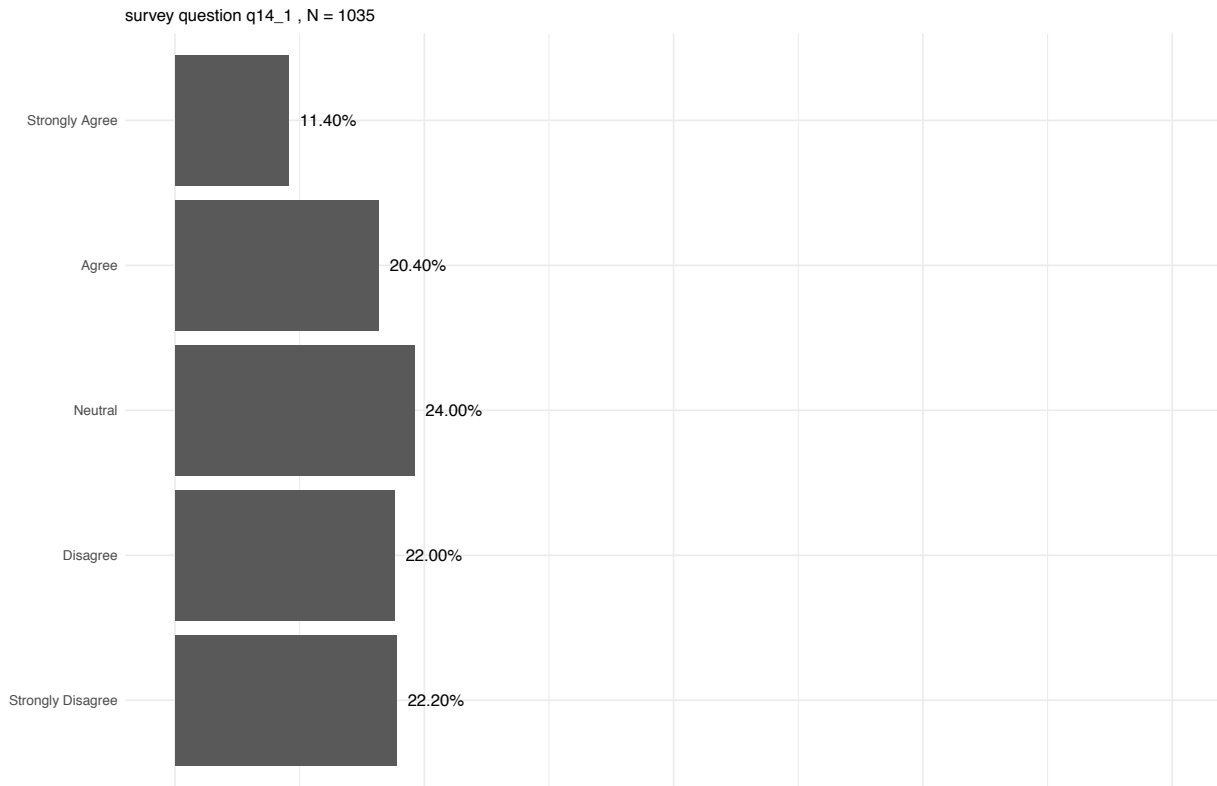
survey question q12_3

Q12.4: The President has built a competent team that works harmoniously with others on campus



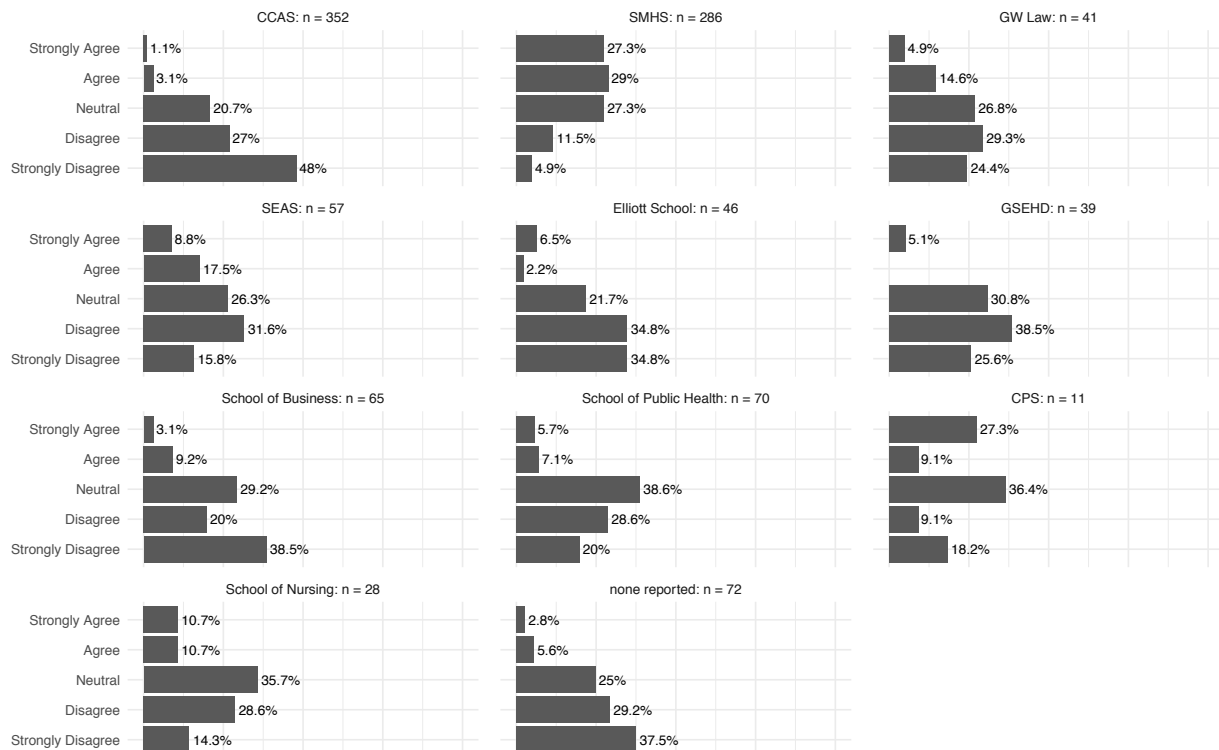
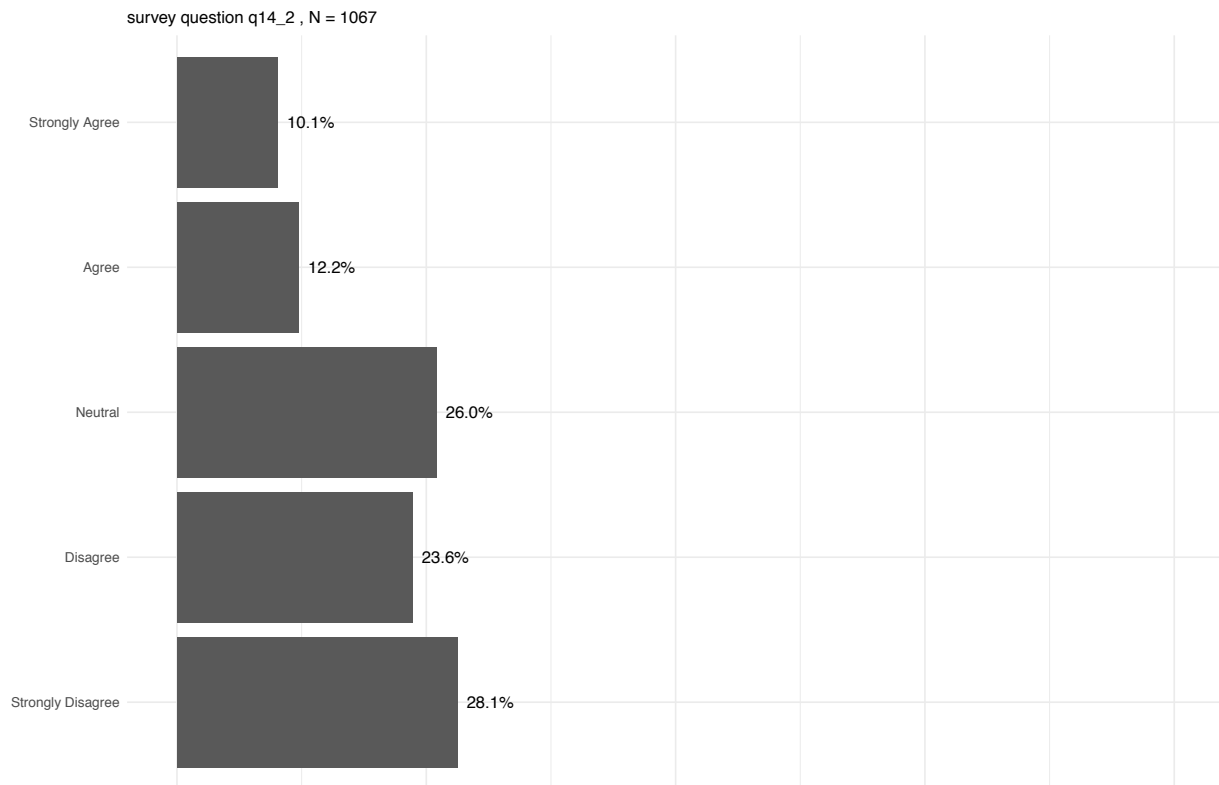
survey question q12_4

Q14.1 The President maintains high standards for his conduct, demonstrating integrity and respect for others.



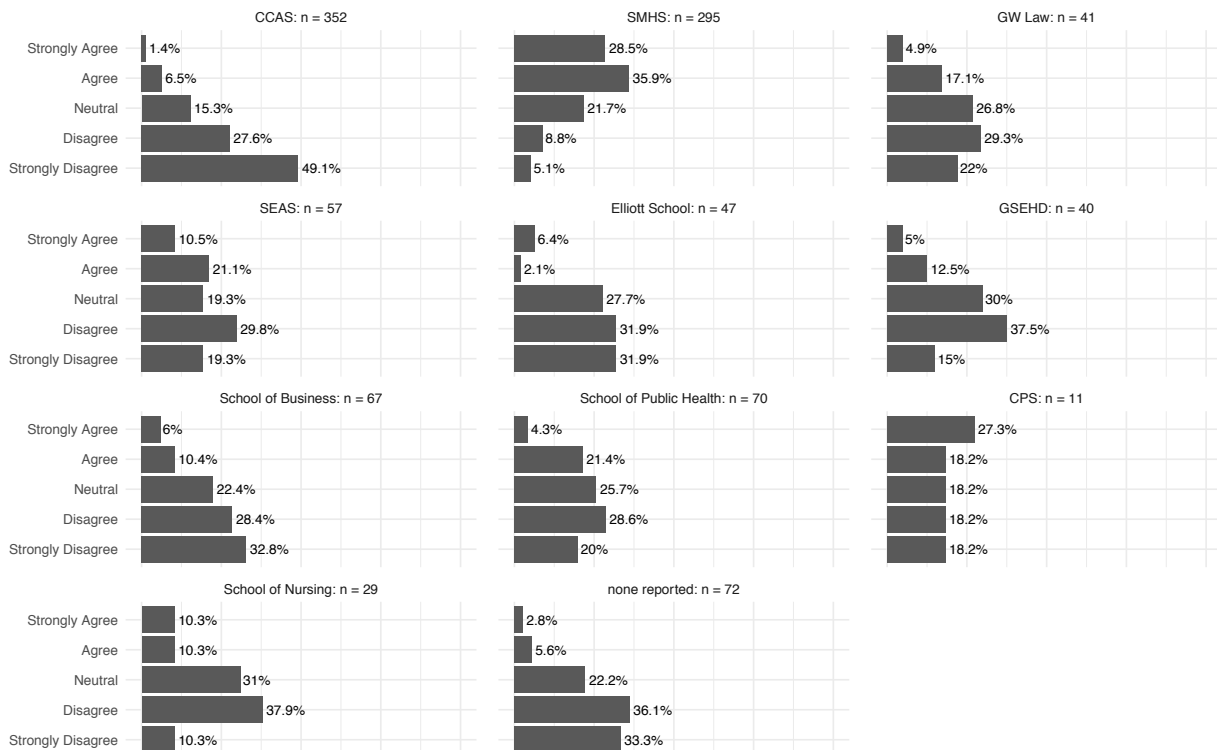
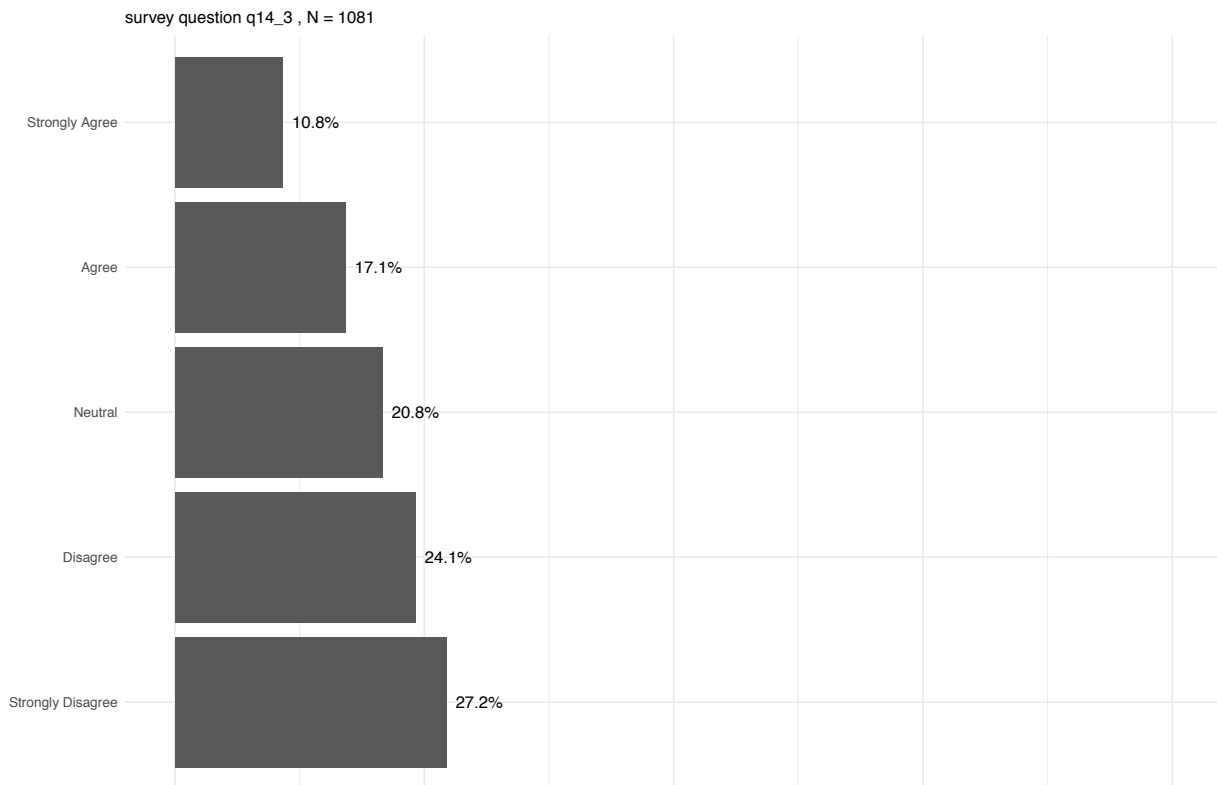
survey question q14_1

Q14.2: The President's plans, actions, and words inspire me to do my best in my work



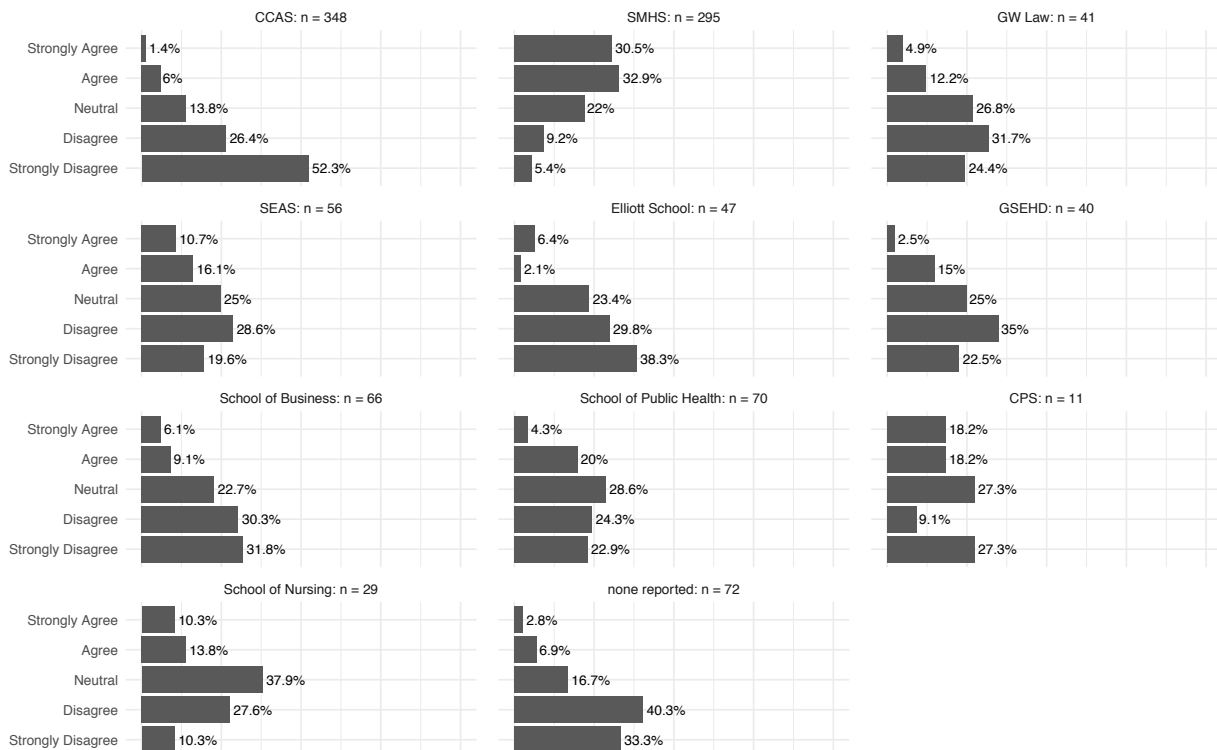
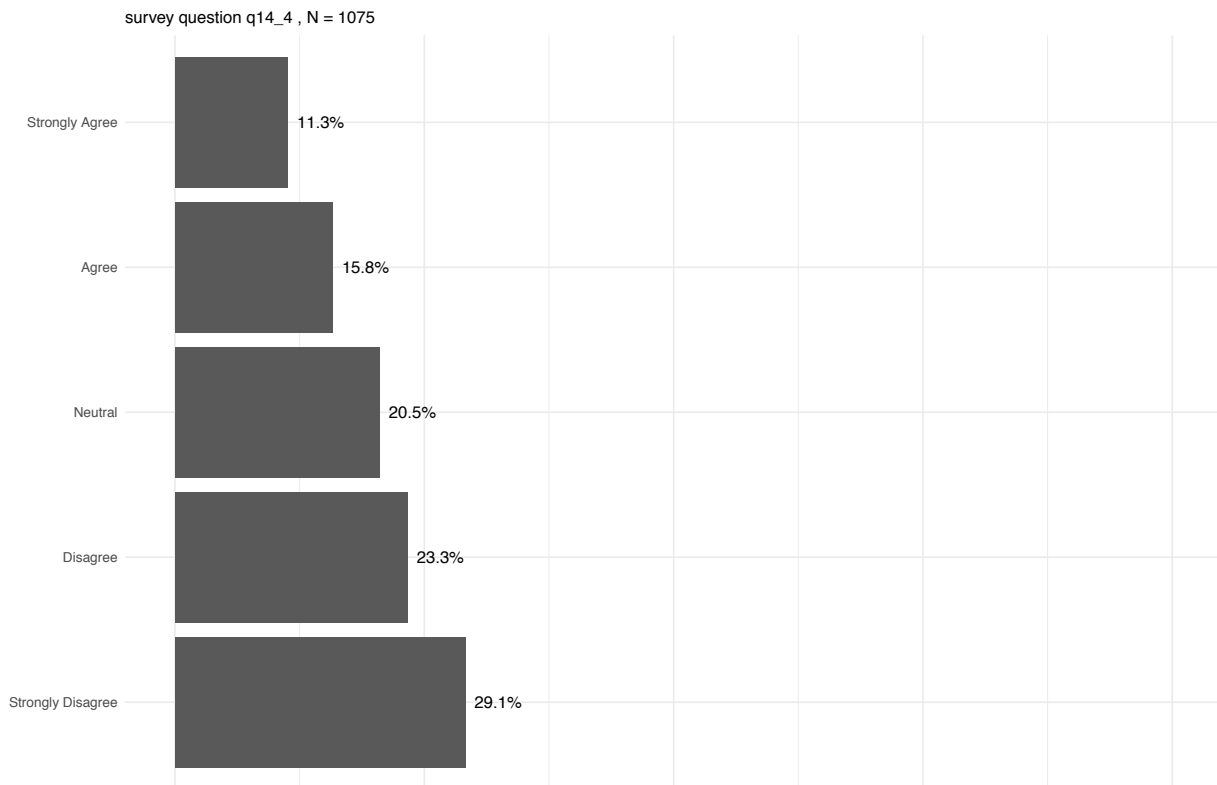
survey question q14_2

Q14.3: I am overall satisfied with the President's performance



survey question q14_3

Q14.4: I feel confident in the President's effectiveness as a leader



survey question q14_4

APPENDIX A- Results (Means)

- 1= strongly disagree
- 2=disagree
- 3=neutral
- 4=agree
- 5=strongly agree

no experience or knowledge are not coded here
none reported are not coded here

Summary for variables: q1_1

The University leadership has consistently prioritized our health and safety during the pandemic

college_short	mean	sd	N
CCAS	3.6	1.1	354
SMHS	4.4	.8	324
Law	3.9	1.1	41
SEAS	4.2	.94	61
Elliott	3.7	1.2	49
GSEHD	4.3	.9	40
Business	3.9	1.1	73
Public Health	4.1	1	71
CPS	4	1.1	11
Nursing	4.6	.49	29
none reported	3.9	.93	94
Total	4	1	1147

descriptives of q1_2, by college

Summary for variables: q1_2

Throughout the pandemic, university decisions consistently reflect the best interests of the university and the GW community

college_short	mean	sd	N
CCAS	2.8	1.2	355
SMHS	4.2	.95	319
Law	2.9	1.3	41
SEAS	3.3	1.2	61
Elliott	2.7	1.2	49
GSEHD	3.2	1.3	39
Business	2.8	1.3	71
Public Health	3	1.3	70
CPS	3.5	1.6	11
Nursing	3.7	1.1	29
none reported	2.9	1.1	91
Total	3.3	1.3	1136

descriptives of q1_3, by college

Summary for variables: q1_3

During the current financial crisis and the pandemic, the University leadership consistently demonstrates a spirit that "we are all in it together

college_short	mean	sd	N
CCAS	2	1.1	357
SMHS	3.8	1.2	318
Law	2.5	1.3	41
SEAS	2.6	1.3	61
Elliott	2.2	1.2	49
GSEHD	2.3	1.3	38
Business	2.5	1.3	73
Public Health	2.5	1.1	71
CPS	3.2	1.6	11
Nursing	2.9	1.2	29
none reported	2.1	1.1	92
Total	2.7	1.4	1140

descriptives of q1_4, by college

Summary for variables: q1_4

I am receiving the academic and technological support I need to teach virtual classes

college_short	mean	sd	N
CCAS	3.6	1.1	342
SMHS	4	1	276
Law	3.6	1.2	41
SEAS	3.4	1.2	57
Elliott	3.3	1.1	46
GSEHD	3.7	1.1	39
Business	3.4	1.2	69
Public Health	3.5	1.2	63
CPS	4.4	.5	11
Nursing	3.9	1.3	29
none reported	3.4	1.2	89
Total	3.7	1.1	1062

descriptives of q3_1, by college

Summary for variables: q3_1

I have full academic freedom at GW

college_short	mean	sd	N
CCAS	3.7	1.1	352
SMHS	4	1	315
Law	4	1.1	41
SEAS	4.1	1	60
Elliott	4	1.2	48
GSEHD	3.6	1.2	40
Business	3.8	1.2	70
Public Health	4.1	.83	70
CPS	4.2	.98	11
Nursing	3.3	1.4	29
none reported	3.4	1.1	92
Total	3.8	1.1	1128

descriptives of q3_2, by college

Summary for variables: q3_2

I believe that I am given a fair chance to express my voice about matters that concern me and the work that I do.

college_short	mean	sd	N
CCAS	3.1	1.2	354
SMHS	3.8	1	316
Law	3.8	1.2	41
SEAS	3.7	1	60
Elliott	3.3	1.3	48
GSEHD	3.3	1.2	40
Business	3.3	1.3	69
Public Health	3.8	1	70
CPS	3.7	1.5	11
Nursing	3.1	1.5	29
none reported	2.9	1	91
Total	3.4	1.2	1129

descriptives of q3_3, by college

Summary for variables: q3_3

Faculty members are meaningfully involved in institutional planning.

college_short	mean	sd	N
CCAS	1.9	.99	340
SMHS	3.4	1.2	290
Law	2.5	1.3	40
SEAS	2.6	1.4	57
Elliott	2.1	1	45
GSEHD	2.4	1.2	39
Business	2.2	1.1	67
Public Health	2.6	1.1	66
CPS	3.1	1.4	10
Nursing	2.7	1.4	27
none reported	2.2	.95	84
Total	2.5	1.3	1065

descriptives of q5_1, by college

Summary for variables: q5_1

I feel that the University leadership has created an environment that is responsive to my needs.

college_short	mean	sd	N
CCAS	2.2	1.1	352
SMHS	3.7	1.1	306
Law	2.5	1.2	41
SEAS	2.8	1.2	60
Elliott	2.2	1	47
GSEHD	2.6	1.2	38
Business	2.4	1.2	67
Public Health	2.7	1.1	69
CPS	3.3	1.5	11
Nursing	2.9	1.3	28
none reported	2.4	1.1	88
Total	2.8	1.2	1107

descriptives of q5_2, by college

Summary for variables: q5_2

University leadership promotes leader-faculty-staff relationships through shared governance.

college_short	mean	sd	N
CCAS	1.8	.93	347
SMHS	3.5	1.1	294
Law	2.2	1.1	40
SEAS	2.7	1.2	58
Elliott	2	1	47
GSEHD	2.3	1.1	39
Business	2	1	66
Public Health	2.4	1.1	67
CPS	3.4	1.5	11
Nursing	2.7	1.3	27
none reported	2.1	.88	86
Total	2.5	1.3	1082

descriptives of q5_3, by college

Summary for variables: q5_3

University leadership communicates openly and honestly with faculty and staff members.

college_short	mean	sd	N
CCAS	1.9	.99	353
SMHS	3.6	1.1	311
Law	2.4	1.1	40
SEAS	2.6	1.3	59
Elliott	2.1	1	48
GSEHD	2.2	1.2	38
Business	2.2	1.1	68
Public Health	2.5	1.1	69
CPS	3.2	1.6	11
Nursing	2.7	1.2	27
none reported	2.1	1.1	87
Total	2.6	1.3	1111

descriptives of q5_4, by college

Summary for variables: q5_4

I believe that the University's leadership supports GW's academic mission.

college_short	mean	sd	N
CCAS	2.3	1.1	354
SMHS	4	.97	313
Law	2.6	1.2	41
SEAS	3.2	1.3	58
Elliott	2.6	1.1	49
GSEHD	3.2	1.1	39
Business	2.7	1.2	69
Public Health	3.2	1.1	71
CPS	3.4	1.6	11
Nursing	3.2	1.1	29
none reported	2.6	1.1	89
Total	3	1.3	1123

descriptives of q5_5, by college

Summary for variables: q5_5

University leadership has communicated openly and honestly, in a pandemic environment, about changes or decisions that affect students, programs, faculty, and staff.

college_short	mean	sd	N
CCAS	2.3	1.2	357
SMHS	4	1	318
Law	2.8	1.2	41
SEAS	2.7	1.3	59
Elliott	2.2	1.2	49
GSEHD	2.6	1.1	40
Business	2.5	1.2	68
Public Health	2.7	1.2	70
CPS	3.7	1.4	10
Nursing	3.3	1.2	28
none reported	2.4	1.1	89
Total	2.9	1.3	1129

descriptives of q5_6, by college

Summary for variables: q5_6

University leadership makes a concerted effort to create a welcoming and fair environment for all.

college_short	mean	sd	N
CCAS	2.4	1.1	351
SMHS	3.9	1	308
Law	2.8	1.3	40
SEAS	3.1	1.2	58
Elliott	2.7	1.1	47
GSEHD	2.7	1	40
Business	2.6	1.1	69
Public Health	3	1.1	69
CPS	3.6	1.5	11
Nursing	3.2	1.2	28
none reported	2.4	1.2	89
Total	2.9	1.3	1110

descriptives of q7_1, by college

Summary for variables: q7_1

I am adequately compensated for my position and responsibilities.

college_short	mean	sd	N
CCAS	2.7	1.2	357
SMHS	3.2	1.3	319
Law	3.2	1.1	41
SEAS	3.6	.99	61
Elliott	2.8	1.3	49
GSEHD	2.5	1.2	40
Business	3.2	1.3	71
Public Health	3.8	.99	71
CPS	3.1	1.4	11
Nursing	3.2	1.4	29
none reported	2.8	1.2	92
Total	3	1.3	1141

descriptives of q7_2, by college

Summary for variables: q7_2
I am valued at work.

college_short	mean	sd	N
CCAS	3.2	1.2	358
SMHS	3.8	1.1	319
Law	3.4	1.1	41
SEAS	3.8	1	61
Elliott	3.3	1.1	49
GSEHD	3.4	1.1	40
Business	3.5	1.1	71
Public Health	4.1	.84	71
CPS	3.5	1.5	11
Nursing	3.3	1.4	29
none reported	3.3	1.1	92
Total	3.5	1.1	1142

descriptives of q7_3, by college

Summary for variables: q7_3

I am proud to be part of GW.

college_short	mean	sd	N
CCAS	3.4	1	354
SMHS	4.1	.87	318
Law	3.6	1	40
SEAS	3.8	1.1	60
Elliott	3.6	1	49
GSEHD	3.7	.91	40
Business	3.6	.99	70
Public Health	3.8	.91	70
CPS	4	1.4	11
Nursing	4.2	.85	29
none reported	3.5	.95	92
Total	3.7	1	1133

descriptives of q7_4, by college

Summary for variables: q7_4

GW has a clear mission, vision, and direction,
that motivates and inspires me.

college_short	mean	sd	N
CCAS	2.4	1.1	353
SMHS	3.6	1	322
Law	2.7	1.1	41
SEAS	3	1.3	60
Elliott	2.6	1.1	48
GSEHD	2.9	1	40
Business	2.4	1	71
Public Health	3.3	1	71
CPS	2.9	1.6	11
Nursing	3.6	.95	29
none reported	2.8	1.1	89
Total	2.9	1.2	1135

descriptives of q7_5, by college

Summary for variables: q7_5

Overall, I am satisfied with my experiences at GW.

college_short	mean	sd	N
CCAS	3.1	1.1	357
SMHS	3.8	.92	321
Law	3.3	.93	41
SEAS	3.5	1.1	61
Elliott	3.3	1	49
GSEHD	3.4	.98	40
Business	3.4	1	70
Public Health	3.7	.91	71
CPS	3.5	1.4	11
Nursing	3.4	1.1	29
none reported	3.2	.95	89
Total	3.4	1	1139

descriptives of q9_1, by college

Summary for variables: q9_1

The President has demonstrated a clear vision to address pressing issues during the COVID-19 crisis.

college_short	mean	sd	N
CCAS	2.3	1.1	355
SMHS	3.9	1	307
Law	2.8	1.2	41
SEAS	3	1.2	60
Elliott	2.6	1.2	48
GSEHD	3	1	40
Business	2.7	1.3	70
Public Health	2.9	1.1	69
CPS	3.1	1.7	10
Nursing	3.2	1.2	27
none reported	2.5	1.1	74
Total	3	1.3	1101

descriptives of q9_2, by college

Summary for variables: q9_2

The President has instituted an adequate structure for dealing with the COVID-19 crisis.

college_short	mean	sd	N
CCAS	2.6	1.2	343
SMHS	4	1	302
Law	2.9	1.2	39
SEAS	3.3	1.1	59
Elliott	2.7	1.2	46
GSEHD	3	1.2	39
Business	2.7	1.3	66
Public Health	2.9	1.2	67
CPS	3.3	1.6	10
Nursing	3.5	1.3	27
none reported	2.8	1.1	72
Total	3.1	1.3	1070

descriptives of q10_1, by college

Summary for variables: q10_1

In adapting to a changing environment or pursuing new opportunities, the President has been agile in reordering priorities to meet more-urgent demands and opportunities.

college_short	mean	sd	N
CCAS	2.3	1.1	336
SMHS	3.9	1	283
Law	2.6	1.3	37
SEAS	3.2	1.2	54
Elliott	2.5	1.2	43
GSEHD	3.1	1	37
Business	2.6	1.3	60
Public Health	2.9	1.1	65
CPS	2.8	1.8	10
Nursing	3	1.1	27
none reported	2.5	1.1	73
Total	2.9	1.3	1025

descriptives of q10_2, by college

Summary for variables: q10_2

The President makes a genuine effort to listen to faculty and staff concerns before making major decisions that impact the university.

college_short	mean	sd	N
CCAS	1.7	.97	341
SMHS	3.6	1.2	265
Law	2.3	1.3	39
SEAS	2.3	1.3	56
Elliott	1.8	1.1	45
GSEHD	2.1	1.1	36
Business	2	1.2	65
Public Health	2.3	1.1	69
CPS	2.9	1.6	11
Nursing	2.5	1.3	29
none reported	1.9	1.1	72
Total	2.4	1.4	1028

descriptives of q10_3, by college

Summary for variables: q10_3

The President is transparent in his actions and decisions.

college_short	mean	sd	N
CCAS	1.6	.9	349
SMHS	3.6	1.1	274
Law	2.4	1.2	40
SEAS	2.4	1.2	58
Elliott	1.8	.97	46
GSEHD	2.1	.96	39
Business	2.1	1.1	64
Public Health	2.2	.99	67
CPS	2.8	1.8	10
Nursing	2.5	1.2	28
none reported	1.9	.98	73
Total	2.3	1.3	1048

descriptives of q10_4, by college

Summary for variables: q10_4

The President understands and adheres to the principles of 'shared governance'.

college_short	mean	sd	N
CCAS	1.7	.95	342
SMHS	3.6	1.1	257
Law	2.2	1.1	39
SEAS	2.6	1.2	54
Elliott	1.9	1	46
GSEHD	2	1.1	37
Business	1.9	1.1	65
Public Health	2.4	1.1	65
CPS	2.9	1.6	11
Nursing	2.5	1.2	28
none reported	1.8	.96	69
Total	2.4	1.3	1013

descriptives of q10_5, by college

Summary for variables: q10_5

The President has demonstrated the capacity to learn from criticism and failure of a particular strategy.

college_short	mean	sd	N
CCAS	2	1.1	334
SMHS	3.8	1.1	236
Law	2.9	1.2	38
SEAS	2.9	1.3	55
Elliott	2.5	1.4	44
GSEHD	2.5	1.3	37
Business	2.4	1.2	61
Public Health	2.7	1.1	63
CPS	3.2	1.7	11
Nursing	2.9	1.2	26
none reported	2.3	1.1	69
Total	2.7	1.3	974

descriptives of q12_1, by college

Summary for variables: q12_1

The President works to promote a culture of trust within GW.

college_short	mean	sd	N
CCAS	1.8	.98	344
SMHS	3.7	1.1	286
Law	2.5	1.2	40
SEAS	2.6	1.3	56
Elliott	2.3	1.2	46
GSEHD	2.1	.98	39
Business	2	1.1	64
Public Health	2.5	1.2	66
CPS	3.2	1.6	11
Nursing	2.8	1.1	28
none reported	2.1	1	69
Total	2.6	1.3	1049

descriptives of q12_2, by college

Summary for variables: q12_2

The President engages with faculty and staff in ways that foster a strong GW community.

college_short	mean	sd	N
CCAS	1.8	.98	340
SMHS	3.7	1.1	279
Law	2.4	1.2	40
SEAS	2.6	1.2	55
Elliott	2.1	1.2	44
GSEHD	2.3	.98	39
Business	2.2	1.2	63
Public Health	2.6	1.1	66
CPS	3.1	1.6	11
Nursing	2.8	1.1	29
none reported	2.1	1	71
Total	2.5	1.3	1037

descriptives of q12_3, by college

Summary for variables: q12_3

The President is inclusive and works openly with people who bring a diversity of thoughts and perspectives.

college_short	mean	sd	N
CCAS	1.9	1.1	316
SMHS	3.7	1.1	255
Law	2.7	1.3	38
SEAS	2.8	1.2	51
Elliott	2.2	1.2	42
GSEHD	2.5	1.2	34
Business	2.3	1.2	56
Public Health	2.8	1.1	51
CPS	3.2	1.5	10
Nursing	2.7	1.2	27
none reported	2.1	1.1	65
Total	2.6	1.3	945

descriptives of q12_4, by college

Summary for variables: q12_4

The President has built a competent team that works harmoniously with others on campus.

college_short	mean	sd	N
CCAS	1.9	1	324
SMHS	3.7	1.2	252
Law	2.4	1.2	37
SEAS	2.5	1.3	53
Elliott	2.1	1.1	43
GSEHD	2.5	1	35
Business	2	1.1	57
Public Health	2.5	1.1	59
CPS	3.2	1.5	11
Nursing	2.9	1.2	26
none reported	2.1	1.1	65
Total	2.5	1.3	962

descriptives of q14_1, by college

Summary for variables: q14_1

The President maintains high standards for his conduct, demonstrating integrity and respect for others.

college_short	mean	sd	N
CCAS	2	1.1	341
SMHS	3.8	1.1	287
Law	2.8	1.2	39
SEAS	3	1.2	50
Elliott	2.5	1.2	46
GSEHD	2.5	1	38
Business	2.5	1.3	65
Public Health	2.8	1.1	65
CPS	3.2	1.5	11
Nursing	3	1.1	27
none reported	2.3	1.1	66
Total	2.8	1.3	1035

descriptives of q14_2, by college

Summary for variables: q14_2

The President's plans, actions, and words
inspire me to do my best in my work.

college_short	mean	sd	N
CCAS	1.8	.94	352
SMHS	3.6	1.1	286
Law	2.5	1.2	41
SEAS	2.7	1.2	57
Elliott	2.1	1.1	46
GSEHD	2.2	1	39
Business	2.2	1.1	65
Public Health	2.5	1.1	70
CPS	3.2	1.5	11
Nursing	2.8	1.2	28
none reported	2.1	1.1	72
Total	2.5	1.3	1067

descriptives of q14_3, by college

Summary for variables: q14_3

I am overall satisfied with the President's performance.

college_short	mean	sd	N
CCAS	1.8	1	352
SMHS	3.7	1.1	295
Law	2.5	1.2	41
SEAS	2.7	1.3	57
Elliott	2.2	1.1	47
GSEHD	2.5	1.1	40
Business	2.3	1.2	67
Public Health	2.6	1.2	70
CPS	3.2	1.5	11
Nursing	2.7	1.1	29
none reported	2.1	1	72
Total	2.6	1.3	1081

descriptives of q14_4, by college

Summary for variables: q14_4

I feel confident in the President's effectiveness as a leader.

college_short	mean	sd	N
CCAS	1.8	.99	348
SMHS	3.7	1.1	295
Law	2.4	1.1	41
SEAS	2.7	1.3	56
Elliott	2.1	1.1	47
GSEHD	2.4	1.1	40
Business	2.3	1.2	66
Public Health	2.6	1.2	70
CPS	2.9	1.5	11
Nursing	2.9	1.1	29
none reported	2.1	1	72
Total	2.6	1.3	1075