LP

EAST CAROLINA UNIVERSITY
1994-1995 FACULTY SENATE

The fifth regular meeting of the 1994/1995 Faculty Senate will be held on **Tuesday, 24 January 1995,** at 2:10 in the Mendenhall Student Center Great Room.

FULL AGENDA

I. **Call to Order**

II. **Approval of Minutes**

   13 December 1994

III. **Special Order of the Day**

   A. Roll Call

   B. Announcements

   C. Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs

   D. James Hallock, Vice Chancellor for Health Sciences

IV. **Unfinished Business**

V. **Report of Committees**

   A. Committee on Committees, Bob Woodside
      1. Election of One Faculty Assembly Alternate (Attachment 1).
      2. First Reading of Revisions to the Course Drop Appeals Committee Charge (Attachment 2).

   B. Research/Creative Activity Policies Committee, Uma Gupta
      Procedures for University Research Awards (Attachment 3).

   C. Teaching Effectiveness Committee, Parmalee Hawk
      Revisions to the Selection Procedures for the Robert and Lina Mays and Robert L. Jones Alumni Teaching Excellence Awards (Attachment 4).

   D. University Curriculum Committee, Donald Neal
      Curriculum matters contained in the minutes of 8 December 1994.
      (Copies of these minutes have been distributed to all Faculty Senators, Alternates, Unit Administrators, and placed electronically on FSONLINE.)

   E. Ad Hoc Committee to Review Administrative Evaluations, Jeff Johnson
      Final Recommendations of the Committee (Attachment 5).

VI. **New Business**

COMMITTEE ON COMMITTEES REPORT

Election of One Faculty Assembly Alternate

Current Faculty Assembly Delegates

George Bailey	Philosophy	1996 Second Term
Gregg Givens	Allied Health Sciences	1996 First Term
Dawn Clark	Theatre Arts	1997 First Term
Larry Hough	Political Science	1997 Second Term
Jack Karns	Business	1997 First Term

Current Faculty Assembly Alternates

Miriam Quick	*Nursing*	*1995 expiring term*
Jeff Jarvis	Music	1996
Dori Finley	Human Environmental Sc.	1996
Linner Griffin	Social Work	1996
Mary Beth Foil	Medicine	1997

Nominations

Pat Staurakas	Allied Health Sciences	#4446
James Tracy	Allied Health Sciences	#4135
Mary Glascoff	Health & Human Performance	#6583
David Langley	Health and Human Performance	#4632

Faculty Senators are reminded that faculty should be asked about their availability to serve in this capacity prior to being nominated from the floor of the Faculty Senate.

COMMITTEE ON COMMITTEES REPORT

First Reading of Revisions to the Course Drop Appeals Committee Charge

1.   Name: Course Drop Appeals Committee

2.   Membership:

      6 faculty members and 1 student member. Ex-officio member (with vote): The Chair
      of the Faculty. Ex-officio member (without vote but with all other parliamentary
      privileges): The Chancellor or an appointed representative.

3.   Quorum: 4 elected members exclusive of ex-officio.

4.   A. Committee Responsibilities:

      The committee serves as an appeals board for students **whose requests for course drops by
      exception have been denied by the Office of Undergraduate Studies.** ~~who have been denied
      permission by the office of Undergraduate Studies to drop a course~~

      B. To Whom The Committee Reports:

      The committee reports appellate decisions to the office of Undergraduate Studies.
      The committee also notifies the Registrar if the decision is made to **grant a student a drop
      by exception.** ~~allow the student to drop a course or courses.~~

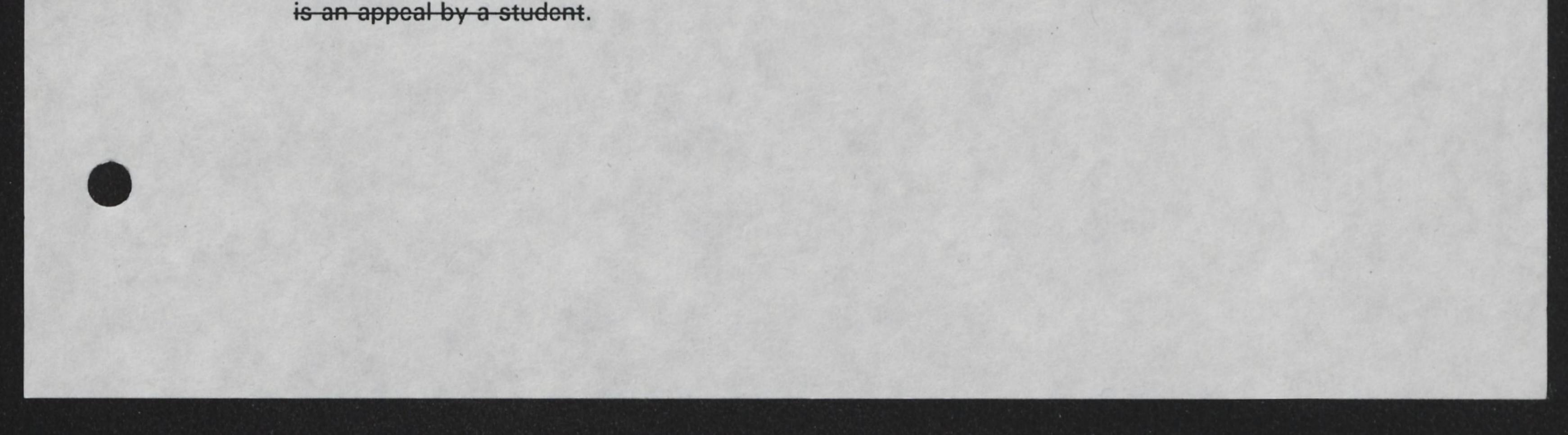   C. How Often The Committee Reports:

      The committee reports to the Faculty Senate at least once a year and at other times
      as necessary.

      D. Power Of The Committee To Act Without Faculty Senate Approval:

      The committee is empowered to make appellate decisions in student course drop
      appeals, reporting to the office of Undergraduate Studies and the Registrar, as
      appropriate.

5.   Standard Meeting Time:

      The committee meets when **a suitable number of student petitions has been received.** ~~there
      is an appeal by a student.~~

RESEARCH/CREATIVE ACTIVITY POLICIES COMMITTEE REPORT

Procedures for University Research Awards

Objective

To reward originality and excellence in research and creative activities as evidenced by sustained, high quality, meaningful work.

Number of Awards Per Year

Two awards per year.

During one year an award will be given within the School of Medicine and a second award within the professional schools of Education, Human Environmental Sciences, Industry and Technology, Social Work, Art, Business, and Music.

During the alternate year, an award will be given within the College of Arts and Sciences and a second award within the professional schools of Allied Health Sciences, Nursing, and Health and Human Performance.

The same unit will not receive both awards in a given year. The two groups of units receiving awards the first year will be determined by a coin toss.

Activity Period Covered

Within the groups of units, the awards will alternate between lifetime achievement and a five-year period of research and creative activity. The initial award will be for a lifetime achievement.

Example: Year 1 - Lifetime - Medical School / 7 Professional Schools
Year 2 - Lifetime - Arts and Sciences / 3 Professional Schools
Year 3 - 5-Year Period - Medical School / 7 Professional Schools
Year 4 - 5-Year Period - Arts and Sciences / 3 Professional Schools

Categories Used to Judge Nominees

The categories used for consideration for the awards will be any combination of basic or applied research and/or artistic creativity and/or production.

The primary criteria used to award these research awards will be the impact on the individual's field.

Review Procedure

Nominees will submit evidence of productivity and peer review in accordance with the policy established by the unit. The peer review is to include both internal and external reviews.

Upon approval by the Faculty Senate, the Committee requests that the Associate Vice Chancellor for Research report to the Committee on the implementation of these awards.

TEACHING EFFECTIVENESS COMMITTEE REPORT

Revisions to the Selection Procedures for the Robert and Lina Mays and Robert L. Jones Alumni Teaching Excellence Awards

Change Title of Award to:
> Robert and Lina Mays and Robert L. Jones
> **Distinguished Professor for Teaching Awards**

Change Selection Procedures as noted in bold:

1. Each faculty unit is invited to nominate candidates for the annual **Distinguished Professor for Teaching** Awards. Each unit is to develop its own nomination procedures based on Faculty Senate Resolution #91-29, "Seven Characteristics of Effective Teaching" (attachment 1), and should allow consideration of any eligible faculty member who requests consideration for nomination. No more than one nominee for each ten faculty members in the academic unit can be nominated for the award. **A call for nominees will be sent out to each academic unit from the Teaching Effectiveness Committee by October 1 of each year. The call will include a brief statement that each unit is to determine their own method for selecting nominees.**

2. Any full-time faculty member who has taught at ECU for three or more years is eligible to be considered for a teaching award. Four years must have elapsed before a faculty member who has won can be considered again. The candidate is to turn in all evaluative materials to his or her unit administrator by November 15 each year. **The unit administrator is to forward the candidate's materials to the Chair of the Teaching Effectiveness Committee by December 1.**

3. The candidate, once nominated by the unit, will prepare a two page cover letter describing his/her assignments, approaches, and efforts for effective teaching and learning, plus the following required materials for the Ad Hoc Teaching Awards Committee:
    A. List of all courses taught over the past three years, **average credit/contact hours per semester,** and representative samples of course outlines, tests, and teaching materials. Samples do not have to include all courses taught.
    B. Student evaluations for three years, and the corresponding grade distributions for each course.
    C. Peer evaluations, if available, or other approved evaluation methods as listed in Faculty Senate Resolution #91-28, "Methods for Assessing Teaching Effectiveness" (attachment 2).
    D. Three to five letters of support from current or former students (not to exceed two **double-spaced** pages each). Include names, addresses, phone numbers of students, and the title and date of course attended.
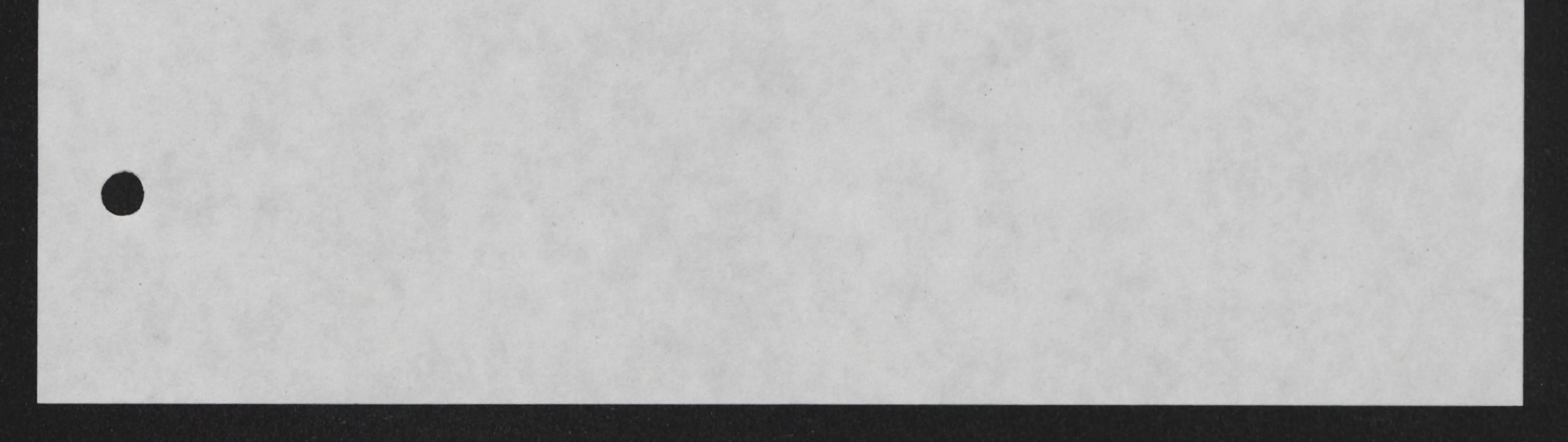
The total packet of materials submitted to the Ad-Hoc Teaching Awards Committee is not to exceed 50 single-sided pages. Packets in excess of the page limitation will be eliminated from consideration.

Award recipients will be invited to place their portfolios and videotapes in the library set aside in the Faculty Senate office (Faculty Development Center once established).

4. The Ad Hoc Teaching Awards Committee will be created by the Vice Chancellor for Academic Affairs and the Chair of the Teaching Effectiveness Committee. It will be chaired by a member of the Teaching Effectiveness Committee and have at least one member who is experienced in classroom observation and evaluation. The Committee will receive the materials, which will be read by at least three committee members, and evaluated using the criteria in Faculty Senate Resolution #91-29. The seven characteristics of effective teaching will all have equal weight.

5. A list of a maximum number of twelve finalists and their evaluations will be forwarded to the Vice Chancellor for Academic Affairs for review. The Committee will request that the unit administrator for each finalist forward a letter of support to the Vice Chancellor.

6. Upon approval by the Vice Chancellor for Academic Affairs, the final pool of twelve applicants will be contacted and videotaped in class. An entire class will be videotaped, and then the candidate will select a twenty minute segment for review by the Committee. **The video segment submitted to the committee must include at least one pan of the students.**

7. The Committee plus two Alumni Association representatives will evaluate the materials, including the video tapes, and by scoring determine the two winning candidates.

8. The names of the winning candidates will not be announced until the Fall Convocation. The finalists will also be publicly recognized at that time.

AD HOC COMMITTEE TO REVIEW
ADMINISTRATIVE EVALUATIONS REPORT

Final Recommendations of the Committee

The Ad Hoc Committee on Administrator Evaluation was formed to develop and recommend new forms for soliciting faculty opinion about the performance in administrators - chairpersons, deans, the vice chancellors for academic affairs and health sciences, and the chancellor. This committee reported to the Faculty Senate in spring, 1994, with a recommendation that East Carolina University adopt the DECAD form for the evaluation of department chairs. This recommendation was accepted by the Senate, and the DECAD is scheduled for administration in spring, 1995.

With respect to survey forms for the evaluation of deans, vice chancellors, and the chancellor, the committee conducted an exhaustive literature search and did not find a readily adoptable, standardized survey form for administrators above department chairs. In order to develop forms for use at East Carolina, in-depth interviews were conducted with selected administrators and faculty regarding the administrators' job tasks. This information, along with the literature, served as a basis for developing items for three different pilot survey forms. The pilot survey forms were shared with deans, vice chancellors, the chancellor, and selected faculty, and feedback was solicited and incorporated in the final pilot instruments.

In December 1994, the committee conducted a pretest of the three survey instruments. Based on statistical analysis of item response rates, relevance, reliability, and importance, as well as qualitative feedback from survey respondents (faculty), the committee revised the survey forms to improve the following: (1) consistency among survey forms for all levels of administrators, (2) clarity, (3) content, (4) length and (5) relevance to the faculty's ability to respond.

The committee recommends to the Faculty Senate and university administration the adoption of the attached questionnaires for soliciting faculty opinion about the performance of deans, vice chancellors, and the chancellor.

The following procedures for administering these forms and interpreting results are recommended:

1. The administrators to be included in these surveys are deans of instructional units, the vice chancellors for academic affairs and health sciences, and the chancellor. Solicitation of faculty perceptions about the performance of other administrators, if desired, will require different forms tailored to the responsibilities of the administrators.

2. Each administrator to be surveyed should be in at least his/her second semester of employment in the position. It is recommended that faculty opinion of administrators' performance be solicited each spring.

3. The faculty to be surveyed are those who hold full-time appointments at the ranks of professor, associate professor, assistant professor, instructors and lecturers who have been employed at ECU for at least one semester.

4. Responses will be analyzed and reported by frequency of contact with the administrator and the respondent's position (faculty rank or faculty/administrator status).

AD HOC COMMITTEE TO REVIEW ADMINISTRATIVE EVALUATIONS REPORT
(continued)

5. The administrators to be evaluated will rate the importance of the job performance items reflected in the survey for comparison to faculty ratings of importance.

6. The analysis and report will parallel the DECAD format, including analyses of the following:
   faculty ratings of importance
   faculty ratings of performance
   performance weighted by faculty importance ratings
   performance weighted by administrator importance ratings
   agreement among faculty on importance (intraclass correlation)
   administrator/faculty agreement on importance

7. Training on the interpretation of results is recommended for all administrators who supervise deans and vice chancellors (just as training was recommended for deans on their interpretation of the DECAD).

The following assumptions guided the committee's work on developing these forms and procedures:

1. As with the evaluations of faculty teaching and department chair performance, results from these surveys are assumed to be only one part of a broader evaluation process for administrators. The goal is to provide faculty perceptions which can inform the evaluation of administrators.

2. The forms necessarily focus on key performance factors rather than an exhaustive list of duties in order to keep the forms relatively brief and thus increase the likelihood of response.

3. The committee specifically recommends that there be no overall rating item in order to lessen the likelihood that faculty will respond based on like/dislike for the administrator and also reduce the likelihood that supervisors will rely on an overall item to the exclusion of other information about performance.

4. There is variation in responsibilities for administrators. For example, representation of a unit to external constituents may be more important in one type of unit than in others or more important at different points in time, and thus performance in this area may take on different significance in different evaluations. The feedback provided by faculty about the performance of administrators on different items should serve as information for the administrator's supervisor in rendering a final evaluation; judgments about the relative importance of different items necessarily will be made by the supervisor.

Members of the Ad Hoc Committee on Administrator Evaluation:
   Jeff Johnson, Sociology and ICMR - Chair
   Linda Allred, Department of Psychology
   Joe Ciechalski, School of Education
   Havva Meric, School of Business
   Carmine Scavo, Department of Political Science
   Helen Grove, School of Human Environmental Sciences

Evaluation of Dean

Importance Scale	1=Not Important			5=Essential		
Performance Scale	1=Poor			5=Outstanding		
N/A - N/O - Not applicable or not observed						

1. Effectively manages resources for the college or school

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

2. Appropriately delegates authority to department chairs and administrators reporting to the dean.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

3. Provides effective leadership for the continuing development of the college or school.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

4. Provides timely response to faculty inquiries.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

5. Supports the implementation of the university strategic plan at the college or school level.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

6. Encourages a high level of teaching effectiveness among faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

7. Encourages high quality research/creative activity among faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

8. Encourages effective service among faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

9. Represents the college or school effectively to the university and external constituents.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

10. Displays a commitment to recruiting talented faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

11. Supports the principles of academic freedom.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

12. Works effectively within the shared governance structure of the university.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

13. Maintains effective communication with faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

14. Responds effectively to faculty concerns.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

15. Displays an ability to mediate organizational conflicts in an effective manner.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

16. Displays an openness to new ideas.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

17. Maintains appropriate availability to faculty.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

18. Establishes an atmosphere of trust and respect.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

19. Displays commitment to fairness and objectivity.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

20. Advocates effectively for the school/college on campus.

	1	2	3	4	5	N/A - N/O
Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O
Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A - N/O

My academic rank is: ☐ assistant professor ☐ associate professor ☐ professor ☐ other

On average, I have contact with this administrator:
☐ daily ☐ weekly ☐ monthly ☐ less than monthly

Evaluation of Vice Chancellor

Importance Scale   1=Not Important   5=Essential

Performance Scale   1=Poor   5=Outstanding

N/A - N/O- Not applicable or not observed

#	Item	Scale	1	2	3	4	5	N/A-N/O
1.	Effectively implements the policies of the division and university.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
2.	Works effectively within the shared governance structure of the university.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
3.	Encourages a high level of teaching effectiveness.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
4.	Allocates resources effectively.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
5.	Manages the flow of work in the division efficiently.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
6.	Provides effective leadership for the strategic planning process of the division.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
7.	Inspires broad-based enthusiasm for the goals of the division and university.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
8.	Maintains an appropriate balance of support for the teaching, research/creative activity, and service functions of the university.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
9.	Encourages effective service on the part of faculty.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
10	Supports faculty growth and development.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
11.	Effectively acquires resources for the division.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
12.	Supports the principles of academic freedom.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
13.	Represents the division effectively to the university and external constituents.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
14.	Encourages high quality research/creative activity.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
15.	Supports an effective structure for reward of faculty members.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
16.	Maintains appropriate interest in college/school activities.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
17.	Maintains effective communication with faculty.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
18.	Works effectively with other administrators.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
19.	Is fair and impartial in decision-making.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
20.	Displays an ability to mediate organizational conflict in an effective manner.	Importance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O
		Performance	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ N/A-N/O

My position is: ☐ faculty ☐ administrator

On average, I have contact with this administrator:
☐ daily ☐ weekly ☐ monthly ☐ less than monthly

Evaluation of Chancellor

Importance Scale   1=Not Important   5=Essential

Performance Scale   1=Poor   5=Outstanding

N/A - N/O - Not applicable or not observed

		1	2	3	4	5	N/A-N/O
1. Provides effective leadership for the strategic planning process of the university.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
2. Inspires broad-based enthusiasm for univeristy goals.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
3. Works effectively within the shared governance structure of the institution.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
4. Maintains an appropriate balance of support for the teaching, research/creative activity and service missions of the university.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
5. Allocates the resources of the institution effectively.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
6. Works effectively for development of the funding and facilities necessary to support the operations of the university.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
7. Represents the university effectively to its governing bodies.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
8. Represents the university effectively to the community, region, and state.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
9. Represents the university effectively at the national level.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
10. Supports the principles of academic freedom.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
11. Maintains effective communication with faculty.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
12. Maintains effective communication with other administrators.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
13. Displays an ability to mediate organizational conflicts in an effective manner.	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐
14. Displays an appropriate degree of understanding of the activities of the divisions of the university (academic affairs, health sciences, business affairs, institutional advancement, student life).	Importance	☐	☐	☐	☐	☐	☐
	Performance	☐	☐	☐	☐	☐	☐

My position is: ☐ faculty   ☐ administrator

On average, I have contact with this administrator:
☐ daily   ☐ weekly   ☐ monthly   ☐ less than monthly