Faculty Assessment of Senior Administrators

The College at Brockport, College Senate
TO: Dr. John R. Halstead, College President

FROM: The College Senate: 4/22/2013

RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)

III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Assess. Admin (#54_12-13FP)

Signed: [Signature] Date: 6/12/13

(Mark Chadsey, 2012-13 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Mark Chadsey, College Senate President

FROM: John R. Halstead, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Immediate
   **Implementation of resolution requires final approval from SUNY- State Education Department. YES
   b. Deferred for discussion with the Faculty Senate on ____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

   II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ____/____/____
   b. Comment:

Signed: [Signature] Date: 7/17/13

(Dr. John R. Halstead, President, The College at Brockport)

As noted above, this resolution is accepted. It is important that administrative assessments be done in a professional manner that accurately captures the breadth, depth, and complexity of senior administrators’ work.

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
RESOLUTION PROPOSAL COVER PAGE

DEADLINE FOR SUBMISSIONS: FEBRUARY 28

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS

• Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
• Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
• Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
• Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost’s Office first.)
• Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
• Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.

Faculty Assessment of Senior Administrators

2. BRIEF DESCRIPTION OF PROPOSAL:

Resolution associated with the Faculty and Professional Staff Policies Committee Faculty Assessment of Senior Administrators Report

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? ___ NO ___ YES EXPAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

NA

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:

NA

6. ANTICIPATED EFFECTIVE DATE:

Immediate

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

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8. SUBMITTED BY: (contact person)

Name: Jose R. Torre
Department: History
Phone: 5698
Email: jrtorre@brockport.edu

9. COMMITTEES: (Senate office use only)

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NOTES:
COLLEGE SENATE OFFICE
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1. PROPOSAL TITLE: Please be somewhat descriptive, i.e. Use a course number and/or title, indicate if for GED code, etc.
   Faculty Assessment of Senior Administrators

2. BRIEF DESCRIPTION OF PROPOSAL:
   Resolution associated with the Faculty and Professional Staff Policies Committee Faculty Assessment of Senior Administrators Report

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? ___ NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
   NA

5. HOW WILL THIS AFFECT TRANSFER STUDENTS: NA

6. ANTICIPATED EFFECTIVE DATE: Immediate

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

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NOTES:
RESOLUTION

WHEREAS the College Faculty Senate in 1990 did resolve to create an instrument to periodically assess the President of the College at Brockport, AND

WHEREAS the State University of New York’s University Faculty Senate's 2005 Governance Committee Report, *Faculty Evaluation of Administrators*, identified regularly scheduled senate-based faculty survey assessments of administrators as “best practices,” and

WHEREAS the current (2012-2013) President of the Senate for the College at Brockport charged the Faculty and Staff Policies Committee with creating a senate-based instrument for the periodic and regularly scheduled assessment of senior administrators,

BE IT RESOLVED

That the Faculty and Staff Policies Committee shall over the next three years (2013-2016) use said instrument created for this purpose to assess the administrators therein described who have been in their administrative function for at least three years at the time of assessment. For this assessment cycle the order shall be: Deans (2013-2014), the VPs, Vice, Associate and Assistant Provosts, and Chief Communications Officers (2014-2015), and the President (2015-2016). Further,

That the results of said surveys shall be distributed only to assessed administrators, their supervisors, the Chair of the Faculty Staff and Policies Committee, and the President of the College Senate. Further,

That the constituency for the surveys (the survey takers) shall constitute those faculty and professional staff directly under the supervision of the relevant administrator or directly affected by the policies associated with that position. The relevant constituencies are outlined at the head of the survey instrument. Further,

That the Senate and Faculty Staff and Policies Committee shall engage a third-party administered web-based survey tool (Surveyz, by Qualtrics, for example) to execute the survey created by the Faculty Staff and Policies Committee. Further,

That said party contracted for that purpose will ensure complete anonymity for all survey takers and confidentiality for the assessed administrators but will in no way contribute to or modify the survey instrument. Further,

That the Senate and Faculty Staff and Policies Committee shall study and modify as it deems necessary the instrument provided for every new assessment cycle, beginning in 2016.
REPORT OF THE FACULTY AND STAFF POLICIES COMMITTEE ON
FACULTY ASSESSMENT OF SENIOR ADMINISTRATORS

CHAIR
JOSE R. TORRE
THE COLLEGE AT BROCKPORT,
STATE UNIVERSITY OF NEW YORK

April 8, 2013
Dear College Senate President Chadsey and Executive Committee,

Apropos your charge to the Faculty and Staff Policies Committee, I present to the Executive Committee the Report of the Faculty and Staff Policies Committee on Faculty Assessment of Senior Administrators. The report consists of four parts:

Part 1 presents the “best practices” rationale for faculty assessment of senior administrators; Part 2 outlines the process undertaken by the committee in creating the document and explains the rationale utilized to create the specific survey criteria; Part 3 presents the survey crafted by the committee for the first cycle of assessments; Part 4 presents the resolutions associated with this instrument. Appendixes are online.

**Part 1 Rationale for Faculty Assessment of Senior Administrators:** In the fall of 2012 the President of the College Senate of the College at Brockport, in conjunction with the Executive committee of the senate, charged the Faculty and Staff Policies Committee with the task of creating an instrument for faculty assessment of senior administrators. In order to complete the task the committee researched the existing literature outlining “best practices.” Specifically, the committee investigated a number of important concerns as to goals and procedure: Was this a process that other college senates had carried out with success, in and out of SUNY? Is a survey instrument the best tool for the purpose? What would such an instrument look like? How should the process be executed?

Overall the Committee considered four broad bodies of knowledge: examples, reports and other material generated within the State University of New York, including the College at Brockport (Appendix A); the examples generated by campuses across the country which have undertaken this task (Appendix B); the recommendations of the American Association of University Professors and professional accrediting agencies (Appendix C); peer reviewed literature on the efficacy and methodology of faculty assessment of senior administrators (Appendix D). This literature presented compelling evidence that faculty assessment of senior administrators through faculty governance structures is increasingly becoming the national standard, constitutes “best practices,” is increasing in SUNY, and has been previously carried out in the College at Brockport.

**The College at Brockport:** There is internal evidence or precedent for the senate to create and administer an instrument for the faculty evaluation of senior administrators. In the 1989-1990 academic year, the College at Brockport Senate approved a resolution calling on this body to create a model along the lines developed by the Faculty and Professional Staff Policies Committee. The resolution specifically referenced a memorandum by the then-Chancellor that identified assessments produced by legitimate faculty governance structures as official contributions to broader (360) assessment efforts. As well a previous and unrelated resolution established an ad hoc committee to evaluate the president. At the time the college was at the forefront of this effort – the ad hoc committee was established in 1979 (see below and appendix).
Resolution 11 1989-90

TO: President John E. Van de Watering
FROM: The Faculty Senate Meeting on 2-12-90 (Date)
RE: X I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other (Notice, Request, Report, etc.)

SUBJECT: Evaluation of Campus President

Signed (For the Senate) Date sent 2-15-90

TO: The Faculty Senate
FROM: President John E. Van de Watering
RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date 1989-90
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: All Attached List

Distribution Date 2/19/90 Signed: President of the College
RESOLUTION

WHEREAS: Regular evaluation of job performance at all levels is an important means of enhancing performance,

WHEREAS: The SUNY Chancellor has established procedures for regular evaluation of campus presidents,

WHEREAS: In his memorandum to the Presidents dated 9/3/89, the Chancellor has stated that he will "accept appropriate written materials submitted through the established governance bodies. Those bodies should develop mechanisms for structured input so that their representative(s) are able to represent and report their views."

BE IT THEREFORE RESOLVED: that the Faculty Senate will undertake a regular evaluation of the campus president to coincide with the time of the Chancellor’s presidential evaluation so that the Faculty Senate President or his/her representative can represent the Senate views to the Chancellor during his/her evaluation process.
University Faculty Senate: Faculty assessment of administrators was the subject of a plenary session by the University Faculty Senate (Winter 2005). The University Faculty Senate Governance Committee produced a report, *Faculty Evaluation of Administrators*, identifying and recommending “best practices” (University Faculty Senate Resolution, April 2005, see below) for the faculty evaluation of administrators; the Faculty and Staff Policies Committee of the College at Brockport closely followed this report in creating our model; it is included in Appendix A.

The plenary session reacted in part to the 2002-2003 Governance Committee survey of 27 SUNY campuses. The report concluded: “Of the 24 campuses responding, just over half indicated that guidelines for [faculty governance] evaluation [of administrators] were “in place,” but a large majority of campuses reported that there was “little or no role for faculty governance in evaluation of senior administrators,” which is consistent with the findings of this report that while guidelines may be in place, they are often not implemented on a regular basis or at all. The Governance Committee Survey noted that “The key factor in determining whether faculty at an institution has a meaningful role seems to be the sense that the faculty has of itself.” Campuses that have a strong faculty culture which values independence and stewardship are more likely to press for a faculty prerogative to evaluate administration.” (Governance Committee Report, see Appendix A).

The report, *Faculty Evaluation of Administrators*, issued a series of recommendations followed by the committee. These included institutionalizing the process in the senate, crafting by-laws to establish a regularly scheduled cycle of evaluations, and using an anonymous survey instrument. In the same year as the report, the University Senate also passed a resolution (see below and appendix) specifically calling on SUNY college/university senates to create a process for faculty assessment of senior administrators.
Resolution in Support of Faculty Evaluation of Administrators

Whereas over the past decade a movement towards greater accountability and transparency has occurred in higher education as elsewhere, and faculty evaluation of administrators is one response to this increased expectation, and

Whereas the opportunity to evaluate college administrators is an important faculty prerogative, which, if pursued carefully, can give faculty a stronger sense of participation in the governance of the college, and

Whereas evaluation of administrators by faculty works best when all parties involved consider it an attempt to improve the health and strength of the institution rather than targeting individuals,

Now therefore be it resolved:

That the University Faculty Senate affirms the prerogative of local governance bodies to engage in evaluation of administrators, in a manner and on a schedule of the body's own choosing, and

That the University Faculty Senate affirms the value, and endorses the practice of faculty evaluation of administrators on those campuses of the State University of New York where it is regularly and systematically practiced, and

That the University Faculty Senate recommends to the governance body of those campuses of the State University of New York that do not now regularly and systematically evaluate administrators that they make provision to exercise their prerogative to do so, and

That the University Faculty Senate recommends to all local governance bodies that their evaluation process and procedures be designed and reviewed in light of the best practices identified in the University Faculty Senate’s Governance Committee Report, Faculty Evaluation of Administrators, presented at the Winter 2005 plenary, and

That the University Faculty Senate directs the President of the Senate to send copies of this resolution, together with the referenced report, to all local governance leaders.

140-02-1 without dissent
SUNY Colleges and University Centers: The most compelling evidence and guidelines for faculty assessment of senior administrators came from our own sister campuses across the SUNY system: Binghamton, Fredonia, New Paltz and Stonybrook all have established senate-based faculty assessment of administrator procedures. The Committee paid special attention to the models created by Binghamton University and SUNY New Paltz. The SUNY New Paltz faculty senate used a 25-question, 3-category survey to assess their Deans. The three categories addressed broad concepts: Dean’s Academic Leadership; Dean’s Administrative Decision Making and Leadership; Dean’s Success in Advocacy and External Affairs. The questions listed below these categories were also fairly broad. For example, under Dean’s Advocacy and External Affairs, question 18 asks survey takers to assess the quality of the Dean’s “Relationships with Academic Faculty.” The principles in the SUNY Binghamton and Stonybrook assessment models (see Appendix A) also guided our work. SUNY Binghamton first undertook this process in 1994 and recently reaffirmed its evaluation procedures. Binghamton administers a survey instrument developed from Miller et al (1993, see Appendix D) through a standing committee of the senate — the Evaluation Coordinating Committee (see below for Guidelines and Procedures). Binghamton University has also embedded these processes in their bylaws (below, from Binghamton University Faculty Senate Bylaws):

EVALUATION COORDINATING COMMITTEE (Approved by Faculty Senate May 10, 2011)

Charge:
1. To coordinate or conduct regular evaluations of those senior administrators who have significant responsibilities involving them in the academic program. These positions currently include, but are not limited to: the President, the Provost, the Vice President for Research, all Deans, the Vice Provost and Dean of the Graduate School, the Vice Provost for Undergraduate Education, the Vice Provost for International Education, the Associate Vice President for Information Technology Services, and the Director of Continuing Education and Summer Programs.
2. To prepare confidential reports for distribution only to the administrator being evaluated; that administrator’s immediate supervisor; and the Faculty Senate Executive Committee.

Composition:
The Evaluation Coordinating Committee (ECC) will consist of nine full-time Faculty Senate members chosen by the Committee on Committees and confirmed by the Faculty Senate Executive Committee, including one representative from each of the following units: the Decker School of Nursing, the School of Management, the Graduate School of Education, the College of Community and Public Affairs, the Watson School of Engineering and Applied Science, the Library, and three representatives from Harpur College of Arts and Sciences, including one member from each of the following Divisions: Humanities, Science and Mathematics, and Social Sciences. ECC members will serve one-year terms renewable for the duration of their Faculty Senate terms.
Stonybrook University has similarly embedded the process in a standing committee structure (and thus the bylaws) – the Administrative Review Committee (from the Stonybrook Faculty Senate Bylaws):
Administrative Review
This Committee shall be the chief body of the Senate for reviewing and evaluating administrative performance and proposed reorganizations. It shall be consulted about and represented on all search committees at the level of Dean or above.

The Stonybrook University Administrative Review Committee administers the faculty surveys that constitute assessment of administrators (see Appendix A). Both SUNY Fredonia and New Paltz have similarly embedded their faculty assessment of administrators in the committee structure of the faculty senate as affirmed by their bylaws.

Non-SUNY Campuses: The documentation and policy statements of the various campuses involved in this effort across the country confirmed the efficacy of an independently administered survey carried out by the faculty senate. Included in Appendix B are numerous examples from various regions of the country. The University of Minnesota used different institutional models for different administrators but confirmed the efficacy of the anonymous survey; they broke down their survey into Strategic Leadership, Results Leadership, People Leadership, and Personal Leadership. The University of Kentucky has a faculty assessment of Deans instrument which queries faculty on: Faculty Governance; Mission Management; Strategic Planning; Quality Enhancement; Communication; Collegiality; Commitment to Diversity; Faculty Development; Performance Evaluation; Resource Management; Resource Development; Reputation Management; Business Management. The University of Michigan undertakes periodic reviews of senior administrators through a highly structured, systematic, and transparent process carried out by the faculty senate (see Appendix B for University of Michigan documents). In 2004 the Michigan Faculty Senate created a standing committee (Administrator Evaluation Committee) to carry out a faculty-wide survey using software developed by the University of Michigan and purportedly available free to other institutions. Their survey includes core questions familiar to surveys across the literature:

- [administrator] actively promotes an environment for scholarly excellence
- [administrator] actively promotes an environment for teaching excellence
- [administrator] consults the faculty adequately before making important decisions
- [administrator] makes excellent administrative appointments
- [administrator] inspires confidence in leadership overall

The University of Michigan Faculty Senate convened a task force to report on this process and recommended that faculty assessment of administrators be further institutionalized through the senate by-laws (see Appendix B).

Overall, many senate-based college surveys and reports available online confirmed the Committee’s choice of categories; the structure of the survey we created; the senate as the appropriate institutional body to survey the faculty on administrator
performance. In addition to the above examples, the committee examined bylaws, reports and survey instruments from the University of Colorado (Boulder), University of Kentucky, University of Tennessee, Central Washington University, University of North Carolina at Pembroke, North Dakota State University, and the Academic Senate for California Community Colleges (the largest system of higher education in the nation – 112 colleges and 2.6 million students) (Appropriate documents included in Appendix B).

**Professional Associations:** The American Association of University professors has been one of the earliest and most consistent voices declaring the value of faculty assessment of senior administrators and have provided mission statements and guiding principles to assist campuses in this process for more than three decades. The comprehensive 2006 report *Faculty Evaluation of Administrators* (http://www.aaup.org/report/faculty-evaluation-administrators) created by a subcommittee of the Association’s Committee on College and University Governance is the most recent statement of these principles. This document confirms the senate as central to this exercise, the broad survey categories, and the process. (See Appendix C). There is also some indication that professional accrediting agencies will in the future look to established faculty evaluation of administration processes to guarantee legitimate governance structures. For example, The Accrediting Council on Education in Journalism and Mass Communications, the accrediting body for the relevant journalism and communications schools of Columbia University, Hofstra, Buffalo State, Syracuse University, Iona College and New York University (as well as 103 programs outside of New York state), in August of 2012 issued new guidelines that specifically call for evidence of faculty governance structures and a system of faculty review or assessment of administrators. (see Appendix C)

**Peer Review Literature:** The peer review literature goes back to the 1970s (see bibliographies in Appendix D). The committee members examined a number of peer-reviewed essays and were struck by the dominance of the anonymous faculty-administered survey, and the structural similarities from survey to survey. The recent work of Vicki J. Rosser, Linda K. Johnsrund and Ronald E. Heck is indicative of this pattern. Rosser et al. structure their surveys into 7 categories: *Vision and Goal Setting, Management of the Unit, Interpersonal Relationships, Communication Skills, Research/Professional Community/Campus Endeavors, Quality of Education in the Unit, Support for Institutional Diversity*. Although the committee settled on a less complex model, Rosser, et al, in the *Journal of Higher Education* (2003) and *Research In Higher Education* (2000), represent an industry standard that contributed a great deal to our thinking. Sharon D. Miller et al (1993) was the source for Binghamton University’s survey. Overall, a review of the literature confirmed the prevalence of the faculty-administered survey as an effective assessment tool; further it confirmed the efficacy of the broad structures settled on by the Committee.
PART 2: PROCESS

Having been charged with the task, the chair of the Faculty and Staff Policies Committee convened the committee and began the research necessary to craft the report. At the same time, the chair e-mailed Human Resources personnel with a request for the performance programs of senior administrators. The chair first e-mailed HR contacts September 25:

Dear Colleagues,
I write to you today as the chair of the College Senate Faculty and Staff Policies Committee. We have been charged by the Executive Committee of the Senate with developing a model for "faculty" assessment of senior administrators (Management Confidential employees of the college). I am looking for the job descriptions and any other evaluation benchmarks (performance programs) that currently exist for management confidential positions. I very much appreciate your help in this matter. The goal of this committee is to create an assessment model that allows us to provide positive feedback to senior administrators and further the college’s central mission of student success. We seek no personal material on any employee; job descriptions and any benchmarks established by the administrative units or supervisors would be very helpful to our effort. Our preliminary perusal of the literature suggests that on many campuses Human Resources officers play a substantial role in these evaluations. While we have not worked out what our evaluation model will look like, we look forward to working with you on this project.

Sincerely,
Jose R. Torre
Chair of the Faculty and Staff Policies Committee.

The chair sent a follow-up e-mail in early October. The requests for information went unfilled and the chair sent subsequent e-mails to the VP of Finance, James Willis. These went out November, 7, 26 and December 11:

Date: November 7, 2012 2:21:50 PM EST
To: <jwillis@brockport.edu>
Subject: Assessment

Hi Beau,
At a recent meeting of the executive committee (senate) Mark Chadsey mentioned that you had been appointed contact person for our assessment (faculty assessment of senior administrators) effort. Just to bring you up to speed, we are creating a model -- not carrying out the assessment. Most of the literature emphasizes the value of surveys in this task and we are currently working on questionnaires. I hope that we can also create more empirical measures -- ie fundraising, new programs, etc. These would, as do the
questionnaires, come from the job descriptions and current metrics associated with the positions. To that end I have been in contact with ******** in HR. Below is the text of my original e-mail. I subsequently also requested a list of management confidential employees or positions so we might start by determining what positions need to assessed, etc. After my first e-mail ***** responded that ***** was the point person on this for the administration -- am I to understand that I should make these sorts of requests through you? I am still waiting for the material below as well as the list of MC employees. I considered generating these lists through the website by going from division to division and attaching names from the UUP list of MC employees (from the salary schedule) to positions but that seems a clumsy solution. At any rate, I look forward to your wise counsel on this effort. Any advice or experience that you think might help my committee is appreciated. My office phone number is 5698. Perhaps we could talk soon -- I have office hours MON, and Friday from 1:30 to 3 -- and Wed from 1:30 to 2:30. I am also in my office other times if you have a free minute and would like to touch base.

Best,

Joe

Jose Torre
jrtorre@brockport.edu

Subject: Fwd: Assessment
Date: November 26, 2012 3:03:37 PM EST
To: James Willis <jwillis@brockport.edu>

Hi Beau,

Apropos our conversation, any idea of a possible delivery schedule for this material (see below)? I am anxious to get the committee to work. Thanks for all your help. I thought we had a fruitful discussion and look forward to working with you and your office on these efforts.

Joe

Jose Torre
jrtorre@brockport.edu

On December 12, the chair of the Faculty and Staff Policies Committee met with the representative of the administration, VP James Willis, who informed him that no performance programs were available to the committee.

In lieu of performance programs the committee decided to use the College at Brockport Strategic Plan 2011-2016 to establish benchmarks by which senior administrators could be assessed. In subsequent meetings the committee created a list of prospective senior administrators to assess. We settled on 15 positions: PRESIDENT OF THE UNIVERSITY; CHIEF COMMUNICATIONS OFFICER; PROVOST AND VICE-PRESIDENT; VICE PRESIDENT ADMINISTRATION AND FINANCE; VICE PRESIDENT ENROLLMENT MANAGEMENT AND
The committee then undertook the process of constructing the survey questionnaires below. Over a few meetings we discussed and settled on process and other issues relevant to the survey.

Once the committee completed the surveys, they were disseminated to the relevant administrators for their feedback. In the e-mail below (March 12), the chair requested input from the administrators with regard to the assessment survey. The e-mail was sent out to all 15 senior administrators the committee determined would be assessed over the 3-year assessment cycle:

I write to you today in my capacity as Chair of the Faculty and Professional Staff Policies Committee. In the fall of 2012 (8/27/2012) the Executive Committee of the College Senate charged the Faculty and Professional Staff Policies Committee with the task of creating an assessment survey for senior administrators, defined roughly as “deans and up.” That instrument is now near completion. I am sending you a draft version of the document that applies to your position in the hope that you might provide some feedback to help us make the results more useful to you. In particular we are interested in knowing if we have omitted any questions or areas that you feel are important and would like more feedback on. The assessment survey forms will be part of a report that will go to the senate for a first reading April 8. It will have a second reading April 22. A brief narrative outlining process and schedule will accompany the surveys. I cannot guarantee what the final recommendations will look like (the senate will have the ability to modify as it sees fit), but our preliminary discussions at the Faculty and Staff Policy and Executive Committee levels suggest some possible outcomes: the surveys will be conducted by the Fac/Staff Policies committee on the schedule recently outlined in the bylaws changes currently before the senate; distribution of the survey results will be limited to the senate leadership and up the administrative chain of command; the surveys will be electronically administered; the final results will mirror the evaluation of instruction format – a number will represent achievement in any one category – the lower the number, the better the results; while still under consideration, the surveys will be distributed to the appropriate constituencies – except in cases where the responsibilities are campus-wide and merit input from a broader group. Thank you in advance for any suggestions or help that you can provide. A response prior to March 29 would be greatly appreciated. This would give the committee time to consider your input prior to the April 8 reading before the senate. Please feel free to contact me with any questions.

Sincerely,

Joe
On March 28 the President of the College at Brockport, representing his team of administrators, responded to the Chair. The President has requested that his response be included below:

Dear Joe,

This is in response to your draft “Assessment Survey” sent to me (and other administrators) on March 12 with an opportunity to comment. You may recall from your year as Senate President serving on both the College Council and the Foundation Board that my President’s Reports to both bodies—as well as my updates to Senate leadership on a regular basis—reflect the breadth and depth of presidential leadership. In addition, you may recollect that I undergo extensive presidential assessment by the Chancellor of the State University of New York governed by explicit policies of the SUNY Board of Trustees. This comprehensive process is done on a regular basis and includes annual reviews and full-scale evaluations of each SUNY president involving specific criteria and complex data sets required by SUNY.

In terms of feedback, I must tell you that the draft developed by you and your committee does not capture the complexity of my presidential responsibilities. Presidential leadership requires many more competencies not reflected in your draft—e.g., nowhere in your brief survey does it reflect such essential skills as crisis management; external relations; legislative advocacy; our campus relationship with SUNY; stewardship of resources; or even fund-raising. This same conclusion applies to other senior administrators who already undergo rigorous performance reviews.

Therefore, I have charged the Vice President for Administration and Finance, who oversees all HR matters at the College, to further explore potential policies and processes for administrative reviews based upon national standards and best practices.

Finally, the intent of the Senate assessments and what is driving them is not clear, nor has there been an opportunity to engage in meaningful dialogue with me and members of my administrative team on how you plan to use any insights gleaned. We can discuss further Monday during the next regularly scheduled Senate Executive Committee meeting.

I trust you will respect my perspective and the perspectives of other College leaders who work every day to advance The College at Brockport.

Sincerely,

John

John R. Halstead, PhD
President
The College at Brockport
State University of New York
The Chair responded to the President on March 30:

Dear John,
Thanks for responding to my query. I appreciate your thoughtful e-mail and insights. You are of course right that the survey we created does not reflect the many competencies associated with your position – or that of the other senior administration positions for which we created the surveys. It was never our intent to create a comprehensive or all encompassing review or assessment system. We can only speak to those elements that the faculty and professional staff might have a sense of. So, while I agree that your position entails “external relations; legislative advocacy; our campus relationship with SUNY; stewardship of resources; …. [and] fundraising,” my sense is that the faculty and professional staff who will take the survey will be unable to speak to many of these issues. In this sense we are not creating a 360-review model; we are creating our contribution to what might be part of a 360 review assessment. As I will explain on Monday there is precedent for this type of limited contribution. My reading of the literature generated in and out of SUNY is that “best practices” in terms of faculty assessment of senior administrators calls for an independent survey administered by the appropriate campus governance structure – in this case – the senate. As to intent, I have tried to be clear about this. The committee was charged with creating an assessment tool that in my mind would provide feedback and allow senior administrators the ability to gauge how their efforts are being perceived by the faculty and professional staff that they lead. It is analogous to the student assessment of teaching that has always been a valuable tool in the classroom. Dissemination of the survey results will be, I suspect, very limited. As I explain in my e-mail the committee has suggested the survey results be known to the senate president, the chair of the committee (senate leadership), the administrator assessed, and the administrator’s supervisor.

I have attached an article by Richard Alfred, Professor Emeritus at the University of Michigan and a faculty member who spent his early career as an administrator – VP of Finance at CUNY. He makes a compelling case for faculty assessment of administrators – as do the University Senate (SUNY) resolutions, and the very extensive broader literature that I will reference in my report.

I think your suggestion of “crisis management” as a criterion is a good one; it is precisely this sort of feedback I was looking for. I will modify the survey accordingly before I bring it to the executive committee.

Respectfully,
Joe

As a result of this exchange minor modifications were made to the President’s survey though subsequent discussions revealed the President’s comments were not intended to modify the survey in a minor way but to call for more comprehensive changes in process and content.
PART 3: THE SURVEYS

Constituencies:

President, Vice Presidents, Vice Provost for Academic Affairs, Chief Communications Officer, Assistant Provost for Diversity, Associate Provost (Library, Information and Technology Services): All faculty represented in the senate.
Deans: Relevant schools (Graduate School Dean, faculty with graduate programs).

EACH SURVEY WILL BE PREFACED WITH A QUESTIONNAIRE ASKING THE SURVEY TAKER TO INDICATE UNIT OR DIVISION, SCHOOL, FACULTY (AND RANK), OR PROFESSIONAL STAFF.

Each survey will use the same scale as the INSTRUCTIONAL ASSESSMENT SYSTEM forms that faculty use to get feedback on their courses. The scale will have the same numerical values associated with these forms. The “not able to answer” format will not produce a score. The final scores will be presented in the same format as the evaluation of instruction scores.

The scale is as follows:

Excellent  0
Very Good  1
Good  2
Fair  3
Poor  4
Very Poor  5

Not able to answer  NO VALUE ENTERED
COMBINED ASSESSMENT SURVEYS FOR SENIOR ADMINISTRATORS

PRESIDENT

Assessment Survey for the President of the College at Brockport

Please evaluate the efficacy of the President’s policies in implementing the goals described below.

The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E       VG       G       F       P       VP       NA

A: The following Goals derive from the strategic plan for the College at Brockport.

The College’s 2011-16 Strategic Plan created under the auspices of President Halstead states the College’s goal as:

To be a nationally recognized comprehensive master’s institution focused on student success as evidenced by significant gains in select benchmarks.

1) Rate the President’s policy initiatives to meet this goal.

E       VG       G       F       P       VP       NA

To meet this goal, the strategic plan has four “quadrants” each with a set of independent goals or priorities: Academic Quality and Engagement; Co-Curricular Programming and Support Services; Learning Environment and Quality of Place; A Culture of Philanthropy and Alumni Connectedness.

Rate the President’s policies …

2) … to support “Academic Quality and Engagement.”
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E  VG  G  F  P  VP  NA

3)  … to create strong Co-Curricular Programming and Support Services.
E  VG  G  F  P  VP  NA

4)  … to support a strong Learning Environment and Quality of Place.
E  VG  G  F  P  VP  NA

5)  … to support a Culture of Philanthropy and Alumni Connectedness.
E  VG  G  F  P  VP  NA

6)  … to create and implement a strategic plan that reflects a collaborative process embedded in the principles of shared governance.
E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TEXT BOX]

B)  Management and Leadership

Rate the President’s …

7)  … management skills and leadership.
E  VG  G  F  P  VP  NA

8)  … efforts to communicate his ideas clearly to the College’s various stakeholders.
E  VG  G  F  P  VP  NA

10)  … interpersonal management skills.
E  VG  G  F  P  VP  NA

11)  … leadership of his cabinet and other team members.
E  VG  G  F  P  VP  NA

12)  ….. crisis management and leadership.
E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TEXT BOX]
C) Shared Governance

“Shared Governance” is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation agency (Standard 4) and the American Association of University Professors (http://www(aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the President’s

13) … efforts and attitude to shared governance.
   E   VG   G   F   P   VP   NA

14) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
   E   VG   G   F   P   VP   NA

15) … openness to letting shared governance influence policy-making.
   E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]
PROVOST

Assessment Survey for the Office of the Vice President of Academic Affairs and Provost:

Please evaluate the efficacy of the dean’s policies in implementing the goals described below.

The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer

E     VG     G     F     P     VP     NA

A: The following Goals derive from the strategic plan for the Division of Academic Affairs.

Under the 2011-16 Strategic Plan, there are 13 Divisional Priorities for the Division of Academic Affairs. The questions below ask you to evaluate if the Provost’s policies and management have been effective implementing these priorities:

Rate the Provost’s policies in . . .

1) ... promoting “high quality, rigorous academic programs.”
E     VG     G     F     P     VP     NA

2) ... encouraging “active faculty/staff-student engagement in student development.”
E     VG     G     F     P     VP     NA

3) ... providing “a robust faculty and staff development program.”
E     VG     G     F     P     VP     NA

4) ... strengthening graduate education.
E     VG     G     F     P     VP     NA
5) … strengthening faculty scholarship.
E   VG   G   F   P   VP   NA

6) … managing enrollment at the programmatic level.
E   VG   G   F   P   VP   NA

7) … improving the student experience.
E   VG   G   F   P   VP   NA

8) … maintaining a vibrant and engaged community.
E   VG   G   F   P   VP   NA

9) … increasing the number of faculty and staff from diverse ethnic backgrounds.
E   VG   G   F   P   VP   NA

10) … providing high quality learning spaces.
E   VG   G   F   P   VP   NA

11) … improving the campus climate.
E   VG   G   F   P   VP   NA

12) … enhancing alumni engagement.
E   VG   G   F   P   VP   NA

13) … enhancing friend and fundraising.
E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]

B) Management and Leadership

Rate the Provost’s …
14) … management skills and leadership.  
E   VG   G   F   P   VP   NA

15) … efforts to communicate her ideas clearly to the Division’s various stakeholders.  
E   VG   G   F   P   VP   NA

16) … interpersonal management skills.  
E   VG   G   F   P   VP   NA

17) … leadership of her immediate subordinates and advisors.  
E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]

C) Shared Governance

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Rate the Provost’s …

18) … efforts and attitude to shared governance.  
E   VG   G   F   P   VP   NA

19) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).  
E   VG   G   F   P   VP   NA

20) … openness to letting shared governance influence policy-making.  
E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]
VICE PRESIDENT ADMINISTRATION AND FINANCE

Assessment Survey for the Office of the Vice President of Administration and Finance

Please evaluate the efficacy of the dean’s policies in implementing these goals. The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E  VG  G  F  P  VP  NA

A: The following goals derive from the strategic plan for Administration and Finance.

Rate the Vice President of administration and Finance’s efforts and policies on ….

1) Customer Service and Value
E  VG  G  F  P  VP  NA

2) Effective Financial Management
E  VG  G  F  P  VP  NA

3) Sustainability and Environmentally Sound Practices
E  VG  G  F  P  VP  NA

4) High quality facilities for students to live and learn in
E  VG  G  F  P  VP  NA

5) High quality maintenance of facilities
E  VG  G  F  P  VP  NA

6) Effective master planning
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E  VG  G  F  P  VP  NA

FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the Vice President’s …

7) … management skills and leadership.
E  VG  G  F  P  VP  NA

8) … efforts to communicate his ideas clearly to the College’s various stakeholders.
E  VG  G  F  P  VP  NA

10) … interpersonal management skills.
E  VG  G  F  P  VP  NA

11) … leadership of his cabinet and other team members.
E  VG  G  F  P  VP  NA

FURTHER COMMENTS ..... [TEXT BOX]

C) Shared Governance

“Shared Governance” is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation agency (Standard 4) and the American Association of University Professors (http://www.aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the Vice President’s

12) … efforts and attitude to shared governance.
E  VG  G  F  P  VP  NA
13) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).

14) … openness to letting shared governance influence policy-making.

FURTHER COMMENTS …..

[TEXT BOX]
Assessment Survey for the Office of the VP for Enrollment Management and Student Affairs

Please evaluate the efficacy of the dean’s policies in implementing these goals. The scale is as follows:

Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer

E    VG    G    F    P    VP    NA

A: The following Goals derive from the strategic plan for the Division of Enrollment Management and Student Affairs.

Rate the Vice President for Enrollment Management and Student Affairs’ efforts and policies to ….

1) Recruit academically high-quality students.
E    VG    G    F    P    VP    NA

2) Recruit a diverse student population.
E    VG    G    F    P    VP    NA

3) provide the support mechanisms to increase retention and graduation rates.
E    VG    G    F    P    VP    NA

4) support community development through efforts such as Living Learning communities or student organizations.
E    VG    G    F    P    VP    NA

5) support student organizations.
E    VG    G    F    P    VP    NA

6) encourage a culture of community service.
6) create a culture of assessment and accountability.

7) provide effective management of Financial Aid services.

8) provide accessible and effective health and counseling services.

9) provide affective and preventative prevention programs such as sexual assault awareness, alcohol awareness, peer counseling programs.

10) provide effective career development services.

11) provide effective advisement to transfer students especially in matters of transfer articulation.

12) recruit high-quality student athletes.

13) encourage community leadership and service by student athletes.

14) provide the institutional structure to promote student leadership and development.

15) provide the infrastructure for family engagement in the students’ college experience.
FURTHER COMMENTS …..
[TXT BOX]

B) Management and Leadership

Rate the Vice President’s …

16) … management skills and leadership.
E  VG  G  F  P  VP  NA

17) … efforts to communicate her ideas clearly to the College’s various stakeholders.
E  VG  G  F  P  VP  NA

18) … interpersonal management skills.
E  VG  G  F  P  VP  NA

19) … leadership of her subordinates and other team members.
E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TXT BOX]

C) Shared Governance

“Shared Governance” is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation agency (Standard 4) and the American Association of University Professors (http://www.aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the Vice President’s

20) … efforts and attitude to shared governance.
E  VG  G  F  P  VP  NA
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21) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).

E     VG     G     F     P     VP     NA

22) … openness to letting shared governance influence policy-making.

E     VG     G     F     P     VP     NA

FURTHER COMMENTS .....
[TEXT BOX]
Assessment Survey for the Office of the Vice President of Advancement

Please evaluate the efficacy of the Vice President’s policies in implementing these goals.
The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E  VG  G  F  P  VP  NA

A: The following Goals derive from the strategic plan for the Division of Advancement.

Rate Vice President of Advancement’s policies and efforts on ….

1) Comprehensive campaign
E  VG  G  F  P  VP  NA

2) Unrestricted funds
E  VG  G  F  P  VP  NA

3) Investment by stakeholders in the institution
E  VG  G  F  P  VP  NA

4) Strengthen alumni traditions and networks
E  VG  G  F  P  VP  NA

5) Increase outside private support
E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TEXT BOX]
B) **Management and Leadership**

Rate the Vice President’s …

6) … management skills and leadership.
   E  VG  G  F  P  VP  NA

7) … efforts to communicate his ideas clearly to the College’s various stakeholders.
   E  VG  G  F  P  VP  NA

8) … interpersonal management skills.
   E  VG  G  F  P  VP  NA

9) … leadership of his team members.
   E  VG  G  F  P  VP  NA

**FURTHER COMMENTS …..**

[TEXT BOX]

C) **Shared Governance**

“Shared Governance” is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation agency (Standard 4) and the American Association of University Professors (http://www.aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the Vice President’s

10) … efforts and attitude to shared governance.
    E  VG  G  F  P  VP  NA

11) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
    E  VG  G  F  P  VP  NA
12) … openness to letting shared governance influence policy-making.

E VG G F P VP NA

FURTHER COMMENTS …..
[TEXT BOX]
Assessment Survey for the Division of Office of Communications – Chief Communications Officer

Please evaluate the efficacy of the Chief Communications Officer’s policies in implementing the goals and attributes discussed below.

The scale is as follows:

Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E     VG     G     F     P     VP     NA

A) Strategic Planning and Implementation (Derived from the College at Brockport Strategic Plan 2011-2016)

Rate the Chief Communications Officer’s efforts and policies in terms of the goals outlined below:

1) “MEDIA - Increase mentions in local, regional and national media.”
   E     VG     G     F     P     VP     NA

2) “BRAND AWARENESS - Increase College at Brockport brand awareness to all members of College community.”
   E     VG     G     F     P     VP     NA

3) “COLLEGE NEWS - Share news and information about the College to multiple constituents.”
   E     VG     G     F     P     VP     NA

4) “RECRUITMENT MARKETING - Assist Admissions (Undergraduate and Graduate) recruit at the local, regional, national, and international level through coordinated, integrated marketing efforts.”
   E     VG     G     F     P     VP     NA
FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the Chief Communications Officer’s …

7) … management skills and leadership.
   E   VG   G   F   P   VP   NA

8) … efforts to communicate his ideas clearly to the College’s various stakeholders.
   E   VG   G   F   P   VP   NA

9) … interpersonal management skills.
   E   VG   G   F   P   VP   NA

10) … leadership of his team members.
    E   VG   G   F   P   VP   NA

FURTHER COMMENTS ..... [TEXT BOX]
Assessment Survey for the Office of the Vice Provost of Academic Affairs

Please evaluate the efficacy of the dean’s policies in implementing these goals. The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer

E   VG   G   F   P   VP   NA

A: The following Goals derive from the strategic plan for the Office of the Vice Provost of Academic Affairs

The College at Brockport Strategic Plan 2011-2016 lists 13 GOALS for the Office of the Vice Provost for Academic Affairs. For each of these goals reflect on whether the policies or efforts of the Vice Provost for Academic Affairs have been effective in carrying them out:

Rate the Vice Provost for Academic Affairs’ policies and efforts to ….

1) “Achieve a more efficient implementation of the General Education program revision.”
E   VG   G   F   P   VP   NA

2) “Provide high quality 1st year student and transfer orientation and advisement.”
E   VG   G   F   P   VP   NA

3) “Improve quality of General Education course offerings with respect to critical thinking outcomes.”
E   VG   G   F   P   VP   NA

4) “Improve quality of General Education course offerings with respect to critical thinking outcomes.”
E   VG   G   F   P   VP   NA

5) “Improve quality of General Education course offerings with respect to critical thinking outcomes.”
E   VG   G   F   P   VP   NA
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6) “Improve NSSE outcomes on student study time.”
   E  VG  G  F  P  VP  NA

7) “Improving the College’s assessment systems to promote a culture of continuous improvement.”
   E  VG  G  F  P  VP  NA

8) “Revitalize the Master of Arts in Liberal Studies (MALS) program.”
   E  VG  G  F  P  VP  NA

9) “Develop increased online course opportunities for graduate students.”
   E  VG  G  F  P  VP  NA

10) “Increase course offerings and program support through Special Sessions.”
    E  VG  G  F  P  VP  NA

11) “Emphasize International Education/Study Abroad and International Student recruitment for Brockport.”
    E  VG  G  F  P  VP  NA

12) “Maintain strong academic support services to assist all students achieve their academic goals and graduate in a timely manner.”
    E  VG  G  F  P  VP  NA

13) “Encourage alumni engagement in Delta College, Honors Program, and MALS.”
    E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TEXT BOX]

B) Management and Leadership

Rate the Vice President’s …

14) … management skills and leadership.
    E  VG  G  F  P  VP  NA

15) … efforts to communicate his ideas clearly to the College’s various stakeholders.
    E  VG  G  F  P  VP  NA

16) … interpersonal management skills.
    E  VG  G  F  P  VP  NA
17) … leadership of his team members.

E VG G F P VP NA

FURTHER COMMENTS …..
[TEXT BOX]
Assessment Survey for the Assistant Provost for Diversity

Please evaluate the efficacy of the Assistant Provost’s policies in implementing these goals:

The scale is as follows:

Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E  VG  G  F  P  VP  NA

A) Strategic Planning and Implementation

The College at Brockport Strategic Plan 2011-2016 lists 5 GOALS for the Assistant Provost for Diversity. For each of these goals reflect on whether the policies or efforts of the Assistant Provost for Diversity have been effective in carrying them out:

Rate the Assistant Provost for Diversity’s efforts and policies to …..

1) Develop and implement activities and programs designed to infuse diversity and inclusion across the curriculum
E  VG  G  F  P  VP  NA

2. Develop programs and services designed to improve the educational outcome for students.
E  VG  G  F  P  VP  NA

3. Develop and implement activities and programs designed to increase and enhance student diversity throughout the College.
E  VG  G  F  P  VP  NA

4. Develop and implement strategies and programs designed to increase and enhance faculty and staff diversity throughout the College, with particular focus on underrepresented groups within each department/division.
5. Develop and implement activities and programs designed to enhance the College climate for students, faculty and staff that are aligned with the College’s mission and goals.

FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the Assistant Provost for Diversity’s ...

7) … management skills and leadership.

8) … efforts to communicate his ideas clearly to the College’s various stakeholders.

10) … interpersonal management skills.

11) … leadership of his team members.

FURTHER COMMENTS ..... [TEXT BOX]
Assessment Survey for the Associate Provost for Library, Information and Technology Services:

Please evaluate the efficacy of the Associate Provost’s policies in implementing the goals described below.

The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to evaluate
E  VG  G  F  P  VP  NA

A) Strategic Planning and Policy Implementation: The following goals derive from the strategic plan for the Library, Information and Technology Services.

Academic Quality and Engagement

Please rate the Associate Provost’s policies in …

1) Support the Academic Enterprise through Innovative Library Information Services
Develop the Library as a vibrant center for scholarly communication and research.
E  VG  G  F  P  VP  NA

2) Develop and support the cyber infrastructure needed to support 21st Century teaching, learning and research.
E  VG  G  F  P  VP  NA

3) Increase average number of publications per full-time FTE faculty/professional staff members.
E  VG  G  F  P  VP  NA

4) Increase average number of presentations per full-time FTE faculty/professional staff members.
E  VG  G  F  P  VP  NA

5) Increase number of grant submissions for external funding.
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E   VG   G   F   P   VP   NA
6) Increase number of grant dollars awarded from external sources.
E   VG   G   F   P   VP   NA

7) Extend Support for Hybrid and Online Courses.
E   VG   G   F   P   VP   NA

8) Support the College’s Assessment and Accountability Activities.
E   VG   G   F   P   VP   NA

9) Develop enhanced support for learning assessments.
E   VG   G   F   P   VP   NA

10) Explore and implement technologies that support improved student engagement.
E   VG   G   F   P   VP   NA

11) Improve information services to graduate populations.
E   VG   G   F   P   VP   NA

12) Support Graduate Studies planning and administrative processes.
E   VG   G   F   P   VP   NA

Co-Curricular Programs & Support

13) Explore and implement technologies and learning environments that support improved student engagement.
E   VG   G   F   P   VP   NA

Learning Environment & Quality of Place

14) Develop and implement activities and programs designed to increase and enhance student diversity throughout the College.
E   VG   G   F   P   VP   NA

15) Develop and implement activities and programs designed to enhance the College climate for students, faculty and staff which are aligned with the College’s mission and goals.
E   VG   G   F   P   VP   NA

16) Increase and enhance staff diversity, with particular focus on underrepresented groups.
E   VG   G   F   P   VP   NA

17) Enhance Educational Technology, Classroom, and Learning Environments.
18) Evolve from lab-centered student desktop services to “labs-without-walls” services.

19) Extend Support for Hybrid and Online Courses.

Alumni Connectedness and a Culture of Philanthropy

20) Leverage communications technology to strengthen connections between the campus community and Brockport alumni and friends.

21) Enhance the College’s Web Presence in Order to Reach Prospective Students, Parents, and Friends.

22) Reengineer the processes by which Alumni data is maintained throughout the College.

FURTHER COMMENTS .....
[TEXT BOX]

B) Management and Leadership

Rate the Associate Provost’s ...

23) ... management skills and leadership.

24) ... efforts to communicate his/her ideas clearly to the Division’s various stakeholders.

25) ... interpersonal management skills.

26) ... leadership of his/her immediate subordinates and advisors.
C) Shared Governance

“Shared Governance” is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation Agency (Standard 4) and the American Association of University Professors (http://www.aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the Associate Provost’s …

27) … efforts and attitude to shared governance.
   E  VG  G  F  P  VP  NA

28) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
   E  VG  G  F  P  VP  NA

29) … openness to letting shared governance influence policy-making.
   E  VG  G  F  P  VP  NA

FURTHER COMMENTS .....  
[TEXT BOX]
Assessment Survey for the Dean of the Graduate School

Please evaluate the efficacy of the dean’s policies in implementing the goals described below:
The scale is as follows:

Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E    VG    G    F    P    VP    NA

A) The following Goals derive from the strategic plan for the Graduate School:

Academic Quality and Engagement

1) Improve academic advisement
   E    VG    G    F    P    VP    NA

2) Improve program quality
   E    VG    G    F    P    VP    NA

3) Improve academic advisement
   E    VG    G    F    P    VP    NA

4) Understand and improve graduate student experience
   E    VG    G    F    P    VP    NA

5) Develop Mission and Vision Statements
   E    VG    G    F    P    VP    NA

6) Improve quality of student body
   E    VG    G    F    P    VP    NA

7) Operate programs at capacity
   E    VG    G    F    P    VP    NA
Report of the Faculty and Staff Policies Committee
Faculty Assessment of Senior Administrators

8) New program development
   E   VG   G   F   P   VP   NA

9) Enhance faculty scholarship and pedagogy
   E   VG   G   F   P   VP   NA

Co-Curricular Programs & Support

10) Prepare students for further post-graduate academic and professional development
    E   VG   G   F   P   VP   NA

Learning Environment & Quality of Place

11) Improve diversity of student body
    E   VG   G   F   P   VP   NA

12) Ensure graduate students are included in a campus climate survey
    E   VG   G   F   P   VP   NA

Alumni Connectedness and a Culture of Philanthropy

13) Enhance graduate alumni connectedness and giving related to graduate endeavors
    E   VG   G   F   P   VP   NA

14) Enhance graduate alumni connectedness and giving related to graduate endeavors
    E   VG   G   F   P   VP   NA

FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the DEAN’s...

15) … management skills and leadership.
    E   VG   G   F   P   VP   NA

16) … efforts to communicate his ideas clearly to the College’s various stakeholders.
    E   VG   G   F   P   VP   NA

17) … interpersonal management skills.
    E   VG   G   F   P   VP   NA

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18) … leadership of his team members.
E VG G F P VP NA

FURTHER COMMENTS ..... [TEXT BOX]

C) Shared Governance

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Rate the DEAN’s

19) … efforts and attitude to shared governance.
E VG G F P VP NA

20) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
E VG G F P VP NA

21) … openness to letting shared governance influence policy-making.
E VG G F P VP NA

FURTHER COMMENTS ..... [TEXT BOX]
Assessment Survey for the Dean of the School of the Arts, Humanities and Social Sciences
Please evaluate the efficacy of the dean’s policies in implementing the goals discussed below.
The scale is as follows:

Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer
E   VG   G   F   P   VP   NA

A: The following Goals derive from the strategic plan for the School of the Arts, Humanities and Social Sciences:

Construct 1: Academic Quality and Engagement
    A) Scholarship & Creative Activity

1. “Increase average number of publications/creative projects per full-time FTE faculty member.”
   E   VG   G   F   P   VP   NA

2. “Increase average number of conference presentations per full-time FTE faculty member.”
   E   VG   G   F   P   VP   NA

3. “Increase number of grant submissions for external funding,”
   E   VG   G   F   P   VP   NA

4. “Increase number of grant $$ awarded from external sources.”
   E   VG   G   F   P   VP   NA

5. “To promote a culture of life-long learning for faculty, professional staff, and students (A).”
   E   VG   G   F   P   VP   NA

6. “To facilitate quality and depth of investigation in each discipline (A & B).”
   E   VG   G   F   P   VP   NA

7. “To support interdisciplinary work within our scholarly and artistic community (A & C).”
   E   VG   G   F   P   VP   NA
8. “To protect faculty time for scholarly and artistic endeavors.”
   E     VG     G     F     P     VP     NA

B) Curricular Development

9. “To provide undergraduate and graduate curriculum offerings that reflect the current state of each discipline.”
   E     VG     G     F     P     VP     NA

C) Graduate Education

10. “Maintain/improve quality and diversity of graduate student body.”
    E     VG     G     F     P     VP     NA

11. “New program development.”
    E     VG     G     F     P     VP     NA

12. “Shorten time to degree and increase graduation rate.”
    E     VG     G     F     P     VP     NA

Construct 2: Co-Curricular Programs & Support

A) Student Engagement

13. “Quality advisement at the undergraduate and graduate levels.”
    E     VG     G     F     P     VP     NA

14. “To promote critical thinking in our students and prepare them to function in a global world.”
    E     VG     G     F     P     VP     NA

15. “To facilitate students’ active participation in their education and promote a high standard of scholarly achievement in all courses.”
    E     VG     G     F     P     VP     NA

16. “To provide students with experiential and service learning opportunities which promote deeper understanding of the world.”
    E     VG     G     F     P     VP     NA

17. “To promote a high standard of scholarly achievement in all courses and elevate students’ knowledge.”
    E     VG     G     F     P     VP     NA

Construct 3: Learning Environment and Quality of Place
A) Diversity

18. “Develop and implement activities and programs designed to increase and enhance student diversity throughout the College.”

E VG G F P VP NA

19. “Develop and implement activities and programs designed to enhance the college climate for students, faculty, and staff which are aligned with the College’s mission and goals.”

E VG G F P VP NA

20. “Develop and implement strategies and programs designed to increase and enhance faculty and staff diversity throughout the College, with particular focus on underrepresented groups within each department/division.”

E VG G F P VP NA

21. “To educate our students with emphasis on the importance of heterogeneous ethnic, racial, religious, class background, physically challenged, and sexual orientation.”

E VG G F P VP NA

22. “To increase the representation of undergraduate and graduate students and faculty from historically under-represented populations and economically disadvantaged communities.”

E VG G F P VP NA

Construct 4. Alumni Connectedness and a Culture of Philanthropy

A) Philanthropy

23. “Develop giving opportunities for the School.”

E VG G F P VP NA

24. “Increase total $$ donated for school-based funds.”

E VG G F P VP NA

25. “Enhance awareness/reputation of School in support of College goal to become a nationally recognized comprehensive college focused on student success.”

E VG G F P VP NA
FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the DEAN’s…
26) … management skills and leadership.
   E   VG   G   F   P   VP   NA
27) … efforts to communicate his ideas clearly to the College’s various stakeholders.
   E   VG   G   F   P   VP   NA
28) … interpersonal management skills.
   E   VG   G   F   P   VP   NA
29) … leadership of his team members.
   E   VG   G   F   P   VP   NA

FURTHER COMMENTS ..... [TEXT BOX]

C) Shared Governance

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Rate the DEAN’s

30) … efforts and attitude to shared governance.
   E   VG   G   F   P   VP   NA
31) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
   E   VG   G   F   P   VP   NA
32) … openness to letting shared governance influence policy-making.

FURTHER COMMENTS …..
[TEXT BOX]
Assessment Survey for the Dean of the School of Science and Mathematics

Please evaluate the efficacy of the dean’s policies in implementing the goals and attributes discussed below.
The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer

E VG G F P VP NA

A: The following Goals derive from the strategic plan for the School of Science and Mathematics.

Construct 1: Academic Quality and Engagement

B) Scholarship & Creative Activity

1. “Increase support structure and expectations for scholarship and external funding.”
E VG G F P VP NA

2. “Increase annual publication rate per full-time FTE faculty member.”
E VG G F P VP NA

3. “Increase annual rate of presentations per full-time FTE faculty member.”
E VG G F P VP NA

4. “Increase number of grant $\$$ awarded from external five-fold.”
E VG G F P VP NA

B) Curricular Development

5. “New initiatives to create: Interdisciplinary STEM Institute, Actuarial Science Major, Psy. D. Program, and various agency accreditations.”
E VG G F P VP NA

6. “Increase academic rigor.”
E VG G F P VP NA
7. “Achieve better than expected student perception of skill development in critical thinking and quantitative analytical reasoning.”

C) Graduate Education
8. “Improve graduate student engagement.”

9. “Create meeting places for students.”

10. “Establish procedures for “Closing the Loop” in addressing student learning outcomes assessment.”

11. “Create more effective and informative Web pages.”

Construct 2: Co-Curricular Programs & Support Student Engagement

12. “Improve undergraduate advisement.”

13. “Achieve better than expected student ratings for talking with advisor about career plans.”

14. “Improve undergraduate student engagement in co-curricular activities.”

15. “Achieve better than expected student engagement in learning communities.”

16. “Achieve better than expected student engagement in research projects.”

Construct 3: Learning Environment and Quality of Place Diversity

17. “Increase/support underrepresented populations on campus.”

Construct 4. Alumni Connectedness and a Culture of Philanthropy Philanthropy
18. “Develop giving opportunities for the School.”
E   VG   G   F   P   VP   NA

19. “Increase total $ donated for school-based funds.”
E   VG   G   F   P   VP   NA

20. “Enhance awareness/reputation of School in support of College goal to become a nationally recognized comprehensive college focused on student success.”
E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]

B) Management and Leadership

Rate the Dean’s …

7) … management skills and leadership.
E   VG   G   F   P   VP   NA

8) … efforts to communicate her ideas clearly to the Division’s various stakeholders.
E   VG   G   F   P   VP   NA

10) … interpersonal management skills.
E   VG   G   F   P   VP   NA

11) … leadership of her immediate subordinates and advisors.
E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]

C) Shared Governance

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Rate the Dean’s …

12) … efforts and attitude to shared governance.

| E | VG | G | F | P | VP | NA |

13) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).

| E | VG | G | F | P | VP | NA |

14) … openness to letting shared governance influence policy-making.

| E | VG | G | F | P | VP | NA |

FURTHER COMMENTS …..
[TEXT BOX]
Assessment Survey for the Dean of the School of Business Administration and Economics
Please evaluate the efficacy of the dean’s policies in implementing the goals and attributes discussed below.
The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor
Not able to answer

E  VG  G  F  P  VP  NA

A: The following Goals derive from the strategic plan for the School of Business Administration and Economics.

Construct 1. Academic Quality and Engagement
1. “Dean and chair will strengthen the expectation that faculty will make increased efforts to publish and make presentations in their fields of interest.”

E  VG  G  F  P  VP  NA

2. “Dean and chair will encourage faculty to apply for and obtain external funding.”

E  VG  G  F  P  VP  NA

3. “Recognize and reward excellence in scholarship achievement based on national and international visibility of books, articles, conferences.”

E  VG  G  F  P  VP  NA

4. “Continued support for sabbaticals and release time for faculty where appropriate to increase research productivity.”

E  VG  G  F  P  VP  NA

5. “Increase % of AACSB-defined AQ faculty to 100% within five years.”

E  VG  G  F  P  VP  NA

6. “Expand Business programs to open new markets and provide increased curricular opportunities for students.”

E  VG  G  F  P  VP  NA

7. “Increase enrollment of high quality graduate students and international students in MS programs.”

E  VG  G  F  P  VP  NA
Construct 2. Co-curricular Programs and Support
8. “Make improvements in student engagement (advisement) by changing departmental advisement procedures.”

E  VG  G  F  P  VP  NA

9. “Improve the frequency and quality of out-of-class faculty/student interaction.”

E  VG  G  F  P  VP  NA

10. “Increase the engagement of students in departmentally sponsored activities such as research projects, and civic engagement and outreach activities.”

E  VG  G  F  P  VP  NA

Construct 3. Learning Environment and Quality of Place
11. “Promote a departmental learning environment characterized by intellectual, cultural and ethnic diversity.”

E  VG  G  F  P  VP  NA

Construct 4. Alumni Connectedness and a Culture of Philanthropy
12. “Pursue targeted fundraising for departmental scholarships (alumni, emeriti, faculty, external donors)”

E  VG  G  F  P  VP  NA

13. “Increase % of school alumni who give to the College”.

E  VG  G  F  P  VP  NA

14. “Increase total amount donated for school-based funds.”

E  VG  G  F  P  VP  NA

FURTHER COMMENTS …..
[TEXT BOX]

B) Management and Leadership

Rate the DEAN’s…

26) … management skills and leadership.

E  VG  G  F  P  VP  NA

27) … efforts to communicate his ideas clearly to the College’s various stakeholders.

E  VG  G  F  P  VP  NA

28) … interpersonal management skills.
E     VG     G     F     P     VP     NA

29)  ... leadership of his team members.
E     VG     G     F     P     VP     NA

FURTHER COMMENTS .....  
[TEXT BOX]

C)  Shared Governance

"Shared Governance" is a founding structural component and core principle of the SUNY system. Enshrined by the Board of Trustees at the creation of SUNY (Article VII of the Board of Trustees Policies), it is reaffirmed by the Middle States Accreditation agency (Standard 4) and the American Association of University Professors (http://www.aaup.org/issues/governance-colleges-universities); President Halstead has also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the DEAN’s

30)  ... efforts and attitude to shared governance.
E     VG     G     F     P     VP     NA

31)  ... respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
E     VG     G     F     P     VP     NA

32)  ... openness to letting shared governance influence policy-making.
E     VG     G     F     P     VP     NA

FURTHER COMMENTS .....  
[TEXT BOX]
Assessment Survey for the Dean of the School of Education and Human Services

Please evaluate the efficacy of the dean’s policies in implementing the goals discussed below.
The scale is as follows:
Excellent
Very Good
Good
Fair
Poor
Very Poor

Not able to answer

E  VG  G  F  P  VP  NA

A: The following goals derive from the Strategic Plan for the School of Education and Human Services:

Section 1: Academic Quality and Engagement
1. “Increase support structure and expectations for scholarship and external funding.”
   E  VG  G  F  P  VP  NA

2. “Increase annual publication rate per full-time FTE faculty member.”
   E  VG  G  F  P  VP  NA

3. “Increase annual rate of presentations per full-time FTE faculty member.”
   E  VG  G  F  P  VP  NA

4. “Increase number of grant $$ awarded from external five-fold.”
   E  VG  G  F  P  VP  NA

5. Achieving and maintaining external accreditation and certification of academic programs to guide the content and continuous improvement of the curricula
   E  VG  G  F  P  VP  NA

6. Recruiting and developing a highly competent faculty and strategic appointment of part-time associate faculty
   E  VG  G  F  P  VP  NA

7. Providing instruction, standards, policies, procedures, remediation and sanctions regarding professional and ethical decision-making and behavior.
   E  VG  G  F  P  VP  NA

8. Coordinating clinical training partnerships
9. Maintain/improve quality and diversity of graduate student body

10. Provide accessible courses in order to insure timely completion (e.g., MetroCenter, on and off campus, and in hybrid and online)

11. Operate programs at capacity and seek for new program development

Section 2: Co-Curricular Programs & Support

12. “Supporting student success through advisement and mentoring”.

13. “Providing opportunities for student/faculty research collaboration.”

14. “Adapting strategies for graduate, non-traditional, commuter and transfer students.”

15. “Utilizing independent, directed and seminar study, service learning, internship, practical, field experience, student teaching and capstone experiences”

16. “Integrating discipline-relevant campus events as part of learning outside of the classroom.”

Section 3: Learning Environment and Quality of Place

17. “Develop and implement activities and programs designed to increase and enhance student diversity throughout the College.”

18. “Develop and implement activities and programs designed to enhance the College climate for students, faculty and staff which are aligned with the College’s mission and goals.”

19. “Develop and implement strategies and programs designed to increase and enhance faculty and staff diversity throughout the College, with particular focus on underrepresented groups within each department/division.”
Section 4. Alumni Connectedness and a Culture of Philanthropy

20. “Increase friend raising and stewardship (Board of Ambassadors, Increase Dean-alumni contacts/activities)"
E      VG     G     F     P     VP    NA

21. “Increase % of school alumni who give to the College”.
E      VG     G     F     P     VP    NA

22. “Increase total amount donated for school-based funds.”
E      VG     G     F     P     VP    NA

FURTHER COMMENTS ..... [TEXT BOX]

B) Management and Leadership

Rate the DEAN’s...

23) … management skills and leadership.
E      VG     G     F     P     VP    NA

24) … efforts to communicate his ideas clearly to the College’s various stakeholders.
E      VG     G     F     P     VP    NA

25) … interpersonal management skills.
E      VG     G     F     P     VP    NA

26) … leadership of his team members.
E      VG     G     F     P     VP    NA

FURTHER COMMENTS ..... [TEXT BOX]

C) Shared Governance

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also highlighted it as a core principle and goal of his administration (http://www.brockport.edu/president/goals.html).

Rate the DEAN’s

27) … efforts and attitude to shared governance.
   E   VG   G   F   P   VP   NA

28) … respect for the various constituencies involved in the shared governance process (faculty senate, student government, alumni).
   E   VG   G   F   P   VP   NA

29) … openness to letting shared governance influence policy-making.
   E   VG   G   F   P   VP   NA

FURTHER COMMENTS …..
[TEXT BOX]
PART 4: RESOLUTIONS

WHEREAS the College Faculty Senate in 1990 did resolve to create an instrument to periodically assess the President of the College at Brockport, AND

WHEREAS the State University of New York’s University Faculty Senate's 2005 Governance Committee Report, Faculty Evaluation of Administrators, identified regularly scheduled senate-based faculty survey assessments of administrators as “best practices,” and

WHEREAS the current (2012-2013) President of the Senate for the College at Brockport charged the Faculty and Staff Policies Committee with creating a senate-based instrument for the periodic and regularly scheduled assessment of senior administrators,

BE IT RESOLVED

That the Faculty and Staff Policies Committee shall over the next three years (2013-2016) use said instrument created for this purpose to assess the administrators therein described who have been in their administrative function for at least three years at the time of assessment. For this assessment cycle the order shall be: Deans (2013-2014), the VPs, Vice, Associate and Assistant Provosts, and Chief Communications Officers (2014-2015), and the President (2015-2016). Further,

That the results of said surveys shall be distributed only to assessed administrators, their supervisors, the Chair of the Faculty Staff and Policies Committee, and the President of the College Senate. Further,

That the constituency for the surveys (the survey takers) shall constitute those faculty and professional staff directly under the supervision of the relevant administrator or directly affected by the policies associated with that position. The relevant constituencies are outlined at the head of the survey instrument. Further,

That the Senate and Faculty Staff and Policies Committee shall engage a third-party administered web-based survey tool (Surveyz, by Qualtrics, for example) to execute the survey created by the Faculty Staff and Policies Committee. Further,

That said party contracted for that purpose will ensure complete anonymity for all survey takers and confidentiality for the assessed administrators but will in no way contribute to or modify the survey instrument. Further,

That the Senate and Faculty Staff and Policies Committee shall study and modify as it deems necessary the instrument provided for every new assessment cycle, beginning in 2016.