

## FACULTY SENATE MINUTES

16 January 2007

Room 303 Cashion

**Members Present:** Senators Baldrige, Blackwell, Cannon, Diaz-Granados, Duhrkopf, Kayworth, Ngan, Longfellow, Losey, McGlashan, Miner, Pennington, Purdy, Rosenbaum, Sadler, Stone, Supplee, Tolbert, Vitanza, Wilcox, Chonko, Kayworth, Agee (for Nunley), Rajaratnam, Cloud, Connally, Robinson, Cordon, Boyd, Green, Sturgill, Brown, Myers, Miner, Spain, Vitanza.

**Members Absent:** Steve Gardner, Linda Garner.

**I. The meeting was called to order at 3:35 pm; Lai Ling Ngan offered the invocation.**

**II. Guests: President John M. Lilley:** (*Noting the inclement weather*) We have a clearly defined process for making decisions about closing because of weather. I'm happy to be back, and I'll take comments and questions. *Senator Question:* Can you give some background about the code of ethics initiative? *President Lilley:* Many universities have such codes and our external auditors raised the issue. *Senator Question:* Are we to have one code for all constituents of the University? Does it apply to board as well as to the faculty? *President's Chief of Staff Leeper:* The code is intended to apply to the entire University. A committee has been formed and is being coordinated by the University auditor. That committee will soon move forward and look at other university codes. *Senator Question:* Will there be Regent representation on that committee? *Chief of Staff Leeper:* No. *President Lilley:* The Regents have adopted their own code. *Senator Question:* If someone were found in violation of some regulation, how would the code augment our methods of dealing with that violation? *President Lilley:* I don't have a good answer for you. A lot of Sarbanes-Oxley residue is leaking over into non-profits, and there is a general tendency toward formulating this kind of document for universities. *Senator Question:* Sounds like it deals with conflicts of interest that have not been dealt with anywhere else; is it not more of a legal document than anything else? *President Lilley:* I don't know. *Senator comment:* These statements vary

widely from university to university. *President Lilley*: What we seek is not an operational document but rather a broad statement we'll all be comfortable with. *Senator question*: Do you anticipate the document will contain prohibitions? *President Lilley*: I hope it will be positive. *Senator question*: Do we not already sign a conflict of interest statement? *President Lilley*: We do. We want the statement to be positive, and it is not an operational statement or document. *Senator question*: Do we still need to do operational planning? Some of us have been told that we do not need to complete operational plans. *President Lilley*: Funding depends on operational plans, though there is no requirement that you do such planning. The operational plans are important. *Senator question*: What is your impression of the strategic proposals? Their quality? *President Lilley*: I haven't seen them yet.... I might note that we are now committed to putting our new faculty center across from Hankamer, next to the parking garage. *Senator question*: Concerning strategic planning: if these proposals involve academic initiatives and curricular issues, how will they be coordinated with the usual curriculum review? *President Lilley*: I'm not sure where the curricular review stage comes in the strategic planning review process. *Senator question*: Concerning the Engaged Learning Groups, I assume they undergo curricular review; how does the curricular review process engage the ELGs? *President Lilley*: I'm not sure, but it must happen at some point. According to SACS, we must do review and assessment continuously. *Senator question*: On strategic planning, is money now available for those plans? Or is that money coming from other places? *President Lilley*: The answer is both/and; there are "earmarks" and gifts for specific purposes, etc.... I think we are in excellent shape financially. Our admissions numbers too are holding, and we are expecting to have more men and more minorities.

### **III. Approval of Minutes: Motion to approve, seconded, and passed.**

#### **IV. Old Business:**

- A. Faculty and Staff Feedback for President and Provost (Senator Chonko): See Attachment I

Senator Chonko provided an evaluation document for the purposes of providing feedback to the President and the Provost and led a discussion of the document. He noted that it is important to keep in mind that we are talking about *impressions and perceptions*.

Senator Chonko recommended that we provide the feedback electronically for greater efficiency, and he requested feedback from the Senate on the proposed evaluation document. Senator Chonko also requested that the Senate make a recommendation about whether or not the feedback should be done electronically; he noted that faculty response could be provided either electronically or in hard copy. Senator Robinson moved that the evaluation be done electronically; the motion was seconded by Senator Sadler. After discussion, the motion passed. Thanks from the Senate for the fine work of the committee.

#### B. Evaluation of Deans (Senator Green): See Attachment II

Senator Green explained that the current document is a survey instrument to be used for the evaluation of deans. This document, which has come from a committee of the Council of Deans headed by Dean Will May, is essentially the same as the document developed and approved by the Faculty Senate last year. The Council of Deans committee made only two minor additions to the Senate document. *Chair Vitanza:* We need to develop a template that would indicate that documents originated within the Faculty Senate. We want the Senate's work to be acknowledged. Because the revised document from the Council of Deans is substantially the same as the one already approved by the Senate, I think we should endorse it. Remember this document concerns only the evaluation of Deans; it does not address the process of their selection. There ensued a discussion of the issue of anonymity of responses, and a **motion** by Senator Green to endorse the document for evaluation of Deans; the motion was seconded by Robert Cloud and passed.

#### C. Selection and Evaluation of Chairs (Senators McGlashan and Vitanza)

Chair Vitanza noted that there are significant differences between the document developed by the Senate for the selection and evaluation of department chairs and the revision of that document which came from the Council of Deans. Discussion of these documents was postponed until the February meeting.

#### D. Promotion Policy regarding associate professors

Chair Vitanza reported that President Lilley seemed receptive to the formation of a Senate committee to study and make recommendations about how to provide support for associate professors who seek promotion to full professor. *Chair Vitanza:* after consultation with the Executive Committee, will appoint a committee. *Senator question:* Workload requests are due this week; is there any flexibility in the timetable for

requesting research time? *Chair Vitanza*: My understanding is that associate professors who are interested in seeking workload reductions in order to engage in research would make a request to their chairs, who would then seek to work out some appropriate arrangement, but there is as yet no formal procedure that would clarify who would be eligible for this support or on what basis decisions would be made. The Senate committee can be helpful in working out these details.

E. Compensation and Benefits Update (Senator Cloud)

We have not met with administration since the last Senate meeting. President Lilley's comments today about salary issues were consistent with the understanding we got from our visit with Dr. Ramsower

F. Policy on Committees Update (Senator Cordon): No Report.

**V. Committee/Liaison Reports**

- A. Academic Freedom (Longfellow): No report.
- B. Enrollment Management (Sturgill): No report.
- C. Physical Facilities (Brown): No report.
- D. Student Life (Chonko): No report.
- E. Liaison Reports
  - i. Council of Deans (Vitanza): No report.
  - ii. Athletic Council (Connally): No report.
  - iii. Staff Council (Vitanza): No report.
  - iv. Student Government (Vitanza): No report.
  - v. Personnel, Benefits, Compensation (Vitanza): No report.

**VI. New Business:**

*Chair Vitanza*: We need to elect two senators to the Senate election commission. Nominations for the election commission: David Longfellow (nominated by Senator Baldrige) Ellen Brown (nominated by Senator Robinson). A motion that nominations cease was seconded and passed. The Senate accepted by acclamation the motion that Senators Longfellow and Brown are Senate election commission members.

*Chair Vitanza*: Travis Plummer, Student Senate, wants to develop an evaluation instrument; details will have to be worked out. Is anybody willing to work on the issue of student evaluations of faculty? We need representation. Discussion ensued.

*Senator remark:* I am concerned about the procedure for University Studies U1100. The administration wants something, and at the last minute something will be put in front of the curriculum committee that has not gone through the usual curriculum channels.

*Chair Vitanza:* The SACS self-study called for these proposals, but it will be up to the curriculum committee to address the issue of their academic propriety. *Senator response:* Speaking as a member of the University curriculum committee, I note that we considered approval of the U1100 program, and the feeling of our group was that the proposal has not received enough deliberate consideration because the colleges and schools have not been involved. We may consider a pilot program, but we are not pleased with the prospect of approving the entire thing. *Senator comment:* The University curriculum committee should not be involved in approving a 1 hour addition to students in the College of Arts & Sciences; there must be a vote of the faculty. The Extended Learning Groups present the same sort of situation; the curriculum committee needs to send these back to the academic units involved. *Senator comment:* These things come from the QEP proposals that have been approved, but those proposals have not gone through the standard curriculum channels.

*Senator remark:* There is an issue of serious difficulties being faced by students whose courses are being dropped because of financial settlement problems. Some students have this experience while they are at home during their break; when they return to campus, they find their places in their courses taken by other students. This problem is particularly serious for graduating seniors who need their course credits. Discussion ensued with several senators expressing concern. *Chair Vitanza:* This topic has been broached with our VP for Finance some time in the past and will be brought up again.

**Adjourned: 5:40 pm**

Respectfully submitted,  
Stuart Rosenbaum, Secretary

# January 2007 Minutes Attachment I

## FACULTY PRESIDENT/PROVOST FEEDBACK/WORK CLIMATE SURVEY

The following survey is designed to provide feedback to the President of Baylor University on a variety of focal areas. We are asking for you to provide us with your *perceptions* of the President's activity in each of these focal areas.

This feedback survey is part of a larger 360 evaluation effort to provide feedback throughout Baylor University. It is one feedback mechanism among those also being implemented for the Provost, Deans, and Department Chairs.

Following is the scale designed to elicit your *perceptions* and provide feedback to the President of Baylor University. For each area, a single summary assessment item appears. Please use the following categories to provide your opinion about each of the areas.

1. Much Below Expectation
  2. Below Expectation
  3. At Expectation
  4. Above Expectation
  5. Much Above Expectation
- NEI. Not Enough Information to Offer Feedback

<b>PRESIDENT FEEDBACK FOCUS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NEI</b>
<b>Servant Leadership</b> --- considerations include integrity, humility, visioning, caring for faculty, empowering faculty, goal setting, team building, and shared decision making, builds trust among faculty	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NEI</b>
<b>Development Performance</b> - considerations include amount of funds raised, developing, maintaining, and growing donor relationships, and communications of fund raising activities and results	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NEI</b>
<b>Financial Performance</b> – considerations include financial model accountability, enhances financial planning transparency, communication of financial information.						
<b>Strategic planning</b> ---considerations include faculty input into planning process, consistency between plan and performance, insuring university goals are understood, communication of	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NEI</b>

university direction.						
<b>Leadership Development</b> --- considerations include leadership development throughout the university, selection of strong team members, seeking counsel of faculty	1	2	3	4	5	NEI
<b>Academic/Students</b> --- considerations include ensuring high quality academic programs, university scholarship endowment, recruiting/retention of students, enrollment management	1	2	3	4	5	NEI
<b>Teaching Excellence</b> --- considerations include quality of academic programs, performance excellence standards, teaching accountability, research accountability	1	2	3	4	5	NEI
<b>University Partnerships</b> --- considerations include cross-functional university activities, support for teaching, service, and research, joint initiatives	1	2	3	4	5	NEI
<b>Engagement</b> --- considerations include emphasis on student learning methodologies, community relations, university service activities	1	2	3	4	5	NEI
<b>Managing and leading change</b> --- considerations include openness to ideas, avoidance of catalytic activity, faculty involvement in change programs, understands sources of change resistance	1	2	3	4	5	NEI
<b>Personnel</b> --- considerations include relations with faculty concerning university governance, faculty decision making regarding hiring, tenure, and promotion decisions, compensation, seeking counsel of faculty	1	2	3	4	5	NEI
<b>Decision making</b> --- considerations include providing explanations for decisions, dealing with possible conflict areas, crisis management, consultation with faculty	1	2	3	4	5	NEI
<b>Scholarship and research</b> --- considerations include building research programs, recruiting scholars, supporting research activities, and seeking ideas for research programs	1	2	3	4	5	NEI
<b>Communications of Expectations</b> – clarity of expectations of faculty, Deans, department chairs, division heads, employs direct methods of communication	1	2	3	4	5	NEI
<b>Budget Communications</b> – clarity of communications about budget allocations, development expectations	1	2	3	4	5	NEI
<b>Policy Communications</b> – improvements in annual review process, establishes a uniform process for development, review, adoption, revision and promulgation of university policies	1	2	3	4	5	NEI
<b>Diversity</b> – enhances the diversity of Baylor in academic programs/composition of faculty, administration/staff, students	1	2	3	4	5	NEI
<b>Enrollment Management</b> – enhances enrollment management to support retention and quality objectives while preserving our tuition revenue objectives	1	2	3	4	5	NEI

The Current President of Baylor University has had a positive impact on the overall work climate at the university.

1. Strongly Disagree \_\_\_\_\_
2. Disagree \_\_\_\_\_
3. Neither Agree nor disagree \_\_\_\_\_
4. Agree \_\_\_\_\_
5. Strongly Agree \_\_\_\_\_
6. Not enough information to offer feedback \_\_\_\_\_

**Is there other feedback you would like to provide the President?**

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## PROVOST EVALUATION

The following survey is designed to provide feedback to the Provost of Baylor University on a variety of focal areas. We are asking for you to provide us with your *perceptions* of the Provost's activity in each of these focal areas.

This feedback survey is part of a larger 360 evaluation effort to provide feedback throughout Baylor University. It is one feedback mechanism among those also being implemented for the President, Deans, and Department Chairs.

Following is a scale designed to provide leadership feedback to the Provost of Baylor University. For each area, a single summary assessment item appears. Please use the following categories to provide your opinion about each of the areas.

1. Much Below Expectation
  2. Below Expectation
  3. At Expectation
  4. Above Expectation
  5. Much Above Expectation
- NEI. Not Enough Information to Offer Feedback

PROVOST FEEDBACK FOCUS	1	2	3	4	5	NEI
<b>Servant Leadership</b> - considerations include integrity, humility, visioning, caring for faculty, empowering faculty, goal setting, team building, and shared decision making.	1	2	3	4	5	NEI
<b>Academic Relationships</b> - considerations include relations with faculty governance, encouragement of excellence, involvement of faculty in university programs	1	2	3	4	5	NEI
<b>Fiscal Planning</b> - considerations include efficiency and effectiveness in budget matters, resource allocation	1	2	3	4	5	NEI
<b>Academic Excellence</b> - considerations include recruiting and retaining an outstanding faculty, encouragement of new learning methodologies and technologies, encouragement of development of creative programs, rewarding of true excellence.	1	2	3	4	5	NEI
<b>Communications</b> - considerations include conflict management, providing explanation for decisions, assuming responsibility for decisions, faculty involvement in decision making	1	2	3	4	5	NEI
<b>Management/Administration</b> - considerations include communication effectiveness, policy development and implementation, resource allocation.	1	2	3	4	5	NEI
<b>Technology Innovation</b> - considerations include champions technology applications across university, promotes collaborate efforts in teaching and research	1	2	3	4	5	NEI
<b>Global Opportunities</b> - considerations include enrollment	1	2	3	4	5	NEI

diversity, enhancement of Baylor's reputation as a global university, broadening faculty global experience, developing global-based programs						
<b>Strategic Planning</b> - considerations include provides environment of freedom of thought, seeks to provide best learning structures, knowledgeable of future trends, focus on student citizenship	1	2	3	4	5	NEI
<b>Scholarship and Research</b> - considerations include building research programs, recruiting scholars, supporting research activities, and seeking ideas for research programs	1	2	3	4	5	NEI
<b>Personnel</b> --- considerations include relations with faculty concerning university governance, faculty decision making regarding hiring, tenure, and promotion decisions, compensation, seeking counsel of faculty	1	2	3	4	5	NEI
<b>Policy Communications</b> – improvements in annual review process, establishes a uniform process for development, review, adoption, revision and promulgation of university policies	1	2	3	4	5	NEI
<b>Diversity</b> – enhances the diversity of Baylor in academic programs/composition of faculty, administration/staff, students	1	2	3	4	5	NEI

The Current Provost of Baylor University has had a positive impact on the overall work climate at the university.

1. Strongly Disagree \_\_\_\_\_
2. Disagree \_\_\_\_\_
3. Neither Agree nor disagree \_\_\_\_\_
4. Agree \_\_\_\_\_
5. Strongly Agree \_\_\_\_\_
6. Not enough information to offer feedback \_\_\_\_\_

**Is there other feedback you would like to provide the Provost?**

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## WORK ENVIRONMENT

Please answer the following questions concerning Baylor University. Use the following scale to provide your opinion about each of the following statements listed below.

1. Strongly Agree
2. Agree
3. Slightly Agree
4. Neither Agree Nor Disagree
5. Slightly Disagree
6. Disagree
7. Strongly Disagree
8. No Opportunity to Observe

Statement									
1. I am satisfied with my faculty position at Baylor University	1	2	3	4	5	6	7	8	
2. I am generally satisfied with the kind of work I do in my job.	1	2	3	4	5	6	7	8	
3. Most faculty are very satisfied with their job.	1	2	3	4	5	6	7	8	
4. Baylor has the same values as I do with regard to concern for faculty.	1	2	3	4	5	6	7	8	
5. I personally agree with most of the university's goals.	1	2	3	4	5	6	7	8	
6. My personal values are consistent with the university's values.	1	2	3	4	5	6	7	8	
7. I have confidence in the direction the university is going.	1	2	3	4	5	6	7	8	
8. When change occurs at Baylor, faculty are supportive of the change	1	2	3	4	5	6	7	8	
9. When change occurs at Baylor, faculty are given ample time to execute the changes	1	2	3	4	5	6	7	8	
10. When change occurs at Baylor, the administration chooses the right people to champion the effort	1	2	3	4	5	6	7	8	
11. When change occurs at Baylor, the administration provides adequate leadership	1	2	3	4	5	6	7	8	
12. There is considerable change expertise at Baylor	1	2	3	4	5	6	7	8	
13. Most faculty at Baylor are willing to confront problems head-on	1	2	3	4	5	6	7	8	
14. Most faculty at Baylor are willing to take the necessary steps to solve problems.	1	2	3	4	5	6	7	8	
15. Most faculty at Baylor are willing to openly examine policies and goals	1	2	3	4	5	6	7	8	
16. Most faculty at Baylor are open to experimentation with new ways of doing things	1	2	3	4	5	6	7	8	
17. At Baylor, ethics are important in decision making	1	2	3	4	5	6	7	8	
18. Ethical conduct is very strongly promoted at Baylor	1	2	3	4	5	6	7	8	
19. The administrators at Baylor have high ethical standards	1	2	3	4	5	6	7	8	
20. The faculty at Baylor have high ethical standards	1	2	3	4	5	6	7	8	
21. What is best for Baylor is a major consideration here.	1	2	3	4	5	6	7	8	
22. People who want to make their own decisions are greatly	1	2	3	4	5	6	7	8	

encouraged at Baylor								
23. I have final say in decisions regarding my day-to-day activities	1	2	3	4	5	6	7	8
24. I am willing to put in a great deal of effort beyond that normally expected in order to help Baylor be successful	1	2	3	4	5	6	7	8
25. I feel very loyal to Baylor University.	1	2	3	4	5	6	7	8
26. I talk about Baylor to my friends as a great place to work	1	2	3	4	5	6	7	8
27. I really care about the future of Baylor	1	2	3	4	5	6	7	8
28. I would choose to accept a faculty position again at Baylor	1	2	3	4	5	6	7	8
29. I recommend Baylor University to other faculty as a good place to work	1	2	3	4	5	6	7	8
30. Most departments in the university get along with each other	1	2	3	4	5	6	7	8
31. People in my department generally like interacting with members of other departments	1	2	3	4	5	6	7	8
32. Protecting departmental turf rarely occurs at Baylor	1	2	3	4	5	6	7	8
33. People in my department generally like interacting with members of other departments	1	2	3	4	5	6	7	8
34. Protecting departmental turf rarely occurs at Baylor	1	2	3	4	5	6	7	8
35. At Baylor, it is easy to talk with anyone regardless of rank or position.	1	2	3	4	5	6	7	8
36. People in different departments feel comfortable in call each other when the need arises	1	2	3	4	5	6	7	8
37. People at Baylor are quite accessible to those in other departments.	1	2	3	4	5	6	7	8
38. I am given the opportunity to serve on important university committees	1	2	3	4	5	6	7	8
39. Communication between peers at Baylor is excellent	1	2	3	4	5	6	7	8
40. Supervisors at Baylor are willing to share all relevant information with subordinates.	1	2	3	4	5	6	7	8
41. There is much downward communication from administrators to faculty at Baylor	1	2	3	4	5	6	7	8
42. The ability to plan ahead is highly valued at Baylor	1	2	3	4	5	6	7	8
43. People at Baylor are encouraged to take a long-term view of their career at Baylor	1	2	3	4	5	6	7	8
44. Baylor is like an extended family with people sharing a lot of themselves	1	2	3	4	5	6	7	8
45. Baylor administrators are very trusting	1	2	3	4	5	6	7	8
46. Baylor administrators are very friendly and approachable	1	2	3	4	5	6	7	8
47. I am fairly rewarded considering the responsibilities I have	1	2	3	4	5	6	7	8
48. I am fairly rewarded considering the effort I put forth.	1	2	3	4	5	6	7	8
49. I am fairly rewarded considering the stress of my job	1	2	3	4	5	6	7	8
50. I am fairly rewarded considering the work I have done well	1	2	3	4	5	6	7	8
51. I feel I am fairly compensated in relation to equivalent colleagues in my field	1	2	3	4	5	6	7	8
52. The administration is responsive to serving its constituents	1	2	3	4	5	6	7	8
53. The administration understands how the entire university can contribute to creating value	1	2	3	4	5	6	7	8

54. Baylor's strategic planning is driven by our understanding of things our constituents value	1	2	3	4	5	6	7	8
55. The administration values diversity	1	2	3	4	5	6	7	8
56. The administration values my contribution to Baylor.	1	2	3	4	5	6	7	8
57. The administration cares about my opinions	1	2	3	4	5	6	7	8
58. The administration keeps its promises	1	2	3	4	5	6	7	8
59. I feel there is a high degree of trust in the university	1	2	3	4	5	6	7	8
60. I feel there is a high degree of trust in my department								

**Of the factors listed below which were the three most IMPORTANT in your decision TO COME to Baylor University?** (please indicate your choices using the letters from the list below)

Most Important \_\_\_\_\_ 2<sup>nd</sup> Most Important \_\_\_\_\_ 3<sup>rd</sup> Most Important \_\_\_\_\_

- a. Academic reputation of program, department
- b. Faculty/colleagues
- c. Emphasis on quality teaching
- d. University's Christian mission
- e. University's academic reputation
- f. Research infrastructure
- g. Opportunities for career development
- h. Pace and pressure
- i. Amount of administrative work
- j. Autonomy and academic freedom
- k. Salary/compensation package
- l. Faculty "start-up" costs
- m. Medical benefits
- n. Retirement benefits
- o. Tuition remission benefits
- p. Sense of community as part of the Baylor family
- q. Ability to balance work with personal life
- r. Family considerations (e.g. spousal employment, children's schooling, etc.)
- s. Diversity

**Of the factors listed above which are the three MOST IMPORTANT in your decision whether or not you will stay at Baylor University?** (please indicate your choices using the letters from the list below)

Most Important \_\_\_\_\_ 2<sup>nd</sup> Most Important \_\_\_\_\_ 3<sup>rd</sup> Most Important \_\_\_\_\_

Please provide some background information

**Rank**

Lecturer \_\_\_\_\_

Senior Lecturer \_\_\_\_\_

Assistant Professor \_\_\_\_\_

Associate Professor \_\_\_\_\_  
Full Professor \_\_\_\_\_  
Chaired Professor \_\_\_\_\_  
Administrator (Dean, Department Chair) \_\_\_\_\_

**How long have you worked at Baylor University?**

Less than one year \_\_\_\_\_  
1-5 years \_\_\_\_\_  
6-10 years \_\_\_\_\_  
11-15 years \_\_\_\_\_  
16-20 years \_\_\_\_\_  
More than 20 years \_\_\_\_\_

**What is your age group?**

Less than 30 \_\_\_\_\_  
30-39 \_\_\_\_\_  
40-49 \_\_\_\_\_  
50-59 \_\_\_\_\_  
60-69 \_\_\_\_\_  
70+ \_\_\_\_\_

**Gender?**

Male \_\_\_\_\_  
Female \_\_\_\_\_

**Any final comments?**

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**Senate Minutes Attachment II**

**Draft**

12/02/05

Process for the Evaluation of University Deans

- The process for formal evaluation of University Deans should occur every three years before reappointment and should be initiated by the Office of the Provost.
- The process should be conducted in such a way as to provide optional anonymity for evaluators.
- The process should include all full-time faculty and staff.
- The evaluation instrument used in the Dean evaluation process will be one which is approved by the Faculty Senate and the Provost.
- The Provost should prepare an executive summary of the Dean's evaluations by faculty and staff which should be distributed to the faculty. This summary is intended to promote constructive dialogue between the faculty, Dean, and Provost.

**DRAFT – 12/02/05  
DEAN EVALUATION**

<b><u>General Leadership/Management</u></b>	<b>outstanding</b>	<b>good</b>	<b>acceptable</b>	<b>fair</b>
<b>poor</b>				
1. The Dean's procedures for decision-making and problem solving are: 1	5	4	3	2
2. The Dean's ability to strengthen our working environment through organized and systematic processes is: 1	5	4	3	2
3. As a fair, open-minded, unbiased administrator, the Dean is: 1	5	4	3	2

4.	The Dean's ability to advocate for the faculty is:	5	4	3	2
	1				

Please add any additional comments concerning **General Leadership/Management:**

<b><u>Finances/Resources</u></b>		<b>outstanding</b>	<b>good</b>	<b>acceptable</b>	<b>fair</b>
	<b>poor</b>				
1.	The Dean's management of the financial resources of the School or College to achieve its goals is:	5	4	3	2
	1				
2.	The Dean's relationships with University administrators so as to secure needed resources is:	5	4	3	2
	1				
3.	The Dean's effectiveness in developing gift resources for the School or College is:	5	4	3	2
	1				

Please add any additional comments concerning **Finances/Resources:**

<b><u>Academics/Faculty/Students</u></b>		<b>outstanding</b>	<b>good</b>	<b>acceptable</b>	<b>fair</b>
	<b>poor</b>				

1. The Dean's ability to relate

	with students is:	5	4	3	2
	1				
2.	The Dean's leadership for effective teaching is:	5	4	3	2
	1				
3.	The Dean's support for research and scholarship is:	5	4	3	2
	1				
4.	The quality of the Dean's leadership needed for the School or College to excel academically is:	5	4	3	2
	1				

Please add any additional comments concerning **Academics/Faculty/Students**:

**Communication/Collaboration**                      **outstanding**      **good**      **acceptable**      **fair**  
**poor**

1.	The Dean's communication and collaboration with faculty members regarding important issues in the School or College is:	5	4	3	2
	1				
2.	The trust and respect between the Dean and those with whom he/she works is:	5	4	3	2
	1				
3.	The Dean's willingness to seek faculty				

	input into administrative decisions is:	5	4	3	2
	1				
4.	The Dean's feedback on administrative decisions is:	5	4	3	2
	1				

Please add any additional comments concerning **Communication/Collaboration**:

<b><u>Public Relations</u></b>		<b>outstanding</b>	<b>good</b>	<b>acceptable</b>	
<b>fair</b>	<b>poor</b>				
1.	The Dean's ability to establish and maintain positive relationships with alumni and other constituents is:	5	4	3	2
	1				
2.	The Dean's effectiveness in representing Baylor to its constituencies and the general public is:	5	4	3	2
	1				
3.	The Dean's dignity and sensitivity at graduation, honors, awards, and other public ceremonies is:	5	4	3	2
	1				

Please add any additional comments concerning **Public Relations**: