



BFA Administrator Appraisal Program

BFA Administrator Appraisal Program Dean Williams Appraisal, Fall 2007

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Thank you for participating in the BFA Administrator Appraisal Program. If you have not already done so, please read the [letter from the appraisal committee chair](#).

Everyone responding to the survey by November 29, 2007 will be eligible to win one of two \$500 research/scholarly fund awards.

This survey is administered by the Office of Planning, Budget, and Analysis. Survey data are collected on a private web server located in that office. Only a few staff members have access to the server. All information that would permit identification of individuals will be kept strictly confidential. In addition, such information will be disassociated from survey responses prior to data analysis or storage.

You can choose to stop the survey and resume later simply by closing your browser window. When you want to resume, just click on the same link in your email and you will return to the survey page following the last one you submitted. The *BACK* button on your browser is not intended to return you to previous pages. Therefore, you cannot change responses on pages you have already submitted.

Click *Continue* at the bottom of this page to begin.

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Salary relative to those of your peers at comparable research institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equitable distribution of salary, given the current salary structure and resources at CU-Boulder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current health plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other benefits, including retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty governance in recent years and the progress made in shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University efforts to recruit/retain a diverse faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University efforts to retain a diverse undergraduate student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS?

This box will accept about one page of single-spaced text. If you want to provide comments exceeding this length, feel free to send them directly to the Appraisal Committee Chair: larry.frey@colorado.edu.



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APPRAISAL FOR JAMES WILLIAMS, DEAN OF LIBRARIES

Please review the [statement of accomplishments for Dean Williams](#) as you complete this appraisal.

How effective has the Dean been at:

	Very ineffective 1	Ineffective 2	Neither effective nor ineffective 3	Effective 4	Very effective 5	Don't know/ not applicable
1. Providing leadership (e.g., infrastructure and resources) for high-quality undergraduate teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Providing leadership (e.g., infrastructure and resources) for high-quality teaching in the professional master's program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Providing leadership (e.g., infrastructure and resources) for high-quality teaching in the research-oriented master's and doctoral programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Actively supporting high-quality faculty research (e.g., mentoring and funding opportunities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rewarding high-quality service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Having the vision to lead the industry/profession rather than merely following it or keeping up with it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Positioning the School/College as a leader among AAU peers, both nationally and internationally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Constructively acting on faculty concerns (whether or not you agreed with his decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Constructively acting on staff concerns (whether or not you agreed with his decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Constructively acting on undergraduate student concerns (whether or not you agreed with his decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Constructively acting on graduate student concerns (whether or not you agreed with his decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Constructively acting on the concerns of women faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Constructively acting on the concerns of faculty of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Making progress toward diversity goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Actively recruiting and retaining underrepresented faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS?

If your comments pertain to specific items above, please provide the item number. This box will accept about one page of single-spaced text. If you want to provide comments exceeding

this length, feel free to send them directly to the Appraisal Committee Chair: larry.frey@colorado.edu.



The following page has additional appraisal questions for the Dean, plus room for further comments.

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How effective has the Dean been at:

	Very ineffective 1	Ineffective 2	Neither effective nor ineffective 3	Effective 4	Very effective 5	Don't know/ not applicable
16. Constructively managing conflicts among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Constructively managing conflicts among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Responding respectfully and in a timely manner to all faculty inquiries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Appropriately involving faculty in decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Making decisions in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Sharing the bases of the major decisions he makes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Fostering an equitable, merit-based salary system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Having a solid understanding of faculty governance processes, university policies, and budget procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Taking responsibility for office logistics, systems, and support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Treating faculty of all ranks in a fair and inclusive way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Acting with integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Earning the trust of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS?

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If you are finished, click *Submit & Close* below. Thank you for your assistance.

Submit & Close