Appraisal of Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment Katherine Eggert

Conducted by the BFA Administrator Appraisal Committee

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Survey Background, Development, and Administration

In fall 2024, the CU Boulder Administrator Appraisal Committee (AAPC) was tasked with assessing Katherine Eggert's performance as Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment. University of Colorado Regents require a five-year comprehensive evaluation for all campus officer—chancellors, vice chancellors, and provosts (see https://www.colorado.edu/policies/evaluations-officers). The AAPC will provide the results of it assessment of Vice Chancellor Eggert to the BFA Executive Committee, the Vice Chancellor herself, Provost Russell Moore and Chancellor Justin Schwartz. The Committee's report is part of a range of information that will inform the decision about the Vice Chancellor's reappointment. The AAPC included the following members: Deborah Cantrell from the Law School, Tim Kuhn from CMCI, and Susan Jurow from the School of Education.

The committee developed a survey to assess the Vice Chancellor's performance based on the University's Academic Leaders Institute Competency Model. The survey assesses ten leadership competencies: visionary leadership; ethics and integrity; communication; building collegiality and collaboration; managing conflict; diversity and inclusion; problem solving; developing self and others; planning, managing, and organizing; and academic policymaking. The committee conducted three targeted interviews of stakeholders who work closely with the Vice Chancellor and are knowledgeable about the Vice Chancellor position and its responsibilities.

Most questions were asked on a 5-point disagree-agree scale. Higher scores indicate a more positive evaluation (1=strongly disagree…5=strongly agree). There were 46 such items in the survey. One overarching question asked respondents for their "overall assessment of the Vice Chancellor's performance." This question used a 5-point scale with a higher score indicating a more positive evaluation (1=very poor … 5=very good).

The survey also included one open-ended item: "What do you see as the 2-3 most important university issues that the vice chancellor and senior vice provost needs to address?" No identifying information was attached to any of the comments seen by the committee.

The survey was developed in collaboration with the survey team in the CU Boulder Office of Data & Analytics. The survey team sent invitations to take part in the survey on February 4, 2025: Survey recipients included institute directors, faculty directors, department chairs, deans sub-deans, Office of Faculty Affairs direct reports, members of the Provost's cabinet, members of the Boulder Faulty Assembly Executive committee, campus partners, and ARPAC members.

The survey closed on February 21, 2025. Three reminder emails were sent during the period when the survey was available.

Data & Analytics staff administered the online survey, managed the dataset, analyzed the numerical data, and summarized the findings. Summary data were sent to the AAPC for use in this report. Members of the Committee reviewed and summarized the written comments.

Response Rate

The overall survey response rate was 65% (Table 1).

Table 1: Response Rate

# Invited	# Responded	Response Rate (%)
99	64	**65%**

Respondents' Familiarity with Katherine Eggert's Work as Vice Chancellor

Table 2 below shows the distribution of responses to the initial survey question, which assessed how familiar the respondents are with Vice Chancellor Eggert's work.

Table 2: Familiarity with Vice Chancellor Eggert's Work

Please indicate how familiar you are with Katherine Eggert's work as Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment.		
	N	Percentage
Not at all familiar	10	16%
Somewhat familiar	28	44%
Very familiar	26	40%

Survey respondents who indicated at the beginning of the survey that they were "Not at all familiar" with the Vice Chancellor's work were directed to the end of the survey and answered no further questions.

Overall Assessment of Vice Chancellor Eggert

A substantial proportion of those who answered this survey item (86%; 44/51) rated the Vice Chancellor's overall performance as "good" or "very good" (Table 3). The mean overall rating on this 5-point scale is 4.4.

Table 3: Overall Assessment of the Vice Chancellor

What is your overall assessment of the Vice Chancellor's performance?		
	N	Percentage
Very poor	0	0%
Poor	1	2%
Neutral	6	12%
Good	15	29%
Very good	29	57%

Item Analysis by Competency Areas

For the survey items that used a five-point rating scale, higher scores indicate a more positive evaluation (1=strongly disagree…5=strongly agree). The summary tables provided in the item analysis sections below use the following color key to categorize items as strengths or weaknesses of the Vice Provost based on the percentage of lower ratings (1=strongly disagree and 2=disagree) and higher ratings (4=agree and 5=strongly agree) that were received.

Color Key for Summary Tables to Indicate Strengths and Weaknesses

Strengths to build on: items rated "4=agree" or "5=strongly agree" by a substantial majority of the survey respondents (i.e., % 5-6's > 60%)
Assets to protect: items where half to 60% of the respondents responded "4=agree" or "5=strongly agree" (i.e., % 5-6's: 50%-60%)
Issues to be mindful of: Items rated "1=strongly disagree" or "2=disagree" by a sizeable minority of respondents (i.e., % 1-2's: 25-40%)
Areas that need improvement: Items rated "1=strongly disagree" or "2=disagree" by a large portion of respondents (i.e., % 1-2's > 40%)
Bimodal: Items that meet the criteria for a strength to build on or an asset to protect and also meet the criteria for an issue to be mindful of or an area for improvement (i.e., % 4-5's > 50% and % 1-2's > 25%)
No consensus: Items that do not meet any of the above criteria (i.e., % 4-5's < 50% and % 1-2's < 25%)

In the sections below, we present results of the item analysis for each of the ten competencies:

1. Visionary leadership
2. Ethics and integrity
3. Communication
4. Building collegiality and collaboration
5. Managing conflict
6. Diversity and inclusion
7. Problem solving
8. Developing self and others
9. Planning, managing, and organizing
10. Academic policymaking

The main tables below report percentages and averages based on all responses, including those who answered a question "Don't know/Not applicable." The committee chose that approach because there were several survey questions that had relatively high proportions of "Don't know/Not applicable"" answers, and the committee wanted to provide some insight into what components of the Vice Chancellor's job are less transparent to campus constituents. However, including such responses also slightly dilutes the reported percentages (e.g., including the "don't know/not applicable"" responses increases the denominator used to calculate percentages.) In those instances where the number of "don't know/not applicable" responses were high and impacted the overall rankings, the committee also reported metrics for only respondents who provided actual rankings.

The committee also notes that its standard evaluative practice is to invite the person being evaluated to prepare a "Statement of Accomplishments" that is included as an attachment to the survey. Survey recipients are instructed to review the Statement before completing the survey. The committee invited the Vice Chancellor to provide a Statement of Accomplishments, and sent her multiple reminders. However, the committee did not receive a Statement from the Vice Chancellor and, thus, such a document was not part of the online survey.

The Big Picture

One key generalization emerges from the detailed findings presented in the tables below: For nearly all survey items assessing her leadership and effectiveness in the ten competency areas, Vice Chancellor Eggert scored in the highest category ("strengths to build on").

The one exception to this generalization is found in Table 9A. Vice Chancellor Eggert scored in the second highest category (assets to protect) on one of the four items addressing conflict management: "Views conflict as an opportunity for growth for all parties."

1. Visionary Leadership

The great majority of survey respondents (76-81%) agree or strongly agree that Vice Chancellor Eggert fulfills the five indicators of "visionary leadership" (Table 5). Small proportions of respondents (4-7%) answered "Don't Know/Not Applicable" to these items.

Table 5: Visionary Leadership

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Articulates a compelling shared vision for Academic Planning and Assessment at CU Boulder						
	54	9%	7%	76%	7%	**4.1**
Is perceptive about the needs of different stakeholders (e.g., faculty, academic leaders , and campus leaders for operations)						
	54	4%	6%	87%	4%	**4.4**
Leads initiatives on campus that will improve academic programs, teaching, and learning						
	54	9%	6%	78%	7%	**4.2**
Is strategic (i.e., able to establish a vision, mission, and goals for Academic Planning and Assessment at CU Boulder)						
	54	9%	4%	81%	6%	**4.2**
Is tactical (i.e., able to identify tactics, measurements, and action plans, to achieve a vision for Academic Planning and Assessment at CU Boulder)						
	54	6%	9%	78%	7%	**4.2**

As noted above, in addition to the survey, AAPC members conducted interviews with three members of the campus community whose roles intersect with that of the Vice Chancellor. The interviewees work regularly with the Vice Chancellor. Following each of the competency areas, we report information from those interviews.

Regarding the Vice Chancellor's capacity and ability to enact Visionary Leadership, all three interviewees provided positive reports. The campus has needed her work on academic futures, accreditation, COVID response, BUSLIT, and strategic facilities (among other strategic foci, including the working group GRAPPLE), and Katherine has deployed a combination of listening to stakeholders and bringing a vision to these roles. The interviewees complimented Eggert on an ability to collect input from stakeholders to craft coordinated efforts and then play the role of facilitator in undertaking action. One interviewee provided an example of Eggert's leadership in the development of the Center on Teaching and Learning (CTL), particularly praising her efforts to establish an assessment protocol for the center. Another mentioned that Eggert possesses both a strategic vision (the reasons the projects she leads are necessary for the university) as well as the tactical skills to coordinate the efforts of the

many parties involved. This balance of strategy and tactics was on display, for another, in her management of campus efforts to enhance online education and micro-credentials. A key reason for her strong leadership competency, according to one respondent, is Eggert's ability to speak many "languages," allowing her to appeal to (and work well alongside) the many disparate stakeholder groups she must coordinate in her work.

Interviewees additionally noted some areas for potential improvement, including establishing clearer priorities among the many elements of Vice Chancellor Eggert's portfolio of activities to prevent managing tasks on an ad hoc basis.

2. Ethics and Integrity

As to the competencies of modeling ethical behavior and demonstrating integrity, 80%-87% of respondents agreed or strongly agreed. As to the competency of "confronting others," 44% of respondents answered "Don't Know/Not Applicable" to the item. However, among those who did rate the Vice Chancellor on that item, the majority gave her high ratings.

Table 6: Ethics and Integrity

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Is a role model of ethical behavior						
	54	4%	2%	87%	7%	**4.5**
Fosters trust through the consistent demonstration of integrity						
	54	6%	6%	80%	9%	**4.4**
Confronts others when shared values are threatened						
	54	7%	6%	43%	44%	**4.0**

Table 6A: Ethics and Integrity
Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Confronts others when shared values are threatened					
	30	13%	10%	77%	**4.0**

All three interviewees praised Eggert for her competency with respect to ethics and integrity. One described her as one of the most ethical colleagues with whom they work, and another considered her a model of ethics and integrity. Respondents praised her ability to demonstrate care for others (including students, faculty, and staff), willingness to accept accountability and avoid deflecting blame, and her combination of honesty and empathy when delivering difficult news.

3. Communication

Table 7 below shows findings from seven items that assessed Vice Chancellor Eggert's communication skills. A large majority of survey respondents (72-85%) agree or strongly agree that Vice Chancellor Eggert fulfills the seven indicators of good communication skills, including listening perceptively to others, responding to others in a way that reflects an understanding of their perspective, knowing when and how to hold crucial conversations, communicating clearly and convincingly, engaging in communication practices that effectuate the role of the Academic Planning and Assessment at CU Boulder, modeling civility and mutual respect in her communication with others, and demonstrating alignment between words and deeds (communication and actions).

As to the competency "Knows when and how to hold crucial conversations," 26% of respondents answered "Don't Know/Not Applicable" to the item." Among those who did rate the Vice Chancellor on that item, the majority gave her high ratings.

Table 7: Communication

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Listens perceptively to others						
	54	0%	7%	85%	7%	**4.6**
Responds to others in a way that reflects an understanding of their perspective						
	54	6%	9%	76%	9%	**4.3**
Knows when and how to hold crucial conversations						
	54	9%	11%	54%	26%	**3.8**
Communicates clearly and convincingly						
	54	9%	9%	76%	6%	**4.1**
Engages in communication practices that effectuate the role of Academic Planning and Assessment at CU Boulder.						
	54	6%	7%	76%	11%	**4.1**
Models civility and mutual respect in her communication with others						
	54	0%	2%	91%	8%	**4.7**
Demonstrates alignment between words and deeds (communication and actions)						
	54	6%	9%	72%	13%	**4.2**

Table 7A: Communication
Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Knows when and how to hold crucial conversations					
	40	12.5%	15%	72.5%	**3.8**

The interviewees agreed that Vice Chancellor and Senior Vice Provost Eggert practices strong communication skills. Among her key attributes are her ability to highlight complex details in one-on-one conversations, willingness to engage in challenging exchanges, capacity to assemble strong teams for specific initiatives, and skill in working with multiple complex groups (e.g., Regents, BFA, UELC, and the Provost's Chairs and Directors) in a professional and productive way. They praised her ability to

translate between different university departments and stakeholders. One interviewee mentioned, in particular, Eggert's skill in conveying the need for broad involvement from different university "silos" in advance of major project implementation, which makes coordination significantly easier once work commences. Eggert's communication style was lauded as clear, predictable, and reliable.

In addition to their general acclaim for her communicative competence, interviewees provided a few minor suggestions for continued improvement. These include a suggestion that she become more proactive in communicating the work of her office, which would create more visibility with rank-and-file faculty (e.g., through more "roadshow" style engagements), as well as focusing on in-person interactions rather than relying on email when possible.

4. Building Collegiality and Collaboration

Tables 8 and 8A presents findings on five indicators of building collegiality and collaboration. For all of the five indicators of competence for this skill there were a notable number of respondents who answered "Don't know/not applicable," and that impacted metrics. Table 8 shows the data *including* "don't know/not applicable," while Table 8A *excludes* those responses. When only those respondents who actually ranked the Vice Chancellor are included, 86% to 94% of respondents indicated that they agree or strongly agree Vice Chancellor Eggert fulfills expectations.

Table 8: Building Collegiality and Collaboration

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Creates a sense of collegiality with Academic Affairs						
	54	2%	2%	57%	39%	**4.7**
Contributes to a sense of collegiality between Academic Planning and Assessment and other CU Boulder campus partners						
	54	6%	2%	70%	22%	**4.4**
Fosters collaboration with others in Academic Affairs						
	54	2%	2%	46%	50%	**4.4**
Fosters collaboration between Academic Planning and Assessment and other CU Boulder campus partners						
	54	4%	4%	70%	22%	**4.3**
Fosters trust in Academic Planning and Assessment						
	54	7%	4%	67%	22%	**4.1**

Table 8A: Building Collegiality and Collaboration
Not* Including respondents who answered *Don't Know/Not Applicable
(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Creates a sense of collegiality with Academic Affairs					
	33	3%	3%	94%	**4.7**
Contributes to a sense of collegiality between Academic Planning and Assessment and other CU Boulder campus partners					
	42	7%	2%	90%	**4.4**
Fosters collaboration with others in Academic Affairs					
	27	4%	4%	93%	**4.4**
Fosters collaboration between Academic Planning and Assessment and other CU Boulder campus partners					

	42	5%	5%	90%	**4.3**
Fosters trust in Academic Planning and Assessment					
	42	10%	5%	86%	**4.1**

As noted in the preceding competencies, interviewees highlighted that Vice Chancellor and Senior Vice Provost Eggert privileges collaboration in her approach to leading the Office of Academic Planning and Assessment. Interviewees complimented Eggert's capacity to work well across the various stakeholder groups involved in her roles, promoting collegiality at each turn (experience with the BUSLIT initiative was offered as an illustration of her proficiency). She is inclusive of ideas and contributions from all participants. Another noted that Eggert quickly learned the importance of project management, which has improved the work of the Academic Planning and Assessment team. In addition to these points, interviewees mentioned that recent campus leadership changes has added to Katherine's workload, potentially affecting her future performance on this competency should her portfolio become even more unwieldy than it already is.

5. Managing Conflict

In terms of managing conflict, the four inquiries related to that competency also had a notable number of respondents who answered "Don't know/not applicable," and that impacted metrics. Table 9 shows the data *including* "don't know/not applicable," while Table 9A *excludes* those responses. When only those respondents who actually ranked the Vice Chancellor are included, a substantial majority of respondents agree or strongly agree that the Vice Chancellor:

- Anticipates conflicts between stakeholders (73%)
- Takes multiple stakeholders' perspectives into account during conflicts (80%)
- Identifies and handles disruptive behavior while maintaining the dignity of the people involved (84%)

More than half of respondents (54%) agree or strongly agree that the Vice Chancellor "Views conflict as an opportunity for growth for all parties." Slightly more than a third (36%) responded "neither agree nor disagree" to this item.

Table 9: Managing Conflict

Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Views conflict as an opportunity for growth for all parties						
	54	6%	19%	28%	48%	**3.5**
Anticipates conflicts between stakeholders						
	54	4%	13%	45%	38%	**3.9**
Takes multiple stakeholders' perspectives into account during conflicts						
	54	6%	9%	59%	26%	**4**
Identifies and handles disruptive behavior while maintaining the dignity of the people involved						
	54	2%	6%	39%	54%	**4.2**

Table 9A: Managing Conflict
Not* Including respondents who answered *Don't Know/Not Applicable
(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Views conflict as an opportunity for growth for all parties					
	28	11%	36%	54%	**3.5**
Anticipates conflicts between stakeholders					
	33	6%	21%	73%	**3.9**
Takes multiple stakeholders' perspectives into account during conflicts					
	40	7.5%	12.5%	80%	**4.0**
Identifies and handles disruptive behavior while maintaining the dignity of the people involved					
	25	4%	12%	84%	**4.2**

Although one of the respondents reported no experience with Vice Chancellor and Senior Vice Provost Eggert on this count, the two others described Eggert as one who is willing to confront individuals when necessary, but who always does so in a constructive manner. She is skilled at mediating conflict by getting both sides to focus on the core issues, thereby preventing disagreements from expanding.

There are also challenges facing all campus leadership mentioned by the interviewees. Key among these is the adaptation to new leadership dynamics associated with changed campus officers and the concomitant need to attend to team development. Although this need not always involve overt conflict, embracing change processes and managing ambiguity will be important for future growth, both personally and for the teams Eggert oversees.

6. Diversity and Inclusion

As shown in Table 10, the competency of "diversity and inclusion" was another category in which many respondents answered the particular questions "Don't know/not applicable." When considering only those respondents who actually ranked the Vice Chancellor (Table 10A), the majority of survey respondents (61% to 90%) perceive that Vice Chancellor Eggert is doing well at creating and supporting an inclusive and diverse environment. Compared with the other four indicators of this competency, lower percentages of respondents agree or strongly agree that the Vice Chancellor "Develops strategies that help the campus to retain diverse faculty" (65%) and "Successfully implements programs that help to retain diverse faculty" (61%).

Table 10: Diversity and Inclusion
(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Creates and maintains an environment where diverse opinions are considered						
	54	**6%**	4%	**81%**	9%	**4.3**
Develops strategies that help the campus to retain diverse faculty						
	54	**2%**	**13%**	**28$**	57%	**4.0**
Successfully implements programs that help to retain diverse faculty						
	54	**2%**	**15%**	**26%**	57%	**3.8**
Develops strategies that help the campus to retain diverse students						
	54	**4%**	**4%**	55%	38%	**4.1**

Successfully implements programs that help to retain diverse students						
	54	4%	6%	50%	40%	**4.1**
Addresses deficiencies when members of the team act in ways that do not create a welcoming, diverse and inclusive environment						
	54	4%	9%	19%	68%	**3.7**

Table 10A: Diversity and Inclusion
Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)					
The Vice Chancellor …	**# Responses**	**% Low (1-2's)**	**% Mid (3's)**	**% High (4-5's)**	**Mean**
Creates and maintains an environment where diverse opinions are considered					
	48	6%	4%	90%	**4.3**
Develops strategies that help the campus to retain diverse faculty					
	23	4%	30%	65%	**4.0**
Successfully implements programs that help to retain diverse faculty					
	23	4%	35%	61%	**3.8**
Develops strategies that help the campus to retain diverse students					
	33	6%	6%	88%	**4.1**
Successfully implements programs that help to retain diverse students					
	31	6%	10%	84%	**4.1**
Addresses deficiencies when members of the team act in ways that do not create a welcoming, diverse and inclusive environment					
	17	12%	29%	69%	**3.7**

The interviewees noted that Vice Chancellor and Senior Vice Provost Eggert weaves concern for diversity and inclusion through her many projects. They suggested that Eggert is highly aware of and interested in supporting diverse perspectives equitably, and this is the case across colleges and schools. One interviewee mentioned that the programs she's led are centrally concerned with increasing access and inclusion. Another noted her effectiveness in creating an environment where a diversity of opinions is welcome, especially regarding different approaches to education (e.g., residential vs. online). Her competency here includes, moreover, her commitment to student success goals, as evidenced by her work on the BUSLIT and student retention projects.

7. Problem Solving

Most survey respondents agree or strongly agree that the Vice Chancellor "models open-mindedness and flexibility when working with others to address problems (79%) and "intentionally utilizes collaboration as a method of problem solving (74%).

As to "Fosters a problem-solving process that creates responsive solutions," 23% of respondents answered "Don't Know/Not Applicable" to the item. "Among those who did rate the Vice Chancellor on that item, a very high proportion (88%) gave her high ratings.

Table 11: Problem Solving

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Models open-mindedness and flexibility when working with others to address problems						
	54	8%	2%	79%	11%	**4.2**
Intentionally utilizes collaboration as a method of problem solving						
	54	4%	6%	74%	17%	**4.3**
Fosters a problem-solving process that creates responsive solutions						
	54	6 %	4%	68%	23%	**4.2**

Table 11A: Problem Solving

Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Fosters a problem-solving process that creates responsive solutions					
	41	7%	5%	88%	**4.2**

Interviewees view Vice Chancellor and Senior Vice Provost Eggert as quite capable of maximizing teams' problem solving abilities. One interviewee mentioned her work with both the COVID-19 response and the BUS (i.e., BUSLIT) initiative, both of which required innovative approaches to thorny problems and prioritizing the many interests at play. Another concluded that her flexible and adaptive approach to problem solving was important in the creation of the aforementioned CTL, a process that required both vision and continual adjustments while working in close collaboration with campus partners. And another complimented her effective use of data and metrics to drive improvements in academic performance. Eggert's approach, in the eyes of interviewees, involves leveraging faculty expertise and collaborating across various stakeholders.

8. Developing Self and Others

Across the six indicators of the competency "Developing Self and Others," very high proportions of respondents agree or strongly agree that the Vice Chancellor demonstrates self-awareness and is empathetic (Table 12). For the remaining four inquiries, notable numbers of respondents answered "Don't know/not applicable." When considering only those respondents who actually ranked the Vice Chancellor (Table 12A), high proportions agree or strongly agree that the Vice Chancellor:

- "is intentional in creating a learning environment for self" (84%)
- "is intentional in creating a learning environment for others" (82%)
- "provides appropriate support for the professional development of faculty" (93%)
- "learns from her mistakes" (84%)

Table 12: Developing Self and Others

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Is intentional in creating a learning environment for self						
	54	2%	4%	31%	63%	**4.2**
Is intentional in creating a learning environment for others						
	54	7%	4%	44%	46%	**4.1**
Provides appropriate support for the professional development of staff who are within her reporting lines						
	54	0%	2%	25%	73%	**4.4**
Demonstrates self-awareness across situations						
	54	0%	6%	83%	12%	**4.3**
Is empathetic						
	54	4%	6%	83%	8%	**4.5**
Learns from her mistakes						
	54	0%	10%	50%	40%	**4.3**

Table 12A: Developing Self and Others
Not* including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Is intentional in creating a learning environment for self					
	19	5%	11%	84%	**4.2**
Is intentional in creating a learning environment for others					
	28	11%	7%	82%	**4.1**
Provides appropriate support for the professional development of staff who are within her reporting lines					
	14	0%	7%	93%	**4.4**
	48	4%	6%	90%	**4.5**
Learns from her mistakes					
	31	0%	16%	84%	**4.3**

Across the three interviews, respondents shared multiple ways in which Vice Chancellor and Senior Vice Provost Eggert supports others' development. One referred to two members of the Academic Assessment and Planning team, arguing that they've benefited from Katherine's recognition of the value they bring to project management. Additionally, she is talented at helping members of her teams understand when their ideas might be too far ahead of current capabilities, reframing suggestions without discouraging innovation.

While not framed as criticism, one interviewee suggested three routes for potential improvement on this competency: Being more open to learning new ways of working, reflecting on how to manage workload when at capacity, and asking for help sooner when needed. These points were contextualized by an acknowledgement that Eggert's portfolio of responsibilities is vast and should be made more manageable by those responsible for structuring her work, but that there are also ways for her to proactively address the challenges of an onerous workload.

9. Planning, Managing, and Organizing

Table 13 presents findings on indicators of planning, management, and organization. In this competency area, as in all of the others assessed, Vice Chancellor Eggert is highly rated. A majority of survey respondents (58%-71%) agree or strongly agree that she fulfills the four indicators used to assess this competency.

More than a quarter (27%) of respondents answered "Don't Know/Not Applicable" to the item "Utilizes time effectively (i.e., allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness)". Of those who did rate the Vice Chancellor on that item, 79% gave her high ratings.

Table 13: Planning, Managing, and Organizing

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Utilizes time effectively (i.e., allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness)						
	54	2%	13%	58%	27%	**4.1**
Meets regularly but judiciously, ensuring that meetings are productive						
	54	6%	6%	67%	21%	**4.3**
Facilitates effective meetings						
	54	10%	6%	71%	13%	**4**
Structures meetings to solicit diverse perspectives						
	54	6%	4%	67%	23%	**4.1**

Table 13A: Planning, Managing, and Organizing
Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Utilizes time effectively (i.e., allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness)					
	38	3%	18%	79%	**4.1**

The feedback on Vice Chancellor and Senior Vice Provost Eggert's planning, managing, and organizing capacities shared by interviewees was favorable. They shared that she runs inclusive, efficient, and productive meetings, though one interviewee noted that there are times when she could balance the need for a multiplicity of opinion with the need to keep conversation moving ahead toward decisions. Another related how Eggert's organizational skill has improved markedly over time, in no small part due to an adjustment (and delegation) of duties that made her workload more manageable. She might also consider collaboratively involving other executive partners (e.g., enrollment management and student affairs) to share the workload and potential for strategic thinking.

10. Academic Policymaking

With respect to academic policymaking, most survey respondents agree or strongly agree that the Vice Chancellor "effectively collaborates with others when creating or revising academic policies (67%), and "publicizes opportunities for campus members to give input on creating or revising academic policies" (71%). (Table 14)

In terms of whether the Vice Chancellor "is responsive to requests related to academic policies," 27% of respondents replied "Don't know/Not applicable." Of those who did rate the Vice Chancellor on that item, the great majority gave her high ratings.

Table 14: Academic Policymaking

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	% Don't Know/Not Applicable	Mean
Is responsive to requests related to academic policies						
	54	2%	13%	58%	27%	**4.3**
Effectively collaborates with others when creating or revising academic policies						
	54	6%	6%	67%	21%	**4.3**
Publicizes opportunities for campus members to give input on creating or revising academic policies						
	54	10%	6%	71%	13%	**4.2**

Table 14A: Academic Policymaking
Not* Including respondents who answered *Don't Know/Not Applicable

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Chancellor …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Is responsive to requests related to academic policies					
	41	10%	2%	88%	**4.3**

With respect to this final competency, interviewees found Vice Chancellor and Senior Vice Provost Eggert's performance to be strong, in no small part because of her active participation with the many groups mentioned in response to the preceding competencies (e.g., Regents, BFA, UELC, GRAPPLE, and Provost's Chairs and Directors), but that she also regularly reaches out to constituents beyond these groups. According to one interviewee, she is highly sensitive to the policies the campus needs as it intersects with her role—and very many policy questions intersect with her role. Her leadership of the development and approval of the common curriculum was cited as a major academic policymaking accomplishment, displaying Eggert's ability to navigate a previously contentious issue successfully.

Summary of Key Messages from Open Comments

Of 54 respondents who completed the full survey, 26 (48%) provided narratives to the following question: "What do you see as the 2-3 most important university issues that the vice chancellor and senior vice provost needs to address?"

Most respondents listed multiple issues. The committee categorized the narrative responses into topical themes, reflected in the chart below. The chart records the number of times an issue was mentioned across any respondent. It then provides some exemplary language from the related narrative responses.

TOPIC	# RESPONSES	EXAMPLES
Common Curriculum	10	• The "challenge" of implementing a common curriculum "within all academic programs on campus." • Addressing "shared governance" as it relates to the "common core curriculum." • Maintaining Higher Learning Accreditation while implementing the common core curriculum. • Ensure more transparency and campus engagement about common curriculum through "open forums" at colleges and units.
Evaluation & Assessment	4	• "Creating evaluation and assessment processes and metrics" that consider the "diverse needs" of units. • Consider how AI creates "challenges in teaching and assessment." • Focus on "equity-centered assessment models" that frame assessment in terms of "assets" not "deficits."
Student Retention & Wellbeing	4	• Student Academic Success Center needs to "continue to innovate" curriculum" and "increase experiential learning for students" to that they are prepared for a "rapidly changing job market." • "Strengthen[] interdisciplinary programs," focus on student "mental health" and affordability of education in order to maintain CU's reputation as a "leading public research institution."
Faculty Issues	4	• Increase faculty salaries to "be in line with our AAU peers." • Increase clarity about who is responsible for "champion[ing] retention efforts" as between campus and units.

		• Increase efforts to better support faculty related to “rising cost of living in Boulder,” as well as “competitive salaries” and “workloads.” • “Fostering a sense of belonging” among faculty, particularly for colleagues underrepresented on campus.
Campus Relations	4	• Continue to “articulate a university-first (rather than unit/college-first) culture on campus.” • Continue “to encourage a student-centered approach to education.” • Assist the “College of A&S in organizing [its] leadership and addressing budget issues.” •
Vice Provost as Liaison	3	• Increase efforts to “interface between student services and academics.” • Continue to assist units with activities that intersect with the registrar’s office, such as “CIM, catalog copy, program approval.”
Federal Administration	3	• “Develop effective strategies to deal with [the] . . . chaotic federal funding situation.” •
Buff Undergraduate Success Program	2	• Provide more clarity about “BUS decisionmaking authority.” • Explain how Buff Undergraduate Success “effectively support[s] the Chancellor's vision.”
Higher Learning Commission/Accreditation	2	• Provide clarity about the interaction between HLC accreditation and regent law.
Diversity, Equity, Inclusion	2	• Continue to “support the University's teaching and DEI initiatives.” • Ensure that “DEI efforts remain meaningful, legally sound, and clearly communicated to faculty, staff, and students.”
Online Education	2	• Investigate how “expand[ing] online teaching . . . best fits into” both the student experience and faculty expertise. • Create “clearer, more consistent policies . . . for online education.”
Academic Integrity	2	• Address the “challenges in teaching and assessment associated with AI.”
Academic Excellence (general)	1	• “Support and foster academic integrity . . . and data . . . with increased focus on centralized technologies.

Academic Freedom	1	• Create effective responses to threats to academic freedom.

Major Take Away Messages

Based on consideration of all the collected data, the AAPC summarizes below the major themes and take away messages for the Vice Chancellor.

1. Responses to Vice Chancellor Eggert's performance are positive. 86% of survey respondents rated her performance as "good" or "very good."
2. The survey revealed that a significant proportion of respondents (20-60%) were unable to evaluate certain aspects of her role, which indicates that some components of the Vice Chancellor's position may not be fully transparent or well understood by the campus community. A suggestion is to increase efforts to communicate the responsibilities and impact of the Vice Chancellor's role, including regular updates or town halls to clarify responsibilities, decision-making processes, and campus engagement.
3. Vice Chancellor Eggert is recognized for her strong leadership across multiple areas. She excels in visionary leadership, providing clear strategic direction and communication, effectively conveying complex ideas. Her ability to foster collegiality and collaboration is highly praised, as are her ethics and integrity, with colleagues noting her accountability and empathy. She is also valued for her problem-solving skills, planning and organizing abilities, and significant contributions to academic policymaking, all of which enhance her effectiveness as a leader. The Vice Chancellor could leverage her communication and leadership skills to champion academic policymaking to ensure that her strategic vision continues to be shared effectively across the campus.
4. One consistent theme from the survey and interviews was that the Vice Chancellor could improve her capacities to manage projects and time. Nonetheless, it also was clear that the Vice Chancellor's responsibilities are too expansive for one person to navigate well.
5. The most prominent theme from the open-ended comments (10 responses) relates to the challenge of implementing a common curriculum across all academic programs. Suggestions offered include improving transparency and engagement through open forums and aligning it with higher learning accreditation.