

# College of Media, Communication and Information Fall 2019 Survey Appraisal of Dean Lori Bergen

## Survey Background, Development & Administration

In the fall of 2019, the Faculty Council of the CU Boulder College of Media, Communication and Information (CMCI) was tasked with assessing Lori Bergen’s performance as CMCI dean. Dean Bergen has served as dean since the college was established in 2015. CMCI bylaws require the dean to be evaluated by the University every five years. Part of that evaluation includes an assessment by the CMCI Faculty Council to be delivered to the Provost as part of a range of information that will inform his decision about the dean’s reappointment.

CMCI Faculty Council Chair Tim Kuhn oversaw the development of a survey to assess the dean’s leadership and effectiveness in five leadership competency areas. The sections below present results of the item analysis for each of the five leadership competencies: Strategizing, Decision Making, Advancing Academic Excellence, External Representation, and Resource Attraction and Management. These five leadership competencies were derived from the Faculty Council’s review of scholarship on evaluating leadership in higher education, along with assessment tools developed both at the University of Colorado Boulder (specifically, the Boulder Faculty Assembly’s Administrator Appraisal Committee) and at other peer institutions. The survey was developed in collaboration with the CU Boulder Institutional Research (IR) unit of the Office of Data Analytics (ODA). Steps in the survey development process included review, revision, and pilot testing.

## Respondents’ Familiarity and Interactions with Dean Bergen

Table 2 below shows the responses to the initial survey question regarding how familiar the respondents were with the dean. This table also shows the responses to two follow-up questions (provided the respondent did not answer that they were “not at all familiar” with the dean) regarding their frequency and type of interactions.

**Table 2: Interactions with Dean Bergen**

Interactions with Dean Bergen				
Not at all familiar*	20	20%	4	15%
Somewhat familiar	44	44%	15	56%
Very familiar	35	35%	7	26%
No response	1	1%	1	4%
<b>Grand Total</b>	<b>100</b>		<b>27</b>	
Daily	0	0%	3	13%
Weekly	12	15%	2	9%
Monthly	32	40%	4	17%
About once a semester	28	35%	14	61%
Less than once a semester	8	10%	0	0%
<b>Grand Total</b>	<b>80</b>		<b>23</b>	
Personal conversation/one-on-one meeting	36	45%	2	9%

Personal email	3	4%	0	0%
Receipt of broadcast email	3	4%	2	9%
Audience member in a large meeting	12	15%	9	39%
Other (please specify)	26	33%	10	43%
<b>Grand Total</b>	<b>80</b>		<b>23</b>	

\*Respondents that were "Not at all familiar" with Dean Bergen did not receive the additional questions regarding frequency and form of interactions with the dean and did not complete the remainder of the survey that assessed the dean's performance.

## Item Analysis by Competency Areas

For the survey items that used a six-point rating scale, higher scores indicate a more positive evaluation (e.g., 1=strongly disagree ... 6=strongly agree). The summary tables provided in the item analysis sections below use the following color key to categorize items as potential strengths or weaknesses of the dean based on the percentage of lower ratings (1=strongly disagree and 2=disagree) and higher ratings (5=agree and 6=strongly agree) that were received.<sup>1</sup>

### Color Key for Summary Tables to Indicate Strengths and Weaknesses

<b>Strengths to build on:</b> items rated "5=agree" or "6=strongly agree" by a substantial majority of the faculty or staff (i.e., % 5-6's > 60%)
<b>Bimodal:</b> Items that meet the criteria for a strength or asset and also meet the criteria for an issue or area for improvement (i.e., % 5-6's > 50% and % 1-2's > 25%)
<b>No consensus:</b> Items that do not meet any of the above criteria (i.e., % 5-6's < 50% and % 1-2's < 25%)

### 1. Strategizing

Table 3 below shows that, regarding Dean Bergen's strategic management of the college, both faculty and staff were very positive toward the dean. Some highlights from Table 3:

- Both faculty and staff were in agreement that a "strength to build on" is the dean's ability to "promote diversity, equity, and inclusion in CMCI." Over 75% of faculty and staff agreed or strongly agreed with this statement and the average ratings were very high: 5.2 (faculty) and 5.0 (staff)
- Faculty and staff designated almost all areas as an "asset to protect" or a "strength to build on" (by giving 50% or more "high" ratings), with just two falling slightly below this mark:
  - Faculty: Collaborates with faculty in developing strategic plans (48% agreed/strongly agreed)
  - Staff: Effectively generates staff support for CMCI-wide goals (40% agreed/strongly agreed)
- Staff tended to give a slightly higher average rating than faculty for most of the specific items, particularly with respect to the dean "articulating a compelling vision for the future of CMCI" (5.2 v. 4.5, respectively).

<sup>1</sup> The categorization and color key are modified from the practice used by the Boulder Faculty Assembly's Administrator Appraisal Program (AAP) when faculty members provided AAP feedback for the review/reappointment process when the president, chancellor, provost, or the dean of their school or college was undergoing the third- or fifth-year review.

**Table 3: Strategic Management of the College**

(Rating scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree)

As dean of CMCI, Lori Bergen:	# Responses	% Low (1-2's)	% Mid (3-4's)	% High (5-6's)	Avg
<b>Articulates a compelling vision for the future of CMCI</b>					
Faculty Responses	79	15%	28%	57%	4.5
Staff Responses	23	0%	26%	74%	5.2
<b>Fosters a cooperative climate across the College</b>					
Faculty Responses	77	9%	29%	62%	4.6
Staff Responses	20	5%	35%		4.7
<b>Collaborates with [faculty/staff] in developing strategic</b>					
Faculty Responses	66	15%	36%	48%	4.2
Staff Responses	20	20%	30%		4.3
<b>Effectively generates [faculty/staff] support for CMCI-wi</b>					
Faculty Responses	70	11%	39%		4.2
Staff Responses	20	5%	55%	40%	4.4
<b>Develops targeted plans to solve specific problems</b>					
Faculty Responses	66	8%	32%	61%	4.6
Staff Responses	20	5%	35%	60%	4.6
<b>Promotes diversity, equity, and inclusion in CMCI</b>					
Faculty Responses	79	3%	19%	78%	5.2
Staff Responses	22	0%	23%	77%	5.0
<b>Has developed effective working relationships across CMCI</b>					
Faculty Responses	67	10.4%	22.4%	67.2%	4.7
Staff Responses	19	0.0%	42.1%	57.9%	4.8

## 2. Decision-Making

Table 4 below shows that both faculty and staff were very positive toward the dean with respect to her decision-making processes. Key findings from Table 4 include:

- Both faculty and staff rated each item as a “strength to build on” or an “asset to protect” with the exception of:
  - Staff: Is accessible when I need to contact her (44% agree/strongly agree, as compared to 72% for faculty)
  - Faculty: Makes decisions that are generally seen as fair by all concerned, regardless of the outcome (46% agreed/strongly agreed, as compared to 63% for staff)
- Faculty gave the highest ratings for the dean’s responsiveness (70%), accessibility (72%) and making excellent appointments of associate deans (64%).
- Staff gave the highest ratings for the dean making fair decisions (63%) and making excellent appointments in college-level staff positions (63%).

**Table 4: Decision-Making Processes**

As dean of CMCI, Lori Bergen:	# Responses	% Low (1-2's)	% Mid (3-4's)	% High (5-6's)	Avg
<b>Is responsive when I have concerns about CMCI</b>					
Faculty Responses	66	9%	21%	70%	4.8
Staff Responses	15	7%	33%	60%	4.6
<b>Is accessible when I need to contact her</b>					
Faculty Responses	68	12%	16%	72%	4.9
Staff Responses	18	6%	50%	44%	4.3
<b>Makes decisions that are generally seen as fair by all concerned, regardless of the outcome</b>					

Faculty Responses	70	13%	41%	46%	4.2
Staff Responses	19	11%	26%	63%	4.6
<b>Makes excellent appointments in college-level staff positions (i.e., not staff members in the individual departments/units)</b>					
Faculty Responses	62	8%	34%	58%	4.6
Staff Responses	19	16%	21%	63%	4.5
<b>Has earned the trust of the [faculty/staff]</b>					
Faculty Responses	76	12%	32%	57%	4.4
Staff Responses	22	5%	36%	59%	4.7
<b>(Faculty only) Encourages robust shared governance in important decisions</b>					
Faculty Responses	67	16%	27%	57%	4.4
<b>(Faculty only) Makes excellent appointments of associate deans</b>					
Faculty Responses	74	7%	30%	64%	4.7

### 3. Advancing Academic Excellence

Both faculty and staff generally gave Dean Bergen high marks for her value for (and vision regarding) research, creative work, and teaching. Yet respondents registered concerns about the resources to support both faculty and staff in their work. Table 5 below displays the results, showing:

- Staff rated the dean more positively than faculty for the two items that both faculty and staff responded to:
  - Articulating a vision that supports an exciting intellectual/productive working environment (4.8 average for staff v. 4.2 for faculty), and
  - Actively promoting a high-quality work environment (4.5 for staff v. 4.2 for faculty)
- Among the remaining items that only faculty answered:
  - Roughly 2/3 (66%-68%) agreed/strongly agreed that the dean “values creative work,” “actively promotes an environment that produces high-quality undergraduate teaching,” and “supports cross-campus interdisciplinary efforts”
  - The weakest area reported by faculty was the dean “ensuring that CMCI’s resources are adequate to achieve its research and creative work mission” (3.9 average with 44% responding with a “middle” rating of 3=somewhat disagree or 4=somewhat agree)

**Table 5: Advancement of Academic Excellence**

(Rating scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree)

As dean of CMCI, Lori Bergen:	# Responses	% Low (1-2's)	% Mid (3-4's)	% High (5-6's)	Avg
<b>Articulates a vision that supports [an exciting intellectual environment/a productive working environment]</b>					
Faculty Responses	78	19%	31%	50%	4.2
Staff Responses	23	0%	39%	61%	4.8
<b>Actively promotes an environment in which [faculty produce the highest-quality research or creative work they can/staff produce the highest-quality work they can]</b>					
Faculty Responses	73	15%	37%	48%	4.2
Staff Responses	23	0%	52%	48%	4.5
<b>(Faculty only) Places an appropriate value on faculty members' creative work</b>					
Faculty Responses	59	7%	27%	66%	4.7
<b>(Faculty only) Ensures that CMCI's resources (including space, funding, time, and people) are adequate to achieve its research and creative work mission</b>					
Faculty Responses	77	21%	44%	35%	3.9
<b>(Faculty only) Actively promotes an environment that produces high quality undergraduate teaching</b>					
Faculty Responses	73	8%	25%	67%	4.7
<b>(Faculty only) Actively promotes an environment that produces high quality graduate teaching</b>					
Faculty Responses	64	17%	28%	55%	4.2

<b>(Faculty only) Supports faculty engagement in cross-campus interdisciplinary efforts</b>					
Faculty Responses	66	3%	29%	68%	4.9

Using the full item analyses, three items under this competency prompted additional consideration due to the dispersion of scores:

- “Actively promotes an environment in which [faculty produce the highest-quality research or creative work they can/staff produce the highest-quality work they can]” [29% of faculty and 30% of staff disagreed]
- “Ensures that CMCI's resources (including space, funding, time, and people) are adequate to achieve its research and creative work mission” [37% of faculty disagreed]
- “Actively promotes an environment that produces high quality graduate teaching” [31% of faculty disagreed).

Because the first two of these did not rise to the level of strength according to the color-coded category scheme used in the report, the relatively high percentage of disagreement signals that these are areas for continued attention by the Dean. The third (on graduate teaching) did not meet the criterion for concern about dispersion, but was raised in the open-ended comments described below.

#### 4. External Representation

Both faculty and staff gave the dean very high ratings regarding her external representation of the college. As Table 6 below shows, both groups designated that “conveying the unique value of CMCI to the rest of campus” and “advocating effectively for CMCI to outcome groups” are two of the dean’s “strengths to build on” (with staff rating the dean significantly higher than faculty for both of these items).

**Table 6: External Representation of CMCI**

(Rating scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree)

<b>As dean of CMCI, Lori Bergen:</b>	<b># Responses</b>	<b>% Low (1-2's)</b>	<b>% Mid (3-4's)</b>	<b>% High (5-6's)</b>	<b>Avg</b>
<b>Conveys the unique value of CMCI to the rest of the campus</b>					
Faculty Responses	54	7%	22%	70%	4.9
Staff Responses	15	0%	13%	87%	5.4
<b>Advocates effectively for CMCI to outside groups (e.g., professional organizations, alumni, reporters, the local community, etc.)</b>					
Faculty Responses	54	9%	22%	69%	4.8
Staff Responses	16	0%	13%	88%	5.3

#### 5. Resource Attraction and Management

Resource attraction and management is the area for which the dean has received the most mixed reviews and has the most items of which she should be mindful.

As Table 7 below indicates:

- Staff gave more positive average ratings than faculty for each of the nine items for which both groups answered
- Both faculty and staff agreed that one of the dean’s “strengths to build on” is her ability to “maximize the College's effectiveness given the available resources” (66% faculty and 83% staff agreed/strongly agreed)
- Staff also rated the dean positively regarding other items: “ensuring financial resources are managed well” (80%), “has been successful in securing external funding” (75%), “has positively

affected department through her leadership” (65%), and “is committed to staff members’ professional development” (65%).

- Faculty only rated the dean relatively highly regarding one other item: “ensuring that CMCI’s financial resources are managed well” (56%)
- Faculty gave lower ratings to three items, signifying them to be “issues to be mindful of”
  - Being successful in securing external funding (26% disagreed/strongly disagreed)
  - Ensuring workloads are shared equitably *across faculty ranks* (27% disagreed)
  - Ensuring workloads are shared equitably *across departments/units* (this was the lowest rated item for faculty, with 36% disagreed/strongly disagreed, receiving a mean of 3.3)

**Table 7: Management of Financial and Human Resources**

(Rating scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree)

As dean of CMCI, Lori Bergen:	# Responses	% Low (1-2's)	% Mid (3-4's)	% High (5-6's)	Avg
<b>Ensures that CMCI's financial resources are managed well</b>					
Faculty Responses	55	11%	33%	56%	4.3
Staff Responses	15	0%	20%	80%	5.3
<b>Helps [faculty/staff] understand the CMCI budget in the University context</b>					
Faculty Responses	68	13%	41%	46%	4.1
Staff Responses	19	5%	58%	37%	4.2
<b>Has obtained adequate resources (i.e., funding, space, employees) from the University</b>					
Faculty Responses	71	24%	44%	32%	3.6
Staff Responses	21	0%	52%	48%	4.6
<b>Has been successful in securing external funding for CMCI's success</b>					
Faculty Responses	53	26%	38%	36%	3.7
Staff Responses	12	0%	25%	75%	5.1
<b>Ensures workloads are shared equitably [across faculty ranks/among staff members]</b>					
Faculty Responses	66	27%	38%	35%	3.5
Staff Responses	16	6%	50%	44%	4.4
<b>[Guides departments in establishing equitable merit review standards for faculty / Guides department supervisors in equitable review and application of merit when applicable]</b>					
Faculty Responses	58	21%	40%	40%	3.8
Staff Responses	15	0%	53%	47%	4.5
<b>Provides effective oversight for my department/unit</b>					
Faculty Responses	70	17%	36%	47%	4.1
Staff Responses	18	6%	50%	44%	4.4
<b>Has positively affected my department/unit through her leadership</b>					
Faculty Responses	75	20%	35%	45%	4.1
Staff Responses	20	0%	35%	65%	4.8
<b>Maximizes the College's effectiveness given the available resources</b>					
Faculty Responses	68	9%	25%	66%	4.6
Staff Responses	18	0%	17%	83%	5.2
<b>(Faculty only) Ensures workloads are shared equitably across departments/units</b>					
Faculty Responses	61	36%	34%	30%	3.3
<b>(Staff only) Is committed to staff members' professional development</b>					
Staff Responses	20	20%	15%	65%	4.4

Additionally, using the full item analyses, the analysis included the aforementioned consideration of score dispersion. These items were the following:

- Helps [faculty/staff] understand the CMCI budget in the University context [28% of faculty and 37% of staff disagreed]

- Has obtained adequate resources (i.e., funding, space, employees) from the University [47% of faculty disagreed]
- Is committed to staff members' professional development [25% of staff disagreed]
- Guides departments in establishing equitable merit review standards for faculty [45% of faculty disagreed]
- Provides effective oversight for my department/unit [26% of faculty disagreed]
- Has positively affected my department/unit through her leadership [35% of faculty disagreed]

These items suggest opportunities for Dean Bergen to inform faculty and staff about the CMCI budget process, hone evaluation policies and procedures, and engage more directly to effect units' development.

## Overall Assessment of Dean

Faculty and staff gave the dean a positive assessment for her performance over the last four years, with 51% of faculty and 64% of staff providing a “very good” or “outstanding” rating (Table 8). Overall, 78% of faculty respondents and 86% of staff respondents indicated a favorable overall assessment of the Dean.

**Table 8: Overall Assessment of the Dean**

(Rating scale: 1=very poor 2=poor, 3=fair, 4=good, 5=very good, 6=outstanding)

	# Responses	% Low (1-2's)	% Mid (3-4's)	% High (5-6's)	Avg
<b>What is your overall assessment of the dean's performance over the last four years?</b>					
Faculty Responses	80	10%	39%	51%	4.4
Staff Responses	22	0%	36%	64%	4.8

## Key Numerical Findings

### Summary Results by Employee Type

For both faculty and staff, there was high reliability among the item responses within each competency area for which Dean Bergen was assessed. This allows us to average a respondent's ratings within each area to get an overall measure for that area (provided the respondent rated the dean on at least one item in that area).

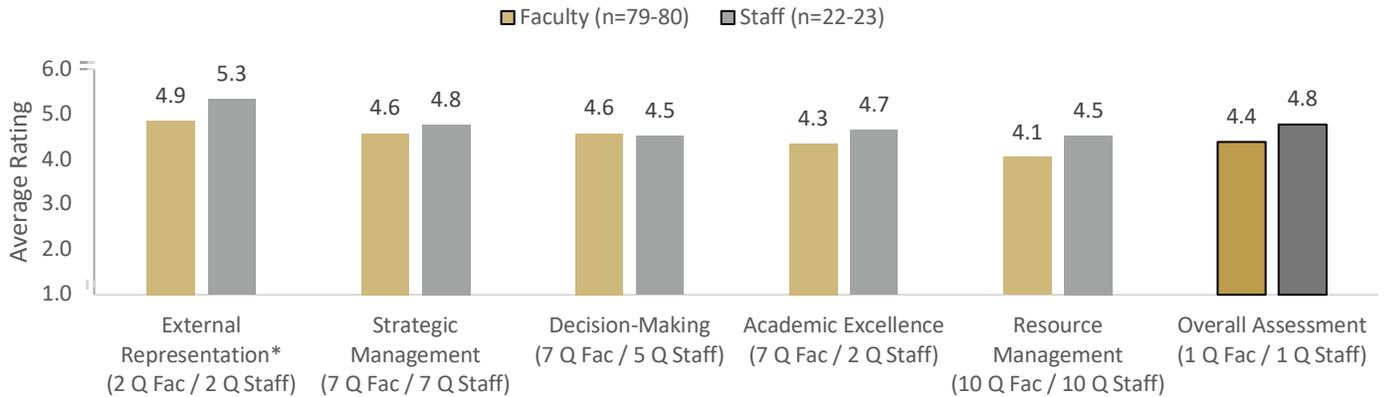
Chart 1 shows the average rating across all faculty and all staff for each of the five competency areas assessed, as well as the average rating received for the “overall assessment” question.

As shown in Chart 1:

- Both faculty and staff responded most favorably regarding her *external representation of CMCI*, with averages that were close to or well above “5=agree” (faculty average=4.9, staff average= 5.3).
- Average ratings for faculty remained at 4.1 or higher across all areas. Faculty gave the lowest ratings for items related to *resource management* with an average of 4.1 (slightly above “4=somewhat agree”).
- Average ratings for staff remained at 4.5 or higher across all areas. The lowest average ratings observed for staff were for *resource management* as well as *decision-making processes* with averages of 4.5 for each (midpoint between “4=somewhat agree” and “5=agree”).
- The average rating for the “overall assessment” question falls in the mid-range of averages for the five competency areas (faculty average=4.4, staff average=4.8).
- Staff tended to give more positive ratings than faculty, so average ratings for staff tend to be somewhat higher than the average rating for faculty for each of the areas. The one exception to

this tendency is decision-making where the two averages are roughly equal (faculty average=4.6, staff average=4.5).

**Chart 1: Average Ratings for Each Competency Area by Employee Type (Scale: 1-6)**



### Strengths to Build On

Among 33 items across the five areas that faculty assessed, 13 items received high ratings that categorized those items as being “strengths to build on” (i.e., at least 60% of respondents “agreeing” or “strongly agreeing”). For the 26 items assessed by staff, 13 were identified as strengths. Four of these strengths were identified by both faculty and staff. These strengths are shown in Table 9:

**Table 9: Strengths Identified by Faculty and Staff**  
(Sorted from highest to lowest based on % agree/strongly agree)

<b>“Strengths to Build on” Identified by Both Faculty and Staff</b>	
Promotes diversity, equity, and inclusion in CMCI (79% F, 77% S)	Strategic Management
Conveys the unique value of CMCI to the rest of the campus (70% F, 87% S)	External Representation
Advocates effectively for CMCI to outside groups (e.g., professional organizations, alumni, reporters, the local community, etc.) (69% F, 88% S)	External Representation
Maximizes the College’s effectiveness given the available resources (66% F, 83% S)	Resource Management
<b>Faculty-Identified “Strengths to Build on”</b>	
Is accessible when I need to contact her (72%)	Decision-Making Processes
Is responsive when I have concerns about CMCI (70%)	Decision-Making Processes
Supports faculty engagement in cross-campus interdisciplinary efforts (68%)	Academic Excellence
Has developed effective working relationships across CMCI (67%)	Strategic Management
Actively promotes an environment that produces high quality undergraduate teaching (67%)	Academic Excellence
Places an appropriate value on faculty members’ creative work (66%)	Academic Excellence
Makes excellent appointments of associate deans (64%)	Decision-Making Processes
Fosters a cooperative climate across the College (62%)	Strategic Management
Develops targeted plans to solve specific problems (61%)	Strategic Management
<b>Staff-Identified “Strengths to Build on”</b>	
Ensures that CMCI’s financial resources are managed well (80%)	Resource Management
Has been successful in securing external funding for CMCI’s success (75%)	Resource Management
Articulates a compelling vision for the future of CMCI (74%)	Strategic Management
Has positively affected my department/unit through her leadership (65%)	Resource Management
Is committed to staff members’ professional development (65%)	Resource Management
Makes excellent appointments in college-level staff positions (i.e., not staff members in the individual departments/units) (63%)	Decision-Making Processes

Makes decisions that are generally seen as fair by all concerned, regardless of the outcome (63%)	Decision-Making Processes
Articulates a vision that supports a productive working environment (61%)	Academic Excellence

### Issues to be Mindful of

No items on the assessment received ratings that were low enough to be categorized as “areas that need improvement” (i.e., at least 40% of respondents “disagreed” or “strongly disagreed”). However, there were three items that were categorized by faculty as “issues to be mindful of” (i.e., % disagreed/strongly disagreed is more than 25%) – all related to resource management. 24% of faculty also provided a lower rating for one additional item and, as such, that item is very close to being categorized as an “issue to be mindful of.” This additional item is from the *advancement of academic excellence* area; however, it is also related to resources. Staff did not identify any issues for Dean Bergen. Table 10 lists the “issues to be mindful of” that were identified by faculty:

**Table 10: Issues Identified by Faculty**  
(Sorted from highest to lowest based on % disagree/strongly disagree)

Faculty-Identified “Issues to be Mindful of”	
Ensures workloads are shared equitably across departments/units (36%)	Resource Management
Ensures workloads are shared equitably across faculty ranks (27%)	Resource Management
Has been successful in securing external funding for CMCI’s success (26%)	Resource Management
Has obtained adequate resources (i.e., funding, space, employees) from the University (24%)	Advancement of Academic Excellence

In addition to Table 10’s issues, produced by the categorization depicted in the color key (see p. 4 above), the analysis of dispersion conducted for each of the competencies introduced eight additional areas, identified by both faculty and staff, for continued attention:

- Collaboration in the development of strategic plans
- The faculty’s perceptions of equity in the Dean’s decision-making
- Support for high-quality staff work and faculty research and creative work
- Pursuing space, funding, time, and people sufficient to support CMCI initiatives, including research and creative work
- Aiding faculty and staff understandings of budget processes and priorities
- Generating procedures for staff members’ professional development
- Developing equitable merit review standards for faculty
- Engaging productively with individual departments/units

Across these issues, the closed-ended survey items appear to suggest five broad themes for Dean Bergen’s consideration: addressing workload (especially service) inequities, locating additional resources, supporting research and creative work, developing more interactive approaches to working with faculty and staff, and clarifying procedures and standards of assessment across the college.

## Conclusions

Taken as a whole, the data presented above indicate that CMCI faculty and staff are positively inclined toward Dean Bergen's leadership over the past four years of the college. Using the criteria for strength of assessment developed by IR for assessing across Deans at the University, faculty and staff rated Dean Bergen highly across each of the five leadership competency areas. The high ratings were particularly the case for her external representation of CMCI and development of strategy; open-ended responses indicated high levels of satisfaction with her interpersonal skills, receptivity to ideas, and commitment to collaborative leadership. The "issues to be mindful of" raised in this report were associated with (a) attracting resources adequate for the aims of the college, (b) the need to exercise leadership to address the burdensome and inequitable service loads felt strongly (especially by faculty) across ranks and roles, (c) a desire for continued attention to developing consistent procedures and standards across the college (particularly for evaluation), (d) an encouragement to commit to high-quality research and creative work, and (e) an interest in ongoing dialogue and collaboration between staff, faculty, and the Dean.

Respondents also expressed a desire that the agenda for the college's next chapters include (a) stronger support for research and creative work, acknowledging that CMCI focused on attracting undergraduate students in its first several years; (b) further developing the One College Vision and Strategic Plan to articulate a distinctive strategy for the future, particularly with respect to policy and procedure issues such as inter-departmental relationships and budget choices; (c) valuing staff contributions and support staff members' professional development; (d) bolstering fundraising efforts, particularly from external donors; and (e) enhancing CMCI's commitment to developing competitive graduate programs.

The CMCI Faculty Council submits this report in a spirit of appreciation and respect for the effort Lori Bergen has displayed over her tenure as Dean and the strides she has made in founding the college, especially under what respondents acknowledge have been rather challenging conditions. The recommendations contained above are offered with a hope that they will be received in that spirit, and as evidence of a shared commitment to the continued development of a promising college.