

FAIRLEIGH DICKINSON UNIVERSITY
Office of the Director, School of Natural Sciences

MEMORANDUM

To: University College Faculty

From: David Flory, Chair of the Evaluation Committee

Date: May 5, 2004, Revised

Subject: Faculty Evaluation of Dean John Snyder

This Adobe PDF document contains four parts.

- This cover memorandum.
- The *Summary of the Faculty Evaluation of Dean John Snyder*. This is the executive summary of the evaluation.
- The *Analysis of the Faculty Evaluation of Dean John Snyder*. This contains the detailed statistical and graphical analysis of the evaluation results. It also contains the actual questions, the individual responses, and the verbatim text of the comments.
- Dean Snyder's response to the Evaluation Committee's draft report. The final report was not changed substantively.

The Dean's response has been included at his request.

Revision: A respondent pointed out to the committee that their comment had been missed. A check of the data verified this and the comment has been added. This increased the number of favorable comments from 14 to 15 and the total from 21 to 22. The overall results were unaffected. The version of the Evaluation dated May 5/6 and attached here reflects this change.

copy: Dean John Snyder
Provost Joseph Kiernan

MEMORANDUM

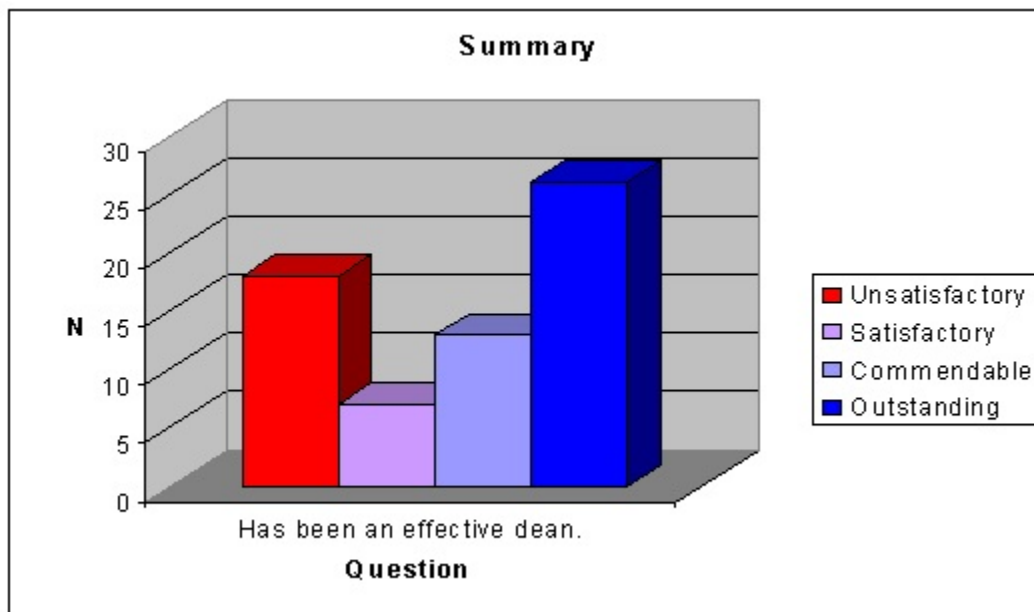
To: University College Faculty
Joseph Kiernan, Metropolitan Campus Provost

From: David Flory, Director, SoNS
Anthony Adrignolo, Chair, CPRC
Minerva Guttman, Chair, CEPC

Subject: Summary of the Faculty Evaluation of Dean John Snyder

Date: May 5, 2004, Revised

This is the *Summary of the Faculty Evaluation of Dean John Snyder*. There is an accompanying document, *Analysis of the Faculty Evaluation of Dean John Snyder*, that presents the details of the analysis and the actual evaluation data. Its content is discussed below. The overall results of the *Faculty Evaluation* indicate a divided faculty. The results are, with a few notable exceptions, all bi-modal (two separate peaks in the data) with about 60% of the faculty rating the Dean as “*outstanding*” (40%) or “*commendable*” (20%) and about 20% rating him as “*unsatisfactory*”. About 10% are in the middle, rating him “*satisfactory*”. Visually,



The pattern apparent in this graphic repeats for most of the questions in the survey. The largest single group says “*Outstanding*”. A smaller group says “*Unsatisfactory*”. The faculty are clearly divided into two groups, a larger one who find the Dean doing a fine job and a smaller group, about half the size, who are dissatisfied.

The detailed *Analysis of the Faculty Evaluation of Dean John Snyder* is a twenty-two page document that is divided into several parts:

- **Summary of Survey:** the results, numerically and as a bar graph, from the overall assessment, Q27, “Has been an effective Dean.” This section also has the overall numbers on responses received and validated and the numerical scale used in the averages
- **Questions Sorted by Response:** The questions in rank order by response. First, by average “grade”. Second, by the actual number of *outstanding + commendable* responses. Third, by the number of *unsatisfactory* responses. These three lists allow the reader to see what items were rated “best” or “worst”.
- **Analysis of Data:** This is a spreadsheet presentation of all the results. The number of responses in each category for each question are listed as well as the percent responses and averages for each question. A few statistics are computed.
- **Graphic Presentation:** A visual presentation using bar graphs of the responses to the individual questions grouped into functional areas as defined by the survey.
 - **Administration:** Q1-Q8, *Academic Administration and Planning*.
 - **Budgetary:** Q9-Q11, *Budgetary and Fiscal Management*.
 - **Communications:** Q12-Q15, *Communications*.
 - **Decisions:** Q16-20, *Decision Making and Problem Solving*.
 - **Personnel:** Q21-24, *Personnel*.
 - **External:** Q25-Q26, *External Relations*. This group of questions had the lowest response rate with only 50% of the respondents giving a rating.
- **Individual Comments:** All of the written comments made by individual faculty. Recorded verbatim. A total of 22 comments were submitted.
- **Individual Responses:** A spreadsheet listing of all of the questionnaire responses. The raw data.
- **The Questionnaire:** The full text of the questionnaire completed by the faculty.

Remarks on specific items from the *Analysis of the Faculty Evaluation* results:

- The highest single score was on the question “Supports the principles of academic freedom.” This question was also one of the few questions without a bi-modal response pattern. This indicates general agreement rather than a division.
- Examination of the individual questionnaires shows that those who rate the Dean poorly in one area tend to also rate him poorly in all areas. The division that

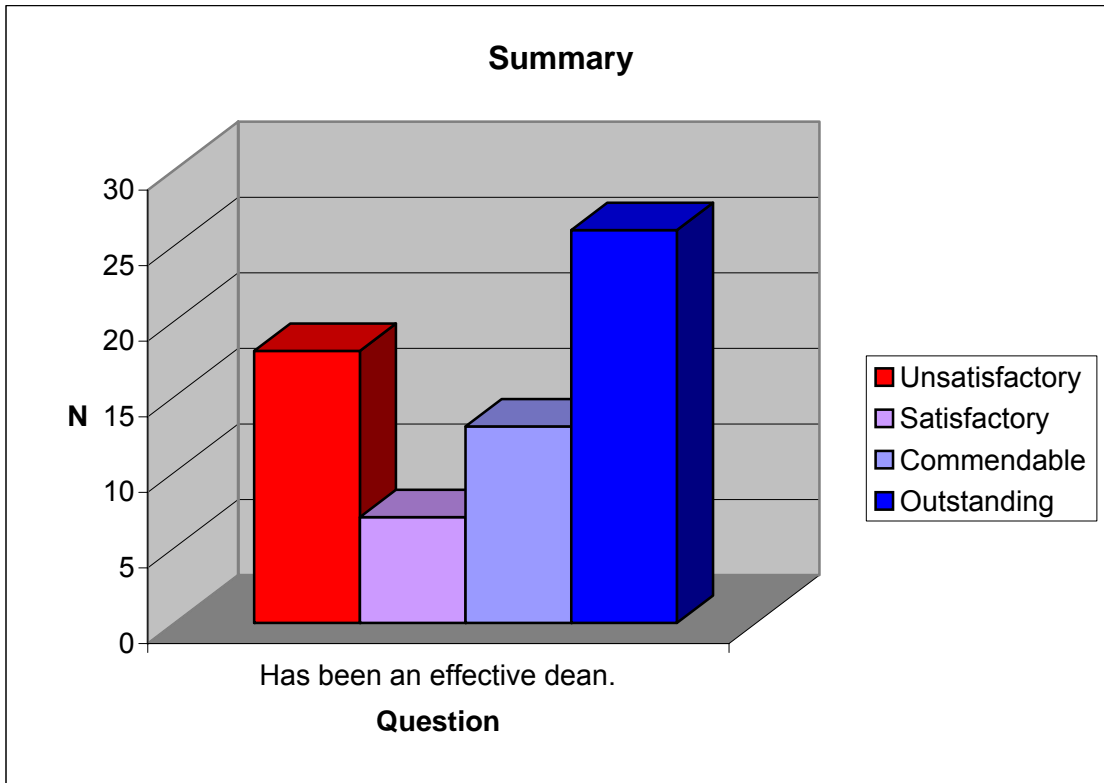
shows up in the summary and repeats in most questions is a division of the faculty into two groups as mentioned above.

- The written comments echo the pattern of responses to the individual items. Of the 22 comments submitted, 15 were positive and 7 were negative. This is similar to the ratio of positive to negative responses on the individual items.
- The Deans ability to communicate receives a mixed rating. Some of his best “grades” come from communication items like his being “willing to discuss the rationale of administrative actions and decisions”, his being “accessible to faculty and receptive of their ideas”, and his “support of others in their efforts to accomplish institutional change.” In sharp contrast is the fact that the largest number of “unsatisfactory” responses are to whether he “encourages participative decision-making within the College.”
- The item “Contributes to enhancing the quality of the institution” received among the highest number of votes as *commendable* or *outstanding* as well as receiving the fourth highest number of *unsatisfactory* votes. Again, disagreement is clear.

In summary, with 64% of the College faculty responding, 60% of the respondents rated the Dean as *commendable* or *outstanding* while 30% rated him *unsatisfactory*. During his tenure as Dean, John Snyder has made several decisions that were very unpopular with particular groups of faculty but were supported by others. His overall rating is strong but there is a minority that rate him poorly.

The detailed *Analysis of the Faculty Evaluation of Dean John Snyder* is available in hard copy from the Office of the Provost and from the members of the Evaluation Committee. The complete report is also available on request in Adobe PDF format from David Flory at flory@fdu.edu.

**Analysis of the Faculty Evaluation of Dean John Snyder
University College, Metropolitan Campus**



Tally of Ballots	Rate
UC Faculty	108
Ballots Returned	69 64%
unsigned	2
ineligible	1
Valid Ballots	66 61%

"Average Grade" 2.75

The response scale	Grade
Unsatisfactory	=1 D/F
Satisfactory	=2 C
Commendable	=3 B
Outstanding	=4 A
Do Not Know (no response)	

Survey Questions and Responses
Unsatisfactory
Satisfactory
Commendable
Outstanding
do not know
sum

Summary Evaluation	
Q_27	Percent
Has been an effective dean.	
Unsatisfactory	18 27%
Satisfactory	7 11%
Commendable	13 20%
Outstanding	26 39%
do not know	2 3%
sum	66 100%

Questions ordered by average "grade" or response

Note: Most of these items have bi-modal response patterns. The averages may be misleading.

Group	Item	Avg	
Q_7	Academic	Supports the principles of academic freedom.	3.1
Q_14	Communications	Is willing to discuss the rationale of administrative actions and decisions.	3.0
Q_5	Academic	Supports others in their efforts to accomplish institutional change.	3.0
Q_20	Decisions	Has the ability to reevaluate and, if necessary, to modify or retract decisions.	3.0
Q_13	Communications	Is accessible to faculty and receptive to their ideas.	3.0
Q_22	Personnel	Gives due recognition to faculty accomplishments.	2.9
Q_26	External	Represents the campus in a positive manner to its various publics.	2.9
Q_24	Personnel	Shows sensitivity for those affected by decisions.	2.9
Q_23	Personnel	Selects strong and accomplished subordinates.	2.9
Q_4	Academic	Promotes curricular change in response to student and societal interests and needs.	2.9
Q_19	Decisions	Is creative at solving problems.	2.9
Q_10	Budgetary	Possesses a good understanding of and serves as an effective advocate for the college's financial needs.	2.9
Q_9	Budgetary	Provides sound fiscal management.	2.8
Q_6	Academic	Contributes to enhancing the academic quality of the institution.	2.8
Q_12	Communications	Communicates openly and frequently with the College faculty.	2.8
Q_8	Academic	Adheres to the provisions of the Faculty Handbook.	2.8
Q_3	Academic	Provides leadership in developing new educational ideas, trends, and innovations.	2.8
Q_27	Summary	Has been an effective dean.	2.8
Q_2	Academic	Encourages and promotes initiatives consistent with long-range plans.	2.7
Q_21	Personnel	Exercises good judgment in dealing with sensitive personnel issues.	2.7
Q_1	Academic	Provides leadership in developing and promoting institutional goals and objectives.	2.7
Q_18	Decisions	Is a rational and objective decision maker.	2.7
Q_15	Communications	Promotes esprit de corps within the College.	2.7
Q_11	Budgetary	Solicits input from the academic units in budget planning and allocation.	2.7
Q_16	Decisions	Establishes standards of control, review and follow-up to insure efficient and effective task completion by all units within the College.	2.7
Q_25	External	Has the ability to effectively relate to and communicate with the larger community external to the university.	2.6
Q_17	Decisions	Encourages participative decision-making.	2.5

Questions ordered by the sum N of Commendable + Outstanding

Group	Item	N
Q_22	Personnel Gives due recognition to faculty accomplishments.	44
Q_7	Academic Supports the principles of academic freedom.	42
Q_5	Academic Supports others in their efforts to accomplish institutional change.	40
Q_6	Academic Contributes to enhancing the academic quality of the institution.	40
Q_14	Communications Is willing to discuss the rationale of administrative actions and decisions.	40
Q_1	Academic Provides leadership in developing and promoting institutional goals and objectives.	39
Q_13	Communications Is accessible to faculty and receptive to their ideas.	39
Q_18	Decisions Is a rational and objective decision maker.	39
Q_27	Summary Has been an effective dean.	39
Q_2	Academic Encourages and promotes initiatives consistent with long-range plans.	38
Q_3	Academic Provides leadership in developing new educational ideas, trends, and innovations.	38
Q_4	Academic Promotes curricular change in response to student and societal interests and needs.	38
Q_8	Academic Adheres to the provisions of the Faculty Handbook.	37
Q_17	Decisions Encourages participative decision-making.	36
Q_19	Decisions Is creative at solving problems.	36
Q_12	Communications Communicates openly and frequently with the College faculty.	35
Q_15	Communications Promotes esprit de corps within the College.	35
Q_20	Decisions	
	Has the ability to reevaluate and, if necessary, to modify or retract decisions.	35
Q_23	Personnel Selects strong and accomplished subordinates.	34
Q_24	Personnel Shows sensitivity for those affected by decisions.	34
Q_10	<i>Budgetary Possesses a good understanding of and serves as an effective advocate for the college's financial needs.</i>	32
Q_16	Decisions Establishes standards of control, review and follow-up to insure efficient and effective task completion by all units within the College.	32
Q_21	Personnel Exercises good judgment in dealing with sensitive personnel issues.	32
Q_9	<i>Budgetary Provides sound fiscal management.</i>	27
Q_11	<i>Budgetary Solicits input from the academic units in budget planning and allocation.</i>	27
Q_26	<i>External Represents the campus in a positive manner to its various publics.</i>	22
Q_25	<i>External Has the ability to effectively relate to and communicate with the larger community external to the university.</i>	20

Note that the response rate for "Budgetary" and "External" were low which will distort their rank here.

Questions ordered by number N of unsatisfactory responses

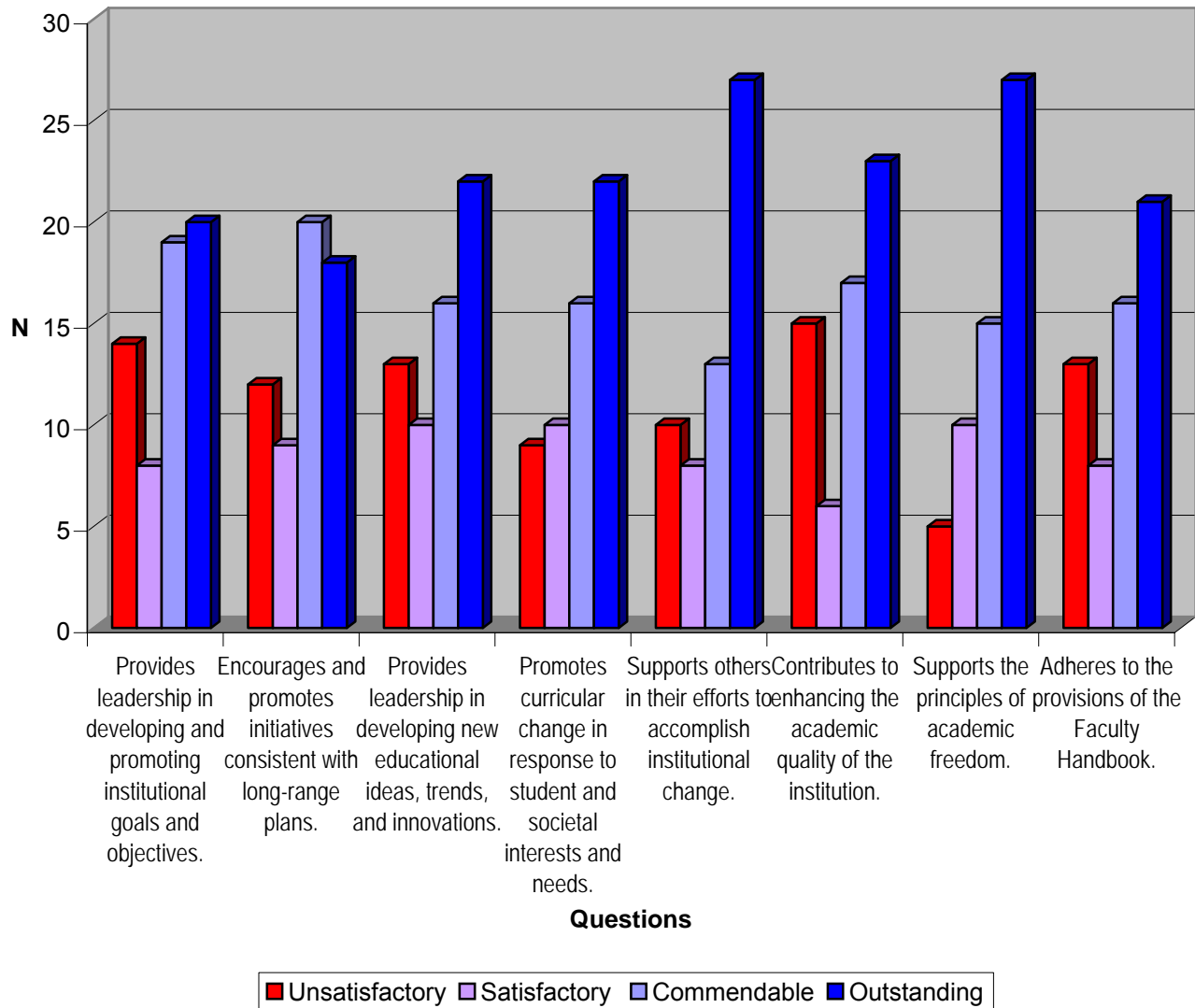
Group	Item	N	
Q_17	Decisions	Encourages participative decision-making.	21
Q_15	Communications	Promotes esprit de corps within the College.	18
Q_27	Summary	Has been an effective dean.	18
Q_6	Administration	Contributes to enhancing the academic quality of the institution.	15
Q_16	Decisions	Establishes standards of control, review and follow-up to insure efficient and effective task completion by all units within the College.	15
Q_1	Administration	Provides leadership in developing and promoting institutional goals and objectives.	14
Q_12	Communications	Communicates openly and frequently with the College faculty.	14
Q_13	Communications	Is accessible to faculty and receptive to their ideas.	14
Q_18	Decisions	Is a rational and objective decision maker.	14
Q_3	Administration	Provides leadership in developing new educational ideas, trends, and innovations.	13
Q_8	Administration	Adheres to the provisions of the Faculty Handbook.	13
Q_21	Personnel	Exercises good judgment in dealing with sensitive personnel issues.	13
Q_22	Personnel	Gives due recognition to faculty accomplishments.	13
Q_2	Administration	Encourages and promotes initiatives consistent with long-range plans.	12
Q_11	Budgetary	Solicits input from the academic units in budget planning and allocation.	11
Q_19	Decisions	Is creative at solving problems.	11
Q_23	Personnel	Selects strong and accomplished subordinates.	11
Q_25	External	Has the ability to effectively relate to and communicate with the larger community external to the university.	11
Q_5	Administration	Supports others in their efforts to accomplish institutional change.	10
Q_4	Administration	Promotes curricular change in response to student and societal interests and needs.	9
Q_10	Budgetary	Possesses a good understanding of and serves as an effective advocate for the college's financial needs.	9
Q_20	Decisions	Has the ability to reevaluate and, if necessary, to modify or retract decisions.	9
Q_24	Personnel	Shows sensitivity for those affected by decisions.	9
Q_14	Communications	Is willing to discuss the rationale of administrative actions and decisions.	7
Q_26	External	Represents the campus in a positive manner to its various publics.	7
Q_9	Budgetary	Provides sound fiscal management.	6
Q_7	Administration	Supports the principles of academic freedom.	5

Counts	Academic Administration and Planning							
Survey	Q_1	Q_2	Q_3	Q_4	Q_5	Q_6	Q_7	Q_8
Questions and Responses	Provides leadership in developing and promoting institutional goals and objectives.	Encourages and promotes initiatives consistent with long-range plans.	Provides leadership in developing new educational ideas, trends, and innovations.	Promotes curricular change in response to student and societal interests and needs.	Supports others in their efforts to accomplish institutional change.	Contributes to enhancing the academic quality of the institution.	Supports the principles of academic freedom.	Adheres to the provisions of the Faculty Handbook.
Unsatisfactory	14	12	13	9	10	15	5	13
Satisfactory	8	9	10	10	8	6	10	8
Commendable	19	20	16	16	13	17	15	16
Outstanding	20	18	22	22	27	23	27	21
do not know	5	7	5	9	8	5	9	8
sum	66	66	66	66	66	66	66	66
Resp	61	59	61	57	58	61	57	58
Avg	2.74	2.75	2.77	2.89	2.98	2.79	3.12	2.78
StdDev	1.15	1.11	1.16	1.10	1.15	1.20	1.00	1.17
Percentages								
Response Rate	92%	89%	92%	86%	88%	92%	86%	88%
Unsatisfactory	23%	20%	21%	16%	17%	25%	9%	22%
Satisfactory	13%	15%	16%	18%	14%	10%	18%	14%
Commendable	31%	34%	26%	28%	22%	28%	26%	28%
Outstanding	33%	31%	36%	39%	47%	38%	47%	36%
Good "3 & 4" %	64%	64%	62%	67%	69%	66%	74%	64%
Good "3 & 4" N	39	38	38	38	40	40	42	37

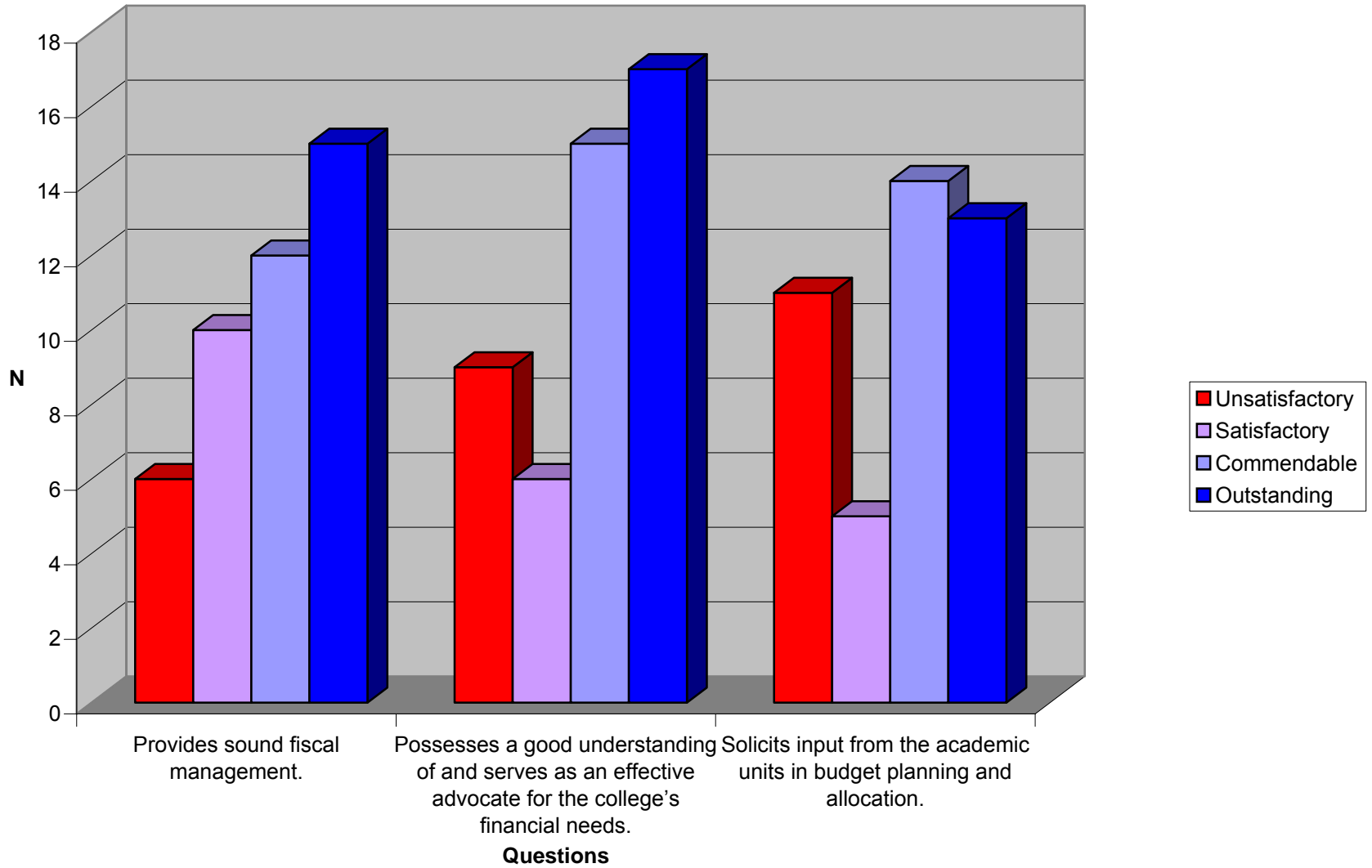
Decision Making and Problem Solving					Personnel				
Q_16	Q_17	Q_18	Q_19	Q_20	Q_21	Q_22	Q_23	Q_24	
Establishes standards of control, review and follow-up to insure efficient and effective task completion by all units within the College.	Encourages participative decision-making.	Is a rational and objective decision-maker.	Is creative at solving problems.	Has the ability to reevaluate and, if necessary, to modify or retract decisions.	Exercises good judgment in dealing with sensitive personnel issues.	Gives due recognition to faculty accomplishments.	Selects strong and accomplished subordinates.	Shows sensitivity for those affected by decisions.	
15	21	14	11	9	13	13	11	9	
5	6	7	5	6	9	8	6	7	
14	18	21	15	13	11	14	11	13	
18	18	18	21	22	21	30	23	21	
14	3	6	14	16	12	1	15	16	
66	66	66	66	66	66	66	66	66	
52	63	60	52	50	54	65	51	50	
2.67	2.52	2.72	2.88	2.96	2.74	2.94	2.90	2.92	
1.23	1.23	1.14	1.17	1.14	1.22	1.18	1.20	1.14	
79%	95%	91%	79%	76%	82%	98%	77%	76%	
29%	33%	23%	21%	18%	24%	20%	22%	18%	
10%	10%	12%	10%	12%	17%	12%	12%	14%	
27%	29%	35%	29%	26%	20%	22%	22%	26%	
35%	29%	30%	40%	44%	39%	46%	45%	42%	
62%	57%	65%	69%	70%	59%	68%	67%	68%	
32	36	39	36	35	32	44	34	34	

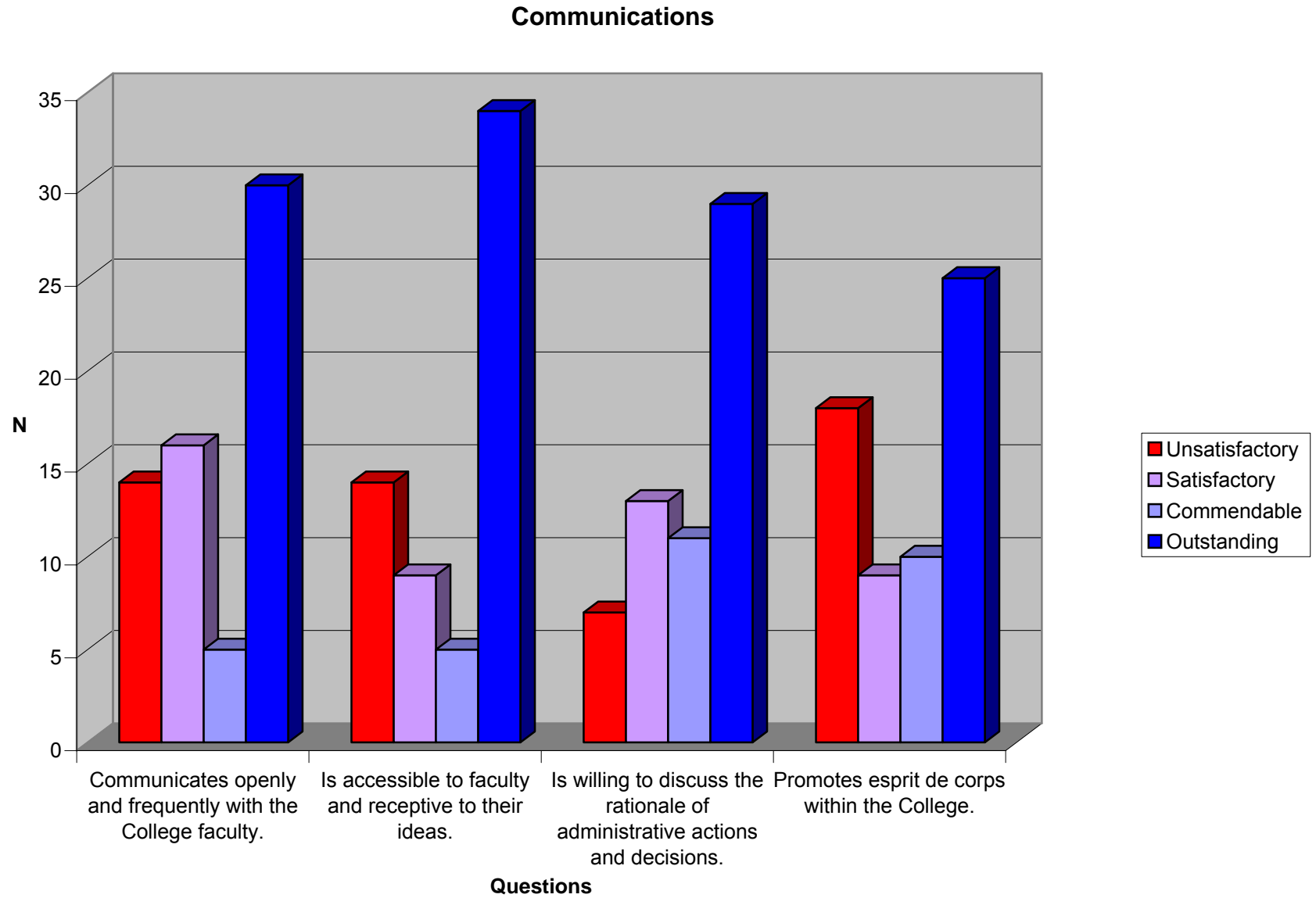
External Relations		Summary Evaluation	
Q_25	Q_26	Q_27	
Has the ability to effectively relate to and communicate with the larger community external to the university.	Represents the campus in a positive manner to its various publics.	Has been an effective dean.	
11	7	18	
3	3	7	
7	7	13	
13	15	26	
32	34	2	
66	66	66	
34	32	64	
2.65	2.94	2.75	
1.30	1.22	1.25	
52%	48%	97%	
32%	22%	28%	
9%	9%	11%	
21%	22%	20%	
38%	47%	41%	
59%	69%	61%	
20	22	39	

Academic Administration and Planning

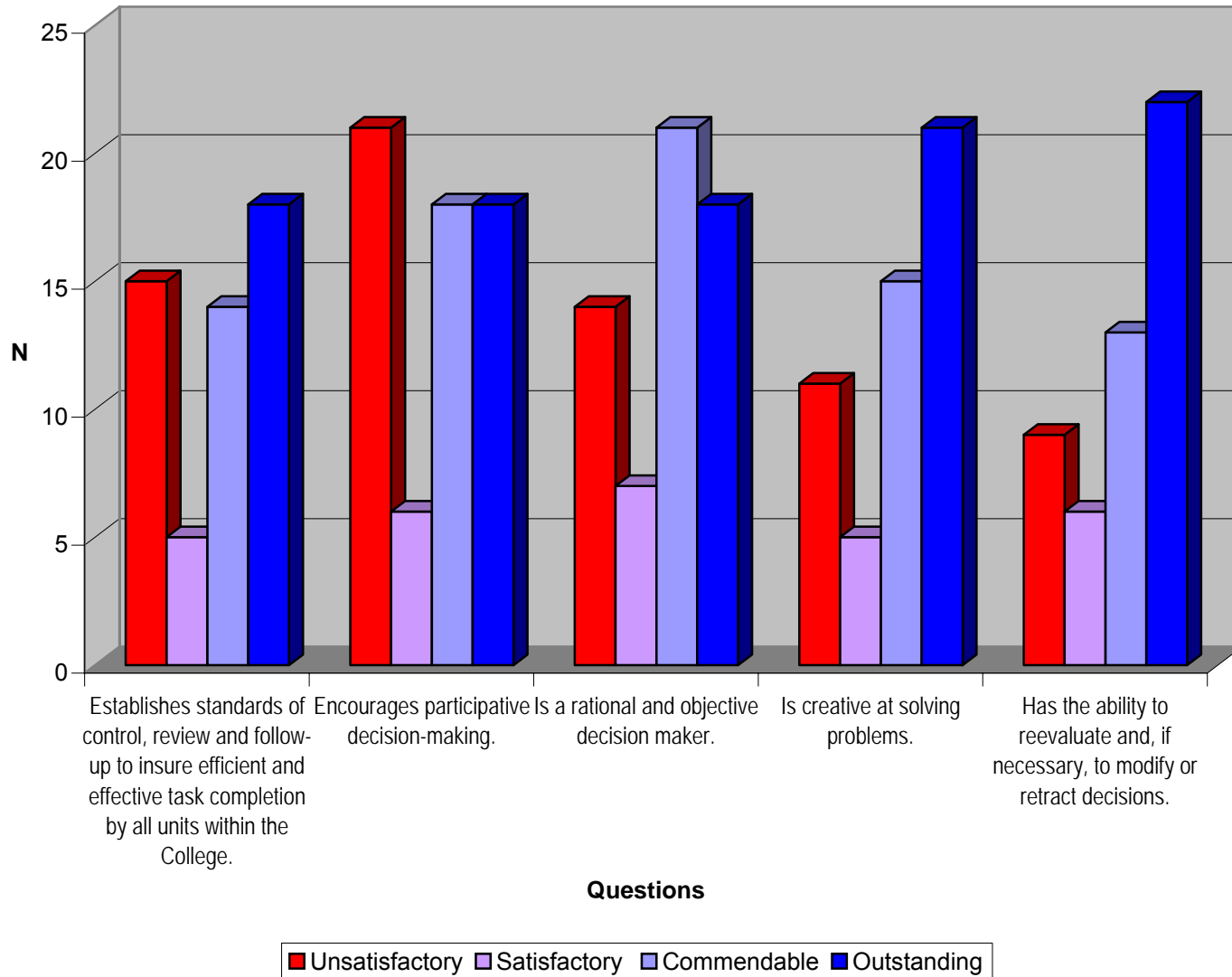


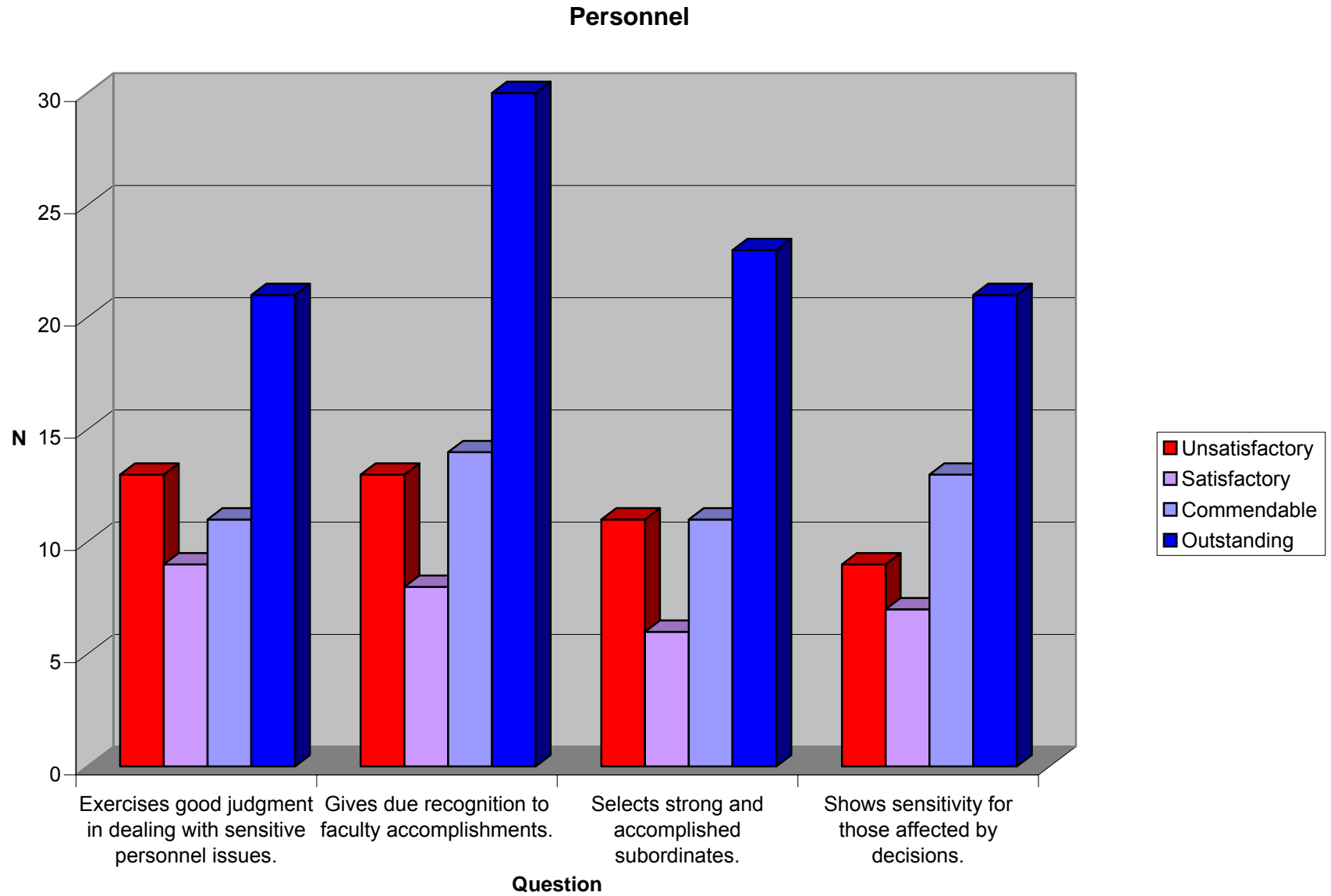
Budgetary and Fiscal



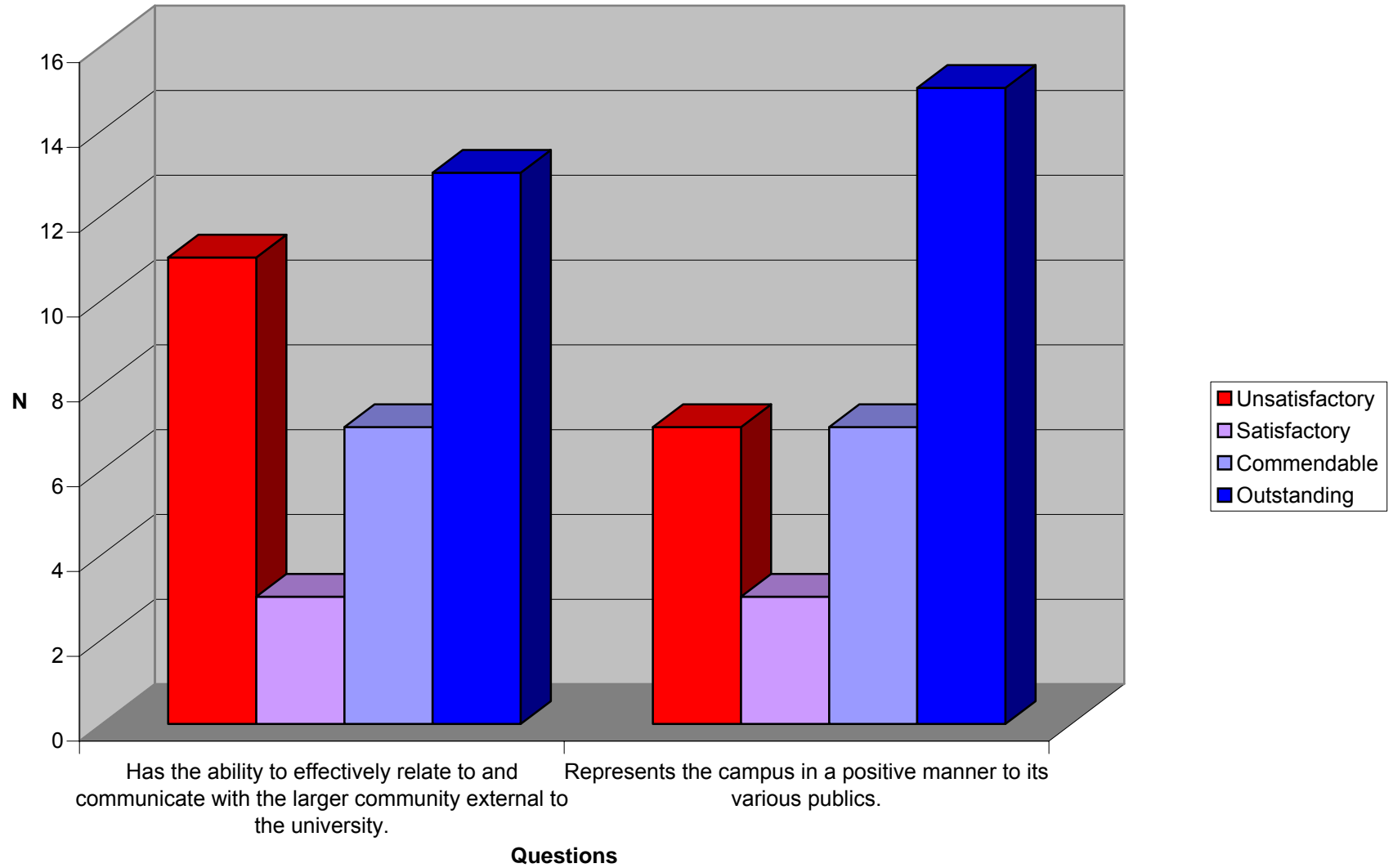


Decision Making and Problem Solving





External Relations



Written Comments from the Questionnaires

These are all the written comments on the Dean. They have been copied verbatim from the evaluation forms. Of the 21 comments submitted, 14 are favorable and 7 are not. This reflects the distribution of positive and negative responses on the questionnaire.

Very personable

Personnel decisions seem based on Dean's own idiosyncratic feelings about individuals rather than merit or a realistic interpretation of the Handbook.

He is personable and his door is always open to junior faculty.

The Dean deserves to be commended for the wise and courageous decision he made in changing the administration of the School of Education. His action has already had positive results in both the SOE and the constituency it serves. His leadership has made a significant impact on a successful, prosperous future for this unit.

Dean Snyder has been very effective in his position. He would seem to have a genuine concern for the advancement of the institution and has proposed several excellent initiatives in this regard. He has demonstrated a capacity for novel and creative approaches to improving academic life at FDU. I would highly endorse his continued tenure at FDU within his current role and capacity.

He is remodeling the School of Education

Assists all in their initiatives

Is accountable

I don't have a lot upon which to judge, however, my personal interaction with Dean Snyder has been positive and most pleasant. I might recommend some kind of email/faculty updates once a month similar to what is being sent by President Adams and the Provost.

Dean Snyder is the most intelligent dean whom [sic] I have known at FDU. He understands the institution and faculty, is open minded to all suggestions, is cooperative, and is capable of putting a positive face on the University, all too missing in recent years. He is an invaluable asset to our school.

Seems to cater to a few faculty. Forms faculty committees w/o elections. Mission?

The Dean has been supportive of recommendations I have brought to his attention to improve the program that I am responsible for as a Director. I have found him to be a good listener and encouraging [to] my participation for the University's overall good.

He has a balanced viewpoint that does not undermine my program even though he may have other goals for different departments. He continues to encourage new ideas & management styles that offend the University's status quo culture.

I have enjoyed my relationship with the Dean, and the proactive approach he has had in dealing with my concerns.

Much better than previous deans

Is willing to say he made a mistake

Is trying to follow Handbook in his position as Dean

I have seen many positive changes in UC since his arrival

Vocational school orientation

Fails to recognize the importance of Liberal Arts as a professional preparation

The Dean has shown favoritism, lack of respect for faculty, refusal to answer emails or memos, is arrogant toward faculty, bullying and short-tempered. He has violated the Handbook.

No notice of EPC minutes and meetings.

No attention to faculty vote on dismantling Computer Science.

Sexism. Only "helpless" or "sick" women are listened to.

Attempts to destroy programs. Sociology. New College.

Does not keep his word. "Forgets" promises.

Only already-large programs get his attention.

No academic vision. Only money matters.

No concern for adult students.

No concern that school directors be competent.

No advocacy for new faculty in areas such as english lit or social

Nasty, closed-circle practices.

He should not be renewed.

The Dean needs to spend more time advocating for the academic needs of the College.

- Additional resources for faculty hiring.
 - Resources for curriculum development.
 - Additional funds for Travel to academic conferences.
 - Too may wrong decisions in cases dealing with faculty status.
-

Dean Snyder has provided excellent leadership for University College. His relaxed style of leadership has facilitated open communication with faculty and other constituents of the University.

I recommend him for reappointment as Dean of University College.

A person of high integrity.

John Snyder's style of leadership is quite low key, but his long-term vision for the College is sound. The College is in good hands.

Dean Snyder is open and honest. He responds to the faculty with wit and wisdom.

I very strongly believe that Dean John Snyder is doing an OUTSTANDING job as Dean of University College and that he is a very valuable asset to FDU.

He is open, flexible, creative, trustworthy, straightforward, considerate of people (students, faculty, staff and administrators) and has brought a collegiality and supportive pedagogical atmosphere to University College that I have not seen in the over 30 years that I have taught here at FDU.

I strongly urge you to support him in his ideas and actions, that I am convinced, will positively benefit the students, faculty, schools, University College and FDU.

While Snyder has many positive personal qualities (intelligence, a pleasant style, humor) he has one major failing that makes him unacceptable as a Dean. He imposes his vision of how the college should be on the college, without faculty collaboration. The clearest example of this was the merger of the engineering and computer prog. schools, in the face of a faculty vote rejecting that. Other examples are the disappearing of sociology, the merger of two school into communication, & his current plans for the gen ed requirements. While he might argue that his decisions go through the CEPC, he plays a role w[ith] that committee contrary to The Handbook, as he is not supposed to lead these meetings. Perhaps faculty should be stronger, but it is hard to counter a Dean who is at each meeting, leading it, & who has power over your budget.

Much of the time his decisions in personnel matters and in course approvals seem based on some personal issue rather than on objective analysis of the matter at hand.

I believe that Dean John Snyder has accomplished far more than other former deans in University College when considering the first three years of their tenure at FDU. Over a short period of less than three years, Dean Snyder is able to help the School of Nursing and Allied Health and the former School of Engineering and Engineering Technology turn around their declining enrollment and improve their stature in the academic community. The School of Nursing and Allied Health has recently obtained a 100% passing rate in the nursing licensure exam, while the School of Engineering and Engineering Technology has received a top-50 ranking of its undergraduate electrical engineering program by U.S. News and World Report.

In addition, both schools have enjoyed significant improvement in enrollment. Dean Snyder's many accomplishments are due to his able leadership; his extensive academic experience at other universities, which he has brought to FDU; and his excellent interpersonal skills. Dr. Snyder helps the school directors set a clear vision for their schools and University College. He does not micromanage the schools. Instead, he encourages school directors and faculty members to take on new initiatives and instills confidence in them to accept calculated risk.

Dean Snyder inspires me and many other faculty members to work harder and to excel through his constant encouragement and by his sincere appreciation of our accomplishments. He is not afraid to make hard decisions for the good of the university. At the same time, he is sensitive to those personnel affected by his decisions. Two recent events in University College demonstrated his tremendous courage as a new dean and his strong, focused vision for University College. These events are the changing of leadership in the School of Education, and the merging of the School of Computer Sciences and Information Systems and the School of Engineering and Engineering Technology into one school. I only wish that I had a fraction of his courage.

In conclusion, Dean Snyder is an effective dean and a great asset to University College and FDU. We are indeed very fortunate to have him as our Dean.

Survey	Academic Administration and Planning								Budgetary and Fiscal Management			Communications			
	Q_1	Q_2	Q_3	Q_4	Q_5	Q_6	Q_7	Q_8	Q_9	Q_10	Q_11	Q_12	Q_13	Q_14	Q_15
1		2	2	2	1		3	1	2	2	1	2	1	3	
2	2	3	3	3	3	3	3	3	2	2	2	2	4	3	2
3	4	3	3	4	3	4	4	3	3	2	1	3	3	2	3
4	4	4	4	4	4	4	4	4			4	4	4	4	4
5	3	2	3		4	3	4	3	3	4		4	4	4	3
6	4	4	4	4	4	4	4	4		4	4	4	4	4	4
7	3	3	3	3	3	3	3	3			3	4	4	3	4
8	2	2	2		2	2	2	2				2	2	2	2
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	3	3	3	3	4	3	3	3	3	3	4	4	4	3	3
11								1					1		
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	4	4	4	3	4	4	4	4	3.5	4	4	4	4	4	4
14	1	1	1	1	1	1	1		1	1	1	1	1	1	1
15	3	3	3	3	4	4	4	3				4	4	4	4
16	2	3	3	4	4	4				3		2	4	4	3
17	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3
18		1	1	1	1	1						1	1	1	1
19	3	3	4	3	3	3	4					4	4	3	4
20	2	2	1	2	3	2	2	1	2	2	2	1	2	3	2
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
22	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
23	3	3	2	3	2	3	4	2	4	4	3	3	4	4	2
24	1	1	1	2	2	1	2	1				1	1	1	1
25	1	2	2	1	1	1	2	3	2	1	2	2	2	2	1
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30	3	3	3	3	2	3	4	4	2	3	3	2	3	4	3
31	2	3	2	2		3	3	3	2	3	3	3	4	3	2
32	1	1	2	1	1	1	3	2	2	2		1	1	2	1
33	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
34	2	2	2	2	2		2	3				2	3		2

35	3	3	3	2	3	3	3	2	3	3	2	2	2	2	2
36	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
37	2	2			2	2	3	2				2	2	2	2
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42	3	3		3	4	3				3	3	4	4	4	4
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44	1		2	2	2	1	1	1	1			2		2	1
45	3	2	2		3	2	3			3	3	3			2
46	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4
47												1	1	1	1
48	1	1	1	2	1	1	2	2		1	1	1	1	2	1
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59	1		1		1	1		1	2			1			1
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62								1				1	1	2	
63	3		3	4	4	3	4	4			3	4	4	4	4
64	4	4	4	4	4	4	4	4				4	4		
65	4	4	4	4	4	4	4	4				4	4	4	4
66	4	4	4	4	4	4	4	4	3	3	3	4	4	4	4

Decision Making and Problem Solving					Personnel				External Relations		Summary Evaluation
Q_16	Q_17	Q_18	Q_19	Q_20	Q_21	Q_22	Q_23	Q_24	Q_25	Q_26	Q_27
2	1	1		3	1	2					
3	3	3	3	3	3	3	3	3	3	3	3
3	3	4	4	3	4	3	4	3	3		4
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4	4	4	4	4		4	4	4		4	4
3	3	3	3	3	3	3	3	3			3
	1				2	1	3	2	1		2
3	3	3	3	3		3	3	3			3
3	3	3	3	3	3	4	3	4	3	3	4
	1			2	1	1	2				1
4	4	4	4	4	4	4	4	4	4	4	4
3	4	3	3	4		3	3	4		3	4
1	1	1	1	1	1	1	1	1	1	1	1
	3	4	4	4	4	4	3	3			4
2	2	3	4	4	3	4	4				4
	3	3	3			3	3				3
1	1		1	1							1
	3	3	3	3		4		3			4
1	1	2	2	3	2	3	2	2	1	2	2
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4	2	3	3	4	4	4	4	3	2	2	3
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	1	1	1	1	2	2	1		1		2
1	1	1	1	1	1	1	1	1	1	1	1
1	1	1				3	1				1
1		2	2	2	1	2	1	1			1
3	3	4	4	4	4	4		4			3
3	2	3	2	3	3	3	2	3	2	2	3
2	3	3	3	3	2	2		2			3
	1	2	1	1	2	2	1				1.5
4	4	4	4	4	4	4	4	4	4	4	4
1	2	2			2	3	3				2

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2	2	2	2	2	2	2	2	2			2
4	4	4	4	4	4	4	4	4	4	4	4
1	1	2	2	1	2	3		2			2
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4	4	4	4	4	4	4	4	4		4	4
3	4	3				3					3
3	3	3	3		3	4			3	3	3
1	1	1		1		2	2				1
3	3	3		3		3			1		2.5
		4	4	4	4	4	4	4			4
1	1	1	1	1	1	1	1	1			1
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4	4	4	4	4	4	4	4	4	4	4	4
4	3	3	4	4	3	4	4	3			3
1	1	1	1		2	1	1			1	1
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4	4	4	4	4	4	4	4	4			4
1	1	1		2	1	1		1			1
	1		1		1	1		2	1		1
	3	3	4		3	3		3	4	4	4
	1	1		2	1	1		1			1
	4	3			4	4	4	4		3	4
4				4		4					4
4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4

Evaluation of University College Dean by the Faculty

	New	Orig	
ACADEMIC ADMINISTRATION AND PLANNING			
Q_1	1		Provides leadership in developing and promoting institutional goals and objectives.
Q_2	2		Encourages and promotes initiatives consistent with long-range plans.
Q_3	3		Provides leadership in developing new educational ideas, trends, and innovations.
Q_4	4		Promotes curricular change in response to student and societal interests and needs.
Q_5	5		Supports others in their efforts to accomplish institutional change.
Q_6	6		Contributes to enhancing the academic quality of the institution.
Q_7	7		Supports the principles of academic freedom.
Q_8	8		Adheres to the provisions of the Faculty Handbook.
BUDGETARY AND FISCAL MANAGEMENT			
Q_9	9		Provides sound fiscal management.
Q_10	10		Possesses a good understanding of and serves as an effective advocate for the college's financial needs.
Q_11	11		Solicits input from the academic units in budget planning and allocation.
COMMUNICATIONS			
Q_12	12		Communicates openly and frequently with the College faculty.
Q_13	12a		Is accessible to faculty and receptive to their ideas.
Q_14	13		Is willing to discuss the rationale of administrative actions and decisions.
Q_15	14		Promotes esprit de corps within the College.
DECISION MAKING AND PROBLEM SOLVING			
Q_16	15		Establishes standards of control, review and follow-up to insure efficient and effective task completion by all units within the College.
Q_17	16		Encourages participative decision-making.
Q_18	17		Is a rational and objective decision maker.
Q_19	18		Is creative at solving problems.
Q_20	19		Has the ability to reevaluate and, if necessary, to modify or retract decisions.
PERSONNEL			
Q_21	20		Exercises good judgment in dealing with sensitive personnel issues.
Q_22	21		Gives due recognition to faculty accomplishments.
Q_23	22		Selects strong and accomplished subordinates.
Q_24	23		Shows sensitivity for those affected by decisions.
EXTERNAL RELATIONS			
Q_25	24		Has the ability to effectively relate to and communicate with the larger community external to the university.
Q_26	25		Represents the campus in a positive manner to its various publics.
SUMMARY EVALUATION			
Q_27	26		Has been an effective dean.
COMMENTS		(see the listing of individual comments)	



To: J. Kiernan, Provost, Chair of
Dean Evaluation Committee

From: J. Snyder, Dean

CC: D. Flory, M. Guttman, A. Adrignolo

Re: Dean Evaluation

Date: April 29, 2004

I received the draft copy of the Dean Evaluation Committee's report. Thank you for the considerable effort that went into compiling and summarizing the information that faculty in University College submitted to you. I have no suggestions to change any part of the report, and urge you to make the whole report as it stands available to the faculty.

Dean's Response

I believe that the evaluation and the report are fair. Both the details and the very fine summary have enabled me to respond to specifics instead of generalities. Overall, I am content with the "bi-modal," or split response of faculty to my three years' performance as their dean: "The division that shows up in the summary and repeats in most questions is a division of the faculty into two groups." Needless to say, I am thankful that the positive group numbers twice the negative: "In summary, with 64% of the College Faculty responding, 60% of the respondents rated the Dean as *commendable* or *outstanding* while 20% rated him *unsatisfactory*" ... while "[A]bout 10% are in the middle, rating him *satisfactory*."

At the same time, I take seriously the perception of some faculty that I need to improve in certain categories of evaluation. Consequently, should I still be around the next three years, I shall aim, in particular, to

- encourage participative decision-making within the College
- establish standards of control, review, and follow-up to ensure efficient and effective task completion by all units within the College
- promote esprit de corp within the College.

Commentary

What I, as most deans, do when evaluated is to place as grid, or overlay, on an evaluation by faculty my own announced definition of the job of dean and my own publicly announced goals as Dean of University College. This definition and these goals enable me to judge my performance from my own, independent perspective. When I see the faculty's estimation of this performance through the overlay of my own judgment, I come up with a relatively more objective sense than would be possible were I to rely on either of the subjective estimates, my own or the faculty's.

I have defined my job as dean to my superiors as well as to those I am responsible for as Lead, Facilitate, Manage—in that order. When I assumed the deanship of University College, it did not take me long to conclude that I would have to spend most of my contract period of three years leading and managing. Neither the College nor its nine component schools had any clear direction, in terms of planning initiatives or quality improvements. Managerial and structural problems pervaded all the schools except Psychology. Indeed, the College seemed in early 2001 *not* to be managed, whether from within or from above. Clearly, the Facilitate part of the job had to fall into third place, owing to scarce resources for academics, after the Manage part, thus distorting a dean's proper priorities.

Consequently, I emphasized leadership, some of which was to say words but more to choose actions that would stand for what I would do as Dean of University College—for my constant identity as a dean in the minds of faculty. From the success or failure of these actions, they would know what to expect. According to my own definition of a dean's job, I think that I was an effective leader in overhauling certain administrative infrastructures in the schools, and in improving their faculty leadership, particularly in Education, Natural Sciences, Nursing, Computer Sciences and Engineering, and Communication Arts. According to faculty receptivity to these actions, as it is conveyed by the answers to the survey questions in the Dean's Evaluation, I think I had a clear majority that was supportive even though those actions caused a significant minority (20%) to find my leadership "unsatisfactory." I am content with this split, or bi-modal evaluation because my chosen actions by their very nature signaled my intent to change things that the 20% were bound to defend, and change them in ways that the 20% were bound to disapprove.

My next priority this past three years was to identify, develop, and strengthen faculty managers—"chairs," or "directors" as they are titled in University College. This is how deans manage; they find the appropriate faculty to manage for them, and for themselves. Now I have in place, or coming into place shortly, precisely those school directors who are capable of being mini-deans. All are self-starting, professionally prominent thus credible to their faculty, aggressive in seeking ways to increase both enrollments and quality, zealous for excellence, proficient in planning for both the short and long terms, and risk-taking. As a manager of University College, I am now pretty much dispensable, and I take pride in this. In my reading of the Dean's Evaluation, which does not pin-point this aspect of a dean's job—the development of strong chairs—most of the credit given

the Dean of University College for “effectiveness” really reflects what the current school directors have done, and most will continue to do. I claim for my own credit only the 20% “unsatisfactory” rating.

When I appraise my performance in the category Facilitate, which ordinarily I would put above the category Manage, I would be less forgiving than faculty have been. The reason that they indicate uncertainty about my effectiveness with external communities is that I have not made much progress in fund-raising except through grants in the professional schools, which I have emphasized to some discernible effect. These grants have been the accomplishment of the school directors and certain faculty, whom I have pushed and supported the best I could. However, I have not myself “gone external” to the extent that I wished given the paucity of resources available for academic purposes at the University. Development of large donations would thus appear among my top priorities for 2004-05, and I hope more meaningfully than it has been for 2003-04, when I placed it high on my list of goals but was unable to deliver sufficiently.

Conclusion

I judge that when my own job definition and announced goals are combined with the results of the Dean’s Evaluation, there will appear solid evidence of purposeful leadership and effective management on my part and on the part of the school directors, and some partial effectiveness in facilitation.

I am definitely convinced, moreover, from this analysis, that I have done over the past three years precisely what I told my directors and superiors I would do when I arrived: I have strengthened the already strong programs, and I have helped faculty find ways to strengthen the weaker programs. For confirmation of this analysis that represents both my own self-evaluation and the satisfaction survey by the faculty of University College, I would stand by any quantitative analysis program-by-program and school-by-school, combined with a summation of crucial victories in the quality arena. Any such analysis would cite the licensure redemption and enrollment growth of Nursing; the accreditations and financial improvements in Computer Sciences and Engineering; the increased reputability and enrollment growth of Education; the student successes and growth of Criminal Justice; the curricular reforms in Communication Arts, Natural Sciences, General Education, and Writing; the financial productivity advance and enrollment growth of Psychology; and significant steps taken in preparation for Middle States in 2006.