

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John J. Buckey

Evaluator: Marblehead School Committee

John J. Buckey

5/19/2022

6/16/2022

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s) 1-A Significant +	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

1-B Some Progress +

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

During the 2021-2022 school year Dr. Buckey has worked in collaboration with his Leadership Team to, as noted in the opening sentence of his self-evaluation, “promote teaching, learning and growth across Marblehead Public Schools.” He has worked extensively throughout the year to begin developing a professional culture focused on a shared commitment and high standards and remains committed to making more progress towards the shared mission and core values identified in the Plan for Success Strategic Plan. Under Dr. Buckey’s leadership, significant progress has been made towards initiatives focusing on improving educator evaluation processes, aligning curriculum, enhancing communication and examining the diverse needs of the students. Additionally, as one committee member notes, “Dr. Buckey and his leadership team put forward a budget request for FY23 that ensures each school building in the district will have the personnel, funding and supplies necessary to provide an exemplary education which has been in conversation for many years and is a huge accomplishment that deserves recognition.” After a thorough review process, the committee has rated Dr. Buckey with an overall rating of “proficient” across all standards. The cumulative ratings for each standard are outlined below and highlight areas of strength and areas for continued improvement. Although the overall rating for each standard is solidly “proficient”, one committee member did share that more overall progress could be made across all standards with the exception of Standard II: Management and Operations. Additionally, and of importance to note is that Dr. Buckey continues to make progress towards meeting his annual goals while having a solid understanding of the areas in which he feels he can improve. The committee has found that Dr. Buckey has made significant progress with both his student learning and district improvement goals while meeting his professional practice goal. The committee commends Dr. Buckey’s dedication to prioritizing the diversity, equity and inclusion DEI Planning for Success Initiative by creating a DEI committee that has completed important professional development work related to more inclusive learning environments while further educating staff and students on implicit biases.

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Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Cont

The committee unanimously agrees that although much progress has been made, a continued focus on developing and advancing both the DEI Initiative and the METCO Program will be of primary importance during the 2022-2023 school year to help deepen cultural awareness and broaden diversification. These initiatives will help with, as one committee member notes, “making Marblehead an employer of choice.”

Standard I: Instructional Leadership- The Committee’s cumulative rating is “Proficient”

The committee determined Dr. Buckey’s Strengths to be

- The implementation of data collecting programs
- The extensive work on curriculum
- The implementation of instructional rounds at every school

Standard II: Management and Operations - The Committee’s cumulative rating is “Proficient” nearing “Exemplary”

The committee determined Dr. Buckey’s Strengths to be

- Establishing a collaborative budget process
- Addressing and advocating for the budgetary needs of the District while supporting an override
- Scheduling budget focused listening sessions to obtain feedback from stakeholders

Standard III: Family and Community Engagement- The Committee’s cumulative rating is in the middle of “Proficient” and “Exemplary”

The committee determined Dr. Buckey’s Strengths to be

- Providing informative weekly updates
- Hosting monthly topic specific coffees
- Visibility and accessibility to staff, the community and School Committee members
- The implementation of weekly METCO parent meetings in the absence of the director

Standard IV: Professional Culture- The Committee's cumulative rating is "Exemplary"

The committee determined Dr. Buckey's Strengths to be

- The implementation of the Plan for Success to help guide district priorities
- The considerable work that has been done to improve equitable and inclusive practices within the district

Recommended areas of focus towards continued progress consist of:

- 1) Providing a summarized output/action plan from the results of data collection and share how the results support student success
- 2) Continued work on scheduling to improve instructional time as noted in Dr. Buckey's self-evaluation
- 3) Further developing the diversity, equity and inclusion initiative while stabilizing and advancing the METCO Program
- 4) Continued work on best practices for communicating new initiatives to the community
- 5) Expanding opportunities for listening sessions and additional coffees to encourage community dialog
- 6) Continued data collection from the leadership team to help reflect on ways to grow as a mentor

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3, I-D-2, I-D-4, II-C-2, IV-D-2	MTSS, Planning for Success & Learning Instructional Rounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I-E-1, I-E-2, II-B-2, IV-D-2	Superintendent's Induction Program & Leadership Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1-A	I-E-2, III-A-1, III-A-2, III-C-1, III-C-2	Increase Visibility and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1-B	III-B-1, III-A-1, III-C-2, IV-B-1	Strengthen Practices with Focus on Diversity, Equity & Inclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): The Committee's cumulative rating is "Proficient" There was a consistent theme of successful progress in this Standard. Over the past year the district leadership has focused on curriculum, assessment and instruction. A draft scope and sequence was created across grades K-12 and a multi-tiered system of support MTSS was introduced to the district with a focus on "all means all". Instructional Rounds were implemented to ensure that practices across the district reflect high expectations, engage all learners and incorporate the MTSS framework.				

Superintendent's Performance Rating for Standard I: Instructional Leadership



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The district has also increased the use of data to inform decision-making with the implementation of i-Ready and analysis of MCAS data. Additionally, the TeachPoint online evaluator program continues to be a helpful tool in providing feedback to educators and administrators.

The committee felt the implementation of Instructional Rounds is directly related to success within the Instructional Leadership Standard. The Instructional Rounds created an environment for Dr. Buckey to build effective working relationships with teachers as well as building administrators. Under Dr. Buckey's leadership, Assistant Superintendent Murphy has ensured that all content areas have a clearly defined scope & sequence and developed standards-based lessons. The committee unanimously agrees that the implementation of data collection tools for tracking student achievement is necessary for creating an effective learning path for individual students. However, as Dr. Buckey has put an emphasis this year on performing Instructional Rounds, the committee also agrees that it would be helpful to see quantifiable data supporting how the rounds have improved students' academic achievement and staff outcomes, including culture. The committee would like to see Dr. Buckey provide a summarized output, and corresponding action plans from the Instructional Rounds and assessment tools as a focus for the coming year as well as a performance goal linked to student learning.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <p>The Committee's cumulative rating is "Proficient" nearing "Exemplary"</p> <p>There was overall satisfaction with the budget process this year as Dr. Buckey supported the committee's decision for an override to bridge the gap between our current operating budget and the proposed FY23 budget.</p> <p>During the 2021-2022 school year, Dr. Buckey has addressed the concerns and suggested areas for growth from last year's evaluation in reference to his budget goal. The budget process was started earlier in the year and a needs based budget was created. As it was referenced in Dr. Buckey's self-evaluation, Administrators and Directors were asked to develop their requests given "what do you need to effectively run your school or program in order to provide an exemplary education." To help further determine district needs, monthly coffees were held and two public listening sessions to obtain feedback from stakeholders took place.</p>				

Superintendent's Performance Rating for Standard II: Management & Operations



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Two budget workshops were scheduled where district leaders shared their prioritized requests and the newly completed [Planning for Success Plan](#) was used to align [budget requests](#). Principals and Directors met with the Assistant Superintendent for Finance and Operations to review the priorities and to attend to any changes in enrollment and retirements. Numerous budget subcommittee meetings were held and Dr. Buckey met regularly with the Finance Committee liaisons to discuss the FY23 budget.

Due to the overall progress with the budgeting process, it is evident that Dr. Buckey has been committed to supporting a budget this year that is closer to meeting the needs of Marblehead students. The FY23 budget override request “ensures each school building in the district will have the personnel, funding and supplies necessary to provide an exemplary education.” The committee recognizes the collaborative budget process and as one committee member notes, Dr. Buckey’s openness to exploring creative solutions to fund specific personnel related requests.

The committee unanimously rated Dr. Buckey’s II-E Fiscal Management Goal as “proficient” nearing “exemplary.” The committee acknowledges Dr. Buckey’s commendable efforts to support a needs based budget while simultaneously understanding that there will always be room for continued growth in understanding the complexities of school budgeting due to annually fluctuating revenue streams.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <p>The Committee's cumulative rating is in the middle of "Proficient" and "Exemplary"</p> <p>The majority of the committee feels that communication is an area of strength for Dr. Buckey.</p> <p>Dr. Buckey addressed last year's concerns in regards to communication by hosting monthly Superintendent Coffees, some focusing on topics specific to the new curriculum, scheduling adjustments and the FY23 budget while others were held as open forums. Dr. Buckey is regularly seen in the school buildings and throughout the community. The addition of Instructional Rounds with the Assistant Superintendent and building level administration has created an avenue for building trust. He provides regular updates to the school community through various platforms and departments while also making an effort to attend numerous public speaking opportunities as the spokesperson for the district. As mentioned in his self-evaluation, he uses his visibility and availability "as a vehicle for open, honest and transparent communication."</p> <p>As one committee member notes, the Superintendent Updates "were informative, transparent, witty, and a true example of his commitment to improving communication with our MPS parents."</p>				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



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Committee members recognize Dr. Buckey's prompt responses to emails and his availability to meet with parents, stakeholders and school committee members to address concerns.

For the coming school year it is recommended that Dr. Buckey create a planned approach to communicating new initiatives to the community taking into consideration the most effective and timely way to disseminate information. It was also suggested that Dr. Buckey continues to hold regular coffees and community forums throughout the school year on various topics.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> +	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): The Committee's cumulative rating is "Exemplary" As referenced in Dr. Buckey's self-evaluation, the committee sees that the PfS focus areas of curriculum, professional culture, diversity, equity & inclusion, technology and facilities have been instrumental in guiding the work of the Administrative Team and underscoring the FY23 budget development process. As one committee member shared, "the Planning for Success PfS initiative was a collaborative and comprehensive process that resulted in a five-year road map for the district...which is shared by administrators, staff, families and the community" Dr. Buckey has given many public presentations and weekly updates.				

Superintendent's Performance Rating for Standard IV: Professional Culture



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He actively seeks and incorporates a wide-variety of feedback in decision-making and in communicating his decisions to faculty and staff, families, the larger community and the School Committee while maintaining a commitment to decisions that are in the best interest of all students.

In his self evaluation, Dr. Buckey notes that "being worthy of public trust is important to his work." His commitment to focused professional development for the coming school year within this standard speaks to his dedication to build a professional culture grounded in trust and transparency which the committee agrees with. It is recommended that Dr. Buckey continues to work on finding the best ways to connect with the administration and staff as he continues to build strong professional relationships with all.