



VCCS ADMINISTRATIVE AND
PROFESSIONAL FACULTY
DEVELOPMENT, EVALUATION,
AND RECOGNITION MODEL
PLAN 2016



MARCH 2, 2016

EVALUATION SYSTEM

Overview

The Administrative and Professional Faculty Development, Evaluation, and Recognition Plan provides a mechanism for evaluating administrative and professional faculty performance, fostering a culture of engagement and accountability, promoting high performance, continuous improvement, and, therefore, professional growth. It is important to acknowledge the substantial differences in the function, role, level of authority, scope of work, and day-to-day tasks for each administrative and professional faculty member. Effective July 1, 2016 all administrative and professional faculty will be evaluated on core job responsibilities, outcomes-based measurements, performance expectations as outlined in the faculty member's position description and essential competencies suggested by the nature of the position held.

Performance Domains for Administrative and Professional Faculty (VCCS Policy: 3.6.1.4.a).

Administrative and Professional faculty are to be evaluated based upon performance in the following five performance domains:

- Core Job Responsibilities – Professional activities, performance expectations, measurements, and outcomes as delineated in the faculty member's position description.
- Non-routine and/or Strategic Responsibilities and Activities – Special projects or assignments- or activities in support of the strategic plan of the organizational unit, the college, or the VCCS; other duties and responsibilities not specifically included in the faculty member's position description.
- College and Community Service – Participation in college and/or community organizations or activities. Service activities are divided into four categories: college representation, college citizenship, community citizenship, and service to the profession.
- Professional Growth and Development – Activities specifically associated with faculty member's continuing education, enhancement of professional knowledge, skills, and abilities, and improvement of job performance.
- Administrative and Professional faculty with supervisory responsibilities must also be evaluated in Management Effectiveness - Supervisory and/or unit management activities, including but not limited to leadership ability, management of faculty and staff, and resource management
- Additional Performance Domains:
Additional performance domains may be included as determined by the supervisor and based on the position responsibilities as determined by the college. These may include, among others, fiscal responsibility, student success, customer service, collegiality, communication, collaboration, teamwork (VCCS Policy: 3.6.1.4.a.iv).

Evaluation Ratings (VCCS Policy: 3.6.1.4.a.v)

The Evaluation must result in an overall summary rating of either "Meets Expectations" or "Does Not Meet Expectations." However, within each domain, in lieu of an evaluative rating, evaluation of

performance will serve to identify areas of notable success, areas in need of improvement, and areas in which initiation of new activity is warranted.

Evaluation of performance in each domain should be reflective of the extent to which a faculty member's duties and activities during the evaluation period fall within that domain and should influence the summary rating accordingly. To the extent possible, the faculty member's supervisor must identify, in advance, the sources of existing job performance criteria that will be brought to bear at evaluation time and provide the faculty member an opportunity for input (VCCS Policy: 3.6.1.3.a). The supervisor will amend the sources as needed based on changes in job responsibilities and changing priorities over the course of the evaluation cycle.

Administrative and Professional Faculty Self-Assessment (VCCS Policy: 3.6.1.4.a.vi)

Faculty members shall prepare and submit a written narrative that includes a personal assessment of their performance in each of the required performance domains, as well as any agreed upon additional performance domains, if applicable. The report must include:

- A description of professional activities in each domain that is sufficiently thorough to support the self-assignment of an overall ratings of either "Meets Expectations" or "Does Not Meet Expectations."
- A summary of any formative feedback received during the evaluation cycle (VCCS Policy: 3.6.1.4.a.vii).
- Assessment of progress toward achievement of Annual Objectives (VCCS Policy: 3.6.1.4.b): Review of Annual Objectives met, partially met, or not met pursuant to Annual Performance and Professional Development Objectives established for the evaluation cycle.
- Any necessary supporting documentation. Please note that failure to submit sufficient justification for a "Meets Expectations" rating may result in a summary rating of "Does Not Meet Expectations."

Formative Feedback (360° Feedback) (VCCS Policy: 3.6.1.4.a.viii)

Formative Feedback from Supervisors

Administrative and Professional faculty need ongoing and constructive comments about the degree to which they are meeting expectations in each performance domain as well as a broader perspective on their overall performance. Formative feedback, from a variety of sources, is a primary mechanism for identifying targets for development. In addition, supervisors should approach conferences to discuss annual objectives and evaluation conferences as opportunities for formative assessment and discussion. Supervisors should garner information for the formative assessment from their own observations and from informal and formal comments provided by others.

Feedback from Others

At least once every three years, formative assessment of the faculty member's performance must be formally solicited through a survey of a sampling of the faculty member's peers, supervisees, and others at the college who the faculty member serves or interacts with on a routine basis, including students and workforce development partners if applicable. The supervisor and faculty member will collaborate to identify which individuals to survey, with the understanding that the supervisor has the authority to select some stakeholders not included on the faculty member's list of preferred survey participants. Respondents must participate in this process anonymously, and individual surveys should be handled as confidential information. The faculty member should not have access to the survey forms that were submitted, but a summary of the results of the survey should be provided to the faculty member after all identifying information of the respondents has been removed.

Supervisor Evaluation of Administrative and Professional Faculty

Based upon information and evidence provided by the faculty member through the self-assessment (VCCS Policy: 3.6.1.4.a.vi), the formative feedback analysis, and other agreed upon available data sources, the immediate supervisor will determine an overall summary rating of "Meets Expectations" or "Does Not Meet Expectations."

The Faculty-Supervisor Evaluation Conference

Following completion of the summary evaluation by the immediate supervisor, the supervisor will schedule an evaluation conference with the faculty member to discuss the summary rating and any implications arising from that rating.

Evaluation Due Date Schedule

Professional faculty who are eligible for multi-year appointment are evaluated on a calendar year cycle. Their evaluation is to be completed by December 15 each year and evaluations are to be submitted to the Office of Human Resources by January 15.

Administrative faculty and professional faculty not eligible for multi-year appointment are evaluated annually on a fiscal year cycle. All evaluations of administrative and professional faculty in this category are to be completed by June 15 each year and evaluations are to be submitted to the Office of Human Resources by July 1.

First-year, probationary faculty members will be evaluated twice during the first one-year appointment. Newly-hired faculty who begin employment at least six months prior to the end of an evaluation cycle will complete an interim evaluation by a date to be determined by the supervisor, approximately midway between the first day of employment and the end of that evaluation cycle. In addition, the faculty member will complete a comprehensive evaluation at the end of the evaluation cycle as per appropriate deadline above. Newly-hired faculty who begin employment fewer than six months prior to the end of the evaluation cycle will complete an interim evaluation at the end of the evaluation cycle and will then transition to the normal evaluation cycle.

Implications for “Meets/Does Not Meet Expectations” Summary Ratings:

Summary Rating: Meets Expectations:

- Faculty members who receive a “Meet Expectations” summary rating will be eligible for reappointment. Faculty on a multi-year appointment will be eligible for a renewed multi-year appointment.
- Faculty members who meet all of the other eligibility requirements of VCCS Policy: 3.7 must receive a “Meets Expectations” rating to be considered for promotion.
- Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the college’s Reward and Recognition programs.

Summary Rating: Does Not Meet Expectations (VCCS Policy: 3.6.1.7.c.ii)

- Administrative and professional faculty who receive a summary evaluation rating of “Does Not Meet Expectations” are subject to non-reappointment. If the supervisor recommends non-reappointment, a copy of the recommendation and supporting documentation shall be reviewed by the vice-president, executive vice president, or provost who will make a final determination as to a one-year re-appointment or non-renewal. In cases involving a direct report of the president, the decision to provide a one-year re-appointment or not to renew the faculty’s appointment rests with the president.
- The faculty member shall be notified in writing of the final decision regarding non-reappointment.
- If the college elects to offer a one-year reappointment, the immediate supervisor will take primary responsibility for developing a *Performance Improvement Plan* (PIP) in accordance with the VCCS policy and procedures (VCCS Policy: 3.6.1.7.c.ii) and as outlined below. Failure to comply with the terms of the PIP may result in dismissal of the faculty member.

- Faculty members who are on a multi-year appointment and who receive a summary evaluation rating of “Does not Meet Expectations” are subject to non-reappointment. If the college elects to offer a one-year re-appointment in accordance with the VCCS policy and procedures, the faculty member must comply with the terms as outlined in the Performance Improvement Plan (see below).
- Faculty members who receive a “Does Not Meet Expectations” summary rating and are reappointed are not eligible for promotion and are not eligible to participate in the college’s Administrative and Professional Faculty Reward and Recognition Program.

Performance Improvement Plan (VCCS Policy: 3.6.1.7.c.ii)

If the college elects to reappoint an administrative or professional faculty member who receives a summary rating of “Does Not Meet Expectations,” the supervisor will develop and document a Performance Improvement Plan (PIP). The Performance Improvement Plan is a formal written plan of action to guide the improvement and/or corrective action. The plan is designed to facilitate a constructive discussion between the faculty member and supervisor to clarify work performance and/or behavioral issues that need to be improved for the faculty member to receive a “Meets Expectations” summary rating. The mutually agreed upon plan of corrective action, inclusive of timelines, expected outcomes, and progress reviews are put in writing using the Performance Improvement Plan form. Progress will be reviewed within six months of the Performance Improvement Plan establishment. Interim reviews may be conducted more frequently as specified in the plan (for example, every 60 days, 90 days, 120 days, or more). Failure to comply with the provisions of the Performance Improvement Plan may result in dismissal of the faculty member.

Evaluation Appeals

Administrative and professional faculty may appeal the results of evaluation through the Faculty Grievance Procedure (VCCS Policy: 3.13). Throughout the appeals process, it will be incumbent upon the immediate supervisor to provide documentary evidence for the evaluation given to the faculty member.

ANNUAL OBJECTIVES

The Annual Objectives component of the Faculty Development, Evaluation, and Recognition System focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time administrative and professional faculty. Setting objectives in collaboration with the immediate supervisor, identifying resources, establishing timelines for completion, and assessing quality and quantity measures of achievement are key elements of the Annual Objectives process. Objectives thus established must be related to the strategic goals of the organizational unit, the college, and/or the VCCS; to the professional growth and development of the faculty member; or to improvement in specific areas of the faculty member's job performance. Status of progress toward completion of the agreed upon Annual Objectives are reviewed during a mid-year feedback session, and an assessment of progress and achievement must be included in the performance evaluation.

Setting Annual Objectives (VCCS Policy: 3.6.1.4.b)

Annual Objectives for First-Year (Probationary) Faculty

- Annual objectives for newly hired faculty should be pre-established by the faculty member's immediate supervisor for the first year of employment or established in a collaborative manner as per position requirements. Within sixty days of the first day of full-time employment, the newly hired faculty member will meet with the supervisor to review the annual objectives and the methodology for assessing the achievement of each objective.
- The first year faculty and supervisor must have a six-month interim feedback session and interim evaluation conference to assess and document (see the Annual Objectives & Mid-Year Feedback form (Appendix) the status of the established objectives, noting objectives met, objectives partially met, objectives not met, reach agreement on any modifications of to those objectives where appropriate, and any circumstances or information that provides relevant context for the assessment of the objectives. Discussions regarding the progress and completion of annual objectives may occur more frequently at the request of the faculty member or the supervisor.
- At end of the applicable evaluation cycle for the first year faculty member (calendar year for professional faculty who are eligible for multi-year appointment and fiscal year for all other professional faculty and all administrative faculty--see above *Evaluation Due Date Schedule*), the faculty member and supervisor will meet in conference to assess and document the status of the established objectives as outlined above. The year- end assessment on the Annual Objectives will serve to inform the required comprehensive evaluation of the faculty member's performance during the first year of employment.

- If as a result of the assessments of annual objectives, the six month- interim evaluation and the comprehensive evaluation at the end of the applicable evaluation cycle during the first year of full time employment, the faculty member receives a summary rating of “Meets Expectations,” the faculty member will establish annual objectives for the second year of employment in accordance with the VCCS policy and procedures as described below. In subsequent years, objectives are established for each evaluation year (calendar year for professional faculty who are eligible for multi-year appointment and fiscal year for all other professional faculty and all administrative faculty). All other relevant policies and procedures covered in the Annual Objectives section of this plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing annual objectives.
- If the college elects to offer a one-year appointment to a first year faculty member who receives a “Does Not Meet Expectations” Summary rating, the annual objectives will be incorporated into the Performance Improvement Plan in accordance with the provisions of the Performance Improvement Plan (VCCS Policy: 3.6.1.7.c.ii).

Annual Objectives for Professional and Administrative Faculty beyond the First Year of Employment

- At the beginning of the evaluation year (calendar year for professional faculty who are eligible for multi-year appointment and fiscal year for all administrative faculty—see above *Evaluation Due Date Schedule*), each full-time faculty member will meet with the supervisor to establish annual objectives for the evaluation year. Annual objectives should be related to the strategic goals of the faculty member’s unit, department, division, college, and the VCCS. Faculty should also include objectives which address any areas of performance in need of improvement. In addition, the faculty member is encouraged to include annual objectives of special interest to the faculty member’s professional development and growth. The faculty member and supervisor will agree on a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. Annual objectives are to be documented on the Annual Objectives & Mid-Year Feedback form (Appendix) which is then signed by the faculty member and the supervisor.

- At the mid-year Annual Objectives feedback session the faculty member and supervisor will discuss and document on the Annual Objectives & Mid-Year Feedback form (Appendix) the status of previously established objectives, noting objectives met, objectives partially met, objectives not met, reach agreement on any modifications to those objectives where appropriate, and any circumstances or information that provides relevant context for the assessment of the objectives. For example, modifications to annual objectives may be appropriate due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Objectives & Mid-Year Feedback form.
- Discussions regarding the progress and completion of annual objectives may occur more frequently at the request of the faculty member or the supervisor.
- At the end of the evaluation year, each administrative and professional faculty member will meet in conference to assess and document attainment of established objectives as outlined above and to propose annual objectives for the following evaluation year. Those objectives should give due consideration to any objectives not met during the current evaluation year. The supervisor has final approval over the setting of annual objectives and may set one or more specific objectives for the faculty member, particularly in circumstances where the supervisor judges that improvement is needed in one or more of the prescribed performance domains. The supervisor's judgment should be based upon the assessment of the faculty member's achievement of the current year's objectives and/or other documentable information available to the supervisor.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion the faculty member and the supervisor may identify differing priorities for the faculty member's annual objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the prescribed performance domains; to the assessment of the faculty member's most recent annual objectives; to the most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which annual objectives to authorize.

College Support for Annual Objectives

The college is committed to supporting the professional growth and development of its full-time administrative and professional faculty. Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Objectives Faculty/Supervisor Agreement Form. By signature, the faculty member and the supervisor acknowledge that provision of resources thus identified is expected and that, in the event this support is not available, it may not be possible for the faculty member to achieve the related objective(s).

Technology Professional Development Objective

All professional and administrative faculty members are expected to use college, VCCS SIS, and other administrative software competently. Faculty who are new to the use of this software will include acquiring such competency in their annual objectives. Overall, faculty are expected to demonstrate competency in the use of newly introduced college or system wide technology or upgrades when such technology is an integral part of their overall job responsibilities.

ADMINISTRATIVE AND PROFESSIONAL FACULTY REWARD AND RECOGNITION PROGRAM

Purpose

The Administrative and Professional Reward and Recognition Program is intended to honor full-time administrative and professional faculty whose exceptional professional accomplishments, contributions, and activities support the mission and the Guiding Principles of the college and the Virginia Community College System. Exceptional faculty promote the goals of the college and create an organizational climate of collegiality, foster an environment of professional development and achievement, and demonstrate extraordinary talent in one or more of the required/optional performance domains. Although Core Responsibilities is also a performance domain, it is expected that all administrative and professional faculty meet and exceed expectations in their performance of Core Responsibilities (See Eligibility, below.)

Eligibility

- Full-time administrative and professional faculty who have successfully completed their first one-year appointment are eligible to participate in the Reward and Recognition Program contingent upon:

1. Having received an evaluative summary rating of “Meets Expectations” on the current comprehensive faculty evaluation.
 2. Being current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.
- A faculty member may receive multiple Recognition awards. A faculty member may receive no more than one (1) Reward award per fiscal year. A faculty member may receive both recognition and a reward.

Reward and Recognition Committee (VCCS Policy: 3.6.1.5)

- Rewards and Recognitions for administrative and professional faculty will be administered by the college’s existing Reward and Recognition Committee. Membership on the Faculty Reward and Recognition Committee, as appointed by the president of the college, must include a representative number of administrative and professional faculty sufficient to assure a deliberate and equitable process for the review and selection of reward and recognition recipients. Further, best practice supports including a representative from Human Resources and additional stakeholders as determined by the president.
- The Rewards and Recognition Committee will establish processes for nominating, selecting, and rewarding administrative and professional faculty. Where appropriate, the committee may follow the policies and procedures used to manage the Reward and Recognition Program for teaching faculty. The committee must amend policies and procedures as necessary to manage rewards and recognitions specific to administrative and professional faculty.

Selection Criteria for Reward and Recognition

- Rewards and Recognitions may be awarded annually in each of the following categories: Management Effectiveness and Leadership, College and Community Service, Professional Growth and Development, and non-routine Strategic and Special Project Activities and Responsibilities.
- Recipients of an award must have demonstrated their commitment to the Guiding Principles (VCCS Policy: 3.6.1.3) as it relates to the contribution and achievement for which they have been nominated.
- The Committee may distinguish between the Reward and Recognition categories based on the Guiding Principles and a series of pre-determined selection criteria. The Committee may wish to consider, among others, the complexity of the work involved in the contribution or accomplishment; the level of information or expertise involved in the scope and range of the contribution and accomplishment; the extent of the outreach efforts and results to build productive partnerships across divisions or with the outside business or non-profit community; the impact on student success; the impact on the active engagement and morale among faculty and staff; the impact on diversity and developing an inclusive learning and work environment;

the extent to which the outcomes affect the level of service, quality of work, cost of operations and programs, or the image/branding of the college or the VCCS.

Funding

Any funding required to support the Administrative and Professional Faculty Reward and Recognition Program will be funded on a fiscal year basis. Sources for the required funding are to be determined by the college president and the Chief Financial Officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System; however, the Reward and Recognition program may not be funded from state funded salary increases.

Nomination Process

- An eligible faculty member may be self-nominated for a Reward and/or Recognition Award or may be nominated by the immediate supervisor, by a full-time faculty colleague at the college, or by any other employee of the college or the VCCS.
- The Reward and Recognition Committee will solicit nominations for Reward and Recognition in (*name of the month*) _____ of the fiscal year.
- Nominations must be submitted to the Committee by completing the Administrative and Professional Faculty Reward & Recognition Nomination form. The nomination form includes the name of the faculty member who is being nominated; the organizational unit with which the faculty member is associated; a brief description of the extraordinary accomplishment, contribution, or activity for which the faculty member is being nominated; identifies whether the nomination is submitted towards consideration for a Reward or Recognition; the name and signature of the individual submitting the form; the position held by the individual submitting the form; and the date of submission. All nomination forms must be signed by the immediate supervisor prior to submission.

Review and Selection

- The committee will complete its review and evaluation of all nominations and will select those nominees, subject to the approval of the president, who are to receive a Reward and/or Recognition award by (*date* _____). Recipients of a Reward and/or Recognition are notified by the Committee Chair by (*date* _____).
- The Committee should give due consideration to the potential for tax implications for all awards. Recipients of an award should be notified that they are responsible for any tax liabilities associated with acceptance of the Reward and Recognition.

Recognition

- The nature and value of the annual Recognition Awards may vary and are to be determined by the Committee. In general, however, recipients of Recognition receive a certificate of recognition, recognition in the college newsletter and on the college website, a commemorative keepsake, and a voucher that allows the faculty member to receive a specific item of personal property that is minimal in value.
- Recognition Awards are more numerous than Rewards. All Recognition awards are to be of nominal value. Please review the tax implications as per IRS rule on *De Minimis Fringe Benefits, especially gift cards*: <https://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>.

Reward

- Rewards are expected to be of significant monetary value and the recipient may choose *one* of the options below:
 - A bonus, not to exceed the allowable maximum monetary value as per the Commonwealth's Department of Human Resources Management (DHRM Policy, Non-Base Pay Options). Bonuses shall be disbursed as per the college's Reward and Recognition Program policies and procedures.
 - Professional development support. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use.
 - Up to five days of annual leave per leave year (in accordance with DHRM Policy, Non-Base Pay Options).

Reallocation of Unexpended Reward and Recognition Funds

In the event that all funds allocated to support the Reward and Recognition Plan are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college as needed or returned to the original funding source if appropriate, in a timely manner and in accordance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System.

Assessment of Reward and Recognition Program Effectiveness

On a biannual basis, the Faculty Reward and Recognition Committee will conduct an assessment of the effectiveness of the Reward and Recognition Program. The assessment may include, but not be limited to, a survey of the full-time administrative and professional faculty. The survey will be designed to measure faculty opinion of how well all aspects of the program are

understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the program is administered, how extensively and equitably rewards and recognition are distributed, how effectively the program encourages faculty to exceed performance expectations and to strive for professional excellence, and how effectively the program supports the mission of the college and the VCCS.

APPENDIX

ADMINISTRATIVE AND PROFESSIONAL FACULTY-- FORMS SECTION

1. Annual Performance Evaluation Form
2. Self-Assessment Form
3. Annual Objectives & Mid -Year Feedback Instrument
4. Performance Improvement Plan (PIP)
5. Reward and Recognition Nomination Form
6. Formative/360°Feedback Instrument

ADMINISTRATIVE AND PROFESSIONAL FACULTY ---RESOURCE SECTION

1. Guidelines to Colleges for Developing an Administrative and Professional Faculty Development, Evaluation, and Recognition System.
2. VCCS Colleges Formative 360°Feedback Instrument –Summary Chart.
3. Formative 360° Feedback Survey--Internal Communication Announcements. Three sample email notifications.

**Guidelines to Colleges for Developing an Administrative and Professional
Faculty Development, Evaluation, and Recognition System**

See separate document

VCCS COLLEGES FORMATIVE 360° FEEDBACK INSTRUMENT – SUMMARY CHART

The VCCS Colleges listed below provided key information about the formative 360° Feedback Instrument currently used by the respective colleges. Below is the contact information, vendor name (if a vendor is used), and a summary of the key features of the formative 360° Feedback Survey.

| College | Notes |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Blue Ridge | Vendor: Qualtrics <ul style="list-style-type: none"> • Separate survey for peers and supervisees. • Nine competency- based questions for supervisees. • Seven competency- based questions for peers. • Uses rating scale and summary comment section. |
| Lord Fairfax | Vendor: TEST <ul style="list-style-type: none"> • Seven competency areas Survey participants respond to 21 questions. • Uses rating scale and a summary comment section. |
| JS Reynolds | Vendor: Total Solutions. <i>Management Effectiveness Rating—Survey</i> <ul style="list-style-type: none"> • Survey questions are clustered around four performance areas: General Management (six statements), Fostering a positive learning environment (11 statements); performance as it relates to JR strategic plan (1 statement); and Continuous Improvement (2 statements). • Each statement allows for both a rating and a comment. • Office of Institutional Effectiveness distributes the summary reports. |
| Patrick Henry | <ul style="list-style-type: none"> • Patrick Henry Community College developed its own survey form. • Ten survey forms go out to peers of the faculty member being evaluated. • Supervisor allow faculty to select seven respondents and the supervisor chooses three. • Survey participants respond to 21 competency based questions. • Numerical spreadsheet results are attached to the evaluation form. • Uses rating scale and a summary comment section. |
| Thomas Nelson | <ul style="list-style-type: none"> • Thomas Nelson Community College developed its survey form. • Participants respond to 12 statements (rating scale). • There is no comment section on the form. |

360°Feedback Internal Communication –Three Sample Notifications



Sample #1 Email communication –announcement to all administrators (adapted from Lord Fairfax)

It is time to prepare for the 360°Feedback process for Administrative and Professional Faculty.

The 360° survey will be distributed by _____ (*identify which office HR or OIE*) once the respondents have been identified for the Administrative and Professional Faculty. Respondents will have only access to the 360°instrument for the respective individual(s) they are rating. Responses will be submitted anonymously and confidentially. The results from the surveys are to be used as a resource for administrative and professional faculty development goals and will be part of the evaluation for Administrative and Professional Faculty.

To kick off the 360°feedback process, please note the following steps and timelines:

- The faculty member, along with the immediate supervisor, will mutually determine and agree on respondents. The supervisor may include some respondents not on the list of the faculty member.
- There is a minimum requirement of _____ respondents for each faculty member. Required raters include the faculty member, the faculty member's immediate supervisor, and all direct reports. Other respondents may include co-workers, peers, and, in some instances, external constituents (e.g. Business partners, advisory board members, students). Please supply email addresses for outside constituents who will be asked to participate in the survey.
- A list of approved respondents must be provided by the faculty member's immediate supervisor via email to _____ by *March 17, 2015*
- The survey instrument will be distributed via email to the respondents by _____ (*identify which office HR or OIE*)
- The deadline for respondents to complete and submit the survey is _____.

The summary report will be distributed by the _____ (*identify the office or the position title*) to the Administrative/Professional Faculty supervisor. The faculty member will receive a copy of the summary report after all identifying information of the respondents has been removed.



Sample #2 Email communication – announcement about the upcoming 360°Feedback Survey to selected respondents (first email of two)

Over the next few weeks you will have an opportunity to provide feedback to some Administrative/Professional Faculty as part of _____ (*insert name college*) 360° degree feedback process. The 360° feedback process includes, aside from a faculty member's self-assessment, anonymous, confidential, and constructive feedback from, among others, supervisors, peers, direct and indirect reports, and, in some instances, external constituents (e.g. Business partners, advisory board members, students). The 360° feedback survey collects perceptions about

an administrative/professional faculty member's behavior and performance and is used as a starting point for strengthening overall leadership effectiveness, identifying specific development opportunities, and developing an action plan for professional growth and development.

You will receive a follow up email from _____ (*HR department/Office of Institutional Effectiveness*) with further details and instructions, including the deadline by which the survey is to be completed, by _____.

Your participation is appreciated.



Sample #3 Email notification to Selected Respondents

You have been selected to participate in a 360° feedback assessment survey for _____ (insert name of the faculty member being rated). The survey will take about _____ minutes to complete. The data obtained will be used by the faculty member being rated and the manager/supervisor as a professional development tool. Your responses are anonymous and confidential and will be included in summary form only (no quoted comments) in the supervisor's evaluation of the administrative/professional faculty member.

Please respond by _____. Surveys received after _____ will not be included in the data compilation.

Your participation in this process is very important. Please access the survey by clicking on the link below:

Enter webpage link

We thank you in advance for your thoughtful and constructive feedback.
If you have questions about the process, please contact _____