



## **GUIDELINES TO COLLEGES FOR DEVELOPING AN ADMINISTRATIVE AND PROFESSIONAL FACULTY DEVELOPMENT, EVALUATION, AND RECOGNITION PLAN**

### **Introduction**

College Administrative and Professional Faculty Development, Evaluation, and Recognition Planning Committees must be guided by VCCS Policy (Section 3.6.1) and by July 1, 2016, have a final and approved plan posted on the VCCS Administrative and Professional Faculty website <http://www.vccs.edu/careers/administrative-faculty-evaluations-task-force>. In addition, planning committees are reminded that the VCCS Model Plan will go into effect on July 1 2016 pending the completion and approval by the president of a college plan. Any modification to the Model Plan will result in the college adopting an individualized college plan. College Planning Committees should be guided by the philosophy of the new Administrative and Professional Faculty Development, Evaluation, and Recognition system, which promotes high performance, continuous improvement, and student success. The new system promotes the performance of job responsibilities to the highest ethical and professional standards. It also attempts to reassure best management practices are applied to all applicable circumstances.

The VCCS Model Plan represents one set of best practices for operationalizing the new system. Colleges which adopt this plan can be assured that they are meeting, at a minimum, the philosophical and technical requirements. Colleges that prefer to modify the Model Plan or to create their own plans must remain compliant with the approved policy. Specific requirements for developing an individual plan are identified below. **Colleges have the autonomy to develop plans that suit their cultures and operational needs, but planning committees should be guided by meeting a standard that is at least as rigorous as each element of the Model Plan.**

### **COLLEGE EVALUATION PLAN REQUIREMENTS AND BEST PRACTICES**

#### **General Requirements:**

- The college plan must adhere to the **guiding principles** and high standards of the Administrative and Professional Faculty Development, Evaluation and Recognition System (VCCS Policy: 3.6.1.6).
- The college plan must include **three clearly defined components**: 1) Performance Evaluation, 2) Development (Annual Objectives), and 3) Reward and Recognition.

- The college plan must include **four performance domains** with clearly defined faculty performance expectations: Core Job Responsibilities, Non-routine and/or Strategic Responsibilities and Activities, College and Community Service, and Professional Growth and Development. The Management Effectiveness domain will be included as a **fifth performance domain** for the faculty with supervisory responsibility. **Additional domains** as appropriate and aligned with position responsibilities and strategic initiatives may also be part of the evaluation process (VCCS Policy: 3.6.1.4.a).
  - The definitions for each domain should be noted in the college plan. Colleges should ensure the evaluation criteria are specific, outcome based, and consistent with the definition of each domain and sub-domain.
  - The supervisor and faculty member will identify a cross-section of relevant data sources for the evaluation process prior to the start of the evaluation cycle. In the event of changes in priorities, position changes, or changes in job responsibilities, the data sources may need to be modified over the course of the evaluation cycle.
- The college plan must include provision for evaluative input to be provided by the faculty member in the form of a narrative **Self-Assessment** (VCCS Policy: 3.6.1.4.vi and vii). The narrative self-assessment should address all performance domains, performance in applicable annual objectives, and other relevant evaluation criteria as determined by the supervisor and with input by the faculty member.
- The college plan must include provision for solicitation and analysis of **formative 360° Feedback** (VCCS Policy: 3.6.1.4.vii) from a sampling of individuals supervised by the faculty member, peers, individuals to whom the faculty member provides a service, and individuals with whom the faculty member has professional interactions.
  - Identification of the sample group size and positions will be determined in a collaborative manner between the faculty member and the immediate supervisor prior to the formative feedback process with the understanding that the supervisor can include respondents other than those identified by the faculty member.
  - Colleges must conduct the formative 360° feedback process in a manner that protects the anonymity of the respondents.
- The college plan must include provision for the development and assessment of **Annual Objectives** (VCCS Policy: 3.6.1.4.b). The establishment of annual objectives provides performance enhancement opportunities for each faculty member and, therefore, annual objectives represent an extension of expectations associated with the performance domains. The supervisor and the faculty member will mutually agree upon annual Objectives.

- Each faculty member is required to establish annual objectives each year regardless of the performance evaluation cycle.
- Annual objectives must relate to the strategic goals of the organizational unit, the college, or the VCCS; to professional growth and development of the faculty member; or to improvement in specific areas of the faculty member's job performance.
- Regardless of the nature of the appointment, administrative and professional faculty meet with their supervisor twice annually (mid-year and as part of the performance evaluation conference) to discuss the status, progress, and completion toward annual objectives.
- The college plan must include provision for a **description of evidence** required to support the evaluation (VCCS Policy: 3.6.1.6.b. vii)
  - The data source evidence should be identified at the beginning of the evaluation cycle, reviewed, and adjusted as needed at the mid-year feedback session. If the data source evidence is adjusted at the mid-year feedback session, a best practice would include a written rationale for the adjustment. Both the faculty member and the supervisor would retain a copy of the rationale.
  - Where qualitative or quantitative performance measures have been determined in a performance domain, evidence should be presented against which the quality and quantity of work may be assessed. Best practice proposes that the mid-year assessment should be period in which an initial determination of evidence could be measured.
  - Where output or outcome measures have been determined in a performance domain, evidence should be presented against which the quantity and quality of work may be assessed.
  - Where work is done in collaboration or partnership with others, faculty members should provide, to the extent reasonable, evidence of the nature and extent of their involvement.
- The college plan must include provision for a faculty member-supervisor **conference** resulting in a **written summary of the evaluation** (VCCS Policy: 3.6.1.6b.viii).
  - Based upon the Self-Assessment narrative provided by the faculty member, 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 member will present information and evidence to justify a "Meets Expectations" rating. Please note that

failure to submit sufficient justification for a “Meets Expectations” rating may result in a summary rating of “Does Not Meet Expectations.”

- 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.
- The college plan must include provision for **Continuation Decisions** (VCCS Policy: 3.6.1.7).
- The college plan must include provision for a **Reward and Recognition Program** that honors exceptional accomplishments, contribution, and activities of full-time administrative and professional faculty in accordance with VCCS Policy: 3.6.1.5.

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 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.

- The college plan must include provision for **time frames, summary ratings, and eligibility requirements** that comply with the provisions the VCCS Policy for administrative and professional faculty.
- The college plan must include provision for **appealing** the evaluation through the Faculty Grievance Procedure (VCCS Policy: 3.13).

### **Approval of the College Plan**

All three components of the new system (Performance Evaluation, Professional Development, and Reward and Recognition) will take effect on July 1 2016. Development of a local Administrative and Professional Faculty Development, Evaluation, and Recognition Plan or adoption of the VCCS Model Plan must include input from both administrative and professional faculty at each college. Each college president has final approval of the adoption of either a local plan or the VCCS Model Plan. If no local plan is developed, the VCCS Model Plan must be used as the evaluation tool.

### **Publication of College Plan**

The college plan must be widely disseminated and available to both supervisors and administrative and professional faculty. This may include digital and/or hard copy formats on the web or a similar venue as well as on the VCCS Administrative and Professional Faculty website:

<http://www.vccs.edu/careers/administrative-faculty-evaluations-task-force>.

### **Review of Plan**

Each college's Administrative and Professional Faculty Development, Evaluation, and Recognition Plan must be reviewed at least every three years. The review process must provide the opportunity for input of all administrative and professional faculty. The president must approve any modifications and revisions to the plan. The president has the final decision. During the interim period, the prior plan will remain in effect.