

Executive Summary

Administrative and Professional Faculty Development, Evaluation, and Recognition System

The Mission: To create an evaluation system for administrative and professional faculty that fosters a culture of high performance, supports professional development, and rewards excellence.

Development and Evaluation Process Summary:

The Guiding Principles of the Administrative and Professional Faculty Development, Evaluation, and Recognition System reflect a focus on continuous improvement with the goal of strengthening both individual and organizational performance. Administrative and Professional Faculty:

- Share a commitment to the mission of the VCCS and to the mission of individual colleges within the VCCS.
- Cultivate a culture of high performance and collaboration, foster lifelong learning, pursue knowledge, and demonstrate a spirit of service.
- Focus on student success.
- Respond to the changing needs and cultural diversity of the college community and the local community.
- Perform job responsibilities to the highest ethical and professional standards, apply best management practices, and adhere to the VCCS Code of Ethics.

The New Policy Process

The new policy consists of three components: Performance Evaluation, Annual Objectives, and Recognition.

Performance Evaluation: The performance evaluation process identifies key core domains within which all administrative and professional faculty are to be evaluated.

- Key Performance Domains
 - Core Job Responsibilities
 - Non-Routine and/or Strategic Responsibilities and Activities
 - College, Community, and Professional Service
 - Professional Growth and Development

Additionally, faculty who have supervisory responsibility must be evaluated in a fifth domain:

- Management Effectiveness

There are additional areas of responsibility in which administrative and professional faculty may be evaluated; however, identification of additional performance domains should be a collaborative process between the faculty member and supervisor.

- Evaluation Rating:
 - Must result in an overall summary rating of either “Meets Expectations” or “Does Not Meet Expectations.”

- Evaluation Input:
 - Narrative self-assessment provided by the faculty member that addresses performance in each domain, achievement of annual objectives, and other relevant evidence.
 - Formative feedback must provide for solicitation and analysis of formative feedback from a sampling of faculty and staff supervised by the faculty member, peers, and individuals to whom the faculty member provides a service or has professional interactions. Formative feedback must be gathered at least one time every three years and provided to the faculty member and the faculty member's supervisor for the intended purpose of identifying strengths and development of self-improvement strategies.
 - The supervisor's evaluation of the faculty member includes analysis of performance in each domain, analysis of the formative feedback information, and analysis of progress towards achievement of annual objectives
- Evaluation cycle and frequency is as follows:
 - For professional faculty who are eligible for a multi-year appointment, the evaluation process must operate on a calendar-year cycle. For all other professional faculty and for administrative faculty, the evaluation process must operate on a fiscal-year cycle.
 - Newly-hired faculty will complete an interim evaluation within the first six months of employment and complete a comprehensive evaluation at the end of the first full evaluation cycle that ends at least six months after employment. The plan provides for specific evaluation intervals based upon date of hire and the end of the current evaluation cycle in which the faculty member was hired
 - Second and third-year faculty will be evaluated annually.
 - After the third year of employment, professional faculty who are on a multi-year appointment must participate in a comprehensive evaluation process in the final calendar year of the multi-year appointment.
 - Administrative and professional faculty not working under a multi-year appointment must participate in a comprehensive evaluation process annually.

Annual Objectives: The establishment of annual objectives is to provide performance enhancement initiatives for each faculty member that represent an extension of expectations associated with the performance domains. Annual objectives will be mutually agreed upon by the supervisor and the faculty member.

- Each faculty member is required to establish annual objectives each year regardless of the performance evaluation cycle.
- Annual objectives should 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 should meet with their supervisor twice annually, at mid-year, and year-end, for a performance review and discussion of progress toward annual objectives.

Reward and Recognition: The policy provides for all plans to include formal provisions for recognizing and rewarding performance that exceeds expectations.

New Plan Development, Review, Approval, and Publication: With adequate opportunity for input from all of its administrative and professional faculty, each college may adopt the Administrative and Professional Faculty Development Plan created by the VCCS, or may develop its own plan that is compliant with the approved policy, and Guiding Principles for Administrative and Professional Faculty Development, Evaluation, and Recognition. In the absence of a local plan, developed and approved as prescribed above, the VCCS system plan will be in effect. The college plan must be widely disseminated and prominently available. Approval of the college plan is the responsibility of the college president. Each college's Administrative and Professional Faculty Development, Evaluation, and Recognition Plan must be reviewed at least every three years and allow for involvement of all faculty in the review process.

Final: 02/26/16