

## **Administrative and Professional Faculty Formative/360° Feedback Instrument**

*Evaluation plans must provide for the solicitation and analysis of formative performance feedback 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. Such input must be gathered at least once every three (3) years and provided to the faculty member and faculty member's immediate supervisor for the primary purpose of assisting the faculty member in identifying strengths and developing strategies for self-improvement. A summary of the analysis of such formative feedback received during the evaluation cycle and any strategies implemented by the faculty member for the purpose of self-improvement should be included in the faculty member's self-assessment. (Section 3.6.1.4.a.vii.)*

<b>Name of Faculty Member:</b>	<b>Position #:</b>	<b>Title:</b>	<b>Date:</b>
<b>Faculty Designation (select all that apply):</b> <input type="checkbox"/> First Year <input type="checkbox"/> Administrative <input type="checkbox"/> Professional		<b>Faculty Rank:</b>	
<b>Status:</b> <input type="checkbox"/> One-year appointment <input type="checkbox"/> Multi-year appointment		<b>Evaluation Period:</b> _____ to _____ <small>(Date of last Formative Feedback)</small>	
<b>Evaluator Position/Title/Role:</b> <input type="checkbox"/> Administrator <input type="checkbox"/> Classified Staff <input type="checkbox"/> Division Colleague <input type="checkbox"/> Student <input type="checkbox"/> Teaching/Adjunct Faculty <input type="checkbox"/> Other: _____			

**Instructions:** You have been selected to participate in a 360° feedback survey for the abovementioned faculty member. Please read the following statements and select the category that best reflects your assessment of the faculty member's performance.

<b>Core Job &amp; Strategic Planning Responsibilities (nine statements)</b>						
	Unsatisfactory	Fair	Good	Very Good	Excellent	NA (not applicable)
Demonstrates the skills and competencies required by the job responsibilities.	<input type="checkbox"/>					
Demonstrates an awareness of the administrative structure and a willingness to work within it.	<input type="checkbox"/>					
Consistently takes positions and actions that support the mission, values, goals, and guiding principles of the BCCS, the college, the campus, the division and the work unit.	<input type="checkbox"/>					
Demonstrates the ability to establish short and long-term goals and objectives to develop strategies, policies, programs, and procedures to avoid procrastination and crisis management.	<input type="checkbox"/>					
Demonstrates the ability to develop and administer budgets, formulate and prioritize financial plans and financial resources for the future.	<input type="checkbox"/>					

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Appreciates different points of view and leverages benefits of different perspectives to build successful partnerships across divisions, campuses, the VCCS, and the community the college serves.	<input type="checkbox"/>					
Is proactive in identifying and responding to barriers to student /faculty/staff success; is solution oriented.	<input type="checkbox"/>					
Promotes culture that learns from its successes and failures.	<input type="checkbox"/>					
Demonstrates a willingness to accept assignments that support the strategic interests of the institution.	<input type="checkbox"/>					
<i>Additional Formative Feedback</i>	<input type="checkbox"/>					
<b>Interpersonal Skills (six statements)</b>						
	Unsatisfactory	Fair	Good	Very Good	Excellent	NA (not applicable)
Maintains a sense of control in difficult circumstances and demonstrates ability to keep emotion from unduly affecting decisions.	<input type="checkbox"/>					
Demonstrates ability to interact with diverse others with tact and diplomacy, both inside and outside the college.	<input type="checkbox"/>					
Demonstrates effective communication skills using both formal and informal networks and sources.	<input type="checkbox"/>					
Promotes trust, effective working relationships and teamwork.	<input type="checkbox"/>					
Respects all backgrounds, cultures, and promotes an inclusive learning environment.	<input type="checkbox"/>					
Maintains an overall professional attitude (courtesy, consideration, diplomacy).	<input type="checkbox"/>					
<i>Additional Formative Feedback</i>	<input type="checkbox"/>					

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<b>Management Effectiveness (eight statements)</b>						
	<b>Unsatisfactory</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>NA (not applicable)</b>
Establishes clear and well defined performance expectations.	<input type="checkbox"/>					
Provides regular one-on-one feedback regarding job performance.	<input type="checkbox"/>					
Encourages group participation as part of the decision-making process.	<input type="checkbox"/>					
Demonstrates the ability to know when and how to assign tasks to others, including the ability to grant necessary authority to others and hold them accountable for results.	<input type="checkbox"/>					
Acts as a champion for effective implementation of change efforts and quality improvement.	<input type="checkbox"/>					
Keeps supervisors and faculty/staff information about change efforts and priorities.	<input type="checkbox"/>					
Helps me solve problems within my job responsibility. Ability to choose effectively among courses of alternative action by making decisions with clarity on the basis of logic and facts.	<input type="checkbox"/>					
Actively supports personal and faculty/staff professional development and continuous learning.	<input type="checkbox"/>					
Recognized faculty and staff for their contributions and commitment to student success.	<input type="checkbox"/>					
<i>Additional Formative Feedback</i>	<input type="checkbox"/>					