

Title: #IV-14A. Evaluation of Administrators at WVU at Parkersburg

Date: January 4, 2011 (replaces version dated February 28, 2008)

Objectives for the Five-Year Appraisal Process

- Affirm current performance as perceived by various internal and external “customers”
- Identify areas of opportunity in a constructive manner for improved performance related to role/responsibility
- Enhance understanding of the role/responsibility of the position
- Conduct process in a positive environment that fosters “shared understanding” of performance
- Provide professional growth and development for the individual

It is important to the institution that key administrators receive objective feedback on their performance periodically, in addition to the annual review process. Given that such administrators have different roles and constituencies, the procedures used to evaluate them should be tailored to their role.

The review of these key administrators focuses on the review of the administrator and not on the programs for which the administrator is responsible. The President reviews the performance of each administrator reporting directly to the President annually. In the fifth year of an administrator’s term, a major review of his/her performance is conducted with subsequent major reviews on a five-year cycle. When appropriate, the major review may be rescheduled to avoid conflict with other major activities underway in the unit, or in the college.

Annual Evaluation

The President annually evaluates the performance of each administrator reporting directly to the President. To facilitate such an evaluation, each administrator prepares a written summary of from three to five pages based on goals and objectives describing the administrator’s major accomplishments during the year including accomplishments that are directly linked to the Institution’s Strategic Plan. The summary includes a description of the administrator’s significant planned activities for the next year and how these activities will be measured. The summary will be the basis for discussion with the President of the administrator’s past performance and future activities. A written summary of that discussion and any written responses by the administrator to it will be made a part of the administrator’s personnel file. It is expected that each administrator conduct similar reviews of those persons reporting to the administrator.

Five-Year Review

The major review completed in an administrator’s fifth year of service will be conducted with the assistance of a review committee, which will develop a report of its findings for the President. The report of the committee charged with review of the administrator’s performance will be

submitted to the President for confidential discussion with the administrator. The President will meet with the administrator to provide feedback from the review and to make specific recommendations to the administrator. The administrator and the President will agree on a set of mutual goals and objectives resulting from the review. As appropriate, the President may distribute information summarizing the results of the review and the goals and objectives identified to those most directly affected.

The President in consultation with the administrator who is to be reviewed and the chair of the review committee shall establish a schedule for the performance evaluation activities. It is expected that the evaluation review will normally be completed within a four-month period.

The President, the chair of the committee evaluating the administrator, and the administrator will meet prior to the start of the evaluation to review the areas that will be evaluated. Areas of responsibility will be identified by the description for the position occupied by the administrator, and/or the Position Information Questionnaire (PIQ). The areas of responsibility identified on the description/PIQ will be modified, as appropriate, to reflect altered responsibilities associated with the position.

General areas of administrative leadership may also be reviewed, including such items as leadership and planning; human resource management; program management; budget management; enhancement of quality; governance-internal relations; external relations; and social justice. It is recognized that not all of these areas are applicable to every administrator and that some areas may receive greater emphasis than others.

Following the identification of the areas to be evaluated, the administrator under review shall prepare and forward to the review committee chair an assessment statement consisting of the administrator's assessment of his/her performance in relation to each of the areas to be reviewed. The assessment statement shall be no longer than ten pages. Appendices providing additional information may be provided. This statement is to be submitted at least three weeks prior to the initiation of the collection of information about the administrator's performance and is submitted as soon as possible after the areas to be evaluated have been identified.

The review will be conducted by a committee of three to five persons, one of whom shall be designated as chair. Committee members are being selected to reflect the various constituencies with whom the administrator works. Recommendations of possible committee members should be solicited from those constituencies and considered when appointing the committee.

To obtain an accurate and objective perception of the performance of the administrator, the review committee will provide an opportunity for the views of persons working with the administrator to be solicited. Those persons may include other administrators, faculty members, classified and unclassified staff members, students, and external constituents. Evaluative information obtained from these persons **must be attributable**. Information will be summarized and made a part of the report to the President. This requirement does not preclude the use of survey procedures for constituent input if such information is attributable.

The review committee will be responsible for developing and forwarding to the President a report of its findings. Information received during the review shall also be made available to the President but will not be shared directly with the administrator being evaluated.

1. Committee Composition

A designated appointee of the President will chair the committee. Additional members **may** include a minimum of two of the following persons:

- a. A college administrator who reports to the President
- b. A college faculty member who is neither a division chair nor a coordinator
- c. A department director, division chair, or coordinator
- d. A member of the staff from within, or closely affiliated with, the administrator's area

The President may appoint additional committee members after consultation with the committee.

The President will discuss a list of nominees with the administrator and, subsequent to that, will make appointments to the committee.

2. Areas of Evaluation

The quality of the administrator's success in the areas listed below will be evaluated as appropriate.

The review should reflect the evaluation of the administrator's performance by the various constituencies with which the administrator interacts. These constituencies may include: faculty members; staff members; students; administrators within the college; administrators in other units of the college; alumni; members and leaders of relevant professional organizations; etc. The constituencies should be identified at the start of the evaluation process and methods of soliciting their evaluative comments identified. It may not be appropriate to ask all constituencies for evaluative comments on all of the areas identified below.

The review is expected to reflect the expectations of a particular position and thus the relative importance of each of the areas identified below. Some administrators may have significant relationships with constituencies external to the college; others may have more limited relationships. The expectations are identified and reviewed in consultation with the President at the outset of the review process and emphasis attached to the areas of expectation.

A memo summarizing the areas to be evaluated and the manner in which information will be collected about those areas will be distributed to the President, administrators, and faculty members and staff before the review is initiated.

a. Leadership and Planning

- Establishment and effective communication of goals and objectives;
- Anticipation of future developments;
- Formulation of effective plans to achieve desired results;
- Ability to present ideas in a clear and consistent fashion;
- Other indicators identified as appropriate by the committee.

b. Communication

- Facilitation of effective communication channels within the administrative unit;
- Effective interpersonal communication with all constituents, both internal and external to the college.

- Effective communication style; effective use of language and public speaking opportunities.

c. Human Resource Management

- Assistance in the recruitment of faculty, administrators, and staff;
- Encouragement of faculty and staff development;
- Development of effective subordinates;
- Development and motivation of faculty and staff;
- Ability to work with faculty and staff in an open and honest manner;
- Support of and commitment to affirmative action;
- Other indicators identified as appropriate by the committee.

d. Program Management

- Leadership and management in program change, when needed;
- Enrollment management;
- Efficient and effective execution of operating and strategic plans with regard to programs;
- Overall leadership for the programs of the college;
- Other indicators identified as appropriate by the committee.

e. Budget Management

- Effective management of the resource base of the college through strategic and base budget planning;
- Tying of budget decisions to the operating and strategic plans;
- Timely decision making on budget matters;
- Other indicators identified as appropriate by the committee.

f. Enhancement of Quality

- Maintenance of appropriate academic standards for admission and retention;
- Use of decision-making processes that promote quality;
- Encouragement of quality in all academic and non-academic programs in the college;
- Encouragement and support of high-quality teaching, research, and public service;
- Other indicators identified as appropriate by the committee.

g. Governance-Internal Relations

- Establishment or encouragement of mechanisms for appropriate faculty governance in a collegial setting;
- Handling of problems and plans efficiently and in a timely fashion;
- Effectiveness in making individuals fully aware of their responsibilities and providing guidance with respect to the accomplishment of the specific goals and objectives related to these responsibilities;
- Establishment or maintenance of effective channels of communication within the college, including communication on policies and procedures;
- Other indicators identified as appropriate by the committee.

h. External Relations

- Involvement in activities that show concern for the welfare of the total college as well as specific individual responsibilities;
- Involvement in developmental activities, including fund raising;

- Cooperation with other academic and non-academic units;
- Development of effective relationships with alumni, Board of Advisors, and advisory groups;
- Involvement in state, regional, or national professional organizations, as appropriate;
- Other indicators identified as appropriate by the committee.

i. Overall assessment of the administrator's performance

3. Procedures for the Review

The following describe the procedures generally to be followed when an administrator is reviewed. The President may modify these procedures.

- a. The review committee is formed. (Minimum of three)
 - The committee chair is selected by the President.
 - The President selects an administrator to serve on the committee.
 - Two staff representatives within the administrator's area, or closely affiliated with the administrator's area of responsibility, are nominated by the WVU Parkersburg Staff Council for the President's consideration when forming the committee membership.
 - The WVU Parkersburg Faculty Senate nominates two faculty members for the President's consideration when forming the committee membership.
 - Nominations for a department director or division chair may be sought by the President from the appropriate area.
 - The President may select/invite a representative from the Morgantown campus to serve on the review committee.
 - The President will discuss the list of nominees with the administrator, then appoint review committee members.
 - The administrator being reviewed may suggest other individuals or groups to be consulted in the review process (e.g. advisory committee, officers of professional organizations, etc.).
- b. A staff support person is identified by the President to maintain records and confidentiality of responses.
- c. The Committee establishes a schedule, policies on confidentiality, etc. for the review process.
- d. A memo describing the membership of the review committee, the areas that will be reviewed, the manner in which data will be collected, and the schedule for the review is distributed by the review committee to the President, administrator, faculty, and staff.
- e. The administrator submits a self-evaluation and meets with the committee to discuss the self-evaluation. Previous goals and objectives and yearly evaluations are submitted.
- f. A standardized questionnaire to solicit the views of faculty, staff, and others as appropriate may be used in all reviews and will be provided by the President, along with standardized form letters, to the committee chair. If appropriate, limited modifications may be made to that questionnaire with approval by the President. The committee will provide the administrator with a copy of the questionnaire to be used in the review process.

The committee reviews the standardized letters and memos used to solicit views and modifies them, as appropriate.

- g. Questionnaires are distributed, returned to the chair of the committee and analyzed, and the data forwarded to the committee.
- h. The committee may meet or otherwise consult with the administrator to clarify any issues or questions that have arisen.
- i. The committee develops a draft of the report and, after review of that draft by the full committee, a final report is prepared.
- k. The final report is submitted to the President in a meeting with him/her where the report is discussed.

The report includes an analysis of questionnaire results, an analysis of other responses and data received, and the committee's recommendations with regard to strengths and areas in which improvement is needed.

- l. The President discusses the report with the administrator and provides him/her with a copy of it, or a summary.