Policy

In a teaching and learning institution, all administrators, particularly the Superintendent/President, have a significant impact on the faculty and consequently on student success, which is at the core of the College's mission statement. While Board Policy 2110 (Administrative Evaluations) specifically states that it "does not pertain to the Superintendent/President, which is evaluated by the Board of Trustees," the AHC Academic Senate believes that the faculty and staff are affected by administrators at all levels.

The Academic Senate recognizes that the Board of Trustees has complete purview in the evaluation of the Superintendent/President in all matters including employment. However, given the faculty's central role in the operation and mission of the college and their contribution as experts in their discipline, the Academic Senate believes that the faculty should have a voice in the evaluation of the Superintendent/President, as in the case with all other administrators.

The AHC Academic Senate agrees with the Academic Senate of the California Community Colleges *Model Academic Administrator Evaluation Policy*. This document states that the evaluation process is designed to make sure administrators are individuals "who can lead, organize, plan, and supervise; who understand the needs of faculty and the learning process; and who value institutional governance based on a genuine sharing of responsibility with faculty colleagues…"

Evaluations are conducted specifically to:

- Recognize and acknowledge good performance,
- Enhance satisfactory performance and help administrators further their own growth,
- Identify weak performance and assist administrators in achieving needed improvement, and
- Document unsatisfactory performance.

As is the case in all employee evaluations, confidentiality is critical in the process.

The Academic Senate hereby sets forth a process that will provide faculty a formal mechanism to have a voice in the evaluation of the Superintendent/President.

Procedure

1. The Academic Senate will appoint the Administrator Review Committee (4-6 members one of who shall be a Senate Executive committee member) which will conduct the evaluation.
2. A comprehensive questionnaire/survey that captures the functions and tasks of the Superintendent/President, as delineated in the job announcement was developed and will be used. The committee will distribute the questionnaires to faculty and college responses which will be anonymous.
3. Results of this evaluation will be shared with the Superintendent/President and an invitation will be extended to meet with the committee to review and discuss the results.
4. The Superintendent/President evaluation will be conducted annually in the spring semester.

5. The committee will prepare a summary of the evaluation and forward a copy to the Superintendent/President and each member of the Board of Trustees. The Academic Senate President, as the keeper of all Academic Senate records, will receive an official copy form the Administrative Review committee and will safeguard its confidentiality.
6. Though the evaluation is confidential, the Academic Senate encourages the Superintendent/President to share with the College community his/her general responses to the evaluation results in order to enhance communication and complete the feedback loop.

Faculty Evaluation of the Superintendent/President

Using the scale on the right side of each statement, please rate to what extent you agree, disagree, or have are neutral with each statement as accurate in describing the characteristics, skills, and abilities of the Superintendent/President.

5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

Personal and Leadership Characteristics					
1. Practices an open, approachable, and accessible style.	5	4	3	2	1
2. Creates a climate of mutual trust and respect among all constituencies.	5	4	3	2	1
3. Promotes collegiality and staff cohesiveness.	5	4	3	2	1
4. Fosters a climate that motivates faculty and other staff to perform at the highest levels.	5	4	3	2	1
5. Demonstrates the ability to facilitate change when needed.	5	4	3	2	1
6. Exhibits integrity and expects accountability of colleagues and self.	5	4	3	2	1
7. Exhibits excellent communication skills	5	4	3	2	1
Relationships with Community					
8. Represents the College in the community and promotes its accomplishments.	5	4	3	2	1
9. Develops appropriate strategies to enhance the special relationships the College has with the community.	5	4	3	2	1
10. Embraces and respects the socioeconomic, academic, cultural, and ethnic diversity of the College community and the residents of its service area.	5	4	3	2	1
11. Advocates effectively for the College at community, state, and/or national levels.	5	4	3	2	1
Planning Leadership					
12. Formulates a strategic vision that anticipates future educational trends.	5	4	3	2	1
13. Communicates a compelling and purposeful future for the College.	5	4	3	2	1
14. Provides leadership in responding to long-term demographic trends.	5	4	3	2	1
15. Understands the potential and promotes the enhancement of technology within academic, student services, and administrative environments.	5	4	3	2	1
16. Leads and directs institutional planning based on research and analysis.	5	4	3	2	1
Resource Management					
17. Exhibits commitment to the continuing professional development of the faculty, staff, and administrators.	5	4	3	2	1
18. Generates external funding through fostering partnerships, aggressive grant seeking, and working with the College's Foundation.	5	4	3	2	1
19. Provides leadership in collective bargaining and conflict resolution and in attaining competitive salaries and benefits.	5	4	3	2	1
20. Understands and appropriately manages the institutional budget.	5	4	3	2	1

Academic Leadership					
21. Leads the College in an environment of shared governance.	5	4	3	2	1
22. Meets the educational needs of a diverse student population.	5	4	3	2	1
23. Supports and enhances access to teaching, learning, and student services for remote students (distance education)	5	4	3	2	1
Governance					
24. Leads the College in an environment of shared governance.	5	4	3	2	1
25. Provides visionary leadership for the continuing development of a student-centered College using collaboration and consensus building.	5	4	3	2	1
26. Respects and values the contributions and ideas of faculty, staff, administrators, and students and integrates them into the decision making process.	5	4	3	2	1
Management					
27. Makes sound decisions in hiring administrators, faculty, and other staff.	5	4	3	2	1
28. Provides leadership in meeting accreditation standards.	5	4	3	2	1
29. Demonstrates excellent organizational skills.	5	4	3	2	1
30. Delegate's authority to administrators and others consistent with their responsibilities.	5	4	3	2	1
31. Appropriately supervises, holds accountable, and evaluates administrators and staff under his/her supervision.	5	4	3	2	1
32. Ensures that academic planning is tied to resource management.	5	4	3	2	1
Overall Evaluation					
33. Overall the Superintendent/President does an effective job as the chief executive officer of the College.	5	4	3	2	1