

Periodic Review Process for College Deans and Academic Vice Presidents Updated April, 2014

The procedures outlined below represent common features of the periodic review process conducted by the Senior Vice President and Provost for all college deans and academic vice presidents, roughly every fifth year of service in their role. Annual reviews of performance are also conducted. (For additional information, see Policy 6105.)

Periodic Review Committee

Members (generally 5-10) appointed by the Senior Vice President and Provost. For deans, the college faculty association is asked to provide recommendations of members from among tenured faculty. For deans, the membership consists of senior faculty, including a department head or two from the subject college, a staff member, and one or two representatives from other colleges. For vice presidents, the membership consists of senior administrators, a staff representative, and other members chosen based on the responsibilities of the vice president.

The committee chair is appointed by the Provost. Usually, a dean chairs another dean's review and a vice president chairs another vice president's review.

The Provost convenes the first meeting of the committee to discuss process, timeline, and final report. The entire process from charge to report normally takes two months.

Collection of Perceptions and Data

A survey is used for gathering opinions from the faculty and staff from senior management area; other senior managers (deans and vice presidents) are also surveyed. The dean or vice president provides a personal statement reflecting their accomplishments and any challenges over the five-year period (not to exceed 10 pages).

Direct reports of the senior manager are invited to meet individually or in small groups with the Periodic Review Committee. It is common practice to furnish these individuals or groups with a list of questions to be addressed during such meetings. The committee may choose to interview others (e.g., faculty, advisory board members, alumni), but this is not required.

External opinions are not often obtained, as external constituents usually do not have an appreciation for the dean's or vice president's day-to-day responsibilities. There may be circumstances when the committee chooses to gather information from external constituents.

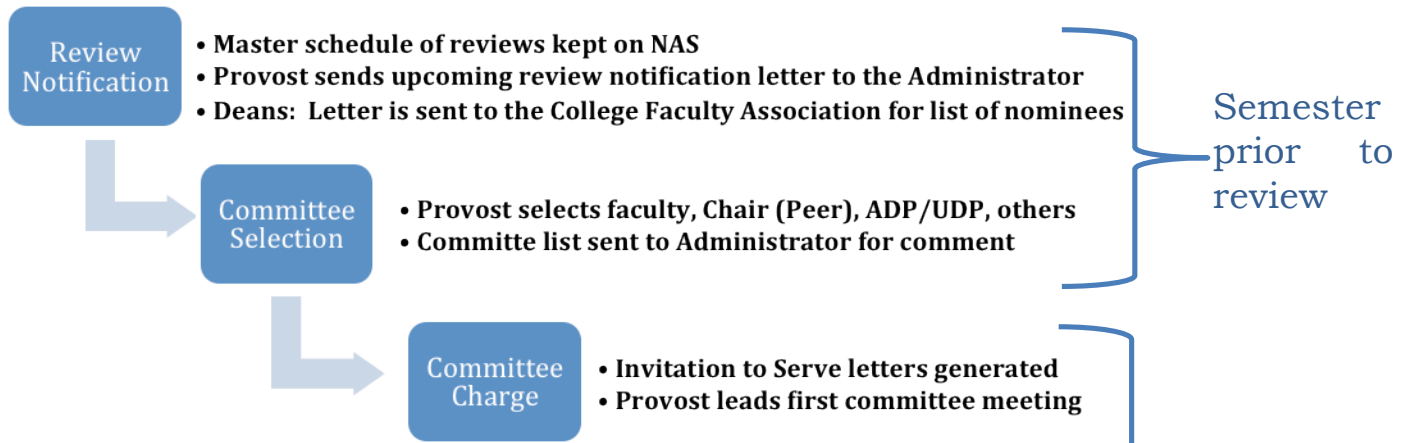
The Final Report

The Periodic Review Committee's report is presented to and discussed with the Provost.

The Provost discusses the report with the Dean or Vice President and then provides the faculty and staff from the senior management unit with a written summary of conclusions and recommendations.

Basic Overview of the Periodic Review Process for Deans, Academic Vice Presidents, Associate Provosts, and Institute Directors*

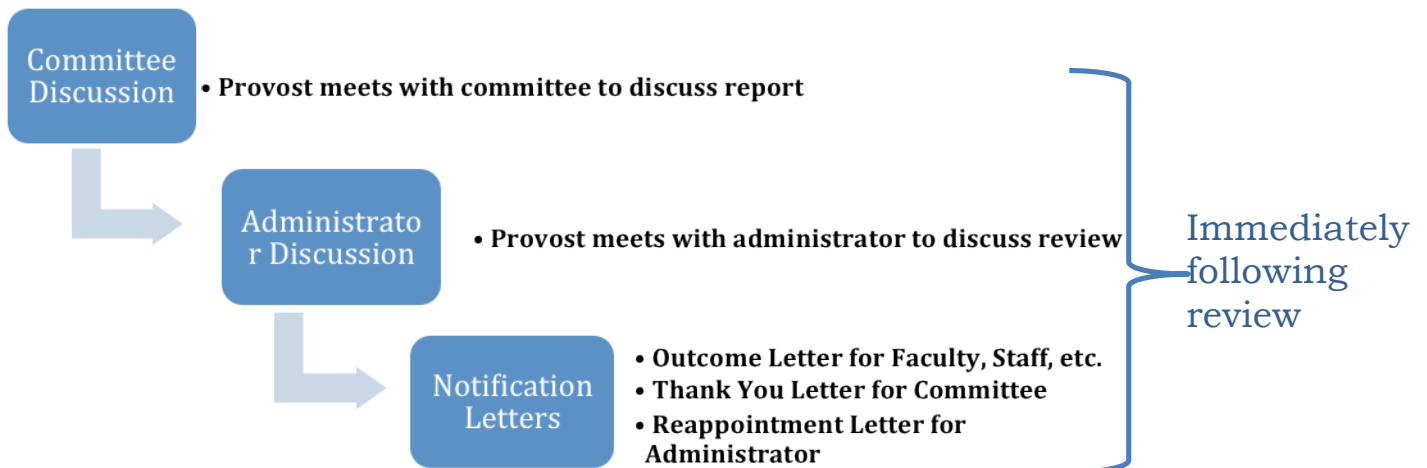
PHASE I: PROVOST-LED: Review Notification, Committee Selection & Charge



PHASE II: COMMITTEE CHAIR-LED: Data Collection, Interviews & Report



PHASE III: PROVOST-LED: Committee Discussion, Review Meeting & Review Outcome Notification Letters



*Research Institute Director reviews will likely be staffed by members of the Office of the Vice President for Research.
 Periodic Review Resource Guide Rev: April, 2014
 For electronic files of documents or letters in this guide, contact Amy Hogan (amyhogan@vt.edu)

SAMPLE ADMINISTRATOR PERIODIC REVIEW CHECKLIST

Administrator: _____ Charge Date: _____
 Reviewing Authority: _____ Report Due: _____
 Final Letter: _____

Action	
Meet with Reviewing Authority (administrator's supervisor/evaluator) to develop timeline and discuss committee members	
Reviewing Authority speaks with Administrator to discuss proposed committee members and timeline	
Contact Committee Chair:	
Contact Committee Members:	
Committee Charge is given through: letter meeting email Date:	
First Committee Meeting Date: Time: Location	
Contact Administrator; Provide Guidelines and Timeline for Personal Statement	
Committee Reviews Survey Instrument and Proposes any changes	
Changes to Survey Instrument are Approved by Reviewing Authority and Survey is Posted	
Survey Invitation is Sent	
Survey Closed; Survey Results Disseminated to Committee	
Committee Conducts Interviews Administrator under review (full committee): Direct Reports and Others (at least two members of committee):	
Committee Submits Report	
Committee Meets with Reviewing Authority	
Reviewing Authority Meets with Administrator	
Outcomes Plan	
Review Completion Letter Generated and sent to Administrator, Direct Reports, and Committee Thank-you; general feedback letter sent to college/division faculty and staff	

SAMPLE ADMINISTRATOR REVIEW NOTIFICATION LETTER

<Month xx, 20xx>

<Title> <FirstName> <LastName>
<Administrator Role/Title>
<CampusMail>

Dear <FirstName>:

As you know, Virginia Tech routinely conducts periodic performance reviews of senior-level administrators. Typically, these reviews take place about every fifth year of the administrator's employment. Virginia Tech policy 6105, periodic evaluation of academic deans and vice presidents, is adapted to provide overall guidance for the performance reviews of senior-level administrators. Your periodic review is scheduled for <semester>, <20xx>. I will offer to meet with the college's Faculty Association before the review begins to gather information that may be useful for the review committee.

The committee for your review will be a diverse combination of faculty, administrators, and staff at the university. The committee is charged with the conduct of a fair and comprehensive evaluation and the preparation of a report with its findings. The committee members are expected to conduct their work with discretion and to hold data and opinions provided to them as well as their own deliberations in complete confidence. The typical evaluation timeline is two months. Our office will provide the committee with an evaluation instrument to be used for gathering opinions from faculty, staff, and administrators. The instrument may be modified as needed by the committee with my approval. Direct reports, faculty, staff and administrators may be invited to meet individually with the review committee. The committee will request a personal statement (ten-page limit) from you that addresses your accomplishments over the past five years. The committee will also meet with you for the purpose of discussing the material submitted and to get a better understanding of the responsibilities and issues inherent in your position.

The report of the evaluation committee will be presented in writing and discussed with me. The report is confidential and will be retained by my office. I will discuss the report with you. The periodic review process and outcomes inform my decision to continue your appointment and support our discussion and planning for your ongoing professional development. All notes and completed surveys used by the committee for its deliberations are shredded upon completion of the review at my direction. The committee will be asked to conduct its business in a focused, expedited fashion to minimize disruption for all parties involved. If you have any questions about the review process, please do not hesitate to contact me.

Sincerely,

<Reviewing Authority Name>
<Title>

Periodic Review Resource Guide

Rev: April, 2014

For electronic files of documents or letters in this guide, contact Amy Hogan (amyhogan@vt.edu)

SAMPLE COMMITTEE INVITATION LETTER

Month xx, 20xx

FIRSTNAME LASTNAME
TITLE, DEPT
CAMPUSMAIL

Dear FIRSTNAME:

Virginia Tech routinely conducts periodic performance reviews of senior-level administrators. Typically, these reviews take place every fifth year of the administrator's appointment. Virginia Tech policy 6105, Periodic Evaluation of Academic Deans and Vice Presidents, provides overall guidance for the performance review.

I invite you to serve on the committee that will conduct the periodic review of <Administrator Name>, <Administrator Role/Title>. The committee is composed of a total of <#> administrators, faculty, staff and students.

The committee is charged with the conduct of a fair and comprehensive evaluation of <Title> <AdministratorLastName> and the preparation of a report with its findings. The committee members are expected to conduct their work with discretion and to hold data and opinions provided to them as well as their own deliberations in complete confidence. I propose an evaluation timeline of approximately two months, beginning <Month x, 20xx> with the final report submitted <Month xx, 20xx>. Our office will provide the committee with an evaluation instrument to be used for gathering opinions from faculty, staff, students, and administrators. The instrument may be modified as needed by the committee with my approval. Faculty, staff, administrators and students may be invited to meet individually with members of the review committee. The committee will also meet with <Title> <AdministratorLastName> for the purpose of discussing the personal statement submitted and to get a better understanding of the responsibilities and issues inherent in <HIS/HER> position. The review process and timeline has been communicated to <Title> <AdministratorLastName> and s/he is prepared to provide any information and materials requested by the committee.

The report of the evaluation committee will be presented in writing and discussed with me. The report is confidential and shall be retained by my office. I will discuss the report with <Title> <AdministratorLastName>. Depending upon the outcome of the review, I may request a follow-up meeting to discuss a performance improvement plan. The periodic review process and outcomes inform the reappointment process and ongoing leadership development planning. All notes and survey data used by the committee for its deliberations will be shredded and/or deleted when the review is complete. The committee is expected to conduct its business in a focused, expedited fashion to minimize disruption for all parties involved.

On <Month xx, 20xx> from <x:yy – x:yy> a.m./p.m., the committee will meet with me in <room location> where I will provide the charge to the committee and an overview of the process.

I value your contributions and would appreciate your willingness to serve on this important committee. Please let <ContactName> (<ContactEmail>) know if you are willing to serve and if you are able to attend the meeting on <Month x>. If you are unable to participate in the meeting in person, and would prefer to participate by phone, arrangements can be made if you also notify <ContactName> of your preference.

Thank you,

<Reviewing Authority Name>
<Title>

SAMPLE COMMITTEE CHARGE MEETING AGENDA

Periodic Review of <Administrator Name> <Administrator Role/Title>

<Meeting Location>
<Month xx, 20xx>
<Meeting Time>

Meeting Agenda

Welcome and Introductions	<Reviewing Authority>
Brief Overview of the Periodic Review Process	<Reviewing Authority>
Committee Charge and Timeline	<Reviewing Authority>
Committee Timeline Discussion, Adjustments	<Review Committee Chair>
Survey Process and Instrument Review	<Review Committee Chair> <Process Support Person>
Next Meeting	<Review Committee Chair>

SAMPLE COMMITTEE CHARGE AND TIMELINE

Periodic Review of <Administrator Name> <Administrator Role/Title>

Charge and Timeline

Charge

The committee is charged with the conduct of a fair and comprehensive evaluation of <Title> <AdministratorLastName> and the preparation of a report with its findings. Committee members are expected to conduct their work with discretion and to hold data and opinions provided to them, as well as their own deliberations, in complete confidence. The report of the evaluation committee will be presented in writing and discussed with the Provost. The report is confidential and will be retained by the Office of the Senior Vice President and Provost. The Provost will discuss the report with <Title> <AdministratorLastName>. All notes and completed surveys used by the committee for its deliberations will be shredded upon completion of the review. The committee is expected to conduct its business in a focused, expedited fashion to minimize disruption for all parties involved.

Timeline

The evaluation timeline is approximately two months, beginning <Month xx, 20xx>, and ending with the final committee meeting on <Month xx, 20xx>. The Provost's Office will provide the committee with an evaluation instrument to be used for gathering opinions from faculty, administrators, staff, and students. The instrument may be modified as needed by the committee with approval of the Provost. Faculty, administrators, and staff may be invited to meet individually or in small groups with the review committee. The committee will also meet with <Title> <AdministratorLastName> for the purpose of discussing the personal statement submitted and to get a better understanding of the responsibilities and issues inherent in the position. The review process and timeline has been communicated to <Title> <AdministratorLastName>. A proposed timeline follows:

<Day, Month x> <i>kickoff (K)</i>	Charge to Committee, First Meeting
<Day, Month x> <i>K+7days</i>	Survey Launched
<Day, Month x> <i>K+14</i>	Survey Closed
<Day, Month x> <i>K+16</i>	Survey Results and Administrator Personal Statement due to Committee
<Day, Month x> <i>K+~19-26</i>	Second Meeting, Discussion of Survey, Interviewees Identified Interview Questions Generated
<Day, Month x-y> <i>K+~26-40</i>	Full Committee Interview with Administrator Interviews with Direct Reports and Others
<Day, Month x-y> <i>K+~40-52</i>	Committee Deliberations; Write Report
<Day, Month x> <i>K+54</i>	Final Report Submitted to Provost
<Day, Month x> <i>K+56</i>	Final Discussion with Provost

SAMPLE COMMITTEE CONTACT INFORMATION SHEET

Periodic Review Committee <Administrator Name>

<Committee Chair Name>, Chair
<Title>, <College/Division>
<CampusMail>
E-mail:
Phone:

Assistant: <Assistant Name>
<Title>
<Campus Mail>
E-mail:
Phone:

<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:
<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:
<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:
<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:
<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:
<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:	<Committee Member Name> <Title> <Department>, <Campus Mail> E-mail: Phone:

Provost office support:

<Administrator Name>
<Title>
E-mail:
Phone:

<Admin Support Name>
<Title>
E-mail:
Phone:

SAMPLE SURVEY INVITATION

Dear Colleague:

The periodic review of deans and academic and administrative leaders is an important component of our commitment to academic excellence. The information received during a review process is critical to our ability to support and advance the success of the colleges and the university's administrative units.

As part of the review process, I invite you to respond to the confidential survey linked below. This survey is your opportunity to provide the review committee with your opinions of <Administrator Name>'s performance as <Administrator Title>. Please do not include your name anywhere on the survey. Your input is important and will be used by the review committee in compiling a report due to me by the end of the semester.

You have been asked to complete this survey because you have been identified as a member of one of the following groups:

- faculty, staff, or student employees of the <College/Division>
- deans, vice presidents, or senior administrators
- *other included groups and their affiliation may also be noted*

Click here to access the survey: [\\${!://ThreeSixtyLink?d=Provide your Feedback}](#)
Or copy and paste this link into your browser: [\\${!://ThreeSixtyURL}](#)

[\\${e://Field/LoginInfo}](#)

The survey will only be open through <Day, Month xx>. If you have questions about the periodic review process or the survey, please contact <Contact Name> (<Contact Email>) in the Office of the Senior Vice President and Provost.

Thank you in advance for taking the time to offer your assistance to this important process.

Sincerely,

<Reviewing Authority Name>
<Title>

SAMPLE LEADERSHIP PERFORMANCE FEEDBACK SURVEY

Senior Administrator Periodic Review

Feedback for the Periodic Review of $\{e://Field/SubjectName\}$,
<Administrator Title>

It is common practice at Virginia Tech to involve a wide variety of individuals in the periodic performance review of senior administrators. The purpose of this questionnaire is to obtain your opinion of Dr. {NAME}'s performance as {TITLE} of the {COLLEGE/DIVISION}. Please provide us your assessment by completing the questions below. Please do not reveal your name anywhere in this survey.

Data gathered from this survey will be provided to the committee charged with completing a fair and comprehensive review of {TITLE} {NAME}'s performance - results will be aggregated to protect respondent anonymity.

Thinking about your own experiences working and interacting with <TITLE><NAME>, please rate your level of agreement with each of the following statements regarding his/her performance in these areas related to **LEADERSHIP**:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know or Not Applicable
Articulates clearly the strategic goals of the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages ideas and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates an atmosphere conducive to high faculty performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates vision and long-range planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizes teaching excellence appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizes research excellence appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizes service excellence appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for resources needed by the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages faculty development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages curriculum/program development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides effective leadership for college/division level initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates commitment to advancing and supporting equal employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates commitment to mentoring faculty from underrepresented groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides reasonable accommodation for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that faculty and staff are educated in EEO/AA concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates commitment to the Virginia Tech Principles of Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to provide any additional comments or feedback about <TITLE> <NAME>'s performance with regard to LEADERSHIP, please do so below:

Thinking about your own experiences working and interacting with <TITLE> <NAME>, please rate your level of agreement with each of the following statements regarding his/her performance in these areas related to **OPERATIONAL MANAGEMENT**:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know or Not Applicable
Ensures that fair administrative procedures are followed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercises fair and reasonable judgment in the allocation of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages change constructively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegates work effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handles administrative tasks in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an effective problem solver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of departments and programs within the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains an effective and efficient staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances the college's undergraduate programs effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances the college's graduate programs effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances the college's research programs effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for appropriate curriculum offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruits new personnel and/or promotes recruitment skillfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a commitment to ensuring a fair tenure and promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to provide any additional comments or feedback about <TITLE> <NAME>'s performance with regard to OPERATIONAL MANAGEMENT, please do so below:

Thinking about your own experiences working and interacting with <TITLE> <NAME>, please rate your level of agreement with each of the following statements regarding his/her performance in these areas related to **INTRAPERSONAL SKILLS (priorities, control, integrity, trust)**:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know or Not Applicable
Pursues professional growth opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes his/her services to professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes his/her services to community and campus projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds trust with faculty and staff in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats faculty and staff in the college/division with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to discern how individual faculty and staff feelings may influence their behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful of individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meets obligations and honors commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains composure in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to provide any additional comments or feedback about <TITLE> <NAME>'s performance with regard to INTRAPERSONAL SKILLS, please do so below:

Thinking about your own experiences working and interacting with <TITLE> <NAME>, please rate your level of agreement with each of the following statements regarding his/her performance in these areas related to **INTERPERSONAL SKILLS**:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't Know or Not Applicable
Listens to and communicates well with colleagues in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to and communicates well with external constituencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively represents the college/division and its	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

members to the rest of the university					
Effectively communicates the college's/division's priorities to the upper level administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicates the upper level administration priorities to chairs and leaders in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produces clear reports and correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates understanding of the needs and concerns of colleagues in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats individuals fairly and with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains productive relationships within the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains productive relationships external to the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates awareness of the quality of professional work of colleagues in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates sensitivity to career mentoring needs of colleagues in the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is accessible to faculty and staff within the college/division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates understanding of the needs and concerns of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to provide any additional comments or feedback about <TITLE> <NAME>'s performance with regard to INTERPERSONAL SKILLS, please do so below:

OPTIONAL ITEMS

Thinking about your own experiences working and interacting with <TITLE> <NAME>, please rate your level of agreement with each of the following statements regarding his/her performance in these areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know or Not Applicable
Handles external accreditation reviews effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintains an active research/scholarly agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in effective teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in effective research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is accessible to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances programs and services effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open - optional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open - optional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open - optional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open - optional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you consider to be <TITLE> <NAME>'s most important strength(s) as <Administrator Role/Title>?

Are there areas in which <TITLE> <NAME> could improve in the role of <Administrator Role/Title>?

What do you consider to be <TITLE> <NAME>'s most significant accomplishment as <Administrator Role/Title>?

Thank you so much for taking the time to provide your insight and feedback regarding Dr. <NAME>'s performance in the role of <Administrator Role/Title>. Please click "NEXT", below, to have your responses recorded and end the survey.

SAMPLE PERIODIC REVIEW COMMITTEE REPORT

Periodic Review for Dr. <NAME>

<Title> of the <college/division name>
Virginia Polytechnic Institute and State University
Date

I. Introduction

Virginia Tech routinely conducts periodic performance reviews of senior-level administrators in accordance with Virginia Tech policy 6105, which provides overall guidance for the performance reviews of deans and academic vice presidents. Typically, these reviews take place about the fifth year into an administrator's appointment, and then continue in five-year increments.

The five-year review of a senior administrator's performance is conducted by an internal group of peer administrators and faculty. As appropriate, staff and students may also be included in the review process. A survey assessing the qualities of leadership, operational management, intrapersonal skills, and interpersonal skills is distributed to groups of individuals who interact regularly with the individual being reviewed. The administrator being reviewed also submits a self-evaluation to the review committee. Follow-up interviews are conducted with direct reports and any others invited by the review committee who choose to participate. A written report analyzing the data collected is submitted to the Senior Vice President and Provost, and is followed by a meeting of the review committee with the provost to discuss the written report and answer any questions. A meeting between the provost and the senior administrator being reviewed completes the process.

II. Review Committee Charge and Timeline

Charge

The committee has been charged with the conduct of a fair and comprehensive evaluation of <Title> <Name>'s performance and the preparation of a report with its findings. The committee members understand that we are expected to conduct our work with discretion and to hold data and opinions provided to us, as well as our own deliberations, in complete confidence. This report is presented in writing and will be discussed with the provost. The report is confidential and shall only be retained only by the Office of the Senior Vice President and Provost. The provost will discuss the report, as well as goals and expectations for the coming performance period, with <Title> <Name>. All notes and survey data used by the committee for our deliberations shall be deleted or shredded upon completion of the review.

Timeline

The evaluation timeline is typically two months – this committee was charged on <Month xx, 20xx>, and asked to have the final report submitted <Month xx, 20xx>. The Office of the Senior Vice President and Provost provided the committee with an evaluation instrument to be used for gathering opinions from faculty, staff, and administrators. The instrument was discussed by the committee and modified to best suit the needs of this review, with approval of the provost's office. <Identify Direct Report groups and any others> were invited to meet individually with members of the review committee. The committee also met with <Title> <Name> for the purpose of discussing the statement <he/she> submitted.

Review Committee Chair:

<Name>, <Title>, <College/Division>

Review Committee Members:

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

<Name>, <Title>, <Department>

Timeline

<Insert timeline specifics – steps and dates>

III. Analysis/Findings of the Survey

Electronic invitations to complete the online survey were sent to <TOTAL P> individual faculty, staff, and administrators in the <college/division>. A total of <N> individuals responded, for a <XX>% response rate. The results of the survey were analyzed with the following scaled responses: “strongly disagree, disagree, agree, strongly agree, and I don’t know/not applicable,” on a numeric scale from 1.0 to 4.0. Survey participants were also permitted to enter comments to reinforce their categorical responses as well as overall strengths, areas for improvement, and most significant accomplishments noted.

<Summary level information regarding radar analyses, highest- and lowest-scoring items, gaps, etc. may be inserted here.>

An overview of survey responses, organized by categories, follows.

Leadership

NOTE SUMMARY THEMES, SIGNIFICANT ITEMS, ETC.

Selected comments from survey respondents on this dimension are as follows:

- *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*

Operational Management

NOTE SUMMARY THEMES, SIGNIFICANT ITEMS, ETC.

Selected comments from survey respondents on this dimension are as follows:

- *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*

Intrapersonal Skills

NOTE SUMMARY THEMES, SIGNIFICANT ITEMS, ETC.

Selected comments from survey respondents on this dimension are as follows:

- *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*

Interpersonal Skills

NOTE SUMMARY THEMES, SIGNIFICANT ITEMS, ETC.

Selected comments from survey respondents on this dimension are as follows:

- *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*

Strengths/Areas for Improvement/Accomplishments

Selected comments from survey respondents are as follows:

- Strengths
 - *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*
- Areas for Improvement
 - *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*
- Accomplishments
 - *PROVIDE 2-4 VERBATIM COMMENTS THAT ARE INDICATIVE OF PREDOMINANT THEMES, AND/OR REPRESENTATIVE OF THE OVERALL COMMENTS*

IV. Summary of Responses from the Interviews

The invitation to participate in an optional, confidential interview was sent to all <#> department heads in the college, and <#> associate/assistant deans <adapt as necessary>. <All those invited took advantage of the opportunity to meet with committee members/rate of participation>. <XX>-minute interviews were conducted with each individual, using a <paired/group> interview format where <two/XX> committee members met with each interviewee. Standard open-ended questions were developed and note sheets served as a guide for conducting interviews. The interview questions elicited data about <SUMMARIZE DATA SOUGHT FROM INTERVIEW QUESTIONS>.

The full committee met with <Title> <Name> for the purposes of better understanding the issues, challenges, and opportunities inherent in <his/her> position, and <his/her> perspective on accomplishments during the review period. In addition to reinforcing the survey responses received, the interviews provided additional detail with regard to perceived strengths and opportunities for improvement.

Interview with <Title> <Name>

PROVIDE SUMMARY INFORMATION GATHERED FROM INTERVIEW WITH THE ADMINISTRATOR; INCLUDING PERCEIVED AREAS OF STRENGTH AND OPPORTUNITY, ACCOMPLISHMENTS, AND CHALLENGES.

Interviews with <DIRECT REPORT GROUP(S)>

Strengths

- NOTE THEMES HEARD IN THE INTERVIEWS REGARDING PERCEIVED STRENGTHS

Opportunities for Improvement

- NOTE THEMES HEARD IN THE INTERVIEWS REGARDING PERCEIVED OPPORTUNITIES FOR IMPROVEMENT

VI. Summary of Review Committee Findings

PROVIDE OVERALL SUMMARY OF REVIEW COMMITTEE ASSESSMENT. SPECIFICALLY, DETAIL THE ADMINISTRATOR'S ACCOMPLISHMENTS, STRENGTHS, BEHAVIORS TO CONTINUE TO LEVERAGE.

Looking to the next five years, the review committee recommends XX areas of opportunity for administrative growth and behavioral change that would support and enhance <Title> <Name>'s vision and leadership:

AREA 1

IDENTIFY THE PERCEIVED CHALLENGE/WEAKNESS AND ANY RECOMMENDATION FOR CHANGE/DEVELOPMENT.

AREA 2

IDENTIFY THE PERCEIVED CHALLENGE/WEAKNESS AND ANY RECOMMENDATION FOR CHANGE/DEVELOPMENT.

AREA 3

IDENTIFY THE PERCEIVED CHALLENGE/WEAKNESS AND ANY RECOMMENDATION FOR CHANGE/DEVELOPMENT.

AREA 4

IDENTIFY THE PERCEIVED CHALLENGE/WEAKNESS AND ANY RECOMMENDATION FOR CHANGE/DEVELOPMENT.

AREA 5

IDENTIFY THE PERCEIVED CHALLENGE/WEAKNESS AND ANY RECOMMENDATION FOR CHANGE/DEVELOPMENT.

(LIST OTHER AREAS FOR DEVELOPMENT AS NEEDED)

SAMPLE COMMITTEE THANK YOU LETTER

Month xx, 20xx

FIRSTNAME LASTNAME
DEPT/CAMPUSMAIL

Dear FIRSTNAME:

Thank you for serving on the periodic review committee for <Administrator Name>, <Administrator Role/Title>. I appreciate the investment of your time and attention to the review process, and your careful consideration of all feedback and input gathered in the process. Your report and our discussion are very helpful to me in being able to share meaningful performance feedback with <Title> <Name>.

I look forward to working with you on future university initiatives, and again, thank you for your willingness to serve on the review committee.

Sincerely,

<Reviewing Authority Name>
<Title>

SAMPLE ADMINISTRATOR FOLLOW-UP LETTER

<Month xx, 20xx>

<Administrator Name>

<Administrator Role/Title>

<Campus Mail>

Dear <FirstName>:

The committee I appointed to conduct the 5-year review of your administrative performance has completed its work and they submitted a comprehensive report to me. I met with the committee to discuss the report and review the recommendations. I have formally accepted the report, and you and I have had a chance to review the report together.

The report is <very positive/descriptor> and <summary...>. The views expressed by <college/division> personnel and the committee are consistent with my experiences of working closely with you over the past five years.

One of the purposes of the 5-year review is to identify areas where adjustments can be made in the spirit of continuous improvement. Based on a number of suggestions in the review comments and the recommendations of the review committee, I see XX areas where you can extend your successful efforts even further. <Detail recommendations>

I will be preparing a letter to the <college/division> to let your colleagues know that the review has come to a successful conclusion. The committee did an outstanding job throughout the process and you can take great pride in the quality of faculty, staff, and administrators within the <college/division>. The next 5-year review will take place in the 20XX-XX academic year.

Sincerely,

<Reviewing Authority Name>

<Title>

SAMPLE FOLLOW-UP LETTER TO FACULTY, STAFF, <STUDENTS>

<Month xx, 20xx>

Dear Colleagues:

The committee I appointed to conduct the 5-year review of Dr. <Name>'s performance as <Title> of the <College/Division> has completed its work and submitted a comprehensive report to me. I met with the committee to discuss and review their recommendations. I have formally accepted the report and subsequently met with <Title> <Name>.

The report is <very positive/descriptor> and highlights <summary information...>. The views expressed by <college/division> personnel and the committee are consistent with my experiences of working closely with <Name> over the past five years.

One of the purposes of the 5-year review is to identify areas where adjustments can be made in the spirit of continuous improvement. Based on a number of suggestions in the comments and the recommendations of the committee, <Name> and I agree that there are XX areas where <he/she> can extend <his/her> successful efforts even further. <Appropriate summary level details of areas of ongoing development...>

The committee, chaired by <Title> <Name> from the <College/Division>, did an outstanding job throughout the process. The <college/division> can take great pride in the quality of faculty, staff, and administrators throughout the <college/division>. The next 5-year review of <Title> <Name> will take place in the 20XX-XX academic year. I am very pleased to bring the process to completion and I fully support <Name>'s ongoing appointment as <Title> of the <college/division>.

Sincerely,

<Reviewing Authority Name>
<Title>