104.04 Faculty Evaluation of Administrative Deans/Directors

To provide the faculty and administration with information on the performance of administrative deans and directors, a periodic evaluation is established.

104.0401 Procedure

An evaluation of such deans and directors shall be conducted no less often than every six years and no more often than every four years.

The Faculty Advisory committee to the dean or the director, or a representative group of faculty selected by whatever means the faculty in a given school or the library shall determine shall be responsible for the evaluation of the dean or director. This committee shall appoint an ad hoc committee to conduct this evaluation. The ad hoc committee shall be composed of a representative group of faculty and shall include at least one department chair. The ad hoc committee shall decide the specific format for the evaluation and shall take responsibility for forwarding the results of this evaluation to faculty in a given school or the library, to the dean or director being evaluated, and to the Provost and Vice President for Academic Affairs. A suggested personnel evaluation instrument which is appropriate for the evaluation of deans, directors and other professional and administrative personnel is included on the following pages.

Professional and Administrative Evaluation at University of West Georgia

The purpose of this evaluation procedure is to develop the highest level of administrative leadership in an academic setting which is consistent with individual and institutional goals. This procedure is designed to foster professional growth and performance of administrators, to improve credibility of the administrative process, and to develop useful information in order to make appropriate personnel decisions.

It should be understood that while evaluation is an ongoing process, a documented record of a person's job performance is important because it is a means of identifying the person's job-related strengths and weaknesses. It also provides an opportunity for communication between and among associates on job requirements and work expectations.

Finally, a number of the items in the questionnaire quite clearly call for responses that are perceptions of a person's performance that may or may not accord with how and why the person performs or has performed. The person responding to the questionnaire may not know or be in position to know enough to give an accurate response to a particular item. It remains the case, however, that perceptions of a person's performance, accurate or not, affect how well that person can accomplish the tasks he or she has been assigned, and, therefore, perceptions of performances remain an important part of an overall evaluation process.