**Directions:**

The Staff & Peer Feedback Survey is to be issued by Human Resources. The information is confidential. The administrator and supervising administrator develop together a participant list that includes 10 to 20 individuals district-wide who represent direct reports, peers, and those who work with the administrator. The final list is to be confirmed by the supervising administrator and sent to Human Resources.

**Employee’s Name:**

**Position Title:**

*Feedback Response Key:* **5**: Exceptional **4**: Exceeds Expectations **3.** Meets Expectations

**2**: Below Expectations **1**: Does Not Meet Expectations **NA/O**: Not Applicable/Observed

|  |  |
| --- | --- |
| **Performance Factors** | **Feedback Response** |

**COMMUNICATION SKILLS**

|  |  |
| --- | --- |
| 1. The Administrator regularly exhibits the ability to inform others in oral and written communications.
 |  |
| 1. The Administrator relies on relevant data in problem solving.
 |  |
| 1. The Administrator communicates in a tactful, respectful, and civil manner.
 |  |
| 1. The Administrator demonstrates sensitivity to the needs and abilities of others, makes reasonable accommodations for mental and physical disabilities, for cultural, ethnic, gender, and religious differences, and exemplifies a supportive attitude.
 |  |
| 1. The Administrator regularly exhibits the ability to effectively communicate in a culturally proficient manner in his/her division/program across all areas of diversity; conducts discussions in his/her area of responsibility regarding how they may work towards meeting the districts diversity goals.

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**LEADERSHIP**

|  |  |
| --- | --- |
| 1. The Administrator has a highly developed sense of vision and innovation and takes initiative in building that vision for area of responsibility.
 |  |
| 1. The Administrator motivates the work group and empowers others to work collaboratively.
 |  |
| 1. The Administrator promotes professional expertise and staff development.
 |  |
| 1. The Administrator actively participates in district and college committees and task groups.
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|  |
|  |
| 1. The Administrator models effective leadership.
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| 1. The Administrator uses sound judgment and responds to situations in an appropriate manner.
 |  |
| 1. The Administrator supports, enhances, and facilitated the district’s commitment to cultural richness, diversity goals and cultural proficiency.
 |  |

**PROFESSIONAL KNOWLEDGE AND EXPERTISE**

|  |  |
| --- | --- |
| 1. The Administrator has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises.
 |  |
| 1. The Administrator participates in and has provided training and development activities designed to support a diverse working and learning environment for students and employees.
 |  |
| 1. The Administrator has made identifiable efforts to increase their level of cultural competency (knowledge of history, culture, language, contributions, sociopolitical perspective, of the diverse student body we serve) since their last evaluation.
 |  |
| 1. The Administrator has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.
 |  |
| 1. The Administrator demonstrates understanding of college and district goals, policies, and procedures.
 |  |
| 1. The Administrator demonstrates support for increasing the diversity of students and works to develop retention strategies.
 |  |

**TEAM WORK**

|  |  |
| --- | --- |
| 1. The Administrator maintains a professional and cooperative attitude in working with work groups and teams.
 |  |
| 1. The Administrator gives firm direction when needed.
 |  |
| 1. The Administrator strives to builds consensus, trust and confidence within his/her teams.
 |  |
| 1. The Administrator provides for broad-based collaboration in planning and decision making in areas of responsibility.
 |  |
| 1. The Administrator resolves conflicts in a constructive way.
 |  |
| 1. The Administrator provides for broad-based collaboration in planning and decision making as it relates to college/district community.
 |  |

**ADMINISTRATIVE SKILLS**

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| --- | --- |
| 1. The Administrator attends to administrative details (e.g., budget, evaluations, schedule, etc.) in his/her area.
 |  |
| 1. The Administrator schedules meetings appropriately.
 |  |
| 1. The Administrator uses meeting time effectively and efficiently.
 |  |
| 1. The Administrator is organized and effectively, prioritizes, and delegates.
 |  |
| 1. The Administrator establishes work direction, sets priorities clearly, defines and breaks tasks into their components and assigns them appropriately.
 |  |
| 1. The Administrator is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises, and changing demands.
 |  |
| 1. The Administrator identifies, utilizes, and develops human resources and/or institutional strategies to serve needs.
 |  |

**COMMENTS**

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| --- |
| What do you consider to be the Administrator’s greatest strengths? |
| In what areas do you think the Administrator could improve? How might the Administrator improve in these areas?  |
| Optional Additional Comments: |