

SUPERINTENDENT/PRESIDENT  
EVALUATION PROCEDURES  
Douglas R. Garrison

Background

As stipulated in Article 6 of the employment contract between Douglas R. Garrison, Superintendent/President, and the Monterey Peninsula Community College District Board of Trustees, the performance of the Superintendent/President shall be evaluated at least once a year. A recommended format for the evaluation is to be developed by February 1, 2007.

The CCLC publication “Assessing the Performance of the Chief Executive” emphasizes that regular assessment of CEO performance fosters open communication and clarifies expectations, roles, and responsibilities. The publication also states:

The board is responsible to have and follow a policy and fair process for the evaluation, establish clear direction, provide constructive and honest feedback in a supportive manner, and to protect and strengthen the integrity of the CEO and board roles throughout the process.

The chief executive is responsible to assist the board in developing a policy and process, provide information upon which the criteria are based, provide open and accurate information for evaluation, respond to board concerns and direction, and protect and strengthen the CEO and board roles.

The primary purpose of an evaluation is to bring the CEO and the board together to discuss how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community. The emphasis should be on identifying what works well, and what needs improvement.

Board policy

At present, the Monterey Peninsula College Board Policies do not contain a specific item related to evaluation of the Superintendent/President. As part of the overall review of the board policy manual, a specific board policy should be developed based on the model policies provided by CCLC (attachment).

Components of the Evaluation

The CCLC materials suggest that the performance evaluation of the Superintendent/President be based on district criteria and leadership roles, skills, and objectives.

District criteria include examination of broad institutional effectiveness issues and institutional goals as well as annual performance objectives. Given the broad nature of institutional goals, CCLC recommends identifying a limited number of key indicators to assess progress. Examination of progress on annual performance objectives is more specific and can lead to development of subsequent performance objectives.

Leadership roles, skills, and characteristics include examination of the ongoing skills and characteristics necessary for success as a chief executive. They address the day-to-day performance of the CEO and are generally derived from the job announcement.

### Proposed Process

The proposed process is based on the material above and intended to be conducted annually from May to July.

1. The governing board Chair and Vice Chair will serve as a sub-committee to oversee the annual evaluation of the Superintendent/President.
2. In May, the board sub-committee will confer with the Superintendent/President on the selection of a survey group to include a minimum of twenty-five faculty, classified staff, and administrators who will be sent a confidential evaluation feedback form, adapted from the instrument used for MPC administrative evaluations (attachment). These individuals will be asked to complete the confidential feedback form, which will be returned to the board sub-committee for review and compilation. The compilation will be reported in such a way as to protect the confidentiality of the respondents.
3. In June, the Superintendent/President will complete and submit to the board sub-committee a self-assessment examining the status of institutional goals and progress toward completion of annual performance objectives. The Superintendent/President will also include draft performance objectives for the ensuing year.
4. In June, the board sub-committee will confer with all board members and meet to review the Superintendent/President's day-to-day performance with reference to overall leadership skills and expectations and develop a report detailing their findings.
5. In July, a closed session meeting will be held including all board members and the Superintendent/President to review the evaluation portfolio, including the self-assessment, the confidential evaluation compilation, and the report on day-to-day performance. Included in this discussion will be draft performance objectives for the ensuing year and the governing board's role in achieving those objectives.
6. The evaluation portfolio is intended to be confidential, shall become a part of the Superintendent/President's personnel file, and shall not be considered a public document. The Superintendent/President may share the performance objectives with appropriate college personnel as necessary.