Procedural Steps aligned with Executive Management Evaluation Development

(Executive Memorandum 18-021)

Revision History: Approved October 4, 2019 by EC of the Academic Senate, Clarified and Revised October 15, and October 31, 2019 by Jennifer Meadows (EMEDC Chair) and Debra Larson (Provost and Appropriate Administrator Associated with 2019-20 Reviewees)

1. Process Kickoff: The Senate Chair meets with the President and Provost to identify a list of MPP reviews to be conducted in the year to come. (Section v.1.) Procedural steps are reviewed, possibly refined, and approved. For AY 2019-20, given that there are multiple MPPs under review, who are all located within the Division of Academic Affairs, the Provost’s Executive Assistance will be providing administrative assistance throughout this process to the committee chairs and the Provost.

2. Communications:
   a. Process is formally initiated with the MPPs under review through a formal communication from supervisor to each MPP. EMEDC chair is copied in and this process is attached. Memo content includes:
      i. Purpose of review
      ii. Confidentiality principles
      iii. Forthcoming campus and/or division communication announcing the commencement of the EMEDC process
      iv. Review committee staffing for college deans
         1. Dean asks Associate Dean to conduct the election process for members defined by vii.1.b-d of EM 18-021. College members selected within two weeks of the communication date.
         2. EMEDC chair with assistance from Provost’s Executive Assistant to follow-up on the identification of other committee members.
      v. Review committee staffing for other executives: EMEDC chair manages this process per vi.1. This committee is known as the EMEDC committee per EM 18-021.
      vi. MPPs asked to identify a list (maximum of 20) of potential individuals (faculty, staff, peers, external stakeholders) for interviews who can speak to various aspects of the MPPs responsibilities and accomplishments. List due within two weeks of this communication to EMEDC chair and Provost.
      vii. MPPs asked to think about any special requests and/or unique goals they have for the review process with the committee, due two weeks of this communication to EMEDC chair and Provost.
      viii. MPPs will be asked to formally acknowledge through a return signature their acceptance of this process and their willingness to participate. Any major concerns must be communicated to the supervisor ASAP.
   b. A division and/or campus wide communication is sent, shortly after the MPP memo is acknowledged, informing the campus of the initiation of the EM 18-021 processes, and asking them to participate, if and when asked, in the on-line survey and/or the interview process.
3. Launch Activities:
   a. In consultation with the MPP undergoing review, the supervisor and EMEDC chair shall establish a list of interviewees (e.g. participates in the individual or small group interviews per vi. 3.b./vii 3.b.) who will be presented to the review committee for their input per vii 2.b./vi. 2.f. A draft schedule of activities is developed that incorporates schedule related information from reviewee (vi.3.a). Special requests and/or unique goals from the reviewee will be considered (vi.2.g and h/vii.2.c and d).
   b. Review committees are finalized and committees elect their respective chair. (vi.1.a-d/vii.1a-h). For each college dean under review, the committee’s EMEDC faculty member shall, respectively, come from an academic unit housed in a college different from the college of the dean under review.

4. EMEDC and/or College Dean Review Charge Meetings: The Academic Senate Chair (or designate) calls meetings of the respective review committees (by the 4th week of the beginning of the academic year), and presents, in tandem with the Supervisor, the list of reviews to be conducted by the EMEDC and College Dean Review committee. (Section v.2.)

   The purpose of this meeting is to identify:
   
a. The charge to the committee, outlining specific scope and responsibilities (vi.2.a.)
   b. Review of confidentiality guidelines (vi.f/vii.4) and member statement signatures
   c. Reinforce the focus of the review on the reviewee’s leadership, management, and collaboration (vi.2.e.) and professional development
   d. Establish review timeline (v.2. .3)
   e. Establish the list of appropriate interviewees unique to each reviewee from steps 2 and 3 above (vi.2.f./vii.2.b).
   f. Establish the on-line survey population unique to each reviewee (e.g. campus, division, and/or college) (vi.2.f./vii.2.b).
   g. Incorporate any unique goals or questions for each review (vi.2.g./vii.2.c).

5. Review Committee and MPP Meetings: The chair of each respective review committees (EMEDC committee or College Dean Review committees) schedules and conducts an initial dialogue with the individual being reviewed and the committee, in order to help inform the review (vi.2.h.).

   The purpose of this meeting is to clarify:
   
a. The process steps and timing of the review
b. The priority stakeholders for inclusion (from #2 above), and method of contact
   c. Additional materials for consideration
   d. Questions or identification of areas of particular interest on the part of the reviewee (vi.3.a/vii.2.d)
   e. Reviewee is invited to present to the committee a description of their scope of responsibilities and accomplishments.
6. Interviews and Survey:
   a. The EMEDC/Dean’s review committees develops a set of questions for the interviews that speak to the goals of this review and include items from step 5 above, and establishes a plan of approach, in consultation with the AVP for Staff Human Resources and the reviewee’s supervisor (vi.2.g/vii.2.c, vi.3.b/vii.3.b). Interviews are conducted by members of the review committees and may be with individuals and/or with small groups. Committee members shall manage this process with care, confidentiality and timeliness. The Provost and respective committee chair or the reviewee and committee chair shall send a formal request to interviewees for their participation.
   b. The EMEDC Chair, or Dean Review Chair will prepare with IR the process for administrating an appropriate survey for the established Leadership Model survey (attached), using Qualtrix, ensuring to every degree possible the anonymity of responses and quality checks to avoid repeated respondents. Campus information security officer will be consulted to ensure the integrity and security of the survey process. Campus staff involved in the survey shall also sign a confidentiality agreement. VP Sherman will conduct the appropriate psychometrics on the survey. The Provost and respective Committee chair shall send a formal request to specified population (see step 4 above) to participate in the on-line survey.

7. Data Collection (vi.2.i./vii.2.e): Reviewees are entitled by CA Education Code 89546 access to all data, if they request. Respondents shall be advised of this provision when asked to participate in either the interview and/or the survey.
   a. Committee conducts the interview process per step 6 above and documents (by hand or typed) the interviewee answers to the pre-established questions. The interview coordinator(s) shall collect all notes and then code results and summarize into themes. Only the following shall have access to the full set of notes:
      i. The interview coordinators:
         1. For College Deans: one of the two department chairs serving on the committee and the Provost’s appointee.
         2. For Other Executives: the Presidential appointee and one of the two faculty EMEDC members.
      ii. Appropriate administrator over reviewee
      iii. Reviewee, if requested
   b. Anonymous campus-wide surveys using Qualtrix, as noted in Step 6. Surveys MUST notify respondents that, although anonymity is enhanced via Qualtrix administration, qualitative responses can NOT be masked or de-identified, should the reviewee request access to the raw data (vi.4.a./vii.3.d./vii.4.a). Survey data may therefore be viewed only by:
      i. Chair of EMEDC and Presidential appointee, or Dean’s Review Chair and EMEDC representative to the committee, who are responsible for summarizing survey data for their respective review committee
      ii. Appropriate administrator over reviewee
      iii. Reviewee, if requested
8. Report and Discussion: The EMEDC/Dean review committee integrates and summarizes their findings into a report to the appropriate administrator, highlighting the factors contributing to/detracting from the success of the reviewee. (vi.2.j./vii.2.f) The appropriate administrator shall meet with the respective review committee to formally receive the report and discuss their insights and recommendations (vii.2.h and i/vi.2.l and m).

9. The appropriate supervisor meets with the subject of the review. The purpose of this meeting is to:
   a. Provide an opportunity to discuss the report’s factual content (vi.2.k./vii.2.g.)
   b. Highlight feedback and suggestions for improvement/continuation of success (vi.2.m./vii.2.i.)
   c. Discuss key messages to constituents or the campus regarding the outcome of the review (as recommended by 2019 working committee)
      i. Reviewee develops a personal commitment statement and a plan for communication
      ii. Supervisor prepares and makes a campus statement
   d. Debrief the process and identify future opportunities for EMEDC improvement.

10. Disposition and Document Retention
    a. All relevant data and final report will be forwarded by the Chair of the review process to Staff Human Resources. Documents will be archived in the personnel file according to document retention policies. (vi.3.c./vi.4.b-d./vii.3.c./vii.4.b.)

**MPP Administrator Campus Survey**

MPP Review questions, framed around the proposed Leadership Model, and guidance from the article regarding the ability of people to reliably rate other people. The items would be presented in mixed order, so that we can run appropriate psychometrics on the overall survey design and individual item analysis.

These cues rely on the following assumptions:

- People can only reliably rate their own experience, not the “inner landscape” of anyone else.
- Only by presenting a common leadership framework can we (theoretically) validly make comparisons and develop reference points for expectations.
- Using & Sharing Information has more items due to its breadth of elements (oral, written, nonverbal, listening, policies & procedures, CBAs, technology, finances, etc.), and the priority importance assigned to general communication in leadership roles.
- “To produce range in our rating tools, we have to create questions that contain extreme wording” (p. 151)

The survey will be distributed to a) the relevant College and/or Departments, b) MPPs across campus, c) any centers or institutes overseen by the reviewee (museum, BCCERA, etc.)

**Structuring Work**
1. Do you have confidence that __________ structures the work of their group in alignment with the strategic plan?
2. Do you believe that __________ embodies the principles of shared governance in relevant decision-making?
3. Do you see examples of appropriate empowerment and delegation in problem-solving and unit operations in _______’s work groups?

Managing Talent
4. Do you have confidence that __________ makes successful hiring decisions?
5. Have you witnessed consistent inclusion of all personnel in __________’s interactions?
6. Has __________ provided meaningful opportunities for professional development?

Inspiring Performance
7. Is __________ a role model of an effective administrator for you?
8. Is __________ providing you with meaningful feedback, recognition, or other guidance which inspires you to enhance your contributions to the campus?

Building a Team
9. Does __________ build strong teams that you would choose to be part of?
10. Would you choose to collaborate with __________, regardless of role?

Using & Sharing Information
11. Are you receiving effective communication (such as written and oral) from __________?
12. Do you see __________ being able to advocate effectively for resources (time, attention, funding, etc.)?
13. Do you have concerns regarding __________’s interpretation or administration of policies, procedures, or any Collective Bargaining Agreements?
14. Do you have confidence that __________ is appropriately managing the unit’s financial and other resources as a responsible steward of the public trust?
15. Do you feel comfortable raising concerns with __________.
16. Do you feel __________ hears your concerns when voiced?
17. Would __________ be one of your go-to persons for advice and guidance regarding a campus issue?
18. Do you believe that __________ handles confidential matters in a trustworthy matter?

Facilitating Change
19. Would you willingly choose to work with __________ on a committee intended to improve a process or campus outcome?
20. Do you feel __________ is an effective leader to transform Chico State’s future?
21. Do you look to __________ to positively implement necessary changes in work practices or structures?
22. Does __________ effectively communicate a vision that is appropriate to college/university context and encourages forward momentum?

Overall
23. Would you enthusiastically endorse __________ as a strong leader for Chico State?
24. To what degree are you satisfied with _____________’s performance?

Open-ended Questions

ADD STATEMENT ON CONFIDENTIALITY HERE

25. Describe your impression of this individual and their leadership characteristics.
26. Do you have anything else you’d like to share?
27. Are you aware of any performance concerns that need to be immediately addressed?

Demographics (optional)

28. I serve in a (Faculty/Staff/MPP/Other) role.
29. I have substantive interaction with ________ on a [daily/weekly/monthly/semester/annual] basis.
Sample Invitation to Participate in Review

Dear ________________,

CSU Chico has a policy and procedure for regular reviews of its Management Personnel employees. This normally-scheduled review process occurs on a five-year cycle, and is designed to be a constructive process to assist each leader in identifying current strengths and opportunities for improvement.

This year, ________ is participating in this review process, and that is the purpose of this outreach. You have been identified as an individual who has good working knowledge of ____________leadership style and contributions to campus. I am asking you to be responsive to the chair of the review committee, and that you make yourself available when the committee schedules interviews or focus groups.

I would appreciate your candid observations and suggestions about leadership effectiveness offered in the spirit of professional development. Thank you, in advance, for your input and advice.