Resources for

Five Year Review of Administrator

1. Example of Self-Assessment Questions
2. Sample of Stakeholder’s Letter and Survey Questions
3. IDEA Survey for Administrators (Vice President, Dean, director)
4. IDEA Survey for Department Heads
5. Example of Letter from Supervisor to Evaluated Administrator
6. Student Surveys
7. Peer Surveys
Example of Self-Assessment Questions

The self-assessment should address the following questions:

1. What are your greatest strengths as a Dean/Department Head/Director?

2. What are areas for improvement?

3. What would enable you to be more effective as a Dean/Department Head/Director?

4. Assess the overall position of the College/Department/Unit and the role you played in bringing it to this point.

5. What are the main impacts of your leadership on this College/Department/Unit?

6. What impacts have you had on the larger University?

7. Add any additional comments you wish to make relative to your experience as Dean/Department Head/Director.
Sample Stakeholder Letter

Dear College of ________________ Development Council:

South Dakota State University is developing a broad based process for the evaluation of the performance of its administrators. This year the process is being utilized to evaluate __________. As an important stakeholder of the College/Department of __________ we request your participation in this process.

Please complete the attached questionnaire and send it to the following address: __________. If you prefer, you may e-mail your response to: __________.

All responses will be confidential and only compiled summaries will be available to Dean __________. In addition to the areas on the questionnaire, Dean __________ has asked specifically for input on ________________ (if relevant).

We anticipate that the questionnaire will only take you about 15 minutes to complete.

Thank you for your assistance in this evaluation. We anticipate it will be very beneficial to the College __________ and Dean __________. Please feel free to contact me with any questions you may have. My email is __________ and my phone is ____________.

Sincerely,
Sample Stakeholder Evaluation Survey
(con’t)

For
Dean/Director/Department Head _____________, College/Unit/Department of _____________

Please address the quality and effectiveness of Dean/Director/Department Head _____________’s contributions in all of the below areas where you have adequate information to comment.

1. Communication

2. Strategic Planning: Mission/Vision Planning

3. Team Building

4. Leadership Ability

5. Integrity

6. Professional Image for the College (unit) of ________________

7. Involvement of Stakeholders

8. Strengths

9. Areas for Improvement

10. Other
IDEA Administrator Survey

IMPRESSIONS OF ADMINISTRATORS

Results from this survey will be used both to assist in appraising professional functioning and to suggest how that functioning could be improved. Therefore, it will be helpful if you can identify both strengths and weaknesses.

To encourage your honesty and objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents and for various groups, but not for individuals. Individual identity will be protected as group analyses will be reported only for groups where there are at least five respondents. However, your responses to open-ended questions will be provided verbatim to the administrator. Thus, you will want to avoid comments that would reveal your identity.

Strengths and Weaknesses

To what degree do each of the following constitute a “strength” or “weakness” of the administrator? Mark the circle which best corresponds to your judgment, using the following scale:

1 = Definite Weakness
2 = More a Weakness than a Strength
3 = In Between
4 = More a Strength than a Weakness
5 = Definite Strength
CJ = Cannot Judge

1 2 3 4 5 CJ

1. o o o o o o Communicates and displays a visionary plan for the future.
2. o o o o o o Establishes sound priorities.
3. o o o o o o Displays knowledge/expertise required for this position.
4. o o o o o o Makes wise decisions, judgments, and recommendations.
5. o o o o o o Initiates actions that anticipate problems or resolves them before they become major concerns.
6. o o o o o o Is an effective “team” member.
7. o o o o o o Contributes positively to the institution’s image and reputation.
8. o o o o o o Communicates relevant information to appropriate constituencies.
9. o o o o o o Seeks opinions of others before establishing policies or procedures that affect them.
10. o o o o o o Earns the trust and respect of those who come in contact with him/her.
The Administrator's Personal Characteristics

In this section, please describe the administrator's personal attributes by marking the appropriate number on each scale. Mark "Cannot Judge" (CJ) if you have little or no basis for making a rating.

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Overall Impressions

29. What kind of a job is this administrator doing?
   o Poor
   o Mediocre
   o Good
   o Excellent
   o Superb
   o Can't judge

30. Does this administrator have your confidence?
   o Definitely not
   o No, but I have reservations about this.
   o Yes, but I have reservations about this.
   o Definitely yes.
   o I have formed no stable opinion.
Open-ended Comments

31. What are this administrator’s main assets?

32. What reservations do you have about this person as an administrator?

33. What changes (e.g., in priorities, style, organization, policy) would do most to improve this administrator's effectiveness?

Rater Perspective

34. What is the principal way that you are affiliated with this institution?
   ○ I am a faculty member.
   ○ I am a student.
   ○ I am a member of this administrator’s staff.
   ○ I have meaningful contacts with this administrator but don’t report to this person.
   ○ I choose to omit my response to this question.

35. What is the principal type of contact you have with this administrator?
   ○ We work together on mutual responsibilities or assignments.
   ○ My work requires his/her supervision, approval, or judgment.
   ○ This administrator provides services that I want or need.
   ○ Our contact consists primarily of informal interaction.
   ○ I choose to omit my response to this question.

36. How often do you have meaningful contact with this administrator?
   ○ On a daily basis
   ○ At least once a week, but not daily
   ○ One to three times a month
   ○ One to three times a term
   ○ Less than once a term
   ○ I choose to omit my response to this question

37. How long have you been at this institution?
   ○ This is my first year
   ○ One to two years
   ○ Three to five years
   ○ More than five years
   ○ I choose to omit my response to this question

Submit  If you Submit you will no longer be able to access the survey or modify your responses.

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IDEA Department Head Survey

FACULTY PERCEPTIONS OF DEPARTMENT HEAD/CHAIR

This survey may be conducted for two purposes: (1) to assist the department head/chair to become a more effective administrator and (2) to assist those responsible for evaluating the head/chair’s effectiveness to make a valid assessment. Either purpose will be best served if you make an effort to reflect on the head/chair’s overall performance and provide a fair and honest representation of the head/chair in your responses. It will be helpful if you can identify both strengths and weaknesses.

This survey will take you approximately 20 minutes to complete. Please allow enough time to provide thoughtful responses.

To encourage objectivity, you are asked not to identify yourself. Results of the survey will be summarized for all respondents. Your responses to open-ended questions will be provided verbatim to the department head/chair. Thus, you will want to avoid comments that would reveal your identity.

Part I.

The list below describes 20 responsibilities, which some department heads/chairs pursue. Rate the performance of your department head/chair over the past 12 months on each of these by selecting the circle which best represents your judgment. If you feel you have an insufficient basis for making a rating on a given responsibility, mark in the X column to indicate omit response.

1 = Poor  
2 = Only So-So  
3 = In Between  
4 = Good  
5 = Outstanding  
X = Omit Response

1  2  3  4  5  X
1. ○ ○ ○ ○ ○ ○ Guides the development of sound procedures for assessing faculty performance
2. ○ ○ ○ ○ ○ ○ Takes the lead in recruiting promising faculty
3. ○ ○ ○ ○ ○ ○ Attends to essential administrative details (e.g., class scheduling, budget preparation, promotion and tenure documentation)
4. ○ ○ ○ ○ ○ ○ Fosters good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)
5. ○ ○ ○ ○ ○ ○ Facilitates obtaining grants and contracts from external sources
6. ○ ○ ○ ○ ○ ○ Leads in establishing and monitoring progress on annual or biannual department goals
7. ○ ○ ○ ○ ○ ○ Communicates the department’s needs (personnel, space, monetary) to the dean
8. ○ ○ ○ ○ ○ ○ Develops collegiality/cooperation among departmental faculty members
9. ○ ○ ○ ○ ○ ○ Encourages an appropriate balance among academic specializations within the department
10. ○ ○ ○ ○ ○ ○ Stimulates research and scholarly activity in the department
11. ○ ○ ○ ○ ○ ○ Guides the development of a sound organizational plan to accomplish departmental programs
12. ○ ○ ○ ○ ○ ○ Improves the department’s image and reputation within the campus community
13. ○ ○ ○ ○ ○ ○ Fosters the development of each faculty member’s special talents or interests
1 = Poor
2 = Only So-So
3 = In Between
4 = Good
5 = Outstanding
X = Omit Response

1  2  3  4  5  X
14. o o o o o Sees to it that new faculty and staff are acquainted with departmental procedures, priorities, and expectations
15. o o o o o Understands and communicates expectations of the campus administration to the faculty
16. o o o o o Stimulates or rejuvenates faculty vitality/enthusiasm
17. o o o o o Guides curriculum development
18. o o o o o Establishes trust between himself/herself and members of the faculty
19. o o o o o Improves the department's image and reputation with off-campus constituencies
20. o o o o o Recognizes and rewards faculty in accordance with their contributions to the department

Part II.

To what degree do items 21-30, below, represent a "strong point" or a "weak point" of the headchair? Select the number that best corresponds to your judgment. Omit if you feel unable to make a valid judgment.

1 = Definite Weakness
2 = More a Weakness Than a Strength
3 = In Between
4 = More a Strength Than a Weakness
5 = Definite Strength
X = Omit Response

1  2  3  4  5  X
21. o o o o o Interpersonal skill
22. o o o o o Problem solving ability
23. o o o o o Appreciation for department's history
24. o o o o o Patience in implementing change
25. o o o o o Honesty
26. o o o o o Practical judgment
27. o o o o o Willingness to listen
28. o o o o o Flexibility/adaptability in dealing with individuals/situations
29. o o o o o Accessibility to faculty
30. o o o o o Fairness
Part III.

Indicate how frequently each of the following statements is descriptive of your department head/chair by selecting the number corresponding to your judgment. Omit items where you feel unable to make a valid judgment.

1 = Hardly Ever (not at all descriptive)
2 = Less Than Half the Time
3 = About Half the Time
4 = More Than Half the Time
5 = Almost Always (very descriptive)
X = Omit Response

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Allocates faculty responsibilities in an effective and equitable manner
Supports and protects academic freedom
Reduces, resolves, and/or prevents conflict among departmental faculty members
Assists faculty in developing their own goals and priorities
Is willing to stand up to higher authority when departmental interests are threatened
Maintains steadiness in the face of crisis or unanticipated frustrations
Acts as though high faculty morale is vital to him/her
Is easy to understand
Tries out new ideas with the faculty
Does little things that make it pleasant to be a member of department
Sees to it that faculty members are working up to capacity
Is more a reactor than an initiator
Works without a plan
Looks out for the personal welfare of individual faculty members
Lets faculty members know what is expected of them
Treats all faculty members as her/his equal
Gains input from faculty on important matters
Sees to it that the work of the faculty is coordinated
Explains the basis for his/her decisions
Lets faculty members know when they have done a good job
Makes sure her/his part in the department is understood by all members
Acts as though visible department accomplishment were vital to him/her
Maintains definite standards of performance
Puts faculty suggestions into action
Facilitates positive relationships between faculty and the clerical/technical staff
Encourages teamwork among members of the faculty
Encourages faculty ownership of a vision for the department
Provides feedback to faculty on their major activities
Tries to learn about each faculty member’s interest, talents, and aspirations
Part IV.
This section asks about potential impediments to the headchair’s effectiveness. Use this code to answer:

1 = Definitely False  
2 = More False Than True  
3 = In Between  
4 = More True Than False  
5 = Definitely True  
X = Omit Response

61. o o o o o o The department’s facilities are inadequate.
62. o o o o o o The head/chair’s effectiveness is impaired by bureaucratic rules/regulations.
63. o o o o o o Financial resources are inadequate to support the department’s programs.
64. o o o o o o The department has been given a relatively low priority by the dean.
65. o o o o o o There is obstructionism/negativism from one or more senior members of the faculty.

Part V.
Summary Judgment. Use this code to answer:

1 = Definitely False  
2 = More False Than True  
3 = In Between  
4 = More True Than False  
5 = Definitely True  
X = Omit Response

66. o o o o o o I believe the department would be better off if we replaced the current head/chair.
67. o o o o o o I have confidence in the head/chair’s ability to provide leadership to the department.

Open-ended Comments
68. What are this head/chair’s main assets?

69. What reservations do you have about this person as a head/chair?

70. What changes (e.g., in priorities, style, organization, policy) would most improve this head/chair’s effectiveness?

Submit  If you Submit you will no longer be able to access the survey or modify your responses.

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Updated 1-15-14
Example Letter of Feedback to Administrator

Date

Address

Dear

Beginning in the fall of 2008 and culminating in the summer of 2009 your performance was reviewed as part of the university’s five-year performance evaluation of administrators. A part of the evaluation was a review undertaken to provide input into the evaluation. The review, following guidelines, was conducted by a Review Committee comprised of representatives from the unit(s) under your responsibility and chaired by _______________.

The review provided for input from faculty, staff, peers and stakeholders. A confidential copy of the report of the Review Committee has been provided to you. I discussed the report and my evaluation with you on ________________.

Key outcomes of the five-year evaluation include:

Suggestions for improvements were limited to:

Summative comment based on outcome of evaluation….I look forward to working with you going forward as you continue to serve South Dakota State University OR Alternate language if outcome is determined to be different.

Thank you for your dedication and leadership.

Sincerely,
Name of Administrator Evaluated: 

Please Respond by: 

Please rate the administrator on each characteristic listed in the left column, using the scale in the right column:

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<th>Administrative Characteristic</th>
<th>Performance Rating</th>
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1 Leadership Ability: Is an effective and respected leader.

2 Recruitment: Plays an important role in the recruitment of top-ranked students, both through personal efforts and the formulation of recruitment activities.

3 Retention: Plays a significant role in retaining students.

4 Integrity: Demonstrates in working with students.

5 Promotes Excellence: Makes clear what constitutes excellence in performance, both for individuals and the college.

6 Willingly Explores New Approaches: Is open to new ideas and is not threatened by suggestion that there might be a better and different way to perform a task.

7 New Ideas: Stimulates and supports innovation and new ideas.

8 Communicates Effectively: Fosters open communication, brings forward critical administrative and/or academic issues for discussion, makes appropriate persons aware of the issues facing the college and is a good listener.

9 Availability: Is available and accessible to students.

10 Exhibits an Encouraging and Positive Attitude: Is appropriately positive and upbeat about the College.

11 Fair and Consistent Decision-maker: Acts in the best interests of the students, the College and the University, as indicated by the circumstances.

12 Overall evaluation of this administrator’s effectiveness: Generally a strong and effective administrator taking multiple characteristics into consideration.
Please answer the following questions:

1. List and comment on major strengths of this administrator:

2. List and comment on areas in need of improvement:

3. General comments:

4. Should this person continue in this role?
   
   □ YES   Explain

   □ NO    Explain
Administrator Review – Student Survey

South Dakota State University is seeking to gather information that will contribute to a thorough review of the performance of its administrators at the university. The following survey is designed to gauge the effectiveness of the administration of the Department of XYZ. Please answer the questions as they pertain to your experiences in the department. Your opinions are important for the evaluation and we encourage you to participate in this review.

Please respond by _________________.

Administrator to be evaluated: Dr. XYZ, Dept. Head, Department Name

Demographic Information (circle the response(s) that best describes your status):

1. What is/are your major(s)? X Y Z
2. Academic Progression Level Jr. Sr. Graduate

For the following section, consider your overall experience with courses, curriculum, faculty, staff, laboratories, etc. in the Dept. of XYZ, only. Comments apply only to courses, laboratories or faculty who teach courses with the following prefixes: XX, YY, ZZ, AA. Please assess the degree to which you agree or disagree with the statements listed below and clearly mark the circle that corresponds to your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>No basis to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Faculty members share common goals for students enrolled in the programs.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Faculty members seek to provide educational experiences that enhance student learning.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Faculty in the department exhibit competence in the subject(s) they teach.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Faculty members provide current and relevant information in the departmental courses.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Continue on the next page.
<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>No basis to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Faculty members work with industry or other community, professional, and regional groups on projects that contribute to a better society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Faculty and Staff are concerned about the students in the department and provide the support they need to succeed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The majors in this department are competitive with other programs at the university and at other universities because the department understands student needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The department has adequate facilities and equipment to provide the education I need to succeed.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Courses I need for my major are offered on a regular, predictable basis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. There are enough course offerings such that I will be able to finish my degree in a timely fashion.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13. Information regarding departmental events, policies, procedures, etc. is easy to find.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I feel that my education will provide me with the skills and knowledge I need to succeed in my chosen profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I would recommend majors in this department to fellow students because the programs provide a high quality education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. General comments may be made in the space below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name of Administrator Evaluated: ___________________________ Please Respond by: ___________________________

From your perspective, how strong is this administrator. Please rate the administrator on each characteristic listed in the left column, using the scale in the right column:

<table>
<thead>
<tr>
<th>Administrative Characteristic</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>1 University Leadership: Plays an active leadership role in the University, both with respect</td>
<td>5</td>
</tr>
<tr>
<td>to representing the unit interests as well as supporting the University’s overall agenda.</td>
<td></td>
</tr>
<tr>
<td>2 Mission and Planning: Works to develop and guide the unit through its mission and strategic</td>
<td>5</td>
</tr>
<tr>
<td>plan.</td>
<td></td>
</tr>
<tr>
<td>3 Continuing Administrative Visibility: Fosters local and national presence in discussions of</td>
<td>5</td>
</tr>
<tr>
<td>issues associated with the administration of the unit(s) for which he/she is responsible.</td>
<td></td>
</tr>
<tr>
<td>4 Integrity: Demonstrates integrity in working relationships.</td>
<td>5</td>
</tr>
<tr>
<td>5 Promotes Excellence: Promotes excellence in performance, both for individuals and the unit.</td>
<td>5</td>
</tr>
<tr>
<td>6 Willingly Explores New Approaches: Is open to new ideas and is not threatened by suggestions</td>
<td>5</td>
</tr>
<tr>
<td>that there might be a better and different way to perform a task.</td>
<td></td>
</tr>
<tr>
<td>7 Stimulates Innovation and New Ideas: Facilitates innovation and new ideas/programs.</td>
<td>5</td>
</tr>
<tr>
<td>8 Communicates Effectively: Fosters open communication, brings forward critical administrative</td>
<td>5</td>
</tr>
<tr>
<td>and/or academic issues for discussion, makes appropriate persons aware of the issues facing the</td>
<td></td>
</tr>
<tr>
<td>unit, and is a good listener.</td>
<td></td>
</tr>
<tr>
<td>9 Exhibits an Encouraging and Positive Attitude: Is appropriately positive and upbeat about</td>
<td>5</td>
</tr>
<tr>
<td>the unit and its mission; the university and its mission.</td>
<td></td>
</tr>
<tr>
<td>10 Fair and Consistent Decision-Maker: Acts in the best interests of the unit and the University.</td>
<td>5</td>
</tr>
<tr>
<td>11 Leadership Ability: Is an effective leader.</td>
<td>5</td>
</tr>
<tr>
<td>12 Overall evaluation of this Administrator’s Effectiveness: Generally a strong and effective</td>
<td>5</td>
</tr>
<tr>
<td>administrator, taking multiple characteristics into consideration.</td>
<td></td>
</tr>
</tbody>
</table>

* Based on sample from Utah State University
Please answer the following questions:

1. **List and comment on major strengths of this administrator:**

2. **List and comment on areas in need of improvement:**

3. **General comments:**

4. **Should this person continue in this role?**
   - [ ] YES  Comments:
   - [ ] NO  Comments: