

BALL STATE UNIVERSITY PERFORMANCE EVALUATION FORM FOR ADMINISTRATORS/PROFESSIONALS*

Evaluation of performance is conducted to:

- Improve administrator's performance by providing the evaluator's assessment of the administrator's strengths and opportunities for improvement.
- Provide the administrator with a better understanding of the requirements of the job, the required standards of performance, and the degree to which he/she attains goals.
- Provide a record of the administrator's growth pattern.
- Improve communication between the evaluator and the administrator.
- Provide a basis for salary recommendation.

All evaluators of professional personnel are encouraged to periodically attend training on conducting performance evaluations and are also expected to be familiar with the salary documents governing their specific vice presidential or college or departmental areas.

The evaluator will:

- Evaluate each competency independently of all others. (Most people have strengths and opportunities for improvement; seldom is anyone strong in every competency to be measured.)
- Measure each competency against the person's job description and goals for the preceding year.
- Use the Comments section on the form to indicate specific evidence on which the competency was based or attach additional comments if required.
- Rate the administrator on actual performance and not on the expectation of the administrator's potential which can be included under Comments. Do not allow teaching/research ability of an individual to affect the rating; if applicable, teaching and research will be rated separately.
- Scoring the evaluation document:

Total the points for the competencies scored using the Scale on the evaluation form. Count the number of competencies that were rated. Exclude any N/A's and I/I's from the count. Exclude **Total Evaluation Score** from the count. Divide the total score of points by the number of competencies evaluated and round the number to one decimal point. Write the final calculated score next to **TOTAL EVALUATION SCORE**.

- Review the completed document with the next level of supervision **prior** to the evaluation meeting with the employee.
- Review the completed Performance Evaluation Form with the administrator being evaluated engaging in a conversation to inform the administrator what he/she does well and where and how performance can be improved.

*Hereafter referred to as "administrator."

BSU PERFORMANCE EVALUATION FORM FOR ADMINISTRATORS/PROFESSIONALS

Name of Administrator being evaluated: _____ Date: _____ Period being covered _____ to _____
 BSU ID No.: _____ (Please Print Name)

Scale:

- 5 – Outstanding: This level is awarded only for clearly exceptional performance. Very little, if anything, could be improved upon. Clear justification, with written comments, is required for this rating.
 4 – Good: Performance is clearly above the satisfactory level. Written comments should be made.
 3 – Satisfactory: Performance fully satisfies requirements for this duty at the standard level set by manager. Written comments should be made.
 2 – Needs Improvement: Performance partially satisfies requirements for this duty. To become fully effective, improvements are required in this area. Written comments are required for this rating.
 1 – Unsatisfactory: Performance did not achieve important requirements. Clear justification with written comments is required for this rating, including a performance improvement plan.

*N/A not applicable to this position

**I/I insufficient information for judgment

	1	2	3	4	5	N/A* I/I**	COMMENTS:
1. PROBLEM ANALYSIS: Seeks out relevant data and analyzes complex information to determine the important elements of a problem; ability to synthesize data and recommend viable solutions to complex problems/issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. JUDGEMENT: Reaches logical conclusions and makes high quality decisions based on available information; identifies needs and sets priorities; critically evaluates written communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. ORGANIZATIONAL ABILITY: Plans, schedules and controls workload; uses resources in an optimal fashion; deals effectively with demands on one's time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. DECISIVENESS: Recognizes when a decision is required and acts appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. LEADERSHIP: Gets others involved in solving problems; recognizes when a group requires direction, interacts with a group effectively and guides others to the accomplishment of a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. INITIATIVE: Follows the principles of excellent customer service as in programs such as Roll Out the Red Spirit of Service; scans environment for potential problems and opportunities and moves to solve problems and capitalize on opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. SENSITIVITY: Perceives the needs, concerns and problems of others; resolves conflicts; uses tact in dealing with persons from different backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. ORAL COMMUNICATION: Makes clear oral presentation of facts or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. WRITTEN COMMUNICATION: Expresses ideas clearly in writing; writes appropriately for different audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. SUPERVISION: Obtains optimal productivity from subordinates; maintains effective working relationship with and among his/her staff. Varies level of supervision as appropriate. Seeks appropriate advice and counsel when dealing with employee/supervisor issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. SPECIAL KNOWLEDGE: Is a dependable source of information about his/her special area of expertise; keeps abreast of current developments in field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. COMPLIANCE: Follows legal and regulatory compliance as related to area of responsibility. (EEO/AA, NCAA, FLSA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. CONTRIBUTION TO GOALS: Performs in a manner which contributes to the goals of the department or unit and University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL EVALUATION SCORE:	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>						

BALL STATE UNIVERSITY
PERFORMANCE EVALUATION FOR ADMINISTRATORS/PROFESSIONALS
SIGNATURE PAGE

Reviewed by employee
(Does not imply agreement or non-agreement with evaluation.)

Date

Evaluator

Date

Next level of supervision (optional)

Date

Attachments (optional): Check applicable boxes.

☐

Employee's Comments

☐

Evaluator's Comments

☐

Employee's Performance Improvement Plan

Return completed form to University Human Resource Services, AD 350, by April 30 for inclusion in the employee's personnel file.