

SELF EVALUATION

for Administrative Faculty

Employee's Information		
Name	Title	Department
Supervisor	Senior Administrator	
Performance Period From: _____ To: _____		Review Date
Instructions		
<ul style="list-style-type: none"> • Has your supervisor provided you with a current job description? <ul style="list-style-type: none"> ◦ <input type="checkbox"/> Yes (<i>attached</i>) <input type="checkbox"/> No (<i>request from supervisor prior to completing this form</i>) • Does the attached job description reflect your primary responsibilities? <ul style="list-style-type: none"> ◦ <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>if "No", please follow HR procedure for updating job descriptions</i>) 		
Evaluation Category	Description	
1. Primary Job Responsibilities and Job Knowledge	At what level does the employee meet the primary responsibilities of the job? The reviewer should consider the quantity and quality of the work produced in meeting these responsibilities. At what level does the employee understand all phases of their work? At what level does the employee possess and apply their knowledge of job fundamentals, including: procedures relevant to the job, current techniques, and future trends?	
2. Problem Solving and Decision Making	At what level does the employee engage in innovative and effective problem-solving and related decision-making, while working under pressure?	

Self Evaluation for Administrative Faculty

3. Planning/Organization Skills	At what level does the employee effectively plan, organize, and follow through on work?
4. Interpersonal Skills/Communication	At what level does the employee establish and maintain cooperative, collaborative, and productive relationships among individuals within the College community? At what level does the employee communicate accurately (i.e., communication has its intended impact), professionally, and effectively in both written and in spoken form within the College community and/or the public?
5. Teamwork/Supervision	At what level is the employee effective in obtaining positive team results? At what level is the employee considered a trusted and effective member of their department and/or a team (e.g., internal, cross-functional, outside stakeholders)? For Supervisors: At what level is the supervisor effective in managing the performance of subordinates including delegating, motivating, developing, coaching, disciplining and all other aspects to fulfill the mission of the college and department?
6. Professional Development and Institutional Engagement	At what level does the employee pursue professional development opportunities and participate in campus committees, councils, or events?

Self Evaluation for Administrative Faculty

Assessment of Last Year's Goals

Goals: Explain the results from objectives you have met, exceeded or were unable to meet during this performance evaluation period. Include in your narrative your planned actions, measurable outcomes, results and successes and impediments to the expected results. Make any other comments necessary to give insight into your accomplishments for the year.

Personal Goals: List your goals, professional growth and development plan for the next performance evaluation period.

Self Evaluation for Administrative Faculty

Unit/Institutional Goals: List your unit goals and objectives for the next evaluation period. Include in your narrative the resources needed to accomplish your unit's goals and objectives and when you expect to complete the goal.

Self Evaluation for Administrative Faculty

Additional Comments

Signatures

Employee's Signature

Date

Appraiser's Signature

Date