

## DOCUMENT RESUME

ED 385 325

JC 950 399

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TITLE A Model for Administrative Evaluation by Subordinates.  
PUB DATE 95  
NOTE 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).  
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Administrator Evaluation; \*College Faculty; Community Colleges; Evaluation Methods; Likert Scales; \*Teacher Administrator Relationship; Two Year Colleges

## ABSTRACT

Under the administrator evaluation program adopted at Vincennes University, all faculty and professional staff are invited to evaluate each administrator above them in the chain of command. Originally based on the Purdue University "cafeteria" system, this evaluation model has been used biannually for 10 years. In an effort to simplify the system, a single evaluation form was developed. This form includes: (1) a rank-ordered set of 22 statements covering the basic requirements of managerial responsibility; (2) a five-point Likert scale response legend; (3) a check-off to indicate the level of each person responding; and (4) a code for every administrator on campus. The cover letter accompanying the survey explains that up to six administrators can be evaluated per page, and that participation is voluntary and confidential. A flat file of responses is built and analyzed with the statistical analysis system. The cross-tabulations for each question by each level of respondents are entered onto a spreadsheet, and an evaluative index is developed, yielding an overall positive or negative response value. Group norms are developed based on all responses regarding deans, department heads, and vice presidents. Although most responses to the revised form were positive, overall evaluation response was lighter than desired and lower than previous years. The evaluation will be repeated in 1996. The paper includes 13 references, copies of the cover letter, evaluation form, and norms for academic department heads. (KP)

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***A Model for Administrative Evaluation by Subordinates***

***A Paper presented at the  
1995 AIR Forum  
May 29 - June 1, 1995  
Boston, Mass***

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## ***A Model for Administrative Evaluation by Subordinates***

**Abstract:** Colleges and universities routinely evaluate students, faculty, and support staff. But a system for evaluating administrators is less well defined. This paper describes a microcomputer-analyzed model of administrative evaluation whereby all professional faculty and staff are invited to voluntarily evaluate all administrators above them in their chain of command, right up to the president of the college.

Fair and creative ways to measure effectiveness of those who administer higher education is a universal but elusive goal. Barnard (1938), Katz (1955), Likert (1958), Drucker (1964), and many others helped define what is expected of "good" managers and suggested how to evaluate effectiveness. Fisher (1978) applied the principles of administrative evaluation to higher education. Trow (1982) published a "Practical Manual" and the Educational Research Services (1985) a comprehensive "Report." Administrator evaluation was a 'hot topic' for Phi Delta Kappa in 1985. (Barber).

Purdue University published a "cafeteria approach" to instructional evaluation in 1974. This approach was adapted for *evaluation of administrators by subordinates* at West Virginia University (Goodwin and Smith, 1981). Budig reported on one application (1986). Miller (1993) describes administrative evaluation in a shared governance environment, which includes an element of evaluation by subordinates.

### **Description of this study**

Vincennes University has adopted a system whereby all faculty and professional staff are invited to evaluate, on a voluntary and confidential basis, each administrator above them in their chain of command, right on up to and including the president.

Originally based on the Purdue University cafeteria system, this evaluation model has been used biannually for ten years. The system was revised and simplified in spring 1994.

A task force was appointed by the President and composed of faculty, administrators, and professional staff. The task force given the responsibility of simplifying the system, and designing a single evaluation form which could be used by all administrators, with no constraints as to length, method of administration, etc. The result was a rank-ordered a set of twenty-two statements which they felt covered the basic requirements of any person with managerial responsibility in this institution.

A single form was developed (Attachment 1) which listed the 22 statements, a response legend, a checkoff to indicate the level of each person responding, and a coding for every administrator on campus. The cover letter explained that up to six administrators could be evaluated on this page; that additional written comments may be submitted; and that participation was voluntary and confidential.

A flat file of responses was built and analyzed with SAS. The cross-tabulation for each question by each level of respondents was manually entered onto a spreadsheet, and an evaluative index developed which would yield an overall positive or negative response value (Attachment 2). The indices were then dropped into a bar graph to (Attachment 3).

Group norms were developed, based on all responses regarding deans, department heads, vice presidents. A cover letter of explanation included data limitations and suggested comparisons to norms.

A flat file of responses was built and analyzed with SAS. The cross-tabulation for each question by each level of respondents was manually entered onto a spreadsheet, and an evaluative index developed which would yield an overall positive or negative response value (Attachment 2). The indices were then dropped into a bar graph to (Attachment 3).

Group norms were developed, based on all responses regarding deans, department heads, vice presidents. A cover letter of explanation included data limitations and suggested comparisons to norms.

Response was lighter than desired, and lower than under the previous system. Most of the evaluations were very positive. The system will be repeated in 1996, at which time it is hoped that the system can be automated a bit more.

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## Attachment One

### MEMORANDUM

TO: University Faculty and Professional Staff

FROM: Phillip M. Summers

SUBJECT: 1994 Administrative Evaluation

DATE: March 7, 1994

For ten years Vincennes University has had a unique form of voluntary administrative evaluation. Every two years all faculty and professional staff have had the opportunity to evaluate each of the administrators above them in their reporting line. The process was very cumbersome and labor-intensive. In January I appointed a task force, chaired by Robert Slayton, to review the process and recommend simplification. The attached one-page evaluation is the result of their work.

The 1994 administrative evaluation consists of twenty-two questions *which will be used for all administrative positions*. You may voluntarily choose to evaluate everyone above you in your reporting line, including the Vice President of your service area and the President. All of your evaluations will be on *a single page*.

1. Please indicate (see check box) whether you are a faculty/professional staff person, a department head, or a vice president, dean, or administrator.
2. You may evaluate up to six persons above you in your reporting line. Please enter the two-digit code for each administrator above you in your reporting line above the columns. Codes for all 1994 administrators are found on the back of the evaluation form.
3. Enter your evaluation "scores" for each of the 22 questions in a column under that person's code according to the following scale:

5 = "I Strongly Agree"  
4 = "I Agree"  
3 = "I am Undecided"  
2 = "I Disagree"  
1 = "I Strongly Disagree"  
0 = "I don't know"

1994 Administrative Evaluation, Continued

4. If you wish to add comments, a separate page has been provided. Be sure to indicate the name or code number of the person toward whom the comments are directed. Please xerox additional pages if you wish to make comments concerning more than one administrator in your line. The administrator being evaluated will receive the re-typed written comments.

5. Please return or mail the evaluation form to the President's Office, no later than **April 1st**.

*Return of this evaluation is entirely voluntary.* The evaluation process has been designed to provide as much anonymity as possible. This evaluation is important for the professional development of the University's administrators.

If you have any questions concerning the evaluation forms or process please call Dr. Budig at Ex. 4377 or my office. Thank you for joining the process to provide evaluation information for the Vincennes University administrators.

PMS/jeb

Enclosure



## Attachment One

BY: (please check):

\_\_\_\_\_ Vice President, Dean, or  
Administrator  
\_\_\_\_\_ Dept. Head  
\_\_\_\_\_ Faculty/Professional Staff  
\_\_\_\_\_ Other

## 1994 Administrative Evaluation

5 = Strongly Agree  
4 = Agree  
3 = Undecided  
2 = Disagree  
1 = Strongly Disagree  
0 = I don't know

<b>President</b>	<b>Vice</b>	<b>Div. Chair</b>	<b>Dept Head/</b>		
<b>Summers</b>	<b>President</b>	<b>Dean</b>	<b>Director</b>	<b>Other</b>	<b>Other</b>

**Code # 01**

(See reverse side)

1. Effectively supports and interprets the mission and philosophy of Vincennes University.
2. Effectively meets the objectives of the position and "gets things done."
3. Creates an environment which encourages and fosters the development and implementation of new approaches or methods.
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
5. Leadership promotes an atmosphere conducive to others' personal/professional growth and learning.
6. Deals with personnel fairly and consistently without favoritism or discrimination.
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.
8. Communicates pertinent information in a timely manner.
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.
10. Prepares and administers the budget responsibly.
11. Successfully motivates persons to perform effectively.
12. Supports those responsible to him/her.
13. Defends principle and conviction in the face of pressure and partisan influence.
14. Is willing to make decisions which may be unpopular yet best for the overall program.
15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.
16. Involves others in the decisions that affect them.
17. Demonstrates knowledge and competency in the essential aspects of the position.
18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.
19. Is enthusiastic about his/her work.
20. Effectively uses available resources.
21. Recognizes staff achievement and contributions.
22. Promotes positive relationships between the university and community through job performance and community involvement.

[illegible]

# 1994 Administrative Evaluation - Data Entry Coding

CODE #

01 President P. Summers

## Directors/Dept Heads, Cont.

## Directors/Dept Heads, Cont.

### Vice Presidents

02 D. Ford  
03 R. Stryzinski  
04 J. Gegenheimer  
05 G. Shepherd

### Deans

06 M. Davis  
07 P. Pierpont  
08 D. Riegle  
09 V. Houchins  
10 G. Smith  
11 M. Miller  
12 J. Eads  
13 J. Tilley  
14 G. Altstadt  
15 B. Bond  
16 D. Dowden  
17 H. Perez  
18 B. Slayton  
19 T. Weaver

### Department Heads/Directors

20 C. Ezell  
21 J. Fabyan  
22 B. Cannon  
23 T. McCraney  
24 S. Penn  
25 V. Brenton  
26 J. Carson  
27 I. Hodgdon  
28 A. Jendrzewski  
29 J. Kavanaugh  
30 D. Parman  
31 C. Reinhart  
32 R. Sommers  
33 M. Thompson  
34 M. Trimbo  
35 J. Bardole  
36 J. Ostendorf  
37 R. Shippee  
38 J. Smith  
39 J. Stewart  
40 R. Inglis  
41 C. Miley  
42 B. Rump  
43 M. Goodrich  
44 P. Bakke  
45 R. Cutshall  
46 D. Myers  
47 S. Sweeney

48 J. Alsobrooks  
49 K. Gines  
50 J. Herrold  
51 D. King  
52 J. Oglesby  
53 R. Schneider  
54 E. Wood  
55 C. Keegan  
56 J. Evans  
57 J. Hanes  
58 A. Rerko  
59 M. Seed  
60 P. Smith  
61 D. Burgei  
62 J. Messmer  
63 P. Robinson  
64 B. Updegraff  
65 J. Wilson  
66 J. Beach  
67 S. Brown  
68 D. Eavey  
69 J. Hopkins  
70 A. Haase  
71 J. Ludlow  
72 D. Marquez  
73 E. Lee  
74 D. Tyree  
75 G. Whitehouse  
76 R. Weidig  
77 K. Whitkanack  
78 J. Will  
79 J. Griffin  
80 M. Gregory  
81 H. Jochim  
82 B. Wineinger  
83 K. Sutton  
84 B. Stephenson  
85 R. Murawski  
86 B. Orvick  
87 W. Abendroth  
88 J. Fish  
89 G. Goodman  
90 H. Hensley  
91 P. Jost  
92 S. Simonds  
92 B. Thompson  
94 D. Weaver  
95 D. Winkler  
96 C. Koenig  
97 W. Lindsey  
98 P. Alder  
99 D. Nicoson  
100 B. Weber

101 P. Rath  
102 B. Phillips  
103 R. Kotter

### Community Services: Equal Opportunities Programs

E1 R. Patterson  
E2 P. Chadwick  
E3 G. Harwood  
E4 L. Luce  
E5 D. Mann  
E6 T. Patterson  
E7 B. Stuckey

### Education and Training Progr

T1 C. Roche  
T2 T. Bodenburg  
T3 L. Brassine  
T4 S. Brown  
T5 S. Crooks  
T6 B. Ellis  
T7 D. Gregoire  
T8 L. Griffin  
T9 T. Judd  
T10 D. Keith  
T11 S. Laurent  
T12 J. McKinney  
T13 S. Moore  
T14 P. Pinkstaff  
T15 D. Robinson  
T16 S. Stewart  
T17 L. Thompson  
T18 C. Wilmes  
T19 B. Woolwine

### Older Hoosier Programs

H1 A. Jacoby  
H2 J. Coots  
H3 L. Jones  
H4 P. Smith  
H5 A. Stanton

*1994 Administrative Evaluation*

*These comments refer to (Name) \_\_\_\_\_*

*Submitted by : \_\_\_\_\_ An Administrator      \_\_\_\_\_ a Department Head*  
*\_\_\_\_\_ A Faculty or Professional      \_\_\_\_\_ Other*  
*Staff Member*

*Please duplicate an additional page for each administrator in your line for whom you wish to submit comments. This evaluation is voluntary and for professional development purposes.*

To: Vice Presidents, Administrators, and Department Heads  
From: Dr. Jeanne E. Budig, Director, Research and Planning  
Date: May 10, 1994  
Subject: 1994 Administrative Evaluation

## **Attachment Two**

Enclosed are the results of the Vincennes University evaluation of Administrators by Faculty and Professional Staff. This is the eighth time that this evaluation process has been conducted and the results shared with you for your information.

A task force, Chaired by Robert Slayton, worked diligently this year to simplify the procedure. The same list of 22 questions was used for everyone, and responses for up to six persons above you in the chain of command could be submitted on a single page. All full-time professional staff and a limited number of support staff -- usually senior clerical staff specifically invited by a Dean or a Vice President -- were invited to participate in this voluntary evaluation.

It is hoped that through a careful analysis of these results each person will develop a strategy to reach his or her professional potential.

The guidelines that follow are designed to assist you in the understanding and interpretation of the results. If the guidelines are inadequate or if you have any questions about the process or results you should phone the President or Deans.

### **Results**

The results of the evaluation are of three types:

1. The 22-item objective portion. A cross-tabulation shows how many people answered each question with each possible response. A "response index" for each question provides a weighted value of all responses: +2 for every "strongly agree"; +1 for every "agree"; -1 for every "disagree", -2 for every "strongly disagree" response, divided by the total number of responses. "I don't know" and "I am uncertain" responses were assigned a zero value and excluded from the denominator. This method yields an overall "index" of response perceptions for each of the 22 questions.
2. The response index was converted to a bar graph showing overall positive/negative perceptions for each of the 22 questions.
3. The written comments. All written comments are presented verbatim, grouped by the level of the persons evaluating you. For example, all faculty comments are grouped together; all department chairpersons comments are together.

The results of the objective portion are also grouped by level of evaluation. The person being evaluated (your name) and the level of the evaluators are listed at the top of each page. You should receive one packet for each group by whom you were evaluated.

**Observations:**

1. There was a very light response rate this year, less than 33%. In many instances there were two, one or no responses. The decision to respond was purely voluntary.

2. Overall, evaluations were better when they referred to an *immediate supervisor*. For example, the response index for Vice Presidents from *department heads* was higher than that from *professional or support staff* (see next page).

3. For the most part evaluations were very good.

# Attachment Two

## Norms - Academic Department Heads

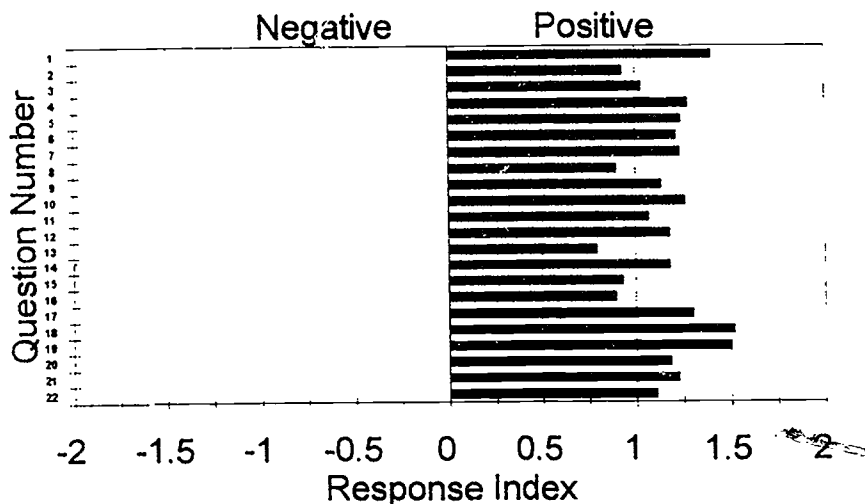
By

## Faculty or Professional Staff

	strongly agree	agree	undecided	disagree	strongly disagree	don't know	index	number of respondents
(value)	(+2)	(+1)	(0)	(-1)	(-2)	(0)	(net sum)	
1. Effectively supports and interprets the mission and philosophy of Vincennes University.	78	40	12	5	5	2	1.293	142
2. Effectively meets the objectives of the position and "gets things done."	77	28	10	16	10	1	1.035	142
3. Creates an environment which encourages and fosters the development and implementation of new approaches or methods.	68	40	9	12	12	1	0.993	142
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.	67	38	9	9	16	3	0.942	142
5. Leadership promotes an atmosphere conducive to other's personal/professional growth and learning.	71	33	15	10	13	0	0.979	142
6. Deals with personnel fairly and consistently without favoritism or discrimination.	67	34	8	16	17	0	0.831	142
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.	79	33	10	7	9	4	1.203	142
8. Communicates pertinent information in a timely manner.	61	39	10	18	14	0	0.810	142
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.	76	35	6	17	8	0	1.085	142
10. Prepares and administers the budget responsibly.	69	28	16	5	6	18	1.202	142
11. Successfully motivates persons to perform effectively.	68	40	6	16	12	0	0.958	142
12. Supports those responsible to him/her.	77	34	8	11	12	0	1.077	142
13. Defends principle and conviction in the face of pressure and partisan influence.	70	38	13	9	10	2	1.064	142
14. Is willing to make decisions which may be unpopular yet best for the overall program.	69	32	14	10	10	7	1.037	142
15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.	67	30	10	12	21	2	0.786	142
16. Involves others in the decisions that affect them.	68	36	11	9	16	2	0.936	142
17. Demonstrates knowledge and competency in the essential aspects of the position.	79	38	10	5	8	2	1.250	142
18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.	77	38	13	7	6	1	1.227	142
19. Is enthusiastic about his/her work.	76	43	11	7	5	0	1.254	142
20. Effectively uses available resources.	73	35	14	6	10	4	1.123	142
21. Recognizes staff achievement and contributions	73	40	6	8	14	1	1.064	142
22. Promotes positive relationships between the university and community through job performance and community involvement.	69	34	13	5	8	12	1.171	141

# Attachment Three

## Norms - Vice Presidents 1994 Evaluation by Department Heads



1. Effectively supports and interprets the mission and philosophy of Vincennes University.
2. Effectively meets the objectives of the position and "gets things done."
3. Creates an environment which encourages and fosters the development and implementation of new approaches or methods.
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
5. Leadership promotes an atmosphere conducive to others' personal/professional growth and learning.
6. Deals with personnel fairly and consistently without favoritism or discrimination.
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.
8. Communicates pertinent information in a timely manner.
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.
10. Prepares and administers the budget responsibly.
11. Successfully motivates persons to perform effectively.

12. Supports those responsible to him/her.
13. Defends principle and conviction in the face of pressure and partisan influence.
14. Is willing to make decisions which may be unpopular yet best for the overall program.
15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.
16. Involves others in the decisions that affect them.
17. Demonstrates knowledge and competency in the essential aspects of the position.
18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.
19. Is enthusiastic about his/her work.
20. Effectively uses available resources.
21. Recognizes staff achievement and contributions.
22. Promotes positive relationships between the university and community through job performance and community involvement.