# **University of Wisconsin-La Crosse** *(final reviewed by Provost’s Council 4-21-2016)*

Performance Appraisal Form

For Academic Affairs Deans/Directors/Associate Deans/Associate Vice Provost

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| **Employee’s Name:** | | | | | | | | | | | **Title:** | | | | | | | | | | |
| **Department:** | | | | | | | | | | | **Period of Review: From: To:** | | | | | | | | | | |
| **Supervisor’s Name:** | | | | | | | | | | | **Comment on review period/process (if applicable)** | | | | | | | | | | |
| **Type of Appraisal: Administrative:** | | | | | | | | | | | | | | | | | | | | | |
| **Section I. Core Competencies:** Please review the attached official position description and contact Human Resources to discuss any questions or discrepancies related to this description. | | | | | | | | | | | | | | | | | | | | | |
| **Unsatisfactory** | | | | | **Below**  **Expectations** | | | | | **Meets**  **Expectations** | | | | | | **Exceeds Expectations** | | | | | **Outstanding** |
| **Dependability - The thoroughness demonstrated in following through on assignments and instructions** | | | | | | | | | | | | | | | | | | | | | |
| Fails to complete tasks in a reliable and timely manner. | | Inconsistently adheres to work schedules and has difficulty completing tasks on time. | | | | Adheres to work schedules and completes tasks on time. | | | | | | Frequently completes routine and non-routine tasks with direction in a reliable and timely manner. | | | | | Consistently completes routine & non-routine tasks independently in a reliable and timely manner. | | | | |
| **Quantity of Work –** **Quality, productivity and timeliness**. **Produces the required volume of work. Maintains attention to work and meets deadlines.** | | | | | | | | | | | | | | | | | | | | | |
| Inadequate quality of work | | | | Below average quality of work | | | | | Output meets job requirements. | | | | | | Frequently exceeds quality of work standards | | | | | Consistently exceeds quality of work standards | |
| Initiative – Exercises judgment and independent actions within limits of authority. The degree to which the employee voluntarily starts projects, is self-starting and proactive. | | | | | | | | | | | | | | | | | | | | | |
| Fails to exercise judgment and independent action or seek additional responsibility. | | | Requires some encouragement to exercise judgment and independent action and/or seldom seeks additional duties. | | | | | Routinely exercises judgment and independent action with little direction. | | | | | | Exercises judgment and independent action. Occasionally is proactive and does additional work without direction. | | | | | Consistently exercises judgment and independent action, offers suggestions; shows interest in improving knowledge and skill. | | |
| Leave Management - planned and unplanned absences and responsiveness to unit needs | | | | | | | | | | | | | | | | | | | | | |
| Excessively absent or abuses leave in terms of unit needs. | | | Difficult to reach and/or unresponsive to requests. | | | | | Responsiveness and leave usage are satisfactory. | | | | | | Responsiveness and leave usage is conscientious to unit needs. | | | | | Extremely conscientious. Plans leave usage in consideration of unit needs. | | |
| **Judgment - Thinks logically and practically before making decisions. Prioritizes work and implements workable solutions. Uses appropriate discretion related to sensitive and/or confidential information.** | | | | | | | | | | | | | | | | | | | | | |
| Makes errors in judgment and/or fails to make judgment in a timely manner. | Judgment is adequate in routine situations. | | | | | | Thinks logically and practically before making decisions in most situations. | | | | | | Exercises above average judgment Frequently makes sound judgment in non-routine situations. | | | | | Consistently demonstrates exceptional judgment in routine and non-routine situations. | | | |
| **Problem Solving** - **Solves difficult problems with effective solutions by asking relevant questions; looks beyond the obvious and doesn’t stop at the first answer; can see beyond underlying or hidden problems and patterns.** | | | | | | | | | | | | | | | | | | | | | |
| Fails to consider the relevant factors and makes faulty decisions. | Occasionally considers relevant factors and makes sound decisions. | | | | | | Demonstrates sound problem solving abilities. | | | | | | Demonstrates sound problem solving abilities and frequently develops practical solutions. | | | | | Consistently displays exceptional ability to analyze situations and develop practical solutions. | | | |
| **Unsatisfactory** | **Below**  **Expectations** | | | | | | **Meets**  **Expectations** | | | | | | **Exceeds Expectations** | | | | | **Outstanding** | | | |
| **Adaptability/ Flexibility – Alters activities to adapt with demands of new situations.** | | | | | | | | | | | | | | | | | | | | | |
| Treats changes as negative and focuses on barriers to successful change. | Needs improvement in accepting change. | | | | | | Accepts and adapts to new practices and procedures. | | | | | | Readily accepts and adapts to new practices and procedures; seeks change in the interest of the unit. | | | | | Successfully alters activities to adapt with demands of new situations and is perceptive to the impact of change. | | | |
| **Listens attentively and openly to the ideas, problems and suggestions of others.** | | | | | | | | | | | | | | | | | | | | | |
| Treats others’ ideas as negative | Needs improvement in showing that others’ ideas have been heard | | | | | | Accepts new ideas and feedback from others | | | | | | Readily accepts new ideas and feedback from others | | | | | Successfully alters behaviors in response to feedback from others. | | | |
| **Cooperation - Cooperates with others to achieve unit and university goals.** | | | | | | | | | | | | | | | | | | | | | |
| Disruptive and antagonistic in working with others. | Usually gets along well with others. Occasional conflict with the public, students, supervisor, or co-workers. | | | | | | Works effectively with others. Responds well to supervision and instruction. | | | | | | Frequently works well with others and actions complement efforts of other employees. | | | | | Consistently is courteous & respectful of others; seeks opportunities to cooper­ate & collabo­rate with others. | | | |
| Promotion of Diversity - Work performance and personal conduct is supportive of the university’s commitment to diversity. Workplace initiatives include facilitating learning opportunities and enriching the campus’ diversity experiences. | | | | | | | | | | | | | | | | | | | | | |
| Does not demonstrate support for the university’s diversity goals. | Inconsistent in supporting the university’s diversity goals. | | | | | | Treats people in equal and consistent manner; supports the university’s diversity goals. | | | | | | Shows initiative and creativity in supporting the university’s diversity goals. | | | | | Exemplary in formal and informal actions that illustrate the university’s diversity goals | | | |
| Use of Technology - The ability to use the technology appropriate to the position. | | | | | | | | | | | | | | | | | | | | | |
| Lacks skill or interest in learning and using needed technology. | Demonstrates minimal skill in the technology but shows a desire to learn. | | | | | | Uses the appropriate technology to effectively perform the duties of the position. | | | | | | Competently uses technology easily and frequently looks for new ways to use technology. | | | | | Uses technology proficiently and consistently looks for new ways to use technology to improve efficiency. | | | |
| **Acceptance of Responsibility -** **The degree to which the administrator is willing to accept responsibility for tasks and actions**. | | | | | | | | | | | | | | | | | | | | | |
| Does not accept responsibility. | Occasionally blames others when errors are discovered. | | | | | | Routinely accepts responsibility of own actions. | | | | | | Frequently accepts responsibility of own actions. | | | | | Consistently accepts full responsibility for own actions, rarely blames others and works to resolve issues. | | | |
| **Organization and Planning** - Effectively organizes team members, materials and support to get things done; handles multiple activities simultaneously to accomplish a goal; uses resources effectively and efficiently and manages time efficiently to achieve results. | | | | | | | | | | | | | | | | | | | | | |
| Unable to plan and organize work or staff to meet departmental goals. | Does limited planning and organization of work. Needs improvement. | | | | | | Plans and organizes adequately to meet departmental goals. | | | | | | Plans and organizes routine and non-routine work very effectively. | | | | | Demonstrates top level planning & organizing. Anticipates departmental needs & develops implementation plans. | | | |
| **Unsatisfactory** | **Below**  **Expectations** | | | | | | **Meets**  **Expectations** | | | | | | Exceeds  **Expectations** | | | | | **Outstanding** | | | |
| **Communication Skills - Shares and provides relevant, timely, & accurate information; expresses ideas clearly in written and oral form; follows oral & written directions. Uses communication to promote the unit to internal and external audiences. Adequately communicates unit functional concerns to supervisor.** | | | | | | | | | | | | | | | | | | | | | |
| Oral  Unable to communicate clearly. | Oral  Inconsistently communicates clearly. | | | | | | Oral  Has appropriate communication skills. | | | | | | Oral  Better than average ability to communicate thoughts and ideas. | | | | | Oral  Consistently demonstrates exceptional communication skills. | | | |
| Written  Unable to communicate clearly. | Written  Inconsistently communicates clearly. | | | | | | Written  Has appropriate communication skills. | | | | | | Written  Better than average ability to communicate thoughts and ideas. | | | | | Written  Consistently demonstrates exceptional communication skills. | | | |
| Ineffective promotion of unit with internal audiences. | Inconsistently promotion of unit with internal audiences. | | | | | | Satisfactory promotion of unit with internal audiences. | | | | | | Consistently strong promotion of unit with internal audiences. | | | | | Exceptional promotion of unit with internal audiences. | | | |
| Ineffective promotion of unit with external audiences. | Inconsistently promotion of unit with external audiences. | | | | | | Satisfactory promotion of unit with external audiences. | | | | | | Consistently strong promotion of unit with external audiences. | | | | | Exceptional promotion of unit with external audiences. | | | |
| Ineffective sharing of unit functional issues with supervisor | Inconsistently sharing of unit functional issues with supervisor | | | | | | Satisfactory sharing of unit functional issues with supervisor | | | | | | Consistently sharing of unit functional issues with supervisor allowing for proactive problem solving | | | | | Exceptional sharing of unit functional issues with supervisor allowing for proactive problem solving | | | |
| Leadership – The degree to which the supervisor fosters and encourages support from the unit or department; inspires confidence and respect in personnel; motivates employees and promotes respect, honesty, integrity and fairness. University-wide contributions. | | | | | | | | | | | | | | | | | | | | | |
| Avoids or neglects leadership responsibility. | Accepts leadership role but has not adequately developed leadership qualities. | | | | | | Routinely exhibits good leadership. Has respect of employees. | | | | | | Frequently succeeds under unusual or difficult circumstances; develops & motivates staff. | | | | | Consistently energizes people toward a common objective; has an outstanding ability to get the maximum from staff. | | | |
| Does not contribute to university-wide discussions | Occasionally contributes to university-wide discussions | | | | | | Routinely contributes to university-wide discussions | | | | | | Frequently generates meaningful ideas and contributes to positive change to the university level | | | | | Consistently generates meaningful ideas and contributes to positive change at the university level | | | |
| Performance Appraisal – The degree to which the administrator fairly and promptly conducts formal and informal personnel related duties associated with effective unit management. | | | | | | | | | | | | | | | | | | | | | |
| Avoids or neglects performance appraisals. | does not adequately address performance appraisals. | | | | | | Routinely exhibits good performance appraisal work. | | | | | | Frequently succeeds under unusual or difficult circumstances with successful performance appraisals. | | | | | Has an outstanding ability to provide successful performance appraisals leading to change. | | | |

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| **Unsatisfactory** | **Below**  **Expectations** | **Meets**  **Expectations** | Exceeds  **Expectations** | **Outstanding** | |
| Supervision and Performance Management - The degree to which the selection, motivation, development and evaluation of employees is effectively performed. The ability to maximize associates’ skills and potentials through encouragement, empowerment and a motivating environment. | | | | |
| Hires unqualified staff; fails to coach and guide staff and/or does not provide for staff development. | Inconsistent in the supervision and performance management of staff. | Average supervisory ability and approves requests for professional development. | Frequently coaches and guides staff; recommends staff development and usually completes performance evaluations in a timely manner. | Consistently selects productive staff; promotes staff development; resolves conflict effectively and provides objective, consistent and timely performance evaluations. |
| **Budget Management – The degree to which the administrator ethically and fairly manages the budget for the unit in an equitable manner.** | | | | |
| Concerns regarding unethical or malfeasant behavior. | Avoids making or articulating budget decisions | Satisfactorily makes and articulates budget decisions to unit and to supervisor. | Evidence of strong and equitable budget decision making at the unit level | Evidence of outstanding and equitable budget decision making at the unit level helping to make the unit thrive |
| **Conflict Management – the degree to which the administrator helps units work toward effective conflict management.** | | | | |
| Ignores or avoids conflict in unit(s) | Delays responding to conflict or response does not address issue in a substantive way. | Satisfactorily addresses conflict in unit(s) such that individuals in unit view supervisor as an appropriate resource | Evidence of ability to address conflict in both informal and formal settings in a manner that deescalates and/or resolves situations | Evidence of outstanding ability to address conflict in both informal and formal settings in a manner that deescalates and/or resolves situations |
| **Professional Development as an Administrator - The degree to which employee seeks out opportunities to learn from colleagues locally, regionally, and nationally to develop as an administrator.** | | | | |
| No evidence of professional development | Does not adequately show growth or change in administrative role | Satisfactory indication of professional development growth | Consistent indications of professional development growth | Outstanding evidence of continued attempts to improve as an administrator |
| **Section III. Goals for the next year**  **Part A: Narrative describing achievement of goals from last year. [Feel free to also highlight professional achievements not directly associated with goals if applicable/appropriate]:**  **Part B: Establishment of upcoming year goals.** | | | | |
| **Section IV. Supervisor’s Comments.** Based on this performance evaluation, check the overall rating of this employee’s performance.  Outstanding Performance exceeds the expected level of performance in most areas, most of the time. Exceeds Expectations Performance exceeds the expected level of performance in some areas, some of the time. Meets Expectations Performance meets the expected level of performance in most areas. Below Expectations Performance fails to meet the expected level of performance in some areas. Performance needs to improve. A Performance Improvement Plan must be completed. Unsatisfactory Performance fails to meet the expected level of performance in most areas. A Performance Improvement Plan must be completed. **Additional Supervisor Comments:** | | | | |

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| **Section V. Employee comments.** How clearly do you understand what is expected of you regarding your job performance from your supervisor? Completely clear. I know exactly what is expected of me.  Usually clear. I seldom have to ask.  Not clear. I’m never sure of my duties and responsibilities. Do you agree or disagree with this performance evaluation? I agree.  I disagree.  If you would like to meet with a representative of Human Resources to discuss this appraisal, position description or any other area concerning your employment with University of Wisconsin-La Crosse, please call Human Resources at 785-8013. |
| Do you have a copy of your current job description? Yes  No |
| **Additional Employee Comments:** |
| Signature does not imply concurrence with rater’s appraisal, only that the appraisal was administered.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Employee’s Signature and Date Type Name**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor’s Signature and Date Type Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Employee refused to sign appraisal:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Supervisor’s Signature and Date** |