# **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. |
| [ ]  WrittenUnable to communicate clearly. | [ ]  WrittenInconsistently communicates clearly. | [ ]  WrittenHas appropriate communication skills.  | [ ]  WrittenBetter than average ability to communicate thoughts and ideas. | [ ]  WrittenConsistently 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** |