

# UNION COLLEGE – 2016

## ADMINISTRATOR PERFORMANCE EVALUATION

Period to be Evaluated: \_\_\_\_\_ to \_\_\_\_\_

EMPLOYEE: \_\_\_\_\_ TIME ON JOB: \_\_\_\_\_

TITLE: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

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### INSTRUCTIONS

Union College's performance appraisal process provides an opportunity for employee and supervisor to discuss job performance relative to outcomes and desired behaviors.

- In the Outcomes section, describe the goals achieved and how success was measured. Attach additional sheets as necessary.
- In the Desired Behaviors section, utilize the numerical rating scale shown below to rate demonstrated level of desired behavior

1 = Did not meet expectations   2= Met expectations   3 = Exceeded expectations   4 = Far exceeded expectations  
TN = Too new to evaluate (6 months or less)

- In the Comments section, provide information supported by the ratings in the Desired Behaviors section.
- In the Performance Goals section, describe the Outcomes anticipated and how success will be measured.
- In the Signature section, obtain all signatures and forward to Human Resources.

Any additional information should be attached and submitted. If the employee contests or disagrees with the evaluation, instruct the employee to provide appropriate comments. The evaluation form and any additional pages should be stapled together, signed by the supervisor and employee, and forwarded for remaining signatures.

<b>OUTCOMES (Reflect on and describe accomplishments, successes and contributions)</b>
OPERATIONAL
STRATEGIC PLAN RELATED
DIVERSITY RELATED
PROFESSIONAL/PERSONAL DEVELOPMENT

*Note: Only information visible in the box will be printed. If you need additional space for comments, please use page 6.*

<b>DESIRED BEHAVIORS</b> (Rate Accomplishment Level Using Following Rating Scale) 1 = Did not meet expectations 2= Met expectations 3 = Exceeded expectations 4 = Far exceeded expectations TN = Too new to evaluate (6 months or less)	<b>Behaviors Demonstrated Rate 1 - 4</b>
<p>Service Oriented</p> <ul style="list-style-type: none"> <li>• Applies a “customer” first approach to all interactions. Understands the importance of positive interactions with students, alumni, co-workers, and other outside contacts.</li> <li>• Is passionate about Union College and our mission. Understands their role and the role of their department in accomplishing that mission.</li> <li>• Is flexible and willing to do what is necessary to ensure success, including a willingness to go the extra mile.</li> </ul>	
<p>Collegiality</p> <ul style="list-style-type: none"> <li>• Is respectful of colleagues and others, keeps promises, and takes responsibility for one’s own actions.</li> <li>• Projects a positive, helpful attitude and is supportive of co-workers. Positively represents the College, and its students, faculty, and staff.</li> <li>• Works collaboratively, is a team player, and displays patience.</li> <li>• Communicates thoughtfully, anticipates the needs of others and is proactive in their role.</li> </ul>	
<p>Professionalism</p> <ul style="list-style-type: none"> <li>• Has a strong work ethic, is self-motivated, and tries new approaches.</li> <li>• Accepts constructive criticism and works to improve efforts.</li> <li>• Is discreet and respects confidentiality. Understands the potential negative impact a breach of confidentiality can have on the College.</li> </ul>	
<p>Trust</p> <ul style="list-style-type: none"> <li>• Is honest at all times and works with integrity. Is forthright and trustworthy and earns the respect of others.</li> <li>• Is as transparent and forthcoming with information as possible while still respecting confidentiality.</li> <li>• Is reliable and leads by example.</li> </ul>	
<p>Quality/Quantity of Work</p> <ul style="list-style-type: none"> <li>• Takes pride in and ownership of work and understands that the quality of their work is a reflection on themselves, the department, and the College.</li> <li>• Demonstrates initiative by taking on assignments and offering up solutions to problems.</li> <li>• Meets deadlines consistently without the need for regular prompting from their supervisor or others.</li> <li>• Anticipates and prepares for changing conditions; adjusts workload and assignments as necessary.</li> </ul>	
<p>Strategic Initiative Related</p> <ul style="list-style-type: none"> <li>• Demonstration of connection with Union’s mission, vision, and values in support of the College’s strategic initiatives.</li> </ul>	
<p>Diversity/Inclusion Related</p> <ul style="list-style-type: none"> <li>• Values and promotes a welcoming and inclusive campus environment. Initiated efforts to enhance diversity/inclusion. Participated in diversity/inclusion related programming.</li> </ul>	
<p style="text-align: right;"><b>TOTAL</b></p>	
<p style="text-align: right;"><b>AVERAGE</b></p>	

<b>ADDITIONAL DESIRED BEHAVIORS (Not to be included in Total/Average)</b>	<b>Behaviors Demonstrated Rate 1 - 4</b>
<p>Safe Working Practices</p> <ul style="list-style-type: none"> <li>Employee is aware of safe working practices, guidelines and equipment use.</li> <li>Considers the safety of the work environment as a high priority.</li> <li>Has completed all required safety training.</li> </ul>	
<p>Punctuality and Attendance *</p> <ul style="list-style-type: none"> <li>College administrators are expected to set a positive example by keeping missed days and tardiness to a minimum.</li> </ul> <p><i>* Workers Compensation, Disability and Family and Medical Leave Act days should not be counted.</i></p>	

<b>OVERALL PERFORMANCE</b>	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations	Too New to Evaluate
<p>Rate the employee's overall performance.</p> <p><b>Comments:</b></p>					

**COMMENTS - Comments must support ratings from Desired Behavior's section:**

**Areas where employee exceeded/far exceeded expectations:**

**Areas where employee needs to improve:**

**Additional Comments:**

**Employee's Comments:**

## PERFORMANCE GOALS for 2017

In the Goals section, describe the Outcomes anticipated and how success will be measured. This section should consider all major activities including: operating, strategic plan directed (i.e. Academic Quality, the Learning Environment, Stewardship of Resources and Assessment, Diversity, Integrative Thought, and Innovation/Use of Technology), and professional/personal (skills to develop, knowledge to acquire, topics to study, seminars or classes to attend, books to read, professional organizations to join and/or site visits of other institutions). Be sure to state specific improvement areas and goals that will be important for you in meeting College needs, increasing performance effectiveness and supporting your professional development. Proper construction of Goals is critical to the success of the performance appraisal process. All stated Goals should follow the "SMART" principle and be Specific, Measureable, Achievable, Relevant, and Timely.

	GOALS	How Success will be Measured
Goal 1		
Goal 2		
Goal 3		
Goal 4		

### SIGNATURES

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(I have read the appraisal and commented where appropriate.)*

**Department Head Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Responsibility Center Head Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## ADDITIONAL INFORMATION for 2017

Please use the space below for additional information related to the appraisal categories. Please indicate the category the additional information references.