

# MINNEAPOLIS COLLEGE OF ART AND DESIGN

## DEPARTMENT HEADS STAFF PERFORMANCE EVALUATION

**Employee's Name:**

**Current Position Title:**

**Department Name:**

**Evaluation Period:**  **From: June 1,**  **To: May 31,**

**PURPOSE:**

1. To facilitate meaningful communication between an employee and the supervisor regarding the employee's work assignment, the supervisor's performance expectations, the department's goals, and the employee/supervisor relationship.
2. To improve the employee's effectiveness and competency by identifying strengths as well as developmental needs and desires.
3. To identify unsatisfactory performance and counsel employee toward corrective actions.

**INSTRUCTIONS TO IMMEDIATE SUPERVISOR:**

1. Schedule the performance evaluation meeting with the employee at least two weeks in advance.
2. Provide the employee with a "Self-Assessment" worksheet to prepare for the meeting. Ask that this form be returned to you within one week to aid you in your preparation for the meeting.
3. While waiting for the employee's self-assessment, prepare the performance evaluation.
4. Take both the "Self-Assessment" and "Performance Evaluation" to the next level supervisor for review. Both of you must then sign the evaluation before meeting with the employee.
5. Meet with the employee on schedule and ensure a private setting without interruption.
6. **Mutually review the position description to ensure it is accurate and current, then appropriately respond:**
  - has not changed (no attachment necessary)
  - has changed (please attach copy of revised position description)
7. Once performance evaluation meeting has concluded, offer the employee the opportunity to make written comments regarding the evaluation and then obtain employee's signature.
8. Make two copies of the evaluation documents: give one copy to the employee, and keep the other copy for your departmental records.

**ANNUAL DUE DATE ->** 9. **Forward the original documents to the Human Resources Office for inclusion in the employee's central file by AUGUST 1<sup>ST</sup> of each year.**

**LEVELS OF PERFORMANCE:**

**EX Exceptional**  
CONSISTENTLY MEETS and OFTEN EXCEEDS job requirements. Recognized as being a definite asset in accomplishing the goals and objectives of the department. Superior performance in all aspects of the job. Performance exceeds most other employees in the same or similar position.

**GD Good**  
CONSISTENTLY MEETS and OCCASIONALLY EXCEEDS job requirements. Fully utilizes ability and experience to produce the desired results expected from a qualified employee.

**SA Satisfactory**  
MEETS MOST job requirements. Helps department meet its overall goals.

**NI Needs Improvement**  
MEETS SOME job requirements. Performance is deficient enough to impede department's effectiveness. Areas for improvement noted in evaluation. Performance at this level may cause the department and/or co-workers some problems or inconveniences, or tends to diminish the department's effectiveness and/or productivity. Level of performance is less than expected and requires improvement.

**NS Needs Substantial Improvement**  
IS NOT MEETING job requirements of position. Performance is causing severe hardships for the department and/or co-workers, and is having a negative impact on department effectiveness and/or productivity. Immediate and significant improvement is required.

**NR Not Rated**  
Not applicable. Unable to provide input on this factor.

**EVALUATE THE EMPLOYEE ON THE PERFORMANCE FACTORS LISTED BELOW:**

**This evaluation should be done in a narrative form.**

**Where possible, give specific examples of activities or events that support your rating.**

**The appropriate rating should be checked in the box next to each factor.**

PERFORMANCE FACTORS & DEFINITIONS:	RATINGS & COMMENTS:
------------------------------------	---------------------

<b>Competence in Field or Specialty:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
Consider the extent to which the supervisor remains informed of current developments in relevant professional area of expertise. <ol style="list-style-type: none"> <li>1. Serves as a resource person in area of expertise.</li> <li>2. Keeps abreast of new developments in field and incorporates this knowledge into job duties.</li> <li>3. Actively pursues continuing education, assimilating and applying this knowledge to the job.</li> <li>4. Is recognized by others as highly knowledgeable in job area.</li> </ol>	

<b>Organizational Perspective:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
Consider the commitment the supervisor demonstrates to uphold MCAD's operational procedures and college objectives. <ol style="list-style-type: none"> <li>1. Successfully operates within the policies and structure of the overall organization.</li> <li>2. Maintains professional ethics; professionally represents MCAD.</li> <li>3. Understands the impact which decisions/actions may have upon related departments.</li> </ol>	

<b>Interpersonal Relations:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
Consider the ability of the supervisor to develop and maintain effective working relationships at all levels of the organization. Also consider the extent to which the supervisor demonstrates enthusiasm, courtesy, adaptability, flexibility, and spirit of cooperation in the work environment. <ol style="list-style-type: none"> <li>1. Is approachable and receptive to others.</li> <li>2. Is sought out for advice and understanding.</li> <li>3. Volunteers experience/expertise/information to help other areas achieve their objectives; coordinates with other areas to achieve interrelated goals.</li> <li>4. Gains the understanding, support and cooperation of others to achieve objectives.</li> </ol>	

<b>Critical Thinking and Decision-Making:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
Consider the extent to which prior thought and analyses of facts and situations are done before initiating action and problem-solving. Consider willingness to take risks and make decisions. <ol style="list-style-type: none"> <li>1. Discovers and integrates appropriate sources of information for problem-solving; separates non-essential from critical data.</li> <li>2. Develops fresh approaches to long-standing problems; anticipates and responds to change by innovative problem solving.</li> </ol>	

<b>PERFORMANCE FACTORS &amp; DEFINITIONS:</b>	<b>RATINGS &amp; COMMENTS:</b>
---	--------------------------------

<b>Initiative and Resourcefulness:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
<p>Consider the extent to which the employee is a self-starter and exhibits original thinking, ingenuity, and creativity in the development of new/improved methods or approaches.</p> <ol style="list-style-type: none"> <li>1. Anticipates what needs to be done, and does it.</li> <li>2. Willing to assume new and challenging assignments.</li> <li>3. Expends the time necessary to do the job well.</li> <li>4. Exercises judgment and independent actions within limit of authority.</li> <li>5. Makes significant contributions with little or no direction.</li> </ol>	

<b>Planning, Organizing and Executing:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
<p>Consider supervisor's ability to identify, analyze, and develop a plan of-action to address short and long-term departmental goals.</p> <ol style="list-style-type: none"> <li>1. Rationally assesses area of responsibility and systematically selects goals and objectives to attain.</li> <li>2. Develops strategies, along with contingency plans, to achieve goals and objectives.</li> <li>3. Identifies and prioritizes individual activities, maintaining an appreciation for the interrelationships involved.</li> </ol>	

<b>Allocating and Controlling:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
<p>Consider the supervisor's ability to organize, coordinate, and manage employees, time, financial, physical, and other resources.</p> <ol style="list-style-type: none"> <li>1. Allocates and schedules resources to assure their availability when needed.</li> <li>2. Develops and adheres to a budget, while considering the long-term financial impact on the department.</li> <li>3. Maintains appropriate staffing levels; schedules and assigns work effectively and efficiently.</li> </ol>	

<b>Delegation of Authority and Responsibility:</b>	<input type="checkbox"/> EX <input type="checkbox"/> GD <input type="checkbox"/> SA <input type="checkbox"/> NI <input type="checkbox"/> NS <input type="checkbox"/> NR
<p>Consider the extent to which the supervisor frees self of details and concentrates on leadership responsibilities.</p> <ol style="list-style-type: none"> <li>1. Utilizes employees effectively by delegating decision-making and other responsibilities appropriately.</li> <li>2. Provides clear directives and explanations to employees when giving assignments; monitors activities and results.</li> <li>3. Maintains open door policy and is accessible and available to employees, as needed.</li> </ol>	

PERFORMANCE FACTORS & DEFINITIONS:	RATINGS & COMMENTS:
------------------------------------	---------------------

<b>Crisis Action/Innovation:</b> Consider the supervisor's ability to develop alternative courses-of-action when confronted by unforeseen emergencies. Also consider how quickly these situations are resolved. <ol style="list-style-type: none"> <li>1. Recognizes when a problem is critical enough to require immediate attention.</li> <li>2. Maintains control in crisis situations.</li> <li>3. Performs well under pressure.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> <tr> <td colspan="6" style="height: 150px;"></td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR						
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR								

<b>Leadership:</b> Consider the extent to which the supervisor influences the actions of individuals and groups to obtain desired results. Also consider the possession of analytical skills involved in observing, listening, diagnosing, and assessing situations, and the ability to predict outcomes. Consider ability to conceptualize/use vision. <ol style="list-style-type: none"> <li>1. Directs and inspires staff to achieve departmental and organizational goals.</li> <li>2. Gains support and commitment from others; inspires others to take action.</li> <li>3. Communicates ideas persuasively; negotiates effectively.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> <tr> <td colspan="6" style="height: 150px;"></td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR						
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR								

<b>Staff Development:</b> Consider the extent to which the supervisor focuses on and assists in the training and development of staff. <ol style="list-style-type: none"> <li>1. Provides the opportunities, and encourages staff training and development.</li> <li>2. Encourages employees toward responsible self-direction and self-reliance to help increase departmental efficiency.</li> <li>3. Maintains a balance of talents and capabilities of staff to achieve departmental goals.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> <tr> <td colspan="6" style="height: 150px;"></td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR						
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR								

<b>Oral and Written Communication:</b> Consider the supervisor's ability to effectively communicate with subordinates, peers, superiors, and the public. Also consider the clarity, timeliness, appropriateness, effect, and outcome of communications. <ol style="list-style-type: none"> <li>1. Is thorough, organized, and concise in communications.</li> <li>2. Listens intently and quickly; comprehends complex subjects.</li> <li>3. Asks insightful questions.</li> <li>4. Shares knowledge with others.</li> <li>5. Conducts effective, "well-run" meetings and presentations.</li> <li>6. Maintains discretion and confidentiality in communications with others.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> <tr> <td colspan="6" style="height: 150px;"></td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR						
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR								

PERFORMANCE FACTORS & DEFINITIONS:	RATINGS & COMMENTS:
------------------------------------	---------------------

<p><b>Coaching/Mentoring/Performance Feedback:</b></p> <p>Consider the ability of the supervisor to develop employees through direct performance feedback.</p> <ol style="list-style-type: none"> <li>1. Encourages and initiates regular discussions with employees.</li> <li>2. Focuses on situation or behavior, not person or personalities.</li> <li>3. Recognizes good performance in a timely fashion, and provides constructive criticism where appropriate.</li> <li>4. Conducts performance evaluations in a timely and effective manner.</li> <li>5. Guides employees in setting goals and expectations.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR		

<p><b>Safety:</b></p> <p>Consider the ability of the supervisor to make staff aware of safety concerns and guidelines, and hold them accountable for following safety procedures.</p> <ol style="list-style-type: none"> <li>1. Keeps work area clean and hazard-free.</li> <li>2. Observes and follows college safety practices.</li> <li>3. Recognizes and reports any unsafe work practices and/or hazardous conditions.</li> <li>4. Takes the initiative to identify and correct safety hazards.</li> <li>5. Uses safe work practices when operating equipment or handling hazardous materials. Assures that equipment is maintained and kept in good repair.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="text-align: center;"><input type="checkbox"/> NR</td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	<input type="checkbox"/> NR		

<p><b>Code of Conduct:</b></p> <p>Consider the extent to which the employee is successful in demonstrating commitment to upholding MCAD's values.</p> <ol style="list-style-type: none"> <li>1. Students First – In all matters, we consider what best serves the education and well being of our students.</li> <li>2. Academic and Institutional Excellence – We are committed to rigorous scholarship, intensive studio work, the use of innovative technologies, and the highest levels of professional and ethical standards.</li> <li>3. Creativity and Innovation – In ideation, process and making, we encourage experimentation and creative expression.</li> <li>4. Community – We maintain the strength of our community through respect, diversity, communication, openness and accountability.</li> <li>5. Engagement – We advance a just and sustainable society through collaboration and engagement with our neighbors and the world.</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/> EX</td> <td style="text-align: center;"><input type="checkbox"/> GD</td> <td style="text-align: center;"><input type="checkbox"/> SA</td> <td style="text-align: center;"><input type="checkbox"/> NI</td> <td style="text-align: center;"><input type="checkbox"/> NS</td> <td style="width: 50px;"></td> </tr> </table>	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	
<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS			



**Areas of Performance that require Growth and Development:**

Area's to be Developed:	Action Plan: Include Timeframe for Completion

**Growth and Development Progress:**

If, in the previous evaluation of this employee, areas were identified that needed to be developed, describe what has or has not been accomplished.

Development Area:	Progress:

**RATING SUMMARY**

**OVERALL RATING**

<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS
-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------

(Check the rating that best reflects the summary of the individual's overall job performance.)

**EMPLOYEE COMMENTS**

--

**SIGNATURES**

--

**Supervisor's Signature and Date**

--

**Next Level Supervisor's Signature and Date**

--

**Employee's Signature and Date**

(Employee's signature does not necessarily indicate agreement, but acknowledges that the evaluation has been discussed with the employee.)