

MINNEAPOLIS COLLEGE OF ART AND DESIGN

PROFESSIONALS 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 1ST 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:
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Competence in Field or Specialty:	<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"> 1. Serves as a resource person in area of expertise. 2. Keeps abreast of new developments in field and incorporates this knowledge into job duties. 3. Actively pursues continuing education, assimilating and applying this knowledge to the job. 4. Is recognized by others as highly knowledgeable in job area. 	

Responsiveness:	<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 employee demonstrates awareness and accountability for all aspects of position, and full responsibility for results. <ol style="list-style-type: none"> 1. Takes a broad view of position and seeks to understand all implications of position responsibilities. 2. Readily accepts change. 3. Reaches out for additional responsibility. 	

Organizational Perspective:	<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"> 1. Successfully operates within the policies and structure of the overall organization. 2. Maintains professional ethics; professionally represents MCAD. 3. Understands the impact which decisions/actions may have upon related departments. 	

Interpersonal Relations:	<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"> 1. Is approachable and receptive to others. 2. Is sought out for advice and understanding. 3. Volunteers experience/expertise/information to help other areas achieve their objectives; coordinates with other areas to achieve interrelated goals. 4. Gains the understanding, support and cooperation o others to achieve objectives. 	

PERFORMANCE FACTORS & DEFINITIONS:	RATINGS & COMMENTS:
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Analysis and Problem-Solving:	<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 prior thought and analyses of facts and situations are done before initiating action and problem-solving.</p> <ol style="list-style-type: none"> 1. Discovers and integrates appropriate sources of information for problem-solving; separates non-essential from critical data. 2. Develops fresh approaches to long-standing problems; anticipates and responds to change by innovative problem-solving. 	

Initiative and Resourcefulness:	<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"> 1. Anticipates what needs to be done, and does it. 2. Willing to assume new and challenging assignments. 3. Expends the time necessary to do the job well. 4. Exercises judgment and independent actions within limit of authority. 5. Makes significant contributions with little or no direction. 	

Crisis Action:	<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 employee's ability to develop alternative courses-of-action when confronted by unforeseen emergencies.</p> <ol style="list-style-type: none"> 1. Recognizes when a problem is critical enough to require immediate attention. 2. Maintains control in Crises situations 3. Performs well under pressure. 	

Oral and Written Communication:	<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 employee's ability to effectively communicate with subordinates, peers, superiors, and the public. Also consider the clarity, timeliness, appropriateness, effect, and outcome of communications.</p> <ol style="list-style-type: none"> 1. Is thorough, organized, and concise in communications. 2. Listens intently and quickly; comprehends complex subject. 3. Asks insightful questions. 4. Shares knowledge with others. 5. Conducts effective, "well-run" meetings and presentations. 6. Maintains discretion and confidentiality in communication with others. 	

PERFORMANCE FACTORS & DEFINITIONS:	RATINGS & COMMENTS:
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Planning and Organizing:	<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 employee’s ability to plan, organize, and coordinate complex and sensitive tasks.</p> <ol style="list-style-type: none"> 1. Develops detailed plans-of-action; chooses the best among the alternative plans, based on their strengths and weaknesses. 2. Establishes priorities and work plans that are easily understood, measured and controlled. 3. Anticipates potential problems and changes in conditions and adjusts accordingly. 4. Coordinates several functions and/or resources to efficiently accomplish objectives. 5. Effectively plans use of time to accomplish an activity, and meets commitments on schedule. 						

Safety:	<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 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"> 1. Keeps work area clean and hazard-free. 2. Observes and follows college safety practices. 3. Recognizes and reports any unsafe work practices and/or hazardous conditions. 4. Takes the initiative to identify and correct safety hazards. 5. Uses safe work practices when operating equipment or handling hazardous materials. Assures that equipment is maintained and kept in good repair. 						

Code of Conduct:	<input type="checkbox"/> EX	<input type="checkbox"/> GD	<input type="checkbox"/> SA	<input type="checkbox"/> NI	<input type="checkbox"/> NS	
<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"> 1. Students First – In all matters, we consider what best serves the education and well being of our students. 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. 3. Creativity and Innovation – In ideation, process and making, we encourage experimentation and creative expression. 4. Community – We maintain the strength of our community through respect, diversity, communication, openness and accountability. 5. Engagement – We advance a just and sustainable society through collaboration and engagement with our neighbors and the world. 						

CURRENT EVALUATION PERIOD-SUMMARY OF MAJOR GOALS/OBJECTIVES OR PROJECTS/ASSIGNMENTS

List below previously determined or defined major goals and objectives that have been worked on or completed during this evaluation period. Summarize the efforts and results achieved on projects or assignments which are important to the overall operation of the department. (Attach a separate sheet if more space is required.)

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NEXT EVALUATION PERIOD - WORKSHEET ON MAJOR GOALS/OBJECTIVES OR PROJECTS/ASSIGNMENTS

List below mutually determined or defined major goals and objectives for the next evaluation period. Set expectations, including timeframes and expected results, on projects or assignments which are important to the overall operation of the department. (Attach a separate sheet if more space is required.)

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ADDITIONAL COMMENTS

List below any additional observations not covered previously, especially noting outstanding contribution(s) to the department, or the College.

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PERFORMANCE SUMMARY AND DEVELOPMENT PLAN

Areas of Performance Strength: Describe the individual's most significant performance-oriented strengths.

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

EMPLOYEE COMMENTS

SIGNATURES

<div style="border-bottom: 1px solid black; width: 80%; margin: 5px auto;"></div>	Supervisor's Signature and Date
<div style="border-bottom: 1px solid black; width: 80%; margin: 5px auto;"></div>	Next Level Supervisor's Signature and Date
<div style="border-bottom: 1px solid black; width: 80%; margin: 5px auto;"></div>	Employee's Signature and Date
<p>(Employee's signature does not necessarily indicate agreement, but acknowledges that the evaluation has been discussed with the employee.)</p>	