



College of Science, Technology and Applied Arts of Trinidad and Tobago

DIVISION OF ACADEMIC AFFAIRS

PERFORMANCE APPRAISAL FORM – DEAN

The Performance Appraisal Form is intended to guide the supervisor and staff member in discussing the nature of the staff member's job, agreed upon goals for the coming review period, and the staff member's job performance during the past review period. The annual evaluation is one component of performance management, which includes ongoing feedback, coaching, and development. The appraisal form comprises six (6) sections:

- Section I reviews the dean's performance relative to functional level competencies.
- Section II assesses the dean's performance relative to the academic core competencies.
- Section III assesses the specific job goals or projects for period under review.
- Section IV presents a summary of overall performance.
- Section V identifies goals and future directions.
- Section VI captures the dean's comments.

Name of Employee:	
Position Title:	
Department:	
Division:	
Current Contract Term:	
Period of Review:	
Supervisor:	
Date of Evaluation:	

SECTION I – FUNCTIONAL COMPETENCIES OF THE DEAN

Rate each of the dean's behaviours relative to the rating below. Please refer to the Academic Competency Profile to guide your scoring on each level of this scale:

- 3 = Outstanding Behaviours
- 2 = Above Expectations Behaviours
- 1 = Basic/Expected Behaviours

To determine total score in this section, calculate the subtotal for each section upon completion of each rating. Divide the subtotal score by 117 and then multiply this score by the standard weight score – 0.5. As an example, should an employee achieve a sub total score of 99, the calculation should be as follows $99 / 117 * 0.5 = 0.42$. The score 0.42 represents the final score for Section I.

1. POLICY IMPLEMENTATION

Key Behaviour Indicators	Rating
a. communicates college policies, procedures, objectives and plans;	
b. operates according to a schedule at which relevant policies, procedures, plans and decisions are communicated;	
c. monitors the school's compliance with internal policies and procedures.	
SUB-TOTAL#-

2. SENIOR ACADEMIC LEADERSHIP	
Key Behaviour Indicators	Rating
a. provides evidence of sound practice through the development of annual/biennial work plans;	
b. ensures that plans are grounded in institutional philosophy and mission;	
c. implements college policies with regard to monitoring, mentoring and evaluation of academic staff as evidenced by appropriate performance appraisals;	
d. ensures adherence to institutional policies and practices with regard to recruitment of chairs and faculty	
e. ensures review of curricula on a defined schedule commensurate with disciplinary requirements;	
f. ensures proper preparation of curriculum documents including programme specifications course outlines and course sequencing;	
g. includes data analysis in making decisions about curricula changes;	
h. ensures updating of curricula database of school's curricula.	
i. monitors and evaluates teaching and assessment practices within school;	
j. monitors and guides faculty encouraging best practice in teaching, research and other professional activities	
k. monitors and mentors academic staff	
l. proposes and ensures continuous professional development for academic staff.	
SUB-TOTAL	... # *

3. ADMINISTRATION	
Key Behaviour Indicators	Rating
a. guides the development of the school's strategic plan and ensures consistency with institutional goals and objectives;	
b. ensures consistent operationalising of plans to achieve stated goals and objectives;	
c. monitors school's compliance with College's administrative framework	
d. develops, implements and monitors business systems and processes to ensure efficiency of school's operations	
e. ensures proper documentation and listings of school's instructional and other resources;	
f. monitors and manages all resources	
g. oversees departmental records and ensures preparation of relevant reports in accordance with the college's business requirements;	
h. ensures the submission of accurate documented departmental information by established deadlines using prescribed templates;	
i. ensures reports are data-driven/evidenced-based;	
j. ensures reports are grounded in analysis of relevant data	
k. ensures budget operations conform to institutional and governing board guidelines;	
l. ensures that the budget is consistent with the strategic plan;	
m. seeks out and prepares proposals for grant funding;	
n. suggests mechanisms for revenue generation consistent with College's' goals	
SUB-TOTAL	/42

4. NETWORKING AND REPORTING	
Key Behaviour Indicators	Rating
a. strategises to monitor and address academic and academic support issues;	
b. ensures that academic programmes are appropriate and accessible;	
c. may ensure adherence to college requirements including reports and departmental submissions from chairs;	
d. represents the school/college in internal and external fora;	
e. facilitates dialogue among college constituents.	
SUB-TOTAL	/15

5. RESEARCH/ACTION RESEARCH	
Key Behaviour Indicators	Rating
a. directs action research in departments;	
b. shows how valid and reliable data can be collected and improvement to knowledge and practice derived;	
c. encourages mentees/ departments to design and implement research activities (action/disciplinary)	
d. derives information obtained from research; makes decisions based on research evidence;	
e. makes attempts at disseminating research-based information/ papers	
SUB-TOTAL	/15
SECTION I TOTAL	/117

Evidence/Comments: (Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)

FINAL SCORE SECTION I (ADD RATINGS FROM COMPETENCY 1, 2, 3, 4 and 5)	DIVIDE THIS SCORE BY 117, THEN MULTIPLY BY WEIGHT SCORE OF 0.5	WEIGHTED SCORE FOR FUNCTIONAL COMPETENCY ACHIEVEMENT (Max Score =0.50)

SECTION II – RATING OF PERFORMANCE AGAINST CORE COMPETENCY REQUIREMENTS

Using the following performance levels, check the box to the right of the number which best describes the employee's performance. A space is provided for comments about applicable accomplishments, achievement of goals and developmental concerns/needs. The inclusion of specific examples and observations is recommended. If a factor does not apply, please enter N/A in one of the boxes.

3 - Outstanding Behaviours: Contributions and high quality of work are widely recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.

2 - Above Expectations Behaviours: The staff member is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.

1- Expected Behaviours: While the staff member's performance is effective in some areas, there are other areas in which performance is inconsistent and/or falls below established expectations.

To determine the total score for Section II, calculate the subtotal for each competency area. Upon completion of each rating. Divide the subtotal score by 99 and then multiple this score by the standard weight score – 0.3.

1. EXEMPLARY PROFESSIONAL AND ETHICAL BEHAVIOURS:

Key Behaviour Indicators	Rating
a. consistently demonstrates exemplary and upstanding behaviours that undergird professionalism, including ethical and appropriate moral behaviours;	
b. treats objectively and in a non-discriminatory manner with colleagues and students;	
c. makes self available to students and lecturers as necessary.	
SUB-TOTAL	/9

2. COMMUNICATION SKILLS

Key Behaviour Indicators	Rating
a. orally shares relevant information with appropriate constituencies in a timely and effective manner;	
b. consistently responds appropriately to oral directives, instructions and information;	
c. listens to others with the intent to understand.	
d. generally shares in writing relevant information with appropriate constituencies in a timely and effective manner	
e. consistently responds appropriately to written and directives;	
f. expresses oneself clearly in writing.	
SUB-TOTAL	/18

3. INTERPERSONAL SKILLS

Key Behaviour Indicators	Rating
a. consistently cooperative, considerate and tactful in dealing with students, co-workers and the public.	
SUB-TOTAL	/3

4. PROBLEM SOLVING SKILLS:	
Key Behaviour Indicators	Rating
a. anticipates problems and may attempt solutions;	
b. involves others in seeking innovative simple solutions;	
c. conducts appropriate analyses;	
d. searches for best solutions that accrue benefits and minimizes costs, within and/ or outside the classroom;	
e. responds quickly to new challenges and generally takes balanced risks	
f. applies appropriate levels of analysis to problems.	
SUB-TOTAL	/18

5. DECISION MAKING SKILLS	
Key Behaviour Indicators	Rating
a. follows appropriate methods and strategies in making decisions;	
b. makes the right decision in most instances.	
SUB-TOTAL	/6

6. STEWARDSHIP	
Key Behaviour Indicators	Rating
a. shows consistent integrity and accountability with regard to the College's resources;	
b. adheres to the College' policies and guidelines with respect to the College's resources.	
SUB-TOTAL	/6

7. ACHIEVEMENT FOCUS	
Key Behaviour Indicators	Rating
a. assumes responsibility for one's performance and the correctness of one's interventions;	
b. recognizes opportunities and acts efficiently at the appropriate moment and within the given deadlines.	
SUB-TOTAL	/6

8. TEAM WORK	
Key Behaviour Indicators	Rating
a. cooperates and collaborates with colleagues as appropriate;	
b. works in partnership with others; builds and maintains good relationships with peers, other staff and students;	
c. delivers on commitments to team/College	
SUB-TOTAL	/9

9. LEADERSHIP	
Key Behaviour Indicators	Rating
a. demonstrates understanding of and supports institutional goals.	
b. provides direction and guidance to students and academic staff	
c. encourages cooperation between and among team members to obtain objectives	
SUB-TOTAL	/9

10. SERVICE TO THE COLLEGE AND COMMUNITY	
Key Behaviour Indicators	Rating
a. overtly and consciously demonstrates ability to provide quality service to students and staff.	
b. demonstrates understanding of the needs of students and staff, responds promptly to, and is accessible to them;	
c. functions on at least ONE committee, outside of departmental committees, that is involved in development and or quality improvement of operations in the College;	
d. participates in college committees beyond departmental requirements;	
e. assists in generating revenue for department/College.	
SUB-TOTAL	/15
SECTION II TOTAL	/99

Evidence/Comments: (Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)

FINAL SCORE SECTION II (ADD RATINGS FROM COMPETENCIES 1 TO 10)	DIVIDE THIS SCORE BY 99, THEN MULTIPLY BY WEIGHT SCORE OF 0.3.	FINAL WEIGHTED SCORE FOR CORE COMPETENCIES (Max. Score = 0.3)

SECTION III – SPECIFIC JOB GOALS OR PROJECTS

In this section, rate the employee's performance on four of the most critical job goals or projects assigned during the period of review. Use the following scale to rate goal achievement:

- 4- **OUTSTANDING** -Demonstrated outstanding achievement in performance standard expectations and goals throughout the entire appraisal cycle
 3- **ACHIEVED MORE THAN EXPECTED**- Exceeded performance standard expectations and goals consistently throughout the entire appraisal cycle
 2- **ACHIEVED EXPECTATIONS AND/OR RESULTS**- Achieved performance standard expectations and goals consistently throughout the appraisal cycle
 1 - **PARTIALLY ACHIEVED EXPECTATIONS AND/OR RESULTS** Achieved some but not all performance standard expectations and goals. There is need for improvement in some areas of performance.
 0 - **DID NOT ACHIEVE EXPECTATIONS AND/OR RESULTS** - Did not achieve performance standard expectations and goals

Total score for Section III, *is dependent on the number of projects* with which the Dean was tasked. Please add each goal achievement rating and divide by the maximum total score. Multiply the total score for the section by 0.2. As an example, should the dean score for each of the projects/tasks assigned were respectively 4, 2 and 4, the total score would be 10 out of 12. Divide 10 by 12 and multiply by 0.2 to obtain the weighted score. In this case it is .17 (16.6 to be exact). The score for Section III is 0.17.

GOAL/PROJECT/TASK NO 1:	ALIGNS TO: (State Outcome)
Description:	
Goal Achievement Rating	

GOAL/PROJECT/ TASK NO 2:	ALIGNS TO:
Description:	
Goal Achievement Rating	

GOAL/PROJECT/TASK NO 3:	ALIGNS TO:
Description:	
Goal Achievement Rating	

(Insert additional goals/tasks as necessary)

SECTION III TOTAL (for three (3) projects/tasks)	/12
---	------------

Evidence/Comments: (Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)

FINAL SCORE SECTION III (ADD RATINGS FROM GOALS 1, 2 and 3)	DIVIDE THIS SCORE BY 12, MULTIPLY BY WEIGHT SCORE OF 0.2	GOAL ACHIEVEMENT WEIGHTED SCORE (Max. Score = 0.2)

SECTION IV – SUMMARY OF OVERALL PERFORMANCE - <i>Instructions: Insert any comments on performance or achievements within the last review period.</i>
GENERAL COMMENTS:
KEY ACCOMPLISHMENTS:
PROFESSIONAL DEVELOPMENT ACTIVITIES OR CERTIFICATION ACQUIRED DURING PERIOD UNDER REVIEW:

SECTION V – GOALS AND FUTURE DIRECTIONS - <i>Instructions - Supervisor discusses development opportunities, training recommendations, future goals and expectations, and any action plans</i>		
Goal	Timeframe and Targeted Completion Date	Resources Required

SECTION VI – DEAN'S COMMENTS

Scoring Weights: *Functional 50% (0.50); Core 30% (0.30); Specific Projects 20% (0.20)*

TABULATION OF SCORES

Calculate the scores received in Section 1, 2 and 3 to select the total score below.

Final Score:

Outstanding	0.90 – 1.00 (90-100%)
Very Good	0.70 – 0.89 (70-89%)
Good	0.56 – 0.69 (56-69%)
Fair	0.40 – 0.55 (40-55%)
Unsatisfactory	Under 0.40 (Under 40%)

SIGNATURES FOR ANNUAL PERFORMANCE APPRAISAL			
Supervisor:		Date:	
Date of Annual Performance Appraisal Review Session with Employee:			
<u>Employee Acknowledgement:</u> I understand my signature below indicates: that I have received this annual performance appraisal, that my signature does not necessarily imply my agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this appraisal document.		Check here if you are attaching comments/evidence.	
Employee:		Date:	