



Last Name	First	MI
Title		Department
Employee ID	TKL	Work Phone

Employee Performance Appraisal Form

Initial Review
 6 month Review
 Annual
 Other: _____

Immediate Supervisor: _____ Supervisor UA ID: _____

Position Title: _____ Department: _____

Appraisal Period from: _____ to: _____

Mission: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

Part One: Performance Factors

Use the following rating scale to rate employee on performance in conducting day-to-day work. Performance factors are organized to support the University of Alaska's mission and values. Under Performance Factor VII, include the top 3-5 essential job factors that are specific to the job duties of the employee or related to the employee's accomplishments. Each factor can earn up to 5 rating points. Both employee and supervisor may provide comments. Final form should be completed jointly between employee and immediate supervisor. Descriptions of each of the performance factors are included in the attached Performance Factors Definitions.

Rating Levels:

5	Singularly Exceptional	Performance is consistently extraordinary and is sustained at a level well beyond that of even other excellent employees.
4	Excellent	Performance is consistently better than that expected of a fully proficient employee.
3	Fully Proficient	Performance meets the full expectations of an employee for this job classification.
2	Needs Improvement	Performance is less than that of a fully proficient employee. Improvement is necessary.
1	Not Working Out	Performance does not meet the minimum job requirements. Immediate and substantial improvement is necessary. Performance plan required immediately.

Review of Employee Position Description:

Supervisors should review the employee's position description (PD) and note any substantive changes in myUA at <https://unialaska.pageuppeople.com/>. Please check the appropriate status below:

<input type="checkbox"/> Updates made to PD in myUA <input type="checkbox"/> No PD updates necessary
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Performance Factor <i>(Use Performance Factor Definitions as a Guide)</i>	Employee Rating	Supervisor Rating
I: Communications		
1. Skill and Clarity		
2. Interpersonal Characteristics		
3. Teamwork		
4. Builds and Enhances Relationships		
5. Straightforwardness and Composure		
Average score for this section:		
Comments:		
II. Competency		
6. Job Knowledge		
7. Comprehension		
8. Judgment and Decision Making		
Average score for this section:		
Comments:		
III. Responsibility		
9. Dependability		
10. Empathy		
11. Safety		
Average score for this section:		
Comments:		

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Performance Factor <i>(Use Performance Factor Definitions as a Guide)</i>	Employee Rating	Supervisor Rating
IV. Results		
12. Resourcefulness		
13. Problem-Solving		
14. Perseverance		
15. Agility		
16. Meets Objectives		
Average score for this section:		
Comments:		
V. Character		
17. Ethics		
18. Conduct		
19. Core Values		
20. Supports Diversity		
Average score for this section:		
Comments:		
VI. Leadership and/or Management		
21. Planning		
22. Execution		
23. Organization		
24. Innovation		
25. Style		
26. Change Agent		
Average score for this section:		
Comments:		

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VII. Performance Factors Specific to Job Duties	Employee Rating	Supervisor Rating
Provide top 3-5 essential job functions from position description.		
27.		
28.		
29.		
30.		
31.		
Average score for this section:		
Comments:		

**NOTE: Supervisor and employee may choose to comment on lesser responsibilities or duties identified on the employee's position description. If so, this feedback can be included in the Part II Comments sections.*

VIII: Performance Goals		
Performance Goals should support the University's mission, core competencies and core values. Identify goals that were set at the beginning of the performance cycle and summarize substantive accomplishments. Additional sheets can be attached to this section if more space is required.		
Last Appraisal Period Goals	Accomplishments	Supervisor Feedback
1.		
2.		
3.		

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IX: Overall Performance Rating for This Appraisal Period

Supervisor, based on your overall review, check the performance rating level of this employee's performance:

Singularly Exceptional <input type="checkbox"/>	Excellent <input type="checkbox"/>	Fully Proficient <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Not working out/Performance Improvement Plan Attached <input type="checkbox"/>
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X. Employee Career Development <i>(completed by supervisor in consultation with employee in accordance with Regulation R04.05.35(G))</i> Check any that apply	Interested in career growth and available within department: Career Development Plan approved <input type="checkbox"/>	Interested in career growth and available within department: has NOT completed a Career Development Plan <input type="checkbox"/>	Interested in career growth but not available at this time within department: Will work on continued professional development and interests <input type="checkbox"/>	Working well, Well placed and content in position <input type="checkbox"/>	Needs some additional training in current position to be effective <input type="checkbox"/>
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XI. Performance Goals for the Next Appraisal Period

Goals for the upcoming appraisal period are collaboratively identified with supervisor and employee, with accompanying measurements and timeline stated for each goal. Additional sheets can be attached to this section if space is required. The supervisor and employee should refer to this form as they meet periodically throughout the review period to discuss progress. These goals should be reviewed periodically and updated with any changes, deletions, or additions as determined to be necessary.

Next Appraisal Period from: _____ to: _____

Next Appraisal Period Goals	Measurement
1.	
2.	
3.	

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Part I of the performance appraisal form has the employee and the supervisor rating the employee's performance in conducting his/her day-to-day business. The following set of definitions explains the meaning associated with each of the performance factors. Using these definitions as a guide to scoring will help focus and standardize scoring consistency.

I: Communications: The exchange of thoughts, messages, or information with others

1. **Skill and Clarity:** Expresses ideas clearly, both written and oral; succinctly explains concepts to others; provides balanced feedback; demonstrates sensitivity to the communication needs of others; listens well.
2. **Interpersonal Characteristics:** Works for and with others without creating problems; handles confrontations diplomatically; demonstrates respect, patience, and shows an appreciation of others' varied skills and abilities, acknowledges own mistakes.
3. **Teamwork:** Shares information; works cooperatively in groups; supports and builds consensus; focuses on group results; offers skills/abilities for the good of the team. Demonstrates a good work ethic; accepts responsibility for ensuring team success.
4. **Builds and Enhances Relationships:** Creates and strengthens relationships with co-workers, customers, and external parties; negotiates effectively; handles work problems without alienating people; tries to understand others; cooperates with others.
5. **Straightforwardness and Composure:** Steadfast; assesses the facts; forthright, able to recover quickly from challenging situations; maintains self-control at all times.

II. Competency: The ability to do something successfully or efficiently. Ability. Talent.

6. **Job Knowledge:** Develops and improves level of professional job knowledge; improves skills required to master the work; takes the initiative in tackling new tasks and learning new skills; respected for professional performance at work.
7. **Comprehension:** Understands the job and the associated work; uses understanding to organize and complete work tasks.
8. **Judgment and Decision making:** Seeks out sources of facts and collects points of view; uses all available data before decision-making; searches out and uses good examples; demonstrates good choices; makes decisions that improve the organization and are in best interest of students.

III. Responsibility: Being reliable, answerable or accountable for things within one's power or control

9. **Dependability:** Demonstrates good attendance, punctuality, attentiveness. Follows instructions; follows up on tasks and assignments; accepts accountability.
10. **Empathy:** Thorough, timely, fair and understanding when dealing with subordinates', peers', and or superiors' challenges and difficulties; recommends and supports development and alternative courses of action to improve productivity and teamwork for self and others.
11. **Safety:** Demonstrates and expands the culture of safety, safety awareness; promotes safe work habits by example; assumes safety as a professional responsibility. Understands local safety practices and protocols.

Last Name	First	MI
Appraisal Period from:		to:

IV. Results: Creating desirable or beneficial consequences, outcomes or effects

12. **Resourcefulness:** Works hard to get things done faster, cheaper, and more safely. Not satisfied with maintaining the status quo. A “go-to” person.
13. **Problem-Solving:** Identifies and solves problems resourcefully; plans, assigns, and schedules work load to meet objectives; understands factors within the work environment; appropriately adjusts performance to secure successful outcomes.
14. **Perseverance:** Shows determination in the face of obstacles; works diligently within difficult situations to limit delays wherever possible. Displays tenacity.
15. **Agility:** Internalizes new information quickly; learns new work eagerly; grasps business concepts well. Reacts well in adverse situations.
16. **Meets Objectives:** Knows and understands the University’s strategic direction, department goals, personal responsibilities, and the importance of customer service; then gets the job done right.

V. Character: The aggregation of features and traits that form the individual nature of a person

17. **Ethics:** Conforms to accepted standards of social and professional behavior as defined by conscience, morality or law. Ethical in professional dealings and in decision making. Works for the betterment of the organization. Admirable University representative to the community.
18. **Conduct:** Respectful, patient, tolerant, understanding, maintains self-control. Avoids behaviors, both verbal and physical, which may require corrective action. Acts in ways that build respect.
19. **Core Values:** Makes important decisions influenced by UA’s fundamental principles of Integrity, Service and Excellence.
20. **Supports Diversity:** Comprehends and demonstrates full acceptance of cultural diversity and the differences among others when working with coworkers, supervisor, students and/or customers.

VI. Leadership and/or Management: The ability to provide guidance and direction

21. **Planning:** Can establish goals, processes, and procedures. Can make credible plans. Can organize. Can evaluate possible events, outcomes and consequences.
22. **Execution:** Assumes ownership and accountability when responsible for a task or project. Gets the job done right, on time, on budget. Turns plans, goals, and outcomes into reality.
23. **Organization:** Uses time and resources efficiently; adheres well to plans and schedules; accepts challenges beyond the normal work scope when necessary.
24. **Innovation:** Looks beyond existing ways of doing things for solutions; takes risks in search of continuous improvement; anticipates future events; capable of non-traditional thinking.
25. **Style:** Uses effective listening and communication skills to engage others; builds consensus; influences others in decision-making. Stimulates others to work together toward common goals. Pleasant disposition. Understands the importance of service to others and puts it into practice.
26. **Change Agent:** Accepts the need for change in the continuous improvement process. Helps facilitate change; seeks out opportunities to be involved with change; discusses and communicates about change in a positive tone; helps others understand the big picture.