

# Administrator/Department Chair Competencies

<b>Communication Skills</b>	
<b>Definition</b>	<b>Uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of students and employees, and to sustain the College mission.</b>
<b>Far Exceed Requirements</b>	Communication skills are superior. Administrator or Department Chair always practices active listening, to understand, comprehend, analyze, engage and act. Speaking and writing skills are always succinct, consistent, and inclusive. Continuously takes action to ensure that employees, supervisors and peers are fully informed regarding appropriate and relevant job, unit, and College matters. Actively creates opportunities to engage in honest, open dialogue at all levels of the college.
<b>Exceed Requirements</b>	Communication skills are excellent. Administrator or Department Chair consistently practices active listening, to understand, comprehend, analyze, engage and act. Speaking and writing skills are consistently succinct, consistent, and inclusive. Frequently takes action to ensure that employees, supervisors and peers are fully informed regarding appropriate and relevant job, unit, and College matters. Consistently engages in honest, open dialogue at all levels of the college and the community.
<b>Meets expectation</b>	Communication skills are good. Administrator or Department Chair routinely practices active listening, to understand, comprehend, analyze, engage and act. Speaking and writing skills are regularly succinct, consistent, and inclusive. Usually takes action to ensure that employees, supervisors and peers are fully informed regarding appropriate and relevant job, unit, and College matters. Routinely engages in honest, open dialogue.
<b>Needs Improvement</b>	Communication skills are lacking in some areas and may impede effectiveness. Administrator or Department Chair does not regularly practice active listening, to understand, comprehend, analyze, engage and act. Verbal message and written messages are sometimes vague, inconsistent and incomplete. Employees, supervisors and peers are not routinely informed regarding appropriate and relevant job, unit, and College matters. Lacks the skills to address and engage in honest, open dialogue.
<b>Does not meet requirement</b>	Communication skills are inadequate and impede effectiveness. Administrator or Department Chair does not regularly practice active listening, to understand, comprehend, analyze, engage and act. Verbal message and written messages are sometimes vague, inconsistent and incomplete. Employees, supervisors and peers are not routinely informed regarding appropriate and relevant job, unit, and College matters.

# Administrator/Department Chair Competencies

	<b>Resource Management</b>
<b>Definition</b>	<b>Equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the unit, department, and institution.</b>
<b>Far Exceed Requirements</b>	The oversight and management of the College’s resources (people, information, facilities, and finances) are superior. Administrator or Department Chair always manages budgets within stated guidelines and implements financial strategies to support programs, services, students, employees and facilities. Is proactive in seeking cost-savings measures and/or seeking ethical alternative funding sources. Continuously manages information resources, ensuring the integrity and integration of data and systems. Adeptly employs HR management practices that are in compliance with institutional policies and procedures. Is an exemplary model of sound organizational, time management, planning and delegation skills. Proactively addresses conflict and change in ways that support and contribute to the viability of the organization’s resources.
<b>Exceed Requirements</b>	The oversight and management of the College’s resources (people, information, facilities, and finances) are excellent. Administrator or Department Chair consistently manages budgets within stated guidelines and implements financial strategies to support programs, services, students employees and facilities. Seeks cost-savings measures and/or seeks ethical alternative funding sources. Manages information resources, ensuring the integrity and integration of data and systems. Effectively employs HR management practices that are in compliance with institutional policies and procedures. Consistently demonstrates sound organizational, time management, planning and delegation skills. Addresses conflict and change in ways that support and contribute to the viability of the organization’s resources.
<b>Meets expectation</b>	The oversight and management of the College’s resources (people, information, facilities, and finances) are sound (good). Administrator or Department Chair routinely manages budgets within stated guidelines and implements financial strategies to support programs, services, students, employees and facilities. Ensures that data is safeguarded and accurately reported. Is fairly consistent in applying HR management practices that are in compliance with institutional policies and procedures. Is routinely organized, manages time effectively, and delegates work appropriately. Addresses workplace conflict, problems and concerns in a timely manner.
<b>Needs Improvement</b>	The oversight and management of the College’s resources (people, information, facilities, and finances) are lacking in some areas and may impede the unit’s effectiveness. Budgets and financial strategies are not consistently managed, thereby potentially impacting programs, services, students, employees and facilities. Administrator or Department Chair may occasionally employ HR management practices that are inconsistent or not in compliance with institutional policies and procedures. Organizational, time management and delegation skills are sporadic and not routinely demonstrated. Defers in addressing conflict, problems and concerns within the workplace.
<b>Does not meet requirement</b>	The oversight and management of the College’s resources (people, information, facilities, and finances) are inadequate and impedes the unit’s effectiveness. Budgets are not managed within stated guidelines. Financial strategies are ineffective or inefficient to the detriment of programs, services, students, employees and facilities. Administrator or Department Chair employs HR management practices that are inconsistent or not in compliance with institutional policies and procedures. Organizational, time management and delegation skills are inadequate and rarely demonstrated. Avoids and/or ignores conflict, problems and concerns within the workplace.

# Administrator/Department Chair Competencies

	<b>Professional Work Standards</b>
<b>Definition</b>	<b>Works ethically to set and demonstrate high standards for self and others, continuously improve self and surroundings, demonstrate accountability and ensure the long-term viability of the unit, department and institution.</b>
<b>Far Exceed Requirements</b>	Work standards are highly professional and superior. Administrator or Department Chair actively articulates and endorses the philosophy and culture of the institution. He/she sets the standard, is an advocate and model of integrity, diplomacy, and respect. The work product(s) of his/her unit regularly exceed goals and service standards, are of high quality, thorough, accurate, complete and timely. Always gathers and thoroughly analyzes information, weighing data, feedback, short and long-term goals in decision-making. Constantly innovates and demonstrates the courage to take risks, engage in courageous conversations, make difficult decisions, and accept responsibility.
<b>Exceed Requirements</b>	Work standards are professional and excellent. Administrator or Department Chair supports and endorses the philosophy and culture of the institution. He/she consistently acts with integrity, diplomacy, and respect. The work product(s) of his/her unit occasionally exceed goals and service standards, are thorough, accurate, complete and timely. Proactively seeks information and effectively uses data and feedback in making decisions. Is regularly innovative, demonstrates the courage to take risks, engage in courageous conversations, make difficult decisions, and accept responsibility.
<b>Meets expectation</b>	Work standards are good. Administrator or Department Chair acts in a manner that is congruent with the philosophy and culture of the institution. He/she commonly acts with integrity, diplomacy, and respect. The work product(s) of his/her unit regularly meet goals and service standards, are routinely thorough, accurate, complete and timely. Uses data and feedback in making decisions. Is willing to be innovative and take risks, engage in courageous conversations, make difficult decisions, and accept responsibility in most instances, if necessary.
<b>Needs Improvement</b>	Work standards are lacking in some areas and may impede performance. Administrator or Department Chair may act in a manner that is not congruent with the philosophy and culture of the institution. He/she may demonstrate behaviors that are questionable in terms of integrity, diplomacy, and respect. The work product(s) of his/her unit is inconsistent in meeting goals and service standards, and may not be as thorough, accurate, complete and timely as expected or required. Does not consistently use data and feedback in making decisions. Is reluctant and requires prompting to be innovative or take risks, engage in courageous conversations, make difficult decisions, and accept responsibility.
<b>Does not meet requirement</b>	Work standards are inadequate and unacceptable. Administrator or Department Chair acts in a manner that deviates from and/or conflicts with the philosophy and culture of the institution. He/she acts in a manner that is not ethical, honest, diplomatic or respectful of others. The work product of his/her unit does not meet goals and service standards, and is routinely vague, inaccurate, incomplete and/or late. Does not effectively or consistently use data and feedback in making decisions. Avoids any innovation or taking risks, does not engage in courageous conversations, does not make decisions effectively, nor accepts responsibility.

# Administrator/Department Chair Competencies

	<b>Collaboration and Interpersonal Skills</b>
<b>Definition</b>	<b>Develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of employees and students, and sustain the College’s mission, vision, and goals.</b>
<b>Far Exceed Requirements</b>	Collaboration and interpersonal skills are superior. The Administrator or Department Chair is exemplary and a model for others in how to effectively develop, cultivate and maintain positive working relationships, both internally and externally, that are responsive, cooperative, mutually beneficial and ethical. Actions and decisions exemplify a respect for the diversity of values, ideas, work and communication styles in self and others. Proactively addresses problems and concerns in a manner that is constructive, respectful and diplomatic. Seeks out and actively engages others by catalyzing their involvement and commitment; facilitates shared problem-solving and decision-making; creates and leverages networks and partnerships to advance organizational goals.
<b>Exceed Requirements</b>	Collaboration and interpersonal skills are excellent. The Administrator or Department Chair effectively develops, cultivates and maintains positive working relationships, both internally and externally, that are responsive, cooperative, mutually beneficial and ethical. Actions and decisions consistently demonstrate a respect for the diversity of values, ideas, work and communication styles in self and others. Actively addresses problems and concerns in a manner that is constructive, respectful and diplomatic. Engages others by catalyzing their involvement and commitment; facilitates shared problem-solving and decision-making; creates and leverages networks and partnerships to advance organizational goals.
<b>Meets expectation</b>	Collaboration and interpersonal skills are good. The Administrator or Department Chair strives to develop, cultivate and maintain positive working relationships, both internally and externally, that are responsive, cooperative, mutually beneficial and ethical. Actions and decisions routinely demonstrate a respect for the diversity of values, ideas, work and communication styles in self and others. Responds to problems and concerns in a manner that is constructive, respectful and diplomatic. Includes and engages others in working together; usually facilitates shared problem-solving and decision-making.
<b>Needs Improvement</b>	Collaboration and interpersonal skills are lacking in some areas and may impede the performance of self and others. The Administrator or Department Chair is inconsistent in developing, cultivating and maintaining positive working relationships. Actions and decisions may demonstrate a lack of awareness and appreciation for the diversity of values, ideas, work and communication styles in self and others. Responds to problems and concerns in a manner that is occasionally perceived by others to be critical, disrespectful and/or tactless. Does not consistently and/or effectively engage others in working together. Needs to make greater efforts to facilitate shared problem-solving and decision-making.
<b>Does not meet requirement</b>	Collaboration and interpersonal skills are inadequate and impede the performance of self and others. The Administrator or Department Chair does not develop, cultivate or maintain positive working relationships, to the detriment of others and the organization. Actions and decisions demonstrate a lack of awareness and/or an absence of respect for the diversity of values, ideas, work and communication styles in self and others. Either takes no action or responds to problems and concerns in a manner that is critical, disrespectful and/or tactless. Does not engage others in working together, nor facilitate shared problem-solving and decision-making.

# Administrator/Department Chair Competencies

	<b>Coaching and Development Skills</b>
<b>Definition</b>	<b>Develops, cultivates and evokes the commitment and engagement of faculty and staff to continuously improve and apply their skills, abilities, and talents in successfully achieving unit goals and objectives.</b>
<b>Far Exceed Requirements</b>	The Administrator or Department Chair’s skills and abilities in coaching and developing others are superior. Communication, actions, and decisions consistently illustrate a mature-level of self-awareness regarding personal strengths and weaknesses, and demonstrate an understanding of the impact of perceptions, worldviews, and emotions on self and others. Always practices influence and power wisely, fluidly makes adjustments in style and approach to effectively direct, correct, guide and teach others. Proactively takes action and masterfully engages in conversations to motivate, develop trust, provide feedback, solve problems or define pathways for achieving aspirations. Actively seeks out, creates, promotes and supports professional development opportunities for self and others.
<b>Exceed Requirements</b>	The Administrator or Department Chair’s skills and abilities in coaching and developing others are excellent. Communication, actions, and decisions illustrate strong self-awareness regarding personal strengths and weaknesses, and demonstrate an understanding of the impact of perceptions, worldviews, and emotions on self and others. Consistently practices influence and power wisely, fluidly makes adjustments in style and approach to effectively direct, correct, guide and teach others. Takes action and engages in conversations to motivate, develop trust, provide feedback, solve problems or define pathways for achieving aspirations. Seeks out, creates, promotes and supports professional development opportunities for self and others.
<b>Meets expectation</b>	The Administrator or Department Chair’s skills and abilities in coaching and developing others are good. Communication, actions, and decisions indicate some self-awareness regarding personal strengths and weaknesses, and demonstrate an understanding of the impact of perceptions, worldviews, and emotions on self and others. Makes an effort to use influence and power wisely, and to adjust style and approach in directing, correcting, guiding and teaching others. Takes action and engages in conversations to motivate, develop trust, provide feedback, solve problems or define pathways for achieving aspirations. Routinely supports and participates in professional development opportunities for self and others.
<b>Needs Improvement</b>	The Administrator or Department Chair’s skills and abilities in coaching and developing are lacking and may impede the performance of self and others. Communication, actions, and decisions indicate a lack of self-awareness and insight regarding personal strengths and weaknesses; may not fully understand the impact of perceptions, worldviews, and emotions on self and others. Does not consistently use influence and power wisely, and is not fully capable of adjusting style and approach in directing, correcting, guiding and teaching others. Lacks the communication skills and tools to effectively motivate, develop trust, provide feedback, solve problems or define pathways for achieving aspirations. Support for and participation in professional development opportunities for self and others is intermittent and/or random.
<b>Does not meet requirement</b>	The Administrator or Department Chair’s skills and abilities in coaching and developing are inadequate and thereby impede the performance of self and others. Communication, actions, and decisions indicate little to no self-awareness and insight regarding personal strengths and weaknesses, nor the impact of perceptions, worldviews, and emotions on self and others. Misuses influence and power, makes no effort to alter approach to direct, correct, guide and teach others. Communicates in a manner that may demotivate and damage trust. Does not support, encourage, or participate in professional development opportunities.

# Administrator/Department Chair Competencies

	<b>Organizational Strategy and Decision Making</b>
<b>Definition</b>	<b>Strategically improves the quality of the unit, department, and institution, protects the long-term health of the organization, promotes the success of employees and students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.</b>
<b>Far Exceed Requirements</b>	“SMART” unit goals and individual performance objectives are clearly defined, communicated, and regularly reinforced. Innovative and exemplary work structures, processes, and resources are continually provided and supported for employees. Always seeks data driven evidence, proven practices, and maximum appropriate involvement of key stakeholders in decisions; effectively communicates the process and factors involved in decision-making.
<b>Exceed Requirements</b>	“SMART” unit goals and individual performance objectives are clearly defined, communicated, and reinforced. Effective work structures, processes, and resources are provided and supported for employees. Consistently seeks data driven evidence, proven practices, and maximum appropriate involvement of key stakeholders in decisions; effectively communicates the process and factors involved in decision-making.
<b>Meets expectation</b>	“SMART” unit goals and individual performance objectives are clearly defined, communicated, and reinforced. Effective work structures, processes, and resources are provided and supported for employees. Makes a concerted effort to use data driven evidence, proven practices, and maximum appropriate involvement of key stakeholders in making decisions; routinely communicates the process and factors involved in decision-making.
<b>Needs Improvement</b>	Unit goals and individual performance objectives are not consistently clearly defined, communicated, and reinforced. Work structures, processes, and resources are occasionally unreliable or uneven. Decisions are made without thorough consideration of data, proven practices or the involvement or feedback of stakeholders; the process and factors involved in decision-making are not consistently or effectively communicated.
<b>Does not meet requirement</b>	Administrator or Department Chair does not assess, develop, implement and evaluate unit operations, resulting in inefficiencies and ineffectiveness. Unit goals and individual performance objectives are either vague or not defined, communicated, and reinforced. Work structures and processes are ineffective and unproductive. Decisions are consistently made without consideration of data, proven practices or the involvement or feedback of stakeholders; the process and factors involved in decision-making are not communicated.

# Administrator/Department Chair Competencies

	<b>Service Advocacy and Outreach</b>
<b>Definition</b>	<b>Serves as an influential and effective institutional representative, promoting and supporting the College’s mission, vision and goals by actively engaging and working with internal and external endeavors, including the local government community, with education, business and/or industry partners, and other organizations.</b>
<b>Far Exceed Requirements</b>	Service, advocacy, and outreach on behalf of the College are superior. Outside of general duties, the Administrator or Department Chair consistently and actively participates in a wide array of relevant institutional and/or community committees and projects. Is proactive in responding to and enthusiastically representing institutional interests in support of and work with the local government, community, education, business and/or industry partners, and other organizations, as appropriate. Constantly keeps appropriate College officials and stakeholders apprised of related external activities, ensuring they are well informed and consulted. All actions illuminate a value and respect for diversity, inclusion, equity, and academic excellence. Consistently articulates and exemplifies a commitment to the mission, vision, and goals of the institution.
<b>Exceed Requirements</b>	Service, advocacy, and outreach on behalf of the College are excellent. Outside of general duties, the Administrator or Department Chair participates in a variety of relevant institutional and/or community committees and projects. Actively represents institutional interests in support of and work with the local government, community, education, business and/or industry partners, and other organizations, as appropriate. Regularly keeps appropriate College officials and stakeholders apprised of related external activities, ensuring they are well informed and consulted. Conducts self in a manner that demonstrates a value and respect for diversity, inclusion, equity, and academic excellence. Articulates and exemplifies a commitment to the mission, vision, and goals of the institution.
<b>Meets expectation</b>	Service, advocacy, and outreach on behalf of the College are good. Outside of general duties, the Administrator or Department Chair will participate in relevant unit, department, institutional and/or community committees and projects. Represents institutional interests in support of and work with the local government, community, education, business and/or industry partners, and other organizations, as appropriate. Keeps appropriate College officials and stakeholders apprised of related external activities, periodically and as needed. Actions indicate a value and respect for diversity, inclusion, equity, and academic excellence. Demonstrates a commitment to the mission, vision, and goals of the institution.
<b>Needs Improvement</b>	Service, advocacy, and outreach on behalf of the College are lacking. Outside of general duties, the Administrator or Department Chair will sporadically or infrequently participate in relevant institutional and/or community committees and projects. Does not volunteer; if required or directed, will work with the local government, community, education, business and/or industry partners, and other organizations, as appropriate. Communication with College officials and stakeholders related external activities is erratic.
<b>Does not meet requirement</b>	Service, advocacy, and outreach on behalf of the College inadequate. Outside of general duties, the Administrator or Department Chair very rarely or never participates in relevant institutional and/or community committees and projects.

# Administrator/Department Chair Competencies

	<b>AA, Equal Employment and Diversity</b>
<b>Definition</b>	<b>Actualizes the College’s commitment to access, equity, diversity, and cultural competence relative to a global society. Demonstrates commitment and proficiency in creating and maintaining a work environment that respects the diversity of individuals, values, cultures, ideas, skills and experiences, and promotes equal employment opportunities for all.</b>
<b>Far Exceed Requirements</b>	Superior cultural awareness and adaptability, consistently interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. College mission and work environment enhanced by multicultural knowledge, skills, and understanding of the regulatory framework for equal opportunity and non-discrimination. Attends a minimum of two diversity events, programs, or classes each year or participates in inclusion initiatives or advocates for underserved. Serves as role model and resource for others, serving as bridge across cultural groups.
<b>Exceed Requirements</b>	Excellent cultural awareness demonstrating acceptance of differences most often interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. Work environment enhanced by multicultural knowledge, skills, and understanding of the regulatory framework for equal opportunity and non-discrimination. Attends a minimum of two diversity events, programs, or classes each year or participates in inclusion initiatives or advocates for underserved.
<b>Meets expectation</b>	Good cultural awareness demonstrating fairness and respect toward others generally interacting with all stakeholders in a respectful and dignified manner regardless of their cultural differences. Work environment enhanced by developing multicultural knowledge, skills. Attends a minimum of one diversity event, program, or class each year and is gaining an understanding of regulatory framework for equal opportunity and non-discrimination.
<b>Needs Improvement</b>	Cultural awareness is lacking. Commitment to interact with all stakeholders in a respectful and dignified manner regardless of their cultural differences is inconsistent. May show difficulty in accepting and acknowledging differences that occasionally impedes performance. Occasionally may demonstrate behavior inconsistent with College’s equal opportunity and non-discrimination policies and procedures. May not have attended diversity event, program or class.
<b>Does not meet requirement</b>	Cultural awareness is inadequate. Frequently demonstrates intolerant or indifferent behavior and may participate in inflammatory behaviors. Exhibits behaviors that undermine the College’s equal opportunity and non-discrimination policies and procedures and negatively impacts operations. Does not attend diversity events, program, or classes. Immediate improvement in attitude and behavior is required and referral to appropriate offices for intervention efforts may be made.



# Administrator/Department Chair Competencies

	<b>Supervisor Accountability Metric</b> <i>(for supervisors only)</i>
	<b>IMPORTANT NOTE: Any supervisor who fails to complete the required performance evaluation of any direct report by the collegewide TMS deadline will be ineligible for consideration for an increment.</b>
<b>Factors</b>	<p>Consider how effectively the supervisor has fulfilled their individual responsibilities and obligations related to managing performance, including:</p> <ul style="list-style-type: none"> <li>○ Fulfilling all personal training requirements and the multicultural/diversity goal by the relevant deadlines;</li> <li>○ Completing and submitting their personal goal plan and self-evaluation;</li> <li>○ Completing and submitting the evaluations of their staff/administrator direct reports;</li> <li>○ Completing and submitting their personal draft goal plans for the next fiscal year by the relevant deadlines.</li> </ul> <p>Consider how effectively the supervisor led and managed the performance of employees within his/her team, including:</p> <ul style="list-style-type: none"> <li>○ Demonstrating efforts to actively work with and support staff/administrator direct reports in developing current year goal plans by providing feedback, guidance, and recognition on progress;</li> <li>○ Ensuring that all (100%) of their staff/administrator direct reports had goal plans that were submitted and approved in the MC Talent Management System (Taleo) by the relevant deadline;</li> <li>○ Demonstrating efforts to actively guide and support their staff/administrator direct report in fulfilling all of their respective training requirements and completing their multicultural/diversity goal by the relevant deadline.</li> </ul>
<b>Far Exceeds Requirements</b>	In addition to successfully meeting and fulfilling all tasks and obligations as required to “Meet Expectations,” this supervisor far exceeded requirements by: having a well-defined plan for managing performance within their team; actively working with their staff/administrator direct reports in developing their goal plans, and routinely providing feedback, guidance, and recognition on progress on the goal plan; routinely checking progress, actively encouraging, providing guidance and periodic reminders to their direct reports regarding the employee’s completion and fulfillment of their respective mandatory training requirements and multicultural/diversity goal (if applicable) by the relevant deadline.
<b>Exceeds Requirements</b>	In addition to successfully meeting and fulfilling all tasks and obligations as required to “Meet Expectations,” this supervisor exceeded requirements by: having some form of process or schedule for managing performance within their team, by working with their staff/administrator direct reports in developing their goal plans, and provided periodic feedback, guidance, and recognition on progress on the goal plan; by periodically checking progress, providing periodic guidance and reminders to their direct reports regarding the employee’s completion and fulfillment of their respective mandatory training requirements and multicultural/diversity goal (if applicable) by the relevant deadline.
<b>Meets Expectations</b>	This supervisor met expectations by completing all (100%) of his or her personal training requirements by the relevant deadlines. This supervisor included a multicultural/diversity goal in the goal plan and successfully met the goal and/or objectives for the evaluation period. This supervisor completed and submitted their goal plan and self-evaluation, the evaluations of their staff/administrator direct reports, and their next fiscal year goal plans by the relevant deadlines. This supervisor approved all (100%) of the goal plans for their staff/administrator direct reports, even if it required pushing the goals out directly to the employee. This supervisor checked progress and provided at least one reminder to their direct reports regarding the completion and fulfillment of their respective mandatory training requirements and multicultural/diversity goals (if applicable) by the relevant deadlines.
<b>Needs Improvement</b>	This supervisor needs improvement in their individual performance management and/or leading and managing the performance expectations of his/her team/unit/area. While this supervisor completed a majority of their individual responsibilities and obligations related to performance management and/or a majority of their responsibilities in leading and managing the performance of employees within his/her team as required to “Meet Expectations”, he/she failed to successfully complete all tasks by the relevant deadlines
<b>Does Not Meet Requirement</b>	This supervisor does not meet the required expectations in their individual performance management and/or leading and managing the performance expectations of his/her team/unit/area. While this supervisor completed some of their individual responsibilities and obligations related to performance management and/or some of their responsibilities in leading and managing the performance of employees within his/her team, he/she failed to successfully complete all tasks by the relevant deadlines.

Revised Spring 2016