|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name: | Click or tap here to enter text. | Empl ID#: | Click or tap here to enter text. |
| Unit Name: | Click or tap here to enter text. | Reviewing Supervisor: | Click or tap here to enter text. |
| Classification: | Click or tap here to enter text. | University Hire Date: | Click or tap here to enter text. |
| Date of most recent position description review (recommend annually): | | | Click or tap here to enter text. |

To enter text, place cursor in highlighted box and type. Use drop down menus to select the rating for each category and to provide an overall rating in the final section of the form.

|  |  |
| --- | --- |
| Exceptional | Performance consistently exceeded expectations. Demonstrated expertise. Modeled desired behaviors for others. Trained and led others in this area. Employee was an exceptional contributor to the success of the department, college, and university. |
| Exceeds Expectations | Performance often exceeded expectations. Demonstrated advanced knowledge. Modeled desired behaviors for others. Trained or led others in this area. Employee was a major contributor to the success of the department, college, or university. |
| Achieves Expectations | Performance consistently met expectations, and on occasion exceeded expectations. Employee is proficient and performance is satisfactory. Employee was a contributor to the success of the department, college, or university. |
| Below Expectations | Performance short of standards. Employee either did not fully or did not consistently meet expectations. In some cases, employee is making progress but not yet proficient. Improvement needed in one or more areas of performance, behavior or results. |
| Well Below Expectations | Performance repeatedly or significantly short of expectations. Immediate action toward improvement should be taken. |

|  |  |
| --- | --- |
| Service-Orientation | |
| Representative expectations for this category.  .. | |
| Effectively and respectfully serves varying needs faculty, staff, students and/or public. Professional and courteous. | |
| Effectively listens to team members and others. | |
| Responds quickly to inquiries and requests, and ensures completion/resolution. | |
| Takes ownership of work and does not pass/transfer work inappropriately. | |
| Identifies, takes action and solves problems at the point where they occur. | |
| Results-oriented, focused on unit, college, and university strategic goals. | |
| Rating for Category: | Choose an item. |

Comments

Examples of Effective Behaviors

Click or tap here to enter text.

Areas of Growth or Improvement

Click or tap here to enter text.

|  |  |
| --- | --- |
| Collaboration and Teamwork | |
| Representative expectations for this category.  .. | |
| Embraces diversity - people, perspectives and contributions. | |
| Displays integrity in interactions. | |
| Consistently builds and enhances work relationships. | |
| Works collaboratively and shares information. | |
| Focuses on solutions instead of blame or rationalization. | |
| Demonstrates a positive attitude. | |
| Rating for Category: | Choose an item. |

Comments

Examples of Effective Behaviors

Click or tap here to enter text.

Areas of Growth or Improvement

Click or tap here to enter text.

|  |  |
| --- | --- |
| Change and Innovation | |
| Representative expectations for this category.  .. | |
| Displays adaptability, flexibility, and ability to work through changes within unit/division/college. | |
| Seeks new and innovative methods of completing assignments. Positively challenges the status-quo. | |
| Seeks candid feedback from others and integrates feedback, new knowledge and methodologies to advance self and university. | |
| Readily assumes additional or new responsibilities. | |
| Rating for Category: | Choose an item. |

Comments

Examples of Effective Behaviors

Click or tap here to enter text.

Areas of Growth or Improvement

Click or tap here to enter text.

|  |  |
| --- | --- |
| Functional and Technical Skills (Evaluate based on specific expectations for the position. Expectations will vary with position.) | |
| Representative expectations for this category. | |
| Demonstrates job knowledge and skill set necessary to perform job. | |
| Uses sound judgment. | |
| Uses effective communication skills and appropriate methods of communication. | |
| Accuracy and quality of work product. | |
| Complies with unit, college and university policies and procedures, and legal requirements. | |
| Keeps information and records organized and accessible to others, as appropriate. | |
| Proficient with equipment, systems and software necessary to function in current position. | |
| Accomplishes agreed upon workload. | |
| Attendance & punctuality. | |
| Rating for Category: | Choose an item. |

Comments

Examples of Effective Behaviors

Click or tap here to enter text.

Areas of Growth or Improvement

Click or tap here to enter text.

|  |  |
| --- | --- |
| Leadership (Complete for supervisors only) | |
| Representative expectations for this category. | |
| Successfully manages established budget, employing cost-effective measures. | |
| Integrates objectives, opportunities and resources; effectively prioritizes and balances workload. | |
| Anticipates unit needs and takes action. | |
| Provides direction, then empowers employees with the authority, responsibility and resources to achieve results. | |
| Effectively coaches, develops, challenges and mentors team members. | |
| Holds staff accountable through timely performance feedback, counseling or improvement plans. | |
| Rating for Category: | Choose an item. |

Comments

Examples of Effective Behaviors

Click or tap here to enter text.

Areas of Growth or Improvement

Click or tap here to enter text.

|  |  |
| --- | --- |
| Overall Performance Summary and Comments Discuss results of objectives that were to be completed during the performance period; progress in areas for improvement that were noted on the previous evaluation; and professional development that was completed during the performance period. | |
| Click or tap here to enter text. | |
| Overall Rating | Choose an item. |

Employee Comments

Click or tap here to enter text.

|  |
| --- |
| Signatures |
| My supervisor and I have met to discuss this evaluation. (Signing this form indicates only that the form has been reviewed with you and that you have received a copy. It does not imply agreement.) |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_  Employee Signature Date Supervisor Signature Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_  Chair/Director Signature Unit HR Initials |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Employee Name: | |  | Empl ID#: |  |
| 2019 – 2020 Performance Objectives | | | | |
| * Supervisors – Use this tool to plan performance for the upcoming year. Examine the needs of the unit and review any areas for improvement you identified earlier in this performance evaluation and establish at least three SMART objectives below. Objectives can include behaviors for improvement, tasks or projects for completion, or stretch assignments. Discuss and agree to priority, resources and timelines and provide a copy of these goals to the employee. Objectives can be set during the performance evaluation discussion, or during a separate performance planning meeting, but should be completed no later than May 31, 2018. SMART Goals are as follows: * Specific - Objectives focus on specific results that are easily identified when they are achieved and when they are not. * Measurable - Establish metrics for the objectives - time, quality, quantity, etc. * Attainable - Objectives should be challenging yet realistic. * Relevant to the position and the individual employee, and results-oriented. * Time-bound - Objectives describe a clear time-frame for completion OR can be broken down into steps with multiple due dates.elevant to the position and the individual employee, and results-oriented. | | | | |
|  | | | | |
| Objective 1 | Click or tap here to enter text. | | | |
| Result Desired | Click or tap here to enter text. | | | |
| Timeline for Completion | Click or tap here to enter text. | | | |
|  | | | | |
| Objective 2 | Click or tap here to enter text. | | | |
| Result Desired | Click or tap here to enter text. | | | |
| Timeline for Completion | Click or tap here to enter text. | | | |
|  | | | | |
| Objective 3 | Click or tap here to enter text. | | | |
| Result Desired | Click or tap here to enter text. | | | |
| Timeline for Completion | Click or tap here to enter text. | | | |
|  | | | | |
| Objective 4 | Click or tap here to enter text. | | | |
| Result Desired | Click or tap here to enter text. | | | |
| Timeline for Completion | Click or tap here to enter text. | | | |
|  | | | | |
| Objective 5 | Click or tap here to enter text. | | | |
| Result Desired | Click or tap here to enter text. | | | |
| Timeline for Completion | Click or tap here to enter text. | | | |

|  |  |
| --- | --- |
| * 2019 – 2020 Professional Development Objectives | |
| Development Opportunities | Click or tap here to enter text. |
| Proficiency Expectations | Click or tap here to enter text. |
| Timeline for Completion | Click or tap here to enter text. |
|  | |
| Signatures | |
| My supervisor and I have met to establish these performance objectives and I understand what is expected of me. | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_  Employee Signature Date Supervisor Signature Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_  Chair/Director Signature Unit HR Initials | |