

**PERFORMANCE REVIEW
AND DEVELOPMENT PROCESS
SETTING EXPECTATIONS AND FINAL APPRAISAL FORM
OFFICER / DEAN /
ACADEMIC ADMINISTRATOR**

(Associate Vice President, Assistant Vice President, Associate Dean, Assistant Dean)

Employee Name: _____ Supervisor: _____
 ID Number: _____ Period Covering: _____
 Job Title: _____ Date of Review: _____
 Division/Dept: _____ Section/Unit: _____

Expectation Setting Meeting Held and Job Priorities Discussed: _____ (Date)

Supervisor's Signature

Employee's Signature

Midway Feedback Session Held: _____ (Date)

Supervisor's Signature

Employee's Signature

Final Appraisal Meeting Held: _____ (Date)

Please check one: The employee and supervisor are [_____ in agreement _____ not in agreement] with the performance appraisal results. If not agreed, area(s) of disagreement are indicated below:

Supervisor's Signature

Employee's Signature

Reviewed by next higher level supervisor (or departmental designee):

Reviewer's Name (Please Print)

Reviewer's Signature

Note: The employee's signature does not necessarily indicate agreement with the performance appraisal results. The signature indicates only that the performance appraisal was held.

OVERALL RATING SCALE:	
Outstanding	<u>Exemplary performance</u> in all areas of the job.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the job.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the job.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the job; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the job. Substantial improvement critical.
<i>These are the general rating categories. Specific expectations must be set by the supervisor and employee for each performance factor.</i>	

Instructions: From the list below, choose 4 - 6 of the most important performance factors for the evaluation of employee performance. Specific expectations must be developed for each factor and listed on this PRD form. Supplemental factors may be developed in addition to or in lieu of the factors listed below.

Goals and Objectives: The supervisor may also develop additional goals and objectives for employee performance. The goals or objectives should be listed on the form with specific action plans and deadlines or time frames for completion. The supervisor and employee should also discuss and record "Meets Expectations" levels of performance.

Suggested Performance Factors

LEADERSHIP AND MOTIVATION

Creating and maintaining a productive environment; fostering a commitment for achieving University goals; setting a positive example for others to follow. Staffing: Planning and staffing the unit with the appropriate number and skills mix of employees; selecting a highly qualified and diverse workforce .

SETTING GOALS AND OBJECTIVES

Establishing appropriate objectives and priorities based on strategic goals of the University; communicating objectives and priorities to direct reports, units, and others; ensuring follow up and attainment of goals; updating objectives as needed.

ORGANIZATION DEVELOPMENT

Striving to improve the University's performance by identifying areas in need of enhancement and initiating planned processes of change in those areas. Using Strategic Planning, Business Process Reengineering, and Continuous Quality Improvement to address those issues.

CUSTOMER SERVICE

Ensuring that all reporting units understand and focus on the needs of internal and external customers; making a special effort to be responsive in meeting their needs and in building customer satisfaction.

PERFORMANCE REVIEW AND DEVELOPMENT PROCESS

Unit responsibilities: Ensuring that all employees within the unit have received a fair and equitable PRD evaluation conducted in compliance with all policies and procedures. Individual employees: Providing employees with frequent feedback about performance and attainment of goals; provide coaching; evaluating performance and conducting performance review discussions; identifying and supporting training and development needs

MANAGEMENT RESPONSIBILITIES

Administration: Keeping accurate records and documentation; processing necessary paperwork and organizing information. Resolving conflicts. Planning and Execution / Implementation: Developing strategies and work plans for accomplishing goals; organizing tasks in a logical sequence and identifying resources required. Management: Allocating assignments and providing direction to ensure that important research, teaching and/or service goals of the unit and/or College are accomplished. Responding to Work Demands: Working on multiple activities at the same time. Balancing the pressures from above with the requirements of the unit and/or College. Adapting to changing conditions in the internal and external environment.

PUBLIC RELATIONS

Representing the University in a positive way to members of the University community and external groups. Functioning as a campus citizen. Taking a university perspective concerning issues and policies. Representing the university at events involving external constituencies.

COMMUNICATIONS

Acting as a link between employees and higher management to communicate information and decisions, both in writing and verbally ; keeping people in unit informed about issues important to them. Communicating the research, teaching and/or service goals of the unit and/or College to both internal and external constituencies.

PLANNING AND OPERATIONS

Developing goals and strategic plans for the units and/or College. Contributing to recruitment, development and retention of faculty. Operating the unit and/or College in an efficient manner. Organization and Work Allocation: Organizing the work flow and relationships among people and functions in the unit; delegating work to make efficient use of resources and to develop people's capabilities; facilitating the flow of information among individuals and groups. Problem Solving: Identifying problems and analyzing causes; taking or recommending actions after evaluating alternative solutions; following up to ensure problems are actually corrected.

BUDGETING

Making effective use of resources in accomplishing the teaching, research and/or service goals of the unit and/or College. Ensuring that the unit and/or College maintains fiscal responsibility. Developing and maintaining budgets for the unit based on strategic goals to be accomplished; monitoring status during year; recommending changes to budget when appropriate. Use of Resources: Making good use of resources, and not wasting time or material; looking for ways to reduce costs; staying within budgets allocated.

Outstanding	<u>Exemplary performance</u> in all areas of the factor.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the factor.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the factor.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the factor; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the factor. Substantial improvement critical.

1. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

2. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

Outstanding	<u>Exemplary performance</u> in all areas of the factor.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the factor.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the factor.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the factor; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the factor. Substantial improvement critical.

3. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

4. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

Outstanding	<u>Exemplary performance</u> in all areas of the factor.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the factor.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the factor.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the factor; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the factor. Substantial improvement critical.

5. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

6. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

Outstanding	<u>Exemplary performance</u> in all areas of the factor.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the factor.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the factor.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the factor; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the factor. Substantial improvement critical.

7. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

8. **Factor / Goal / Objective:** _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

Outstanding	<u>Exemplary performance</u> in all areas of the factor.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the factor.
Meets Expectations	<u>Good performance.</u> Consistently meets standards and established performance expectations in important areas of the factor.
Below Expectations	Performance <u>does not meet expectations</u> in some important areas of the factor; below expected levels. Improvement needed.
Unsatisfactory	Performance falls <u>below expectations in many areas</u> of the factor. Substantial improvement critical.

9. Factor / Goal / Objective: _____

Action Plan: _____

Definition of "Meets Expectations"

Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Comments on Performance

Instructions: The supervisor must assign an overall rating to the employees's cumulative performance throughout the review cycle. The determination of the overall rating shall be consistent with the rating scale defined below.

OVERALL RATING:

Outstanding	<u>Exemplary performance</u> in all areas of the job.
Exceeds Expectations	<u>Surpasses the standards</u> and established performance expectations in many important areas of the job.
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Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

DEVELOPMENT PLANS

To be completed by employee and supervisor together using information from previous sections

MAJOR STRENGTHS:

In which performance factors/projects did the employee excel?

AREAS FOR IMPROVEMENT / ENHANCEMENT:

Which performance factors/projects are in need of improvement or enhancement?

ACTION PLANS:

What actions should be taken by the employee and/or supervisor to improve the employee's performance and help achieve goal(s) during the next performance period?

	<u>Action Plan</u>	<u>Time Frame</u>
<u>Employee:</u>		
<u>Supervisor:</u>		

TRAINING PLANS:

List the training actions that will be taken to improve performance weaknesses in the current job or to develop additional employee skills.