



Administrative / Athletics / Research Faculty Performance Evaluation Instructions

The evaluation form contains “fill in” fields. You can type only in the “fill in” fields. Use the “tab” key on your keyboard to move forward to the next field. “Shift-Tab” allows you to move back to the previous field.

The “F1” key is the “help” key. To activate the help box, “tab” to the “fill in” field you want, then press the “F1” key and the field help will display.

Identification “fill in” fields: Just provide the information requested. If you reach the field size limit but need to add more information, please abbreviate.

Performance Objectives: No more than four goals or objectives are allowed on the form. If you have more in your performance plans, for the purposes of the performance evaluation summary, please condense these down to four, then complete the competency summaries (Leadership, Management, etc.) on the second page.

Overall Evaluation Summary: Summarize the overall performance for the past year.

Development Opportunities: Briefly identify development intentions here. Depending on how you state these, it can create an obligation on the department. Please consult with Human Resources if you have questions about how to construct a development plan.

Performance Concepts – The descriptions below are intended to convey a “sense” of the performance associated with the different performance ratings. Definitions/descriptions of performance appropriate to specific jobs should have been created by the evaluator when the performance plan standards were created.

Exceptional Performer – *Performance that is consistently far above expectations, clearly unique. This level of performance occurs only infrequently.* Very often characterized as “outstanding” and demonstrates significant positive effects on people, departments, or the school. The effects are often obvious and can be seen easily by others – makes significant contributions well beyond base job responsibilities.

Exceeds Expectations – Performance that clearly and **consistently** is above expectations in major job responsibilities. It is representative of excellent work, often recognized by others or having substantial impact on work output beyond the individual – makes contributions outside of job responsibilities.

Meets Expectations – Performance that represents strong, solid work; it is synonymous with “good work.” Employee’s work is fully effective, reliable, and of good quality. The employee consistently meets obligations, produces work where its recipients’ and users’ needs are met.

Needs Improvement – Employee consistently does not meet some or many of the standards of performance. Improvement in performance is needed; likely requires more than expected supervision.

Unsatisfactory – Performance consistently fails to meet the job requirements.

Evaluation Process: Each faculty member is to have an evaluation meeting with his or her manager. The meeting should provide a thorough review of the employee's performance over the past year. However, the evaluation form will contain only a summary of the meeting. **Once the evaluation is completed, the manager and employee must sign the form and forward the form to the Reviewer (President, Provost, Dean, or Vice President).** Provide the completed, signed form to the Reviewer.

Appeals: To appeal, the employee **must** give the Reviewer a written appeal within five business days of the evaluation meeting date. The Reviewer may uphold, revise, reverse, or remand the evaluation. The Reviewer may hold a meeting with employee and supervisor (but is not required to do so) prior to making a decision. The Reviewer's decision ends the appeal and is the final decision regarding the evaluation.

Send ORIGINAL Completed Form to Human Resources: The original, final, signed document (and any comments or appeals and decisions) must be sent to Human Resources.