This instrument is to be used for annual and probationary (6 months) performance evaluations for University Managers only.

**FOR PROBATIONARY EVALUATIONS**
Probationary evaluations should occur six (6) months into a manager’s employment with the University. Please contact Human Resources at any time during probation if significant performance problems are observed. The Rater/Supervisor is required to evaluate the newly hired manager’s proficiency in the Core Performance Factors listed in Part 1 of the Performance Development Instrument. The Rater/Supervisor and the newly hired manager also need to list three Job Specific Performance Objectives in Part II. These are the objectives that will be measured at the end of probation. Part VI must be signed by the Rater, Reviewer (typically the rater’s immediate supervisor) and newly hired manager.

**FOR ANNUAL PERFORMANCE EVALUATIONS**
The annual evaluation cycle for University managers is from July 1 of one year through June 30 of the following year.
• At the end of each annual evaluation cycle, the Manager completes self-evaluation portions in Part I and II. The Rater’s may change his or her ratings after taking into consideration the Manager’s self-evaluation and comments, but ultimately, the Rater’s scoring is final.
• Ratings are to be assigned by the Rater for each performance category in Part I; for each individual performance objective in Part II; and for the overall rating in Part III.
• Performance objectives and performance factors may be weighted at the rater’s discretion.
• The reviewer is typically the rater’s immediate supervisor.
• Within 30 days after the start of each new annual performance cycle, the Manager and Rater need to identify three to five Job Specific Performance Objectives for the new annual performance cycle.

**PART I: CORE PERFORMANCE FACTORS**
Manager Self-Evaluates and Rater Evaluates the manager’s proficiency in the following performance factors using the rating scale of 1, 2, 2.5 or 3.

3.0 **Significantly Exceeds Expectations:** Performance consistently above standards in all or nearly all areas and far exceeds normal expectations.

2.5 **Above Expectations:** Performance fully meets expectations and is generally above standards in multiple areas.

2.0 **Meets Expectations:** Performance fully meets standards in all areas.

1.0 **Below Expectations:** Performance is below standards in a number of expectations, but may meet standards in others; or performance is below standards in a number of critical aspects where substantial improvement required.
### ONE RATING NUMBER PER CATEGORY**

<table>
<thead>
<tr>
<th>Performance Factors</th>
<th>Employee's Self Assessment</th>
<th>Supervisor's Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Leadership</strong></td>
<td></td>
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<tr>
<td>Representative examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates integrity, consistency and fairness.</td>
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<tr>
<td>Uses authority responsibly.</td>
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<tr>
<td>Addresses problems proactively.</td>
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<tr>
<td>Gains support and seeks buy-in-through participation of others.</td>
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<tr>
<td>Accepts ownership for decisions in areas of responsibility.</td>
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<tr>
<td>Models ethical behavior.</td>
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<tr>
<td>Monitors new developments and best practices related to employee health and safety.</td>
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<td></td>
</tr>
<tr>
<td>Supporting comments by employee (required only if requested by supervisor):</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td>Additional comments by supervisor (optional):</td>
<td></td>
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<tr>
<td><strong>2. Commitment to Diversity and the University’s Mission, Vision and Values</strong></td>
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<tr>
<td>Representative examples:</td>
<td></td>
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<tr>
<td>Treats others with courtesy and respect.</td>
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<tr>
<td>Participates regularly in activities beyond immediate areas of responsibility to support the University’s mission.</td>
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<tr>
<td>Makes decisions that reflect University values.</td>
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<tr>
<td>Utilizes proven recruitment strategies designed to attract, hire, and retain underrepresented employees.</td>
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<tr>
<td>Exhibits behaviors that foster a diverse community of students, faculty, staff and students.</td>
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<tr>
<td>Supporting comments by employee (required only if requested by supervisor):</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td>Additional comments by supervisor (optional):</td>
<td></td>
<td></td>
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<tr>
<td><strong>3. Management Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representative examples:</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates competency in profession and labor-management relations as needed to effectively manage the areas of responsibility.</td>
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<tr>
<td>Effectively initiates and promotes necessary change in the areas of responsibility.</td>
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<tr>
<td>Sets and enforces performance standards effectively.</td>
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<tr>
<td>Recognizes and rewards good performance.</td>
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<tr>
<td>Plans effectively and shows good project management skills.</td>
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<tr>
<td>Recruits, selects, develops and retains capable, productive employees.</td>
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<td>Effectively deploys staff, time, equipment and technology to accomplish work.</td>
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<tr>
<td>Shows good stewardship of financial resources.</td>
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<tr>
<td>Supporting comments by employee (required only if requested by supervisor):</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td>Additional comments by supervisor (optional):</td>
<td></td>
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</tr>
</tbody>
</table>
4. Establishing and Maintaining Relationships

Examples:
- Works collaboratively and negotiates effectively.
- Maintains confidentiality.
- Accepts constructive criticism without offense.
- Demonstrates sensitivity to the rights and opinions of others, even in disagreement.
- Acquires knowledge and skills needed to understand different backgrounds, perspectives and roles in order to cultivate an inclusive community.
- Works with Human Resources on Workers’ Compensation issues.

Supporting comments by employee (required only if requested by supervisor):

Additional comments by supervisor (optional):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
</tr>
</thead>
</table>

5. Communication Skills

Representative examples:
- Shares appropriate information with internal and external audiences in timely and responsible manner.
- Possesses effective listening skills.
- Articulates clearly and writes effectively.
- Presents a positive image of the University to external publics.
- Displays effective presentation skills.

Supporting comments by employee (required only if requested by supervisor):

Additional comments by supervisor (optional):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
</tr>
</thead>
</table>

6. Accountability

Representative examples:
- Takes responsibility for fulfilling job duties and for his/her actions.
- Compliance with and enforces laws, policies and procedures including safety for self and others.
- Meets attendance and punctuality guidelines.
- Demonstrates accuracy and thoroughness.
- Completes work on time.
- Follows instructions and directions.
- Ensures staff has and uses Personal Protective Equipment, attends safety trainings, has safe, properly maintained equipment and safe, healthy working conditions.
- Identifies, evaluates and controls hazards.

Supporting comments by employee (required only if requested by supervisor):

Additional comments by supervisor (optional):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
</tr>
</thead>
</table>
### 7. Responsiveness/Customer Service

**Representative examples:**
- Consistently demonstrates respect, responsiveness and professionalism.
- Provides each customer with a consistently high quality of service.
- Fosters in others the commitment to customer service.
- Builds customer confidence and increases customer satisfaction.

Supporting comments by employee (required only if requested by supervisor):

Additional comments by supervisor (optional):

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### 8. Decision Making/Problem Solving

**Representative examples:**
- Identifies and understands issues, problems, and opportunities.
- Assesses and manages risk appropriately.
- Makes timely, ethical, rational decisions based on analysis of relevant information.
- Accepts responsibility for decisions and takes proper action when necessary.
- Takes action consistent with available facts, constraints, and probable consequences.

Supporting comments by employee (required only if requested by supervisor):

Additional comments by supervisor (optional):

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**PART II: JOB SPECIFIC PERFORMANCE OBJECTIVES**

*Instructions: Strive to keep narrative within spaces provided.*

Part II identifies the performance deliverables, which will be measured. The manager being rated and the immediate supervisor should list and rate the 3 to 5 job specific performance objectives, which were identified at the beginning of the current appraisal cycle. They should be prioritized if at all possible, with the most important in block 1, next most important in block 2, etc. (Note: It is typical for some priorities to change over the course of the year, and it is also foreseeable that some objectives set at the beginning of the cycle may prove unachievable for reasons outside the employee’s control or require carryover to the next year.)

**1. Objective:**

**Expected Results:**

**Actual Results:**

**Rating:**
- Employee’s Self Assessment
- Supervisor’s Rating

Supporting comments by employee:
2. Objective:

Expected Results:

Actual Results:

Rating:  

Employee’s Self Assessment  

Supervisor’s Rating  

Supporting comments by employee:

3. Objective:

Expected Results:

Actual Results:

Rating:  

Employee’s Self Assessment  

Supervisor’s Rating  

Supporting comments by employee:

4. Objective:

Expected Results:

4th Objective continued –  

Actual Results:
### Part III: Summary of Overall Performance

The space below is provided for a narrative summary of the manager’s performance over the immediate cycle to be completed by the immediate supervisor (rater).

<table>
<thead>
<tr>
<th>Employee’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Part IV: Overall Performance Rating

Overall Score: _____
PART V: PERFORMANCE DEVELOPMENT PLAN

In the blocks below, the immediate supervisor (rater) should make specific recommendations designed to identify strategies to enhance the manager’s current competencies (first block) or correct performance issues (second block).

Professional Growth Strategies

Remedial Strategies

PART VI: SIGNATURES

The manager and immediate supervisor are required to sign the instrument after completing it and concluding the performance interview. The manager is only attesting to having been afforded the opportunity to review the evaluation and discuss the evaluations the immediate supervisor. The manager’s signature does not necessarily indicate that the manager agrees with the superior’s measurement of the manager’s performance. Employee comments are optional.

Rater’s Signature: __________________________ Date: __________________________

Reviewer’s Signature: __________________________ Date: __________________________

Employee’s Signature: __________________________ Date: __________________________

I would like to discuss this report with the Reviewing Officer: Yes [ ] No [ ]

As requested, Reviewing Officer discussed report.

Reviewing Officer’s Signature: __________________________ Date: __________________________