



### **Model A (Unclassified) Performance Evaluation**

Employee Name: \_\_\_\_\_ Department: \_\_\_\_\_

Date of Current  
Performance Evaluation: \_\_\_\_\_ Performed by: \_\_\_\_\_

#### **Purpose of a Performance Evaluation**

- Align employee performance with the mission and goals of the university and unit.
- Strengthen two-way communication regarding job performance and periodically assess goals and opportunities for the unit and the individual.
- Establish a mutually understood set of performance expectations.
- Recognize contributions of employees.
- Discuss opportunities for growth and development.
- Provide necessary feedback when performance does not meet expectations.

#### **Process**

- Employee completes the self-evaluation at least one week prior to the performance evaluation discussion.
- Supervisor/manager review's the full range of performance over the entire past year
- and completes all sections of the performance evaluation, following the instructions provided in each section.
- The supervisor/manager meets with the employee to discuss the full range of employee performance, consistent with informal, ongoing performance feedback. Create shared goals and objectives to enhance employee performance and professional development.
- Upon completion of the performance evaluation discussion, the employee and supervisor/manager sign the evaluation.

Instructions: For each competency, mark the rating that best describes the employee's performance. Select N/A if the competency is not applicable. In the EXPLANATION sections, provide specific examples and illustrations. Explanations are required when selecting a rating of "approaches expectations" or "unsatisfactory."

### Rating Scale:

<b>Outstanding (5)</b>	Outstanding: Excellent understanding of job assignments and duties. Extremely knowledgeable at all times.
<b>Exceeds Expectations (4)</b>	Exceeds Expectations: Good knowledge of duties. Well informed. Actively pursues additional job knowledge.
<b>Meets Expectations (3)</b>	Meets Expectations: Has adequate knowledge of duties. Needs little instruction.
<b>Approaches Expectations (2)</b>	Approaches Expectations: Inadequate knowledge of duties. Understanding of job duties not sufficient. Needs some instruction.
<b>Unsatisfactory (1)</b>	Unsatisfactory: Definite lack of knowledge. Very little understanding of job duties. Needs extensive instruction.
<b>NA= Not Applicable</b>	Not applicable.

## I. CORE COMPETENCIES

I-A. JOB KNOWLEDGE - Rate the staff member's knowledge, skills, and abilities relative to the performance of job duties. Comment on the staff member's desire to increase their job knowledge through formal or informal study, seminars, readings and other endeavors.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-B. ACHIEVEMENTS/ACCOMPLISHMENTS – Rate the level of achievement by the staff member. Evaluate the employee's ability to yield results in spite of workload demands. Appraise the staff member's contribution to the department and/or division in terms of specific projects, goals, or objectives attained during the rating period.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-C. COOPERATION WITH OTHERS - Rate the staff member's effectiveness in creating and maintaining harmonious working relationships with other employees and departments as well as the public. Appraise the employee's alertness to lines of communication, upward and downward. Evaluate the effectiveness of the employee's team and group skills – does the employee function as a team player working toward common goals? Assess their ability to give, accept, and evaluate suggestions.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-D. COMMUNICATION SKILLS – Rate the staff member's effectiveness in expressing ideas, facts, and data through written and oral communication. Evaluate how easily the staff member communicates and the extent to which they determines what information is important and what is not appropriate for communication to others.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-E. ADAPTABILITY – Appraise the employee's response to new procedures and instructions. Evaluate the employee's flexibility and their ability in responding to needs which fall outside normal boundaries.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments::

I-F. PROBLEM SOLVING/DECISION MAKING – Evaluate the staff member's ability to identify problems and use logic and reason in reaching a resolution. Rate the extent to which the individual is able to make rational decisions.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-G. PLANNING – Evaluate the staff member’s ability to set and follow through on goals, objectives, and timetables. Rate the employee on their ability to organize and allocate resources effectively.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

I-H. CREATIVITY/ORIGINALITY – Evaluate the employee’s ability and/or skills to develop, apply, and/or modify ideas, concepts, methods, systems, policies, procedures, techniques, products, forms, etc.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

**II. SPECIAL CONTRIBUTIONS** - Rate the employee on their involvement in continuously improving the operations of the unit, department, division, or university community. Evaluate the employee’s willingness to give constructive input and feedback on various university topics, issues, and concerns, especially those which do not fall under their direct responsibilities.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

**III. SUPERVISION OF OTHERS** – (for employees with supervisory responsibility) – Rate ability to train, supervise, and motivate subordinates. Evaluate leadership capability.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments::

#### **IV. OVERALL EVALUATION –**

IV-A. Consistent with the rates above, evaluate the overall performance of the staff member.

☐ 5 - Outstanding - ☐ 4- Exceeds Expectations ☐ 3 - Meets Expectations ☐ 2 - Approaches Expectations ☐ 1- Unsatisfactory ☐ N/A

Comments:

IV-B. COMMENT ON EMPLOYEE'S STRENGTHS

IV-C. COMMENT ON AREAS FOR GROWTH OR CHANGE

IV-D. ACCOMPLISHMENTS ON EMPLOYEE'S PERFORMANCE GOALS SET LAST YEAR

IV-E. EMPLOYEE'S PERFORMANCE GOALS FOR NEXT YEAR

IV-F. OVERALL COMMENTS

Employee Signature \_\_\_\_\_ Date\_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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#### **Beyond Compliance Training**

IMPORTANT Beyond Compliance Message: Annually, two hours of Beyond Compliance training are required of all staff and strongly encouraged for our TT and FT/NTT faculty. The deadline to satisfy Beyond Compliance training is the end of the fiscal year, June 30. It is IMPORTANT to note that one of your two annual Beyond Compliance (BC) hours may be a gender-based discrimination or harassment course. The Title IX Training option may be a facilitator-led session. (Visit [Beyond Compliance](#) for dates and times) or online. To access the online, self-paced Beyond Compliance sessions, please visit [Safe Colleges](#).

Has this employee completed at least two hours of compliance training in the previous fiscal year?

- ☐ Yes    ☐ No (please comment below Goals for Completion)  
☐ In Progress (please comment below Goals for Completion)

Comments / Goals for completion:

**Additional opportunities for development of staff:**

The university is strongly encouraging our staff to complete trainings regarding **diversity, equity and inclusion**. (Visit [Diversity Education and Training Lab Offerings](#)). In addition, supervisors should provide opportunities for staff to enhance their job-related knowledge and skill set. It is suggested that these goals be a focus in each performance evaluation period going forward. Trainings may involve facilitator-led sessions, webinars, pre-recorded presentations, and other options. (Visit [HR Training & Development Calendar](#)).

1. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to expand diversity, equity and inclusion capacity/expertise for this staff member?

2. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to this staff member to enhance their job related knowledge and skill set?

3. What opportunities for promotions might occur over the next three years?

**This section is available in the employee self-evaluation form.**

**SUPPLEMENTAL QUESTIONS:**

1. What did you receive from your supervisor that you felt WAS HELPFUL and assisted you in your ability to perform your job effectively?

2. What did you receive from your supervisor that you felt WAS NOT HELPFUL and inhibited your ability to perform your job effectively?

3. What did you NOT receive from your supervisor that you felt would have been helpful in performing your job more effectively?

4. What specific opportunities have you been provided (i.e. trainings your department has organized, requested or supported, etc.) that expanded your diversity, equity and inclusion capacity/expertise?

5. What professional development opportunities would you like your supervisor to provide to enhance your diversity, equity and inclusion expertise/capacity?

6. What specific professional development opportunities have you been provided to enhance your knowledge and job-related skill set?

7. What professional development opportunities would you like your supervisor to provide to enhance your knowledge and job-related skill set?

8. What promotions or alternate assignments/positions might you seek over the next three years?