



Model D (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 reviews 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.
- The supervisor/manager sends the signed copy to Human Resources, Employee Relations, Heer Hall.
- A photocopy can be provided to the employee upon request.

Instructions: For each competency, provide a mark (X) in the rating column for each behavior that demonstrates the competency. In the COMMENTS section, provide specific examples and illustrations when selecting a rating of “approaches expectations” or “unsatisfactory”. Check NA if the competency is not applicable.

Outstanding (5)

Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.

**Exceeds
Expectations (4)**

Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.

**Meets
Expectations (3)**

Performance is what is expected of a fully qualified and experienced person in this position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.

**Approaches
Expectations (2)**

Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.

Unsatisfactory (1)

Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.

NA= Not Applicable

Does not apply to job performance expectations.

I. WORK KNOWLEDGE

1-A. JOB KNOWLEDGE

- ☐ 5 Outstanding
Excellent understanding of job assignments and duties. Extremely knowledgeable at all times.
- ☐ 4 Exceeds Expectations
Good knowledge of duties. Well informed. Actively pursues additional job knowledge.
- ☐ 3 Meets Expectations
Has adequate knowledge of duties. Needs little instruction.
- ☐ 2 Approaches Expectations
Inadequate knowledge of duties. Understanding of job duties not sufficient. Needs some instruction.
- ☐ 1 Unsatisfactory
Definite lack of knowledge. Very little understanding of job duties. Needs extensive instruction.
- ☐ N/A Not applicable

Comments:

1-B. QUALITY OF LEADERSHIP

- ☐ A. Outstanding
Demonstrates highest quality of effective leadership by positive role-modeling, generating enthusiasm and commitment to the objectives at all times. Arrives at the best decision even on challenging matters.
- ☐ B. Exceeds Expectations
Considerable skill in directing others. Consistently a sound thinker in given situations that occur in his/her area.
- ☐ C. Meets Expectations
Demonstrates good leadership. Commands respect of staff. Displays good judgment resulting from sound evaluation.
- ☐ D. Approaches Expectations
Sometimes demonstrates adequate control and direction. Judgment is occasionally sound.
- ☐ E. Unsatisfactory
Often weak and unable to exert control. Decisions and recommendations are often unsound or ineffective.
- ☐ F. Not Applicable

Comments:

1-C. QUALITY OF WORK

- ☐ 5 Outstanding
Achieves exemplary quality at all times. Always completes projects in an accurate and thorough manner.
- ☐ 4 Exceeds Expectations
Quality of work exceeds requirements. Projects and duties are well researched and prepared. Work is executed accurately and completely.
- ☐ 3 Meets Expectations
Work is of an acceptable quality. Projects and assignments satisfactory completed.
- ☐ 2. Approaches Expectations
Work is sometimes of poor quality, although some work may be satisfactory. Required rework on a regular basis.
- ☐ 1 Unsatisfactory
Work is of poor quality. Projects and assignments are incomplete and poorly constructed and executed. Requires frequent rework.
- ☐ N/A Not Applicable

Comments:

I-D. PROBLEM SOLVING / DECISION MAKING

- ☐ 5 Outstanding
Defines problems and makes proper analyses quickly and accurately. Uses all information sources and job knowledge to fullest potential. Demonstrates excellent insight in solving problems. Takes prompt and appropriate action and follows through.
- ☐ 4 Exceeds Expectations
Possesses good decision-making skills. Uses job knowledge and information sources to good advantage. Shows consistent insight in solving problems.
- ☐ 3 Meets Expectations
Understands situations in most cases. Analyzes problems to make sound decisions. Demonstrates insight in solving problems.
- ☐ 2 Approaches Expectations
Researches or understands in some cases. May be hesitant about making decisions in general. May make wrong decisions due to lack of knowledge or evaluation of the situation.
- ☐ 1 Unsatisfactory
Does not research or evaluate situations properly. Makes decisions with little information or research or refuses to make decisions or makes poor decisions. Demonstrates little or no insight into solving problems.
- ☐ N/A Not Applicable

Comments:

II. WORK MEASURABILITY**II-A. QUANTITY OF WORK**

- ☐ 5 Outstanding
Work volume greatly exceeds expectations and objectives. Projects and assignments are frequently completed before deadline.
- ☐ 4 Exceeds Expectations
Work volume consistently exceeds expectations. Projects and assignments are always completed on time.
- ☐ 3 Meets Expectations
Work volume meets expectations in all areas. Projects and assignments are periodically late or incomplete.
- ☐ 2 Approaches Expectations
Work volume is often unacceptable. Projects and assignments are periodically late or incomplete.
- ☐ 1 Unsatisfactory
Work volume is unacceptable. Projects and assignments are consistently late or incomplete.
- ☐ N/A Not Applicable

Comments:

II-B. DELEGATION OF RESPONSIBILITY

- ☐ 5 Outstanding
Highly skilled in delegating responsibility and encourages his/her staff to grow in responsibility.
- ☐ 4 Exceeds Expectations
Consistently and effectively delegates appropriate responsibility to his/her staff and requires accountability.
- ☐ 3 Meets Expectations
Delegates appropriate responsibility to his/her staff.
- ☐ 2 Approaches Expectations
Is reluctant to delegate responsibility but does so on occasion.
- ☐ 1 Unsatisfactory
Does not delegate responsibility and performs even minor tasks himself.
- ☐ N/A Not Applicable

Comments:

III. GOALS ACHIEVEMENT

III-A. PLANNING ABILITY

- ☐ 5 Outstanding
Demonstrates exemplary ability to do long range and short term planning based on set goals and objectives.
- ☐ 4 Exceeds Expectations
Sets clear objectives. Uses available resources well. Consistently forecasts to improve planning.
- ☐ 3 Meets Expectations
Is a careful, effective planner. Anticipates and takes action to solve problems.
- ☐ 2 Approaches Expectations
Plans ahead occasionally. Identifies easy problems, just enough to get by in the present job.
- ☐ 1 Unsatisfactory
Never seeks or finds problems or areas of responsibilities. Often performs poorly by never seeing ahead.
- ☐ N/A Not Applicable

Comments:

III-B. ORGANIZATIONAL ABILITY

- ☐ 5 Outstanding
Is a highly skilled organizer. Is able to obtain optimum effectiveness.
- ☐ 4 Exceeds Expectations
Consistently displays effective organization.
- ☐ 3 Meets Expectations
Displays efficiency of operation. Makes appropriate use of resources.
- ☐ 2 Approaches Expectations
Inconsistent in meeting organizational efficiency. Frequently disorganized, lacking controlling skills or not using them.
- ☐ 1. Unsatisfactory
Is a poor organizer. Does not make effective use of resources. Always disorganized. Often inefficient.
- ☐ N/A Not Applicable

Comments:

III-C. INITIATIVE AND CREATIVITY

- ☐ 5. Outstanding
Always takes initiative within area of responsibility and beyond. Exceptionally creative.
- ☐ 4 Exceeds Expectations
Consistently takes the initiative and is often creative.
- ☐ 3 Meets Expectations
Is creative and initiates new procedures.
- ☐ 2 Approaches Expectations
Has occasionally identified problems and developed solutions.
- ☐ 1 Unsatisfactory
Does develop new ideas. Often ignores problems.
- ☐ N/A Not Applicable

Comments:

III-D. DEPENDABILITY

- ☐ 5 Outstanding
Frequently requests more responsibility. Rarely needs supervision. Makes frequent constructive suggestions. Extremely well organized and efficient. Always meets demanding goals.
- ☐ 4 Exceeds Expectations
Takes responsibility on own initiative. Requires little supervision or follow-up. Will make constructive suggestions. Well organized. Sets high goals and meets them.
- ☐ 3 Meets Expectations
Accepts amount of responsibility expected for position. Requires some supervision. Understands priorities. Sets satisfactory goals and puts forth effort to meet them.
- ☐ 2 Approaches Expectations
Accepts responsibility when requested. Makes occasional constructive suggestions. Requires follow-up and supervision. Less than satisfactory effort made in reaching goals.
- ☐ 1 Unsatisfactory
Does not accept responsibility. Rarely has constructive suggestions. Requires follow-up and supervision on a continual basis. Has little concept of priorities. Sets no goals.
- ☐ N/A Not Applicable

Comments:

III-E. ORAL EXPRESSION

- ☐ 5 Outstanding
Outstanding ability to communicate ideas to others.
- ☐ 4 Exceeds Expectations
Consistently able to express ideas clearly and concisely.
- ☐ 3 Meets Expectations
Usually organized and expresses thoughts clearly and concisely.
- ☐ 2 Approaches Expectations
Sometimes able to express thoughts clearly.
- ☐ 1 Unsatisfactory
Unable to express thoughts clearly. Lacks organization.
- ☐ N/A Not Applicable

Comments:

III-F. WRITTEN EXPRESSION

- ☐ 5 Outstanding
Outstanding ability to communicate ideas to others.
- ☐ 4 Exceeds Expectations
Consistently able to express ideas clearly and concisely.
- ☐ 3 Meets Expectations
Usually organizes and expresses thoughts clearly and concisely.
- ☐ 2 Approaches Expectations
Sometimes able to express thoughts clearly.
- ☐ 1 Unsatisfactory
Unable to express thoughts clearly. Lacks organization.
- ☐ N/A Not Applicable

Comments:

IV. SUPERVISION OF OTHERS

If this employee supervises others, please complete Section IV-A and IV-B.

IV-A. DISSEMINATING INFORMATION TO EMPLOYEES OR DEPARTMENT

- ☐ 5 Outstanding
Always acquires and disseminates information in a timely manner and conducts individual and staff briefings to confirm understanding.
- ☐ 4 Exceeds Expectations
Consistently acquires and disseminates information in a timely manner and confirms staffs understanding.
- ☐ 3 Meets Expectations
Generally disseminates information with clarity to subordinates and department.
- ☐ 2 Approaches Expectations
Communicated information is not well understood or is transferred to employees and department in an incomplete manner.
- ☐ 1 Unsatisfactory
Does not obtain or share information with subordinate or department personnel.
- ☐ N/A Not Applicable

Comments:

IV-B. LEADERSHIP

- ☐ 5 Outstanding
Employees demonstrate exceptional motivation and teamwork. Training and employee development procedures are always utilized. Corrective action is fair and very effective. Outstanding level of communication with employees.
- ☐ 4 Exceeds Expectations
Supervised employees demonstrate consistent level of motivation and teamwork. Training procedures and work standards are well developed and communicated. Disciplinary measures are appropriate and effective. Encourages open communication with employees.
- ☐ 3 Meets Expectations
Supervised employees demonstrate satisfactory motivation and teamwork. Training is undertaken and completed on a regular basis. Work standards are adequate. Communicates satisfactorily with employees.
- ☐ 2 Approaches Expectations
Supervised employees demonstrate marginal motivation and initiative. Training only undertaken in crisis situations. Performance objectives and standards are seldom developed or communicated. Communicates poorly with employees.
- ☐ 1 Unsatisfactory
Supervised employees lack motivation and initiative. Little training undertaken. Performance objectives and standards are neither developed nor communicated.
- ☐ N/A Not Applicable

Comments:

V. FUNDRAISING GOALS

Please skip to section VI if not applicable

V-A. FUNDRAISING GOAL OBTAINMENT: MEASURED BY METRICS ASSOCIATED WITH DOLLAR GOAL, SOLICITATIONS AND SUCCESSFUL SOLICITATION CLOSES

- ☐ 5. Outstanding- Employee exceeds annual plan fundraising goals by 10 percent in each category
- ☐ 4 Exceeds Expectations- Employee exceeds annual plan fundraising goals
- ☐ 3. Meets Expectations- Employee meets annual plan fundraising goals
- ☐ 2 Approaches Expectations- Employee meets two annual plan fundraising goals
- ☐ 1. Unsatisfactory- Employee meets one or less annual plan fundraising goals
- ☐ N/A Not applicable

Comments:

V-B. FUNDRAISING POOL MOVEMENT:

How effectively does the employee demonstrates effective moves management demonstrated by maintaining a balanced pool with effective movement of potential donors.

- ☐ 5 Outstanding- Excellent demonstration of moves management as evidence in prospect tracking reports. Top 20 strategy plans actively implemented
- ☐ 4 Exceeds Expectations- Good demonstration of moves management as evidence in prospect tracking reports. Top 20 strategy plans implemented
- ☐ 3 Meets Expectations- Demonstration of moves management as evidence in prospect tracking reports. Top 20 strategy plans developed
- ☐ 2 Approaches Expectations- Understanding of moves management demonstrated, but occasionally overlooked. Prospect tracking reports occasionally indicate a lack of prospect movement
- ☐ 1 Unsatisfactory- Employee does not demonstrate a working knowledge of moves management.
- ☐ N/A Not applicable

Comments:

V-C. FUNDRAISING ADMINISTRATION:

How effectively does the employee make use of database software.

- ☐ 5 Outstanding- Employee's contact entries are entered within 15 days with an excellent understanding of next steps
- ☐ 4 Exceeds Expectations- Employee's contact entries are entered within 15 days with an good understanding of next steps
- ☐ 3 Meets Expectations- Employee's contact entries are entered within 30 days with acceptable use of next steps
- ☐ 2 Approaches Expectations- Employee's contact entries are entered within 45 days with occasional use of next steps
- ☐ 1 Unsatisfactory- Employee's contact entries are not entered in a timely manner and/or next steps are rarely used
- ☐ N/A Not applicable

Comments:

VI. AVERAGE OVERALL RATING:

Evaluate the overall performance of the employee using the rating scale below. This rating should be an average of all of the other ratings given in the evaluation.

- ☐ 5 Outstanding
Performance is outstanding, greatly exceeds normal expectations in all important aspects.
- ☐ 4. Exceeds Expectations
Performance exceeds standards in all important aspects.
- ☐ 3. Meets Expectations
Performance meets standard needs in all important aspects.
- ☐ 2 Approaches Expectations
Performance meets standards in some aspects but is below in others, which need improvement.
- ☐ 1 Unsatisfactory
Overall performance is well below standards.
- ☐ N/A Not Applicable

VII. Prior Year Goals

VII-A. Evlauator Comments: Prior Year Goal(s)

VII-C. Evaluator Comments: Prior Year Goal(s) - Timetable

VII-D. Evaluator Comments - Status

VIII. Goals for Upcoming Year

VIII-A. Evaluator Comments: Goal(s) for Upcoming Year

VIII-B. Evaluator Comments: Upcoming Year Goal(s) – Expected Outcome/Measure

VIII-C. Evaluator Comments: Upcoming Year Goal(s) - Timetable

VIII-D. Evaluator Comments: Upcoming Year Goal(s) – Issues/Comments

Reviewing Evaluation with Employee

If your next step is to meet with the employee to discuss the evaluation then click “no” to the question below. Select “Save and Close”. Print a draft copy by selecting “print” next to the employees name in the homepage view. After you discuss the evaluation with the employee and make changes as appropriate, click “yes” to the question below and select “Finish and Submit”.

☐ Yes

☐ No

Employee Signature

Date

Supervisor Signature

Date

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 FTNTT 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

☐ In Progress

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?

