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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding (5)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Exceeds Expectations (4)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Meets Expectations (3)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Approaches Expectations (2)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Unsatisfactory (1)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>NA= Not Applicable</strong></td>
<td>Does not apply to job performance expectations.</td>
</tr>
</tbody>
</table>
### I. WORK KNOWLEDGE

#### I-A. JOB KNOWLEDGE

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
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<tr>
<td>4</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations</td>
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<tr>
<td>2</td>
<td>Approaches Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</tbody>
</table>

- **Outstanding**: Excellent understanding of job assignments and duties. Extremely knowledgeable at all times.
- **Exceeds Expectations**: Good knowledge of duties. Well informed. Actively pursues additional job knowledge.
- **Meets Expectations**: Has adequate knowledge of duties. Needs little instruction.
- **Approaches Expectations**: Inadequate knowledge of duties. Understanding of job duties not sufficient. Needs some instruction.

**Comments:**

#### I-B. QUALITY OF LEADERSHIP

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
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<tr>
<td>B</td>
<td>Exceeds Expectations</td>
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<tr>
<td>C</td>
<td>Meets Expectations</td>
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<td>D</td>
<td>Approaches Expectations</td>
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<tr>
<td>E</td>
<td>Unsatisfactory</td>
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<td>F</td>
<td>Not Applicable</td>
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</table>

- **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.
- **Exceeds Expectations**: Considerable skill in directing others. Consistently a sound thinker in given situations that occur in his/her area.
- **Meets Expectations**: Demonstrates good leadership. Commands respect of staff. Displays good judgment resulting from sound evaluation.
- **Approaches Expectations**: Sometimes demonstrates adequate control and direction. Judgment is occasionally sound.
- **Unsatisfactory**: Often weak and unable to exert control. Decisions and recommendations are often unsound or ineffective.

**Comments:**

#### I-C. QUALITY OF WORK

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>2</td>
<td>Approaches Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</table>

- **Outstanding**: Achieves exemplary quality at all times. Always completes projects in an accurate and thorough manner.
- **Exceeds Expectations**: Quality of work exceeds requirements. Projects and duties are well researched and prepared. Work is executed accurately and completely.
- **Meets Expectations**: Work is of an acceptable quality. Projects and assignments satisfactory completed.
- **Approaches Expectations**: Work is sometimes of poor quality, although some work may be satisfactory. Required rework on a regular basis.
- **Unsatisfactory**: Work is of poor quality. Projects and assignments are incomplete and poorly constructed and executed. Requires frequent rework.

**Comments:**
## I-D. PROBLEM SOLVING / DECISION MAKING

<table>
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<td>Meets Expectations</td>
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<td>Approaches Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</tbody>
</table>

Comments:

## II. WORK MEASURABILITY

### II-A. QUANTITY OF WORK

<table>
<thead>
<tr>
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<td>2</td>
<td>Approaches Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</tbody>
</table>

Comments:

### II-B. DELEGATION OF RESPONSIBILITY

<table>
<thead>
<tr>
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<th>Description</th>
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<td>Approaches Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</tbody>
</table>

Comments:
III. GOALS ACHIEVEMENT

### III-A. PLANNING ABILITY

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

Comments:

### III-B. ORGANIZATIONAL ABILITY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td>Is a highly skilled organizer. Is able to obtain optimum effectiveness.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td></td>
<td>Consistently displays effective organization.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td></td>
<td>Displays efficiency of operation. Makes appropriate use of resources.</td>
</tr>
<tr>
<td>2</td>
<td>Approaches Expectations</td>
</tr>
<tr>
<td></td>
<td>Inconsistent in meeting organizational efficiency. Frequently disorganized, lacking controlling skills or not using them.</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
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</tbody>
</table>

Comments:

### III-C. INITIATIVE AND CREATIVITY

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

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 demonstrate 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.

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 a 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.

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. Evaluator Comments: Prior Year Goal(s)

| N/A | Not Applicable |
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
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 FNTT 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?