

Overall Performance Categories

The annual performance evaluation provided for each employee should reflect the supervisor's objective feedback regarding the employee's work performance, contributions to the University, and how they demonstrate organizational competencies (found in job descriptions) for the period under review. Additionally, the review should include input from the employee and others with whom they work. Constructive feedback is also essential as opportunities for development are an important element to employee performance development and professional growth. The overall annual performance rating category reflects the employee's overall work performance and contributions for the period being reviewed. A supervisor may consider the following examples of what each category "looks like" in regards to demonstrated actions and behaviors.

Leading Performance	Examples
<p>Easily recognized as a top performer compared to peers, viewed as a resource for mentorship and guidance of others in department, proactively takes on higher levels of responsibility that add new value Could reflect unique, one-time achievements that made measurable progress toward an institutional goal</p>	<p>An employee given the Leading Performance Rating has had an extraordinary year of job performance. They demonstrate all of the qualities described as Fully Successful Performance and an aspect of their performance this year has positively contributed to the University in one or more of the following ways:</p> <ul style="list-style-type: none"> Responds to challenge and change by creating and/or leading response efforts that provide a positive impact for the University; Independently applies learning from professional development to provide improved process or service to the University; Takes on a committee leadership role whose service provides significant value or innovative improvements for the University community; Significantly exceeds one or more defined metrics for job performance during performance period; Achieves challenging performance objectives that require a high level of cooperation from people in other parts of the institution; Provides exceptional support to a student or colleague experiencing a unique and challenging situation; and/or Job performance receives significant recognition and/or awards from an external party which positively impacts the reputation of the University and the department.

Fully Successful Performance

Applies to an employee who consistently demonstrates effective job performance, often at high level of performance

Achieves valuable accomplishments in several critical areas of the job

Performance is reflective of a fully qualified and experienced individual

Building Performance

Employee is working toward gaining proficiency and is most likely a New Hire or an employee who is under a Performance Improvement Plan.
Demonstrates uneven or inconsistent performance in key job responsibilities.
Achieves some but not all goals and requires frequent coaching, training, or feedback on others.

Examples

An employee given the Building Performance rating may meet some goals and job expectations, while not consistently demonstrating other goals and expectations. Overall, employees demonstrate willingness

Not Meeting Expectations

Quality of performance is inadequate and shows little or no improvement.

Knowledge, skills and abilities have not been demonstrated at appropriate levels.

Many of the key performance areas and job