

**ANNUAL PERFORMANCE REVIEW   
EHRA NON-FACULTY EMPLOYEES**

**TIER 1**

**INSTRUCTIONS**

1. An annual performance evaluation is required for all EHRA Tier 1 employees (Vice Chancellors and Deans).
2. Performance evaluations will cover the period from July 1 to June 30. Normally, evaluations should be completed in late June of each year, consistent with the beginning of the fiscal year.
3. Performance goals and objectives will also cover the period from July 1 to June 30. The performance goals and objectives ought to be aligned with the strategic priorities of the Division, Department, School or College, and the University. The goals need to be specific, measurable, achievable, results-oriented and time based (SMART). These factors ought to be used to establish alignment and priority.
4. Professional development planning is also a critical part of the performance planning and evaluation process. Each administrator needs a professional development plan focused on growth and development in the core leadership behaviors and competencies.
5. For an administrator new to a position during the year, performance goals and objectives ought to be established and discussed within the first thirty (30) days of employment. The evaluation should reflect the time period from the beginning of his/her appointment until the end of June. If an administrator has not been in a position long enough for his/her performance to be evaluated in June, an interim evaluation should be conducted before December, with an additional evaluation and planning discussion conducted in June.
6. The performance planning and evaluation will be completed using the “ANNUAL PERFORMANCE REVIEW

EHRA NON-FACULTY EMPLOYEES” instrument.

1. As a confidential personnel record, a completed copy of the evaluation should be maintained in the employee’s personnel file in the Division of Human Resources and the respective unit’s secured files.
2. A copy should be submitted to the Division of Human Resources by **July 30** each year and signed by both the administrator and the evaluator.

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| **cOLLEGE OR dIVISION** | | |  | | | | | | | | |
| List your current goals, objectives and accomplishments for *the beginning of the fiscal year and rate your performance on how well you achieved them. If not achieved, in the summary comments section below, describe your future steps for the goal or objective, e.g. will goal continue on, be dropped or modified, etc.*  ***Rating Scale: EE = Exceeding Expectations***  ***ME = Meeting Expectations***  ***N = Not Meeting Expectations*** | | | | | | | | | | | |
| **Part 1: Goals/Objectives/Accomplishments for current Evaluation Year 20** | | | | | | | | **Self Assessment** | | | **Evaluator Rating** |
| **1.** | | |  | | | | |  | | |  |
| **2.** | | |  | | | | |  | | |  |
| **3.** | | |  | | | | |  | | |  |
| **4.** | | |  | | | | |  | | |  |
| **5.** | | |  | | | | |  | | |  |
| **SUMMARY COMMENTS ON PERFORMANCE OF CURRENT YEAR BY ADMINISTRATOR** | | | | | | | | | | | |
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| **SUMMARY COMMENTS ON PERFORMANCE OF CURRENT YEAR BY EVALUATOR** | | | | | | | | | | | |
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| **PART 2: PERFORMANCE ASSESSMENT – Common Leadership Competencies**  There are common leadership behaviors and competencies that relate to all administrators’ success. Rate your performance on each of the areas listed below. | | | | | | | | | | | |
| **1** | **Strategy & Accountability:**  Provides a clear vision for the organization and executes goals and objectives that support the success of the strategic objectives of the university, which includes compliance with applicable regulatory and university requirements. Adheres to university principles of transparency and openness in working with all constituents. Promotes and fulfills the university’s organizational philosophy to provide the best possible programs and services in support of the university’s mission of teaching, research, and public service. | | | | | **Not Meeting Expectation** | | **Meeting Expectation** | | | **Exceeding Expectation** |
| **Self Assessment** | | | | |  | |  | | |  |
| **Evaluator Rating** | | | | |  | |  | | |  |
| **2** | **Resource & Financial Management:**  Develops strategic goals and objectives to achieve accountability and efficient stewardship of university resources (operational, financial, and human) in a manner consistent with university-wide objectives and initiatives. Adheres to established budget and resource allocations, ensuring optimal and efficient use of all resources. Provides leadership for continuing acquisition of internal and external resources. | | | | | **Not Meeting Expectation** | | **Meeting Expectation** | | | **Exceeding Expectation** |
| **Self Assessment** | | | | |  | |  | | |  |
| **Evaluator Rating** | | | | |  | |  | | |  |
| **3** | **Human Capital Management & Diversity:**  Recruits, develops, and retains talented faculty, staff, and students. Recognizes and maximizes skills of personnel through clear, specific, and timely performance feedback and opportunities for individual performance excellence and advancement. Provides intellectual leadership and effective coaching, delegates effectively, and rewards superior performance. Understands that a safe environment is essential for ensuring the continued success of the university. Maintains and promotes a safe, healthy, and environmentally-sound workplace for all university constituents. Establishes a climate that welcomes, celebrates and promotes respect for diversity. Ensures equal opportunity compliance and contributes to University EEO and affirmative action goals for diverse representation. Actively engages in division-wide outreach to under-represented populations. | | | | | **Not Meeting Expectation** | | **Meeting Expectation** | | | **Exceeding Expectation** |
| **Self Assessment** | | | | |  | |  | | |  |
| **Evaluator Rating** | | | | |  | |  | | |  |
| **4** | **Innovation and Change Management:**  Inspires and develops opportunities for new and innovative approaches in areas of responsibility. Drives change initiatives by defining measurable outcomes, energizing others at all levels, and ensuring continuing commitment when faced with new initiatives. Confronts resistance with various stakeholders with diplomacy and clarity of vision to achieve commitment and support for initiatives. Champions the division and its accomplishments state-wide, nationally, and globally to promote the university as a leader in academics, research, and public service. | | | | | **Not Meeting Expectation** | | **Meeting Expectation** | | | **Exceeding Expectation** |
| **Self Assessment** | | | | |  | |  | | |  |
| **Evaluator Rating** | | | | |  | |  | | |  |
| **5** | **Collaboration and Communication:**  Actively establishes effective relationships with key internal and external constituencies. Understands the diverse needs and agendas of stakeholder groups. Creates and fosters an environment that ensures collegiality and information sharing while recognizing the  need for timely decision-making. Effectively communicates with leadership, faculty and staff, and students. Fosters a positive working and learning environment by maintaining a climate of collaboration, fairness, cooperation, and professionalism in all interactions. | | | | | **Not Meeting Expectation** | | **Meeting Expectation** | | | **Exceeding Expectation** |
| **Self Assessment** | | | | |  | |  | | |  |
| **Evaluator Rating** | | | | |  | |  | | |  |
| “ **overall year performance rating** | | | | | | | | | | | |
|  | | | | **Not Meeting Expectation** | | | **Meeting Expectation** | | | | **Exceeding Expectation** |
| **Self Assessment** | | | |  | | |  | | | |  |
| **Evaluator Rating** | | | |  | | |  | | | |  |
| **PART 3: GOALS AND OBJECTIVES FOR upcoming performance cycle Year 20** | | | | | | | | | | | **Target Completion Date** |
| **1.** | | |  | | | | | | | |  |
| **2.** | | |  | | | | | | | |  |
| **3.** | | |  | | | | | | | |  |
| **4.** | | |  | | | | | | | |  |
| **5.** | | |  | | | | | | | |  |
| **Evaluator’s comments on projected objectives** | | | | | | | | | | | |
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| **Part 4: Professional DEvelopment Plan**  **List specific activities that clearly state your professional development plan for the new fiscal year:** | | | | | | | | | | | **Target COmpletion Date** |
| **1.** | |  | | | | | | | | |  |
| **2.** | |  | | | | | | | | |  |
| **3.** | |  | | | | | | | | |  |
| **Evaluator’s comments on development plan** | | | | | | | | | | | |
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| **LEADERSHIP DEVELOPMENT PROGRAMS THROUGH HUMAN RESOURCES**  **Program Attended (SDP, MDP, ELDP):** | | | | | | | | | | | |
| 1. Personal Growth: Willingness to learn and enhance knowledge, skill level, attitudes, and behavior around the leadership concepts learned. 2. On-the Job Application:  Applied programmatic concepts learned in daily practice. 3. Process Improvement:  Improved processes, relationships and overall daily interactions through on-the job application of programmatic concepts learned. | | | | | | | | | | | |
| **signatures** | | | | | | | | | | | |
| **Administrator’s Signature** | | |  | | | | | | **Date** | |  |
| **Chancellor or Provost’s Signature** | | |  | | | | | | **Date** | |  |

***cc: Personnel File***