

Administrative/Professional (A/P) Faculty Self-Evaluation & Performance Evaluation 2018 ^{*pilot}

This document is to be used by both the A/P Faculty member and the supervisor to complete the annual performance appraisal. To be completed by the A/P Faculty: “A/P Faculty Summary” columns. To be completed by the supervisor: “Supervisory Summary” and “Overall Performance Level”. Once all signatures are obtained, the form should be routed to HR & Payroll.

Name:	G#:
Position # & Title:	Department:
Supervisor G# & Name:	Evaluation Cycle:

I. Goals	A/P Faculty Summary (To be completed by the A/P Faculty)	Supervisory Summary (To be completed by the supervisor)
Achievement of agreed-upon performance goal(s)		

New initiatives, opportunities, or projects not part of the agreed-upon performance goal(s)		

**Performance,
professional
development,
and/or
community
service goals
for next year**

see below for definitions of Core Competencies

II. Core Competencies	A/P Faculty Summary (To be completed by the A/P Faculty)	Supervisory Summary (To be completed by the supervisor)
Accountability		
Strategic & Constituent Focus		
Stewardship		

Collaboration & Civility		
Well-Being		
Diversity & Inclusion		

Self-Development		
Communication		
Leadership		

Mentors & Coaches		
------------------------------	--	--

*NOTE: Executive Order Number 20(2014): “Agency heads, senior managers with procurement responsibility, procurement personnel, and end users with purchasing charge cards shall be evaluated on small business goals as part of their employee evaluations.”

III. Overall Performance Level (This section to be completed by the supervisor (please mark one level):

- Exceptional** – Performance is generally superior and frequently exceeds expectations, making positive contributions to the unit/University.
- High Performing** – Performance is consistently high and makes positive contributions to the unit/University.
- Proficient** – Performance fully meets standards and makes positive contributions to the unit/University.
- Developing/Fair** – Performance falls short of meeting expectations resulting in decreased effectiveness to the unit/University.
- Unsatisfactory** – Performance consistently fails to meet expectations, not effectively contributing to the goals of the unit/University.

IV. Signatures

	Printed Name	Signature	Date (mm/dd/yyyy)
Faculty			
Supervisor			
Reviewer			

V. Supervisor Summary Comments:

VI. Reviewer Comments (Optional):

VII. Core Competencies Definitions

Accountability – The A/P Faculty member is committed to the mission and goals of the University and aligns his/her work with the University’s strategic priorities while taking responsibility of achieving results. (Impact)

Strategic & Constituent Focus – The A/P Faculty member understands the University’s long-term objectives and focuses the execution of current and innovative activities to further the goals and objectives of their unit, as well as, the University. (Innovation)

Stewardship – The A/P Faculty member performs job responsibilities while using University resources responsibly, efficiently, and effectively and adhering to the University’s core values. He or she practices compliance with all policies, laws and regulations that govern their work, maintains confidentiality, and acts with integrity by holding self and others to the highest ethical and professional standards. (Integrity)

Collaboration & Civility– The A/P Faculty member helps others be successful, establishes and maintains productive and harmonious relationships with colleagues to create a collegial, collaborative environment. Demonstrates civility (practicing restraint, modelling respect and consideration for others) when engaging with faculty, staff, and students.

Well-Being – The A/P Faculty member fosters the well-being of self and others, contributing to a positive environment where everyone can thrive allowing for personal and professional growth, greater engagement at work, increased productivity, and improved resilience. Demonstrates understanding and support of the six (6) dimensions of well-being: Career/Purpose, Social, Financial, Community, Physical, and Psychological for themselves and colleagues.

Diversity & Inclusion – The A/P Faculty member engages respectfully, equitably, and productively with people of diverse backgrounds, experiences, perspectives, and varying abilities - promoting inclusivity for all.

Self-Development – The A/P Faculty member models a “growth mindset” by continually striving to develop skills and build his or her knowledge base. Proactively identifies and pursues learning and career development goals and takes responsibility for his or her own growth and development. (Growth)

Communication – The A/P Faculty member demonstrates effective verbal, nonverbal, and written communication skills to convey ideas, disseminate information, and receive messages that are clear, accurate, and professional.

Leadership – The A/P Faculty member effectively conveys the goals and values of the University and aligns the work of those they lead to meet the unit and University’s strategic objectives.

Mentors & Coaches – The A/P Faculty member recognizes and acknowledges strengths in others and actively works to provide opportunities for others to practice their strengths in their current role or other developmental opportunities. Provides timely guidance and feedback to help others develop knowledge and skill areas to accomplish tasks or solve problems.
(Development)