EMPLOYEE PERFORMANCE EVALUATION and

PROFESSIONAL DEVELOPMENT PLAN REVIEW

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| --- | --- | --- | --- |
| **Employee Name** |  | **Department** |  |
| **Job Title** |  |
| **Review Date** |  |
| **Evaluation Period** | From:  | To:  |
| **Supervisor Name and Job Title** |  |

**SUPERVISOR ASSESSMENT - JOB RESPONSIBILITIES, EXPECTATIONS & GOALS**

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| --- | --- |
| **Job Responsibilities, Expectations & Goals***Instructions: Supervisor lists job responsibilities and expectations with any explanation necessary and places an “X” in the box that best indicates the assessment rating of performance against each.* | **Assessment of Performance** |
| Needs Improvement | Meets Expectations | Exceeds Expectations |
| Primary job responsibility or expectation |  |  |  |
| Second Job responsibility or expectation |  |  |  |
| Third Job responsibility or expectation |  |  |  |
| Fourth Job responsibility or expectation  |  |  |  |
| Specific goal/project not included in job description |  |  |  |
| Specific goal/project not included in job description |  |  |  |
| Additional as needed |  |  |  |
| Professional Development Plan (PDP) - Developmental goals to keep current on skills and knowledge, progress in career goals, or address deficiency | Needs Improvement | Meets Expectations | Exceeds Expectations |
| PDP Goal (add additional rows as necessary) |  |  |  |
| PDP Goal (Diversity & Inclusion related) |  |  |  |

**SUPERVISOR ASSESSMENT - JOB COMPETENCIES and KEY BEHAVIORS**

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| --- | --- | --- | --- |
| **Employee Name** |  | **Review Date** |  |
| **Job Competencies and Key Behaviors***Instructions: Supervisor places an “X” in the box that best indicates the assessment of performance against each competency and key behavior and adds additional comments as an explanation of the rating if necessary.* | **Assessment of Performance** |
| Needs Improvement | Meets Expectations | Exceeds Expectations |
| **Accountability** - Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient, and cost-effective manner |  |  |  |
| Comments: |
| **Adaptability**- Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment |  |  |  |
| Comments: |
| **Communication** – Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people’s ideas and thoughts. |  |  |  |
| Comments: |
| **Customer/Quality Focus** – Anticipates, monitors, and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers’ apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers. |  |  |  |
| Comments: |
| **Diversity Minded & Inclusiveness** – Demonstrates commitment to upholding the institution’s principle that “every person and every interaction matters”. Fosters respect for all individuals and points of view. Interacts appropriately, appreciating individual characteristics and identities with all members of the campus community, campus visitors, and business and community partners. Demonstrates a personal commitment to create a hospitable and welcoming environment. *See guidelines for resources to assess non-supervisors and supervisors with additional responsibilities in this area*  |  |  |  |
| Comments: |
| **Occupational Knowledge/Technology Orientation** – Demonstrates the appropriate level of proficiency in the principles and practices of one’s field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment, and processes) |  |  |  |
| Comments: |
| **Leadership** – Communicates the University’s vision in ways that gain the support of others. Mentors, motivates and guides others toward goals. |  |  |  |
| Comments: |

**SUPERVISOR ASSESSMENT – OVERALL ASSESSMENT and SIGNATURES**

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| --- | --- | --- | --- |
| **Employee Name** |  | **Review Date** |  |
| **Overall Assessment**Instructions: Supervisor writes a summary level description of overall performance and places and places an “X” in the box that best indicates the assessment of overall performance. | **Assessment of Performance** |
| Needs Improvement | Meets Expectations | Exceeds Expectations |
| Comments:  |  |  |  |
| **Signatures and Acknowledgement**Signatures below acknowledge that this performance evaluation and attached development plan has been discussed with the employee. Agreement with the supervisor’s assessment is not implied. An employee response to this review may be made in writing within five working days of signature. The response will be placed on file with this evaluation. One copy shall be given to the employee and another copy placed in the employee’s personnel file.  |
| Employee’s Signature: | Date: |
| Immediate Supervisor Signature: | Date: |
| Next Level Manager’s Signature: | Date: |

**EMPLOYEE SELF REPORT OF ACCOMPLISHMENTS and
PROFESSIONAL DEVELOPMENT PLAN**

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| --- | --- | --- | --- |
| **Employee Name** | Herbie Husker | **Department** | University |
| **Job Title** | Mascot |
| **Review Date** | 3/25/20XX |
| **Evaluation Period** | From: February 20XX | To: February 20XY |
| **Supervisor Name and Job Title** | Chancellor |
| **Accomplishments:** As input to the evaluation process, staff members are encouraged to respond to the following items and submit it to the supervisor prior to the employee’s evaluation. |
| List the major goals established by you and your supervisor for the rating period and describe your progress toward completion of each goal |
|   |
| List the inclusive excellence and diversity goal(s) established and describe your progress |
|  |
| List other contributions and accomplishments during rating period |
|  |
| Provide other information relevant to your job performance |
|  |
| **Professional Development Plan:** Describe your work toward accomplishing your professional development plan during this period and your goals to include in future planning to enhance your career and improve your performance. |
| List professional development activities that have enhanced your effectiveness during this period |
|  |
| Describe any skills or new knowledge you would like to develop to improve your performance in the future |
|  |
| What is one goal you can incorporate to contribute to an environment of inclusive excellence? Resources are available from the Office of Diversity & Inclusion’s [Professional Development Opportunities to Strengthen Inclusivity & Diversity-Mindedness](https://diversity.unl.edu/professional-development-opportunities)  |
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Performance Evaluation and Professional Development Planning Guidelines

Objectives

To provide employees adequate feedback about job performance, identify areas of strength, and areas for improvement.

To provide employee and supervisor a structured opportunity to discuss ideas, goals, and direction for job enhancement, growth, and development. Communication should be honest and supportive and build trust.

**Process**

**Step 1:** Employee Self Report: Employee completes the***Self Report of Accomplishments and Professional Development Plan***form and submits it to respective supervisor by established deadline.

**Step 2:** Supervisor Assessment: Supervisor completes ***Employee Evaluation and Development Review f***orm after careful consideration of employee's performance over the entire rating period as well as the information provided by the employee self-report.

**Step 3:** Approval: Supervisor discusses the evaluationwith the next highest supervisor prior to discussing it with the employee.

**Step 4:** Meeting with Employee: The supervisor schedules time to meet with employee. The supervisor and employee accomplish two things during the evaluation meeting:

(1) Discuss employee performance for the previous year

(2) Arrive at mutual understanding about goals and development for the coming year.

**Step 5:** Supervisor ensures a copy of the signed evaluation is given to the employee and placed in the personnel file.

**Form Guidelines**

**Employee Self-Report of Accomplishments and Professional Development form**

The form should be given to the employee thirty days prior to the evaluation date. The employee is responsible for completing the form and returning it at least five days prior to the evaluation date. If the form is not completed and returned by the specified date, the evaluation may be completed without using the employee’s self-report form.

**Employee Evaluation and Development Evaluation form**

All regular employees shall receive a performance evaluation once each year in accordance with the University of Nebraska Board of Regents bylaw. Goals should be reviewed periodically throughout the rating period so they continue to reflect priorities assigned to the employee. This form may be completed annually, either on the employee's date of hire or on some other predetermined date. New employees on original probation should receive a performance evaluation at the end of six months prior to completion of their probation period. Employee evaluations may take place more frequently than once a year.

Responsibilities listed in Job Expectations should generally be those included in the position description. Responsibilities consuming less than 5% of time need not be listed. If the position has evolved so that the position description no longer is an adequate reflection of job responsibilities, the supervisor should work toward a mutual understanding with the employee about tasks to be listed for evaluation purposes. The supervisor has authority and responsibility for determining job responsibilities. The goals assessed will be a combination of those established during the last evaluation and those discussed during the review period.

As much as possible, comments should cite specific examples and/or objective and observable indicators and documentation to support the ratings given. In instances where an employee performs with varying degrees in a certain criteria/area or doesn’t fully meet the rating as defined, it is acceptable for a supervisor to rate the employee mid-way (in between) two rating levels or place more than one “X” in the row to indicate the employee has different levels of performance. This should be explained in the comments.

A rating of ***Needs Improvement*** in any area or overall is considered unsatisfactory and should be accompanied by specific comments about how performance should improve. Strong consideration should be given to taking steps to assist the employee in meeting expectations. Such steps may include options such as a Performance Improvement Plan, a special evaluation in three months, or corrective action to address performance deficiencies. The Department of Human Resources can assist you with this process.

Inclusive Excellence Guidance for

Employee Performance Evaluations and Professional Development Plans

The University of Nebraska-Lincoln is committed to ensuring **“*every person and every interaction matters.”*** The [N2025](https://www.unl.edu/chancellor/n2025-strategic-plan) strategic plan aims to create a climate of [inclusive excellence](https://diversity.unl.edu/inclusive-excellence-and-definitions) by promoting equity, dignity, and respect for individuals from diverse backgrounds, beliefs, experiences, perspectives, abilities, identities, and orientations. This can be achieved by rigorous employee engagement in Diversity & Inclusion (D&I) efforts and professional development initiatives, in conjunction with the annual evaluation expectations established by NU Executive Memorandum 33 [Policy Non-Faculty Recruitment and Retention](https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/policy-on-non-faculty-recruitment-and-retention.pdf).

The following are examples and guidance regarding assessment of performance in relation to inclusive excellence and related professional development programs.

**Quantitative Model – For units using the HR template or another quantitative evaluation to assess employees on competencies or behaviors, the following may be used:**

***Competency/Behavior – Diversity-Minded and Inclusiveness***

Diversity Minded & Inclusiveness – Demonstrates commitment to upholding the institution’s principle that “every person and every interaction matters.” Fosters respect for all individuals and points of view. Interacts appropriately, appreciating individual characteristics and identities, with all members of the campus community, campus visitors, and business and community partners. Demonstrates a personal commitment to create a hospitable and welcoming environment.

**Non-Supervisor Assessment Rating**

**Exceeds Expectations** – Consistently, proactively and effectively engages in activities and creates opportunities that foster a diverse and inclusive mindset, creating a welcoming environment consistent with inclusive excellence best practices.

**Meets Expectations** – Engages in D&I activities and opportunities and is generally effective at supporting a culture of diversity and inclusion excellence.

**Needs Improvement** – Does not consistently demonstrate a mindset that supports diversity and inclusion. Has room for growth in this area and would benefit from additional resources and opportunities to observe, engage and apply best practices.

**Supervisor Assessment Rating – Supervisors have additional responsibilities to ensure that they are in compliance with hiring practices and regulations and that they are leading their teams to be engaged in inclusive excellence. The following are guidelines that can be used to assess a rating.**

**Exceeds Expectations –** The employee meets all of the criteria in the “meets expectations” section below plus the following criteria:

*Hiring Practices and Civil Rights Regulatory Compliance*

1. The positions under employee’s supervision consistently include diversity, inclusion, equity, and cultural competency related requirements in job descriptions.
2. Demonstrates a commitment to and success in recruiting, retaining, and supporting a diverse workforce as a pathway to inclusive excellence.
3. Is proactive in initiating consultations with the Office of Diversity and Inclusion, and/or the campus conflict resolution program to address diversity, equity, and inclusion related conflicts as required.

*Diversity and Inclusion*

* 1. Takes proactive steps to ensure staff receives diversity-related training including but not limited to: unconscious bias, creating inclusive workforces, strengths-based leadership, and intercultural competence.
	2. Serves as an effective mentor and provides professional development opportunities employees from diverse backgrounds.
	3. Supports staff participation in cultural and celebratory events on campus that enhance DI awareness and greater understanding across differences.
	4. Furthers the field of diversity through engaging in the following; writing publications, presenting at diversity-related or other conferences and/or sharing diversity-related strategies internally or externally.
	5. Promotes and takes substantive measures to create and maintain an inclusive environment.
	6. Consistently identifies, describes anti-diversity and anti-inclusion inequities, and consistently works to dismantle them.

**Meets Expectations**

*Hiring Practices and Civil Rights Regulatory Compliance*

1. The employee and those under his/her/their supervision are compliant with fair hiring procedures laid out by Institutional Equity and Compliance (IEC), ensuring that hiring and employment decisions are based on job-related criteria and factors.
2. Demonstrates knowledge of reasonable accommodation obligations, policies, and procedures for employees/candidates seeking reasonable accommodations.
3. Understands and fulfills his/her/their reporting responsibilities under Title IX regarding reports of discrimination, harassment, and/or sexual misconduct.
4. The employee and those under his/her/their supervision are compliant with Civil Rights related policies and procedures and complete required training including but not limited to: fair hiring procedures, reasonable accommodation, anti-discrimination and harassment, and misconduct reporting responsibilities.

*Diversity and Inclusion*

1. Creates and coaches those under his/her/their supervision on their Individual Professional Development Plan (IPDP).
2. Participates in department, college, and campus-wide DI efforts and initiatives.
3. Periodically pursues and promotes non-mandatory DI professional development opportunities (for self and team).
4. The employee and those under his/her/their supervision create at least one goal that is intentional about learning, creating, and promoting an inclusive environment.

**Needs Improvement**

*Hiring Practices and Civil Rights Regulatory Compliance*

1. The employee does not take steps to ensure that the employee and those under his/her/their supervision are educated about and compliant with fair hiring procedures laid out by Institutional Equity and Compliance (IEC), ensuring that hiring and employment decisions are based on job-related criteria and factors.
2. Does not consistently demonstrate knowledge of reasonable accommodation obligations, policies, and procedures for employees/candidates seeking reasonable accommodations.
3. Does not demonstrate an understanding of reporting responsibilities under Title IX regarding reports of discrimination, harassment, and/or sexual misconduct.
4. Does not demonstrate or lead with a mindset of compliance with Civil Rights related policies and procedures and complete required training including but not limited to: fair hiring procedures, reasonable accommodation, anti-discrimination and harassment, and misconduct reporting responsibilities.

*Diversity and Inclusion*

1. Has room for growth in this knowledge and understanding of D&I, in order to create and coach those under his/her/their supervision on their Individual Professional Development Plan (IPDP).
2. Does not actively participates in department, college, and campus-wide DI efforts and initiatives.
3. Does not periodically pursue and promote non-mandatory DI professional development opportunities (for self and team).
4. The employee and those under his/her/their supervision have not created at least one goal that is intentional about learning, creating, and promoting an inclusive environment.

**Qualitative Evaluation Model - For units using a qualitative, conversational or Q&A evaluation model, this wording that can be used for a discussion leading to the evaluation record:**

Assess what the employee has done to further their knowledge of and contribution toward an environment of inclusive excellence

Ideas for discussion prompts:

* Discuss the degree to which the employee feels included in the workgroup
* Discuss ideas on how the employee can express work and personal views/ideas openly, in a respectful manner (e.g. gender, race, culture, etc.)
* Discuss what kind of environment the employee is helping promote and/or create
* Discuss ideas on how the workgroup can enhance and promote an inclusive and welcoming environment

**Professional Development Plan – The following discussion topics and questions are useful for staff professional development plans in relation to diversity and inclusion:**

Create one goal the employee can incorporate to contribute to an environment of inclusive excellence.

Resources are available from the Office of Diversity & Inclusion’s [Professional Development Opportunities to Strengthen Inclusivity & Diversity-Mindedness](https://diversity.unl.edu/professional-development-opportunities).

Ideas for discussion prompts:

* How has your background and experience prepared you to be effective in an environment that holds diversity as core to our mission and values?
	+ This question can be used for new employees/supervisors that leads to a discussion to create a goal.
* What could you do to further your knowledge/understanding about supporting an inclusive environment?
	+ This question can lead to their explanation of why they are choosing the goal they choose.