



University of Nevada, Reno

UNIVERSITY OF NEVADA, RENO

EVALUATION PROCEDURES FOR ADMINISTRATIVE FACULTY

GENERAL INFORMATION

The performance of each administrative faculty member is evaluated annually, in writing, by the immediate supervisor in accordance with the NSHE Code and relevant UNR and Unit Bylaws. The annual period is January 1 to December 31.

(Administrative faculty are defined as all members of the faculty who are not academic faculty.)

PURPOSE OF EVALUATION

Performance evaluation is intended as a means of measuring and enhancing individual and, in turn, institutional performance, fostering professional development and career growth, aiding in the determination of merit increases, and meeting the internal and external demands for documentation of individual performance.

PERFORMANCE EVALUATION PROCESS

The formal performance evaluation process includes:

1. Planning:

A planning process at the beginning of each evaluation period during which the administrative faculty member and the immediate supervisor jointly review the primary job responsibilities, the major activities, and goals and objectives for the evaluation period. The Individual Performance Objective Form (IPO) is a tool that can be used to plan goals, action plans, and target completion dates for the evaluation period. Job responsibilities are described for each position on the Position Description Questionnaire (PDQ). The PDQ should be reviewed annually and updated, if necessary, as part of this process.

Components to be considered include:

- The evaluation process /timeline
- How to rate
- Goals for the division/department
- Strategic plan for the university and the department

2. Development:

Periodic meetings should be held throughout the evaluation period during which the administrative faculty member and immediate supervisor discuss and reassess the projects, activities, goals, and objectives and progress made towards completion. A development plan is a helpful tool and can generate possible development activities as well as provide opportunities for regular discussion. A development plan provides for enhancing professional and managerial growth and effectiveness.

3. Performance:

A performance evaluation meeting during which the performance is discussed with the administrative faculty member and is appraised against previously determined projects, activities, and goals and objectives.

A: A self evaluation is completed by the faculty member as part of the preparation of the evaluation.

A draft of future goals and objectives (goal statement / or use of the Individual Performance Objective 'IPO' Form) is prepared by the employee and discussed with the immediate supervisor and serves as a basis for the next year's evaluation.

EVALUATION

*****PROCESS COMPLETION: *Final Signed Evaluations Due to Provost (Academic Faculty) or Appropriate Vice President (Administrative Faculty) by March 16, 2009! ******

Evaluations of administrative faculty members shall be conducted in accordance with the following schedule:

1. Each administrative faculty member is evaluated annually. The self-evaluation portion of the evaluation, signed by the employee, is submitted to the appropriate supervisor.
2. The evaluation, when completed by the immediate supervisor, discussed with the faculty member, and reviewed by the dean/director/AVP, is submitted to the appropriate vice president for review and comments. If the person supervising a faculty member during a particular evaluation period is no longer functioning in a supervisory capacity at the time of the actual evaluation, then it is recommended that the responsibility for evaluation passes to the next highest working supervisor.
3. The final signed evaluation is submitted to Human Resources by **April 15, 2009** through the Provost Office (academic) or appropriate Vice President (administrative).

DEFINITION OF FACTORS (PART I) (Not all factors will apply to every faculty position)

The definition of factors used in self-evaluation (Part I) are as follows:

1. Program Management:

Maintaining or improving the quality, timeliness, volume, and scope of services provide in carrying out program objectives. This includes: formulating and implementing policy changes more supportive of the service area; Developing and implementing new programs to meet changing needs; eliminating unproductive or unnecessary programs or services; improving existing programs and services; improving quality control procedures; reducing problems, mistakes, or other negative incidents; restructuring service areas to improve coordination; and introducing technological improvements.

2. Fiscal Management:

Maintaining or improving the cost effectiveness of work performed and the procurement, conversion and effective allocation (budget) of resources. This includes: preparing and presenting a realistic budget with appropriate priorities; securing approval of adequate budget; securing outside funding when feasible; reviewing staffing levels required for service delivery; improving cost-control procedures and reducing expenditures; reallocating resources to conform to changing needs and priorities; and staying within the budget.

3. Human Resource Management:

Maintaining or improving employee productivity, competence, morale, and utilization (staffing). This includes: achieving and maintaining appropriately low turnover among productive employees; improving individual and group performance by effectively matching people to jobs; establishing "on the job" training strategies and

providing training and development opportunities to build and maintain professional and technical competence of staff; applying effective corrective and disciplinary actions; maintaining staffing levels sufficient to meet long-term needs; and setting and achieving affirmative action goals and objectives.

4. Public Relations:

Developing, maintaining or improving public, legislative, interagency, and other key relations (e.g., with industry groups, community groups, commissions, boards, constituent groups, media representatives, etc.) so as to maximize program support, credibility, and perceived responsiveness. This includes: developing and maintaining broad support for agency programs; increasing voluntary compliance with agency regulation; getting favorable media coverage and avoiding negative coverage; reducing complaints received about services and increasing commendations received; improving perceived responsiveness to public concerns; and improving public awareness and appreciating of agency programs and services.

5. Professional and Community Services

Participating in and contributing to professional organizations in an effort to maximize professional self-development and participating in local and community affairs that directly or indirectly benefit the University.

DEFINITION OF FACTORS (PART II)

The definitions of factors used in the **performance profile** (Part II) **to be completed by immediate supervisor** are as follows:

1. **ADAPTABILITY:** Realizes that a dynamic environment requires new approaches and solutions. Bases decisions in the context of a changing organization.
2. **ANALYTICAL THINKING:** Examines possible data and information sources thoroughly. Considers options and consequences of available choices. Proposes alternatives.
3. **COMMUNICATION:** Addresses issues of key importance to stakeholders; processes and distributes information in context; provides a clear understanding of one's subject matter and offers an informed position; keeps others informed on a need-to-know basis; freely shares information.
4. **DIVERSITY and INCLUSION:** Acknowledges the value of diversity in the workplace. Accepts differences in opinions, thoughts, cultures, and lifestyles.
5. **FINANCIAL RESPONSIBILITIES:** Considers economic impact of decisions and cost/benefit of resource allocation.
6. **HUMAN RESOURCE RESPONSIBILITIES:** Performs within established personnel policies and guidelines. Contributes to self-growth and development of others.
7. **LEADERSHIP:** Provides insight and/or direction to others through one's expertise, education, and references to first hand experiences. If a supervisor, allows employee to plan, manage and assess the goals and objectives of his/her program and work.
8. **PROGRAM/PROJECT/FUNCTIONAL KNOWLEDGE:** Exhibits knowledge base and expertise required to be successful in the job. This includes "how" to do the job and "how" the individual's work fits into the overall unit and the organization. Includes teaching and research duties where applicable.
9. **RESOURCE RESPONSIBILITY:** Manages personal time, work schedule and resources to maximize performance and contribution to the organization.
10. **SERVING CONSTITUENTS:** Meets the needs of internal and external customers; shows enthusiasm and support for others' interests; establishes diverse and positive relationships.

11. TEAMWORK: Works cooperatively with fellow employees and with other individuals indirectly associated with the employee's division, unit, or program.
12. OTHER (SPECIFY): Considers other factors which are relevant to performance.

The definition of evaluation ratings used in the **overall yearly evaluation** (Part II) are as follows:

1. EXCELLENT:

(Met the requirements for "Commendable" plus: Significantly surpasses expectations in all aspects of position/responsibilities demonstrates highest knowledge and skills.)

Achieved the highest possible levels of productivity and competence in the majority of categories that were applicable. Examples are: Implementation of management procedures that strengthened staff commitment, reorganization of staff assignments or work procedures with major long term gains in employee utilization and productivity, and innovative techniques for improving major areas of responsibility; made exceptional contributions to unit, university, and profession/discipline; considered a leader among colleagues.

2. COMMENDABLE:

(Met the requirements for "Satisfactory" plus: Successfully met, and in some areas, significantly exceeded established goals and objectives.)

Achieved high levels of productivity and competence in most categories that were applicable. Examples are: Substantially improved or maintained highly effective internal programs and procedures for training and developing staff, and conducted thorough, accurate performance plans and evaluations including realistic, tangible standards for each immediate subordinate, highly skilled in technical requirements; consistently successful in meeting difficult challenges.

3. SATISFACTORY:

Met the established goals and objectives for the evaluation period; in a few instances, may have missed some and exceeded others but, on balance performs competently.

4. UNSATISFACTORY:

Did not meet established goals and objectives for the evaluation period; has not performed competently or consistently. Experienced productivity and competence in one or more categories that were applicable.