PERFORMANCE APPRAISAL RATING TOOL (PART)

This document is intended as a reference tool to assist supervisors with documenting an employee’s performance. Please reference these examples when applicable to describe the work in the performance appraisal section one.

Page one of the PART is a rating tool to support the overall performance level that will be established by the supervisor at the end of the appraisal. Subsequent pages provide specific examples to describe employee job duties and responsibility performance levels.

UNSATISFACTORY (1): Performance is frequently unacceptable.
Continued documented coaching, training, and/or disciplinary action are in place. Needs to work towards satisfactory work performance improvement. Please include references to documented coaching, training, and/or disciplinary action that has occurred.

REQUIRES IMPROVEMENT (2): Performance requires improvement.
Performance needs improvement and employee is not currently achieving expected results. Proficiency may be demonstrated in some areas of responsibility, but other key areas require improvement. Please include documented references to coaching, training, and/or disciplinary action as applicable.

PROFICIENT (3): Performance demonstrates full competency.
Achieves results as expected for this position. May occasionally produce work at a level that exceeds expectations or at a level requiring improvement.

EXCEEDS EXPECTATIONS (4): Performance exceeds expectations.
Takes initiative and engages in creative problem solving, performance is beyond what is expected in most aspects of the job. Please cite awards, committee/campus participation, commendations, and/or involvement, as appropriate.

OUTSTANDING (5): Performance significantly exceeds expectations.
Standards for quality, quantity, timeliness, and outcomes significantly exceed expectations. Elevates standards to a new level and explores improved implementation methods of accomplishing desired outcomes. Please cite awards, committee/campus participation, commendations, and/or involvement, as appropriate.
Job Knowledge

1. **Unsatisfactory**
   - Does not perform core responsibilities after adequate training time.
     - Lacks understanding of work tasks.
     - Lacks ability to follow workplace norms.

2. **Requires Improvement**
   - Needs additional training and/or education to be proficient in core responsibilities.

3. **Proficient**
   - Competent in the core responsibilities of the position. Demonstrates required proficiency in:
     - Education and/or experience;
     - Skills, technology and equipment.

4. **Exceeds Expectations**
   - Understands core responsibilities and how their role fits into the goals and values of the University and work unit.
   - Possesses the ability to self reflect on own work performance and organizational goals and values.
   - Assimilates changes as needed.

5. **Outstanding**
   - Shows mastery of technical skills and knowledge.
   - Recognized expert by colleagues – utilized as a resource outside of the unit.
   - Exceptional understanding of core responsibilities.
Quality of Work

1. Unsatisfactory
   ○ Provides incomplete work products.
     ■ Does not follow instructions for task completion despite training/instruction.
     ■ Requires regular prompting to complete routine duties and tasks.
     ■ Does not meet deadlines.
   ○ Performance does not improve after repeated coaching, training, and/or disciplinary action.

2. Requires Improvement
   ○ Provides complete work products in an inconsistent manner.
     ■ Does not follow all tasks in project to completion.
     ■ Shows disorganization in prioritizing work and/or carrying out assignments.
     ■ Requires frequent revision or adjustments to work product or deadlines.
     ■ Does not return emails, voicemails, work requests on a timely basis.
   ○ Performance is inconsistent – needs some coaching and/or training.

3. Proficient
   ○ Provides complete work products.
     ■ Follows instructions and utilizes knowledge of position.
     ■ Produces work that is accurate, timely, and complete.
     ■ Sets priorities/allocates time appropriately.

4. Exceeds Expectations
   ○ Exceptional work is noted within the unit. For example:
     ■ Develops best practices over and above job responsibilities that are applied unit-wide.
   ○ Develops processes and policies to improve efficiency and effectiveness of individual’s work activities.

5. Outstanding
   ○ Receives recognition for work. For example:
     ■ Develops best practices that are adopted by outside groups.
     ■ Presents work outcome at a national meeting/conference.
     ■ Authors a significant contribution to a publication.
   ○ Receives commendations (formal or informal) or awards regarding their exceptional work.
Chosen to serve on a committee or work group because of demonstrated and recognized expertise.
Adherence to Policy

1. Unsatisfactory
   ○ Shows inattentiveness to or lack of understanding of University policy and procedure needed for job.
     ■ Knowingly ignores or violates policies.
     ■ Does not demonstrate workplace norms of behavior, therefore leading to misconduct, unprofessionalism, tardiness, and absenteeism.
     ■ Engages in unsafe practices.

2. Requires Improvement
   ○ Needs improvement in understanding of University policy and procedure.
     ■ Occasionally answers questions without understanding, reviewing, and/or checking facts/policy.

3. Proficient
   ○ Understands and follows University policy and procedure.

4. Exceeds Expectations
   ○ Has solid foundational knowledge of University policy and procedure.
     ■ Stays current on policy and procedure updates.
   ○ Assists in creation of unit procedure.

5. Outstanding
   ○ Has exceptional knowledge of University policy and procedure.
     ■ Used as a source of information for policy and procedure.
   ○ Assists in creation of campus and/or University-wide policies.
   ○ Creates unit procedure(s).
Initiative and Collaboration

1. Unsatisfactory
   ○ Does not effectively follow through on tasks, as assigned:
     ■ Does not anticipate routine problems, plan ahead and/or pursue solutions.
     ■ Fails to ask questions if they don’t understand a task.
   ○ Does not appropriately respond to issues.
     ■ Requires excessive amount of peer and/or supervisory productivity time and attention.
     ■ Disregards supervisor direction or constructive recommendations.
     ■ Does not know when to escalate issues.
   ○ Resistant to working with others.

2. Requires Improvement
   ○ Needs improvement to consistently follow through on all tasks, as assigned:
     ■ Needs to more adequately anticipate routine problems, plan ahead, and/or pursue solutions.
     ■ Needs to ask questions if they don’t understand a task.
   ○ Requires greater than usual peer and/or supervisor productivity time and attention.
   ○ Needs to improve cooperative working relationships.
   ○ Communication lacks clarity or conciseness

3. Proficient
   ○ Follows through on tasks.
   ○ Maintains effective working relationships.
   ○ Communicates in a clear manner.
   ○ Responds to problems accordingly.
   ○ Asks questions and seeks assistance.

4. Exceeds Expectations
   ○ Follows through on tasks with little supervision:
     ■ Seeks new assignments and additional duties.
     ■ Anticipates and responds to problems accordingly.
     ■ Thinks creatively to develop solutions.
     ■ Handles difficult situations tactfully, calmly, and professionally.
   ○ Develops/sustains effective working relationships with others.
   ○ Communication is clear and concise. Shows flexibility in communication style.

5. Outstanding
   ○ Proactively initiates and drives to completion new technologies or training
○ Influences a collaboratively work environment while bringing about a positive organizational impact.
○ Communication is clear, concise, effective, and tactful with difficult or controversial information; facilitates improved communication and cooperation between work units.
○ Creatively resolves conflict in the midst of differing positions.
○ Behavior emulated by supervisor(s) and other staff.
Values Diversity

1. **Unsatisfactory**
   - Does not understand the University’s commitment to a diverse community.
   - Creates an environment in which people from diverse backgrounds report feeling uncomfortable or document discrimination.

2. **Requires Improvement**
   - Needs to improve understanding the University’s commitment to a diverse community.
   - Creates an environment in which people from diverse backgrounds may feel uncomfortable.
   - Limits the ability of people from diverse backgrounds to succeed.

3. **Proficient**
   - Understands the University’s commitment to a diverse community.
   - Creates an environment in which people from diverse backgrounds feel comfortable.
   - Helps people from diverse backgrounds succeed.

4. **Exceeds Expectations**
   - Fosters an environment in which people from diverse background.
   - Confronts prejudice and intolerant behavior.

5. **Outstanding**
   - Exhibits model behavior that exemplifies organizational values and qualities that is worthy of supervisor and staff emulation.