

University of Massachusetts Lowell

2024 – 2025 Performance Planning & Evaluation Program

For Staff

Introductions

- Name
- Department
- How many years at UMass Lowell?
- What makes an effective performance evaluation?

UMass Lowell Mission Statement

The University of Massachusetts Lowell is a comprehensive, public institution committed to excellence in teaching, research and community engagement. We strive to transform students to succeed in college, as lifelong learners and as informed citizens in a global environment. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge.

The programs span and interconnect the disciplines of business, education, engineering, fine arts, health and environment, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.

2024 – 2025 Timeline

The Performance Planning & Evaluation Process begins in April.

Action Items	Key Dates
Performance Planning & Evaluation Forms and resources available on HR website.	Available Now
<p>Staff: Begin to prepare Self-Evaluation. May submit to supervisor in advance of the performance discussion or bring to performance meeting.</p> <p>Managers: Begin to draft Performance Planning and Evaluation. Finalize after performance discussion. Supervisor begins to schedule performance evaluation discussion with each employee.</p> <ol style="list-style-type: none">1. Supervisor and employee have performance evaluation discussion and sign the evaluation. Employee has the option to submit their Self-Evaluation with Performance Planning & Evaluation.2. Copy of Performance Planning & Evaluation provided to employee.3. Employee has up to 30 days from performance discussion to submit rebuttal. Rebuttal should be attached to evaluation.	March – April
Performance Planning & Evaluations signed by Department Head.	May 1st - May 30 th
Send completed evaluation forms by email to: Maria_Figueroa@uml.edu	May 31st

Performance Management Program Model

Expectation Setting

- Clarify job requirements
- Establish annual goals
- Link goals to larger departmental or college goals

Staff Development

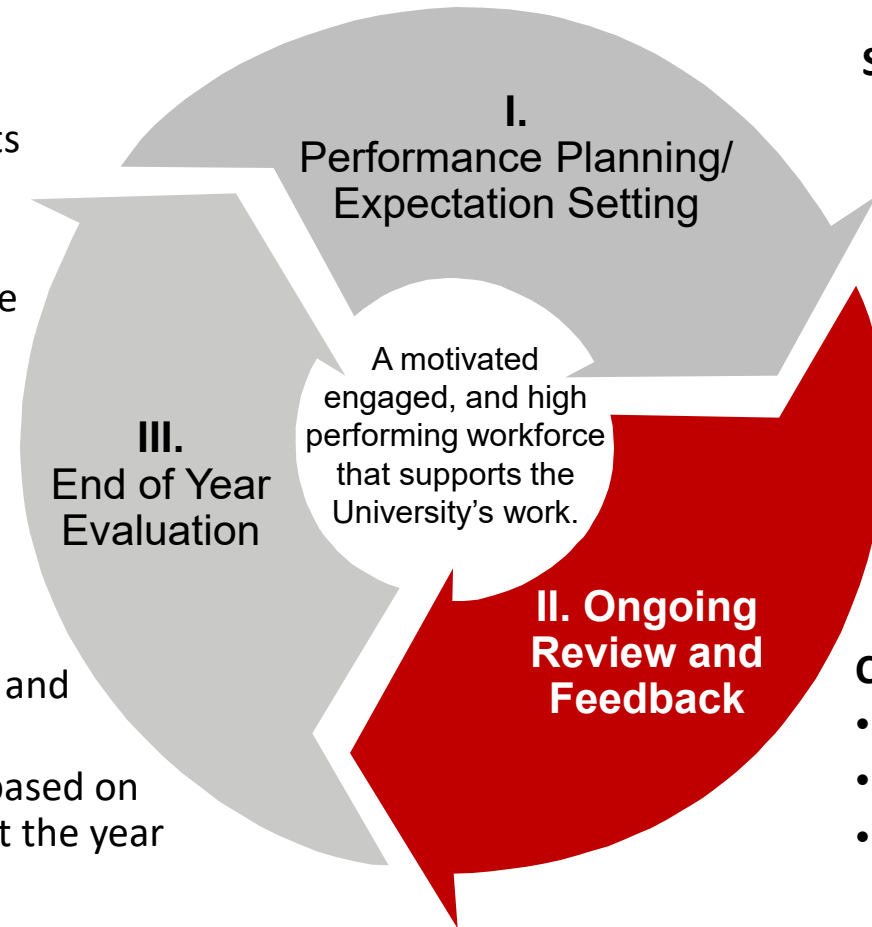
- Discuss goals and associated learning needs
- Plan professional development

End of Year Evaluation

- Summarize critical goals and achievements
- Establish **overall** rating based on performance throughout the year

Coaching and Feedback

- Confirm and review areas of focus
- Provide coaching
- Offer constructive feedback



Critical Components in the Performance Management Process

1. Job description
2. Strategic Goals
3. Self-Evaluation
4. Personal and Developmental Goals (SMART)
5. Performance Notes
6. Performance Development Plan (PDP)

Before Your Evaluation:

1. Reflect on Previous Feedback
2. Write Down Your Specific Accomplishments
3. Think About Ways You Can Improve and Come Up With Plans to Do It
4. Consider Your Goals for the Future

Job Description



Detailed Job Description

Position Title:		Date:
Department:		Supervisor's Title:
DEPARTMENT OVERVIEW & POSITION SUMMARY: Please state in one or two sentences the essential purpose of the function.		
KEY RESPONSIBILITIES: Please briefly list key duties that occupy a major part of the employee's job. Be as specific as possible and <u>list the most important duties and responsibilities first</u> . Show the approximate percent of time for each activity in a representative year. Please list at least five, but <u>no more than eight areas</u> . (Total <u>must</u> not exceed 100%.)		
		% OF TIME
ESSENTIAL JOB DUTIES:		
1.		%
2.		%
3.		%
4.		%
5.		%
6.		
7.		
8.		
Promote the University's commitment to customer service by: <ul style="list-style-type: none"> • Build effective partnerships with co-workers throughout the University by freely sharing appropriate information and providing assistance when needed. • Ensuring optimum service to all internal and external partners in response to all requests for service and information. Maintaining an environment that is welcoming to persons of all backgrounds, nationalities, and roles.		
OTHER JOB DUTIES: <ol style="list-style-type: none"> 1. Performs other related duties as assigned. 		
WORKING CONDITIONS: Please indicate the special working conditions required to do your job, such as frequent overnight or day travel, overtime, on-call duty, or attendance at civic functions.		
Position involves working across campuses. (delete if not applicable: Nature of position may require occasional work on evenings and weekends.		

Employee Self-Evaluation Worksheet



Learning with Purpose

EMPLOYEE SELF-EVALUATION WORKSHEET

EMPLOYEE NAME:		Employee ID#
Bargaining Unit	Job Title	Department
Supervisor	Evaluation Period	Date of Self-Evaluation

The self-evaluation worksheet is designed to encourage you to prepare for a constructive discussion between you and your supervisor about your accomplishments and professional goals. The more involved you are, the more effective the performance evaluation conversation is likely to be.

Prior Year's Goals: (List three to five goals)

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

Position Description: Do you feel that the expectations of your job are clear and consistent with your position description?

Accomplishments: Identify at least two of your accomplishments during the past year that best represent your job performance in meeting or exceeding the goals of the office/unit.

Development: Indicate your immediate and longer-term career objectives, including any plans for further education and/or skill enhancement.

Training Opportunities: What courses or training programs would enable you to improve your performance and better contribute to overall unit goals?

Organizational Climate: Describe the most difficult aspects of your job: If you could improve your position, yourself, and/or your department, what would be your suggestions?

Employee Signature

Date

Performance Planning & Evaluation



Sample

Performance Planning and Evaluation

EMPLOYEE NAME: Jeffrey Riverhawk		Employee ID#: 1234567
Bargaining Unit: Non- Unit	Job Title Assistant Director	Department: Residence Life
Supervisor: Julie Doe	Evaluation Period: April 1, 2024 – March 31, 2025	Date of Evaluation: March 27, 2025

This evaluation provides a written record of the employee's Performance including Major Responsibilities, Goals and Objectives, as well as the supervisor's evaluation of job performance. It is designed to improve job understanding, encourage ongoing communications, promote effective performance and establish goals that support unit and career development. In addition, the evaluation may provide information to support possible merit salary determinations and other personnel actions. Supervisors are expected to be accurate and candid in their evaluation of employees. This evaluation will become part of the employee's personnel file.

PERFORMANCE REQUIREMENTS

Section I: Major Responsibilities

Major Responsibilities: List the major responsibilities of the position for this evaluation period in approximate order of importance. (Please attach an additional sheet if other responsibilities should be included.)
1. Directly supervise five (5) Resident Directors.
2. Oversee and supervise all aspects of student staff selection for Residence Life which includes 118 student staff positions. This includes the development and implementation of marketing/recruitment strategies, oversight of a three-part selection workshop for students, and the coordination of hiring decisions and all corresponding paperwork.
3. Oversee and supervise all aspects of student staff training including formal fall and winter training sessions as well as additional all-staff training days throughout the year.
4. Oversee and supervise all aspects of professional staff selection including maintaining position descriptions, departmental job postings, the coordination of phone and on-campus interviews, and the coordination of searches involving both regional and national placement conferences.
5. Oversee and supervise all aspects of professional staff training including formal fall and winter staff training as well as coordinate on-going developmental opportunities and departmental professional development requests.

Section II: Prior Year Goals and Objectives (include at least three but no more than five goals)

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

Please review the job description if any major responsibilities have changed or the goals impact job duties.

Performance Rating Categories

Description of Goal Progress

Please acknowledge goals accomplished, progress the employee made, and/or challenges the employee encountered in achieving prior year's goals:

Description of Performance Rating Categories

Consider employee Performance in accomplishing Major Responsibilities and Planned Goals and Objectives while demonstrating Organizational Values (such as Collaboration, Inclusion, Service-Orientation, etc.)

PERFORMANCE RATING CATEGORY	DESCRIPTION
Outstanding Performance	Performance Requirements were consistently achieved above expectations. Significant accomplishments were made in unexpected areas. A rating at this level requires that several specific examples of outstanding performance be provided.
Exceeds Expectations	Performance Requirements were achieved and sometimes were achieved above expectations and established standards. A rating at this level requires that specific examples be provided.
Successful Performance	Performance Requirements were successfully achieved.
Needs Improvement	Performance reflects a need for improvement. A rating at this level may require action in the form of coaching, skill development and feedback to support development. This category may apply to new employees, newly promoted or transferred employees, or employees who have assumed new responsibilities. <i>Performance Notes</i> are appropriate for documenting improvement needed and positive performance.
Unsatisfactory	Established Performance Requirements were not achieved and some Performance was below established standards. A rating at this level requires the completion of a Performance Development Plan.

Performance Evaluation

Section III: Instructions: Based on established goals and objectives, assess the performance level demonstrated by the employee during the review period for the following Performance Factors (provide specific examples as appropriate):

Performance Factors	Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	Outstanding Performance
Demonstrated Job Knowledge: <ul style="list-style-type: none"> Demonstrates the knowledge and skills required to perform the job, including administrative policies and procedures, technical and/or specialized knowledge/expertise and managerial/supervisory skills (if applicable). Understands position goals, responsibilities, and expectations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey demonstrates a thorough understanding of his job responsibilities. He supervises all aspects of student staff training and coordinates all aspects of hiring. He does not require instruction in areas of his basic job task.					
Commitment and Accountability: <ul style="list-style-type: none"> Demonstrates accountability in work responsibilities. Exercises sound and ethical judgment when acting on behalf of the University. Exercises appropriate confidentiality in aspects of work as appropriate. Demonstrates commitment to work and to consequences of their actions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He demonstrates commitment and accountability by ensuring that he and his staff follow proper protocols and procedures. He provides the appropriate training, successfully implements marketing strategies, delivers on projects, and coordinates on-going development opportunities for his staff.					
Communications: <ul style="list-style-type: none"> Demonstrates the ability to express themselves clearly, both orally and in writing. Demonstrates effective listening skills. Shares knowledge and information with others as appropriate. Asks questions and offers input towards results. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Although he has shown some improvement, Jeffrey still struggles to communicate effectively and still struggles with his attention to detail. He should also work on listening and making eye contact when he is working with members of the UMASS Lowell community. He has improved his email skills and now proofreads his email correspondence.					
Motivation: <ul style="list-style-type: none"> Shows initiative, anticipates needs and takes actions when needed. Demonstrates innovation, creativity and informed risk-taking when needed. Engages in problem-solving; suggests ways to improve performance and be more efficient. Strives to achieve individual, area, and University goals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Promotes the goals of the department and the University and is actively engaged in finding ways to improve operations and staff and student satisfaction, i.e., Jeffrey developed a new workflow that expedites the check-in process for students during the move-in period.					
Collaboration: <ul style="list-style-type: none"> Establishes effective working relationships and demonstrates willingness to work with colleagues to solve problems and achieve common goals. Demonstrates sensitivity to the needs of others. Offers assistance, support, and feedback to others in a constructive manner. Works effectively and cooperatively with others. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey maintains a professional relationship with his supervisor, co-workers and other staff. He uses good judgment in solving problems and works well with others. He has been effective in developing his staff and in giving them constructive feedback.					

Performance Evaluation

Performance Factors	Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	Outstanding Performance
Service-Orientation: <ul style="list-style-type: none"> Is approachable by and accessible to others. Is responsive and helpful in a timely manner. Strives to satisfy needs of external and/or internal customers. Is diplomatic, courteous, and welcoming. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey continues to struggle with receiving feedback. He becomes defensive when issues and concerns are addressed. Following these occasional discussions, he often becomes withdrawn and sometimes distant. Jeffrey is not always aware of how this behavior affects others. Jeffrey also needs to improve his response and follow-through with others so they do not feel as though they are lost or forgotten in the process.					
Adaptability: <ul style="list-style-type: none"> Is flexible, open and receptive to new ideas and approaches. Adapts to changing priorities, situations and demands when necessary. Handles multiple tasks and priorities. Willingness to modify one's preferred way of doing things when appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He is able to juggle multiple tasks and priorities, specifically when he had to oversee the selection workshop for students at the same time as he was working on a complex project for the department. He adjusts well to changes in work assignments and priorities and shows initiative when having to redefine the way he completes a task.					
Inclusion: <ul style="list-style-type: none"> Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, sexual orientation and ability. As a manager, is proactive in diversifying search committee and/or candidate pools, as applicable. Promotes cooperation and a welcoming environment for all. Works to understand the perspectives brought by all individuals. Handles issues with sensitivity and provides genuine assistance, and confidentiality Pursues knowledge and awareness of issues related to diversity and inclusion. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENTS: Jeffrey appreciates the diverse nature of the University's workforce. He welcomes new ideas and ways of looking at things. Jeffrey also actively participates in diversity initiatives around campus as well as conducts diversity trainings for his staff. Jeffrey worked closely with his HR/EO search advisor to ensure that he not only had a diverse pool of applicants for the Resident Director's position but also a diverse search committee. He is committed to having a fair and equitable search process.					
Self-Development: <ul style="list-style-type: none"> Enhances personal knowledge, skills, and abilities. Anticipates and adapts to technological advances as needed. Seeks opportunities for life-long learning. Acts upon performance feedback. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: He shows a commitment to improve his skills and abilities when opportunities are available. He annually attends the ACPA conference.					
Additional Performance Factors specific to position (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					

SMART Goals Sample

Section IV: Goal Setting Worksheet (To be discussed between the employee and supervisor.) Please list at least three goals but no more than five for the upcoming year.

Goal Setting: List goals for the coming year that are consistent with the job description, are supportive of area objectives, and will enhance job performance. Using the following criteria ("SMART" goals) in setting effective goals is advised:

- **Specific** Specific goals help the employee to better understand what is expected.
- **Measurable** Measurable goals help the employee and supervisor to understand when the expected outcome is achieved.
- **Achievable** Goals should be realistic.
- **Results-Oriented** Goals should focus on desired results.
- **Time-Specific** Goals should have deadlines, where applicable.

Goal I:
Goal II:
Goal III:
Goal IV:
Goal V:

OVERALL PERFORMANCE RATING:

**Unsatisfactory	Needs Improvement	Successful Performance	Exceeds Expectations	*Outstanding Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*For overall rating of "Outstanding Performance," prepare and attach several specific examples of performance.
**For overall rating of "Unsatisfactory," prepare and attach a Performance Development Plan.

Immediate Supervisor: _____ Date: _____

COMMENTS: _____

I have reviewed this document with my supervisor. My signature indicates that I have met with my supervisor to discuss this Evaluation, but does not necessarily imply my agreement. In addition, I understand that I have 30 days from the date of signature to submit a rebuttal if I choose to. Rebuttal should be attached to review.

Employee: _____ Date: _____

☐ I am submitting a self-evaluation. ☐ I am not submitting a self-evaluation.

COMMENTS: _____

Department Head: _____ Date: _____

SMART Goals

The Letter	Stands for...	Which Means
S	Specific	You know what it is.
M	Measurable	You'll be able to tell when it's been done successfully.
A	Attainable	It can be done with available or attainable resources.
R	Relevant	It makes sense and connects to the unit's goals.
T	Timebound	It's tied to a deadline.

“Lack of clear expectations and goal setting accounts for 80% of performance problems.”

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After Your Evaluation

1. Reflect on the Conversation and Act on Your Plans
2. Look Ahead to Your Next Evaluation

Your Next Steps

- Complete the Self-Evaluation.
- Gather any documentation that you have collected throughout the year.
- Review job description.
- Establish and review performance goals and objectives.
- Schedule regular feedback sessions with your supervisor.
- Communicate! Learn to receive feedback, be a good listener and keep an open mind.
- Accept Success!

Remember

- Performance Management is about ongoing two-way communication.
- No surprises at the “official” annual evaluation.
- We all have a responsibility in the process.
- The annual performance planning & evaluation is just one step in the ongoing process.

Thank You

If there are any further questions, please contact

Ruby Carnevale via email: Ruby_Carnevale@uml.edu or ext. 43464.