

IOWA

Employee Guide to Performance Evaluations

Why we conduct performance evaluations at UI

Performance evaluations serve several purposes. They are an opportunity to discuss performance and assist with aligning employee performance to goals and objectives of the department and University. Performance evaluations are also an opportunity to celebrate accomplishments, discuss long term goals, development, and resource needs and support the employee may need from their supervisor. This guide is intended to help staff across the University of Iowa make the most of their performance evaluation.

Performance review process

There are two annual performance review cycles for staff. For anyone with at least one Merit, SEIU, or Health Care job, the cycle is April 1 through March 31. This cycle is also in effect for any employees in Research and Economic Development (Org 04), Athletics (Org 08), and Hygienic Laboratory (Org 90).

For everyone else, the cycle is January 1 through December 31. Please contact your supervisor or HR Rep, if you are unsure what cycle you are on.

A performance review is required to be completed 3 months prior to the end of the unit's annual cycle for any staff member with continuous employment during the performance cycle. Continuous employment is defined as no break in service more than 10 days. Departments have discretion to require that performance appraisals be conducted on a more frequent basis dependent on departmental needs or regulatory compliance. Employees who hold multiple jobs, whether within the same department or in more than one department, are only required to have one review completed each cycle. Multiple reviews may be completed if desired.

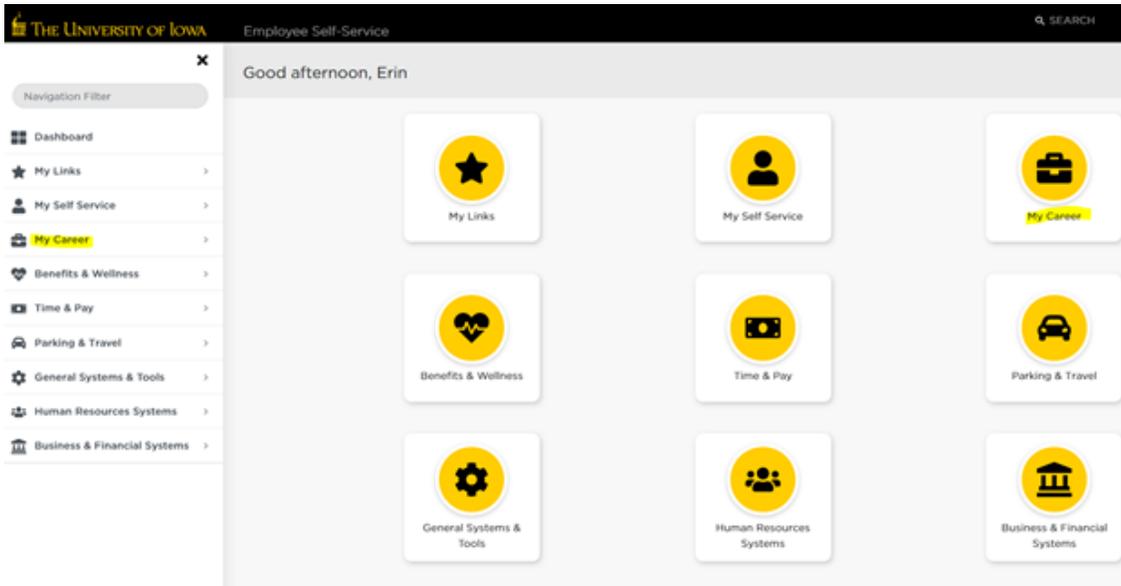
For a review to count as completed in a specific cycle, the review date on the form must be on or prior to the cycle end date. Ratings are required for all Merit and P&S employees and optional for SEIU employees.

How to initiate/launch your performance review

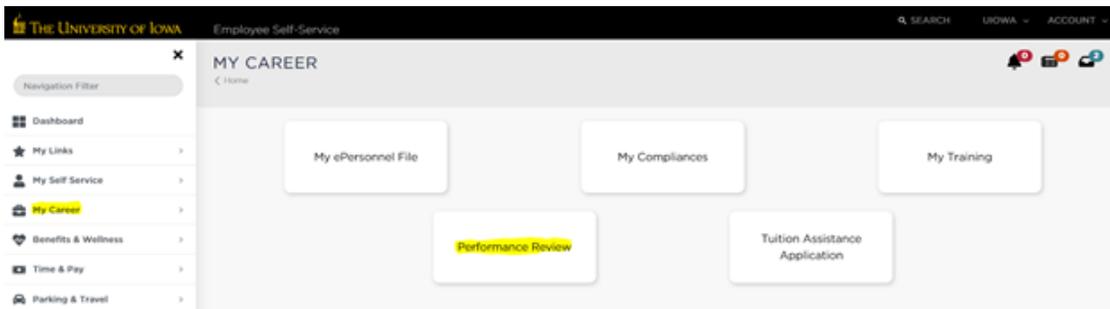
If you are a P&S employee, you or your supervisor, will initiate your performance evaluation in the self-service system. If you are a contract covered Merit or a non-nursing SEIU employee, your supervisor will initiate the performance evaluation. Your review can be launched 15 days after the beginning of your review period (April 15th or January 15th, respectively). You can refer to the [Performance Review Business Rules](#) for more information. The performance review tool can be accessed directly in Talent.UIOWA at <http://talent.uiowa.edu/performance> or by logging in through Employee Self Service.

Initiating a performance evaluation for P&S Staff

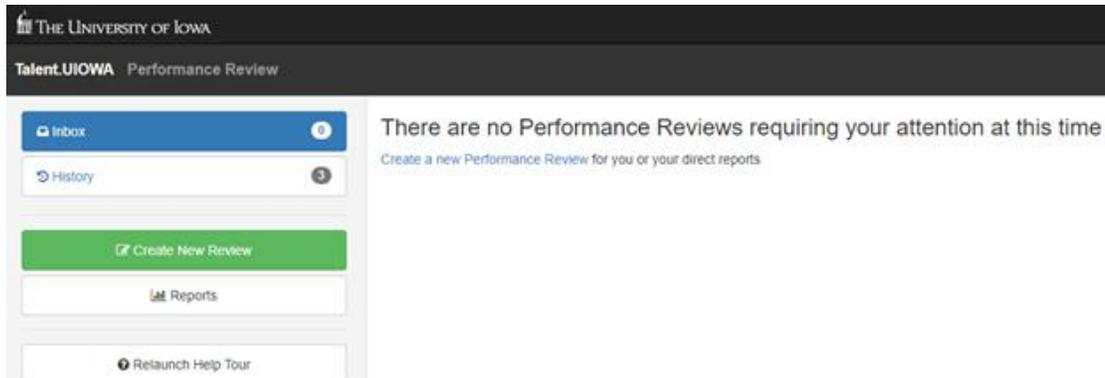
Step 1: Click on My Career in Self-Service using the link in the tool bar to the left or the picture labeled My Career.



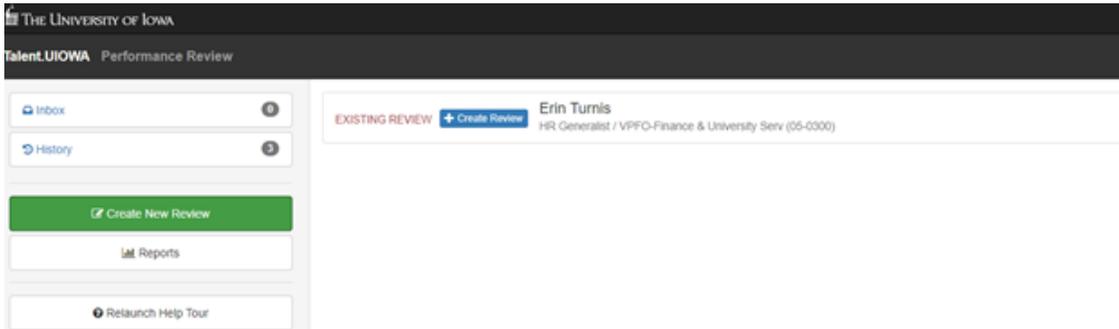
Step 2: Once in My Career, click on Performance Review, as shown below.



Step 3: Click on Create New Review in green, as shown below.



Step 4: Click on [+Create Review](#) in the blue box, as shown below.



Your self-review is not visible to your supervisor until you click the *Submit Performance Review* button at the bottom of the online form.

Preparing for the performance evaluation meeting

The performance evaluation meeting is an opportunity for a two-way conversation between you and your supervisor. During this meeting you should review your performance from the past year, celebrating your successes, as well as connecting how your work relates to the unit's objectives and overall success. Outline any obstacles in accomplishing your job responsibilities and goals. Use this as an opportunity to discuss long term aspirations and development, including goals for the upcoming year. As you think about your goals, share any resource needs you have and what support you would like from your supervisor.

As a part of the performance evaluation process you are responsible for the following:

- Having a thorough understanding of your position responsibilities and the expectations for your performance;
- Providing information for discussion with your supervisor relating to any changes in the current position description;
- Providing input on your performance and development goals;
- Understanding what constitutes "successful performance" in accomplishing objectives and goals and demonstrating institutional values;
- Understanding how your position and goals align with and contribute to the goals of your unit and the university;
- Communicating to your supervisor what information, resources, training, etc. may be needed to aid in your success;
- Asking questions to clarify information; and
- Being accountable for your own performance.

You can prepare throughout the year by logging your accomplishments in the performance tool, having regular conversations with your supervisor, and requesting feedback from your supervisor. As your formal performance evaluation date arrives you can prepare, review, and reflect to ensure you are clearly highlighting your accomplishments.

- **Prepare:** Confirm the time and place of your evaluation. If your supervisor does not approach you about conducting a review discussion, you can ask when the meeting will take place.
- **Review:** You may want to update your goal plan and enter comments in their performance review. You should consider:
 - Your goals/areas of emphasis for the past year;
 - Your significant accomplishments from the past year;
 - Any key obstacles that arose while trying to accomplish your job responsibilities;
 - Goals for the next review period;
 - Support needed to achieve these goals (e.g., How your supervisor can help you be more effective); and
 - Areas in which you plan to grow and develop, and how you will achieve this.
- **Reflect:** Consider your performance over the past year across all aspects of your position. Have you been successful based on the criteria established? The criteria that guide *how* we perform our duties and responsibilities are known as the universal competencies. The proficiency levels for the universal competencies (Basic, Working, Extensive, and Expert/Leader) depends on the responsibilities of your job classification. The general descriptions of the universal competencies is below.

Universal Competencies:	
Title	Definition
Collaboration/Positive Impact	Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.
Diversity, Equity and Inclusion	Ability to work with individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities(race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences).
Service Excellence/Customer Focus	Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.

Each **University Job Classification** is described by its job function, job family, and job title, and is assigned a job code and a salary level. Each university job classification is also described by its key areas of responsibility, and the competencies necessary to perform those responsibilities, as displayed on this page. You can find your University Job Classification information in the Personnel section of Employee Self Service under Employee Overview and then by clicking the hyperlinked Title.

Appointment and Salary for Acad Clin Prog Mgt Crd/Mgr

Effective Date:	01/01/2020	Job Type:	Professional
Department:	11-1900 - Clas Administration/College of Liberal Arts & Sciences	Percent Time:	100%
Title:	Acad Clin Prog Mgt Crd/Mgr	Regular/Temp:	Regular
		FLSA Status:	Exempt

Typical behaviors for the Working level proficiency for the Diversity, Equity, and Inclusion universal competency are:

- Maintains productive work relationships while considering multiple perspectives.
- Demonstrates awareness of one's own and others' social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.
- Resolves cross-cultural conflicts effectively.
- Articulates the unit's commitment to diversity, equity and inclusion and the reasons for its importance.
- Engages in personal and professional development on issues related to diversity, equity and inclusion.

Resolving performance evaluation conflicts

After your supervisor finalizes the review and sends it to you for a signature, you have the opportunity to add final comments to the document. If you disagree with the comments or rating from your supervisor it can be addressed in this section of the form. Finalizing (signing) the performance evaluation does not indicate agreement with the evaluation.

If you are concerned that the performance evaluation comments from your supervisor do not accurately reflect performance, and have unsuccessfully attempted to rectify those differences with your supervisor, you can reach out to their HR representative, [the Office of the Ombudsperson](#), or [Employee and Labor Relations](#) for assistance. The Office of the Ombudsperson is a confidential resource for any member of the university community with a problem or concern. The Ombudsperson discusses options and provides informal conflict resolution, mediation services, and advocacy for fair treatment and fair process. Employee and Labor Relations provides fair and consistent treatment of all employees resulting in greater employee job commitment, productivity, and engagement with special emphasis on the prevention or resolution of problems arising from work situations.

Goal setting

Your goals should align with university goals, department or team goals and/or your career aspirations. Goals act as a compass and help prioritize activities.

Goals are brief, clear statements of what needs to be accomplished. Goals have a beginning and an end. They may be task-focused so the outcome is the completion of a project, or they can be learning focused so the outcome is an acquired skill or new level of knowledge. Goals may be drawn from your job classification/description including key areas of responsibility, universal competencies, or WE CARE values. They can also be related to major projects or initiatives that are consistent with unit goals as well as interests and needs related to future career development.

Setting goals works best when: they are challenging and specific; when feedback on goals enables you to measure progress towards the goal; when your supervisor and you are both truly committed to the goal; when you has or can acquire the necessary skills and abilities to achieve the goals; and when the goals are reviewed regularly for continued relevance.

For example, as you think about expanding your skills around the diversity, equity, and inclusion universal competency, consider setting a goal that will help you achieve or enhance your ability to resolve cross-cultural conflicts or supports your understanding of how people can experience environments differently based on their social identities. Trainings and workshops on campus, such as [BUILD](#), are a great way to help you meet your goal.

Steps for goal setting:

You and your supervisor, together, will identify the needed results, and what will success will look like. Make sure that goals have deadlines, and to review and revise goals as needed.

One way to describe a goal is:

Action verb -----> Subject of action/change -----> Indicator of success

- Examples of an action verb are: increase, complete, achieve

Another common approach is to follow the SMART criteria:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime bound

As you work on your goals remember to start small. Setting three to five goals that are priorities during the next performance period works well. You should review your goals regularly and talk to your supervisor about your goals frequently. Keeping track of your progress in writing (in Talent.UIOWA) will help with performance reviews. Finally, remember to recognize and celebrate completed goals and/or project milestones!

Appendix: Resource Document

Resources, Training, and Consultation

<https://hr.uiowa.edu/development/performance/resources-training-and-consultation>

Resources

- [Performance Review for University Staff, Operations Manual](#)
- Contact your HR Representative or [Employee & Labor Relations](#) for questions about [Collective Bargaining at the University of Iowa](#)
- [Universal Competencies](#)

Documents

- [Individual Development Plan \(IDP\) Template](#) (docx)
- [Goal Template](#) (docx)
- [Merit Self-Assessment Template](#) (docx)
- [Best Practices for Requesting Feedback](#) (pdf)

Trainings

A range of topics are covered through UI Learning & Developments classes and series:

- [Advanced Management Series](#)
- [Building Our Global Community Series](#)
- [BUILD Series](#)
- [Supervising Today's Students Series](#)