

**Employee Name:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

This form is to be used throughout the performance year by the employee and his/her supervisor to communicate performance expectations, monitor progress, evaluate performance, and document ongoing dialogue between the employee and supervisor.

Rating	Performance Description
<b>Exceptional Contribution</b>	<b>Frequently exceeded expectations.</b> Employee was an exceptional contributor to the success of his/her department and NSU. He/she demonstrated role model behaviors
<b>Successful Contribution</b>	Consistently <b>met expectations and occasionally exceeded</b> expectations. Employee was a solid contributor to the success of his/her department and NSU
<b>Unsatisfactory Contribution</b>	Delivers <b>inconsistent contributions.</b> Improvement is needed to accomplish expected results. If the overall performance rating is Unsatisfactory Contribution, the employee will be placed on a Performance Improvement Plan with a follow-up review occurring as specified by the supervisor.

**Principal Responsibilities (25% weight)**

**At the start of the performance year** each employee should meet with his/her supervisor to discuss Principal Responsibilities as reflected in the job description, and confirm expectations for the new performance year.

**In the middle of the performance year** the supervisor and employee discuss Principal Responsibilities during the mid-year meeting, documenting the conversation.

**At the end of the performance year**, the supervisor should evaluate the employee on Principal Responsibilities. As a part of this evaluation, the supervisor should review all relevant performance data including but not limited to, informal multi-source feedback, job outcomes and the supervisor’s assessment of their employee. Once the data has been reviewed, the supervisor should identify one to three key Strengths and one to three Areas for Improvement & Development in the Summary of Performance and Rating table. The final rating for each performance category is then indicated in the Ratings table. Both summary tables can be found on page 4.

Principal Responsibilities	Unsatisfactory Contribution	Successful Contribution	Exceptional Contribution
This rating should be based on the supervisor’s overall assessment of the employee’s Principal Responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Annual Goals (50% weight)

**At the start of the performance year**, each employee should meet with his/her supervisor to discuss and confirm expectations for the new performance year. In consultation with the supervisor, each employee should draft four to eight Annual Goals that support overall departmental goals and that cascade down from the University Strategic Initiatives and Business Plan. Supervisors can indicate one to two goals as critical.

**In the middle of the performance year**, the supervisor and employee should meet and discuss progress being made towards meeting the Annual Goals, making any adjustments (as needed) and documenting the conversation.

**At the end of the performance year**, the supervisor should evaluate the employee on each Annual Goal. As a part of this evaluation, the supervisor should review all relevant performance data including but not limited to, informal multi-source feedback, job outcomes and the supervisor's assessment of their employee. Once the data has been reviewed, the supervisor summarizes employee performance against each Annual Goal detailing progress and results and assigning a performance rating for each. Finally, the supervisor should identify one to three key Strengths and one to three Areas for Improvement & Development in the Summary of Performance and Rating table. The final rating for each performance category is then indicated in the Ratings table. Both of these summary tables can be found on page 4.

**Note: if a goal(s) is indicated as critical, and it is not met, the year-end assessment for the un-met goal marked below should be "Unsatisfactory Contribution".**

Annual Goals	Progress & Results	If this goal is critical, mark the box below	Year-End Assessment (Mark only one box for each Goal)		
			Unsatisfactory Contribution	Successful Contribution	Exceptional Contribution
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Core Values (25% weight)

**At the start of the performance year**, each employee should meet with his/her supervisor to discuss what each Core Value means for his/her job. Please review the Core Value behavioral indicators below.

**In the middle of the performance year**, the supervisor and employee discuss Core Values during the mid-year meeting, documenting the conversation.

**At the end of the performance year**, the supervisor should evaluate the employee on each Core Value, providing one to three key Strengths and one to three Areas for Improvement and Development in the Summary of Performance and Ratings table. The supervisor also enters the final ratings into the Ratings table on page 4.

Core Values	Year-End Assessment (Mark only one box for each Core Value)		
	Unsatisfactory Contribution	Successful Contribution	Exceptional Contribution
<b>Academic Excellence</b> <ul style="list-style-type: none"> <li>Provides top quality resources and services to support academic excellence</li> <li>Identifies issues that might affect academic excellence and escalates them to the appropriate stakeholder(s) or, if appropriate, participates in designing/implementing solutions</li> <li>Supports a culture and environment that fosters learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Centered</b> <ul style="list-style-type: none"> <li>Treats students with respect and dignity</li> <li>Actively listens to and is responsive to students' questions and/or concerns in a timely manner, regardless of mode of communication</li> <li>Encourages and, when applicable, incorporates students' input</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integrity</b> <ul style="list-style-type: none"> <li>Adheres to policies and practices in order to service stakeholders with honesty and fairness</li> <li>Demonstrates fiscal responsibility and operates as a steward of NSU's resources</li> <li>Openly admits mistakes and takes actions to correct situations or change behavior</li> <li>Holds self accountable for making principled decisions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Innovation</b> <ul style="list-style-type: none"> <li>Asks questions and constructively challenges existing processes and assumptions with novel, creative ideas</li> <li>Embraces change, when appropriate, and takes on new challenges</li> <li>Seeks, accepts and builds upon constructive feedback to develop novel and improved ideas</li> <li>Supports an environment and culture among cross-functional teams to foster creativity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Opportunity</b> <ul style="list-style-type: none"> <li>Seeks and participates in additional learning opportunities inside and outside his/her area of responsibility</li> <li>Demonstrates initiative to enhance learning opportunities for professional growth and development</li> <li>Acts as a role model to demonstrate growth, competence and professionalism</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Scholarship / Research</b> <ul style="list-style-type: none"> <li>Maintains awareness and understanding of the role of NSU's activities in scholarship and research</li> <li>Supports a culture and environment for scholarship/research</li> <li>Pursues new information and makes improvements based upon this knowledge</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Values	Year-End Assessment (Mark only one box for each Core Value)		
	Unsatisfactory Contribution	Successful Contribution	Exceptional Contribution
<b>Diversity</b> <ul style="list-style-type: none"> <li>Complies with all NSU workplace policies including federal, state and local</li> <li>Listens to all internal and external stakeholders' opinions and points of view</li> <li>Intervenes promptly when inappropriate behavior occurs and/or refers observed inappropriate behavior to the appropriate personnel</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b> <ul style="list-style-type: none"> <li>Serves as an NSU ambassador by representing the University in a professional manner when engaging with the internal and external community</li> <li>Shares information readily with others and responds to questions appropriately (or refers them to the appropriate personnel) to promote community engagement</li> <li>Demonstrates commitment to the University through his/her actions and interactions within the internal and external community</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Summary of Performance and Ratings

**In advance of the Annual Performance Meeting**, the supervisor should review the employee's annual performance and provide a written summary of the employee's key Strengths and Areas for Improvement & Development in the table below. Supervisors should take into account all available performance information (e.g., work product, productivity, feedback from internal customers, etc.) to complete this section. Please specify what the employee needs to do in the coming year to build upon their Strengths and to improve the Performance Category items identified as Areas for Improvement & Development in the Performance table below.

**At the end of the performance year**, the supervisor should evaluate the employee in each Performance Category, providing a rating in the Ratings table below.

### Performance

Evaluation Area	Strengths	Areas for Improvement/Development
<b>Principal Responsibilities</b>	1.	1.
	2.	2.
	3.	3.
<b>Goals</b>	1.	1.
	2.	2.
	3.	3.
<b>Core Values</b>	1.	1.
	2.	2.
	3.	3.

### Ratings

Performance Category	Unsatisfactory Contribution	Successful Contribution	Exceptional Contribution
Overall <b>Principal Responsibilities</b> Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall <b>Goal</b> Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall <b>Core Value</b> Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Performance Rating</b> This rating should be based on the supervisor's overall assessment of the employee's performance, and is not necessarily an average of the ratings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Professional Development

Define two to four specific action items for professional development at NSU. Focus on what the employee needs to do going forward to further develop in his/her role and in their career. Consider the following as potential professional development activities:

- On the job training/projects
- Job rotation
- New assignments/projects
- Training others
- External education/training courses
- Internal training courses
- Self study
- Mentoring

Action Steps for Professional Development	Timing
1.	
2.	
3.	
4.	

## Career Interests (this section optional)

In the space below, the supervisor or employee should document the employee's career development interests at NSU.

Career Interests	
Short-term (next two years)	
Long-term (three years or more)	

Note: The employee rating will not be influenced if this section is left blank.