



Annual Employee Performance Review Form

(to be completed by employee's direct supervisor)

Evaluation Year: _____ Evaluation Date: _____

Employee Name		Position Start Date	
System/ Position Title		Direct Supervisor	
Division/Dept.		PeopleSoft Employee ID#	

The University Mission

Our mission is to create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.

Our Common Ground

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential. We aspire to be a community that values Respect, Integrity, Innovation, Openness, Justice, and Responsibility.

Performance Review Purpose

The performance review process is intended to be a fair and balanced assessment of an employee's performance. It is an opportunity for employees and those who supervise them to review the performance of the past year, give and receive feedback, identify areas where improvement is needed, clarify job duties and expectations and set goals for the coming year. When the process works well, both parties plan together to build on strengths as well as develop areas needing improvement.

Supervisors are encouraged to maintain open lines of communication throughout the year to cultivate effective working relationships. Employees should receive timely feedback in order to develop required knowledge and skills for their position and to be encouraged to excel in their roles at the University of Vermont.

This performance review form is a communication tool designed to support each individual's contribution to the University. It provides a way to recognize good performance as well as to help identify obstacles toward attaining top performance. It will also help identify areas for professional growth and development. It is important to review and document competencies, skills, accomplishments, and goals with reasonable accuracy and consistency. Supervisors are encouraged to use the comments/evidence sections to provide examples of the employee's performance in order to illustrate performance ratings.

The employee and supervisor should review the position description, annual goals, and accomplishments in preparation for the performance review and evaluation discussion. **For more information, click [here](#)**

The **Performance Review Process** should include the following steps:

1. Examine past year's performance review document and goals.
2. Share a copy of the employee's Position Description(PD) and have the employee complete the Annual Self-Review Form.
3. Review PD and the Annual Self-Review Form, then complete the Annual Employee Performance Review Form.
4. Meet with the employee to discuss forms and establish goals/areas for professional development for next year.
5. Employee and supervisor sign the final copy for employee file, and send a copy to Human Resource Services at HRInfo@uvm.edu.

Criteria for Determining Level of Performance

Exceptional Performance (EP):

Employee significantly and consistently surpasses performance expectations in the majority of competencies or accountabilities. Exceeds role requirements. Demonstrates exceptional depth and breadth of role knowledge. Recognized as a role model by others.

Solid Performance (SP):

Employee consistently meets requirements for this position. May have one or more areas of exceptional performance and/or may have one or more competencies or accountabilities that need development or enhancement.

Improvement Needed (IN):

Employee's performance needs to improve in one or more areas of competency and/or accountability for position. Improvement is immediately required in areas critical for success in position. If the supervisor identifies that performance improvement is needed a Performance Improvement Plan may be initiated to contribute to growth in identified area(s).

Unsatisfactory (UN):

Employee's performance consistently fails to meet the job requirements in one or more areas and adversely affects the department's ability to accomplish its mission. Substantial improvement is immediately required in areas critical for success in position. Formalized documentation of issues and/or expectations is appropriate and must be completed. If the supervisor identifies that performance is unsatisfactory a Performance Improvement Plan will be initiated to contribute to growth in identified area(s).

Section 1: Core Competencies

(Expected of all employees at the University of Vermont, including supervisors)

INSTRUCTIONS: Using the criteria listed above, rate the employee for each of the following core competencies. Do not rate the employee for any core competency that was not observed. Supervisors should use the comments/evidence section to outline observations that support the assessment rating and/or to outline expectations.

Core Competency: Job Knowledge & Innovation	Assessment
<ul style="list-style-type: none"> Possesses the level of job-related knowledge and skills expected for the position. Makes sound and logical job-related decisions as needed. Seeks ways to bring new and improved processes to job expectations. 	<div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div>
Comments/Evidence:	
Core Competency: Civility & Cultural Competency	Assessment
<ul style="list-style-type: none"> Treats all with respect, courtesy, and dignity. Supports advancement of diversity and inclusion at the University of Vermont. Embraces the principles as outlined in "Our Common Ground" statement. 	<div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div>
Comments/Evidence:	
Core Competency: Teamwork, Colleagueship & Respect	Assessment
<ul style="list-style-type: none"> Contributes to positive and respectful working relationships in a diverse workplace. Serves as an affirming colleague or team member. Is flexible, adapts to changing priorities, and recognizes the needs of the organization. 	<div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> EP</div> <div><input type="checkbox"/> SP</div> <div><input type="checkbox"/> IN</div> <div><input type="checkbox"/> UN</div> </div>
Comments/Evidence:	

Core Competency: Responsibility & Dependability	Assessment
<ul style="list-style-type: none"> Contributes to effectiveness of the unit or department. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Reliably and responsibly completes work expectations and meets deadlines. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Takes ownership and responsibility for outcomes. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Is prompt and prepared for work on a consistent and timely basis. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	
Core Competency: Work Quality & Quantity	Assessment
<ul style="list-style-type: none"> Work is thorough and reflects follow-through to completion. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Plans for and prioritizes work assignments. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Researches and uses available resources. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Achieves expectations and outcomes without errors/inaccuracies. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	
Core Competency: Customer/Client Service	Assessment
<ul style="list-style-type: none"> Regularly provides quality service to achieve customer satisfaction. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Seeks information and demonstrates patience, resourcefulness, and skill when solving customer problems. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Exhibits timely response to meet customer needs and resolve problems. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	

Section 2: Additional Supervisory Competencies
(Only complete for employees with supervisory responsibilities)

INSTRUCTIONS: Following the same instructions for the section above, complete this portion of the form for employees with supervisory responsibilities. *(Note: This section should not be completed for functional supervisors.)*

Supervisory Competency: Mentoring & Coaching	Assessment
<ul style="list-style-type: none"> Works with employees to create and clarify goals and expectations. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Holds employees accountable to established goals and expectations. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Provides consistent and timely feedback to employees. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Identifies training and development opportunities. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	

Supervisory Competency: Leading Others	Assessment
<ul style="list-style-type: none"> Encourages and guides individuals toward higher levels of performance. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Creates a professional environment in which employees can maximize their work performance. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Supports university policies related to affirmative action, equal opportunity, and diversity. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
<ul style="list-style-type: none"> Trains and orients direct reports effectively. 	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	

Section 3: Position-Specific Essential Functions

(Supervisor may condense/paraphrase information from the PD to identify Essential Functions)

INSTRUCTIONS: The supervisor and the employee should select the top 2-4 Essential Functions for the position. Essential Functions are drawn from the position description. The supervisor and the employee may both provide assessment for various functions. Add the competency in the left column, then provide comments and assessment based on the criteria for determining performance level (Exceptional Performance {EP}, Solid Performance {SP}, Improvement Needed {IN} and Unsatisfactory {UN}).

Position-Specific Essential Function	Assessment
Essential Function #1:	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	
Essential Function #2:	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	
Essential Function #3:	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	
Essential Function #4:	<input type="checkbox"/> EP <input type="checkbox"/> SP <input type="checkbox"/> IN <input type="checkbox"/> UN
Comments/Evidence:	

Section 4: Specific Objectives/Accomplishments - Past Year

INSTRUCTIONS: Note the employee's progress on any goals/objectives included in the prior year's evaluation, and/or note other accomplishments achieved in the past year. Explain whether any goals/objectives were modified due to departmental operations, changed priorities, or challenges faced by the employee. Feel free to attach supporting documentation (ex. List of training sessions attended during review period.)

Prior Year's Goal <i>(Departmental & Professional)</i>	Significant Accomplishments	Comments <i>(include goal modifications & mitigating factors)</i>
1.		
2.		
3.		

Section 5: Overall Summary of Performance

INSTRUCTIONS: Considering the staff member's performance this last year, summarize overall performance for the evaluation period. Include strengths, opportunities for development and specific improvement, as well as areas that might be enhanced with professional development and training.

Areas of Strength:

Areas for Specific Improvement:

Areas for Professional Development /Training:

Section 6: Additional Comments

INSTRUCTIONS: The supervisor may include additional comments in the space below.

--

Section 7: Goals and Objectives

INSTRUCTIONS: The supervisor and the employee should identify at least one goal/objective for the review period. Goals and Objectives should include both departmental/unit goals and plans for personal and professional development for the next review period. The time frame indicates when the goals should be accomplished or completed. Outline resources needed to attain goals, such as funds required and/or training needed. In the far right column, include information about how it will be known/determined that the goals have been achieved. **Note: It is strongly recommended that supervisors and employees review and revisit the status of these goals and objectives periodically throughout the review period.**

	Goal/Objective	Time Frame	Resource(s)	Indicator(s) of Achievement
1				
2				
3				

Section 8: Acknowledgement of Performance Review

NOTE: Employee signature indicates that evaluation has been reviewed with the employee. It does not necessarily indicate their agreement with the supervisor's evaluation.

Supervisor

Print Name: _____ Signature: _____ Date: _____

Employee:

Print Name: _____ Signature: _____ Date: _____