

2012 Process/Guidelines for Administrative Staff

Annual Performance Appraisals

These guidelines are in place to promote and ensure appropriate annual performance planning and documentation. Also, to help ensure that expected performance results are achieved, It is important that staff be recognized for good performance as well as receive appropriate suggestions for improvement when necessary. Toward this end, administrative staff should receive an annual performance appraisal from their supervisor. Guidelines for the annual staff appraisal process follow below.

The Staff Member's Process

Administrative staff members:

1. Complete a written self-appraisal that focuses on completed goals and objectives for the past year and how they have demonstrated the University's mission and strategic priorities. Give a copy to their supervisor at least three (3) days prior to the appraisal meeting with the supervisor/manager. Keep a copy for their records. Use the appraisal form for administrative staff as a guide and review their previous evaluation.
2. Meet with their supervisor for the appraisal appointment and review their self-appraisal with the supervisor. Ensure that all issues in the staff self-appraisal have been covered and job responsibilities, future goals etc., are reviewed. Together with their supervisor, help set goals, target completion dates and professional development plans for the new evaluation period.
3. Receive, after the meeting, the completed supervisor evaluation that includes a section summarizing the goals, projects, deadlines and any professional development plans for the new evaluation period.
4. Are given adequate time, after receiving the supervisor's evaluation, to review, sign and return both the self-appraisal and the supervisor's evaluation, attaching comments, if necessary. If needed, make a follow-up appointment with the supervisor to discuss comments. Keep a copy for their records.
5. Return the signed documents to the supervisor, who must send to Human Resources so that they are received **no later than Monday, April 30, 2012.**
6. Throughout the year, the staff member and supervisor should continue discussions about job responsibilities and how they have changed, periodically checking progress towards performance goals. A mid-year evaluation is recommended.

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The Supervisor's Process

1. The supervisor sets the date for the staff person's self-appraisal.
2. The supervisor schedules the appraisal meeting with the staff member.
3. Preparing for the meeting, the supervisor reviews the staff member's previous evaluation. Also, the supervisor prepares to discuss the staff member's performance for the current evaluation period as well as goals, projects, work plan and any professional development plans for the next evaluation period.
4. The supervisor meets with the staff member.
5. The supervisor ensures that all issues in the staff self-appraisal are covered and the employee's responsibilities, goals, achievements, etc. for the current review period are reviewed. Together, the supervisor and staff member set goals, work plans, target completion dates and professional development plans for the new review period.
6. After the meeting, the supervisor prepares the staff person's evaluation and provides him/her a copy for review.
7. The supervisor gives the staff member adequate time to review and sign both the staff self-appraisal and the supervisor evaluation. Staff may attach comments to the supervisor evaluation if necessary. The staff member then returns both documents to the supervisor, keeping copies for his/her own records.
8. The supervisor then forwards the evaluation for second-level signatures or comments as required in the department/division.
9. When the signatures are obtained, the supervisor forwards the staff self-appraisal and the supervisor evaluation and any relevant attachments to Human Resources.
These documents need to be received by Human Resources no later than Monday, April 30, 2012.
10. Throughout the year, the supervisor and staff member should continue discussions about job responsibilities, and how they have changed, periodically checking progress towards performance goals. A mid-year evaluation is recommended.

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VISION, MISSION *and* VALUES

of the University of San Francisco

Approved by the Board of Trustees September 11, 2001

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- { 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University
- { 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion
- { 3 } learning as a humanizing, social activity rather than a competitive exercise
- { 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making
- { 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context
- { 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community
- { 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations
- { 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world
- { 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others
- { 10 } a culture of service that respects and promotes the dignity of every person.

STRATEGIC INITIATIVES

To advance USF's mission of "promoting learning in the Jesuit Catholic tradition...for undergraduate, graduate and professional students" [Vision, Mission and Values – see above], the University must respond to the changing landscape for higher education in the United States. We are committed to developing a number of key strategic priorities that will guarantee USF's continued capacity to deliver a high quality Jesuit Catholic education during challenging times. The essential components of that education have already been clearly articulated in "[USF 2028](#)." They include an academically rigorous experience that: (1) effectively infuses the overall learning experience with the Jesuit Catholic tradition of humanizing education; (2) cultivates mutually enriching relationships with San Francisco; (3) engages the challenges and opportunities of globalization and (4) embraces diversity.

The following priorities aim to focus USF's strategic planning effort and thereby guarantee that each unit of the University is appropriately aligned with a set of common overarching goals and moving together in the direction indicated by these six campus-wide priorities:

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1. *Differentiate itself among the 3000 + colleges and Universities in United States and among foreign universities that are recruiting US graduate and undergraduate students by effectively communicating USF's distinctive "brand" and delivering on its "Five Promises."*
 2. *Enhance the overall student experience by developing our capacity to deliver outstanding academic programs, providing the resources to support teaching/learning and insuring an attractive campus environment.*
 3. *Continue to recruit and retain an outstanding and diverse faculty and staff committed to USF's mission of Jesuit Catholic humanizing education and support their ongoing development in this tradition.*
 4. *Increase its international reputation by recruiting international students to USF and establishing in-country programs of high quality that increase flow of international students to USF and vice versa.*
 5. *Leverage technology to extend USF's reach and maximize its audience with diverse and distributed student populations through programs that are mission-derived and increase net revenue.*
 6. *Insure long-term financial stability in an environment where less than 10% of the college-bound can afford the average cost of a private college education.*
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1 USF promises to offer students:

Learning in the Jesuit Catholic tradition of educating persons to their full human potential and challenging them to wrestle with fundamental questions of purpose and meaning;

An academically excellent education that offers the knowledge, skills, values, sensitivities and motivation to succeed in a chosen profession, field or career and contribute to a more humane and just world for all;

A direct, informed, global or local experience that heightens awareness of the world's inequities and suggests a moral framework for decision-making;

Opportunities to enjoy the diverse and multiple opportunities available in San Francisco, a world-class city on the edge of the Pacific Rim;

A campus culture that promotes engagement, embraces technology, supports friendships, fosters appreciation for the arts and encourages an enjoyable, healthy and responsible style of living and learning together;

USF offers all of the above in a context that allows students to complete their undergraduate degree in four years and professional or graduate degrees in the time specified by the program.

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Rating Scale:

Exceeds Expectations [EE]

Performance consistently exceeded expectations in all *essential* areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of major goals or projects assigned, or 2) made an exceptional or unique contribution in support of unit, department, or University objectives.

Meets Expectations [ME]

Performance consistently met expectations in all *essential* areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good to excellent. The most critical annual goals were met.

Improvement Needed [IN]

Performance did not *consistently* meet expectations – performance failed to meet expectations in one or more *essential* areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance should be attached, and monitored to track progress.

Unacceptable [UN]

Performance was consistently below expectations in most *essential* areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is required in overall performance areas or corrective action, up to and including, termination will result. A plan to correct performance, including standards and expectations and timelines, must be outlined and monitored to measure progress.

Not Applicable [NA]

Use NA if competencies are not applicable to the employee's performance evaluation.

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Appraisal Form

Staff Name:	Division/Dept:
Job Title:	Evaluation period begin date:
Supervisor Name:	Evaluation period end date:

Staff Self-Appraisal

Supervisor/Manager Appraisal

Part I. Administrative Staff Competencies

Performance Appraisal Competencies

Support of USF's Statement of Mission, Values & Strategic Initiatives: Rating: _____

Discuss how the employee performs job responsibilities in ways that support and enhance the University's mission, Jesuit values and strategic initiatives.

Managing & Developing Staff: Rating: _____

Comment how the employee coaches, evaluates, develops, inspires staff; sets expectations, recognizes achievements; encourages employees to take vacation & reports it accurately in their electronic timesheet/Banner; manages conflict; aligns performance goals with university goals; provides regular feedback and resources for staff success; deals firmly and appropriately with performance problems, conducts performance evaluations in a timely and constructive manner; delegates effectively and appropriately.

Accountabilities: Rating: _____

Comment how the employee completes day-to-day responsibilities in a timely manner that achieves expected outcomes. Examples: completes Concur expense reports, payments, EPAFs, e-timesheets, performance appraisals, etc., in a timely fashion; meets department attendance standards.

Fiscal Responsibility/Efficiency: Rating: _____

Comment how the employee stewards University resources, demonstrates accountability and sound judgment in managing university resources in an open and effective manner.

Quality and Quantity of Work: Rating: _____

Comment how the employee demonstrates, knowledge, expertise and skills necessary to perform the job effectively and makes quality decisions based on sound judgment; complete assignments in a thorough, accurate and timely manner.

Communication: Rating: _____

Comment how the employee connects with peers, subordinates and customer; how the employee demonstrates effective oral and written communication skills, negotiates effectively and maintains appropriate confidentiality.

Service Focus: Rating: _____

Discuss how the employee values the importance of delivering high quality, innovative service to internal and external customers, understands the needs of the client and shares accountability for products or services provided.

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Performance Appraisal Competencies

Inclusiveness/Diversity:

Rating: _____

Comment how the employee recruits, selects and retain a diverse and highly qualified staff; promotes cooperation, fairness and equity in employment decisions and actions; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others

Judgment/Decision Making:

Rating: _____

Evaluate the level of maturity in decision-making and how the employee distinguishes relevant from irrelevant information; makes timely decisions, acts with integrity in all decision making to achieve objective; describe the frequency with which the individual's recommendations or decisions are adopted, modified or rejected.

Change Management:

Rating: _____

Discuss how the employee initiates or implements actions that foster acceptance of organizational change; communicates in ways that help employees understand the change and involves employees in the decisions that impact them; develops policies, practices and feedback to support successful transition.

Teamwork/Colleague Relationship:

Rating: _____

Discuss the employee's ability to get along with other administrators and staff; works in partnership with others and promotes an environment where diverse perspectives are respected and valued.

Part II. Previous Year's Goals

Achievement of the Annual Work Plan:

Rating: _____

Comment on the individual's performance in achieving agreed upon goals and work plan objectives, and how the quality of the individual's performance has supported USF's mission.

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Achievement of Other Assignments and Projects:

Rating: _____

Discuss major assignments/projects during the evaluation period and comment on performance in terms of finished product as well as achieving the assigned due dates.

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Overall Performance (based on Parts I and II)

Rating: _____

Assess and comment on overall performance as an administrator/professional. Use the rating scale in your assessment of the administrator's performance.

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Part III. Next Evaluation Period's Goals

Enter the performance goals for the next period to be evaluated [minimum of two; maximum of five]. Individual goals and objectives should align with those of the department, division and the University.

1. Goal:

Action Items:

Measures of Success:

Due: _____

2. Goal:

Action Items:

Measures of Success:

Due: _____

3. Goal:

Action Items:

Measures of Success:

Due: _____

4. Goal:

Action Items:

Measures of Success:

Due: _____

5. Goal:

Action Items:

Measures of Success:

Due: _____

Progress toward meeting these goals will be reviewed on: _____
Date(s)

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Part IV. Professional Development Plan

List internal/external training, resources, mentoring and timelines that are recommended to the employee for the coming year to support his/her professional and career development. Contact HR Professional Development, extension 6707, for assistance.

Action Items:

Expectations/Outcomes:

Measures of Success:

Resources:

Completion timeline:

(Use a separate sheet if more space is required.)

Signatures: (Use a separate sheet if manager or second-level signers wish to add comments.)

Employee: _____
Print or type

Signature: _____ **Date:** _____

My signature indicates that I have received a copy of this evaluation.

I would like to include comments to my evaluation.

Manager: _____
Print or type

Signature: _____ **Date:** _____

I have conducted this appraisal to the best of my knowledge and ability and, where appropriate, have obtained and incorporated results and feedback into this appraisal.

Department Manager/Director: _____
Print or type

Signature: _____ **Date:** _____

Vice President/Dean: _____
Print or type

Signature: _____ **Date:** _____