

## EMPLOYEE INFORMATION

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Name: \_\_\_\_\_ Review Date: \_\_\_\_\_  
Title: \_\_\_\_\_ Department: \_\_\_\_\_  
Evaluation Period: \_\_\_\_\_ Completed By: \_\_\_\_\_

## PRINCIPLES AND PRACTICES

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**Principles and Practices** is a statement of the values that guide those of us who live and work at Earlham College and form its communities: students, teaching and administrative faculty, and staff.

College trustees, alumni, and former employees of the College, feeling themselves still members of the community, may also choose to be guided by these principles.

**Principles and Practices** also provides the foundation for campus policies that apply to all members of the community. Its tenets include:

- Respect for Persons
- Integrity
- Peace and Justice
- Simplicity
- Community

## GOALS AND OBJECTIVES

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- Strengthen two-way communication regarding job performance and establish a mutually-understood set of performance expectations.
- Recognize employee's strengths and contributions to living into the values within our Principles and Practices.
- Discuss opportunities for growth and development.
- Provide feedback when performance does not meet expectations and develop a plan to address concerns.
- Assess goals and opportunities for the individual and align with the mission and goals of the College and the department.

## RATING DEFINITIONS

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**Exceeds Expectations:** Performance clearly and substantially exceeds all expectations and standards of the position. Seizes initiative and makes contributions above and beyond job demands.

**Fully Meets Expectations:** Performance is what is expected of a fully qualified and experienced person in this position. Consistently meets all performance expectations and standards. Prioritizes problems and projects well. Completes work or projects on schedule and requires expected supervision and follow-up.

**Approaches Expectations:** Performance occasionally falls short of meeting performance expectations and standards of the position. Objectives are generally met but some performance aspects need slight improvement. Requires some additional supervision or follow-up. Could result from being newly appointed to the position and needing additional time to learn all aspects of the position.

**Does Not Meet Expectations:** Consistently fails to meet performance expectations of the position. Needs significant improvement. Has been on the job long enough to have shown better performance. Requires excessive attention by supervisor. (It is recommended that a performance plan is developed for all areas where "Does Not Meet Expectations" is selected.)

# CORE PERFORMANCE FACTORS

## Job Knowledge and Productivity

	<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
• Exhibits appropriate level of self-management and direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows comprehensive understanding of job requirements and demonstrates that knowledge appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates willingness to learn new skills, methods, and processes to enhance job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accuracy and thoroughness; looks for ways to improve and promote quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Overall productivity is at a level necessary to perform all aspects of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conscientious, responsible, and reliable with respect to attendance, and completes work in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands how position supports the institution's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Planning and Organization

	<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
• Develops goals, plans, and priorities to achieve the position objectives when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effectively follows through on tasks and projects, meets deadlines in a timely and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Responsive to other's needs, responds in a timely manner to requests and inquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates good stewardship of time, resources, and budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Balances team and individual responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Initiative and Problem-Solving

	<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
• Gathers and analyzes appropriate information before making decisions and seeks input from others when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Volunteers readily; seeks increased responsibilities where appropriate; asks for and offers help when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adapts to changes in the work environment; manages competing demands; able to deal with frequent change, delays, or unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies and resolves problems; develops alternative solutions when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Interpersonal and Communication

- Demonstrates effective and appropriate communication skills when communicating with campus colleagues, students, and outside constituents.
- Makes a positive difference when dealing or working with colleagues, students and outside constituents.
- Effectively manages difficult or emotional situations with colleagues, students, or outside constituents.
- Written communications are well thought-out, accurate, effective, concise, and organized.
- Exhibits objectivity and openness to other's feedback; gives and welcomes feedback.

<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Cooperation and Collaboration

- Exhibits objectivity and openness to other's views; gives and welcomes feedback.
- Contributes to building a positive team spirit; puts success of team above own interests; able to build morale and group commitments to goals and objectives.
- Encourages collaboration and/or participates willingly in activities or projects that require collaboration.

<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Professionalism and Ethics

- Follows college and department policies; supports organization's goals and values.
- Demonstrates respect for all persons, regardless of status or position.
- Inspires the trust of others; works ethically and with integrity.
- Develops and maintains positive and professional relationships with all constituents.
- Demonstrates commitment to providing leadership through personal example and professional expertise.
- Accepts responsibility for own actions and mistakes.

<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Supervision *(applies only to those who have supervisory responsibilities)*

	<i>Fully Meets Expectations</i>	<i>Approaches Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Exceeds Expectations</i>
• Sets clear goals and expectations for employees/student workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides adequate support for employees to complete tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Supports professional development of employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates fiscal responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Makes effective staffing decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Delegates authority and responsibility appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provides ongoing feedback to employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## S.M.A.R.T. Goals

Supervisor and Employee set Specific, Measurable, Attainable, Results Oriented and Time Bound goals for the next review period ( if appropriate). Recommended: 2-4 goals

1.

2.

3.

4.

## Review of Prior Goals

Please indicate if goals were attained:  Yes  No

If No, what were the reasons?

## Supervisor Narrative

Supervisor explanation is required for any **Core Performance Factor** in which the rating “Does not Meet Expectations” was selected. Please add comments and suggestions when possible for employee to strengthen performance. Feel free to attach additional pages if needed.

## Narrative Assessment

Please focus on specific areas of strength, accomplishments, challenges, or areas for improvement. Provide examples and illustrations when possible.

## Merit Request Narrative (for supervisor to recommend)

If an employee received 10 or more **Exceeds Expectations**, please share specific items that garnered that rating and speak to why this employee, based on the specific items, deserves to be considered for a merit raise.

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*Employee's Signature*

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*Date*

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*Supervisor's Signature*

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*Date*