



PERFORMANCE EVALUATION WORKSHOP 2025

CIVIL SERVICE &
ACADEMIC PROFESSIONAL
POSITIONS

Agenda



The Online Form

Updates to our form



Goal Setting

SMART Goals

Clear & Unclear Goals



Why We Do Evaluations

Purpose of an evaluation

How does it help the employee

How does it help the supervisor



Improving Performance

Year-round process

PIP



Best Practices

Preparation

Conducting the evaluation

Performance Factor definitions



Closing

Summary

Job Descriptions

Questions and Answers

2025 Evaluation Cycle



- The full evaluation period is from April 1, 2024– March 31, 2025.
- Evaluations begin April 1, 2025.
- Performance Evaluation forms are due in Human Resources by June 6, 2025.



Using the Online Form

- <https://www.uis.edu/humanresources/evaluations/>
- The only person who should start the form is the supervisor. If anyone else starts the form, it will not route correctly.
- There is now a save button!
- A new feature we have added is a checkmark to receive a PDF version of the evaluation (without the new goals section) prior to finalizing the evaluation and sending out for signatures.
- PDF's of the final evaluation will be sent to the supervisor and employee. It will also be stored in the employee's electronic personnel file.
- If you have questions, email Kenzie Westlake at mwest22@uis.edu

These quotes were reportedly taken from actual federal employee performance evaluations:

- “A room temperature I.Q. If he were any more stupid, he'd have to be watered twice a week.”
- “His men would follow him anywhere, but only out of morbid curiosity.”
- “Works well when under constant supervision and cornered like a rat in a trap.”
- “Bright as Alaska in December.”
- “He would be out of his depth in a parking lot puddle.”
- “This young lady has delusions of adequacy.”
- “Takes him 1 ½ hours to watch 60 minutes.”
- “This employee should go far --- and the sooner he starts, the better.”





Avoid these types of counter-productive statements!

Comments on the annual evaluation should be constructive.

Avoid insults or humor.

Never say anything that is or can be construed as discriminatory.

Why do we do evaluations?



OPTIMIZE
PERFORMANCE

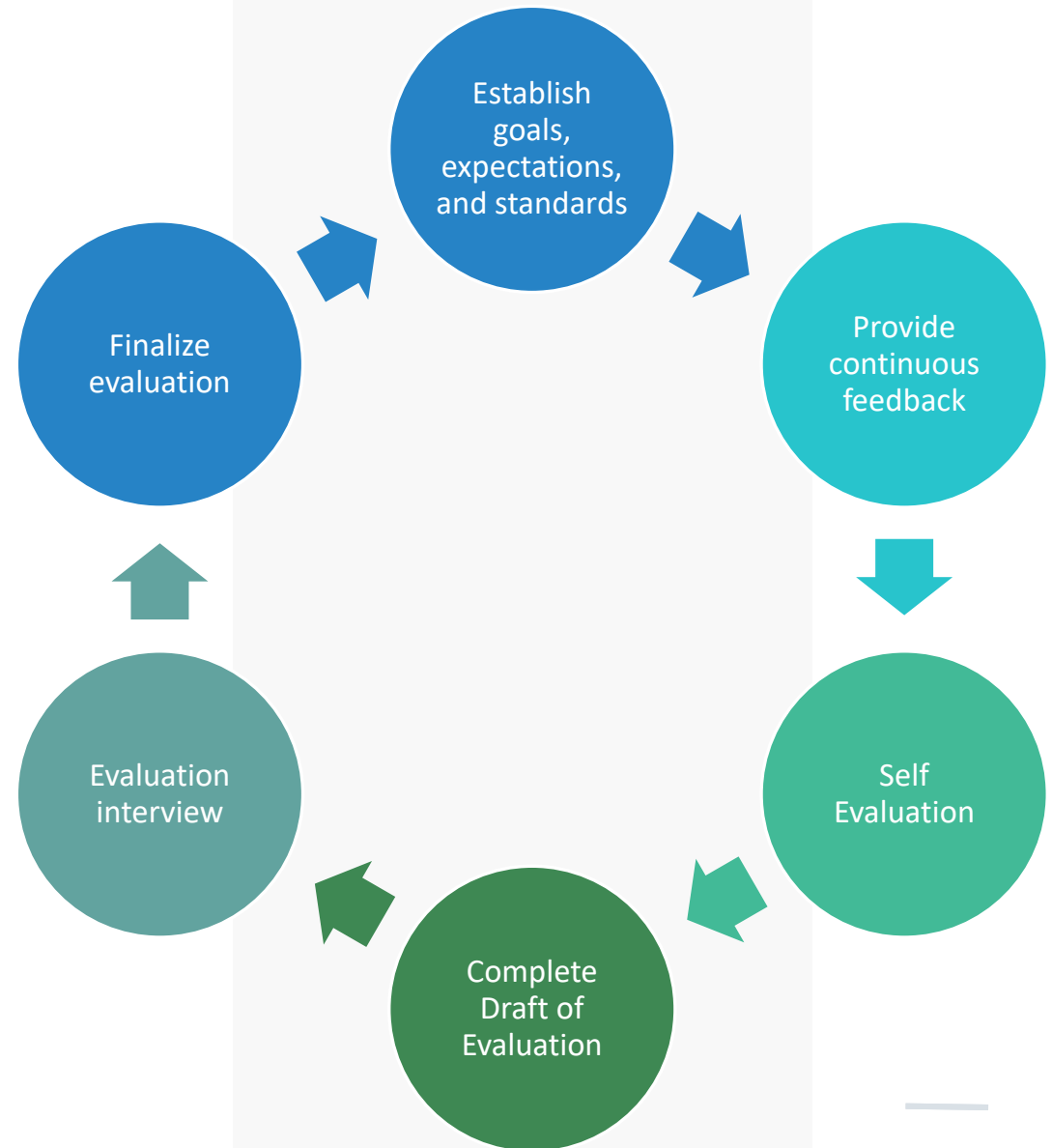


COMMUNICATION
AND UNDERSTANDING



EMPLOYEE
DEVELOPMENT

The Evaluation Life Cycle



Preparing for Evaluations - Information Gathering

- Notes from ongoing meetings, assignments, observations, list of accomplishments, and reflections during the year
- Job Description
- Individual's Resume
- Previous Performance Evaluations and projects, goals
- Feedback from students/customers/co-workers/others
- Letters of appreciation, planning meetings, performance discussions, professional development programs attended





Preparing for Evaluations - Before You Meet

- Notify in advance
- Appropriate location and amount of time
- Employee Self Evaluation
- Review Self Evaluation prior to meeting
- Review Employee Performance Factors prior to meeting
- Discuss performance with your supervisor prior to meeting

Preparing for Evaluations – During the Interview

- Discuss achievements, performance, and areas for improvement
- Review and discuss previous goals
- LISTEN, LISTEN, LISTEN
- Focus on job performance rather than non-job related factors
- Be specific with praise and criticism
- Not primarily for discipline or reprimand
- No surprises
- Develop goals for new year



Evaluation Obstacles

- Halo/horn effect – employee's extreme competence in one area “shines” over others. Conversely, employee does poorly in one area and this overshadows all areas.
- Leniency/severity – supervisor is viewed as being too hard (severity) or too easy (leniency.)
- Central tendency – supervisor tends to rate everyone as a average.
- Just Like Me – being more favorable to people who are like you.
- Recency Effect – focusing on recent performance instead of entire year.
- Inflated rating – when supervisors use “satisfactory” as their lowest rating.

Performance Factors (1)



JOB KNOWLEDGE



JUDGMENT AND DECISION
MAKING



RELIABILITY AND
COMMITMENT TO THE JOB

Performance Factors (2)



CUSTOMER SERVICE



PRODUCTIVITY AND
QUALITY OF WORK



COMMUNICATION

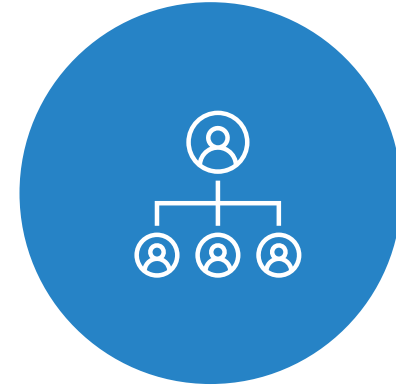
Performance Factors (3)



TEAMWORK, COOPERATION
AND INTERPERSONAL SKILLS



DIVERSITY, INCLUSION, AND
CREATING COMMUNITY



SUPERVISION AND
LEADERSHIP

Performance Measures

- Exceeds Expectations (4)
- Meets Expectations (3)
- Developing (2)
- Needs Improvement (1)
- Unacceptable (0)

A. Job Knowledge

Demonstrates knowledge and skills needed regarding new developments, technology, and a desire for improvement; seeks new development and training.

Job Knowledge Performance:*

- ☐ Exceeds expectations (4)
- ☐ Meets Expectations (3)
- ☐ Developing (2)
- ☐ Needs Improvement (1)
- ☐ Unacceptable (0)

Comments:*

Goal Setting



As you review accomplishments and performance for the previous period, you also set goals with the employee for the coming year.

What's a goal? Specific statements that describe result to be achieved

Goal Setting Methods

To Name a Few...

SMART GOALS

- Specific
- Measurable
- Achievable
- Results Oriented
- Time Bound

CLEAR GOALS

- Collaborative
- Limited
- Emotional
- Appreciable
- Refinable

UIS VALUES

- Student-Focused
- Safety
- Integrity
- Inquiry
- Civil Engagement
- Diversity
- Strategic Thinking
- Accountability

Clear vs Unclear Goals

UNCLEAR

- Improve website visibility online.
- Improve communications within the team.

CLEAR

- Increase website traffic by 20% within the next quarter through targeted social media campaigns.
- Create a system for ensuring that every team member is informed of changes in policy, changes in hours, or other important information. Include a component where the employee must acknowledge having received the information. Follow up with result of changes in 6 months.

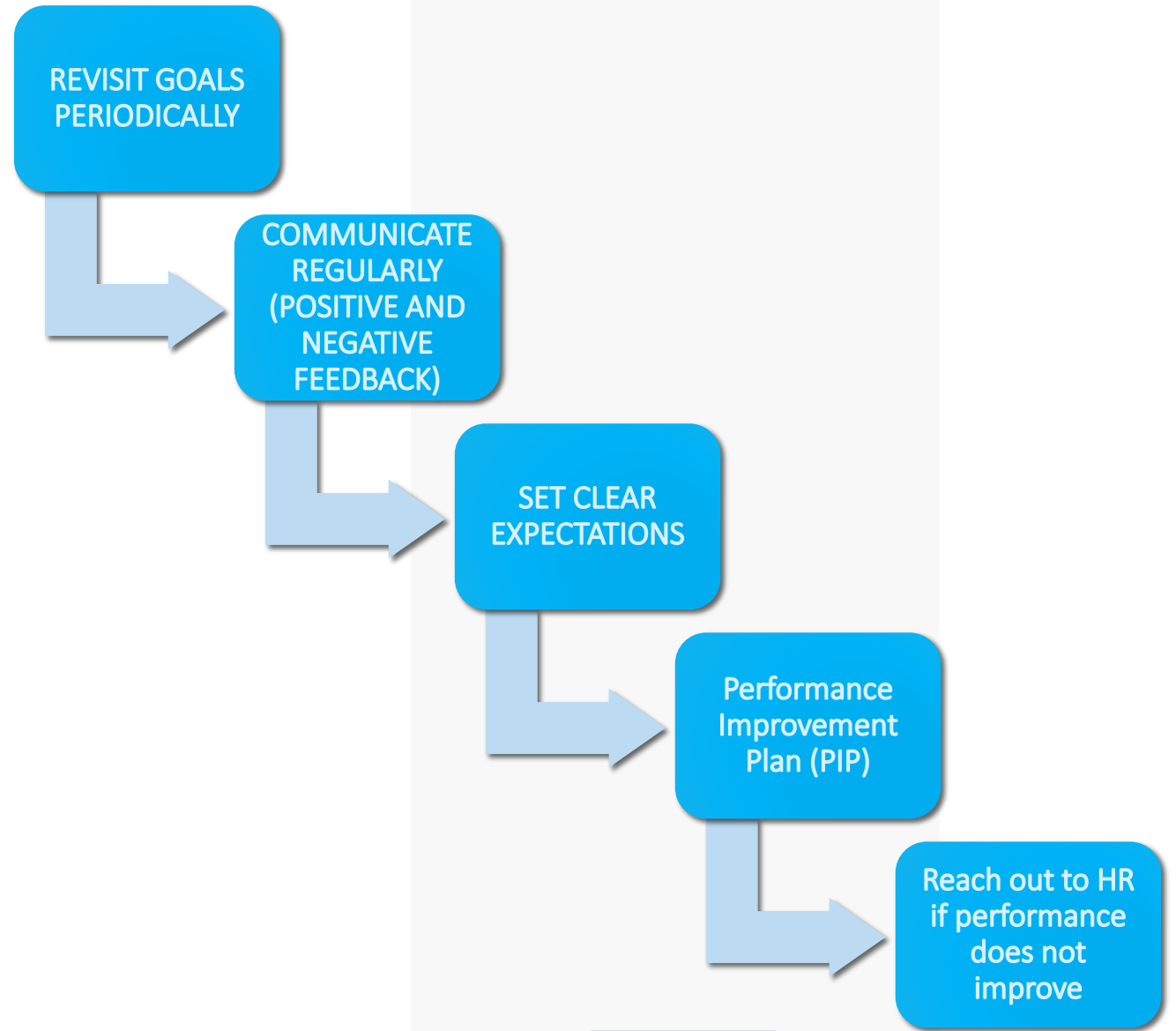
Next Steps in the Performance Management Process



Yes, It's a Process

- Managing people means involvement in individual's work performance and professional development
- Document and Communicate your observations with the employee – don't wait for the performance appraisal!
 - Feedback on improvement areas and goals
 - Department needs and expectations
 - Professional Development opportunities
 - Recognition of progress and contributions
 - Annual Evaluations should not be used for disciplinary purposes

Steps to Improve Performance



Summary

Performance evaluation is a collaborative process.

The goal is to provide specific feedback (good & bad) on job performance.

The aim is to improve performance and connect individual performance to the university's mission, vision, values and strategic initiatives.





Job Descriptions

- The Annual Performance Evaluation cycle is an excellent time to review employee responsibilities and ensure the accuracy of all employee job descriptions.
- Human Resources will not be collecting job descriptions with the annual evaluation this year. If you need to make changes to an existing job description, please go through the Job Description Update workflow in JDXpert.
- This year, we are rolling out a new schedule for biennial job description collections.
- If you have questions on this, please contact your Division Liaison.

Job Description Review Basics



- Job descriptions need to have percentages that are no less than 5% and no greater than 30% and adds up to 100%.
- Appropriate approvers set up in JDXpert.
- Correct job numbers (found in HRFE using employee's name)
- Current job description templates are found in JDXpert.
- If you have changes or questions, call HR!

Division Liaisons

Madison Vangunten	Kenzie Westlake	Je Greer	Ben Reinhart	Alexa Brant
Chancellor's Division	Student Affairs	College of Liberal Arts and Social Sciences	Center for State Policy and Leadership	Enrollment and Retention Management
Development	College of Business and Management	College of Health, Science, and Technology		
Finance and Administration	Academic Affairs Auxiliaries and Administration Offices			
College of Public Affairs and Education				



Thank you

QUESTIONS?

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