UC San Diego

STAFF PERFORMANCE APPRAISAL PROJECT

FOR POLICY-COVERED (NON-REPRESENTED) STAFF
(Excluding Health Sciences and Medical Center)
The information contained in this PowerPoint represents the latest version of all intended decisions and deliverables arising from the Staff Performance Appraisal (SPA) Project. This information only applies to policy-covered staff, excluding Health Sciences and Medical Center.

This information is being shared in efforts to inform non-Health policy-covered staff and supervisors of impending changes to the performance appraisal process and evaluation form, job performance standards and expectations.

All content contained herein is in the process of policy ratification so is not yet considered final. Formal announcements will be distributed once content has been ratified and formalized as policy.

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If you have questions or want more information about the SPA Project, please contact your HR Contact or the Employee Relations Specialist assigned to your department.
PROJECT BACKGROUND

• IdeaWave campaign, December 2015 sponsored by Human Resources

• Most prevalent staff ideas:
  o Online process
  o Appraisal system available for use throughout the year – more frequent feedback
  o Improve standards and measures – more meaningful
  o Make rating level advancement clear
PROJECT BACKGROUND

Multi-tiered Governance structure:

- Thought Leadership Team (TLT)
- Steering Committee (SC)
- Specialized Sub-groups from SC
  - Online form, process and system development group
  - Training and communications development group
  - Administrative guidance and process development group
THOUGHT LEADERSHIP TEAM

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STEERING COMMITTEE

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Mercedes Munoz, Executive Director/Financial Management - Chancellor’s Office
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Ebonee Williams, Executive Director/Gordon Center - Jacobs School of Engineering; Chair, Staff Association
Melanie Doyle, former HR and Payroll Manager - Division of Biological Sciences
Luis Legaspi, Study Abroad Advisor - Student Affairs / International Education; Chair, LGBT Staff and Faculty Association
Danrussell Angeles, Senior Talent/Organization Development Consultant - Health Sciences Human Resources
Danielle Schulte, Employee Relations Specialist – Campus Human Resources
Rashmi Umdekar, Sr. HR Analyst – Campus Human Resources
PROJECT OBJECTIVES

• **Standardization** - one appraisal process and form for policy-covered (non-represented) staff, to be used across all campus VC areas (excluding Health Sciences and Medical Center)
• **Updated standards** – more meaningful performance standards and measurement criteria
• **Revised rating scale** - clearer descriptors and progression
• **Cycle choice** – more than one appraisal cycle to choose from
• **Online appraisal form** – eliminate use of paper
• **Supervisory training** - more frequent feedback, conversational approach
• **Campus-wide Communication** – create transparency
<table>
<thead>
<tr>
<th>CURRENT STATE</th>
<th>NEW STATE</th>
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<tbody>
<tr>
<td>Several appraisal models</td>
<td>1 appraisal model</td>
</tr>
<tr>
<td>Inconsistent form usage - paper and online</td>
<td>1 online appraisal form – no paper</td>
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<tr>
<td>Each model uses different competencies as evaluation criteria</td>
<td>1 set of performance standards (core values); 1 set of competencies as</td>
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<td>basis for rating descriptors</td>
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FOUR CORE VALUES (AKA PERFORMANCE STANDARDS)
# MEANINGFUL PERFORMANCE STANDARDS AND CRITERIA

## CURRENT STATE

**Standards:**

- Customer Service
- The UCSD Principles of Community
- Diversity
- Health and Safety
- Supervision

- 4 criteria

## NEW STATE

**Renamed Core Values:**

- Customer Service
- Principles of Community
- Health and Safety
- Leadership, Management & Supervision

- 7 criteria
CUSTOMER SERVICE

A customer is anyone that a UC San Diego employee interacts with, including but not limited to students, fellow staff members, parents, faculty, academics, patients, vendors, affiliates, visitors, and community members. Effective customer service is the ability to meet the needs of others in a timely, efficient, accurate, resourceful, innovative, caring and respectful manner. To be customer-service oriented is to place customer care at the core and the forefront of our business decisions, to be able to recognize and anticipate customer needs and make every effort to meet and exceed customer expectations.

Key performance indicators:

- Respectful engagement
- Effective communication
- Cooperation
- Collaboration
- Application of resources
- Availability
- Timeliness
- Responsiveness
- Courtesy
- Follow through
- Effort to understand customer needs and requirements
- Accuracy of information
- Degree of knowledge
- Effort to recognize and seek opportunities to make positive changes
- Willingness to meet the needs of others
PRINCIPLES OF COMMUNITY

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of equity, fairness, cooperation, and professionalism. All of us are expected to positively contribute to a climate of integrity marked by mutual respect for each other; celebrate diversity and adapt responsibly to cultural differences; seek to foster understanding and acceptance; promote awareness through education; engage in constructive dialogue and strategies for engaging and resolving conflict; reject any and all acts of discrimination of any kind and appropriately confront and respond to such acts; affirm the right to freedom of expression; maintain and promote an atmosphere free of abusive or demeaning treatment, and commit to adherence and enforcement of all UC San Diego policies and procedures that promote the fulfillment of these principles.

Key performance indicators:

• Communicate with dignity and respect.
• Engage in efforts to learn and understand the culture of higher education in general and the UC San Diego culture in particular so that we interact in a manner that supports the overall mission of higher education and directly aligns with the UC San Diego mission, values, and organizational climate expectations.
• Constructively engage in teamwork and collaboration.
• Work with others in a spirit of cooperation regardless of racial, ethnic, religious, age, ability, cultural, gender, sexual orientation, gender identity, or other differences.
• Take proactive measures to promote more respectful interactions in the workplace.
• Treat and respond to others equitably and fairly.
• Recognize – within ourselves and others – conversations or activities that could serve to make others feel isolated, ostracized, or harassed.
• Participate in diversity-related activities, events and/or training.
HEALTH AND SAFETY

Safety and environmental issues are essential elements of ensuring the continued success of UC San Diego and its employees. To ensure that everyone has an opportunity to contribute to the University’s mission, each of us must be afforded a safe, healthy, and environmentally sound workplace. We are all responsible for ensuring that policies, practices, services, and behaviors support accepted and current safety, health, and environmental standards.

Key performance indicators:

• Practice safe behaviors.
• Report hazardous conditions and threatening or violent behaviors.
• Participate in required campus emergency and safety trainings and other initiatives.
• Promote personal and occupational safety within the work unit.
• Initiate action and influence others to improve physical work environment and working conditions.
• Participate in non-required safety trainings and initiatives at least once during the year.
• Take initiative to participate in non-required trainings and initiatives frequently throughout the year.
• Take initiative to get an ergonomic assessment and practice the components of ergonomic safety on a routine basis (e.g. take breaks looking away from the computer; ensure head, hands, feet and equipment are positioned appropriately).
UC San Diego managers and designated supervisors play a crucial leadership role ensuring the effectiveness and productivity of their respective units. Through data analysis, strategic thinking and decision-making regarding current and future use of resources, coaching, mentoring, and day-to-day interface with direct reports and other key stakeholders, the primary role and function of the leader/manager/supervisor is to enable achievement of the mission and goals of the department and University. This is accomplished through utilizing their knowledge, skills, and subject matter expertise in efforts to support and inspire employees to consistently achieve or surpass performance expectations and/or results.

Key performance indicators:

- Create a culture supportive of staff, one that fosters high levels of motivation, collaboration, productivity, and quality of services.
- Take ownership of role as an agent of the organization and representative of the University.
- Recruit, promote, and retain a diverse work team.
- Model the Principles of Community.
- Maintain high ethical standards and demonstrate integrity, honesty and trustworthiness in all endeavors and communications.
LEADERSHIP / MANAGEMENT / SUPERVISION
SEVEN CRITERIA
## Leadership, Management and Supervisory Criteria

### Supervision - Current State
- Resource Management and Planning
- Leadership
- Organizational Accountability
- Performance Management

### Leadership, Management & Supervision - New State
- Stewardship of Resources
- Program/Project/Process Management
- Organizational Insight/Business Judgment
- Communication
- Relationship-building
- Performance Management
- Valuing Equity, Diversity & Inclusion
LEADERSHIP, MANAGEMENT & SUPERVISION

Stewardship of Resources

• Engage in data analysis and strategic thinking, planning and decision-making when determining or making recommendations pertaining to current and future use of staff, financial, materials, technology, space and equipment resources. Demonstrate flexibility and agility in reassessing and reallocating resources when needs, priorities or other circumstances change.

• Learn, follow and uphold the University’s policies in regard to use of all staff, financial, information, electronic data, technology, and physical resources. Model responsible application of what is learned in order to ensure that all resources are used in accordance with department and organization mission and needs.

• Initiate practices which conserve resources, recognize waste and the need to use resources responsibly.

• Ensure confidential information is maintained and disposed of in accordance with records disposition policies and procedures, protocols and schedule.

• Encourage sense of ownership of work processes and outcomes that include responsible planning and management of resources, including time and work efforts.

• Encourage others to safeguard the University’s staff, financial, information, electronic data, technology, and physical assets; create an atmosphere that promotes a desire to contribute to the overall excellence of the University.
LEADERSHIP, MANAGEMENT & SUPERVISION

Program / Project / Process Management

- Engage in data analysis and strategic thinking, planning and decision-making when determining or making recommendations pertaining to current and future use of staff, financial, materials, technology, space and equipment resources. Demonstrate flexibility and agility in reassessing and reallocating resources when needs, priorities or other circumstances change.

- Manage work product and process improvement initiatives and projects through effective use of staff, budget, materials, technology, space and equipment.

- Effectively and equitably identify key stakeholders for input.

- Develop and monitor metrics to identify gaps, measure success and identify areas for improvement; utilize change management principles and strategies throughout.

- Delegate tasks and responsibilities in accordance with time, skill, and resource constraints.

- Seek ways to continuously improve and innovate work processes.

- Cultivate an environment of trust in which team members readily contribute ideas and concerns.
LEADERSHIP, MANAGEMENT & SUPERVISION

Organizational Insight / Business Judgment

- Align planning and decision-making efforts in direct support of current and future organizational and/or department strategic plan goals and objectives.
- Incorporate knowledge of organizational culture, realities and challenges into staff supervision, communication, and work process implementation strategies.
- Recognize and adhere to decision-making structures and communication protocols.
- Identify key stakeholders across the organization who may need to be engaged or consulted in order to achieve goals and objectives.
- Accurately assess and consider others’ capabilities and constraints before delegating or involving in sensitive situations.
- Recognize and address areas where diversity of opinion, approach, and/or cultural background may negatively impact perceptions of competency and productivity.
- Proactively identify and constructively address past, current, or anticipated areas of concern or disagreement between individuals and groups to ensure that work efforts and projects continuously move forward.
LEADERSHIP, MANAGEMENT & SUPERVISION

Communication

• Provide clear instruction and on-going direction; summarize key points and confirm understanding.

• Provide essential information and respond to requests for assistance and information in a timely manner; convey oral and written communications effectively and respectfully.

• Make efforts to keep everyone informed of impending changes or issues that may impact working conditions or terms and conditions of employment.

• Anticipate informational needs and is prepared to provide as needed.

• Demonstrate openness to feedback and ideas by maintaining a positive response.

• Encourage creativity and innovation in problem-solving.

• Constructively mediate and engage in difficult or sensitive conversations.

• Use active, reflective listening; listen when others are speaking without interruption.
LEADERSHIP, MANAGEMENT & SUPERVISION

Relationship-building

• Promote and foster teamwork and collaboration; encourage cooperation within and between individuals, units and departments.

• Build rapport through engaging staff in the examination, development and planning of work tasks and processes; support and incorporate others’ suggestions whenever possible to develop shared solutions.

• Verbalize and demonstrate confidence and trust in others’ abilities to achieve desired results.

• Manage workflow and communications effectively among individuals and groups that may have divergent goals and conflicting or competing interests or priorities.

• Address challenges and sensitive topics in a non-confrontational manner, with a focus on maintaining a positive work relationship; prevent personal opinions and relationships from interfering with workplace interactions and decisions.

• Acknowledge and take ownership of mistakes or errors; verbalize and demonstrate what has been learned from them.
LEADERSHIP, MANAGEMENT & SUPERVISION

Performance Management

- Determine and prioritize amount of time and resources to be allocated in direct correlation with department priorities and needs; assign work equitably.
- Demonstrate knowledge of what is important to customers and the issues that may impact them in efforts to help others understand how meeting customer needs is central to department and organizational mission and goals.
- In accordance with position, provide support to allow for appropriate and sufficient level of autonomy and independent decision-making.
- Provide performance-based concrete examples, thoughtful feedback, and coaching designed to facilitate full achievement of performance expectations and results.
- Consistently and equitably recognize accomplishments and administer rewards in a fair and consistent manner.
- Coach and counsel team members who are struggling and/or not accomplishing tasks/goals. Take necessary steps to motivate and enable improvement where needed. Provide timely corrective action in a constructive manner where appropriate.
- Complete timely performance appraisals in accordance with UC Policy/UC San Diego Implementing Procedures.
- Equitably identify, seek, and support opportunities for career advancement, professional development and training.
- Promote work/life balance and demonstrate flexibility when feasible.
- Maintain confidentiality of personal issues and work performance concerns.
- Proactively address and resolve differences among team members.
Valuing Equity, Diversity & Inclusion (Principles of Community)

- Treat everyone equitably and fairly. Actively build a climate of trust, appreciation, and openness to differences in thoughts, styles, and backgrounds; encourage acceptance of individual differences.
- Seek input and participation equitably among all genders and racial/ethnic backgrounds; acknowledge everyone’s perspective.
- Communicate with respect and take proactive measures to promote respectful interactions.
- Recognize the need for self and others to refrain from conversations or activities that could reasonably serve to make others feel isolated, ostracized, offended or harassed; intervene appropriately when others engage in behaviors that do not promote harmony or engagement.
- Demonstrate support and consideration when personal issues arise; maintain confidentiality of personal information.
- Make efforts to hire and promote from a diverse candidate pool; be aware of and address staffing areas of underrepresentation.
- Promote and support participation in diversity-related training, events and programs.
RATING SCALE AND KEY PERFORMANCE DESCRIPTORS
## RATING SCALE

### CURRENT STATE

Alpha/abbreviated rating definitions and indicators not optimally conducive to meaningful discussion

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>E</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>Above Expectations</td>
</tr>
<tr>
<td>S</td>
<td>Solid Performance</td>
</tr>
<tr>
<td>I</td>
<td>Improvement Needed</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
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### NEW STATE

Rating definitions increase meaningfulness through providing key behavioral descriptors. No alpha rating - promotes more conversational approach.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>Outstanding Achievement</td>
<td>Outstanding Achievement</td>
</tr>
<tr>
<td>Achieved More than Expected</td>
<td>Achieved More than Expected</td>
</tr>
<tr>
<td>Achieved Expectations and/or Results</td>
<td>Achieved Expectations and/or Results</td>
</tr>
<tr>
<td>Partially Achieved Expectations and/or Results</td>
<td>Partially Achieved Expectations and/or Results</td>
</tr>
<tr>
<td>Did Not Achieve Expectations and/or Results</td>
<td>Did Not Achieve Expectations and/or Results</td>
</tr>
<tr>
<td>Not Applicable (if did not perform during most or entire appraisal cycle)</td>
<td>Not Applicable (if did not perform during most or entire appraisal cycle)</td>
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Rating scale descriptors have been modeled and aligned in accordance with seven (7) desirable competencies found in previous UC San Diego appraisal forms - serves to build consistency in interpretation and meaning within and across the rating scale, especially when determining overall ratings.

The competencies used as the basis for developing the rating scale descriptors are as follows:

1. Strategic Planning and Decision-Making
2. Quality of Work
3. Quantity of Work
4. Job Knowledge and Expertise
5. Self-Direction and Initiative
6. Continuous Improvement Efforts
7. Change Management – Openness and Adaptability to Change
OUTSTANDING ACHIEVEMENT

Demonstrated outstanding achievement in performance standard expectations and goals throughout the entire appraisal cycle

KEY PERFORMANCE DESCRIPTORS – TO BE APPLIED IN ACCORDANCE WITH POSITION

• Consistently takes initiative to engage in an extensive level of research, data analysis and strategic thinking in efforts to help examine or make recommendations or decisions in direct support of current and future strategic goals and objectives.

• Work demonstrates an exceptionally high level of accuracy, attention to detail, thoroughness and is typically error free. Exhibits exceptional judgment in problem-solving and decision-making.

• Consistently completes expected work volume and/or output in significantly less time than expected; routinely seeks and/or volunteers for extra duties when feasible. Effectively manages multiple priorities and maintains a positive, collaborative approach even under challenging or extreme circumstances.

• Serves as a subject matter expert in key job performance areas - is regularly sought out by senior leaders, managers, and supervisors for input, advice, and counsel.

• Demonstrates an extraordinarily high level of self-discipline, self-direction, and initiative. Works independently and autonomously, requiring minimal to no direction or supervision. Proactively seeks supervision and direction when needed.

• Consistently and proactively identifies opportunities for improvement. Consistently makes effort to reach and maintain best practice in own work and takes initiative to gather resources, materials, and feedback to improve. Volunteers to lead and/or support process or business improvement efforts.

• Consistently and proactively seeks and identifies opportunities for positive change. Frequently puts forth ideas and volunteers to take on the role of change sponsor, agent, or advocate.
Exceeded performance standard expectations and goals consistently throughout the entire appraisal cycle

- Takes initiative to engage in detailed data analysis and strategic thinking in efforts to help examine or make recommendations or decisions in direct support of current and future strategic goals and objectives.

- Work demonstrates a high level of accuracy, attention to detail, and thoroughness. Exhibits good judgment in problem-solving and decision-making.

- Generally completes expected work volume and/or output in less time than expected; willingly assumes and completes additional duties and responsibilities when asked. Able to manage multiple tasks and prioritize with minimal direction.

- Viewed as a “go to” person among peers – frequently recognized among peers for job knowledge and expertise. Consistently demonstrates sound judgment in problem-solving and decision-making.

- Demonstrates high level of self-discipline, self-direction, and initiative. Works independently, requiring minimal supervision. Willingly assumes accountability and responsibility.

- Takes initiative to identify opportunities for improvement. Proactively reviews own work quantity and quality and requests feedback, coaching, and resources in efforts to achieve higher performance levels.

- Actively demonstrates support when change is proposed or implemented; willingly agrees to serve in the role of change sponsor, agent and/or advocate when opportunities are presented.
ACHIEVED EXPECTATIONS AND/OR RESULTS

Achieved performance standard expectations and goals consistently throughout the performance cycle.

KEY PERFORMANCE DESCRIPTORS – TO BE APPLIED IN ACCORDANCE WITH POSITION

• Engages as requested in data analysis and strategic thinking in efforts to help examine or make recommendations or decisions in direct support of current and future strategic goals and objectives.

• Performs job duties at expected levels. Work demonstrates appropriate level of accuracy, attention to detail, and completeness. Demonstrates appropriate level of judgment in problem-solving and decision-making.

• Completes expected volume of work and output; extends extra effort when necessary to accomplish or complete tasks, meet deadlines.

• Demonstrates expected level of job knowledge. Positively contributes to the success of coworkers and overall department goals.

• Demonstrates appropriate level of self-direction, self-discipline and initiative. Takes ownership of work quality and quantity and responds accurately and appropriately to questions - readily engages in problem-solving.

• Demonstrates openness to coaching and feedback – makes efforts to incorporate suggestions for improvement or change into work tasks and responsibilities.

• Demonstrates openness to change and adapts with a positive attitude.
PARTIALLY ACHIEVED EXPECTATIONS AND/OR RESULTS

Achieved some but not all performance standard expectations and goals. There is need for improvement in some areas of performance.

KEY PERFORMANCE DESCRIPTORS – TO BE APPLIED IN ACCORDANCE WITH POSITION

- Inconsistent in efforts and/or ability to engage in data analysis and strategic thinking to help examine work issues or make recommendations for change. Has occasional difficulty identifying obstacles, changing work needs, or engaging in problem-solving.

- Work is sometimes inaccurate or incomplete, creating an unexpected need for additional quality review from others.

- Inconsistent in meeting work volume and/or output expectations. Requires repeated coaching and instruction from supervisor in order to perform or complete job tasks.

- Often requests or demonstrates the need for assistance from coworkers in order to understand or complete routine job tasks. Demonstrates inconsistent ability to perform at acceptable levels.

- Rarely Initiates but will engage in problem-solving when requested to do so by supervisor.

- Demonstrates reluctance to accept constructive feedback or take ownership of the need for improvement.

- Demonstrates difficulty accepting and/or adapting to change; Occasionally engages in behaviors that are contentious, divisive, and/or uncooperative when faced with the need for change.
DID NOT ACHIEVE EXPECTATIONS AND/OR RESULTS

Did not achieve performance standard expectations and goals.

KEY PERFORMANCE DESCRIPTORS – TO BE APPLIED IN ACCORDANCE WITH POSITION

• Unable to effectively problem-solve or adequately respond to requests, obstacles or changing needs.

• Work is frequently inaccurate, incomplete, with little to no demonstrated attention to detail.

• Fails to produce expected volume of work and/or output. Requires excessive amount of instruction, guidance and supervision in order to perform or complete routine job tasks.

• Unable to demonstrate acceptable level of job knowledge. Makes frequent errors and/or mistakes in judgment, despite coaching or retraining efforts.

• Unable and/or unwilling to recognize or accept responsibility for work issues of concern.

• Unable and/or unwilling to accept constructive feedback or take ownership of the need for improvement.

• Unable and/or unwilling to accept or adapt to change. Consistently demonstrates behaviors that are contentious, divisive, and/or uncooperative when faced with the need for change.
SUMMARY OF RATING SCALE DEFINITIONS AND KEY PERFORMANCE DESCRIPTORS

• Outstanding Achievement
• Achieved More than Expected
• Achieved Expectations and/or Results
• Partially Achieved Expectations and/or Results
• Did Not Achieve Expectations and/or Results

The five-level rating scale and associated performance descriptors are designed to be used when evaluating performance in key performance areas (job functions), demonstration of core values / leadership criteria, and overall performance.

A rating of “Not Applicable” (N/A) can be assigned when, at the direction of the supervisor, a standard performance expectation was not performed for most or all of that particular appraisal cycle.

The key performance descriptors should be applied IN ACCORDANCE WITH POSITION - not all descriptors will apply to all positions.

The key performance descriptors are not to be used as a checklist, but as a template, reference guide, and a framework for conceptualizing, discussing, and ultimately determining how best to interpret and rate the level of performance demonstrated.
PERFORMANCE APPRAISAL CYCLE CHOICES

SPRING CYCLE – MAY 1ST through APRIL 30TH

• Appraisals shall be conducted May 1st through mid-June; to be submitted to Campus Human Resources on or around June 14th

WINTER CYCLE – JANUARY 1ST through December 31st

Appraisals shall be conducted January 1st through mid-February; to be submitted to Campus Human Resources on or around February 14th

Regardless of the appraisal cycle selected, performance appraisals are due to be submitted to Human Resources within 45 calendar days after the end of the appraisal period or the first workday following the 45th day, whichever comes last.

VC areas that select the Winter cycle will have to conduct transitional performance appraisals for the period May 1, 2018 through December 31, 2018, to be submitted to Campus Human Resources by close of business Thursday, February 14, 2019.

In the event a merit pay program is announced for this fiscal year, employees on both cycles shall be compensated at the same time.
ONLINE APPRAISAL
FORM AND SYSTEMS
ONLINE APPRAISAL FORM AND SYSTEMS

Appraisal form will be online, integrated with the JD Online and MyTime systems, and contain the following elements:

- Five ratings - to be used to rate individual performance expectations and overall performance. Rating scale also includes an N/A (Not Applicable) rating to be used when a standard performance expectation, at the direction of the supervisor, was not performed for most or all of that particular appraisal cycle.

- Level of importance indicator - to be assigned to key performance areas and core values. Can be considered when determining overall performance rating

- Key Performance Areas section (aka job functions, job responsibilities) - automatically populates into online form from online job description library; to be rated

- Core Values section - 3 for non-supervisory staff; 9-10 for supervisory (includes the 6-7 leadership criteria); to be rated

- Goals section – performance and professional development goals to be individually listed and commented on in area provided; not to be rated but accomplishment can be considered when determining overall rating
ONLINE APPRAISAL FORM AND SYSTEMS

• One text box each for the Key Performance Areas, Core Values, and Goals sections – to be used to provide detailed description of performance

• UCOP mandatory training compliance question and explanation of any noncompliance (required)

• Employee Self-Appraisal section (employee is not required to complete)

• Supervisor completion certification statement / checkbox (required)

• Supervisor rating indicator/checkbox to be used if supervisors’ overall rating is due to appraisals not being completed (required)

• Employee Comments section (employee is not required to comment)

• Supervisor Comments section (not required if comments were written in other text box areas; required if no other comments are included)

• Signatures section (employee signature is not required; supervisor and next level of management signatures are required. Will use single sign-on electronic signature)
ONLINE APPRAISAL FORM AND SYSTEMS

- All appraisal data will be stored in a centralized database maintained by ITS. Electronic data will be stored and actively maintained for at least 5 years.

- Campus Human Resources will be the system administrator of record – will announce open and close of annual appraisal cycles, create and distribute campus-wide appraisal communications, have access to campus-wide appraisal data, process legal and external inquiries and requests for appraisal data, and run reports as needed.

- VC area / Department Human Resources will distribute Campus Human Resources communications, continue to route/track/monitor department completion and overall compliance; have access to department appraisal data, and run reports as needed.
TRAINING AND COMMUNICATIONS PLAN
As a prerequisite to UC San Diego training in efforts to prepare for the recommended quarterly informal as well as annual appraisals, all eight (8) UC online management training courses are recommended for supervisors, with particular focus on those noted with an asterisk (*):

- Performance Management Overview
- Setting Expectations and Individual Performance Goals (*)
- Giving and Receiving Feedback (*)
- Engaging and Developing Employees
- Conducting Performance Appraisals (*)
- Motivating, Recognizing and Rewarding Employees
- Coaching for Performance and Development (*)
- Managing Corrective Action
The following UC San Diego online supervisory training modules are currently being developed, with plans for rollout late April 2018 through July 2018:

- Module 1: Appraisal Process Overview / Core Values
- Module 2: Introduction to the Rating Scale
- Module 3: Administrative Guidance (once policy is finalized)
- Module 4: Introduction to the Online Appraisal Form and Online Process
December 2017 – memo sent to HR Contacts and supervisors announcing supervisory training plan

January 2018 – Supervisory training module announcements and registration; memos to HR Contacts, supervisors, and staff as needed.

April & July 2018 - Town hall meetings for all policy-covered staff and supervisors; launch supervisory training modules; demonstrate new online form and online processes.

April thru July 2018 - Specialized classroom training and informational meetings with Campus HR staff, HR Contacts / MSO’s / ABA / Faculty re: process rules, roles, permissions, access, and system administration.

May 2018 – email communications to VC area staff regarding VC appraisal cycle choice.

June & July 2018 - Policy to be approved; updated Blink information, quick reference guides, memo to policy-covered staff formally announcing new processes and standards; town hall and virtual town hall meetings to review online form.
SUMMARY OF SPA PROJECT DELIVERABLES

One standardized model for policy-covered staff, to be used across all campus VC areas (excluding Health Sciences and Medical Center)

Updated performance standards (4 Core Values and 7 Leadership Criteria) - focuses on key performance indicators for more consistent application

Revised rating scale - more descriptive, meaningful, and transparent

Spring and Winter appraisal cycles - VC choice

One online appraisal form using single sign-on electronic signatures; database to be integrated with JD Online and MyTime systems

Supervisory training – focuses on more frequent behavioral feedback, conversational approach

Campus-wide communication plan – email and town hall meetings - focus on transparency
The information contained in this PowerPoint represents the latest version of all intended decisions and deliverables arising from the Staff Performance Appraisal (SPA) Project. This information only applies to policy-covered staff, excluding Health Sciences and Medical Center.

This information is being shared in efforts to inform policy-covered staff and supervisors of impending changes to the performance appraisal process and evaluation form, job performance standards and expectations.

All content contained herein is in the process of policy ratification so is not yet considered final. Formal announcements will be distributed once content has been ratified and formalized as policy.

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If you have questions or want more information about the SPA Project, please contact your HR Contact or the Employee Relations Specialist assigned to your department.
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