

State University of New York at New Paltz Professional Staff Performance Program

A Performance Program must be written and current for each Professional employee. Formal performance evaluations will be based upon that program. Initial performance programs for professionals new to a position are to be written, signed and sent to Human Resources within 30 days after appointment into that position. These programs are to be written in consultation with the employee. Subsequent performance programs are to be attached to each evaluation when it is submitted. Performance programs can be revised by the supervisor as needed, or the current performance program can be reaffirmed.

It is suggested that the supervisor and staff member prepare drafts of the performance program and discuss it before finalizing the document. While there is an obligation to consult with the staff member, the responsibility for establishing tasks, objectives and criteria for evaluation is that of the supervisor. Both the supervisor and employee must sign the performance program. The employee signs to acknowledge the existence of the performance program, but the signature is not required for the program to be in force.

Dated copies of the performance program are to be distributed to the employee, the supervisor and the supervisor's supervisor. The original will be logged in, then filed in the employee's personnel file at Human Resources.

There is no standard form for the performance program, but it must include elements listed in the Memorandum of Understanding Relating to Evaluation and Promotional Systems for Professional Employees between the United University Professions (UUP) and SUNY. These elements are listed below.

Duties, Tasks, Responsibilities and Objectives:

A list of tasks, responsibilities and objectives comprises the largest portion of the performance program. For each of these items, there must be criteria for evaluation. Those criteria should be as explicit as possible. To the extent possible, the criteria should be clear, measurable, and quantifiable. Time frames are to be included as well.

There duties are to be consistent with the evaluatee's overall job description and job classification. Objectives for each duty and responsibility may vary in scope and impact depending on the emphasis of the department during a particular year. Short and long-term objectives should be clear as well as the identity of secondary sources that will be consulted on performance.

Supervisory Relationships and Functional Relationships

The performance program also should include: the title of the person who supervises the employee; the title of the person(s) whom the employee supervises; and the people, offices and publics with whom the employee deals on a regular basis.

When preparing the performance program, keep in mind the following areas taken from the Policies of the Board of Trustees. These items will be considered in the evaluation process.

- a) **Effectiveness in performance**-as demonstrated, for example, by success in carrying out assigned duties and responsibilities, efficiency, productivity and relationship with colleagues.
- b) **Mastery of specialization**-as demonstrated, for example, by degrees, licenses, honors, awards, and reputation in professional field.
- c) **Professional ability**-as demonstrated, for example, by invention or innovation in professional, scientific, administrative or technical areas (i.e., development or refinement of programs, methods, procedures, or apparatus).
- d) **Effectiveness in University service**-as demonstrated, for example, by such things as successful committee work, participation in local campus and University governance, and involvement in campus-related or University related student or community activities.
- e) **Continuing Growth**-as demonstrated, for example, by continuing education, participation in professional organizations, enrollment in training programs, and research.