



Performance Management for Administrators

Approved By: President	Related Policies: ORS 351.070; Grievance Procedure for Administrators, Compensation Policy
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Revised:	Custodian: Vice President for Finance and Administration
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A. Purpose

This policy applies to administrators and outlines the three core components of performance management and development: Position Descriptions, Performance Feedback and Development, and Managing Performance-Related Issues and Concerns. The components – individually and as a whole – are intended to guide employees in managing their own work performance and development and to assist supervisors in supporting and coaching employees. The objective of performance management is for employees to achieve success and satisfaction in their work and to assist the m in meeting departmental and institutional goals.

B. Positions Descriptions

1. Position descriptions are tools for supervisors and employees to assist with recruitment and selection, performance feedback and development, and career growth. While the department head or supervisor is responsible for writing the initial position description, the employee and supervisor share the responsibility for ensuring that it is accurate and up-to-date.
2. Each administrative position has a written position description that contains the following information:
 - a. Appointment information (e.g. title, department, supervisor’s title, etc.)
 - b. Position summary – a description of the position’s primary purpose
 - c. Qualifications – required and preferred education, experience, knowledge, and skills.
 - d. Job duties and responsibilities – a description of current major and secondary duties, functions and responsibilities. Each responsibility or duty listed should contain enough information to portray what is done, how it is done, and why.
 - e. Budget authority
 - f. Supervisory authority
 - g. Decision-making authority – a description of the breadth and scope of decision-making authority and discretion to formulate, implement, evaluate, approve and/or modify policies, procedures, and/or programs.
 - h. Physical demands
 - i. Overtime eligibility – whether a position is exempt or non-exempt from eligibility to earn overtime under state and federal wage and hour law.

C. Performance Feedback and Development

1. Ongoing Feedback: The University encourages ongoing dialogue and feedback between supervisors and employees, which may be oral or in writing. Supervisors and employees share the responsibility for seeking and giving feedback. Both complimentary and corrective topics

related to performance should be addressed as close to a work-related event or occurrence as possible.

2. Formal Performance Reviews

- a. In addition to ongoing dialogue and feedback, each employee and supervisor are expected to engage in a formal performance review at least once a year. The supervisor or department director determines the schedule for the annual performance review. Performance reviews may also be conducted at more frequent intervals.
- b. Formal performance reviews ensure that both the supervisor and employee take the time to discuss the employee's responsibilities and to plan for the following year. It is a time when both can identify opportunities that will enable the employee to work towards individual, department, or University goals, or towards meeting criteria for performance-based increases. Formal performance reviews are documented and filed in an employee's official and department personnel files.
- c. Supervisors are encouraged to obtain feedback from individuals with whom an employee works or interacts (i.e. co-workers, other managers, students, personnel from other departments), and incorporate feedback in the formal performance review.

3. Documenting the Formal Performance Review

- a. Supervisors are required to document a formal performance review, and may choose from three formats available on the Human Resource Services (HRS) web site. An [Employee Self-Assessment Questionnaire and Performance Plan](#) are also available for departments and employees, as well as additional information about the review process.
- b. It is important for a department and/or supervisor to select a form that is effective for both the supervisor and employee in guiding the performance review discussion, addressing specific topics related to an employee's position, and planning for the future. Supervisors have the discretion to involve employees in selecting or modifying assessment forms.
- c. Each form is a guide and agenda for the performance review discussion between a supervisor and an employee. Supervisors may modify the form they select based on the specific service and performance standards for the department or the employee's position; however, the following information is required on all performance review documents: (1) employee information and the review period; (2) an assessment of supervisory responsibilities if applicable; and (3) a summary of the employee's overall performance.

4. Documentation is maintained in the employee's official personnel file and the department file. The employee is also given a copy.

D. Managing Performance-Related Issues and Concerns

1. When an employee's conduct violates a University policy or constitutes misconduct, or when an employee's performance does not meet the expectations or requirements of a position, the supervisor determines if corrective action is needed. When corrective action is the appropriate response, the supervisor begins the process within a reasonable time of the supervisor's knowledge of the situation. Corrective action must be appropriate to the issue and may be non-disciplinary such as training, coaching, a performance plan, or a letter of instruction and expectations; or it may be disciplinary such as a written reprimand, suspension, demotion, reassignment, or dismissal.

2. Misconduct is behavior that is contrary to professional standards and may range from acting disrespectfully towards a student, negligence in carrying out responsibilities, or other University employee to acts of violence. Acts of misconduct also include, but are not limited to, a violation of a University policy or rule; illegal use, possession or distribution of drugs; unauthorized entry or use of university facilities; refusal to comply with a supervisor's directive; and possession or use of firearms. Whether an action constitutes misconduct and warrants corrective action is determined by the supervisor on a case-by-case basis, taking into consideration factual evidence, the nature of the conduct, and the circumstances surrounding the action.
3. Performance issues arise when an employee does not successfully and consistently perform the duties and responsibilities of the position. Depending on the nature of the performance issue(s), it may be appropriate for the supervisor to identify ways to address the issues (e.g., training and formal class work) in a written performance plan prior to taking any corrective action. Use of a plan is optional and supervisors are encouraged to involve the employee in its development. A performance plan describes each job responsibility needing improvement, the nature of the problem, the desired outcome, the steps the employee plans to take to improve performance, available resources to assist the employee, and the time frame for follow-up and completion. Whether a performance issue warrants corrective action is determined by the supervisor on a case-by-case basis, taking into consideration factual evidence, the nature of the issue, and the circumstances surrounding the action.
4. Due Process: Discipline must be issued for cause, taking into account factors such as, but not limited to, the nature of the misconduct or performance issues, policies or rules, the employee's employment history, and prior discipline. Before the final disciplinary action is issued for either misconduct or performance, an employee is given the opportunity to provide information and respond to the reasons given for the proposed disciplinary action.
5. Appeals: Only disciplinary actions may be appealed through University's Grievance Procedure for Administrators. Disciplinary actions include written reprimand, suspension, demotion, reassignment, or dismissal.

E. Policy Revision

This policy may be revised at any time without prior notice. All revisions supersede prior policy and are effective upon approval.