

**SENIOR ADMINISTRATOR PERFORMANCE APPRAISAL**

Employee Name: <input type="text"/>	University ID: <input type="text"/>
Position Title: <input type="text"/>	
Unit/School: <input type="text"/>	Department: <input type="text"/>
Appraisal Type: Probationary <input type="checkbox"/> Annual <input type="checkbox"/> Reappraisal <input type="checkbox"/>	Evaluation Period: From <input type="text"/> To <input type="text"/> Month/Year Month/Year

**INSTRUCTIONS:**

1. At the beginning of each annual evaluation period list the performance goals for the coming year on page three. Also, place a check mark to the left of any competency statement on page two requiring particular attention by the Senior Administrator. Give a copy to the Senior Administrator.
2. At the end of the evaluation period, make a determination of the extent to which the Senior Administrator met the standard for each category. Enter a numeric score for each category, using the Ratings Guidelines below.
3. Indicate in the right margin, a plus (+) where performance deserves recognition, or a minus (-) where performance needs attention.
4. Complete the Performance Goals section by following the instructions on page three.
5. Review the entire evaluation. Using the Rating Guidelines, place the corresponding number that best describes your assessment of overall performance in the Overall Rating section on page four.
6. Identify any increase in salary on page four. Give the Senior Administrator the opportunity to record his/her comments.

**RATING GUIDELINES:**

- ⑤ This staff member has made significant contributions to advance the position of the department and/or University toward excellence and prominence. Only a small percentage of staff members who exhibit uniform excellence and initiative will receive this rating.
- ④ This staff member has been instrumental to the department's success and has performed in an exemplary manner.
- ③ This staff member is proficient in the job. Performance is what is expected of a fully qualified and experienced person.
- ② This staff member occasionally fails to exhibit proficiency in the job. Improvement is necessary to meet the expectations for acceptable performance.
- ① This staff member has serious deficiencies in key areas. Performance fails to meet expectations and is not acceptable.

**SENIOR ADMINISTRATOR COMPETENCIES**

RATING

**ADMINISTRATIVE COMPETENCIES:**

+ -

- Builds effective management teams and identifies optimal staffing levels necessary to effectively conduct the business of the unit.
- Creates effective work plans; identifies the appropriate resources and processes; sets priorities; delegates authority and meets deadlines.
- Incorporates control systems that monitor workflow and ensure task completion.
- Creates an atmosphere in which information flows smoothly between self and others; encourages open expression of ideas and opinions.
- Conveys information clearly and in a timely manner; prepares concise written reports; makes effective presentations.
- Demonstrates the importance of sound financial performance and productivity; operates within budget; recommends methods to reduce costs.
- Conducts all performance appraisals on time; evaluates performance based on results.
- Empowers staff to take responsibility for their work processes; removes obstacles that hinder progress.
- Understands and adheres to Rutgers compliance standards as they appear in the Legacy UMDNJ Corporate Compliance Policy, Code of Conduct, and Conflict of Interest Policy; sponsors and implements initiatives to achieve the University's compliance goals.
- Enforces for all subordinates and personally complies with all University disease prevention and control, including tuberculosis and hepatitis B.

CATEGORY SCORE: **LEADERSHIP:**

+ -

- Communicates the University's and Unit's vision and mission to staff members; shapes behavior in order to turn the vision and mission into reality.
- Asserts own ideas and persuades others; gains support and commitment; mobilizes people to take action.
- Coaches staff members and accurately assesses their developmental needs; provides specific and frequent feedback on performance; grooms employees for promotion.
- Creates an environment conducive to cooperation and trust.
- Acts professionally and responsibly within and outside of the University; contributes to a positive image.
- Adjusts to shifting priorities, ambiguity and rapid change; demonstrates flexibility.
- Champions new initiatives; assumes risk and responsibility for the unit; addresses difficult issues and stands firmly when necessary.
- Models behavior consistent with Rutgers Corporate Compliance Standards; ensures that all staff are trained and evaluated on their knowledge of and adherence to compliance policies and procedures specific to their jobs.

CATEGORY SCORE: **ORGANIZATIONAL and STRATEGIC COMPETENCIES:**

+ -

- Thinks strategically; identifies critical, high pay-off strategies and prioritizes team efforts accordingly; effectively plans for future growth and/or direction.
- Emphasizes the need to deliver quality services; defines standards for quality and evaluates processes against those standards in an effort to improve organizational performance.
- Identifies customer needs and takes action to meet those needs; continually searches for ways to increase customer satisfaction.
- Supports the employment, education and development of minorities and protected classes; makes decisions based on the principles of equal employment opportunity.
- Recognizes the existence of, and necessity for, diversity in the workplace.
- Possesses up-to-date knowledge in the profession and understands the issues relative to the broad organization and business.
- Considers a broad range of internal and external factors when making decisions; uses information about the community, the market and competitors in making decisions; recognizes strategic opportunities for success.

CATEGORY SCORE:

**EVALUATOR'S COMMENTS:**

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**PERFORMANCE GOALS**

**INSTRUCTIONS:**

- List goals by order of importance.
- Review goals periodically and make changes to this section if goals or priorities change during the year.
- At the end of the evaluation period, rate each goal individually using the Rating Guidelines listed on the cover of the form.
- Consider your individual rating for each goal relative to its priority. Assign a numeric category score for overall goal achievement.

PRIORITY RATING	GOAL DESCRIPTION	RESULTS and COMMENTS	RATING
1			
2			
3			
4			
5			
6			

CATEGORY SCORE FOR PERFORMANCE GOALS:

EVALUATOR: Discuss your assessment of the Senior Administrator's developmental needs, suggest ways the Senior Administrator can meet those needs, and how you plan to help.

ADMINISTRATOR: Discuss your thoughts on this evaluation and identify the specific ways the University can help you optimize your performance.

OVERALL RATING:

Increase in salary (if applicable): Yes  No  N/A

Amount:

I have reviewed my job description as of this date and it is consistent with my present position responsibilities.

**Staff Member's Signature:** \_\_\_\_\_

Date:  /  /   
mm dd yy

Note: Staff member's signature indicates review and discussion.

**Evaluator's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Date:  /  /   
mm dd yy

**Next Level  
Manager's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Date:  /  /   
mm dd yy