Overview of Enhancements to ePerformance Coming FY 24/25

The Functions tab will be pre-populated with the following standardized, non-changeable criteria:

▼ Functional and Technical Skills

Description : :
The effectiveness with which the employee applies the required skills and knowledge to the job.
- Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- Chooses appropriate tools or technology for tasks.
- Understands and complies with applicable position procedures, University policies, and external regulations.
- Remains current on new developments in their area of responsibility.
- Uses knowledge and skills to assist others and shares knowledge to improve team performance.

▼ Communication Skills

Description : :
The effectiveness of the employee in transmitting information in oral and written expressions.
- Demonstrates effective written and oral communication skills.
- Communicates clearly and knowledgeably.
- Encourages open communication and appropriately shares information with others.
- Listens attentively and seeks to understand others.
- Adapts communication to diverse audiences.

▼ Customer Service

Description : :
The effectiveness of the employee in providing quality service to internal and external customers, including a demonstrated commitment to improvement of services.
- Meets needs and expectations of customers.
- Solicits and acts on customer feedback and explores creative approaches to enhance service and increase efficiency.
- Solves problems at first point of contact whenever possible and, if unable to do so, escalates to an appropriate resource.
- Responds to customer requests in a timely manner.
- Develops and manages effective customer relations.

▼ Problem Solving and Decision Making

Description : :
The effectiveness in which the employee manages and completes job assignments, including judgment, problem-solving, and use of appropriate resources in decision-making.
- Proactively approaches problem-solving in a systematic manner.
- Decisions are clear, consistent, timely, and have positive results.
- Identifies and implements effective solutions to problems while remaining sensitive to the needs of others.
- Utilizes appropriate resources (e.g., people, tools, research, analysis) in seeking solutions.

▼ Commitment to Quality and Quantity of Work

Description : :
The manner in which the employee drives quality and quantity of service in the employee's approach to work and completion of job assignments, including accuracy, innovation, effective use of resources, productivity, and accountability.
- Effectively applies time and resource management, priority setting, and organizational skills to produce adequate quantities of quality work.
- Identifies and adopts innovative methods to improve the quality and quantity of work.
- Demonstrates accountability that advances team efforts and results in successfully meeting productivity and quality goals.
- Actively seeks to leverage resources to promote improved quality and optimal productivity.
- Assesses and recommends improvements to work practices and systems to improve the quantity and quality of service or products delivered.

Collaboration/Teamwork

Description : :
The effectiveness with which the employee works with others to achieve individual and unit goals.
- Builds productive working relationships by effectively partnering with team members and others at work.
- Contributes to and encourages others to cultivate a peaceable work environment.
- Seeks to understand the views of coworkers and other team members.
- Balances individual and team goals.
- Share information and knowledge with others, as appropriate.

FOR SUPERVISORS ONLY: Developing Direct Reports

Description : :
Important note: For non-supervisors, you must select "N/A" for this rating since it does not apply to them.

The manner and effectiveness with which the supervisor develops and implements plans to effect professional growth and development of direct reports.
- Seeks information about each direct report's career goals and develops and executes effective development plans for them.
- Provides development assignments and encourages direct reports to accept them as appropriate for future professional growth.
- Manages expectations appropriately and proactively communicates any potential problems or roadblocks to adjust those expectations in real time.
- Holds frequent development discussions and enables direct reports to grow and succeed through timely delivery of constructive feedback, instruction, and encouragement.
- Provides training opportunities to help grow and retain talented employees.
- Prepares thoughtful and meaningful performance appraisals for direct reports. Creates and follows through on the employee's goals.

FOR SUPERVISORS ONLY: Managing and Measuring Work

Description : :
Important note: For non-supervisors, you must select "N/A" for this rating since it does not apply to them.

The manner and effectiveness with which the work is organized, assigned, monitored, and measured to deliver the required results.
- Understands and communicates strategic goals and plans to achieve them; sets clear objectives and measures; mobilizes resources to achieve shared strategic vision, goals, and priorities.
- Delegates well; clearly assigns responsibility for tasks and decisions. Sets clear expectations, monitors progress, and holds direct reports equally accountable for results. Adjusts priorities when appropriate.
- Plans and organizes workloads; establishes courses of action, timelines, and milestones to ensure work is completed as required.
- Develops and implements metrics to measure results using key performance indicators (e.g., quality, quantity, cost, timeliness, and frequency of completion of assigned tasks).

FOR SUPERVISORS ONLY: Motivating Others

Description : :
Important note: For non-supervisors, you must select "N/A" for this rating since it does not apply to them.

The manner and effectiveness with which the supervisor creates an environment that encourages and enables direct reports to be engaged and motivated to perform to the best of their ability.
- Leads and motivates by example.
- Creates a climate in which people are encouraged to do their best; promotes confidence and optimistic attitudes; empowers others.
- Assesses each person's strengths and works actively to get the best out of each employee.
- Invites input from each person and shares ownership and visibility of achievements.
- Rewards and recognizes accomplishments. Differentiates rewards given to employees based on their levels of performance.

It will not be possible to add additional criteria to the Functions tab.

The Goals tab will not have any changes. Goals must still be entered to satisfy the Define Criteria step.

Functions	**Goals**	Common Standards

Section 2 - Employee Goals

Employee Goals will be evaluated by: Employee, Manager

Add Goal

The Common Standards tab will consist of three items instead of two, these are standardized and non-changeable. "Compliance Training" is new.   What used to be "Diversity" is newly named "Contributions to Diversity, Equity, and Inclusion". Finally, "Principles of Community" and "Contributions to Diversity, Equity, and Inclusion" have updated language.

▼ Principles of Community

Description : :
Diverse, Open, Purposeful, Caring, Just, Disciplined, Celebrative. UCSC faculty, staff, and students are expected to pursue these principles in an atmosphere of personal and intellectual freedom, security, respect, civility, and mutual support.
- Volunteers to support others
- Is flexible and constructive
- Consistently communicates openly and effectively
- Uses knowledge, skills, and professional experience to seek efficiencies and improve work outcomes
- Seeks efficiencies and adapts to change
- Encourages diverse thinking to nurture innovation
- Comes up with useful ideas

▼ Contributions to Diversity, Equity, and Inclusion

Description : :
Definitions:
- Diversity: The variety of personal experiences, values, and worldviews that arise from differences of culture, personal choice, and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more.
- Equity: As opposed to equality, where everyone receives the same support regardless of circumstance, equity focuses on achieving similar outcomes and on ensuring access to support and opportunities necessary for advancement and success. Equity acknowledges structural and societal barriers (such as racism, sexism, homophobia, transphobia, ageism, ableism, religious bigotry, and xenophobia) and impacts (such as incidents of discrimination, bias, bullying, and harassment) have prevented the full participation of many individuals from marginalized groups.
- Inclusion: The proactive effort, through personal actions, programs, and policies, to ensure all individuals feel welcomed, respected, supported, and valued. The contribution to fostering an environment that is conducive to a sense of belonging.

Employee contributions to diversity, equity, and inclusion are evaluated by the following three categories. The evaluation should be appropriate to the employee's career stage and role. Managers and supervisors should also be evaluated by their work in creating and maintaining an inclusive working environment in their units.
- Knowledge: Knowledge and awareness of structural and societal barriers and how they may contribute to impacts in the employee's functional area.
- Application: Ability to apply the above principles and concepts to the employee's work setting(s).
- Impact: Ability to demonstrate positive outcomes for others (colleagues, direct reports, students, community members, etc.) as a result of the employee's professional contributions to diversity, equity, and inclusion.

▼ Compliance Training

Description : :
Has the employee completed ALL required compliance training for their job? You can see whether their compliance training is complete by logging into the UC Learning Center and looking at the "Manager Dashboard".
- If ALL required compliance training is NOT complete, give a rating of 1 for "Unacceptable" because they failed to meet essential goals for this Common Standard.
- If ALL required compliance training is complete, give a rating of 3 for "Met Expectations" because they met essential goals for this Common Standard.

When the Supervisor/Manager goes to complete their evaluation, they will see five tabs instead of four. The new tab is called Rating Definitions, it describes each of the overall ratings to assist the Manager with assigning an overall rating.

Complete Manager Evaluation

Due Date 08/29/2025

● Update and Share

Submit for Approval

▼ Section 6 - Performance Area Ratings

● Expand | ▶ Collapse

▼ Exceptional

Description : :
- Surpassed all goals (Including stretch goals)
- Performance far exceeded expectations in all key areas of responsibility with exceptionally high quality of work and exceptional or unique contributions to organizational objectives
- Behavior consistently exemplified the highest values of the organization
- This rating is not given frequently (approx. top 10% across campus)

▼ Consistently Exceeded Expectations

Description : :
- Generally exceeded goals. (Essential and any stretch goals)
- Performance consistently exceeded expectations in key areas of responsibility, and the quality of work was generally excellent
- Exhibited model behavior that reflected the values of the organization

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▼ Met Expectations

Description : :
- Met essential goals.
- Performance consistently met expectations in key areas of responsibility; at times may exceed expectations. The overall quality of work was good
- Is dependable, highly reliable, follows through on assignments
- Exhibited behavior consistent with the values of the organization

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▼ Improvement Needed

Description : :
- Did not consistently meet essential goals
- Performance did not consistently meet job requirements
- Behavior may not consistently reflect the essential organizational values
- This performance rating would typically follow ongoing counseling and coaching for improvement.
- Repeated overall annual ratings of "Needs Improvement" should not be tolerated. Aside from counseling and coaching, progressive discipline may be used for performance improvement. A plan to improve performance must follow and include clear expectations, deadlines, and formally scheduled one-on-one reviews for measuring the expected improvements

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▼ Unacceptable

Description : :
- Failed to meet essential goals
- Performance egregiously failed to meet expectations
- Lack of improvement would likely be previously documented through progressive discipline
- Behavior may be contrary to essential organizational values
- Repeated overall annual ratings of "Unacceptable" should not be tolerated. Improvement is essential for continued employment. Progressive discipline is likely being used for performance improvement. A plan to improve performance must follow and include clear expectations, deadlines, and formally scheduled one-on-one reviews for measuring the expected improvements

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