

# Performance Evaluations



# **Goals of This Presentation**

- **Overview of the Annual Employee Evaluation Process**
- **Overview of the Collective Bargaining Agreement provisions related to Evaluations**
- **Key evaluation principles, biases and roles**
- **Guidance on practical evaluation tools and templates**
- **Answer questions**

# **Agenda**

- **Annual Evaluation Timelines and the Position Description**
- **Key Roles: Leads vs. Administrators**
- **Evaluation Tools & Best Practices**
- **Useful Information about Rater Bias**
- **Goals & Overall Process**
- **CBA Guidelines (UAPD, CSUEU, APC, Teamsters, SUPA)**
- **Questions**

# **Purpose of Performance Evaluations**

- **Provide constructive feedback**
- **Clarify job expectations and development goals**
- **Support decisions about training, reassignment, and promotions**
- **Ensure compliance with university policies and CBAs**

# **Annual Evaluation Timelines**

- **Evaluation period: May 1 - May 1**
- **Evaluations are due to HR on June 30<sup>th</sup>**
- **Tip: Plan regular feedback sessions throughout the year**

# **Role of the Position Description**

- **Must reflect current duties accurately**
- **Forms the basis for evaluation—only evaluate tasks listed**
- **Updates should be completed before evaluations**
- **The Evaluation Form has a reminder to review the employees  
Position Description.**
- **Has a direct impact on possible ADA accommodation**

# ➤ **Key Roles in the Evaluation Process**

## **Leads (if applicable):**

- Provide input or draft evaluation
- Cannot finalize or deliver evaluations
- Not typically present during formal discussions

## **Appropriate Administrators:**

- Collect input, draft, and finalize evaluations
- Deliver to employee and discuss
- Submit signed evaluations to HR by June 30

# **Best Practices for Evaluation Writing**

- Use specific examples and behavior-based observations
- Stick to work-related criteria
- Align feedback with position expectations
- Be fair, balanced and professional



# ➤ Common Pitfalls

- **Insufficient evidence** – If you can't give specific examples, leave it out.
- **Any reference to protected classes or medical conditions**
- **Cut and paste from other evaluations** – Employees deserve specific, fair and personalized appraisals each year.
- **Sugar coating** – performance issues need to be documented and discussed throughout the year. Not just during the annual performance evaluation.
- **Comments not related to job responsibilities** - family status, medical history.

# ➤ Common Rater Biases to Avoid

Unconscious bias can take many forms:

## **Halo Effect**

A single positive trait influencing overall evaluation.

## **Recency Effect**

Evaluation based on most recent experience (good or bad)

## **Strictness**

Tendency to be overly demanding or critical. Opposite of leniency.

## **Similar-to-Me**

Tendency to give higher ratings to those who share similar traits, backgrounds, or behaviors.

## **Horn Effect**

A single negative trait influencing overall evaluation. Opposite of the Halo effect.

## **Leniency**

Inflated ratings based on a generous or overly forgiving assessment

## **Average**

Evaluating all employees as average, regardless of actual differences in performance.

## **Contrast Effect**

Over-reliance on comparisons can distort ratings, leading to exaggerated over- or underestimations

# ➤ **Employee Input**

**For employees, this is an opportunity to:**

- Highlight accomplishments and successes in fulfilling the year's responsibilities and goals
- Identify areas of strength and areas for development
- Discuss career goals, and any necessary support, training or professional development needs

**For Managers, the employee's input provides:**

- A starting point for the evaluation discussion
- A counter-balance to your own observations
- An insurance policy to ensure you have included all relevant information in the official performance evaluation

# ➤ Goals: SMART

Remember that goals should be **SMART** so that employees clearly understand parameters and expectations.

## **Specific**

Define the goal as clearly as possible.

## **Measurable**

Can you track progress and measure the outcome?

## **Achievable**

Is the goal attainable and realistic?

## **Relevant**

Is it tied to the department's goals and employee's responsibilities?

## **Time-based**

Does the goal provide time parameters?

# ➤ Overall Process

Take these steps throughout the year, not just at evaluation time:

- **Collect feedback:** Ask for feedback from customers and coworkers and keep your own notes. Check progress often to stay on track.
- **Ask the employee:** Get their thoughts on how things are going and what they've accomplished.
- **Check training:** Look at CSU Learn (SumTotal) to see if the employee completed any required online training.
- **Review goals:** Look at last year's goals, including personal and department-related ones.
- **Fill out the forms:** Write a draft, read the employee's feedback, and finish your review.
- **Hold the review meeting:** Talk with the employee about your evaluation before making it final.

**Important:** Follow union contracts and campus rules when writing reviews for represented employees.

# **> CBA Specific Information for Evaluations**

- **Unit 1 (Union of American Physicians & Dentists)**
- **Unit 2, 5, 7, 9 (CSU Employee's Union)**
- **Unit 4 (Academic Professionals of CA)**
- **Unit 6 (Teamsters Local 2010)**
- **Unit 8 (Statewide University Police)**

# ➤ Unit 1 (Article 13)

**Evaluator** - written by a non-bargaining unit evaluator.

**Appointing Authority** - an MPP manager to whom the evaluator reports unless the college or department has designated another manager to act as reviewing officer.

Evaluator writes  
evaluation

Written record of  
evaluation placed  
in employee file

Employee given  
copy of evaluation

Rebuttal (if  
provided)  
attached to final  
evaluation in file

A written record of the periodic performance evaluation shall be placed in the employee's personnel file. The employee shall be provided with a copy of the written record of the performance evaluation.

If an employee disagrees with the record of a performance evaluation which has been placed in their personnel file, the employee may submit a rebuttal statement which shall be attached to the record of the performance evaluation.

## › Units 2, 5, 7, 9 (Article 10)

**Lead** (optional) – may be in the same bargaining unit as the employee. Responsible for duties that include (but are not limited to) assigning work, on-the-job training, resolving workflow or procedural conflicts, providing input to Appropriate Administrator on employee's job performance. Leads are not responsible for administering discipline or responding to grievances.

**Evaluator** – typically an MPP or the Chair.

**Appropriate Administrator** – the immediate non-bargaining unit supervisor or manager to whom the employee is normally accountable, or who has been designated by the President

**Supervisory Signature Authority** - an MPP manager to whom the evaluator reports unless the college or department has designated another manager to act as reviewing officer.



## ➤ Units 2, 5, 7, 9 (Article 10)

Evaluator writes draft  
evaluation.  
(10.7)

Employee has 10  
working days to  
review draft.  
(10.8)

Evaluator considers  
input from employee.  
(10.9)

Employee given final  
evaluation to sign (can  
refuse to do so). Copy  
to Personnel.  
(10.10)

Meeting with  
employee upon  
request. Must take  
place within 7 days of  
request.  
(10.11)

Employee may submit  
rebuttal. This is  
attached to final eval.  
Triggers  
reconsideration.  
(10.12)

## ➤ Unit 4 (Article 18)

**Evaluator** – typically an MPP or the Chair.

**Reviewing Officer** – an MPP manager to whom the evaluator reports, unless the college or department has designated another manager to act as reviewing officer.

Inform employee  
that evaluation  
process will take  
place.  
(18.1)

Evaluator writes  
draft evaluation.  
(18.1C)

Employee has 14  
days to review  
draft. May submit  
a rebuttal.  
(18.1C)

Employee may  
request meeting  
within 14 days of  
receiving draft.  
(18.1C)

Employee given  
final evaluation.  
Copy to personnel  
file.  
(18.2)

Rebuttal statement  
(if any) attached to  
final evaluation.  
(18.3)

## ➤ Unit 6 (Article 12)

**Evaluator** – written by a non-bargaining unit evaluator.

**Appointing Authority** - an MPP manager to whom the evaluator reports, unless the college or department has designated another manager to act as reviewing officer.

Evaluator writes  
draft evaluation.

Employee reviews  
draft for up to 5  
workdays,  
provides input.

Evaluator  
considers input  
(12.8), prepares  
final evaluation.

Employee  
provided final  
evaluation prior  
to placement in  
personnel file.

Employee may  
request meeting  
to discuss final  
evaluation.

Employee may  
submit rebuttal  
which is placed in  
personnel file.

Employee may  
request 2<sup>nd</sup>  
meeting with  
manager and  
union rep.

## ➤ Unit 8 (Article 29)

**Evaluator** – sergeant or immediate supervisor.

**Appointing Authority** – a sworn MPP shall review the performance evaluation as the approving authority prior to the performance evaluation being presented to the employee. At the completion of the evaluation discussions with the employee, a sworn MPP shall sign the performance evaluation. If the sworn MPP is the immediate supervisor, then a non-sworn MPP shall review and sign the performance evaluation.

Evaluator writes  
evaluation

Employee given  
copy of  
evaluation.  
Written record  
placed in file.

Employee may  
submit rebuttal  
within 30 days.

Chief of Police  
reviews rebuttal  
within 21 days.

If evaluation is revised, employee gets updated copy. Original eval and rebuttal removed from file.

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# **Key Takeaways**

- Evaluate fairly and consistently
- Feedback should not come as a surprise
- Use updated Position Descriptions
- Be mindful of rater bias
- Follow union contract requirements
- Submit evaluations by June 30