

PERFORMANCE PROGRAM TIPS

Your performance program may be beneficial to developing arguments for or against your title, grade, salary, or promotion. Listed below are some DO's and DON'T's in preparation of your performance program. The specifics are covered in the Memorandum of Understanding Between the State University of New York and UUP, in Appendix A-28 of the contract.

DO'S

- DO take advantage of the initial consultation with your immediate supervisor prior to the final performance program being prepared
- DO state supervisory relationships
- DO state functional relationships
- DO state short and long-term objectives
- DO state criteria for evaluating the achievement of each objective
- DO assure that as circumstances warrant, you and your supervisor meet to review the appropriateness of any element in the performance program, modify it accordingly in writing, and file necessary copies
- DO assure that your formal, annual evaluation is based on your up-to-date performance program. If so, decisions regarding your promotion, reappointment, permanent appointment, approval for discretionary salary increases and (now) reclassification, can be made on the basis of the described duties and performance standards in your performance program
- DO positively state objectives that you will be required to perform in the next 12 months (make sure the time lines for achieving objectives are reasonable)
- DO state clearly, where possible, relevant percentages of your obligation that each duty requires
- DO make sure that secondary sources are identified as individuals who affect your performance and identify specifically what they will be evaluating (if secondary sources are listed)
- DO state your performance objectives whenever possible, using language that shows:
 - a. your freedom to act
 - b. your communication responsibilities
 - c. your problem-solving functions
 - d. the breadth of organizational impact of your work
 - e. the consequence of any errors you make
 - f. responsibility to manage and direct other
 - g. your personal goals and/or objectives
- DO take advantage of an informal, on-going evaluation process with your immediate supervisor

DON'T'S

- DON'T allow statements of undescribed duties (for example, "...and any other duties as assigned")
- DON'T be passive or general in your description of duties (for example "...responsible for all activities in the residence hall")
- DON'T include objectives other than your own, or which you don't understand
- DON'T include objectives which you have no authority to carry out
- DON'T state objectives that are controlled by someone else as your sole responsibility

WORKLOAD AND PERFORMANCE PROGRAMS

I. WORKLOAD

A. Your job is defined by your performance program.

1. What is a performance program?
 - Definition: Sets forth the duties and responsibilities assigned to the employee which will be the basis for the annual performance evaluation.
2. What is its purpose?
 - To provide the employee with a road map of which prioritized job duties he/ she is expected to do during the course of a year.
 - To provide the supervisor with the criteria upon which to evaluate the performance of an employee.
 - To serve as a guide to re-evaluate job functions.

B. Controlling Workload

1. Do you meet with and provide consultation to your supervisor prior to the final version of your performance program?
2. Do you remind your supervisor to provide you with a current and accurate performance program that includes all duties?
3. Do you attempt to avoid being placed in a mission impossible situation?
 - Do you request timelines for an entire year?
 - Do you clarify where you have no authority to carry out duties?
 - Do you exercise your right to attach an addendum?

4. If new duties are added, do you request that some be taken away?
5. Do you provide your supervisor with statistics on increased Demand on your continuing duties?
6. Do you put in writing requests for temporary and/or permanent Increases in duties and responsibilities such as:
 - extra service pay
 - compensatory time
 - salary increases
 - requests for promotion
7. Do you follow up with formal, written requests to the College Review Panel for promotions or salary increases if you are denied at any level of administration?

II. DO YOU REMIND YOUR IMMEDIATE SUPERVISOR TO EVALUATE YOU?

- A. Do you request that your immediate supervisor provide you with feedback on your job performance?
- B. Do you request that your immediate supervisor provide you with specific suggestions on how to improve your performance?
- C. Do you provide your supervisor with facts about your performance during the consultation process of your evaluation?
- D. Do you approach your supervisor with a mutual gains attitude?
- E. Do you exercise your right to appeal an unsatisfactory evaluation?
- F. Do you self-nominate for discretionary increases through your supervisor?
- G. Do you request compensatory time prior to commencing the tasks? This is required under the Agreement and alerts your supervisor to the needs of your area. Supervisors cannot read minds and should be made aware of demands which may be changing within the area.

PERFORMANCE PROGRAM SAMPLE

Writing Support

1. Provide academic assistance and academic enrichment services for EHHS education majors
 - Communicate with Chairperson about students' needs
 - Provide writing workshops and individual help (e.g., review writing strategies for projects, essays, and research projects)
 - Provide writing labs/tutorials for students
 - Support students in areas related to research processes to help prepare them for scholarly writing
 - Provide constructive feedback on student writing and refer students to appropriate resources when necessary
 - Inform students about ethical issues such as college policy about academic integrity and plagiarism
 - Verify student's use of reference protocols such as APA/MLA (may vary depending upon discipline)

Assessment for Performance Review

- Keep a log of students served and the services rendered
- Provide students with a survey to evaluate individual help.
- Determine how service may improve to meet students' needs based on their feedback.

Additional Academic Support

1. Provide workshops through consultation with chairpersons

Assessment for Performance Review

- Keep a log of workshops held
- Provide students with a survey to evaluate workshops. Documentation will be used during performance review.

2. Support students in developing study strategies (e.g., individual students on a regular basis to identify learning challenges and to work on study skills to meet these challenges).

Assessment for Performance Review

- Keep a log of students who receive help with study strategies
- Provide students with a survey to evaluate individual help.

3. Work collaboratively with on-campus programs such as the Learning Center and Student Support Services.

Assessment for Performance Review

- Reports from the Learning Center and Student Support Services Directors about collaboration

Professional Resource Directory

1. Maintain the Professional Resource Directory.

Assessment for Performance Review

- Directory is current

Short Term Goals

1. Attend relevant workshops, presentations, and webinars in the area of student academic support services.
2. Review what other SUNY 4-year institutions are doing in the areas of writing support for students in approved teacher education programs.
3. Create web page with academic links to resources.

Long Term Goals

1. Create a resource manual for students in EHHS based on their presenting academic needs.
2. Create an academic resource newsletter.
3. Explore possibility of a grant for Peer Tutors.