



## EXECUTIVE COMPENSATION PLAN PERFORMANCE APPRAISAL TOOL

Name of ECP Employee:

Period of Evaluation:

Name of Evaluator:

From:

### **Introduction:**

The Board of Trustees Resolution [Revised Policy **5.05** effective February 13, 2024], directed the evaluation of Members of the Executive Compensation Plan. The board determined that a policy of executive evaluation is desirable, and members of the plan should be evaluated no more than three years after the date of the initial appointment and no more than two years thereafter. Upon appointment, each ECP employee agrees upon their goals and objectives with their supervisor to cover the evaluation period. This agreed-upon plan will serve as the basis of the annual evaluation and applies to all ECP employees with the exception of the Chancellor, Presidents, and Deans of the Professional Schools.

### **Purpose:**

This assessment aims to evaluate the effectiveness, skills, and contributions of ECP employee. Specifically, this evaluation seeks to assess various dimensions of leadership performance by examining key core competencies: Decision making and planning, level of expertise, strategic planning, communication skills, navigating complex environments and leadership capabilities. The evaluation also reviews previously agreed-upon goals and provides an opportunity to include new leadership objectives for the next evaluation cycle. Finally, ECP employees are actively able to participate in the assessment process and reflect on their leadership practices.

The written ECP Performance Evaluation is intended to be a formal assessment. The purpose of it is to enhance individual and organizational effectiveness by providing feedback, accountability, recognition, career development, informed decision-making, and communication alignment. It is an essential tool for driving employee engagement, motivation, and continuous improvement. At the end of the evaluation process, a copy of the written evaluation should be provided to the employee. The original evaluation, including the self-assessment, must be returned to your campus Human Resources Department.



## **RATING SCALE**

### **Needs Improvement**

Significant improvement is needed in one or more important areas. The ECP employee does not meet established performance expectations, timelines/targets and/or fails to produce - or produces unacceptable work products, services or outcomes.

### **Meets Expectations**

Work product meets the basic standards of performance. Employee meets expectations in all essential areas of responsibility, and the quality of work overall is good. The ECP employee is a dependable leader who meets goals based on measures of quality, quantity, efficiency, and/or effectiveness within agreed-upon timelines. The ECP employee meets the performance expectations established for the position.

### **Consistently Exceeds Expectations**

Performance is generally and consistently above standards in many important aspects, and frequently exceeds expectations. (i.e., developing better tools to address problems, overcoming obstacles, receiving commendations or recognition as well as meeting expected performance standards).

### **Exceptional Performance**

In addition to exceeding expectations, exceptional performance incorporates a clear vision of the future state of the organization. Through long-term planning, the ECP employee is able to establish goals to achieve their vision as well as empower others to collaborate and innovate towards that future state goal. The ECP employee models the behavior they expect to see in their staff and colleagues and sets a new standard that drives the overall organization forward.

**I. Core Competencies**

Provide an assessment of the ECP Employee’s Core Competencies.

**1. Decision Making**

Makes decisions through synthesizing information, calculating risk, and leveraging strengths all with the aim of maximizing productivity; embodies resilience and adaptability to changing circumstances; experiences setbacks as opportunities to learn and adjust strategies; focuses on long-term, sustainable impact; builds credibility through actions; values the core mission and identifies tangible goals towards continuous improvement.

Assessment:

Needs Improvement	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A

**2. Level of Expertise**

Possesses the knowledge and skills required to perform the essential functions of the position; presents as a subject matter expert; able to independently troubleshoot problems; understands what is expected in their day-to day work; acquires; analyzes; assesses information and other relevant inputs to competently and consistently reach goals.

Assessment:

Needs Improvement	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A



### 3. Strategic Planning

Understands strategic directions and aligns priorities with broader goals; measures outcomes; cognizant of how the responsibilities align with the CUNY mission and strategic plan; seeks broad input and synthesizes information; evaluates alternatives; is solutions oriented; able to see connections among complex issues; focuses on measurable outcomes; anticipates future trends and plans accordingly, leverages innovation to implement creative ideas to drive progress.

Assessment:

Needs Improvement*	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A

### 4. Communication Skills

Demonstrates ability to communicate with all levels of employees. Works well with management, peers and direct/indirect reports; appropriately solicits and considers feedback from internal and external stakeholders or customers.

Coordinates with appropriate parties to maximize input from the widest range of appropriate stakeholders to facilitate an open exchange of opinion from diverse groups and strengthen internal and external support.

Assessment:

Needs Improvement*	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A



### 5. Navigating Complex Environments

Cognizant of the organizational structure, processes, and key stakeholders. Considers formal and informal power dynamics; recognizes how different teams and initiatives are interrelated; considers the impact of decisions on the local level as well as the larger environment; negotiates relationships across the campus to achieve optimal results.

Assessment:

Needs Improvement*	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A

**II. Leadership Competency**

Provide an assessment of the ECP Employee’s Leadership Competencies [if applicable].

**6. Leadership Capabilities**

Supports and/or facilitates team-oriented projects and/or working conditions, promptly addresses areas of concern and offers suggestions for improvement. Assists with solving problems, identifies alternative solutions and assesses team results provides an inclusive workplace that fosters the development of others to their full potential through mentoring and professional development opportunities; allows for the full participation by all employees; facilitates collaboration, cooperation, and teamwork, and supports constructive resolution of conflicts; instills a sense of belonging; works to understand the perspectives of others; creates opportunities for access and success and recruits, retains, and develops the talent needed to achieve a high quality, diverse workforce.

Assessment:

Needs Improvement*	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A

**Overall Assessment Rating**

**Please select the rating, that best reflects the overall assessment inclusive of the Total Core Competency Rating + Leadership Competency Raing [if applicable]**

Needs Improvement*	Meets Expectations	Consistently Exceeds Expectations	Exceptional Performance	N/A

\*If the ECP employee is rated in this category, please contact your Human Resources Department to discuss a Performance Improvement Plan (PIP).

### III. Individual & Departmental Goals

Complete this section only if goals were established during the last evaluation period. Reflect each goal here and use the following rating system to evaluate each goal. Please list any additional goals in a separate document.

Goal 1.

Feedback

Goal 2.

Feedback

Goal 3.

Feedback

Goal 4.

Feedback

Goal 5.

Feedback



#### **IV. Summary, Recommendations & Overall Assessment**

[Summarize the evaluation findings and provide recommendations for professional growth and development]

## V. Goal Setting for Next Evaluation Cycle

[Please identify at least three goals for the next evaluation cycle. Please remember these goals should be attainable, measurable, appropriate, and specific. Where relevant, goals should also be tied to the overall strategic plan].

Goal 1.

Goal 2.

Goal 3.

Goal 4.

Goal 5.

## VI. Signatures

Employee Signature:

Date:

Evaluator Signature:

Date:

## VII. Employee Self- Evaluation

The same evaluation form should be used for the self-assessment as the manager's evaluation and should be completed by the ECP employee ahead of the evaluation conference. During the evaluation conference, the two evaluations should be compared. To the extent that any category has a significant discrepancy, the conference should address the disconnect, so that there is an alignment moving into the next evaluation period.