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III-3.2 Performance Review for University Staff

(Enacted 6/22/92; amended 1/02; 6/05; 8/05; 2/07; 5/07; 8/13; 4/14; 10/15; 7/1/17; 12/30/20; 3/23/22; 1/5/24; 1/13/25; 5/7/25)

Effective January 5, 2024, January 13, 2025, and May 7, 2025, this policy has been revised. For the most current version without redlining, return to [III-3](#).

a. Purpose:

- (1) to establish a method for providing each university staff member with expectations for performance and periodic evaluation of performance;
- (2) to facilitate direct communication between supervisors and staff members on performance expectations, achievements, and goal setting;
- (3) to recognize the accomplishments and define the professional and educational needs of staff members;
- (4) to review the job description duties and responsibilities and assure the necessary resources are available to effectively perform the job duties;
- (5) to identify potential career growth opportunities or expanded roles within departmental operations; and
- (6) to serve as one criterion for determining discretionary salary increases for staff members in accordance with collegiate and departmental salary policy.

b. Philosophy. The performance review process facilitates the professional growth and development of staff members and achievement of department and institutional goals. It is an ongoing process with shared responsibility that begins during onboarding and orientation and continues throughout employment. The annual performance review discussion is a formal opportunity to review and discuss the progress and accomplishments made during the year and to review position expectations and set goals for the coming year. This process should include review and feedback based upon the university's three Universal Competencies: Collaboration and Positive Impact; Service Excellence and Customer Focus; and ~~Diversity, Equity, and Inclusion~~ Welcoming and Respectful Environment. For UI Health Care staff, this process should address the WE CARE Core Values: Welcoming, Excellence, Collaboration, Accountability, Respect, and ~~Equity Empowerment~~. Fundamental principles of the process are to support and ensure appropriate performance, encourage continuous developmental growth, and motivate behavioral change when expectations are not being met. The process should stimulate both verbal and written two-way communication, including the opportunity for self-review.

(1) Reviews will be based on observable and, when appropriate, measurable outcomes. Reviews must occur no less than annually.

(2) The performance review system ([talent.uiowa.edu](#)) will serve to aid managers and department leadership in decision making with respect to (but not limited to):

- (a) achievement of organizational goals and individual goal setting;
- (b) performance improvement;
- (c) training and coaching;
- (d) compensation;
- (e) promotion, transfer, and reclassification;
- (f) nomination for university and departmental awards;
- (g) probationary period; and
- (h) disciplinary action.

(3) Each university staff member should be aware of the expectations of their position as well as how they will be evaluated. (See <https://hr.uiowa.edu/performance-management>.)

(4) The performance review system will serve to aid staff members in the following ways:

- (a) as a mechanism to express feedback about their performance;
- (b) as an opportunity to list accomplishments for the evaluation period;
- (c) as an opportunity for coaching;
- (d) to provide clear understanding of supervisor's and unit's goals for the following review period;
- (e) as an opportunity to request training in or referral to learning and professional development opportunities to enhance skills or develop new skills;
- (f) as a time for discussion regarding career goals, including referrals to university programs that support staff to achieve career goals; and
- (g) as an opportunity to provide feedback on process improvement.

(5) Performance review training, with opportunities for providing both qualitative and quantitative feedback, is available through [UI Learning and Development](#) and through [UI Health Care Human Resources](#).

c. Policy. Each administrative unit within the university shall demonstrate utilization of a performance management system consistent with the philosophy statement above.

Deans and vice presidents will be responsible for ensuring that each administrative unit for which they are responsible meets the requirements of this policy. The [Chief Human Resources Officer](#) will run annual compliance completion reports for each college or division. Reporting occurs utilizing HR web applications. Further, compliance reporting will be considered a part of the evaluation process for every dean, executive officer, manager, and supervisor.

Each unit, department, division, and college will be responsible for providing support to supervisors in the review of staff members in accordance with university, collegiate, division, and departmental guidelines, and for identifying what latitude there is for creating the unit's own best practices. It is the responsibility of each supervisor to be consistent in the performance review practices with all staff members they supervise. All performance management systems shall be consistent with the philosophy, principles, and characteristics outlined in this policy on Performance Review **for University Staff**. Tools and resources are available at the [performance management](#) website.

d. Procedure. The following steps are a guideline for the performance management process:

(1) The supervisor communicates clear expectations with measurable outcomes to the staff member. This occurs at the beginning of a staff member's employment and continues throughout the year. Job descriptions should be regularly updated and reviewed in concert with the performance review process.

(2) The supervisor collects supportive documentation (both quantitative and qualitative) that provides information about the staff member's performance.

(a) The universal competencies apply to all university jobs (P&S, SEIU, and Merit):

- (i) Collaboration and Positive Impact;
- (ii) Service Excellence and Customer Focus; and
- (iii) ~~Diversity, Equity, and Inclusion~~ Welcoming and Respectful Environment.

(b) All UI Health Care staff members are expected to uphold the UI Health Care WE CARE Values:

- (i) Welcoming: We ~~strive for~~ have an environment where everyone has a voice that is heard, that promotes the dignity of our patients, trainees, and employees, and allows all to thrive in their health, work, research, and education.
- (ii) Excellence: We ~~aim to~~ achieve and deliver our personal and collective best in the pursuit of quality and accessible healthcare, education, and research.
- (iii) Collaboration: We ~~encourage collaboration~~ collaborate with health care systems, providers, and communities across Iowa and the region as well as within our UI community. We believe teamwork — guided by compassion — is the best way to work.
- (iv) Accountability: We behave ethically, act with fairness and integrity, take responsibility for our own actions, and respond when errors in behavior or judgment occur.
- (v) Respect: We ~~are committed to ensuring that UI Health Care is~~ create an inclusive environment where ~~every~~ individuals ~~from the full spectrum of diversity — which includes identity, backgrounds, cultures, ability and perspective — feel safe, seen, and valued feels safe, valued, and respected, supporting the well-being and success of all members of our community.~~
- (vi) ~~Equity: We dedicate ourselves to equity and fairness in research, health care, education and health.~~ Empowerment: We commit to fair access to research, health care, and education for our community and opportunities for personal and professional growth for our staff and learners.

(3) The supervisor provides feedback to staff members on a regular basis regarding their performance. This includes both strengths and areas for development. Feedback is a crucial part of building the relationship between supervisor and staff member and ~~also~~ provides the opportunity for questions and clarification.

(4) The supervisor sets the stage for an annual, formal performance review discussion by communicating to the staff member about the performance review form that will be used and how the review will be conducted. The supervisor should utilize a review process that is fair, confidential, and consistent within a defined working group.

(5) The supervisor and staff member both prepare for the review by organizing information and identifying accomplishments, reviewing past and future performance goals for the review period, deciding what issues need to be discussed, identifying whether new or additional resources are needed to do the job, and determining future developmental needs.

(6) Typically, the annual, formal review session occurs with the supervisor and staff member meeting face to face and, together, reviewing goals from the previous year and creating a future action plan. In extenuating circumstances, other models may be used as appropriate to provide for this exchange of information. In either case, the supervisor concludes the review process by documenting the session — recording both goals met and those not completed and identifying future performance goals and resources available to support change. A staff member may make additional comments on their review. Additionally, if a staff member disagrees with their supervisor's review, these comments should be recorded as a part of the review document. Each party needs to sign and date the form and have the opportunity to include comments.

The [performance management](#) website details the components of preparing and conducting an effective performance review. For clarification regarding guidelines for the performance review process in a specific unit, contact your unit's Human Resources representative. To identify your Human Resources representative, visit [Employee Self Service](#), select "My Self Service," then select "University Information," and then select "My HR Rep/Workflow Admin/Dept/Admin."