MEMORANDUM

TO: Vice Presidents
   Chancellors

FROM: M.R.C. Greenwood
      President

SUBJECT: Evaluation of Executives

February 10, 2012

Pursuant to Board of Regents’ Policies, Chapter 9-12, Executive Personnel Policies, “Every appointee to an Executive position shall be evaluated for performance and accomplishments annually....” The evaluations are to be competed between March and June and should include a review of the position description and assignment of duties to the position to which the individual is appointed. The results of the evaluation “shall be the basis for reappointment as appropriate and for consideration of salary adjustments....”

Attached are the general criteria and evaluative categories which should be utilized in evaluating your executive personnel. Within these broad categories and criteria, Chancellors and Vice Presidents have the responsibility and flexibility of ensuring that the individual goals, missions, and objectives of the campus/program are appropriately reflected.

Complete the evaluations of your executive personnel and submit a preliminary recommendation by June 1, 2012. Please advise those whom you are evaluating that your preliminary recommendation is subject to my review and a final determination. Please ensure that this information is disseminated to other individuals in your campus/program who are responsible for conducting executive evaluations.

Attachment

C: Office of the Board of Regents
   System Director of Human Resources
Executives are responsible for providing effective academic and administrative leadership for the University of Hawai'i. It is through the expertise, initiative, and creativity of these individuals that the overall missions, visions and goals of the University are achieved. Executives should be evaluated in a fair and consistent manner so that they are recognized for making decisions that ensure the viability of the University.

To ensure an effective performance appraisal system, communication and input from the executive is an essential component of the process.

I. PERFORMANCE CATEGORIES

- Less than Satisfactory Performance:
  (Consideration of non-renewal of appointment)
  
  The executive has not performed work which meets the performance criteria as it relates to quality, quantity, timeliness, cost-effectiveness, interpersonal impact, and accountability of decision making.

- Satisfactory Performance:
  
  It is expected that the executive at least meets this standard.

  Performs work as a competent executive in the area of expertise and responsibility.

  Meets performance expectations relating to quality, quantity, timeliness, cost-effectiveness, interpersonal impact, and accountability of decision making.

  Actively promotes collegiality, cooperativeness and consideration among coworkers, subordinates, peers and critical constituents.

- Superior Performance

  Exceeds performance expectations relating to quality, quantity, timeliness, cost-effectiveness, interpersonal impact, and accountability of decision making.

- Outstanding Performance

  Performs work that is outstanding in the accomplishment of program activities and projects relative to the quality, quantity, timeliness, cost-effectiveness, interpersonal impact, and accountability of decision making.
II. PRIMARY CRITERIA

Quality: The result of carrying out an activity which approaches an ideal outcome of fulfilling the purpose of the activity. This criterion is characterized by completion of identified projects, programs, goals, and objectives in a manner which is judged relative to success, creativity, innovation, leadership, organizational abilities, judgment, and planning.

Quantity: The amount produced, expressed in terms of activities completed, impact on the institution, and/or units completed.

Timeliness: Completion of activities or results produced at the earliest possible time, on-time, or by maximizing the time available for other activities.

Cost-Effectiveness: The use of the organization’s resources, including technological, human and material resources, in an effective way to maximize results in obtaining the highest gain or reduction in loss or improved use of resources available, with consideration given to the impact on other programs.

Interpersonal Impact: Promotes collegiality, cooperation, consideration and goodwill amongst coworkers, peers, subordinates, and critical constituents. Understands and fosters effective working relationships with internal and external constituencies. Supports, mentors and develops subordinate faculty and staff.

Decision-Making: Ability to recognize when a decision is required and the impact of the decision; makes appropriate decisions; acts effectively and expeditiously.

Equal Opportunity/Affirmative Action: Demonstrates commitment to the University’s goals of diversity, equity, equal opportunity, and affirmative action.