



Performance Evaluation Procedure UB-HRD-PR-003/0

1. Purpose

This procedure governs the performance evaluation process for all full-time faculty and staff at the University of Belize.

2. Scope

This procedure applies to all full-time faculty and staff members of the University of Belize.

3. Responsibilities

3.1. Faculty and Staff

3.1.1 Faculty and staff must understand and meet the performance expectations set by the University of Belize by familiarizing themselves with the evaluation standards and actively engaging in the assessment process through self-assessments, feedback-seeking, and performance reflection. They should demonstrate a proactive approach to improvement and professional development by leveraging evaluation feedback to identify areas for growth. Additionally, employees should maintain open and honest communication with their immediate Administrators/Supervisors to discuss performance, goals, and developmental needs, fostering a collaborative environment for guidance, support, goal alignment, and continuous improvement.

3.2. Immediate Administrator/Supervisor or Dean and Chair

3.2.1 The immediate Administrator/Supervisor or Dean and Chair evaluates the employee by regularly monitoring their job performance, assessing skills, and ensuring they meet expectations. Through close observation, the Administrator/Supervisor offers feedback, guides employee growth, conducts fair evaluations, and provides meaningful feedback. Periodic coaching sessions facilitate open communication, recognition of strengths, identification of areas for improvement, provision of feedback, and timely resolution of performance issues.

3.2.2 When faculty or staff members refuse to participate in the evaluation process, their immediate Administrator/Supervisor, or Dean and Chair, must formally document this refusal. Following this documentation, the employee will receive a written notice of non-compliance outlining the consequences of their non-compliance. Their non-

Performance Evaluation Procedure

participation directly impacts their professional advancement within the University, as it may affect their eligibility for salary increases, promotions, and future contract renewal considerations. Should the employee continue to refuse participation in subsequent evaluation cycles, the University may initiate disciplinary action in accordance with established procedures.

3.3. Senior Administrator

3.3.1 The Senior Administrator reviews the performance evaluation forms to ensure accuracy and fairness in assessing employee performance, maintaining consistency and quality in evaluations. In cases of unresolved appeals between the immediate Administrator/Supervisor or Dean and Chair, and faculty and staff, the Senior Administrator intervenes to investigate and resolve the matter, ensuring a fair evaluation process.

3.4. Vice President

3.4.1 The Vice President oversees the performance evaluation process in their areas, ensuring prompt and accurate completion of evaluation forms by immediate Administrators/Supervisors through setting deadlines and providing guidance. In cases of appeal, the Vice President is involved in reviewing the evaluation and ultimately reaching a resolution that upholds fairness and complies with regulations.

3.5. Director of Human Resources.

3.5.1 The Office of Human Resources manages the performance evaluation process, ensuring timely completion, reviewing forms, addressing discrepancies, and safeguarding data confidentiality. They uphold policy procedures, conduct training, resolve conflicts, offer guidance, and assess system effectiveness for improvements.

3.6. Senior Management/Leadership

3.6.1 Senior Management/Leadership is responsible for promoting a culture of performance management and improvement, aligning university objectives with individual performance expectations, supporting the evaluation process, allocating resources for training based on evaluations, and using evaluations for strategic decisions such as tenure, promotions, recognition, rewards, engagement, salary adjustments, and succession planning.

4. Terms and Definitions

Appeal Process

Allows an employee to challenge their performance evaluation score by providing reasons and evidence to support their case. It involves a multi-level review process up to the Vice President's office if the initial appeals are unsuccessful.

Performance Evaluation Procedure

Competency	Demonstrable knowledge, skills, abilities, and behaviors required to perform a specific task, job, or role effectively. Competencies can be both technical (related to specific job-related knowledge and skills) and behavioral (related to personal attributes, such as communication, problem-solving, teamwork, adaptability, etc.). Competencies serve as a framework for assessing and evaluating performance.
Full-time faculty or Staff	A person employed by the University who is formally identified as having an authorized, full-time position in the employing office and is appointed to work at least thirty-five (35) hours for more than six (6) consecutive months.
Goals and Objectives	Specific, measurable, achievable, relevant, and time-bound (SMART) targets or aims that an individual or institution sets out to accomplish within a certain timeframe.
Performance Evaluation	A systematic process of assessing an individual's job performance, skills, competencies, and accomplishments against predetermined criteria and goals. It involves reviewing and analyzing an employee's performance to provide feedback, identify areas for improvement, and make decisions related to promotions, rewards, or development opportunities.
Self-Assessment	A process where employees evaluate their own performance and provide a self-assessment or reflection on their strengths, areas for improvement, and achievements. Self-assessments are used in conjunction with assessments conducted by supervisors or administrators to gain a comprehensive view of an employee's performance.

5. Procedural steps

The process for conducting performance evaluations for faculty and staff at the University of Belize consists of the following procedural steps:

5.1 Development and Submission of Goals and Objectives

At the start of the review period, the faculty or staff, and the immediate Administrator/Supervisor, or Dean and Chair, collaborate to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals aligned with the University of Belize's strategic objectives. These goals provide a clear framework for evaluating the employee's performance.

Performance Evaluation Procedure

Faculty

- 5.1.1 The faculty member initiates the evaluation process by completing the Faculty Performance Objectives and Workload Allocation Form, outlining their goals and objectives for the forthcoming academic year. These objectives should align with the faculty's strategic plan and the program's Intended Learning Outcomes (ILOs). All full-time faculty members must complete the Faculty Performance Objectives and Workload Allocation Form.
- 5.1.2 The faculty member submits their Faculty Performance Objectives and Workload Allocation Form to the Chair and Dean for review.
- 5.1.3 The Chair carefully assesses the faculty member's Faculty Performance Objectives and Workload Allocation Form, ensuring that the objectives align with the faculty's strategic plan and the program's ILOs.
- 5.1.4 Once the Chair is satisfied with the alignment, the Chair signs the Faculty Performance Objectives and Workload Allocation Form and forwards it to the Dean for final acceptance.
- 5.1.5 The Dean signs the Faculty Performance Objectives and Workload Allocation Form, and then the faculty member is notified of the form's acceptance. The Dean's Office files the approved Faculty Performance Objectives and Workload Allocation Form for future reviews and use in the end-of-year evaluation.
- 5.1.6 At the start of the second semester, the faculty member may review the objectives they previously submitted. During this review, they may update or revise the objectives based on their progress and any new developments. This allows for ongoing reflection and refinement of the objectives to ensure they remain relevant and aligned with the faculty's strategic direction and the overall goals of the University.

Staff

- 5.1.7 The immediate Administrator/Supervisor initiates the evaluation process at the beginning of the staff's incremental date by collaboratively completing the Goal Setting and Review Form. These goals and objectives should be SMART – Specific, Measurable, Achievable, Realistic, and Time-Bound – and should align with the department/unit's annual operational plan and the University's strategic plan.
- 5.1.8 Using the Goal Setting and Review Form, the immediate Administrator/Supervisor carefully lists each goal and objective. The goals and objectives should be clear, measurable, and aligned with the employee's role and the institutional priorities.

Performance Evaluation Procedure

Job Position Expectations Documentation

- 5.1.9 The Office of Human Resources maintains current job descriptions for all positions.
- 5.1.10 The immediate Administrator/Supervisor must provide written performance expectations to all employees at the start of their employment and annually thereafter.
 - 5.1.10.1 Any changes to performance expectations must be documented and communicated in writing.
 - 5.1.10.2 Temporary employees must receive clear written expectations aligned with their contract duration.

5.2 Self-Appraisal

As a key part of the performance review process, employees are responsible for conducting a self-appraisal to reflect on their achievements, contributions, and areas for growth over the review period. The self-appraisal serves as a foundation for the annual performance review discussion between the employee and the immediate Administrator/Supervisor, allowing the employee to share their perspective and actively participate in the evaluation process. By completing a thoughtful self-assessment, employees demonstrate their commitment to their professional development and provide valuable insights that help ensure the overall performance review is well-rounded and tailored to individual needs.

Faculty

- 5.2.1 At the conclusion of the faculty member's evaluation period, they will be required to complete a self-appraisal using the Faculty Performance Evaluation Instrument. This instrument serves as the comprehensive documentation of the faculty member's achievements and accomplishments throughout the year.
- 5.2.2 As part of this process, the faculty member documents their self-appraisal allowing them to reflect on their performance and highlight their notable achievements before submission to the Dean's Office. Along with the self-appraisal completed using the Annual Performance Evaluation Instrument, the faculty member must also enclose a copy of their performance objectives that were approved by their immediate Administrator/Supervisor and evidence to substantiate their performance and accomplishments to support their evaluation scores and feedback.

Staff

- 5.2.3 At the conclusion of the staff member's evaluation period, they will be required to complete a self-appraisal using the Staff Performance Evaluation Instrument. This instrument serves as the comprehensive documentation of the staff member's achievements and accomplishments throughout the year.

Performance Evaluation Procedure

- 5.2.4 As part of this process, the staff documents their self-appraisal, allowing them to reflect on their performance and highlight their notable achievements. Along with the self-appraisal completed using the Staff Performance Evaluation Instrument, the full-time staff member must also enclose a copy of their supporting evidence to substantiate the achievements of their goals and objectives to support their evaluation scores and feedback.

5.3 Appraisal by the Immediate Administrator/Supervisor or Dean and Chair

Faculty

- 5.3.1 After the faculty member submits their self-appraisal, completed using the Faculty Performance Evaluation Instrument and relevant documents to the Dean's Office, it goes through a review process.
- 5.3.2 The Chair carefully reviews the submitted documents (Faculty Performance Objectives and Workload Allocation Form, self-appraisal, and supporting evidence), assessing the faculty member's accomplishments concerning the stated performance objectives. During the review, the Chair considers the extent to which the faculty member has met the objectives, their contributions to the University, and any feedback received from students, colleagues, or other relevant parties.

Staff

- 5.3.3 After the staff submit their self-appraisal completed using the Staff Performance Evaluation Instrument and relevant documents to their immediate Administrator/Supervisor, it goes through a review process.
- 5.3.4 The immediate Administrator/Supervisor carefully reviews the submitted documents, assessing the staff member's accomplishments concerning the stated performance objectives. During the review, the immediate Administrator/Supervisor considers the extent to which the staff has demonstrated the University's expected behaviours for each competency and has met their assigned goals and objectives.

5.4 Review and Approval of the Appraisal by the Senior Administrator

Faculty

- 5.4.1 The Chair submits the appraised Annual Performance Evaluation Instrument to the Dean for further review and consideration for approval of the input by the faculty member and the Chair.

Performance Evaluation Procedure

Staff

- 5.4.2 The immediate Administrator/Supervisor submits the appraised Staff Performance Evaluation Instrument to the respective Senior Administrator for further review and consideration for approval or denial of the staff member and the immediate Administrator/Supervisor's input.

5.5 Formal Performance Review Meeting

Faculty

- 5.5.1 The Dean/Chair will provide the faculty member with the vetted Faculty Performance Evaluation Instrument for their review.
- 5.5.2 To ensure open and transparent communication between the Dean or Chair and the faculty member, and fostering a supportive and constructive environment for professional growth, the Dean or Chair organizes a Formal Performance Review Meeting with the faculty member to provide detailed feedback on the evaluation, highlighting the faculty member's strengths and areas for improvement. The Dean or Chair is expected to clarify the ratings given and explain the areas of satisfactory and unsatisfactory performance, and also address any questions or concerns the faculty member may have regarding their evaluation.
- 5.5.3 Each faculty member is given ample advance notice of the Formal Performance Review Meeting to allow the faculty member to reflect on their performance beforehand and prepare for the discussion. The vetted Faculty Performance Evaluation Instrument must be shared with the faculty member at least twenty-four (24) hours prior to the scheduled Formal Performance Review Meeting.
- 5.5.4 After the meeting and discussion conclude, the Faculty Performance Evaluation Instrument is forwarded to the faculty member for signature and to indicate whether he/she agrees or disagrees with the evaluation. Signatures of the faculty member, Chair, and Dean are required on the Faculty Performance Evaluation Instrument.
- 5.5.5 The Dean submits the completed Faculty Performance Evaluation Instrument and relevant documents to the Office of Human Resources.

Staff

- 5.5.6 The Administrator will provide the staff with the vetted Staff Performance Evaluation Instrument for their review.
- 5.5.7 To ensure open and transparent communication between the immediate Administrator/Supervisor and the staff member, and fostering a supportive and constructive environment for professional growth, the immediate Administrator/Supervisor organizes a Formal Performance Review Meeting with the

Performance Evaluation Procedure

staff to provide detailed feedback on the evaluation, highlighting the staff member's strengths and areas for improvement. The immediate Administrator/Supervisor is expected to clarify the ratings given and explain the areas of satisfactory and unsatisfactory performance, and also address any questions or concerns the staff member may have regarding their evaluation.

- 5.5.8 Each staff member is given ample advance notice of the Formal Performance Review Meeting to allow the staff member to reflect on their performance beforehand and prepare for the discussion. The vetted Staff Performance Evaluation Instrument must be shared with the faculty member at least twenty-four (24) hours prior to the scheduled Formal Performance Review Meeting.
- 5.5.9 After the meeting and discussion conclude, the Staff Performance Evaluation Instrument is forwarded to the staff member for signature and additional comments. Signatures of the staff member, immediate Administrator/Supervisor, and Administrator are required on the Staff Performance Evaluation Instrument.
- 5.5.10 The immediate Administrator/Supervisor submits the completed Annual Performance Evaluation Instrument and relevant document(s) to the Office of Human Resources.

5.6 Final Approval of the Performance Evaluation

- 5.6.1 The Office of Human Resources ensures that the documents submitted are accurate and complete to maintain the integrity of the performance evaluation process. Any document that does not have sufficient supporting information or is not properly completed will be denied by the Office of Human Resources and rerouted back to the immediate Administrator/Supervisor or Dean and Chair for further action.
- 5.6.2 Once satisfied, the Human Resources Director or designee forwards the performance evaluation documents to the Vice President and President for final approval.
- 5.6.3 After the performance evaluation documents receive the final approval signature, the signed documents return to the Office of Human Resources for secure filing. The Office of Human Resources then takes appropriate action based on the outcomes of the performance evaluation. This may include recognizing and rewarding staff for their performance, as well as addressing any other matters related to the evaluation.

5.7 Ongoing Performance Feedback

- 5.7.1 The immediate Administrator/Supervisor or Dean and Chair provides employees with ongoing performance feedback throughout the review period. This ensures open communication and allows for timely corrections or adjustments.

Performance Evaluation Procedure

- 5.7.2 Specifically, the immediate Administrator/Supervisor, Dean, and Chair are advised to conduct a mid-year check-in or a performance review meeting with the employee to:
- 5.7.2.1 Assess the employee's progress towards their performance goals and expectations.
 - 5.7.2.2 Identify and correct any misunderstandings about the performance requirements or expectations.
 - 5.7.2.3 Encourage continued open communication between the immediate Administrator/Supervisor and the employee.
- 5.7.3 This mid-year check-in or performance review meeting allows the employee to receive constructive feedback, address any issues, and make adjustments as needed before the final performance evaluation. Maintaining this regular cadence of feedback supports the employee's professional development and contribution to the University's strategic objectives and the department's goals.

5.8 Performance Development Planning

- 5.8.1 When addressing performance shortfalls, the immediate Administrator/Supervisor identifies areas from the performance evaluation where improvement is needed.
- 5.8.2 If any of the core competencies are identified as "Unsatisfactory or Minimal", the immediate Administrator/Supervisor develops action plans and timely schedules to improve performance levels and achieve successful work standards.

5.9 Performance Evaluation Appeal Process

- 5.9.1 If an employee is dissatisfied and wishes to appeal their performance evaluation score, it is their right. The employee must indicate justifications for the appeal and submit proper documentation to demonstrate the validity of the appeal.
- 5.9.2 The appeal must be heard within thirty (30) days by the employee's respective immediate Administrator/Supervisor or Dean and Chair. If the appeal remains unsuccessful, the appeal is escalated to the subsequent Dean or Senior Administrator. To further escalate the appeal if the appeal remains unsuccessful, the appeal is submitted to the Office of the Vice President through the Office of Human Resources for final resolution.

5.10 Progressive Performance Management

5.10.1 In cases where an employee's performance fails to meet expected standards following the implementation of a Performance Improvement Plan, the University follows a comprehensive review and action process.

5.10.1.1 The immediate Administrator/Supervisor must thoroughly document all improvement attempts and their corresponding outcomes, maintaining detailed records of support provided and the employee's response to these interventions.

5.10.1.2 Following this documentation, the immediate Administrator/Supervisor and Deans and Chairs must consult with the Office of Human Resources to evaluate the situation and determine the appropriate next steps. During this phase, the University will consider the possibility of reassignment to a more suitable role and review all contract terms and conditions. If necessary, formal disciplinary procedures may be initiated.

5.10.2 The final determination may result in several possible actions depending on the severity of the performance issues and the outcomes of previous interventions. These actions may include extending the employee's probationary period to allow additional time for improvement, transferring the employee to a more suitable position within the institution, non-renewal of the employee's contract, or termination of employment in accordance with University policies and procedures.

6. Reference Document

Performance Evaluation Policy

7. Documentation required for implementation

Faculty Performance Evaluation Guidelines

Faculty Performance Evaluation Instrument

Faculty Performance Objectives and Workload Allocation Form

Staff Performance Evaluation Guidelines

Staff Performance Evaluation Instrument

Goal Setting and Review Form

Change of Goals and Objectives Form

Performance Evaluation Procedure

8. Records

The Office of Human Resources manages the performance evaluation process at the University of Belize.

9. Amendment History

Revision #	Description of changes	Reason(s) for the change	Date of revisions
0	Initial Release	Not applicable	Same as Initial Release