



**The Research  
Foundation for**

The State University of New York

**THE RESEARCH FOUNDATION OF SUNY**  
**PROFESSIONAL PERFORMANCE PROGRAM**

EMPLOYEE NAME: \_\_\_\_\_

PERFORMANCE PROGRAM

GRANT: \_\_\_\_\_

\_\_\_\_\_ TO \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

INITIAL APPT. DATE: \_\_\_\_\_

IMMEDIATE SUPERVISOR'S NAME: \_\_\_\_\_

DEPT/GRANT: \_\_\_\_\_

**DIRECTIONS:** Using this as a guide, prepare a professional performance. Use additional sheets, if necessary.

- I. THE NATURE OF THE PROFESSIONAL EMPLOYEES' DUTIES AND RESPONSIBILITIES: (Brief Position Description)
  
  
  
  
  
  
  
  
  
  
- II. SUPERVISORY RELATIONSHIPS:  
(1) Who supervises the employee? (2) Who does the employee supervise?
  
  
  
  
  
  
  
  
  
  
- III. FUNCTIONAL RELATIONSHIPS: (primary offices this person works with)
  
  
  
  
  
  
  
  
  
  
- IV. a) SHORT-TERM OBJECTIVES: (objectives to be achieved during the evaluation period)

b) LONG-TERM OBJECTIVES: (Re: development of programs, professional development, participation in University activities, improvement of certain administrative skills, etc.)

V. PROFESSIONAL DEVELOPMENT ACTIVITIES TO OCCUR DURING THIS PERIOD:

VI. PROFESSIONAL GOALS:

a) Short term- one year:

b) Long term- five to ten years:

VII. THE MEASUREMENT (EVALUATIVE CRITERIA) TO BE USED TO DETERMINE IF THE DUTIES, RESPONSIBILITIES, AND OBJECTIVES SPECIFIED IN THE EMPLOYEE PERFORMANCE PROGRAM HAVE BEEN ACHIEVED. The criteria outlined below are examples presented for descriptive and explanatory purposes only. If you wish to establish criteria, they should be included in this area.

Check ( ) where appropriate.

- ( ) Effectiveness in Performance (as demonstrated, for example, by success in carrying out assigned duties and responsibilities, efficiency, productivity, and relationship with colleagues.)
- ( ) Mastery of Specialization (as demonstrated, for example, by degrees, licenses, honors, awards, and reputation in professional field.)
- ( ) Professional Ability (as demonstrated, for example, by invention of innovation in professional, scientific, administrative, or technical areas; i.e. development or refinement of programs, methods, procedures, or apparatus.)
- ( ) Effectiveness in University Service (as demonstrated, for example, by such things as successful committee work, participation in local campus and University governance, and involvement in campus-or University-related student or community activities.)
- ( ) Continuing Growth (as demonstrated, for example, by continuing education, participation in professional organizations, enrollment in training programs, research, improved job performance and increased duties and responsibilities.)
- ( ) Other (Attitudes, cooperation, dependability, motivation, etc.) Explain below.

VIII. EXTENT TO WHICH SECONDARY SOURCES SHALL BE CONSULTED AS PART OF EVALUATION. (Secondary sources are agencies, offices, or individuals which will be involved with the performance of the employee and may affect the employee's ability to achieve the state objectives. Identify specifically. If individuals are used, identify by title NOT name.)

THIS IS TO SIGNIFY THAT I HAVE READ AND I UNDERSTAND THE ABOVE PERFORMANCE PROGRAM.\*

\_\_\_\_\_  
Professional Employee Signature                      Date

\_\_\_\_\_  
Immediate Supervisor's Signature                      Date

\*If the supervisor and employee do not concur on the performance program, the employee has the right to attach a statement to the performance program within ten working days from receipt.