

## Work Performance Review

### Salary criteria as a basis for the salary talk

It is the University's policy for all employees to know the basis on which their salary is set and how they can influence their salary. Prior to each salary talk, therefore, all employees shall be offered the opportunity of a salary talk. The salary talk is a dialogue between a manager/supervisor and the employee with the focus on the employee's work performance. The employee's work performance evaluation is based on the areas of evaluation determined by the governing body of Uppsala University. Within the framework of each evaluation area there are suggestions for the salary criteria that may be applied (see below). Each department, division or equivalent may determine which salary criteria to use. The salary talk should be documented to enable a follow-up at the next salary talk. Any disagreement between the manager/supervisor and the employee as regards the work performance evaluation should be stated in the documentation.

### Guide to evaluate work performance

For researchers and teaching staff, the following six areas of work performance must be evaluated:

- Work performance that has contributed to the University's activity in its entirety
- Work performance that has contributed to a good work and study environment
- Work performance in research (including supervision of doctoral students and administration connected with the research)
- Work performance in teaching (including teaching in third-cycle programmes and administration connected with the teaching)
- Work performance in collaboration and interaction with the wider community
- Work performance of management and/or administrative assignments

For technical and administrative staff, the following four areas of work performance must be evaluated (the last three of which are identical to the evaluation areas for research and teaching staff):

- Work performance that has contributed to providing good support for the activity
- Work performance that has contributed to the University's activity in its entirety

- Work performance that has contributed to a good work and study environment
- Work performance of management and/or administrative assignments

The evaluation areas are not ranked in any order of importance. Depending on an employee's role, the various areas may, however, be weighted differently. As a guideline, excellent work performance in one area cannot compensate for considerable shortcomings in another. Good work performance in more than one area should be given particular weight when a salary increase is proposed. Particular consideration should be given to the complexity of the work done by the employee.

### **Description of work performance levels as a rating tool**

The evaluation of an employee's work performance should result in a weighted evaluation of her/his work performance within each area of evaluation. Where evaluation is difficult or if a rating tool is needed to aid the evaluation process at the salary talk, the following descriptions of work performance levels may be found useful. These work performance levels can form one of the starting points for objectively justifying a salary increase. Note that the definitions provided in this material and the evaluations always need to be related to the function/role performed by the individual employee.

#### **The person's work performance serves as a role model**

The employee is a bearer of Uppsala University's assignments, and objectives. He/she is perceived within and outside her/his workplace as a positive role model for others.

#### **The person distinguishes herself/himself positively through her/his work performance**

This describes a level of work performance that brings added value to the activity. The employee shows the willingness and the capability to perform well in different areas.

#### **The person's work performance is satisfactory**

The employee meets expectations. She/he has the requisite knowledge and capability and shows a willingness to develop.

#### **The person's work performance has shortcomings/needs to be developed**

The employee has shortcomings as regards some aspects of willingness or capability to perform her/his assignments and/or role. This level describes a work performance which in some respects needs to be developed in order to meet expectations - a starting point for further development.

## Suggestions for salary criteria – Research and teaching staff

Evaluation of work performance in one area (column 1) is based on a weighted evaluation of the employee's efforts, with the suggested salary criteria (column 2) being examples of aspects to take into consideration.

Area of evaluation	Examples and suggestions for salary criteria
<b>Work performance that has contributed to the University's activity in its entirety</b>	<ul style="list-style-type: none"> <li>▪ Has taken initiatives for continuing professional development</li> <li>▪ Has achieved good results in several of the University's different areas</li> <li>▪ Participation in governing bodies, departmental boards, committees, working groups, or University-wide networks etc.</li> <li>▪ Has contributed to the development of working modes.</li> <li>▪ Has taken the initiative for and/or participated in cross-border collaboration</li> </ul>
<b>Work performance that has contributed to a good work and study environment</b>	<ul style="list-style-type: none"> <li>▪ Supportive and respectful treatment of colleagues and superiors</li> <li>▪ Presence and accessibility</li> <li>▪ Ability to cooperate</li> <li>▪ Takes initiative</li> <li>▪ Takes responsibility</li> <li>▪ Takes responsibility for and contributes to maintaining a holistic view (not simply following their own approach/subject but seeing the bigger picture)</li> <li>▪ Contributes to creating and maintaining a good, open atmosphere in the workplace</li> <li>▪ Shares her/his knowledge with colleagues</li> </ul>



<b>Work performance in research</b>  Including supervising doctoral students and administration related to research	<ul style="list-style-type: none"><li>▪ Leads research activities (actively, establish research groups and areas)</li><li>▪ Number and quality of articles published in international scholarly journals (bibliometrics, impact in the journal literature, etc.)</li><li>▪ Publication of books and chapters</li><li>▪ Has obtained external funding for research</li><li>▪ Active participation in qualified research applications</li><li>▪ Participation in national and international research work (networks, development)</li><li>▪ Engaged as an expert and/or opponent in public defences</li><li>▪ Membership of research body</li><li>▪ Supervision of doctoral students</li><li>▪ Throughput of doctoral students</li><li>▪ Seminar activities</li><li>▪ Participation in conferences (national and/or international) by presenting papers or equivalent</li><li>▪ Engagement as a key note speaker at conferences</li><li>▪ Editor, referee etc. for international scholarly journals</li><li>▪ Prizes and distinctions received for quality of research</li><li>▪ Organisation of academic conferences</li><li>▪ Administration related to research (study plan for doctoral students, handling of funding, accounting for publications)</li></ul>
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<b>Work performance in teaching</b>  Including teaching in third-cycle programmes and administration related to teaching	<ul style="list-style-type: none"><li>▪ Pedagogical excellence (course evaluations, review of director of studies/equivalent, teaching portfolio)</li><li>▪ Contributions to pedagogical development of coursework (course development, collaboration on subjects, development of examination types, etc.)</li><li>▪ Own pedagogical skills development (courses, seminar activities, exchanges with other higher education institutions)</li><li>▪ Authorship of teaching materials</li><li>▪ Thesis supervision</li><li>▪ External assignments</li><li>▪ Has contributed to the internationalisation of the education programme</li><li>▪ International collaboration and recruitment</li><li>▪ Funding for educational development</li><li>▪ Communication with students</li><li>▪ Engagement and the ability to enthuse students</li><li>▪ Throughput of students</li><li>▪ Participation in educational networks</li><li>▪ Prizes or distinctions received for high quality teaching</li><li>▪ Administration related to teaching</li></ul>
<b>Work performance in collaboration and interaction with the wider community</b>	<ul style="list-style-type: none"><li>▪ Publication of popular science texts, books, debate articles, etc.</li><li>▪ Interaction with other authorities, the business community, cultural life/ organisations and/or with other external actors</li><li>▪ Efforts other than publication aimed at spreading information about research results to the general public</li><li>▪ Involvement in contract education</li><li>▪ Participation in the public debate concerning teaching or research</li><li>▪ Has contributed to internationalisation in collaboration with others</li><li>▪ Has contributed to quality work in collaboration with others</li><li>▪ Has functioned as an academic adviser and/or expert in various contexts</li></ul>

<b>Work performance of management and/or administrative assignments</b>	<ul style="list-style-type: none"> <li>▪ Good results in management/administrative assignments</li> <li>▪ Has contributed to enthusing and inspiring others to undertake management/administrative assignments</li> </ul>
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## Suggestions for salary criteria – Technical and administrative staff

Evaluation of work performance in one area (column 1) is based on a weighted evaluation of the employee's efforts, with the suggested salary criteria (column 2) being examples of aspects to take into consideration.

Evaluation area	Examples and suggestions for criteria
<b>Work performance that has contributed to providing good support for the activity</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates a professional approach to her/his work</li> <li>▪ Takes responsibility for her/his work and fulfils commitments and objectives given</li> <li>▪ Provides good-quality support for the activity</li> <li>▪ Works independently and makes satisfactory decisions within given limits</li> <li>▪ Works in a manner focused on solutions</li> <li>▪ Attends to and responds to the activity's changing needs</li> <li>▪ Makes satisfactory prioritisations among work assignments within given limits</li> <li>▪ Shows commitment and enthusiasm for the work</li> <li>▪ Monitors and keeps up to date with developments within the relevant areas</li> <li>▪ Takes responsibility for her/his own competency development in relation to assignments and objectives</li> </ul>



<b>Work performance that has contributed to the University's activity in its entirety</b>	<ul style="list-style-type: none"><li>▪ Has taken the initiative for continuing professional development</li><li>▪ Has achieved good results in several of the University's different areas</li><li>▪ Participation in governing bodies, departmental boards, committees, working groups, or University-wide networks etc.</li><li>▪ Has contributed to the development of working modes</li><li>▪ Has taken the initiative for and/or participated in cross-border collaboration</li></ul>
<b>Work performance that has contributed to a good work and study environment</b>	<ul style="list-style-type: none"><li>▪ Supportive and respectful treatment to colleagues and superiors</li><li>▪ Presence and accessibility</li><li>▪ Ability to cooperate</li><li>▪ Takes initiative</li><li>▪ Takes responsibility</li><li>▪ Takes responsibility for and contributes to maintaining a holistic view (not simply following their own approach/subject but seeing the bigger picture)</li><li>▪ Contributes to creating and maintaining a good, open atmosphere in the workplace</li><li>▪ Shares her/his knowledge with colleagues</li></ul>
<b>Work performance of management duties and/or administrative assignments</b>	<ul style="list-style-type: none"><li>▪ Good results in management/administrative assignments</li><li>▪ Has contributed to enthusing and inspiring others to undertake management/administrative assignments</li></ul>