

Performance Appraisal System (PAS)
Ramapo College of New Jersey
Managerial & AFT Professional Staff

INSTRUCTIONS

1. Review performance for the entire review period: do not base your judgment on recent events or isolated incidents. **Maintain records of significant performance events which MUST be shared with the employee as they occur.**
2. Appraise performance and not personality. Comments should relate only to the person's ability to do the assigned work.
3. Avoid the tendency to overrate performance with Excellent/Outstanding. If used this rating requires documented support (see #1 above). Consider and judge each factor independently.
 - a. Prepare the appraisal in terms of actual performance on the basis of facts and records so that the employee can be shown how well he/she is doing in the position, where strengths lie, what development plan enhances the employee's professional growth and skills or what areas need development and how those areas can be improved.
4. To facilitate communication and clarify expectations during the scheduled evaluation conference, both the supervisor and the employee should complete the appraisal form separately and then review it together. Supervisors are responsible for developing position responsibilities and expectations, every effort should be made to include the employee in this process. Only the supervisor's evaluation will become part of the official record.
5. Supervisors completing the PAS should review and consult about the assessments of their entire staff with the next manager in line prior to individual conferences with employees.
6. In **Part 1: Major Duties and Responsibilities**, evaluate how well the employee is performing each of the major duties and responsibilities of his/her present position. Job descriptions should be reviewed with the employee annually and updated to support the unit's strategic plan.
7. In **Part 2: Goals and Projects**, evaluate how well the employee has met his/her goals and projects in terms of actual results achieved.
8. In **Part 3: Skills/Knowledge/Abilities**, check one box for each statement using the criteria listed in that section.
9. In **Part 4: Development Plan**, review and note the employee's progress on the development plan for this appraisal period prepared during the last assessment period.
10. In **Part 5: General Comments Regarding Assessment Period**, signatures must be obtained for each section (if applicable).

Print out new form for next year and develop the following parts:

- a. **Major Duties and Responsibilities** should be developed and discussed with the employee during the scheduled evaluation conference and inserted into **Part 1 of the appraisal form for next year.**
 - b. **Goals and Projects** consistent with the unit's strategic goals by which the employee will be evaluated should be developed during the scheduled evaluation conference and inserted into **Part 2 of the appraisal form for next year.**
 - c. **Skills/Knowledge/Abilities** in **Part 3 of the appraisal form for next year** must be discussed with the employee during the scheduled evaluation conference. This part may form the basis for a Development Plan.
 - d. A **Development Plan** should be created to update/maintain current skills or develop new skills as required by the position in support of the unit's strategic goals. A Development Plan **MUST** be included to address each "Unsatisfactory" rating. Development Plans should be discussed with the employee during the scheduled evaluation conference and inserted into **Part 4 of the appraisal form for next year.**
11. At all levels if there is a negative recommendation, the employee will be notified in writing. Employees receiving such evaluations are entitled to a follow-up conference with the person making the recommendation. For AFT it is the option of the candidate to request the presence of a Union representative at the conference as an observer/advisor only. At least 48 hours prior notice of the scheduled conference will be given to the candidate unless waived by him/her. The conference will be held prior to submitting the recommendation to the administrator next in line if requested.
 12. Although only the supervisor's evaluation will be part of the official record, employees who do not agree with their evaluation may submit a written response to the supervisor's evaluation which will be included as part of the official record.

Ramapo College Performance Appraisal System (PAS) Managerial & AFT Professional Staff

The Performance Appraisal System is used for managers and AFT professional Staff to facilitate communication between employees and their supervisors. Moreover, it can be used as a motivational and developmental tool.

The College is committed to recognizing and rewarding good job performance within the context of the College's Mission and Strategic Plan through a consistent, fair and understandable appraisal process which is an integral part of how we conduct business at Ramapo.

Performance appraisal is an ongoing process of communication, feedback, evaluation and review, not a one-time effort. Goals of the system are to: (a) develop a clear definition of the job for both the supervisor and the employee; (b) develop and assess progress towards goals and objectives as well as personal and professional development; (c) encourage dialogue between the supervisor and employee; (d) provide a means of identification and elimination of job-related performance problems; (e) encourage improved morale and (f) provide a fair basis for rewarding employee performance.

Performance reviews benefit all concerned – the employee, the supervisor, and Ramapo College. The performance review process provides a useful framework for better communication between the supervisor and the employee. Improved communication about expectations and job performance helps to foster employee productivity, personal satisfaction, rewarding relationships and effective problem solving.

Employees benefit from the review process because they understand what the goals of the unit are, where they fit into the unit, and what is expected of them. Employees need to know, "What is my job?" and, "How am I doing?" Involving professional staff in the attainment of goals improves morale and performance. Taking an interest in individuals and providing developmental opportunities for them also have positive consequences.

The Performance Appraisal System form is self-explanatory and instructions are incorporated within the form. No overall final performance rating is indicated because the focus is on objective assessment of specific criteria. The PAS, however, serves as the framework for the overall performance evaluation of managers and is the basis for managerial salary increases, if funded.

The successful use of the Performance Appraisal System for managerial and AFT professional staff will result in the attainment of personal, unit, division, and College goals.

**RAMAPO COLLEGE OF NEW JERSEY
PERFORMANCE APPRAISAL SYSTEM
ANNUAL ASSESSMENT**

Employee Name: _____ Current Appraisal Period: July 1, 20 - June 30, 20
 Present Position: _____
 Division/Unit/Office: _____
 Immediate Supervisor's Name: _____

AFT Non-AFT Assessment Only Single Year Multi Year

ASSESSMENT DEFINITIONS

Check one box for each of the following statements using the following criteria:

- EXCELLENT / OUTSTANDING** - Reserved for truly unusual and exceptional performance during a given appraisal period. Consistently exceeds all job requirements and surpasses all expected goals, but beyond that, reserved for those who demonstrate sustained, exceptional and extraordinary performance. Examples include accomplishment of a task or launching an initiative that demands extraordinary effort, creativity or ingenuity. Only very few are expected to be in the Excellent / Outstanding category and specific documentation is required to support this rating.
- QUALITY / COMMENDABLE** - Reserved for strong level of performance during a given appraisal period. Frequently exceeds job requirements and surpasses some expected goals, or creatively expands upon the standard requirements of the position. Most employees are expected to be in the Quality / Commendable category.
- SATISFACTORY WITH IMPROVEMENT NEEDED** – Reserved for those who meet performance standards on an intermittent basis during a given appraisal period. Work requires supervision and monitoring.
- UNSATISFACTORY** – Reserved for those who consistently and seriously fail to meet performance standards. Work is barely acceptable and requires constant checking and supervision. Fails to carry out their share of the workload of the unit.

PART 1 MAJOR DUTIES AND RESPONSIBILITIES

MAJOR DUTIES & RESPONSIBILITIES	STANDARDS	EXCELLENT/ OUTSTANDING	QUALITY/ COMMENDABLE	SATISFACTORY	UNSATISFACTORY
Definition – The most critical, consistent, or time-consuming job responsibilities should be listed here. This is not meant to serve as a laundry list of all the activities of the employee, but a list of those major duties that impact on the goals of the unit and the mission of the College.	Definition - Specific Measurable Attainable Reasonable Tied to the College's Mission and Strategic Plan				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using the employee's job description and taking into consideration the College Mission and Strategic Plan, list below and evaluate how well the employee is performing each of the goals and projects <u>developed during the last assessment period</u> , in terms of actual results achieved.		EXCELLENT/ OUTSTANDING	QUALITY/ COMMENDABLE	SATISFACTORY	UNSATISFACTORY
GOALS AND PROJECTS	STANDARDS				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	EXCELLENT/ OUTSTANDING	QUALITY/ COMMENDABLE	SATISFACTORY	UNSATISFACTORY
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Job Knowledge

Is academically and experientially qualified for, and knowledgeable about each job task. Serves as a resource to others, and is willing to learn new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Accomplishment/Productivity

Performs job responsibilities in a complete and timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Initiative

Prioritizes work appropriately and effectively. Initiates professional and/or skills development to build on strengths and to improve on weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Problem Solving

Anticipates, identifies and solves problems by applying sound managerial and/or technical solutions or creative alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Flexibility

Demonstrates ability to approach issues and problems in a creative and effective manner and is responsive to changing priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Team Play

Demonstrates collaborative working relationships within the unit and with members of the college community in accordance with college-wide goals and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Professionalism

Adheres to ethical standards demonstrates integrity and respects confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates respect for the academy, its mission and all its members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplifies professional appearance and appropriate presence on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enforces and adheres to College policies, rules, regulations, local, state and federal laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports principles of inclusive excellence as a framework for diversity in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains required attendance and punctuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	EXCELLENT/ OUTSTANDING	QUALITY/ COMMENDABLE	SATISFACTORY	UNSATISFACTORY
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Service Orientation

Demonstrates behavior that places high priority on the needs of the client whether students, colleagues, or other members of the College community and on service to the College community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Development and Appraisal of Supervised Staff

Provides initial ongoing training and growth/development opportunities through coaching and mentoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts formal evaluations in a timely fashion according to College guidelines and provides ongoing feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication

Applies well developed oral and written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents projects, reports and informational documents in a clear and timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains a cooperative and respectful relationship with all members of the College community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Skills

Monitors progress towards goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guides individuals or groups in setting and reaching goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes charge and initiates action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegates work and the authority to ensure completion of unit projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management Skills

Manages budget and human resources responsibility without close supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes sound and ethical decisions guided by relevant professional principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Evaluate the employee's progress on the development plan for this appraisal period prepared during the last appraisal period.</p> <p>A development plan may be included to provide an opportunity for professional development (i.e. obtaining an advanced degree, attending workshops and conferences, performing research or a special assignment). A development plan must be included to address each "Satisfactory" or "Unsatisfactory" rating.</p>		EXCELLENT/ OUTSTANDING	QUALITY/ COMMENDABLE	SATISFACTORY	UNSATISFACTORY
DEVELOPMENTAL ACTIVITY	STANDARDS (SMART)				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applicants General Comments Regarding Assessment Period (May use the request for reappointment letter.) This should include a review of past performance, activities and achievements, a description of current professional responsibilities, and an analysis of professional contributions and potential for continued development.

Additional pages may be used.

Supervisor Comments (May use the reappointment letter.)

Additional pages may be used.

Supervisor's Signature

Date

I acknowledge that: (1) I have reviewed and discussed this performance appraisal with the preparer. My signature means that I have been advised of my performance evaluation, but does not necessarily imply that I agree with it; (2) I have received a copy of Part 1 and Part 2 of the Performance Appraisal System for which will be used to evaluate my performance during the upcoming year; (3) I have reviewed my job description and have participated in developing any revisions.

Employee's Signature

Date

Reviewer's Signature

Date

Print out new form for next year and develop the following parts:

- A. Develop Major Duties and Responsibilities for Next Appraisal Period** (based on current job description)
Use Part 1 of the appraisal form for next year.
- B. Develop Goals and Projects for Next Appraisal Period** (consistent with the Unit's strategic goals)
Use Part 2 of the appraisal form for next year.
- C. List Skills/Knowledge/Abilities for the Next Appraisal Period**
Use Part 3 of the appraisal form for next year.
- D. Describe a Development Plan for next appraisal period.**
Use Part 4 of next year's appraisal form.

PART 5 (Continued)

Employee Signature: _____

Immediate Supervisor's Recommendation

Contract Renewal Non-Renewal Assessment
Length of contract _____ (To be completed by President for Non-AFT Employees.)

Comments:

Immediate Supervisor's Signature

Date

Agree Disagree

Comments:

Reviewer (next administrator in line if applicable)

Date

Agree Disagree

Comments:

Provost/Vice President's Signature

Date

Office of the President

Date Received _____

NOTE: At any level when there is a negative or qualified recommendation, the employee will be notified in writing. Employees receiving such evaluations are entitled to a conference with the person making the recommendation, if requested.

It is the option of the candidates to request the presence of a Union representative, if applicable, at the conference as an observer/advisor only.

At least 48 hours prior notice of the scheduled conference will be given to the candidate unless waived by him/her. This conference will be held prior to submission of the recommendation to the administrator next in line.