



Performance Evaluation Form for OPEIU

Section I: Competency Performance Ratings

Section II: Narrative Evaluation Form

Section III: Signatures and Employee Comments

Confidential

An employee's performance characteristics, such as initiative, commitment, learning capacity and utility, professionalism, leadership, breadth of abilities, depth to abilities, work ethic, integrity, positive engagement and the like, are always demonstrable as the ingredients toward success, even where outcomes are not easily measurable for certain positions or in a given evaluation period. Some jobs are conducive to outcomes assessment and of course that, where applicable, is a crucial element of a performance evaluation.

The evaluation is both a formal avenue of recording demonstrated performance as that performance impacts the position's value to the university and a brief compilation of the totality of an employee's workplace response to the ongoing evaluative communication over the course of employment.

It is important to provide specific description and demonstration of performance characteristics and/or outcomes whether positive or negative, as the transparent purpose of the evaluation is to both communicate a straightforward assessment of performance, so that a mutuality of expectation, direction and consequences thereof is shared between evaluator(s) and evaluate (s) and to provide the basis for eventual alignment in competitive performance pay structure.

An alternative to the standard NJIT EVALUATION FORM is the Narrative Appraisal (Section II). The narrative allows an uninterrupted demonstration of the essential characteristics of a valid performance evaluation, while explaining an employee's performance as that performance fosters, impedes or has little impact upon charted initiatives toward institutional productivity and mission fulfillment. As applicable, please include evaluation of employee's performance with respect to compliance with NCAA rules and regulations.

On the pages that follow, document the employee's response to position expectations, direction and charted initiatives as well as demonstration of those performance characteristics that affect position success. Following, the narrative evaluation is an employee's section upon which commentary, including rebuttal, is available. The evaluated employee must acknowledge, in writing, that the evaluation has been shared and read, with a reasonable opportunity provided for performance feedback and discussion (see Section III).

The evaluated employee is also requested to indicate their concurrence with or lack of agreement with the evaluation. Employees who reject the veracity of the evaluation are encouraged to provide an explanation in writing.

While, differences may exist between self-assessment and supervisory assessment, it is incumbent upon both supervisor (evaluator) and employee (evaluatee) to remain objective and refrain from subjective perceptions that lack evidence or documentation.

Employee Information

Name:	Department:
Job Title:	Years in Position:
Immediate Supervisor:	Supervisor's Job Title:
Review Date From:	Review Date To:

Evaluation Period (Select one)

Probationary Period

Annual Review

Competency and Overall Performance Ratings

1. **MS:** Consistently demonstrates *mastery* of the position's established requirements and responsibilities as well as showing an inexhaustible learning curve and initiative within the position's parameters. *The excellent employee in all regards best defines this rating.*
2. **MR:** Consistently *meets* most or all established requirements and reasonable expectations. All employees are expected to meet those standards as set out for them in position description and published performance program as a condition of employment in good standing.
3. **MR-:** Minimally meets most of the established requirements.
4. **FS:** Falls short, on balance, of established requirements.

Note: While good employees and potentially good employees may, from time to time, not meet minimum levels of consistently acceptable performance, it does not mean that an employee who may fall short in certain aspects of performance has not met overall standards of the position.

Complete Section I and Section III

OR

Section II and Section III

Section I: Competency Performance Ratings

Planning performance at the beginning of the performance period: Determine performance competencies that are most relevant to this individual's job. You may utilize the university competencies dictionary as a guideline. You are encouraged to customize performance requirements for core & functional competencies that are most relevant to success in the position.

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

Competency:	Performance Rating:
Comments:	

NCAA Compliance (if applicable)

Works in accordance with the rules and regulations of the National Collegiate Athletic Association (NCAA).	Performance Rating:
Comments:	

Summary of Overall Performance for the Year

Overall Rating:	Select	MS	MR	MR -	FS
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Summarize the employee's overall job performance. Include any additional information already addressed that you feel is relevant:

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Performance Plan

The goals and objectives for next year – needs to be clearly communicated, preferably in writing

Section II: Narrative Evaluation Form

Summary of Overall Performance for the Year

Overall Rating:	Select	MS	MR	MR -	FS
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Summarize the employee's overall job performance. Include any additional information already addressed with the employee that you feel is relevant:

Goals and Performance Plan

The goals and objectives for next year – needs to be clearly communicated, preferably in writing

NCAA Compliance (if applicable)

Works in accordance with the rules and regulations of the National Collegiate Athletic Association (NCAA).	Performance Rating:
Comments:	

Section III: Signatures and Employee Comments

EMPLOYEE'S SECTION

(If additional space is needed to answer any of the following questions, please attach additional sheet.) This evaluation has been discussed with me and I have been offered the opportunity to comment.

Employee's Signature: _____ Date: _____

1. I concur with evaluation I do not concur with evaluation

I concur, with the following comments, concerning my evaluation: _____

Comments:

2. How do you feel your performance can be improved?

UNIVERSITY CERTIFICATION

NOTE: Follow Steps 1 through 3 below *prior* to meeting with employee and/or obtaining employee's signature. After employee signature is obtained, return completed form back to Human Resources. Human Resources will share information as necessary, with appropriate representatives of the university and/or the employee. Formal, written, timely submitted rebuttals, will be shared as appropriate, prior to final certification and filing of the evaluation and prior to final merit award decisions.

1) Signature of Evaluating Supervisor: _____ Date: _____

2) Signature of Department/Office/Division Head if different than above: _____
Date: _____

3) Signature of Vice President : _____ Date: _____

4) Signature of Human Resources: _____ Date: _____

* Recommendations for Merit Awards and Annual Contracts should be made in consultation with the Area Vice President.