MEMORANDUM OF UNDERSTANDING
Annual Performance Assessment System (APAS)

This Memorandum of Understanding is made on this day 14 of January, 2013 between Ramapo College of New Jersey and the Council of New Jersey State College Locals, AFT, AFL-CIO, Local 2274 (Union) the parties to this Memorandum of Understanding. The purpose of this Memorandum is to set forth the understanding and agreement of the parties to replace the Performance Appraisal System (PAS) form and use the new Annual Performance Assessment System (APAS) form for assessment of all AFT Professional Staff beginning July 1, 2013.

PREAMBLE:

The Annual Performance Assessment System (APAS) is the system currently used for unclassified staff at Ramapo College. This form has been reviewed and approved by AFT Local 2274. It is intended to facilitate communication between professional AFT staff members and their supervisors. Moreover, it can be used as a motivational, developmental and planning tool.

The parties hereby agree as follows:

Any personnel action or assessment which requires as part of the process an Annual Performance Assessment System (APAS) form shall henceforth include the above noted new form only.

The terms of this Memorandum of Understanding shall go into effect with all personnel actions and assessments occurring after July 1, 2013.

In witness whereof, the parties hereto have executed this Memorandum of Understanding this ___ day of January 2013.

FOR RAMAPO COLLEGE OF NEW JERSEY:

[Signatures]
Peter P. Mercer, PhD
President
Beth E. Barnett, Provost/VP Academic Affairs

FOR AFT LOCAL 2274

[Signature]
Martha Ecker
President, AFT Local 2274

[Signature]
Eileen Quaglino
Professional Staff Representative, AFT Local 2274
The Annual Performance Assessment System for Managers and AF-Professional Staff (APAS) is used to facilitate communication between employees and their supervisors and charts job expectations. Moreover, this system serves to align individual employees' contributions to the College's planning and assessment activities.

Managers & AF-Professional Staff

Ramapo College of New Jersey Annual Performance Assessment System (APAS)
to the Supervisor's Assessment which will be included as part of the official record.

2. Although only the supervisor's assessment will become part of the official record, employees who do not agree with the assessment may submit a written response to the supervisor's assessment which will be included as part of the official record.

3. Scheduled meetings will be given to the employee unless waived by him/her. Any such meeting will be held prior to submitting the APAS to the administrator next in line.

4. At all levels of the APAS, employees are entitled to a follow-up meeting with the writer of the comments. For all professional staff members, it is an integral part of such discussions.

5. The supervisor will become the achievement target for the following year.

6. Develop an Action Plan when the employee has not met the achievement target developed during the last assessment period for this assessment period. The Action Plan will become the achievement target for the following year.

7. The supervisor then comments on the interim report and Action Plan sections of the APAS.

8. Develop an Action Plan when the employee has not met the achievement target developed during the last assessment period for this assessment period. The Action Plan will become the achievement target for the following year.

9. Supervisors Comments Regarding Assessment Period (located on the General Comments page NOT Supervisor Comments column) Signatures must be obtained for each section (if applicable). Avoid the tendency to overstate achievement. Consider and judge each result independently. In addition to the employee's performance in terms of achievement, accomplishments should be discussed with the employee.

10. Submit complete evaluated APAS as well as prepared APAS for the next year and develop Employee Outcome, Achievement Tures and Measures.

Managers & AFT Professional Staff
Annual Performance Assessment System (APAS)
Ramapo College of New Jersey

Instructions: This must be shared with the employee as they occur.

2. Assess performance and not personalities. Comments should relate only to the person's ability to do the assigned work.

3. Prepare the assessment in terms of actual achievement on the basis of targets and measures so that the employee can be shown how well/he/she is meeting the goals.

4. To facilitate communications and clarify expectations during the scheduled assessment meeting, both the supervisor and the employee should complete the APAS separately and then review it together. Supervisors are responsible for developing their goals, achievement targets, and measures. Every effort should be made to include the employee in this process. Only the supervisor's assessment will become part of the official record.

5. Supervisors should review and consult about the assessments of their entire staff with the next manager in the chain prior to individual meetings.

6. Evaluate how well the employee is meeting each of the listed outcomes/achievement targets of his/her present position. Job descriptions should be reviewed with the employee.

7. The supervisor then comments on the interim report and Action Plan sections of the APAS.

8. Develop an Action Plan when the employee has not met the achievement target developed during the last assessment period for this assessment period. The Action Plan will become the achievement target for the following year.

9. Supervisors Comments Regarding Assessment Period (located on the General Comments page NOT Supervisor Comments column) Signatures must be obtained for each section (if applicable). Avoid the tendency to overstate achievement. Consider and judge each result independently. In addition to the employee's performance in terms of achievement, accomplishments should be discussed with the employee.

10. Submit complete evaluated APAS as well as prepared APAS for the next year and develop Employee Outcome, Achievement Tures and Measures.
<table>
<thead>
<tr>
<th>SUPERVISOR PLAN</th>
<th>RESULTS/ANALYSIS</th>
<th>MEASURE</th>
<th>TARGET</th>
<th>ACHIEVEMENT</th>
<th>OUTCOME</th>
<th>EMPLOYEE</th>
<th>AND/OR UNIT GOAL</th>
<th>DIVISION GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION</td>
<td>ANALYSIS</td>
<td>RESULT</td>
<td>Goal</td>
<td>What factors might affect the outcome?</td>
<td>How will these factors affect the outcome?</td>
<td>What do the findings mean? What will happen if these factors affect the outcome?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example**

- **SUPERVISOR COMMENTS** (New) Qualitative comment of the employee outcome.
- **ACTION PLAN** (New) Next step/developed when achievement target not met.
- **RESULTS/ANALYSIS** (New) What do the findings mean? How will they be used to achieve goals?

The following are to be completed at time of assessment:

- **MEASURES** (New) What factors, variables, elements are used to measure success in reaching outcome.
- **ACHIEVEMENT TARGETS** (New) What minimum result, benchmark, or value indicates outcome success for each.
- **EMPLLOYEE OUTCOME** (New) What are the goals which are supported by the employee's function.
- **DIVISION/UNIT GOAL** (New) 

**Assessment Definitions**

- Immediate Supervisor's Name: 
- Division/Office: 
- Present Position: 
- Employee Name: 

Current Assessment Period: July 1, 20 - June 30, 20
<table>
<thead>
<tr>
<th>SUPERVISOR COMMENT</th>
<th>ACTION PLAN</th>
<th>ANALYSIS/RESULT</th>
<th>MEASURE</th>
<th>TARGET</th>
<th>ACHIEVEMENT</th>
<th>OUTCOME</th>
<th>EMPLOYEE</th>
<th>DIVISION GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A qualitative outcome of the employee's performance when goals were not met or exceeded.</td>
<td>What do findings mean, how will they be used to achieve employee success?</td>
<td>What factors contribute to each outcome success?</td>
<td>What indicators or values are used to measure achievement?</td>
<td>Target result</td>
<td>Acknowledged and supported by</td>
<td>what are employee's goals?</td>
<td>Assigned or Unit Goal</td>
<td></td>
</tr>
<tr>
<td>Supervisor Comment</td>
<td>Action Plan</td>
<td>Analysis</td>
<td>Measure</td>
<td>Target</td>
<td>Achievement</td>
<td>Outcome</td>
<td>Plan</td>
<td>Outcome</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>----------</td>
<td>---------</td>
<td>--------</td>
<td>-------------</td>
<td>--------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>When target not met</td>
<td>When they be used to</td>
<td>outcome success</td>
<td>employee success</td>
<td>that will represent</td>
<td>benchmark or value</td>
<td>Result, target,</td>
<td>minimum</td>
<td>minimum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do the factors reflect on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Submit complete evaluated APAS 3 2x well as prepared APAS for the next year and develop Employee Outcome, Achievement Targets and Measures.

Date

Reviewer's Signature

Date

Employee's Signature

I acknowledge that (1) I have reviewed and discussed this performance assessment 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 the Annual Performance Assessment System which will be used to evaluate my performance during the upcoming year; (3) I have reviewed my job description and have participate to develop the performance evaluation and revisions.

Date

Supervisor's Signature

Date

Supervisor's Signature

Principles

Management Skills - Manages budget and human resources responsibly without close supervision, makes sound and official decisions guided by relevant professional standards.

Leadership Skills - Manages progress toward goals, guides individuals or groups in setting and reaching goals, takes charge and initiates action, delegates work and has

Communication - Ability to communicate clearly and effectively in one's own language.

Development & Assessment of Supervised Staff - Provides individual and group feedback for improvement.

Service Delivery

Demonstrates behavior that places high priority on the needs of the client, member, student, college or other members of the college community and

Professionalism - Adheres to ethical standards, demonstrates integrity, honored for the success, his mission and all his members. Responds effectively to changes, supervises

Team Play - Demonstrates active leadership, working collaboratively with the unit and members of the college community in accordance with college-wide goals and

Problem Solving - Demonstrates ability to analyze and problem solving in a creative and efficient manner and is responsive to changing priorities.

Job Knowledge - Is academically proficient and technically qualified for the position, and is willing to learn new skills.

Skills/KNOWLEDGE/ABILITIES - Address if the following: (Additional pages may be added).

GENERAL COMMENTS