

Lafayette College

Performance Evaluation

(2022)

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| _____ |
| NAME |
| _____ |
| JOB TITLE |
| _____ |
| DEPARTMENT |
| _____ |
| REPORTING TO (Name and Title) |

DATE OF APPRAISAL

REVIEW PERIOD: From: _____ To: _____

INSTRUCTIONS

College's Mission Statement:

In an environment that fosters the free exchange of ideas, Lafayette College seeks to nurture the inquiring mind and integrate intellectual, social, and personal growth. The College strives to develop students' skills of critical thinking, verbal communication, and quantitative reasoning, and their capacity for creative endeavor; it encourages students to examine the traditions of their own culture and those of others; to develop systems of values that include an understanding of personal, social, and professional responsibility; and to regard education as an indispensable, life-long process.

Performance Evaluation Policy:

The goal of the College's performance evaluation process is to promote on a regular basis a two-way discussion and review of performance between the supervisor and employee. In this way, the performance evaluation provides the College with a mechanism to give the employee feedback on their performance over the past year. It allows the employee to discuss the employee's contributions in fulfilling job responsibilities. The College's performance evaluation process is comprised of two parts: (1) the Performance Evaluation Form; and (2) the Goal Planning Form (both forms can be found on the Office of Human Resources webpage under "Forms").

Process:

A written Performance Evaluation Form should be completed, reviewed, and discussed with the employee at least once every twelve months. The employee's performance for the period between April 1 of the prior year and March 31 of the current year shall generally be the subject of the review. Evaluations will be conducted between April 1 and April 30, 2022.

Although it is not required, the supervisor may wish to give a blank copy of the Performance Evaluation Form to each employee in advance of completing the form by the supervisor to receive the employee's input on their performance. Even if you decide not to have your employee complete a self-evaluation, we suggest you have every employee complete the Employee Reflections on page seven.

The supervisor should complete the Performance Evaluation Form and set the time and date for the performance evaluation meeting with the employee. The supervisor should review the employee's performance in light of major job requirements and the achievement of the goals established for the year and invite the employee to comment.

After the supervisor and the employee have met to discuss the Performance Evaluation Form, both should sign off on the form. The employee may record specific comments regarding the review if they wish.

The supervisor submits the Performance Evaluation Form to the department head for review. The department head signs off on the form and sends it to the Office of Human Resources.

Goal Planning:

In addition, the Goal Planning Form for the next year should normally be completed, reviewed, and discussed with the employee at the time of the performance evaluation or at some time before the beginning of the new academic year. The Goal Planning Form identifies the employee's goals established for that year, the achievement of which will be evaluated during the following year's performance evaluation cycle.

Mid-Year Review:

At the mid-year point (September – November), the supervisor and employee may wish to meet to discuss the progress toward reaching the goals to date. At that time, details regarding steps completed or still to be accomplished are noted. If appropriate, adjustments may be made to the goal-setting plan, but a completely new list of goals should not normally be made at this time. The supervisor shall retain the Goal Planning Form during the year. It shall be forwarded to the Office of Human Resources as an attachment to the Performance Evaluation Form during the next performance evaluation cycle.

Successful Lafayette employees work to achieve the goals of their division, support the goals of other divisions, and further the overall mission of the College. In performing their work, the most successful employees work collaboratively to provide superior service to internal and external customers and constituencies, identify innovative approaches to address challenges facing the College, and demonstrate responsible stewardship of Lafayette's resources.

RATING SCALE

| | |
|-------------------------------|---|
| Outstanding Performance | The employee is expert in all aspects of their position. Employee is self-directed and seldom needs management involvement. The employee models behaviors for other employees. The employee's performance has resulted in an extraordinarily positive impact by their significant contribution towards the success of the College and department. |
| Very Good Performance | The employee's accomplishments are above-expected levels. Employee has sustained and uniformly high performance with thorough, on-time results. The employee can be relied upon to handle difficult, special, and complex assignments. |
| Satisfactory/Good Performance | The employee is competent in all aspects of their position. The employee needs minimal direction and can be relied upon to accomplish established goals. |
| Inconsistent Performance | The employee usually performs to minimum job requirements. Employee needs close supervision on a routine basis to complete tasks and produce timely results. The employee needs to continue developing their skillset to consistently meet all aspects and goals of the position. |
| Unsatisfactory Performance | The employee does not display competence in most aspects of their position or some critical aspects of the position. The employee requires frequent close supervision, and immediate, significant performance improvement is required. |

Fulfillment of Job Requirements and Achievement of Annual Goals

1. IDENTIFY PRINCIPAL JOB REQUIREMENTS OR RESPONSIBILITIES:

Please describe the employee's principal responsibilities or job requirements in this section. Evaluate the employee's performance in light of the individual's main job requirements, citing specific accomplishments or examples from the past year. Evaluate the employee's success in meeting goals established in a previous goal-setting meeting at the beginning of the evaluation period.

| Responsibility or Requirement | Describe the employee's performance. | Rating |
|--------------------------------------|---|--|
| | | <input type="checkbox"/> Outstanding <input type="checkbox"/> Very Good <input type="checkbox"/> Good/Satisfactory <input type="checkbox"/> Inconsistent <input type="checkbox"/> Unsatisfactory |
| | | <input type="checkbox"/> Outstanding <input type="checkbox"/> Very Good <input type="checkbox"/> Good/Satisfactory <input type="checkbox"/> Inconsistent <input type="checkbox"/> Unsatisfactory |
| | | <input type="checkbox"/> Outstanding <input type="checkbox"/> Very Good <input type="checkbox"/> Good/Satisfactory <input type="checkbox"/> Inconsistent <input type="checkbox"/> Unsatisfactory |

SUMMARY EVALUATION

(Put "X" in box which most closely approximates this person's overall performance during the review period.

| | |
|--|---|
| <input type="checkbox"/> Outstanding Performance | The employee is expert in all aspects of their position. Employee is self-directed and seldom needs management involvement. The employee models behaviors for other employees. The employee's performance has resulted in an extraordinarily positive impact by their significant contribution towards the success of the College and department. |
| <input type="checkbox"/> Very Good Performance | The employee's accomplishments are above-expected levels. Employee has sustained and uniformly high performance with thorough, on-time results. The employee can be relied upon to handle difficult, special, and complex assignments. |
| <input type="checkbox"/> Good/Satisfactory Performance | The employee is competent in all aspects of their position. The employee needs minimal direction and can be relied upon to accomplish established goals. |
| <input type="checkbox"/> Inconsistent Performance | The employee usually performs to minimum job requirements. Employee needs close supervision on a routine basis to complete tasks and produce timely results. The employee needs to continue developing their skillset to consistently meet all aspects and goals of the position. |
| <input type="checkbox"/> Unsatisfactory Performance | The employee does not display competence in most aspects of their position and some critical aspects of the position. The employee requires frequent close supervision, and immediate, significant performance improvement is required. |

Prepared By: _____ Date Discussed: _____

Supervisor Signature: _____

EMPLOYEE COMMENTS (Optional)

Employee's Signature: _____

Reviewed By:

Date Reviewed:

Department Head Signature:

EMPLOYEE REFLECTIONS:

(To be completed by each employee)

What went well this year?

What could have gone better, and what will you do to address those issues?

How did you support the College's commitment to diversity, equity, and inclusion with regard to students, faculty, staff, alumni, the community, or otherwise?

What could help you better meet your professional development goals?