

3. **Evidence that the annual performance evaluations of continuing employees at ASU in 2017 reflect acceptable job performance and collaborative contributions to the achievement of the institution's mission and goals.**

University personnel were evaluated pursuant to an Annual Performance Appraisal System that directly related to the institution's mission, goals, and strategic plan. Attached are examples of the Performance Appraisal templates used and examples of faculty and administrator performance evaluations. Also attached is a copy of the official notification that was disseminated to the campus community indicating the beginning of the review process and specifying that merit increases should be aligned with job performance.

FACULTY

College of Sciences and Health Professions
Annual Faculty Assessment
From 01/01/2016 to 12/31/2016

Faculty Name:

Rank:

Professor of Physics

Department:

Natural and Forensic Sciences

Evaluation Categories	Maximum Points in each Category	Selected Weight ¹ (A)	Points Earned ² (B)	Total ³
I. Teaching Effectiveness (35%-60%)	<u>100</u>	<u>35</u>	<u>33.7</u>	<u>33.7</u>
II. Advisement (10-20%)	<u>100</u>	<u>10</u>	<u>9.4</u>	<u>9.4</u>
III. Scholarly Achievements (20% - 45%)	<u>150</u>	<u>45</u>	<u>45</u>	<u>45</u>
VI. Service to the department, institution, local community, state and the nation (10% - 30%)	<u>150</u>	<u>10</u>	<u>10</u>	<u>10</u>
V. Professional Development/ Academic Achievements (0-30%)	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
<i>Total</i>		100	98.1	98.1

¹Determined by faculty member at the beginning of the evaluation year

²Determined from assessment tool

³Score = [B/(maximum points in each category)] x A: if score of a category exceeds selected weight then the score is equal to selected weight in that category)

I. Teaching effectiveness – 100 maximum points (35-60%)

Explanation: Under this category shall be included all scheduled classes (and academic advising involved related to department programs), seminars, laboratories, clinical and field activities, advisement and any other instructional activity. Items to be considered in determining points are, in parentheses

NA = Not applicable 0 = Not seen/Submitted 2 = 50% of time 4 = 100% of time

Scale	NA	0	2	4
A. Planning, Preparation & Management – 15% (add the points in section A divide by 32 and multiply by 15% for total points for the section)				
1. Syllabus/Course Management				
<ul style="list-style-type: none"> 1.1 Current course syllabus is in proper ASU format, contains a clear course description, objectives, content, a variety of teaching/learning activities, evidence of critical thinking expectations, writing reinforcement and course evaluation method (determined by syllabus, containing all information submitted to Chair on first class day for each course taught each semester) 				4
<ul style="list-style-type: none"> 1.2 Distributed syllabus, current course materials and references at first class meeting (copy also submitted to Chair on first class day) 				4
<ul style="list-style-type: none"> 1.3 Verified attendance (determined by reporting students as failing to attend from beginning of semester. Definitions: Refers to verifying classroom attendance. Guide: provide evidence of the class attendance either using the tradition gradebook or computer printer out.) 				4
<ul style="list-style-type: none"> 1.4 Verified class rosters (determined by not being identified as failing or late to submit by University office) 				4
<ul style="list-style-type: none"> 1.5 Available during regular posted office hours (determined by periodic visits by Chair/peer evaluator or through student requests for faculty during posted hours. Definition: The University recommendation is 10 hours/week. The appropriate number is set at the department level.) 				4
<ul style="list-style-type: none"> 1.6 Returned graded tests and assignments in a timely manner with explanations. (Definition: A timely manner is within a week's time. A sign-in sheet from students acknowledging the reception of the test paper will be sufficient as evidence.) 				4
<ul style="list-style-type: none"> 1.7 Graded students using a scale consistent with the department's grading policy. (Definition: Guide: You are to obtain a copy of the department's grading policy.. If your grading policy is different from that of the department, make sure that you provide a translation from your policy to that the department's grading policy in order for it to be considered as compliant—includes absence policy Chair notified of absences when maximum (equal to credit hours) reached 				4
2. Submitted grades on time (determined by not being identified as being late or failing to submit mid-term or final grades by deadline)				3
Sub total				31

14.5
weighted

B. Classroom Teaching Techniques & Strategies – 30% (add the points in section B divided by 16 and multiple by 30% for total points for the section)				
3. Demonstrated use of teaching/learning activities that are appropriate for the course objectives. (Definition: Lesson plan includes activities appropriate for objectives imply that teaching activities must be relevant to the objectives of the course. Demonstrating activities such as performing titration in a modern physics is not appropriate. Guide: Peer/Chair Observation; Provide activities to be demonstrated in the Syllabus)				4
4. Apprised students of current development/ application in the subject matter of the course (defined as latest developments/ knowledge; evaluated by peer/chair observation) OR Employed innovative teaching techniques. (Innovative teaching technique is an “effective” technique that is new to the instructor. Innovation could be an invention of the instructor or an adaptation. Guide: Provide clear justification why the technique is innovative and the impact it has on students.				4
5. Employed teaching techniques to assist student in understanding and achievement of learning outcome. (Ex: Case studies, group projects, demonstrations, powerpoints, lectures, providing opportunities for real-life experiences, as appropriate. Evaluated through sample of student submissions or teaching activities)				4
6. Demonstrates self-assessment in teaching (baseline data on performance, evaluation of outcomes, changes made, and evaluation of outcome change. Did not complain without suggestions for improvement. Seeks assistance in development of teaching strategies based on classroom observation/student evaluation).				3
Subtotal				15
C. Evaluation of Students – 20% (add the points in section C divide by 12 and multiple by 20% for total points for the section)				
7. Constructed valid tests on the basis of the course objectives. (Definition: Test items must relate to and measure the identified course objectives [using test blueprint which will be your evaluation measure] and measure what it is intended to measure.)				4
8. Validates test items used. (Submits item analysis of tests with explanation of items that have high/low analysis weights. Show evidence of use of item analysis, such as improved test item and/or teaching strategy)				4
9. Used multiple measures to evaluate student learning. (Definition: Includes varied assessment tools to evaluate student learning, such as essays, direct observation of student performance in lab/clinical. Evaluated by submission of activities used.)				4
Subtotal				12
				28.1 weighted
				20.0 weighted

D. CLASS RESPONSIBILITY (con't) – 15% (add the points in section D, divide by 12 and multiple by 15% for total points for the section)					
10. Provided tutoring/supplemental instruction/ and guidance (Definitions: non-paid tutoring: non-paid one to one/small groups based on questions or help needed initiated by the student(s); non-paid supplemental instruction addressing student(s) knowledge gap or weakness not covered by the lectures. Evaluated: sign in sheet with dates and time.)				4	
11. Prepared for full use of class and/or lab periods (Definition: Full use indicates that instructor provides instruction 100% of the class time without consistently dismissing class early or coming to class late; the same applies to the laboratory and clinical sessions; reports to department chair if class must be cancelled; evaluated through periodic visits by Chair/peer evaluator.)				4	
12. Cooperated with flexible class scheduling (Definition: flexible scheduling refers to teaching according to student/departmental needs.)				4	
Subtotal				12	15.0 weighted
E. FACULTY APPRAISAL – 20% (add the points in section F divide by total possible for this section (8-16 when applicable) and multiple by 20% for total points for the section)					
13. Student Evaluation of Faculty (Definition: The evaluation of faculty by the student. Evaluation: Attach the evaluation to annual evaluation portfolio)				3.3	
14. Evaluation by Chair (Use of Classroom Observation form – once per semester; twice per semester in faculty first year of teaching at ASU)				4.0	
15. Evaluation by Peer (Use of Classroom Observation form – once per semester)	N/A				
16. Performed peer evaluation	N/A				
Subtotal				7.3	18.8 weighted
F. AREAS FOR IMPROVEMENT/OR CONCERN (This area carries no points but is for an area for faculty development.					
17. Failed to maintain open communication with students and other faculty in coordinating and teaching course (determined by student/faculty complaints – Identify plan for improvement)				0	
G. BONUS					
18. BONUS: Teacher of the Year	N/A			0	
Subtotal				0	0
Weighted Total I					0.0

II. Advisement (10- 20%) – Maximum 100 points

II. ACADEMIC ADVISEMENT – 10- 20% (add the points in section A divide by 16 (as applicable) and multiple by assigned weight for total points for the section)	N/A	0	2	4
1. Participated in academic advising (Definition: advised assigned students and provides tracking data)				4
2. Sought out students who do not come for advisement or do not attend classes or have gpa near or below that required for graduation				4
3. Referred students to appropriate support services;				3
4. Maintained Individualized program of study for each advisee (portfolio should include samples)				4
Total II				15

9.4
 weighted

III. Scholarly Achievement – Maximum 150 points

All activities are evaluated by submission of documents/materials related to the area under consideration (deduction of 30 points if no publication or grant attempted)

Criteria All work must be in field or related field	Possible Score	Actual Score
A. Pedagogical Publications		
1. Electronic courseware (e.g. software) – (A complete and self-consistent coursework peer reviewed and published by a publisher in DVD or online. Peer definition: peers in one's field or close related to one's field.)	100	0
2. Textbook (The textbook must be peer-reviewed textbook and published by a national textbook publisher.)	100	0
3. Textbook chapter (Guide: See above)	25	0
4. Manuscript Submitted (textbook 25 points/chapter 10 points each x ____ proposals submitted (4 maximum)	10-25/ submitted	0
5. Workbook (Guide: A complete workbook with as at least one semester-worth of material. One time credit for new work only.) Or: A new edition or revision of a workbook published.	80 25	0
6. Lab Manual (Guide: A complete lab manual published for a laboratory or clinical course. One time credit for new work only.) Or A new edition or revision of a lab manual published.	80 25	0
7. Others (faculty input needed), e.g. peer reviewed monograph	25 - 100	0
B. Unpublished pedagogical works		
8. Created innovations in technology or methodology (This must be created by the faculty, justify newness – first time only)	50	0
C. Grant Activity and Ongoing Research		
9. New competitive external Grant Proposals awarded this academic year (\$10,000 or more)	100	100
10. New competitive external Grant Proposals awarded this academic year (under \$10,000)	50	0
11a. Continuation Competitive Grant Proposals awarded > \$10,000 (40 each x ____ proposals	40/awarded	40
11b. Continuation/Competitive Grant Proposals awarded < \$10,000 (20 each x ____ proposals	20/awarded	0
12a. External Grant Proposals Submitted 10 each x ____ proposals submitted	10/submitted	20
12b. Internal Grant Proposals Submitted 5 each x ____ proposals submitted (2 max)	5/submitted	0

Criteria	Possible Score	Actual Score
All work must be in field or related field		
13. Obtains and/or conducts a major research project. (Active research – evidence of current data collection, analysis or partial results for current year) The faculty cannot count here and in another area)	20	20
14a. Non competitive grant or engages in on-going grant management activities .(The faculty cannot count here and in another area and must document activities) Or (see 14b and 14c below)	20	0
14b. Engages in on-going research projects. (Active research – evidence of current data collection, analysis or partial results for current year) (No double dipping, must document progress made)	10	0
or 14c Engages in on-going grant activities (team member). (No double dipping, must document progress made)	10	10
D. Peer/Non-Peer Reviewed Publications		
15. Peer-reviewed journal publications	100	100
16. Manuscripts submitted for peer-review publication (One time submission credit for new manuscript only max=2.)	10	10
17. Non-peer reviewed/Internal journal publications max=2	15	0
18. Manuscripts submitted for non-peer reviewed publication max=2	10	0
19. Internal Reviewer for books/manuscripts (Provide letter from reviewing organization)	10	0
20. Internal Reviewer for proposals/presentations (See #21 – can use either #21 or #22, but not both))	10	0
21. External Reviewer for books/manuscripts (Provide letter from publisher)	20	20
22. External Reviewer for proposals/presentations (Provide letter from publisher)	20	20
E. Scholarly Presentations		
23. Presentations at professional meetings/ conferences – 25 each x 4 conference presentations max = 3	25	75
24. Submitted presentations at professional meetings/ conferences – 10 ea x 1 meeting/conference max=2	10	20
25. Served as a panelist or discussant/commentator at professional meetings (submit copy of program)	10	0
F. Directed student in scholarship		
26. Directed student in thesis – 10 ea x -4	10	0
27. Served as a member of student thesis committee 5 ea x	5	0
28. Served as a research mentor to student in a research project resulting in a presentation at regional/national conference)	15	15
G. Intellectual Property		
29. Patent received (Provide letter from agency)	100	0
H. Other		0
30. Served in a Professional Consultant role (Provide letter from contracting agency)	10	0
Total III		450

IV. Service - Maximum Points 150

Criteria	Number	Points	Total
A. Department, College and/or University Committees where served as Chair			
1. Served as chair of a Department, College and/or University Committee (max # 6) (Copy of minutes) <i>Justification: These assignments should be evenly distributed among qualified faculty. (6 max per level)</i>		20x3	40
2. Served as an active member of a Department, College and/or University Committee (max #per area=4)		10	40
3. Served as an Academic Program Coordinator		30	
B. Conducted or Coordinated Professionally Related Seminars and Workshops (max#=2/year)			
4. Conducted or coordinated professionally related Seminars and Workshops (copy of program) or Coordinated Professionally Related Conferences		20	20
C. Made Individual Contribution to Academic Programs or Curriculum Development (not part of a committee assignment) (max#=3)			
5. Developed a new course (Will only receive ½ the total points if new course is not approved)		10	0
6. Coordinated the development of a new program (Will only receive ½ the total points if new program is not approved)		20	0
D. Participated in mentoring/retention/recruitment Programs and Activities (max#=2 each) for each of the assignments			
7. Campus Visitations/recruiting		10	10
8. Orientation sessions		10	10
9. Articulation agreements (MOU)s developed		20	0
10. Career fair/day participation		10	0
11. School/Classroom visitations		10	0
12. K-12 science fairs judged		10	10
13. Served as a judge for a conference		10	0
14. Special summer programs conducted		10	10
15. Served as faculty/student mentor (internal/external)		10	10
16. Directed student in thesis —10 ea for > 4			0
E. Served as an Advisor or Co-advisor to Student Club, Organization or Society (max# =2) for each of the assignments			
17. Served as Advisor		20	20
18. Served as Co-advisor		10	0
			0
F. Professionally Consulting Activities (max# =3)			
19. Serves as consultant in area of professional		10	10

Criteria	Number	Points	Total
expertise (non-paid)			
G. Committee Board Assignments in Professional Associations (max #=3)			
20. Holds offices in professional associations		20	0
21. Serves on committees/boards of Professional associations		20	0
H. Community Related Activities (max # per item =2) for each activity			
22. Served on community boards		10	0
23. Provided mentoring in the community in area of academic expertise		10	0
24. Conducted professional related community workshops		20	0
25. Performed professionally related services to community organizations (e.g. seminars and speeches)		10	0
26. Liaison for activities with the public schools		5	0
I. Special Administrative Duties			
27. Special Administrative Duties (must clearly describe and document)		15	15
J. Honors and Awards Received for Service During the Reporting Year (max #=3)			
28. Honors and Awards Received for Service During the Reporting Year or Other (any uncovered category with prior Department Chair approval - max # 2)*		15	15
* Example: Volunteer of the Year			
Total IV		200	

**V. Academic Achievements/Professional Development –
(weight max of 10% unless pursuing doctoral degree)
Maximum Points 100**

Criteria		Number	Points
1. Awarded the Doctoral degree in this academic year		50	0
2. Maintained certification/licensures through continuing education credits (provide copy)		20	0
3. Earned credit towards a doctoral degree in field		10	0
4. Honorary degrees from learned societies, colleges and universities		10	0
5. Academic awards in the discipline		20	0
6. Faculty Practice		20	0
7. Has a Doctoral Degree in field or related field		25	0
8. Professional Meetings and Conferences Attended (max. items = 4) (Documentation of outcome of the conference/ meeting must be provided.)		15	0
9. Local Workshops, Seminars attended (max. items = 5).		5	0
10. Other (any uncovered category – max # 2) (Discussed when annual goals set)		15	0
Total V			0

Total Evaluation Points: 98.1

Chairs Summary

He comprehended the content of the class and delivered the well-organized lecture (Forces) with an excellent demonstration. He managed the class well and got student's attention with the problem solving. He is an excellent faculty in teaching, research and services for the department.

Employee Comments:

No Comment: X

The employee's signature does not indicate agreement with the evaluation; only, that it has been reviewed and discussed with the employee.



Employee's Signature

Date


3/13/2017



Evaluating Supervisor's Signature

3/16/2017

Date ✓



Reviewing Official's Signature

3/27/17

Date



4-10-17

Please forward the original copy to the Director of Human Resources Management.

ADMINISTRATOR

Albany State University Performance Appraisal Form

Employee Name _____ Department Teacher Education
Position Title Interim Chair Date began in this position _____
Hire Date _____ Review Period From 2/1/2016 To 2/1/2017
Evaluating Supervisor Dr. Thomas Thompson, Dean Date 2/15/2017

Introduction

The purpose of this form is to document goals, evaluate employee performance and facilitate employee development. ASU's goal is to manage and develop employees to reach their fullest potential. Our Performance Management Program provides a systematic method to communicate and document performance goals and measure the degree to which those goals are met.

Evaluating past performance and planning for future performance is a joint effort between an individual and his or her supervisor. They share responsibility for establishing goals, clarifying goals, communicating progress throughout the performance cycle and for contributing to ASU's growth and success. ASU recognizes that employee development and appraisal requires the investment of employee and supervisor time. We believe this investment of time will lead to strong job performance that will result in both personal and university-wide success.

Performance Planning and Appraisal Instructions

Planning Phase

1. Meet with employee and discuss ASU's goals and plans, the supporting goals of the employee's administrative unit and how these goals relate to his or her job. Translate institutional and administrative unit goals into individual performance goals.
2. Reach a mutual understanding of the performance goals. List goals on the performance appraisal form in priority order. If some goals are of equal priority, state that on the form.
3. Keep a copy of the performance goals for your files and give a copy to the employee. The employee will be evaluated on these goals.
4. **Goal Setting:** At the start of the performance planning process, it is helpful to identify individual goals to work on in the year ahead. Where possible individual goals should be linked with departmental goals

Effective goals are SMART goals:

Specific
Measurable
Attainable
Relevant
Timely

Appraisal Phase

To ensure consistency throughout The University, please follow the steps below to appraise performance for non-faculty exempt staff.

1. Ask employee to complete the self-appraisal section of the form and return it to you. Be sure the employee has a copy of their goals for this appraisal period. Establish a return date that accommodates the remaining steps.
2. After the employee has returned the self-appraisal, use it and the notes you've taken throughout the performance period to make comments in the results section and rate each performance goal. Please use the ratings and definitions at the bottom of this page.
3. Determine the employee's overall performance evaluation. Review the rating descriptions for all of the goals, summarize performance with comments, and provide an overall rating description. The overall rating description must take into account the priorities of the individual goals.
4. Hold the appraisal meeting, which includes a discussion of the performance ratings and expectations for development. Development of goals for the coming year will occur in a follow-up meeting.
5. Complete the employee training and development section of the form in conjunction with the employee during the meeting.
6. Have the employee sign the form and provide comments, if any. Give a copy of the appraisal to the employee, keep one for files and return the original completed and signed document to Human Resources by the established deadline.

Exceptional	5
Performance consistently exceeds the goals. Performance is unique, exceptional and sustained over the review period.	

Outstanding	4
Performance exceeds most of the goals. Accomplishments are above job demands.	

Meets Expectations	3
Performance consistently meets the goals. Accomplishments are clearly in accord with job demands typically achieved by most qualified employees.	

Needs Improvement	2
Performance fails to meet goals, requiring more than normal assistance or supervision. Exhibits potential to meet expectations with coaching and establishment of development goals.	

Unacceptable	1
Performance does not meet the goals set. Employees rated unacceptable who will be offered a contract for the new fiscal year must be placed on a work improvement plan and do not participate in the annual salary policy until they successfully complete the work improvement plan.	

New Hires	N/A
Performance is acceptable thus far but cannot be objectively evaluated	

Performance Goals

*Please list goals in priority order. If some goals are of equal priority, state that.
(All goals are ranked the same.)*

Goal 1:

Create an environment that nurtures academically focused learners from diverse backgrounds

Results

Objective 1: Provide innovative deliveries of education programs and educational support services in the CoE.

1. Made the discussion of academic environment a regular item for all department meetings.
2. Recognized and celebrated notable improvements via television channel and Department of Teacher Education newsletter.

Objective 2: Increase effectiveness of junior faculty in the CoE through training and mentoring.

1. Provided mentors for junior faculty and staff. Chambers-Anderson/Jefferson; Washington/Crawley; Pogue/Wiley
2. Revised the faculty evaluation process. (In process for voting)
3. Recognized and celebrated notable improvements of new faculty and staff via television channel and Department of Teacher Education newsletter.

Objective 3: Enhance academic and professional development of students in the CoE.

1. Scheduled meeting each semester to talk with students about their academic needs.

Rating Description

5

Goal 2: Excellence in discovery, learning, teaching, and use of technology.

Results

Objective 1: Increase CoE faculty efforts on grants and contracts and applied research to address regional issues and problems.

1. Invited OSRP to Departmental meeting to discussion mechanisms for help and opportunities.
2. Invited DCSS to meetings to discuss possible collaborations in the area of grants.
3. Worked with other Departments on Grant proposals (Career Center, Department of Natural Sciences and Department of Mathematics)
4. Created partnerships with Dougherty County School System (Reading Endorsement, Albany Technical College)
5. Recognized and celebrated received awards via television channel and Department of Teacher Education newsletter.

Objective 2: Increase CoE undergraduate and graduate students' research productivity.

1. The Graduate school funded one graduate assistant assigned to the Research and Scholarship Committee.
2. Faculty and students applied for the research awards through Center for

Undergraduate Research and Graduate Research Symposia.

Objective 3: Provide learning and teaching seminars/workshops with the Learning and Teaching Center.

1. Faculty worked with Center for Teaching and Learning to evaluate and support current workshop on Effective Teaching at the College Level.

Objective 4: Infuse technology in the curriculum in the CoE.

1. Director of Technology established a technology committee.
2. Director of Technology hosted Technology Tuesdays for faculty and workshops for edTPA.
3. Faculty included more technology in courses as stated in syllabi.
4. Recognized and celebrated notable improvements via television channel and Department of Teacher Education newsletter.

Rating Description

5

Goal 3:

Leadership in Community and global partnerships and service.

Results

Objective 1: Incentive faculty and staff in the CoE to serve and lead in community and professional organizations.

1. Faculty are engaged in the Dougherty County Reading Endorsement program.
2. Faculty are engaged in the Albany Technical College Professional Development initiative.
3. Faculty attended training/workshop on infusion global strategies in course work.
4. Faculty serve on various local and national boards.

Objective 2: Establish MOUs with international universities and increase recruitment of international students.

5. Faculty are engaged in the ASU Global programs initiative.
6. Faculty are engaged in the Belize initiative to offer BS programs (early childhood) to Belizians.
7. Faculty are engaged in Ghana collaborations.

Objective 3: Enhance the internationalization of the CoE curriculum and support campus-wide participation in global programs. Study abroad, faculty exchanges, etc.

1. Faculty are engaged in the ASU Global programs initiative.
2. Faculty are engaged in the Belize initiative to offer BS programs (early childhood) to Belizians.
3. Guest lecturers were invited to attend classes of education courses.

Objective 4: Enhance and support the Center of Excellence for Community Engagement.

1. Faculty received community awards for efforts at a local school.
2. Department donated items and financial contributions to local schools.
3. Faculty attended local schools' programs to support international celebrations.
4. Recognized and celebrated notable improvements via television channel and Department of Teacher Education newsletter.

	Rating Description 5
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Goal 4:

Workforce that collaboratively achieves operational efficiency, effectiveness, and agility

Results

Objective 1: Institute process improvements in the CoE that promote increased enrollment and retention and enhance the academic progress of our students.

1. **Identified Department of Teacher Education processes that need to be improved.**
(Audit procedure, advising, Faculty morale, Accurate & approved checksheets, Graduate admissions & programs (1-5, alternatively certified candidates), Post Bac Admissions process, External campus courses (enrollment), Roles, duties, & responsibilities of coordinators, directors, and chairs, Departmental Newsletter, Departmental Handbook, Data collection processes of graduates, Assessment processes for programs in CoAH and CoSHP)
2. **Recognized and celebrated notable improvements via television channel and Department of Teacher Education newsletter.**

Objective 2: Reduce undesirable elements in academic operations and increase effectiveness and efficiency of course scheduling, student advisement, etc. in the CoE.

1. **Reduced the need for part-time faculty.**

Objective 3: Reward/incentivize employees in the CoE for demonstrating exemplary and collaborative operational efficiency, effectiveness or agility.

1. **Recognized and celebrated notable improvements via television channel and Department of Teacher Education newsletter.**

Rating Description 3

Performance Goals (continued)

Goal 5:

Increase research and scholarship visibility.

Results

1. Faculty present at various conferences.
2. Faculty publish in various journals.
3. Faculty publish in on-line encyclopedia.
4. Faculty publish textbooks.
5. Research & Scholarship committee offers the Brown Bag lunches.
6. Faculty serve as guest editor in journals.
7. Faculty and staff hosted the Educator Summit Research Symposium.

Rating Description

4

Performance Summary

Under my guidance and leadership, the listed items were realized.

The faculty in the Department attended eight recruitment events through the PAGE organization. (Georgia Southern University, University of North Georgia, Middle Georgia State University, Valdosta State University, University of West Georgia, Georgia Southwestern State University, University of Georgia, and Clark Atlanta University)

The Department ordered a new, updated vertical stand for advertisement purposes.

Four faculty members in the department applied and received tenure and promotion.

Dr. DaShonera Crawley

Dr. Anthony Owusu-Ansah

Dr. Dorene Medlin

Dr. Debra T. Wiley

Collaborations:

The Department of Teacher Education has collaborated with the Department of Counseling and Educational Leadership Wallace Grant UPPI.

The Department of Teacher Education has collaborated with the Early Learning Center.

The Department of Teacher Education has collaborated with Westover High School.

The Department of Teacher Education has collaborated with Monroe High School.

The Department of Teacher Education has collaborated with Commodore Conyers School.

The Department of Teacher Education has collaborated with Albany Technical College.

The Department of Teacher Education has collaborated with ASU—Department of Mathematics and Computer Science.

The Department submitted the following requests to the Curriculum and New Programs Committee.

1. Change to a BS in Secondary Education including SPED, PE, English, Music, Science, Mathematics, Social Studies.
2. Align the M. Ed. And the M.Ed. in Secondary Education.

Faculty

1. Dashonera Crawley—Assistant/SPED Coordinator/Student Teacher Faculty
2. Erica DeCuir—Assistant—Middle Grades (Social Studies)
3. Patricia Jenkins—Full—Early Childhood
4. Dorene Medlin—ECEC Coordinator—Assistant—Middle Grades (Science)
5. Anthony Owusu-Ansah—Assistant/Middle Grades Coordinator (ELA)
6. Tiffany Pogue—Assistant—Early Childhood/Foundations
7. Debra Wiley—Assistant—Early Childhood/Foundations
8. Cheryl Lucas Perry—Instructor—Early Childhood/Foundations

Staff

1. Mrs. Teresa Fleming—(Administrative Assistant)

Midterm & Final Grades

1. Faculty submitted grades on-time.
2. No Final Grade Appeals

Work Study Students

1. 5 students assigned to faculty and department.

Department

1. Belize initiative to increase enrollment globally.
2. Several recruitment initiatives on campus and locally.
3. Dougherty County Reading Endorsement program
4. NASA STEM student group participation.
5. HERS STEM faculty applicant.
6. HERS Faculty applicant.

Overall Rating Description

4.5

Employee Self-Appraisal

Instructions

This page to be completed by employee prior to the evaluation of his or her performance.

Accomplishments

Looking over the goals described in this appraisal form, what would you say are your key accomplishments this year?

The key accomplishments for the department this year include the following.

1. There was an increase in collaboration on campus and throughout the community.
2. There was an increase in research capacity.
3. There was an increase in recruitment efforts.
4. There was an increase in celebrations and visibility of successes.

Opportunities for Improvement

Considering the goals on this Appraisal Form, what would you have preferred to do better?

Several processes and operational functions need addressing.

1. Audit procedure
2. Advising
3. Faculty morale
4. Accurate & approved checksheets
5. Graduate admissions & programs (I-5, alternatively certified candidates)
6. Post Bac Admissions process
7. External campus courses (enrollment)
8. Roles, duties, & responsibilities of coordinators, directors, and chairs should be identified.
9. Departmental Newsletter
10. Departmental Handbook
11. Data collection processes of graduates.
12. Assessment processes for programs in CoAH and CoSHP

Training and Development Plan

Describe your professional development goals and how you plan to reach these goals. Also identify how your supervisor can assist in your development.

Completed

1. New Chairs & Deans—Macon, GA
2. GaPSC Drive-in—Macon, GA
3. **Effective College Teaching Training**
4. **At-risk Student Training**
5. **Technology Safety Training**
6. **Grant writing workshop**
7. **Sexual Misconduct (EverFi) Training**
8. **Safe Driving Training**

Desired Training (Request from Dean's office)

9. Banner INB
10. PeopleSoft
11. Argos
12. Budgeting

Employee Training and Development Plan

Training and Development Plan

Describe the ways in which the employee can develop his or her skills to better meet his or her performance and career goals.

At this point in her development, Dr. Porter should consider attending broader-based leadership development programs like Leadership Georgia or the HERS Leadership Conference. This will help to expand her network and expose her to broader conceptualizations of effective leadership practices. Dr. Porter is to be commended for an excellent job as department chair and pursuing membership on the board of directors for AACSB. She should leverage this appointment to increase her knowledge and understanding of university operations and critical issues.



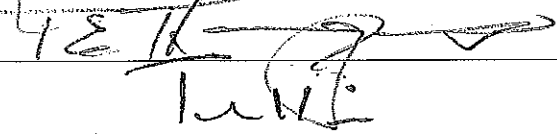

Supervisor's Role

Describe how you can assist the employee.

Encouragement, support and resources are the most critical types of assistance that Dr. Porter may need at this point. I will continue to make her aware of opportunities for growth and encourage her to pursue as many as possible.

Employee Comments

Please provide feedback regarding the proposed development plan as well as the appraisal process and rating.

Signature		Date	4/10/2017
Employee		Date	4/10/2017
Supervisor		Date	4/10/2017
Division Head		Date	4/10/17
Reviewing Official's Signature		Date	

* My signature signifies that I have had a performance appraisal and have read this form. It does not necessarily imply agreement with the content.

4. Evidence that stability in the ranks of faculty, staff, and administrators was achieved and that personnel turnover was kept to reasonably low levels in 2017.

Consistent with other university consolidations within the University System of Georgia, Albany State University and Darton State College experienced expected employee turnover during 2016/2017 consolidation year. University records indicate that the total number of faculty and staff within both institutions prior to consolidation was 1101. As of January 1, 2017, the number decreased to 987 employees for both institutions. However, a vast majority of employees received a promotion and/or merit increase, which reflects that the workforce is stabilizing.