

2. **Evidence that new hires in the faculty, staff, and administrative ranks in 2017 came to ASU with strong credentials for their positions.**

This information is housed within the People ADMIN System for faculty, staff and administrators hired here at the institution. Positions are advertised with required and preferred credentials. Most qualified candidates who meet the required and/or preferred credentials are selected.

The attached example reflects requirements the credentials required for this position and is noted under "Training and Experience".

## Albany State University Position

The Position form is used to record the duties, responsibilities, qualifications sought and fiscal impact of classified and nonclassified positions. This information is the basis for determining the title, salary rate, and Fair Labor Standards Act exemption status for positions. To achieve these purposes, it is essential that detailed and exact information pertaining to current duties, responsibilities, and qualifications be accurately recorded on this form.

### Employee Details

Employee First Name:

Employee Last Name:

Employee ID Number:



### Classification Details

Position Category: Assistant Professor

Position Code: (BCAT) 00202X

Pay Group:

Salary:

FLSA: Exempt

Position Type: Faculty

### Position Details

Position Number (minimum 8 digits): 21000570

Employee Account Name:

Job Title: Assistant Professor of English

Department: English, Modern Languages &amp; Mass Communications

Department Users with Access: Whriters, Kimberly

Effective Date: 08/01/2013

Budgets Position Approval Date: 8/6/2013

Tentative Start Date:

Supervisor: Dr. James L. Hill, Chair

Conditions of Employment: Full-Time

If part-time, please explain:

(part-time employees are only allowed  
to work up to 19 hours weekly)

FTE: 0.75

Type of Employment:

From Date:

(Temporary positions only)

To Date:

(Temporary positions only)

Type of Funding: General Operating (State)

If Other, please denote the Name of a Grant: N/A

Account Number: 10500-0201510-11100-11000

Account Number:

Account Number:

Account Number:

Funds for Position: Available

Amount Budgeted: 51,458

Nature of Work: The faculty member will teach undergraduate and graduate courses in English and Composition with an average teaching load of twelve hours per semester.

Illustrative Examples of Work: The faculty member will teach undergraduate and graduate courses in English or Composition with an average teaching load of twelve hours per semester, serve on department and university committees, participate in university functions and perform other duties as assigned. This position is a contractual relationship, renewable on a year-to-year basis, based on availability of funds, and is a tenure track position.

Facts About the Institution: Albany State University is a fully accredited senior unit of the University System of Georgia. Employees receive benefits provided by the University System of Georgia, including, but not limited to, hospital and major medical insurance, group life insurance, participation in the Georgia Teachers' Retirement System, Optional Retirement Plan (Faculty and exempt employees only), Social Security and Tuition Remission after six months of employment.

**EEO/AA/Non-Discrimination Statement:**

Albany State University is an equal employment, equal access, equal educational opportunity and affirmative action institution which adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education.

The University is committed to insuring equal opportunity to all students, employees, and applicants for employment or admission without regard to race, color, religion, sex, national origin, age, veteran status, physical or mental disabilities, or sexual orientation. It is the policy of Albany State University to comply with all federal laws, including the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990 (Title II), Title IX of the Education Amendments of 1972 (Title IX), Title VI of the Civil Rights Act of 1964 (Title VI), Executive Order (E.O.) 11246, and all subsequent amendments and implementing regulations which prohibit

discrimination as above described. In accordance with the requirements above, Albany State University affirmatively states that it does not discriminate on the basis of race, color, religion, sex, age, veteran status, disability or national origin in its employment and/or educational programs and activities. Albany State University is an Affirmative Action/Equal Opportunity Institution.

The University shall take action, to the extent allowed under state and federal law, to ensure fulfillment of this policy. For questions or more detailed information regarding this policy, or to file a complaint regarding violation of this policy, please contact the Albany State University Office of Human Resources, 504 College Drive, B.C. Black Building, Room 382, Albany, Georgia 31705, Director of Human Resources, Steve A. Grant at 229-430-4623. Students requiring disability related accommodations for participation in any event or to obtain print materials in an alternative format, please contact the Student Disability Services Center, New Student Center, 2nd Floor, Green Zone (Room 2-140), Dr. Stephanie Harris-Jolly, Director of Counseling and Student Disability Services, 229-903-3610.

Disability Statement:

Applicants who have a disability and who need special services or facilities to apply or to interview should contact Human Resources at 229-430-4623. EEO/AA employer.

Training and Experience:

The applicant should possess a Doctorate degree in English or Rhetoric and Composition and have had several successful years in college teaching. Training and/or Experience in Linguistics is also desirable.

Testing Requirements:

Physical Demands:

Contact(s):  
*internal use only*

Contact Phone/Extension: 229-430-4833

Contact Email:

Contact Fax:

**Job Duties**

No Records Found

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Supervisor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Hiring Authority*

\_\_\_\_\_  
*Name and Classification*

- 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.

**Alexander, Cassandra W.**

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**From:** Carter, Kimberly  
**Sent:** Tuesday, February 28, 2017 9:07 AM  
**To:** #Staff  
**Subject:** Staff Performance Evaluations  
**Attachments:** Performance Appraisal Form 2016.pdf; Employee Performance Evaluation Self-Assessment.pdf; Performance Evaluation Form.pdf  
**Importance:** High

Good Morning Colleagues,

It is time once again to begin the annual performance appraisal process. Since performance is the determining factor in allocating merit increases, it is important to complete the appraisals by *early April* before finalizing the associated merit allocations.

Performance evaluations should be completed for all regular, benefited staff members who were employed for at least 6 months during the evaluation period. Instructions for this year's process are as follows. The DSC evaluation tool should be used for west campus employees. The ASU evaluation tool should be used for east campus employees.

Managing staff performance is a critical supervisory responsibility because it directly enables staff members to:

- Perform as effectively as possible to support departmental and institution-wide goals.
- Develop the skills and competencies to maximize their contributions to the University and fulfill their own career potential.
- Earn fair and appropriate pay for their performance.

The merit increase process is intended to keep effective performers aligned with the market and to provide you, as managers, an opportunity to recognize high performers with commensurate increases. **The Office of Budgets will communicate instructions concerning merit increases in a subsequent memo.**

Effective performance appraisals include employee self-assessments, performance discussions, written evaluations, and collaborative goal setting. Your performance assessment will help you to determine merit increases for FY2018. The evaluation period covers January 2016 through December 2016.

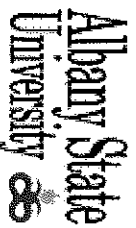
Process due dates are as follows:

Due Dates	Tasks
March 8th	Staff Members submit completed Self Assessments to immediate Supervisors
March 22 <sup>nd</sup>	Supervisors send completed Draft Employee Performance Evaluations to Human Resources
March 29 <sup>th</sup>	Human Resources reviews draft Employee Performance Evaluations
April 5 <sup>th</sup>	Human Resources communicates any necessary revisions to Employee Performance Evaluation to Supervisors

April 12 <sup>th</sup>	Supervisors meet with Staff Members to discuss Performance Evaluations
April 17 <sup>th</sup>	Supervisors send signed Performance Evaluations to Human Resources

Thank you for ensuring that the performance appraisals for which you are responsible are thoughtfully conducted by early April.

Kimberly Carter  
Associate Director  
Human Resources  
Albany State University West Campus  
229-317-6247



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# TEMPLATE

## Albany State University Performance Appraisal Form

Employee Name \_\_\_\_\_ Department \_\_\_\_\_  
Position Title \_\_\_\_\_ Date began in this position \_\_\_\_\_  
Hire Date \_\_\_\_\_ Review Period From \_\_\_\_\_ To \_\_\_\_\_  
Evaluating Supervisor \_\_\_\_\_ Date \_\_\_\_\_

### 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 using the process described in module 1 of ASU's Performance Management Training Manual.
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 end of March.

<b>Exceptional</b>	<b>5</b>
Performance consistently exceeds the goals. Performance is unique, exceptional and sustained over the review period.	
<b>Outstanding</b>	<b>4</b>
Performance exceeds most of the goals. Accomplishments are above job demands.	
<b>Meets Expectations</b>	<b>3</b>
Performance consistently meets the goals. Accomplishments are clearly in accord with job demands typically achieved by most qualified employees.	
<b>Needs Improvement</b>	<b>2</b>
Performance fails to meet goals, requiring more than normal assistance or supervision. Exhibits potential to meet expectations with coaching and establishment of development goals.	
<b>Unacceptable</b>	<b>1</b>
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.	
<b>New Hires</b>	<b>N/A</b>
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.*

<b>Goal 1:</b>	
<b>Results</b>	
	<b>Rating Description</b>

<b>Goal 2:</b>	
<b>Results</b>	
	<b>Rating Description</b>

<b>Goal 3:</b>	
<b>Results</b>	
	<b>Rating Description</b>

<b>Goal 4:</b>	
<b>Results</b>	
	<b>Rating Description</b>

**Performance Goals (continued)**

**Goal 5:**

<b>Results</b>	<b>Rating Description</b>
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**Goal 6:**

<b>Results</b>	<b>Rating Description</b>
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**Performance Summary**

	<b>Overall Rating Description</b>
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## 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?

### Opportunities for Improvement

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

### 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.

## 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.

### Supervisor's Role

Describe how you can assist the employee.

### Employee Comments

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

### Signatures

Employee\* \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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



**Employee Performance Evaluation Self-Assessment**

**Performance Review Year:** \_\_\_\_\_

Employee: \_\_\_\_\_ Job Title \_\_\_\_\_

Department \_\_\_\_\_ Date \_\_\_\_\_ Supervisor \_\_\_\_\_

**Employee Instructions:**

Your thorough and timely participation in the performance evaluation process will help facilitate a fair and comprehensive review of your progress and accomplishments since the last performance review. While it is possible that you might not have, and therefore are not required to provide a response to every question on this self-assessment, it is expected that you will be able to answer the majority of these questions. Additionally, everyone must respond to Questions #8 and #9.

1. List your most significant accomplishments or contributions within the past year. How do these achievements align with the goals/objectives outlined in your 2\_\_ review?

2. Since the last evaluation period (or since hired if this is your first performance evaluation), have you successfully performed any new tasks or additional duties outside the scope of your regular responsibilities? If so, please specify.

3. What activities have you initiated, or actively participated in which promoted camaraderie and teamwork within your group and/or office? What was the result?

4. Describe areas you feel require improvement in terms of your professional capabilities. List the steps you plan to take and/or the resources you need to accomplish this.

5. In what ways have you been of service to the institution and its students? Please describe.

6. Change is constant. What changes have come to your job, department or institution, and how specifically have you adapted your job function(s), behavioral and/or performance norms to these changes?

7. How have you used innovation and/or creativity to improve your job or that of your department or the institution? If any of these efforts resulted in cost-containment or savings, please describe.

8. State your career goals for the coming year and indicate how you plan to accomplish them.

1. Goal:

Plan to accomplish:

2. Goal:

Plan to accomplish:

9. How would you rate your performance overall?

- Unsatisfactory Performer
- Partially Achieves Expectations
- Fully Achieves Expectations
- Occasionally Exceeds Expectations
- Exceptional Performer

***Thank you for taking the time to complete the Employee Self-Assessment.***

**Please return this form to your supervisor by: \_\_\_\_\_.**

**Supervisors: Attach completed Self-Assessments to the Employee's Performance Evaluation**





**EMPLOYEE ANNUAL PERFORMANCE EVALUATION 20\_\_**

Employee Name: \_\_\_\_\_ Department: \_\_\_\_\_

Position Title: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Section 1 – Core Competencies:**

This section rates each employee based upon several core competencies that all employees should exhibit. Competencies are attributes, knowledge, skills, abilities and other characteristics that contribute to individual success at Darton. Competencies help drive individual and organizational performance.

- 1. **Customer Service & Relationships** - the extent to which the employee's behavior fosters positive working relationships in a diverse workplace, respect for one's fellow workers, and cooperation with students, customers, and visitors; provides courteous, responsive and knowledgeable service to others; effective oral and written communication.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

- 2. **Adaptability, Creativity & Education** - the extent to which the employee exhibits an openness to new ideas, programs, systems, and/or structures; develops new ideas and promotes/facilitates innovation and creativity on the part of him/herself and others; stays abreast of new and developing trends in the field through formal or informal education.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

- 3. **Decision Making, Problem Solving & Accountability** - the extent to which the employee makes sound and logical job-related decisions that are in the best interest of the College and within the scope of Board of Regents and College Policies; assists with brainstorming and proactive at resolving problems and implementing effective solutions; accepts responsibility for his/her actions and decision-making results.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**



4. **Teamwork & Cooperation** - The extent to which the employee cooperates with others to accomplish common goals, regardless of direct bearing on his/her area of responsibility; demonstrates appropriate interactions with employees throughout campus; treats others with dignity and respect and maintains a friendly demeanor; values others.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

5. **Results Orientation** - The extent to which the employee consistently delivers required business results; sets achievable, yet aggressive goals; consistently complies with quality standards and meets deadlines; maintains focus on organizational and system-wide goals; assists with cost-containment measures; has good attendance and punctuality.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

**Section 2 - Work Goals:**

This section should be completed at the beginning of the review period to establish the criteria for the next review. Each goal and/or objective should be specific and should have a completion date defined. In most cases, the completion date will be 1 year (next annual review) from current review date but may be for a shorter period if a special performance review with specific dates is required. Every employee should have two (2) goals. To complete this section you will look back at the previous year goals. If this is the employee's first year and no prior-year goals have been set, rate the employee as satisfactory (3pts) on the score sheet.

Work Goal #1	Completion/ Dates	Goal	Evaluation
			<input type="radio"/> Exceptional (5pts) <input type="radio"/> Satisfactory (3pts) <input type="radio"/> Unsatisfactory (1pt)
<b>Notes:</b>			
Work Goal #2	Completion/ Dates	Goal	Evaluation
			<input type="radio"/> Exceptional (5pts) <input type="radio"/> Satisfactory (3pts) <input type="radio"/> Unsatisfactory (1pt)
<b>Notes:</b>			



**Section 3 - Work Responsibilities:**

Using the most current job description, list the most relevant work responsibilities from the job description and rate the employee's performance on each. Note that the listed work responsibilities need not be static and can change yearly as business needs dictate. Supervisory employees should be rated on Talent Management.

\_\_\_\_\_ - The ranking below signifies how well the employee performed in the above-referenced key work responsibility.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

\_\_\_\_\_ - The ranking below signifies how well the employee performed in the above-referenced key work responsibility.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

\_\_\_\_\_ - The ranking below signifies how well the employee performed in the above-referenced key work responsibility.

- Unsatisfactory Performer (supporting statement/documentation required) (1 pts)
- Partially Achieves Expectations (2 pts)
- Fully Achieves Expectations (3 pts)
- Occasionally Exceeds Expectations (4 pts)
- Exceptional Performer (supporting statement/documentation required) (5 pts)

**Note Accomplishments/Deficiencies:**

**Scoring Summary & Additional Information:**

Each key element above may be scored on a 1-5 scale with 1 being a low score and 5 being a high score. A low score (1-2) signifies that the performance of the employee is below what is acceptable and that improvement in this area is expected. A medium score (3) signifies that the performance is at a level that is acceptable and would be the expected level of performance. A high score (4-5) signifies that the performance of the employee is above what is expected. If the scoring for a key element is at either extremely low (1) or high (5), further explanation is required in the area below the key element or in an attachment. The highest possible score is 50 points. The "normal" range for most people that meet or exceed work expectations would be 30-40. An overall strong performer would be 40 and above. The expectation is that Managers with 3+ direct reports will not have an average employee score for all his/her subordinates above 39 points. Draft Evaluations should be sent to HR for review prior to being shared with employees. Employees with less than 6 months service must also receive an evaluation (even if it is not scored, Goals must be set).



**OVERALL ASSESSMENT:**  Unsatisfactory < 15  Part. Achieves 15-27  Achieves 28-38  Occ. Exceeds 39-45  Exceptional = 46-50

Core	Core	Core	Core	Core	Goal	Goal	Resp	Resp	Resp	
1	2	3	4	5	1	2	1	2	3	Total
<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"/>	0

Additional comments:

**Section 4 - Review Summarization:**

Goals and Objectives have been developed and discussed with employee?  Yes  No

Job Duties and Performance Expectations have been discussed with employee?  Yes  No

Appropriate corrective action has been discussed with employee?  Yes  No  N/A

Please attach any comments or required supporting documentation. Employees can also have their comments attached.

**Section 5 – Signatures:**

By signing below, I acknowledge that I have participated in the review process and have received a copy of the review.

(1) \_\_\_\_\_  
Employee's Signature                      Date

(3) \_\_\_\_\_  
Director/Dept. Head/Dean Signature                      Date

(2) \_\_\_\_\_  
Supervisor's Signature                      Date

(4) \_\_\_\_\_  
Human Resources Director                      Date