



STAFF PERFORMANCE EVALUATION

Name:	Job Title:	Date of Evaluation:
Department/School:	AAMU Hire Date:	Time in Current Position (years/months):
Unit:	Type of Evaluation: Annual: <input type="checkbox"/> Probationary: <input type="checkbox"/> Other: <input type="checkbox"/>	Rating Period: From: _____ To: _____
Supervisor:	Years/months with Supervisor:	

Office of Human Resources

P. O. Box 305
Normal, AL 35762
256.372.5835

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STAFF PERFORMANCE EVALUATION

GENERAL INFORMATION

To support a culture of personal and professional growth, the performance of each staff employee of the University, whether full-time or part-time, will be evaluated each year. Performance evaluations are part of the University's goals of enhancing academic excellence and building a culture that values leadership and employee development.

PURPOSE

The purpose of Staff Employee Performance Evaluations is to inform employees of the quality of their work, to identify those areas needing improvement, set specific objectives for employee, and provide an opportunity to discuss career goals and the support needed to meet those goals. Performance evaluations also assist department heads and managers in evaluating their work force, identifying employee potential, and establishing priorities for training, education, and reward.

ADMINISTRATIVE INSTRUCTIONS

Each employee will be evaluated by the supervisor to whom the employee reports. In cases of multiple supervisors, the evaluation may be made by the supervisor who oversees the majority of the work or the department head may require separate and independent evaluations by each supervisor.

As part of the performance evaluation, the supervisor and employee will review the Position Description or equivalent document that includes a list of essential functions and physical requirements of the position as well as notation of the employee's Fair Labor Standard Act (FLSA) status. If no position description exists for a position, then contact the Office of Human Resources to receive assistance in preparing one. If the existing position description requires modification, then the employee and supervisor will draft and discuss proposed updates as needed. The signed and dated original or proposed revised Position Description must be sent to the Office of Human Resources for approval and final modification.

THE PERFORMANCE EVALUATION MEETING

The performance evaluation meeting will be held between the supervisor and employee as part of the evaluation procedure to ensure that the employee understands his or her duties, the performance standards and objectives established, and the areas requiring improvement. It is a time to share each person's evaluation of the employee's work over the past year and to discuss differences. It is also time to set goals for the next evaluation year or period. The employee and supervisor will each sign the evaluation form to indicate that a discussion of the document occurred. In addition, the employee will be given the opportunity to respond in writing to the oral and written evaluation.

A copy of the evaluation is given to the employee and the original shall be forwarded to the Office of Human Resources to be kept in the employee's official personnel file.

FOR MORE INFORMATION

For additional information regarding the evaluation process, please contact the Office of Human Resources

Note: This evaluation tool has been revised. Therefore, please read each section carefully.

I. PRIMARY RESPONSIBILITIES

List your primary job responsibilities as it relates to your job description, University's Quality Enhancement Plan (QEP), and NCAA Policies and Procedures and Compliance Issues (if applicable) (Additional sheets may be attached):

II. ACCOMPLISHMENTS/ACHIEVEMENTS

Describe accomplishments you have made during the rating period or since your last performance review. Examples of accomplishments include: achievement of goals set during the last review period, involvement in special projects, improvements made in performance, action taken to improve service or reduce costs, initiative taken to develop skills and the attainment of special licenses or certifications. You should also include accomplishments that are part of your regular job duties (additional sheets may be attached):

III. PERFORMANCE CATEGORIES

Using the rating scale described below, read each category and reflect on the employee's performance of job responsibilities. Select the rating that you believe best matches the employee's actual performance. Any rating of NI or B requires comments and a plan for development to be attached to the evaluation.

RATING SCALE

- | | | |
|-----------|---|---|
| E | = | Consistently exceeds expectations. Performance shows mastery of the skills and tasks involved and exceeds desired results. Performance is consistently excellent, and is characterized by major, outstanding achievements. |
| M | = | Consistently meets expectations. Performance displays a level of competence. Performs a job with skills sufficient to achieve desired results to meet job requirements. Performance is consistently good. |
| NI | = | Needs to improve. Performance in some areas is below acceptable levels and indicates room for improvement to meet goals and objectives. Performance is marginally satisfactory. |
| B | = | Below Standards. Immediate performance improvement is needed. |
| PD | = | Performance is developing. Improvement is needed to meet the goals and objectives on a consistent basis. (For employees on probation or in training on a new assignment or function.) |

PERFORMANCE CATEGORY	SUPERVISOR'S COMMENTS	RATING	
<p>Quality of Work: Accuracy, thoroughness, neatness and acceptance of finished product or service to meet expectations. Provide quality service to students, colleagues and the public.</p>			
<p>Productivity: Volume of work performed meets productivity goals. Makes productive use of work time. Producing high-quality results.</p>			
<p>Job Knowledge: Understanding of daily job requirements such as equipment operation, systems navigation, policies and procedures, and methods.</p>			
<p>Versatility: Showing flexibility to respond and adjust to fluctuations in the workload or operational priorities.</p>			
<p>Managing Relationships: Works effectively with other people. Maintains composure. Demonstrates restraint and self-control in difficult situations. Works effectively with individuals of diverse backgrounds and abilities.</p>			
<p>Attendance: Attendance and punctuality are consistent. Being prudent in use of leave and adhering to leave policies. When absent from work, informs supervisor and insures work assignments are completed. Attends Faculty/Staff conferences, committee meetings as appropriate, University sponsored programs (Founders' Day, Convocation, Graduation, etc.) and University functions.</p>			
<p>Communication: Expresses ideas and information clearly in both oral and written form; Demonstrates good listening skills and keeps others informed including Supervisor, co-workers and customers.</p>			
<p>Organizing: Effectively plans and organizes work by setting priorities and adjusts them to meet changing needs.</p>			

<p>Teamwork: Can be counted on to help others inside and outside the department to accomplish the goals of the Unit and University. Works effectively and productively as a team member.</p>			
<p>Initiative: Self-motivated; Explores new ideas; Encourage creativity, Seeking innovative solutions and approaches; Adapts well to change in the work environment.</p>			
<p>Innovation: Identifies, develops and communicates ideas/opportunities for the department that may improve service and/or reduce costs.</p>			
<p>Professional Improvement: Consistently seeks methods to improve his or her professional development by attending meetings, seminars, conferences, etc. Accepts responsibility and accountability for own actions.</p>			
<p>Reliability: Is dependable and follows through on commitments in a timely manner. Can be relied upon to see tasks through to completion.</p>			
<p>Customer Focus: Takes initiative to understand the needs of internal and external customers by attentively listening to customer's needs, ask clarifying questions and provides needed information and assistance. Being responsive to student/faculty/staff needs. Takes advantage of opportunities to provide service to the department, the University and the community as appropriate.</p>			
<p>Professionalism: As a representative of the school, presents a businesslike appearance and demeanor which would instill confidence in others. Demonstrate restraint and self-control in difficult situations.</p>			
<p>Integrity: Complies with the Unit's, University's and applicable outside agency's Policies and Procedures and Compliance Policies and Guidelines.</p>			
<p>Other:</p>			

IV. SUPERVISOR'S COMMENTS

Summarize overall performance accomplishments and areas you encourage the employee to develop during the next review period. If "NI" or "B" ratings are given, please provide comments to explain the ratings (Additional sheets may be attached).

V. GOALS AND PROGRESS

Identify goals set during the last evaluation period and specific progress made on each (Additional sheets may be attached).

Goals	Progress

VI. PROFESSIONAL DEVELOPMENT PLAN

This section is to be completed jointly by the manager and employee after discussing performance ratings. Decide on three to five areas of performance on which the employee will concentrate during the next review period. Specify any needed training, job coaching or self-study which will support the employee in accomplishing his or her goals (Additional sheets may be attached).

Developmental Plan	Target Dates

VII. GOALS

A goal is a statement of what you want to achieve in the next evaluation period. Goals may be developed with your supervisor and are related to the unit and/or departmental goals as well as the University goals. Goals are to be monitored and re-evaluated periodically and may change due to circumstance or time. Well written goals are S M A R T: Specific, Measurable, Achievable, Results Oriented, and Time Bound. (You may attach the Goal Setting Form) (Additional sheets may be attached).

VIII. EMPLOYEE COMMENTS

Please write any comments you would like included with your performance review. (Additional sheets may be attached)

IX. SIGNATURES (This section must be completed)

Evaluating Manager/Supervisor (print name/title)

Date

This report represents my true and complete appraisal of this employee during this appraisal period.

Evaluating Manager/Supervisor (Signature)

Date

I have had the opportunity to review this document and discuss its contents with my supervisor. My signature acknowledges that I have been informed of my performance ratings but does not necessarily indicate agreement or disagreement and a copy was given to me.

Employee's Signature

Date

Alabama Agricultural and Mechanical University

Office of Human Resources



Performance Evaluation System Annual Goal Setting Form

Name _____ Job Title _____

Unit/Department _____ Date _____

A goal is a statement of what you want to achieve in the next evaluation period. They may be developed with your supervisor and are related to the unit and/or departmental goals, as well as the University goals. Goals are to be monitored and re-evaluated periodically and may change due to circumstances or time.

Well written goals are SMART: Specific, Measurable, Achievable, Results Oriented, and Time Bound.

Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	
Goal:	Completion Date
Tasks to accomplish goal 1. 2. 3.	
Goal	Completion Date
Tasks to accomplish goal 1. 2. 3.	

Note: This form may be duplicated to state additional goals.