

Self Assessment

Sec 552.136

Employee Information

Name: Jody Randall
Position: T91160
Department: Campus Life

Tech ID (R-number): [REDACTED]
Date of Hire: 01/09/2017
Date of Self Assessment: 01/23/2020

In your opinion, how would you evaluate yourself on the essential functions of your job?

Overall, I would evaluate my performance of essential functions as being frequently above expectations. Among the 15 essential functions for my position, I consider the following to be areas of strongest performance: "Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals"; "Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation"; and "Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals". The essential function where I assess myself as having the most opportunity for growth is "Develop, oversee, and reconcile Office operating, programming, and foundation budgets".

What do you consider to be your accomplishments since your last evaluation?

I would consider the following to be among my accomplishments since my last evaluation: Led efforts to increase the raw score for Texas Tech University on the Campus Pride Index while maintaining our 4.5 star, premier campus designation; Led planning and implementation efforts to successfully deliver signature programs such as Pride Week, the Big 12 LGBTQIA & Allies Summit, and Lavender Graduation while increasing participation in all; Presented at 1 national (Cultivating Change Summit) and 2 regional (Out in West Texas and Big 12 LGBTQIA & Allies Summit) conferences; and Coordinated efforts with institutional partners such as Athletics to raise the profile of Texas Tech University among peers and aspirational institutions (i.e. Athletic Equality Index) and Women's & Gender Studies to expand educational programming efforts to offer a modified intro course on sexuality and queer feminism for the first time at Texas Tech.

What barriers are making success difficult in your role? How can I help remove these barriers?

Last year, I shared the single greatest barrier to success in my role was limited staffing capacity. The creation of a new staff line (FTE, administrator) for my Office team and subsequent hiring for the position has significantly helped specifically as it relates to our student-facing portfolio. Overall, the staffing structure of my Office team (director, administrator, graduate assistant, and 2 undergraduate assistants) positions us well to meet the needs of our communities. I will make a point, however, about staffing in relation to my ability to excel at essential functions of my job. I pointed out in an earlier question that the essential function where I see the most room for growth is "Develop, oversee, and reconcile Office operating, programming, and foundation budgets". While my graduate assistant is able to help with some of this work, I have to work extra hard to frequently perform above expectations and manage the Office's financial processes. I am not an accountant nor are my director colleagues, but many departments/offices in Student Affairs and the Division of Diversity, Equity, & Inclusion have their own business managers. I know that there are others who do not have their own business manager, but do share such a staff position with another department/office. For some business functions, I am assisted by the Program Manager for the Vice Provost for Student Affairs, but it is on an adhoc basis and not a formal responsibility. I am cognizant that by receiving a new program staff member in 2019, my Office will not likely have the opportunity for any additional staff lines for the foreseeable future. As a stop gap measure, I would like to propose changing the structure of my team over the next year further to reduce the 2 undergraduate student assistants to 1 position and increasing to 2 graduate assistants. This would require an addition financial commitment from Student Affairs or the Division of Diversity, Equity, & Inclusion of approximately \$7,500.

Where do you want to be in one year in terms of responsibility, management skills, position, etc.? What is your long term career goal? What must you do to get there?

Over the next year, I do not anticipate any significant change in my responsibilities or position. While I am regularly willing to take on additional responsibilities as assigned by the Vice Provost for Student Affairs or the Vice President for the Division of Diversity, Equity, & Inclusion, I must balance the weight of my position at our institution with my goals of continuing to advance my doctoral studies. My long-term career trajectory has not changed since last year's self-eval. I continue to aspire to serve as a senior student affairs officer (SSAO) or chief diversity officer (CDO) in the future, but see my next step position to be a senior director at the completion of my doctoral program.

What goals have you set for yourself for next year? Think both professional and departmental.

Over the next year, I will continue my doctoral studies in leadership and learning in organizations while excelling at my essential functions and supervisory responsibilities. I will continue serving as a member of the Leadership Team for the NASPA Gender and Sexuality Knowledge Community and as the a Board member for TACUSPA. I will present at 1 national conference and 2 state/regional conferences on issues relevant to: LGBTQIA; Diversity and inclusion; Student Affairs; and/or Leadership. As for my departmental goals I have for myself, I will continue to explore ways to strengthen the LGBTQIA community at Texas Tech through the continued commitment of our institution's leadership. I will continue to manage the efforts of my Office's team in delivering high-quality programming and services directly to stakeholders, particularly students. I will explore ways to increase the Office's work in support of LGBTQIA graduate students - an area I feel we have room for significant growth in.

In your opinion, what do you think your biggest job-related challenges will be in the coming year? What can you do to overcome these challenges? How can I help you overcome these challenges?

I foresee business operations, particularly regarding financial processes, as an ongoing challenge to my management success. I am hopeful to receive additional help with business management functions to include the proposed staffing structure change. I also anticipate continuing to navigate increasing demand for philanthropic support to prop-up our programs and services (amplified further, I believe, by the potential budgetary effects of the COVID-19 pandemic). As my Office's student-facing portfolio continues to grow in size and impact, I anticipate more of my time to be focused on faculty/staff support and towards relationship cultivation with alumni and potential donors.

What can I do to better support your success?

I am fortunate to have the support of our institution's senior leadership as I identify strategies to better serve our LGBTQIA communities and ensure we . I recognize the role I have grown to fill for LGBTQIA work in higher education. I could not do that work without my supervisors. Dr. Duran's knowledge of institutional processes and strong relationships with academic and auxiliary leaders support my success and my day-to-day work to embed LGBTQIA competencies into Texas Tech life. She regularly checks on me and resources my needs. Dr. Sumner's vision for an inclusive workplace and ability to offer me new frames through which I can see my work's impact inspires me. She challenges me while simultaneously advocating for my success. They offer me a multidisciplinary approach to management that many in my line of work do not get. They are my supervisors and mentors. How can they better support me? Continue to provide a space for me to contribute. They know my shortcomings and that an area I struggle with is fearing not being included.

View Form

Candidate Form: Gateway questionnaire job response - HSC External Staff - Responsive/24218BR: Vice President Di

HSCExec-EClass-IntExt V2.0

Résumé/CV



June 19, 2021

Search Committee
c/o Office of Human Resources
Texas Tech University Health Sciences Center
3601 Fourth Street, MS 6238
Lubbock, TX 79430
Re: Vice President of Diversity, Equity, and Inclusion

Dear Search Committee:

Please accept this as my letter of application for the position of Vice President of Diversity, Equity, and Inclusion (VPDEI) at Texas Tech University Health Sciences Center (TTUHSC). Currently, I serve as the founding Director for the Office of LGBTQIA Education & Engagement at Texas Tech University – a Research I institution primarily located on the South Plains of west Texas. Previously, I served as the founding Coordinator for the Office of LGBT Programming at my alma mater, Murray State University – a regional institution located in western Kentucky. Over the course of my nearly twenty-year service in higher education, I have developed insight in the design and implementation of programs and services aimed at strengthening the inclusivity of learning and working environments. These experiences taken with many intersecting identities have prepared me to champion diversity, equity, and inclusion (DEI) efforts at an institution eager for the future.

The VPDEI will join TTUHSC at a time when navigating DEI challenges facing large institutions of higher education are unlike anything we have experienced before. As institutions increasingly look to “chief diversity officers” to provide leadership in addressing the impacts of injustice and to navigate a wide variety of barriers, this work reaches every corner of our institutions. While this new position will be expected to further the work already underway, the VPDEI must collaborate to set additional priorities and objectives, while developing university-action plans that are achievable yet require the institution to stretch beyond existing understanding of what is possible. This will require the skill of someone who can portray a vision for campus and community partners to accept and share in the responsibility of implementing that goes beyond reliance on key positional leaders individuals, further solidifying DEI as a cornerstone within the five core values (One Team | Kindhearted | Integrity | Visionary | Beyond Service) at TTUHSC.

My experience as an administrator in academic affairs, student affairs, and DEI at a mid-sized

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and large institutions of higher education, also in the state and national nonprofit sectors, position me very well to serve as the inaugural VPDEI at TTUHSC. I am experienced in designing and implementing DEI strategic plans while navigating decentralized and, often, complex

Search Committee

Texas Tech University Health Sciences Center

June 19, 2021

institutional structures, educational programs to include trainings/workshops and frequent presentation expectations and building meaningful relationships through the conceptual lens of sensemaking and sense-giving. I have a demonstrated record of working across served and underserved communities, similarly represented and underrepresented communities, and bringing people together with a compelling, inclusive vision.

As I reviewed the posting for this position and learned more about the work that has been done at TTUHSC, specifically towards DEI, I found myself returning to your institution's core values. The work to identify your core values has set the institution on a pathway to integrate those values through the actions of your people and stakeholders in everyday life settings of the institution.

I look forward to discussing how I may contribute to the positive impact TTUHSC is making for our people, our institutions, and our ways of living.

Sincerely,

Jody C. Randall (she/her), M.S.

Last Updated: 5/16/2021

JODY C. RANDALL (she/her), M.S.

Home Texas Tech University

13813 Avenue W Student Union Building Room 201, Box 45014

Lubbock, TX 79423 Lubbock, TX 79409

O: 806.742.5433

PROFILE

Experienced leader with a successful background facilitating change and fostering inclusion through the development and implementation of responsible programming and services. Action-oriented and passionate advocate and educator. Knowledgeable scholar-practitioner in framing a compelling vision of inclusion and leading new initiatives through intrapersonal communication, presentation skills, and community engagement. Skilled administrator in navigating institutional policies, procedures, practices, structures, narratives, and politics. Established network of inclusion, higher education, and advocacy contacts nationally. More information about me is available at www.linkedin.com/in/jody-cofer-randall.

QUALIFICATIONS

- Authentic Leadership
- Collaboration and Engagement
- Community Development
- Cultural Transformation
- Fund Development
- Program Design and Delivery
- Public Policy
- Teaching

EDUCATIONAL ADMINISTRATION HIGHLIGHTS

- Founded the Office of LGBTQIA Education & Engagement at Texas Tech University, a Research I institution of 47,000 students, faculty, and staff in west Texas, and led the institution to premier designation on the "Best of the Best" LGBTQ-Friendly Colleges and University by Campus Pride in less than four years.
- Designed the Big 12 LGBTQIA & Allies Summit as an annual national convening of students, faculty, staff, and community partners who are committed to inclusion, access, and equity within higher education and beyond.
- Co-authored 2011-2015 Diversity Plan at Murray State University, the only comprehensive plan approved by the Kentucky Council on Postsecondary Education's Committee on Equal Opportunities on first reading.
- Founded the Office of LGBT Programming at Murray State University, a public regional institution of approximately 10,000 students in western Kentucky.
- Championed the expansion of the state-based movement for LGBTQIA Equality as Board Co-Chair with the Equality Federation, the national umbrella organization for state LGBTQIA education and advocacy organizations.

Jody C. Randall (she/her), M.S.

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EDUCATION

Doctor of Education (Ed.D.) in Leadership and Learning in Organizations
Peabody College of Education and Human Development, Vanderbilt University
Capstone Faculty Advisor: Justine Bruyère (she/her), Ph.D.
Capstone Partner Organization: Sanlo Consulting, Ronni Sanlo (she/her), Ed.D.
Anticipated Graduation: Summer 2022

Currently Enrolled Coursework (Summer 2021):

Campus Convening II: Qualitative Analysis – 3 hours

Responsible Leadership – 3 hours

Capstone Seminar I – 1 hour

Completed Coursework (31 hours):
Applied Statistics – 3 hours
Introduction to Data Science – 3 hours
Campus Convening I: Applied Inquiry – 1 hour
Design for Learning in Communities – 3 hours
Learning and Design in Context – 3 hours
Leadership Theory and Practice – 3 hours
Learning in Organizations – 3 hours
Organizational Theory and Behavior – 3 hours
Psychological Perspectives on Learning – 3 hours
Research Design – 3 hours
Strategy and Analytics – 3 hours

Master of Science in Human Development and Leadership
Concentration: College Student Personnel
College of Education and Human Services
Murray State University
Conferred: May 2015

Bachelor of Integrated Studies
Magna Cum Laude and Service-Learning Scholar
Murray State University
Concentration: Human Services
Senior Project: Safe Zone Project Resource Manual
Senior Project Faculty Advisor: Peggy Pittman-Munke, Ph.D.
Conferred: May 2012

Associate of Arts in General Studies
Murray State University
Conferred: August 2010

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PROFESSIONAL EXPERIENCE

Texas Tech University | January 2017-present
Student Affairs and the Division of Diversity, Equity, & Inclusion

Director
Office of LGBTQIA Education & Engagement

Direct report to the Vice Provost for Student Affairs and the Chief Diversity Officer and Vice President for Diversity, Equity & Inclusion (Split Reporting)

Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity; Serve as a primary point of contact, resource, and support for students, faculty, and staff experiencing issues relative to sexual and gender identity and provide direct support and connections with campus and community resources; Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals; Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate; and Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as an alumni organization and other university committees.

Instructor (beginning fall 2019)
Women's & Gender Studies

Developed and taught a specialized curriculum on sexuality and queer feminism as an introductory course for the Women's & Gender Studies.

Taught: Fall 2019; Fall 2020; Spring 2021; and Fall 2021 (Scheduled)

Fall 2020 Course Evaluations: Instructor Effectiveness – 4.9/5; Valuable Learning Experience – 4.8/5; and Amount of Instructor Interaction – 4.9/5

Murray State University | November 2001-January 2017
Division of Student Affairs and Office of the Provost: Academic Affairs

LGBT Coordinator July 2012-January 2017
Office of LGBT Programming

Coordinated educational programming and services for the LGBT and ally community; Developed partnerships to educate the University community on issues that LGBT individuals confront and the contribution these individuals make to a diverse campus community; and Represented LGBT issues at Murray State among internal and external professional groups relative to diversity.

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make to a diverse campus community; and Represented LGBT issues at Murray State among internal and external professional groups relative to diversity.

Adjunct Lecturer August 2016-January 2017
Academic Affairs

Academic Coordinator July 2012-June 2015
Academic Affairs (dual appointment)

Academic Program Specialist July 2006-June 2012
Academic Affairs

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Let's Get Started!

How did you hear about this specific opportunity?: Employee Referral

Have you ever been employed at any TTU System component?: Yes

What was your R Number?: [REDACTED]

In what department or area did you work previously?: Texas Tech University

What was your former supervisor's name?: Catherine Duran

Are you 18 years of age or older?: Yes

Are you legally authorized to work in the United States? (Proof of eligibility will be required upon employment).: Yes

Will you require current or future sponsorship for employment visa status (i.e. H1B, etc., visa status) from Texas Tech University Health Sciences Center?: No

When will you be able to begin work?: 18-AUG-2021

If selected for this position, are you able to provide proof of your Selective Service registration?: I am not a male between 18 and 25 years of age.

Are you able to perform the essential functions of the job for which you are applying, with or without reasonable accommodations?: Yes

CONFIDENTIAL

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Legal First Name: Jody

Preferred First Name: Jody

Middle Name: Cofer

Legal Last Name: Randall

Address line 1:

[REDACTED]

City:

[REDACTED]

Zip/Postal code:

[REDACTED]

Country/Region:

[REDACTED]

State/Region/Province:

[REDACTED]

Primary Phone Number:

[REDACTED]

Contact E-Mail:

[REDACTED]

Social Security Number:

[REDACTED]

Work phone: 8067425433



**Workers' Compensation Network
Acknowledgement Form**

I have received the Notice of Network Requirements which informs me how to get health care under workers' compensation insurance.

If I am hurt on the job and live in the service area described in this information, I understand that:

1. I must choose a treating doctor from the list of physicians in the [redacted] or, I may ask my HMO primary care physician to agree to serve as my treating doctor by completing the Selection of HMO Primary Care Physician as Workers' Compensation Treating Doctor Form # IMO MSN-5.
2. I must go to my network treating doctor for all health care for my injury. If I need a specialist, my treating doctor will refer me. If I need emergency care, I may go anywhere.
3. The insurance carrier will pay the treating doctor and other network providers.
4. I *may have to pay* the bill if I get health care from someone other than a network doctor without network approval.
5. If I receive the Notice of Network Requirements and refuse to sign the Acknowledgement Form, *I am still required to use the network.*

Please fill out the following information before signing and submitting this completed Acknowledgement Form:

Name of Employer: Texas Tech University Health Sciences Center

Employee ID #: [redacted] **Name of Network:** [redacted]

Hire Date: _____ **Department:** _____

Home Address: [redacted]

Street Address – No P.O. Box or Work Address

[redacted]	[redacted]	[redacted]	[redacted]
City	State	Zip Code	County

11/21/2021

Employee Signature
Jody Randall

Printed Name

Date
[redacted]

Employee Phone Number

Employee Acknowledgement

1. **Oath of Office - Employee Affidavit**

"I, Jody Randall, do solemnly swear (or affirm), I will faithfully execute my duties as an employee of the State of Texas and will to the best of my ability preserve, protect, and defend the constitution and laws of this State or the United States; I furthermore solemnly swear (or affirm), that I have not directly nor indirectly paid, offered, nor promised to pay, contributed, nor promised to contribute any money, or valuable thing, or promised any public office of employment, as a reward to secure my appointment or the confirmation thereof, So help me God."

Employees may execute the oath by deleting the word "swear" and the concluding statement, "So help me God", if that is their choice.

2. **State Constitutional Requirement**

I am not receiving salary or compensation as an agent, or appointee for more than one civil office of emolument or position of honor, trust, or profit under this state or the United States; however, I understand that I may serve without pay as a member of a governing body of school districts, cities, towns, or other local governmental districts, without forfeiting my state salary.

3. **Nepotism - [Government Code Chapter 573](#); [Regents' Rules Chapter 3](#)**

I understand no person related to any member of the board, to any component institution's president, or the chancellor within the second degree by affinity (marriage) or within the third degree by consanguinity (blood) shall be eligible for appointment to any position in the TTU system when the compensation of such appointee is to be paid, either directly or indirectly, from public funds or fees. I understand no person related to an administrator within a prohibited degree shall be eligible for initial appointment to any position in an area of responsibility over which an administrator has appointive authority, in whole or in part, regardless of the source of funds from which the position's salary is to be paid.

Affinity Kinship: The following persons are relatives of the official/employee within the second degree by affinity (marriage).

1st Degree	Spouse, spouse's child, spouse's mother or father, child's spouse, parent's spouse
2nd Degree	Spouse's brother or sister, spouse's grandparent, spouse's grandchild, brother or sister's spouse, grandparent's spouse, grandchild's spouse

Consanguinity Kinship: The following persons are relatives of the official/employee within the third degree by consanguinity (blood).

1st Degree	Mother, father, daughter, son
2nd Degree	Brother, sister, grandparent, grandchild
3rd Degree	Great-grandparent, great-grandchild, uncle (brother of parent), aunt (sister of parent), nephew (son of brother or sister), niece (daughter of brother or sister)

4. **TTU System Community Conduct, Intellectual Property Rights, State Government Code and General Appropriations Act**

I certify I have received and read the attached [TTU System Community Conduct, Intellectual Property Rights, Excerpts from the State Government Code, and Excerpts from the General Appropriations Act](#) document. This document includes, but is not limited to, statements relating to political aid, standards of conduct, legislative influence, the prohibition of excess obligation, use of state owned automobiles, accountability and responsibility for state-owned property, and multiple employments with the state. I agree to accept and abide by the terms as a condition of my employment.

5. **Fraud Policy**

I understand as a member of the campus community, if I have reasonable basis for believing that a fraudulent act has occurred, I have the responsibility to promptly notify my supervisor, an appropriate administrator, the Office of Audit Services or the Texas Tech Police Department. [Regent's Rules, Section 07.03](#), outlines the types of fraud that should be reported and employee's responsibilities for reporting such.

In addition, the Texas Tech System has selected a private contractor, EthicsPoint, which establishes a hotline to provide a confidential avenue for reporting. Reports submitted through EthicsPoint will be forwarded to university officials for prompt and appropriate action. The EthicsPoint system is intended to offer an additional means of reporting to individuals unable to use existing reporting procedures. However, we encourage employees and constituents to attempt the resolution of concerns through established channels whenever possible. Reports may be submitted via: [EthicsPoint](#) website or toll free telephone: 1-866-294-9352 (also available in Spanish).

6. **Select Texas Tech University Health Sciences Center Operating Policies (OP) and Procedures**

I understand that it is my obligation to faithfully access the links to the policies provided and to review them in accordance with institutional requirements. I do agree to abide by the stated policies, standards, rules and regulations in accordance to my employment with the Texas Tech University Health Sciences Center.

[HIPPA Privacy Policies](#)

[HSC OP 51.03 Sexual Harassment, Sexual Assault, Sexual Misconduct, and Title IX Policy and Complaint Procedure](#)

[HSC OP 52.06 Standards of Conduct and Ethics Guide](#)

[HSC OP 51.01 Equal Employment Opportunity and Affirmative Action Plan](#)

[HSC OP 10.19 Smoke-free and Tobacco-free Environment](#)

[HSC OP 70.01 Leaves of Absence](#)

[HSC OP 51.02, Non-discrimination and Anti-Harassment Policy and Complaint Procedure for Violations of Employment and Other Procedures](#)

[HSC OP 52.04 Report & TTUHSC Internal Investigation of Alleged Violations, Non-Retaliation](#)

[HSC OP 70.31 Employee Conduct, Coaching, Corrective Action, and Separation from Employment](#)

[HSC OP 70.39 Drug-free Workplace Policy](#)

7. **Workers' Compensation Network (English) or (Spanish)**

Effective September 3, 2014, employees are not required to seek medical services at a network provider and may choose any doctor who accepts workers' compensation insurance. If I have questions or would like to access a list of clinics that accept workers' Compensation, I may visit Texas Tech University System's Office of Risk Management website at <http://currentemployees.hr.ttu.edu/offices/risk-management/>.

I will reference Texas Tech University Health Sciences Center [Operating Policy 70.13](#) for further information.

8. **HIV/AIDS in the Workplace and Learning Environment (English) or (Spanish)**

Per [Texas Health and Safety Code, Chapter 85](#), I am being provided with information to ensure that the rights and privileges of individuals with the Human Immunodeficiency Virus (HIV) are protected. I certify I have been provided a copy or have electronic access ([Texas Department of Health Services website](#)) to the TX Department of Health's HIV/AIDS and the workplace pamphlet.

9. **Confidentiality of Crime Victim Information- TX Government Code 552.132**

Please check the appropriate box to indicate your election.

I **elect** to allow public access to information help by Texas Tech that would identify or tend to identify me as crime victim, including my photograph or any visual representation of me.

I **do not elect** to allow public access to information help by Texas Tech that would identify or tend to identify me as crime victim, including my photograph or any visual representation of me.

10. **Payroll Deduction Verification**

I understand I am responsible for reviewing my earnings statement each pay period and notifying Human Resources immediately if the proper deductions are not made for retirement and group insurance. I understand I am responsible for reviewing my earnings statement each pay period and notifying Payroll Services immediately if the proper deductions are not made for social security, federal income tax and/or other applicable deductions.

11. **Notice of Privacy Practices (HIPAA)**

I acknowledge I have received the [Notice of Privacy Practices or HIPAA](#) form from the Employee Retirement System of Texas via email. This notice describes how ERS may use or disclose medical information about you and how you can get access to your own information. Please review this notice carefully.

12. **Employee Acknowledgement**

By signing below, I acknowledge I have received and reviewed the information provided on this form and understand that it is not intended to be all inclusive of Texas Tech University Health Sciences Center Operating Policies and Procedures, the Board or Regents' Rules, and the State Government Code. I certify that I have received notice that employees who are convicted sex offenders are required by law to register with Texas Tech Police Department on their local campus no later than seven (7) days after accepting employment. I understand that it is my obligation to faithfully access the links to the policies provided and to review them in accordance with institutional requirements, and comply with [Texas Tech University Health Sciences Center Operating Policies and Procedures and the Board of Regents' Rules](#). I further acknowledge that nothing in this document constitutes a contract for employment and that a contract is not being offered. Unless otherwise specified, all employment at the Texas Tech University Health Sciences Center is employment-at-will.

Employee Signature: 

Date: 11/21/2021

Benefits Enrollment Information

Congratulations on your new position with Texas Tech!

The Texas Employees Group Benefits Program offers excellent benefits! This program is managed by Employees Retirement System of Texas (ERS). For a limited time while you are a newly eligible employee, you can sign up for certain valuable benefits with no questions asked!

It's important to know:

- By signing up benefits when they first become available, you won't have to provide proof of good health.
- If you miss your first opportunity to enroll in benefits, your next opportunity will be during the Annual Enrollment period. Your options may be limited and proof of good health may be required.
- You can only sign up during the year if you have qualifying life event, such as getting married or having a baby. Even then, proof of good health may be required.

31 Days

During your first 31 days of employment or promotion into a benefits eligible position, you will have the opportunity to enroll in:

- Dental coverage
- Optional insurance coverage such as Life and Disability Insurance
- TexFlex – allows you to save money on health and daycare expenses

60 Days

During your first 60 days of employment or promotion into a benefits eligible position, you will have the opportunity to enroll in:

- Your family in Health Insurance
 - * *Full-time employees are automatically enrolled in Employee Only Health coverage that starts the 1st day of the month after your 60th day of employment. All benefit eligible employees and their dependents, with elected health coverage **MUST complete the Tobacco Certification via ERS or VIA ERS enrollment form.** whether they use tobacco or not. Failure to do so will result in a \$30 surcharge for every month there is no certification.*

Opportunities to learn more about your Benefits and Enroll

1. Attend New Employee Orientation

- If you have a current eRaider ID – log into the registration system provided by following this link to enroll: <http://www.ttuhscc.edu/hr/sforms/registration.aspx>
- If you do not have a current eRaider ID – Contact your regional HR office to enroll in New Employee Orientation.

2. Review Summaries of Benefits and Coverage (SBC)

- Each SBC provides an overview of the benefits and services the health plan covers and what members can expect to pay for such services.
- Click to view summary of benefits ([English/Spanish](#))

3. Establish account online once your enrollment has been completed at www.ers.state.tx.us

- If you need assistance with this website, please call your regional HR office.

It is important to us that you understand your benefits and your enrollment opportunities! As a benefits eligible employee, your signature below indicates you understand if you do not complete the enrollment process you will be automatically enrolled in HealthSelect for **Employee Only coverage** with all Optional Insurance Coverage, Dependent Insurance Coverage and TexFlex waived. If you are a benefits eligible part-time employee or Graduate Student (GA, RA, TA, GPTI) working 50% time or more, you understand that your coverage for all benefit elections, including health insurance, will be waived.

Jody Randall

Employee Name

[REDACTED]

Banner ID# or SSN

HSC - Lubbock Benefits

Position Title

Date of hire or Promotion

11/21/2021



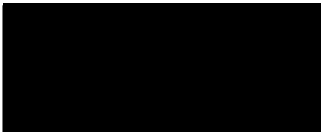
Employee Signature

Date

We are here to help! Stop by or call!

Please contact your regional HR office with questions and concerns.

<http://www.ttuhscc.edu/hr/offices.aspx>



TEXAS TECH UNIVERSITY SYSTEM
ORP
Information Acknowledgment Form

With few exceptions, you have the right to request, receive, review and correct information about yourself collected using this form.

You are eligible to participate in the Optional Retirement Program unless you previously waived your eligibility. Election to participate is optional; however, membership in the Optional Retirement Program or the Teacher Retirement System is mandatory. Please read and acknowledge the following concerning the Optional Retirement Program:

- 1. Selection of ORP in lieu of the Teacher Retirement System (TRS) entails certain responsibilities for the employee, including selection and monitoring of ORP companies and investments. An overview of TRS/ORP is available at http://www.ttuhs.edu/hr/documents/TRSandORP2005.pdf.
2. The Texas Tech University System has no fiduciary responsibility for the market value of ORP participants' investments or for the financial stability of the ORP companies selected by the participants.
3. The amount the employer contributes to ORP is determined by the Texas Legislature and may change over time.
4. Unless indicated otherwise in paragraph 7, I certify that I have never been given the opportunity in the past to enroll in ORP in Texas. I understand that I have 90 days from my date of eligibility to enroll in ORP and that this is a one-time irrevocable choice between the ORP and the TRS. I further understand that should I fail to enroll in ORP within the 90 day eligibility period I will be required to permanently enroll in the Teacher Retirement System of Texas for the remainder of my employment in Texas public higher education.

My 90 day eligibllity period begins 1/1/22 and ends 3/31/22

- 5. If I am in a visiting, adjunct, temporary or any other ORP-eligible position that may not be expected to last for more than 12 months, I understand that this is my one and only opportunity to elect ORP in lieu of TRS. In addition, I understand that failure to enroll in ORP at this time will eliminate any future opportunities to enroll in ORP even if I have an extended break in service from Texas institutions of higher education. This is my one-time, irrevocable choice, and I understand that I will not have another opportunity to enroll in ORP if I return to an ORP-eligible position in Texas.
6. I understand that the following properly completed ORP enrollment forms must be received by the appropriate Personnel/Human Resources office within the 90-day election period and before the monthly payroll calculation in order to be effective that month. Forms received after the monthly payroll calculation will be effective on the first of the following month. These forms are available online at http://www.depts.ttu.edu/personnel/retirement/retirement.aspx or http://www.ttuhs.edu/hr/benefits.aspx or from the Benefits office.
a. Texas Tech ORP Salary Reduction Acknowledgment
b. Notice of Election to Participate in Optional Retirement Program (TRS Form 28)
c. Application for Refund (TRS Form 29), if applicable

7. I have previously participated in or have been eligible to participate in the Texas Optional Retirement Program (ORP), at the Texas Higher Education employer(s) listed below:

Table with 3 columns: Employer(s), Title(s), Employment Period(s). All fields are currently blank.

I have read and understand the above statements concerning responsibilities that an employee undertakes upon selection of the Optional Retirement Program (ORP) in lieu of the Teacher Retirement System (TRS). I have been furnished a copy of "An Overview of TRS and ORP" as a source of information about my retirement decision.

Jody Randall
Name (Print)
Vice President
Position or Title
Diversity, Equity and Inclusion
Department
J Randall
Employee Signature

[Redacted]
Social Security Number
[Redacted]
Telephone Number
jody.randall@ttuhsc.edu
E-Mail Address
1/5/22
Date

RETURN TO YOUR BENEFITS OFFICE OR MAIL TO:
TTU/TTUS: Texas Tech University, Personnel Benefits, PO Box 41093, Lubbock, TX 79409
TTUHSC: Texas Tech University HSC, Human Resources, 3601 4th Street, Lubbock, TX 79430

em sent 1-4-22 (52)

1522 Keep benefits as is ✓ Keyed
10/17
Sec 552.117, 136, .137, 147

Direct transfer

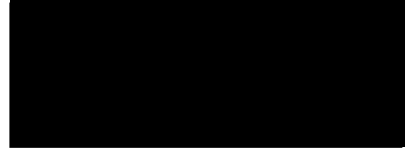


Agency 0733

H-1 ✓



Jody C Rondall



Cofes

annual 180,000
15000 mo

need to offer
em 1-5-2022
need IAF
1-5

Thru to HSC

VP Diversity Equity Inclusion
24218



position verified - that if 15 ✓
Belinda Vignone
President office
Michael Wish

Coleman Johnson

Neill, Sara

From: Jody Cofer Randall [REDACTED]
Sent: Tuesday, January 4, 2022 5:21 PM
To: Neill, Sara
Subject: Re: TTUHSC Benefits office - new hire feel free to schedule a One on One Q&A

CAUTION: This email originated from outside of TTUHSC. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Sara,

[REDACTED] As I understand it, I don't have to complete the form then. If I am wrong, please clarify that for me.

Jody Randall

On Tue, Jan 4, 2022 at 2:23 PM Neill, Sara <Sara.Neill@ttuhsc.edu> wrote:

Hello Jody Randall,

I am contacting you because I see that you have a new hire date with TTUHSC of 1/1/2022 – since our next scheduled New hire Orientation Zoom training will be on Monday January 10th at 9:00a, I wanted to get some “timed” information out to you quickly.

Our office will be sending you an invitation in a week or so to attend the NTMO Zoom Meeting a few days before that 1/10/22 event.

As a direct transfer from another state agency eligible for benefits – you have 30 days – to make insurance elections (we have you make your direct transfer elections with our office - by turning in the attached Benefit Election Form) So elections should be **entered by 1/29/2022**, and if you first heard of your insurance elections at the 1/10/22 NTMO Zoom; then you wouldn't have a full month to make your elections. Your TTUHSC coverages will begin 01/01/2022 with no waiting period.

Some of the ERS Insurance election information included in this email are instructions for verifying your account and the New Employee Benefits Guide PY22. **Your ERSID is 01211367000** So, please get back with me to let me know if you want your TTU benefits to remain “as is” or if you would like to make ERS insurance changes with this move to TTUHSC.

Feel free to give me a call or email I would be glad to go over the benefits, you can set up an appointment with us in office or set up a Zoom Q&A or answer questions with you.

Sara Neill

HR Generalist I Email: sara.neill@ttuhsc.edu

Human Resources / Room 1B100 \ 1B110H

3601 4th St. STOP 8100 / Lubbock, TX 79430-8100

T: 806.743.3624 / F: 806.743.2882 / hschrlubbock@ttuhsc.edu



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER

How am I doing? Please let my manager know at kelly.mcginis@ttuhsc.edu.

General HR information: <http://www.ttuhsc.edu/hr/> **Benefits:** <http://www.ttuhsc.edu/hr/benefits>

TTUHSC Personnel Operating Policies and Procedures go to: <http://www.ttuhsc.edu/hr/PoliciesManuals.aspx>

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Neill, Sara

From: Chandler, Brian D X <Brian.D.X.Chandler@ttu.edu>
Sent: Wednesday, January 5, 2022 4:14 PM
To: Neill, Sara; HR Employee Services
Subject: Re: Benefits TTU to HSC

Jody Randall [REDACTED] TTU → TTUHSC 1/1/2022 [REDACTED]

A DTA/MNT 01/01/2022 has been processed to update employee to TTUHSC 0739.

Randall, Jody		Employee	EmplID: [REDACTED]	Empl Rcd#: 0
Work Location		View All First 1 of 1		
Employee Status:	Active	Date Created:	01/05/2022	
Effective Date:	01/01/2022	Effective Sequence:	0	
Action / Reason:	Data Change	MNT	Job Data Maintenance	<input type="checkbox"/> Date of Discovery
Position Number:	[REDACTED]	Position Entry Date:	[REDACTED]	
*Regulatory Region:	[REDACTED]	United States		
Company:	[REDACTED]	[REDACTED]		
*Business Unit:	[REDACTED]	[REDACTED]	Department Entry Date:	01/01/2022
*Department:	0739000000	TEXAS TECH UNIVERSITY HEALTH S	[REDACTED]	
Location:	[REDACTED]	ERS Bldg.	[REDACTED]	
Supervisor ID:	[REDACTED]	[REDACTED]		
Establishment ID:	[REDACTED]	[REDACTED]		

Best,

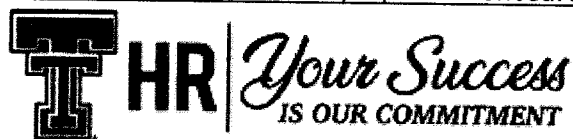
Brian Chandler

Senior Benefits Advisor - Employee Service Center

Phone: 806-742-3851 Fax 806-742-1371

brian.d.x.chandler@ttu.edu <http://www.depts.ttu.edu/hr>

<http://www.depts.ttu.edu/hr/CommentCard/ESC/CommentCard.php>



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Sec 552.136 ORD 600

IMPORTANT NOTICE ABOUT INSURANCE: Health and other insurance benefits for employees and retirees are subject to change based on available state funding. The Texas Legislature determines the level of funding for such benefits and has no continuing obligation to provide those benefits beyond each fiscal year.

From: "Neill, Sara" <Sara.Neill@ttuhsc.edu>
Date: Wednesday, January 5, 2022 at 3:57 PM
To: HR Employee Services <hrs.employee.services@ttu.edu>
Subject: Benefits TTU to HSC

Jody Randall [REDACTED] TTU→TTUHSC 1/1/2022 [REDACTED]

Sara Neill

HR Generalist I Email: sara.neill@ttuhsc.edu
Human Resources / Room 1B100 \ 1B110H
3601 4th St. STOP 8100 / Lubbock, TX 79430-8100
T: 806.743.3624 / F: 806.743.2882 / hschrlubbock@ttuhsc.edu



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER

How am I doing? Please let my manager know at kelly.mcginis@ttuhsc.edu.

General HR information: <http://www.ttuhsc.edu/hr/> Benefits: <http://www.ttuhsc.edu/hr/benefits>

TTUHSC Personnel Operating Policies and Procedures go to: <http://www.ttuhsc.edu/hr/PoliciesManuals.aspx>

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Messages for Reporting Entry

[3 new messages](#)

- [View RE Ledger](#)
- [View Employee Information](#)



View Employee Information

Search Employee

SSN or TRS-Assigned Temp ID [REDACTED]

Last Name

Date of Birth

Search

Employee Information

The information provided is based on the most recent data available, but may be affected by outstanding data. This data is subject to audit, adjustments and correction.

As Of Date

01/05/2022

SSN or TRS-Assigned Temp ID [REDACTED]

First Name

JODY

Middle Name

COFER

Last Name

RANDALL

Suffix

NONE

TRS Member

Yes

New Member Contributions Due [REDACTED]

New Member Days completed as of 1st of Current Month [REDACTED]

In a TRS Eligible Position [REDACTED]

TRS Eligible Date Range [REDACTED]

Subject to Salary Cap [REDACTED]

[View ED Contract Info](#)

[View RP Payroll Info](#)



TEXAS TECH UNIVERSITY
Human Resources

*PT2/A1 already term. 12/31/2021 -AB

Miscellaneous Deductions Form

Employee Name: Randall, Jody

Banner ID: [REDACTED]

Department: _____

Entity: TTU/TTUS HSC

Activate Change Amount Terminate

Recreational Sports: VO2* _____ Begin** _____ End*** _____

Golf Membership: VO3* _____ Begin** _____ End*** _____

TT Charitable Contributions: VO4* _____ Begin** _____ End*** _____

* Deduction Amounts Are Per Pay Period

** Must be on the first of the month following the month the form is signed

*** Must be on the first of the month following the month the deduction ends

Parking - TTU/TTUS

Begin** _____ End*** 2/1/22 Please Choose One: Please Choose One:

Parking - HSC

Begin** _____ End*** _____ Please Choose One: Please Choose One:

I certify that the department has received from the employee identified above written voluntary authorization to take the deduction identified. Furthermore the department agrees to retain the authorization until the employee revokes or changes his/her deduction authorization through written notification to the department.

Department Signature: *Amanda Cotton*

Date: 1/21/22

Mail or Fax to: TTU/TTUS: Employee Services Center
Human Resources Services
MS 1093
FAX: 806.742.1371
hrs.employee.services@ttu.edu

HSC: Human Resources
TTU Health Sciences Center
Stop 8100
FAX: 806.743.2882

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name	Last Name	Title	Department
Jody	Randall	VP, Chief Experience Officer	Excellence and Culture Lbk
Supervisor First Name	Supervisor Last Name	Review Period Start	Review Period End
Lori	Rice-Spearman	9/1/2022	8/31/2023

Instructions

Provide feedback on each of the performance areas below. Complete all sections of this review.

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback:

Dr. Randall demonstrates knowledge, expertise, willingness, and ability to execute the role of VP Chief Experience Officer. She complies with all university rules, regulations, policies, procedures, and laws.

Choose: Does not meet Expectations **Meets Expectations** Exceeds Expectations

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback:

Dr. Randall's quality of work and work outcomes are outstanding. Jody is transitioning to a new role for our university in addition to transitioning out of a previous role. This transition occurred beyond our circumstances and she has handled this transition with exemplary professionalism. She is in the early stage of building a new team and defining the work of that team. She is an effective steward of state and university resources.

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Communication and Team Relationships

The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs. The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback:

Jody's strength is her communication skills. She has a high level of emotional intelligence that allows her to say difficult things that NEED to be said and done so with a calm and solutions-focused demeanor.

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals or Areas for Development:

Goals include continuation of building the new division of Excellence and Culture and leading our university-wide HSI initiative.

Performance and Conduct Deficiencies:

Use this section to provide clear, constructive feedback for improvement when performance or conduct issues have been addressed during the current review period, i.e., performance improvement plans, verbal warnings and conversations, or corrective actions.

No deficiencies

Highlight Areas of Exceptional Performance:

Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

Leading teams and providing guidance during very challenging issues within our university and external to our university.

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work. Please provide feedback to your team member on a minimum of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team

One Team Feedback:

The tremendous value of developing a diverse and inclusive ONE TEAM.

Choose: **Excelling** Developing

Kindhearted

Kindhearted Feedback:

[**Comments**]

Choose: Excelling Developing

Integrity

Integrity Feedback:

[**Comments**]

Choose: Excelling Developing

Visionary

Feedback:

Our ongoing university vision to transform health care and the vision that will be needed to make that happen!

Choose: Excelling **Developing**

Beyond Service

Beyond Service Feedback:

[Comments]

Choose: Excelling Developing

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name	Last Name	Title	Department
Jody	Randall	VP, Diversity Equity Inclusion	Excellence and Culture Lbk
Supervisor First Name	Supervisor Last Name	Review Period Start	Review Period End
Lori	Rice-Spearman	9/1/2021	8/31/2022

Instructions

Provide feedback on each of the performance areas below. Complete all sections of this review.

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback:

[Jody is highly qualified to establish an effective, intentional DEI plan for our HSC. She is working diligently to establish an infrastructure based on ongoing analysis of what is already in place at our HSC. She is careful to ensure compliance with all university rules, regulations, policies, procedures, and laws regularly.]

Choose: Does not meet Expectations Meets Expectations **Exceeds Expectations**

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback:

[Jody has provided robust data and presented information based on best practices which are allowing our university to make data driven decisions regarding what fits for us as an HSC. Her work products are timely and excellent.]

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Communication and Team Relationships

The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs. The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback:

[Jody has been very intentional about developing relationships, both internal and external, to assist in building understanding related to DEI. She has the heart of a teacher!]

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals or Areas for Development:

[Continue to work with the various schools to develop programs that meet the needs of students and faculty.]

Performance and Conduct Deficiencies:

Use this section to provide clear, constructive feedback for improvement when performance or conduct issues have been addressed during the current review period, i.e., performance improvement plans, verbal warnings and conversations, or corrective actions.

[none]

Highlight Areas of Exceptional Performance:

Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

[HSC has met with some challenges this year and Jody has been a steady and outstanding leader, advisor, and communicator.]

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work. Please provide feedback to your team member on a minimum of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team

One Team Feedback:

[aligned]

Choose: **Excelling** Developing

Kindhearted

Kindhearted Feedback:

[aligned]

Choose: **Excelling** Developing

Integrity

Integrity Feedback:

[aligned]

Choose: **Excelling** Developing

Visionary

Visionary Feedback:

[aligned]

Choose: Excelling **Developing**

Beyond Service

Beyond Service Feedback:

[aligned]

Choose: **Excelling** Developing

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name Jody	Last Name Randall	Title VP, Chief Experience Officer	Department Excellence and Culture Lbk
Supervisor First Name Lori	Supervisor Last Name Rice-Spearman	Review Period Start 9/1/2023	Review Period End 8/31/2024

Instructions

Provide feedback on each of the performance areas below. **Complete all sections of this review.**

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback

Dr. Randall has transitioned into a new role within our university. A role that is evolving as we, HSC, continue to provide clarity of this new area that supports the ongoing, focused, and disciplined approach to university strategy and strategic planning.

Exceeds Expectations

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback

Dr. Randall has built a team that allows her functions within the university to deliver a very high quality product in a timely manner. In addition, she also is responsible for identifying and building teams across the enterprise that will allow HSC to move forward and produce positive outcomes for our team members including our students.

Exceeds Expectations

Communication and Team Relationships

The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback

Dr. Randall by the functions of her position is required to establish trust and build both strong internal and external relationship. She does this through open, honest, and transparent communication. This is an area in which she excels.

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals for Professional Growth

Revised for FY24 - This section is meant to identify goals, skill-growth areas or other resources to help your team member develop professionally during the upcoming review period.

I support Jody's desire to continue to build relationships across the university enterprise and continue to build her knowledge base about the university as a whole.

Improvement Needed

Revised for FY24 - Use this section for clear, constructive feedback on identified concerns related to performance, skills, or conduct during the review period. This feedback is designed to guide employees toward necessary improvements following discussions or other interventions.

none identified

Highlight Areas of Exceptional Performance

Revised for FY24 - Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

as mentioned above...her emotional intelligence and communication style

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work.

Please provide feedback to your team member on a **minimum** of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team



One Team Feedback

Empower and energize one another to create positive growth

Excelling

Kindhearted



Kindhearted Feedback

Treat all consistently with compassion, respect and an open mind

Excelling

Integrity



Integrity Feedback

Be transparent in your purpose, expectations and actions

Excelling

Visionary



Visionary Feedback

Promote an innovative environment that embraces appropriate risk

Excelling

Beyond Service



Beyond Service Feedback

Anticipate the needs of each individual and respond with a generous heart

Excelling

Status and Submission Details

Status
Fully Signed

Date Submitted
9/4/2024

Texas Tech University Health Sciences Center
Team Member Performance Review

CONFIRMATION / SIGNATURE PAGE

I have reviewed and discussed this performance review with my supervisor:

Team Member Name

Date Team Member Signed

Jody Randall

9/4/2024

Supervisor Signing

Date Supervisor Signed

Lori Rice-Spearman

9/4/2024

Once this form has been completed, reviewed with the team member, and signed, the supervisor will provide a copy of this performance review to the team member. The supervisor is responsible for retaining this form.

This Team Member performance review must be completed once (1x) a year following the TTUHSC fiscal year (September – August).

If you have any questions on how to complete this performance review, please reach out to your Human Resources Team.

Position Description

Sec 552.136

Prepared Date: 12/10/2024

Position Summary

This position is responsible for the administration, management and planning of the University's policies, programs and services within the assigned area(s); work is performed under the administration of the President.

Employee Information

R# [REDACTED]	Last Name: Randall	First Name: Jody	Middle Initial: C
Chart: H	Org Code: 151001	Organization: Excellence and Culture Lbk	
Position Class: E0121	Position #: H92362	Suffix #: 00	
	Title: Vice President	Extended Title: VP, Chief Experience Officer	
Campus Security Authority (CSA):	No	Supervisor: Yes	

Reports To:

R# [REDACTED]	Last Name: Rice-Spearman	First Name: Lori	Middle Initial:
Title: President			

Level of Interaction

Level of coworker interaction/dependence	Extensive (much direct interaction/dependence on coworkers to accomplish work)
Level of supervision received	Moderate (access to supervisor and/or lead coworker, when needed)
Amount of and type of supervision given to subordinates	Direct supervisor to members of IEC

Qualifications

Minimum Qualifications

Bachelor's degree in appropriate field relating to area of responsibility plus ten (10) years of professional and management experience in similar area. Additional job-related education may substitute for required experience on a year-for-year basis.

Position Specific Qualifications

Bachelor's degree in an appropriate field relating to the area of responsibility plus ten (10) years of professional and management experience in a similar area. Additional job-related education may substitute for required experience on a year-for-year basis. Professional leadership experience in health care, higher education, or other complex setting.

Preferred Knowledge, Skills and Abilities

Master's degree in education, leadership, business, or other related field. Five years of leadership experience in a health care, higher education, or other complex setting leading initiatives related to culture, training, or other people-facing programs.

Competencies for Organizational Excellence

1. Accountability

Accepts responsibility for individual and team action in all areas of job performance.

2. Adaptability

Demonstrates flexibility and adaptability to change. Effective in adjusting to new or different assignments.

3. Communication (Oral and Written)

Effectively expresses ideas/information in a complete, clear, concise, organized, and timely manner appropriate for the audience. Actively listens to others and is open to suggestions.

4. Compliance

Complies with relevant laws, regulatory requirements, university policies and procedures and department rules and regulations. Completes required training by established deadlines.

5. Confidentiality

Maintains the confidentiality and security of TTUHSC information/data.

6. Dependability

Meets attendance and punctuality expectations. Meets required job commitments and deadlines.

7. Initiative

Self-starter and self motivated. Displays drive and energy in accomplishing tasks. Display enthusiasm for learning and improvement.

8. Integrity/Honesty

Demonstrates honest, fair, and ethical behavior.

9. Interpersonal Skills

Treats others with courtesy, sensitivity, and respect in all situations.

10. Job Knowledge

Possesses sufficient knowledge, skill, and ability to perform all aspects of the job effectively, efficiently, and safely.

11. Problem Solving/Decision Making

Evaluates information and makes sound and timely decisions to best meet specified objectives.

12. Professionalism

Projects a positive image through personal appearance and conduct appropriate for the work environment.

13. Quality of Work

Work product is complete, accurate and in an acceptable format per established standards. Uses time effectively and with minimum error.

14. Quantity of Work

Consistently meets the productivity expectations.

15. Service Focus

Supports the customer service philosophy of TTUHSC. Committed to the initiative that prepares and equips all employees to carry out the commitment of making the lives of those they serve their number one purpose.

16. Stewardship

Utilizes TTUHSC resources (people, supplies, facilities, and finances) efficiently and effectively.

17. Teamwork

Enhances teamwork throughout TTUHSC by working with others in a collaborative manner.

18. Workplace Safety

Demonstrates safe work practices appropriate for the position and work environment.

19. Leadership

Creates an environment of respect, trust and confidence. Motivates and influences employees to achieve a higher level of job performance. Leads by example.

20. Fiscal Management

Actively seeks opportunities to maximize efficiencies (control costs and reduce expenditures). Prepares, justifies and administers assigned budget(s) according to sound fiscal practices.

21. Human Capital (Resource) Management

Develops and manages workforce based on the organizational goals by ensuring that employees are recruited, selected, compensated, trained, developed, promoted, disciplined, and appraised according to TTUHSC policy and procedure.

22. Project/Program Management

Plans and coordinates project/program activities from inception to successful completion while monitoring teams, goals, communication, time, risk, cost, and quality.

Physical Demands and Work Environment

Physical Demands

Estimated amount of on-the-job time spent in the following physical activities.

	Amount of Time
Stand	< 1/3
Walk	1/3 - 2/3
Sit	> 2/3
Use hands to finger, handle, feel	< 1/3
Reach with hands and arms	None
Climb or balance	None
Stoop, kneel, crouch, or crawl	None
Talk or hear	> 2/3
Taste or smell	None

Work Environment

Estimated exposure to the following environmental conditions required for this job.

	Amount of Time
Wet/humid conditions (non-weather)	None
Work moving mechanical parts	None
Work in high, precarious places	None
Fumes or airborne particles	None
Toxic or caustic chemicals	None
Outdoor weather conditions	< 1/3
Extreme cold (non-weather)	None
Extreme heat (non-weather)	None
Electrical shock risk	None
Work with explosives	None
Risk of radiation	None

Vibration None

Amount of weight to be lifted or force required to be exerted and frequency	
	Amount of Time
Up to 10 pounds	< 1/3
Up to 25 pounds	None
Up to 50 pounds	None
Up to 100 pounds	None
More than 100 pounds	None

Special vision requirements for this job	
Close vision (clear vision at 20 inches or less)	Yes
Color vision (ability to identify and distinguish colors)	Yes
Peripheral vision (three dimensional vision, ability to judge distances and spatial relationships)	Yes
Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)	Yes
No special vision requirements	No

Work Environment-Noise	
<i>Amount of noise typical for the work environment of this job.</i>	
	Noise Level
Very Quiet (library, private office)	Yes
Moderate (business office with computers and printers, light traffic)	Yes
Loud (metal can manufacturing department, large earth-moving equipment)	No
Very Loud (jack hammer, front row at rock concert)	No

Functions for Organizational Success

The list below attempts to identify the "major" areas of responsibility and is not all-inclusive.

Function:	Equipment Used:	Frequency:	Daily %:	E/M:	Performance Standard(s):
Serve as a key strategic advisor to the President and the Executive Chief of Staff on matters related to culture and university strategy.	computer, phone, printer	Yearly	0	E	Provide actionable recommendations and insights that align with institutional priorities, evidenced by regular feedback from the President and Executive Chief of Staff.
Lead a team in operationalizing institutional excellence through culture development and university strategy.	computer, phone, printer	Monthly	0	E	Establish measurable team objectives that result in demonstrable progress toward cultural and strategic goals.
Serve as a catalyst for an experience-centered environment at TTUHSC and advocate for the experience of learners and team members to be a priority in decision-making.	computer, phone, printer	Yearly	0	E	Document and integrate learner and team member feedback into decision-making initiatives.
Pioneer transformative thinking and change management through a variety of approaches to diagnose, design plans that consider anticipated points of resistance and communication plans, implement, and assess results and proficiency of changes.	computer, phone, printer	Yearly	0	E	Deliver and assess change initiatives.

Serve as an architect for structures, practices, and processes to improve the experience for learners and team members.	computer, phone, printer	Yearly	0	E	Design and implement new processes annually, achieving satisfaction among affected stakeholders
Pursue and manage external funding sources related to culture and university strategy.	computer, phone, printer	Yearly	0	E	Secure external funding that supports culture and strategy initiatives each fiscal year.
Ensure resources within the Division of Institutional Excellence and Culture are managed in compliance with institutional operating policies and expectations, and state and federal laws.	computer, phone, printer	Daily	50	E	Maintain compliance with audits and institutional reviews of resource management practices.
Assist with the recruitment of team members with emphasis placed on managerial and leadership roles.	computer, phone, printer	Yearly	0	E	Serve as a resource in the recruitment of team members, to include supporting search efforts for managerial and leadership roles. Collaborate with the Division of Human Resources to ensure efficiencies of search processes are realized.
Strengthen the retention of team members with emphasis placed on managerial and leadership roles.	Computer, phone	Yearly	0	E	Strengthen development pathways to managerial and leadership roles for existing team members (i.e., development of a deeper leadership “bench” at the University), while continually assessing institutional climate affecting longevity in these types of roles.
Assist TTUHSC in complying with state and federal laws that may relate to the work of the Division.	computer, phone, printer	Yearly	0	E	Ensure zero legal or compliance infractions within the Division through proactive monitoring and training, while positioning the University more broadly for compliance.
Develop relationships across the institution as a highly visible and trusted leader and resource.	computer, phone, printer	Yearly	0	E	Engage with institutional departments regularly.
Develop an institutional framework for the pursuit of presidential priorities, university strategy, and other long-term objectives in coordination with the President and executive leadership.	computer, phone, printer	Yearly	0	E	Deliver a comprehensive framework, and coordinate implementation.
Oversee the process of strategic planning, as well as its integration, tracking of progress, and reporting across the TTUHSC enterprise.	computer, phone, printer	Monthly	0	E	Develop strategic plan and oversee implementation, while providing regular updates to the President and executive leadership.
Lead efforts to identify metrics and key performance indicators in furtherance of university strategy and to improve learner and team member experience with TTUHSC.	computer, phone, printer	Yearly	0	E	Define and track KPIs for strategic objectives annually, ensuring alignment with institutional goals.
Support efforts to develop, collect, manage and report necessary data for success in relation to	computer, phone,	Yearly	0	E	Submit data reports with a 100% on-time delivery rate,

presidential priorities, university strategy, and other long-term objectives including but not limited to accreditation.	printer				ensuring alignment with accreditation standards.
Collaborate with institutional partners on the achievement of learners and team members through data-informed strategies and practices.	computer, phone, printer	Yearly	0	E	Demonstrate measurable improvement in learner and team member success metrics annually.
Participate in the annual budget planning process across areas to identify opportunities and respond to challenges in relation to presidential priorities, university strategy, and other long-term objectives.	Computer, phone	Yearly	0	E	Identify and propose budget allocations that support new initiatives per planning cycle.
Collaborate on the develop and sustainability of a strategic enrollment management plan with measurable outcomes and provide regular performance evaluation and benchmarking.	computer, phone, printer	Yearly	0	E	Achieve identified enrollment plan benchmarks within established timelines.
Develop and further efforts to enhance opportunities relating to TTUHSC's designation as a Hispanic-Serving Institution.	computer, phone, printer	Yearly	0	E	Increase Hispanic learner enrollment and engagement annually through targeted initiatives.
Oversee the Office of People and Values in creating, promoting, and fostering a sustainable values-based organizational environment that champions growth and development opportunities for learners and team members.	computer, phone, printer	Yearly	0	E	Conduct annual reviews of values-based initiatives with a satisfaction rate among participants.
Embody the institution's values and promote TTUHSC's values-based culture.	computer, phone, printer	Daily	100	E	Achieve an adherence rate to values-based practices in leadership assessments.
Work with institutional partners to ensure engagement and development opportunities are available for learners pertaining to the values-based culture.	computer, phone, printer	Yearly	0	E	Provide engagement opportunities annually for learners focused on institutional values.
Develop coaching strategies and initiatives for use with learners and team members that include opportunities for open and reflective dialogue to address concerns and issues.	computer, phone, printer	Yearly	0	E	Implement coaching strategies resulting in improvement in satisfaction and retention rates.
Lead efforts to assess climate for learners and team members across the TTUHSC enterprise to improve experience.	computer, printer, phone	Yearly	0	E	Conduct climate surveys, as appropriate and/or requested by the President and executive leaders. implement action plans for identified issues.
Collaborate with the leadership of Texas Tech Physicians to ensure health care quality and patient satisfaction exemplifies positive experiences.	computer, phone, printer	Yearly	0	E	Improve patient satisfaction scores year-over-year through collaborative initiatives.
Provide ongoing and sustained professional development opportunities designed to expand leadership capacity and effectiveness at the institution.	computer, phone, printer	Yearly	0	E	Deliver professional development sessions annually with participant satisfaction.
Participate in and provide regular updates to the President's Cabinet.	computer, phone, printer	Monthly	0	E	Submit comprehensive updates to the President's Cabinet with compliance to deadlines.
Participate in Executive Council meetings.	computer, phone, printer	Monthly	0	E	Attend and contribute in scheduled meetings regularly.
Serve as a member of institutional Councils as	computer,				Ensure timely communication and alignment between the

determined in consultation with the President.	phone, printer	Yearly	0	E	President's Office and councils for initiatives.
Serve as a liaison between the Office of the President and institutional councils relative to culture and university strategy.	computer, phone, printer	Monthly	0	E	Establish relationships across the TTUHSC enterprise.
Assist External Relations with communications on institutional excellence.	computer, phone, printer	Yearly	0	E	Deliver clear, accurate messaging with adherence to institutional branding guidelines.
Represent TTUHSC with alumni and external stakeholders while engaging and building relationships.	computer, phone, printer	Yearly	0	E	Increase alumni and external stakeholder engagements.
Participates in professional development activities related to strategy, culture, and experience with complex institutions of higher education with emphasis added to health-related institutions.	computer, phone, printer	Yearly	0	E	Complete professional development activities annually, sharing insights with institutional teams.
Other duties as assigned.	computer, phone, printer	Weekly	0	E	Complete all assigned duties with adherence to timelines and institutional standards.

Acknowledgment

This Position Description is current as of the date indicated below.

Signature of Employee:	Jody Randall	Date:	02/06/2025
Signature of Supervisor:	Lori Rice-Spearman	Date:	02/06/2025



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

SCHOOL OF HEALTH PROFESSIONS
Office of the Dean

July 1, 2025

Jody Randall, Ed.D., M.S.
3601 4th St.
Lubbock, TX 79430

Via Email @ jody.randall@ttuhsc.edu

Dear Dr. Randall,

It is my pleasure to appoint you as an Assistant Professor in the School of Health Professions Office of the Dean.

Your appointment will be a 12-month, non-tenure track, renewable appointment with \$0 salary and 0 FTE. The appointment will be effective August 1, 2025.

Please accept my congratulations for this new appointment. I look forward to working with you in this role.

Sincerely,

A handwritten signature in black ink that reads "Dawndra Sechrist".

Dawndra Sechrist, OTR, Ph.D.
Dean

cc: Deena Dick, Personnel



TEXAS TECH UNIVERSITY



November 18, 2016

Jody Randall

Dear Jody,

We are pleased to offer you the position Administrator at Texas Tech University. In this position, you will report to Kimberly Thornton, Director, . Additional information relating to this offer is outlined below. Further, a position description with specific information is attached. This description is not meant to be all-inclusive and is subject to change with or without notice.

TITLE: Administrator
DEPARTMENT: B64008 - Campus Life
DIRECT HOURLY COMPENSATION: 21.63
FIRST DATE OF EMPLOYMENT: January 9, 2017

It is important to note that this offer is contingent upon the completion of all pre-employment checks as required by this position as well as verification of the information you provided to us during the interview process. Please demonstrate your intention to accept this position by virtue of your signature below. By signing below, you acknowledge that this letter does not constitute a contract for employment and that a contract is not being offered. Unless otherwise specified, all employment at Texas Tech University is employment at-will. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or Texas Tech. Please do not hesitate to contact us with any questions. Additionally, questions relating to eligibility and applicability of employment benefits may be directed to Human Resources at 806-742-3851.

Sincerely,

Kimberly Thornton
Director
kimberly.thornton@ttu.edu

Once your on-boarding is complete, you will need to contact Blake Groves within the hiring department to complete the process for your I9 to be completed and verified through the E-Verify system.

Sec. 552.101, 137

Gateway Questionnaire Job Response - TTUS External Staff/7680BR: Administrator for Randall, Jody [Help](#)

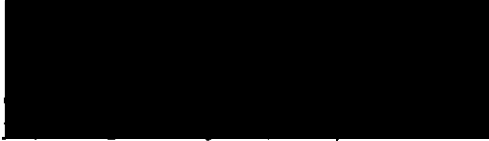
Print

>

TTU External Staff V16

To Questions and Answers

JODY RANDALL



PROFESSIONAL EXPERIENCE:

Murray State University (Nov., 2001-Present)
Murray, KY

Current Assignment: Coordinator (July, 2012-Present)
Office of Lesbian, Gay, Bisexual, and Transgender
(LGBT) Programming
Division of Student Affairs
Supervisor: Mike Young, Associate Vice President

LGBT Programming Responsibilities:

- ? Develop partnerships to educate the University community on issues that LGBT individuals confront and the contribution these individuals make to a diverse campus community
- ? Collaborate across the institution to assure inclusion of the LGBT community in the broader aspects of campus life.
- ? Provide support and counsel to campus-based student organizations
- ? Represent LGBT issues at Murray State University on internal and external professional groups relative to diversity (i.e. the Consortium of Higher Education LGBT Resource Professionals)
- ? Work to increase faculty, staff, and alumni involvement with the LGBT and ally student community
- ? Tactfully assists in resolving student, personnel, and community concerns directly or through appropriate referrals
- ? Manage program budget and administrative services
- ? Coordinate fund development to support LGBT programming.

JODY COFER RANDALL

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Last Updated: 7/29/2016

Former Assignments: Coordinator (Dual Appointment)
(July, 2012 – June, 2015)
Office of Undergraduate Research and Scholarly
Activity
Division of Academic Affairs
Supervisor: Renae Duncan, Ph.D., Associate
Provost for Undergraduate Education

Academic Program Specialist
(July, 2006 – June, 2012)
Office of Undergraduate Research and Scholarly
Activity
Supervisor: Bonnie Higginson, Ph.D., Regents
Professor Emeritus (former Provost)

Sec 552.026

Secretary to the Dean
(Nov., 2001 – June, 2006)
College of Humanities and Fine Arts
Supervisor: Sandra J. Jordan, Ph.D., Chancellor,
University of South Carolina at Aiken (former
Dean)

Students Against Destructive Decisions (Jan., 2000 – Jan., 2002)
Benton, KY

Assignment: State Contact
JODY COFER RANDALL
3 OF 9

Last Updated: 7/29/2016
EDUCATION:

Murray State University
Master's of Science: Human Development and Leadership
Concentration: College Student Personnel
[REDACTED]
May, 2015

Murray State University
Bachelor's of Integrated Studies
Concentration: Human Services
Magna Cum Laude and Service Learning Scholar
May, 2012

Murray State University
Associate of Arts in General Studies
August, 2010

Marshall County High School
Diploma
Draffenville, Kentucky – Class of May, 2000

OTHER EDUCATIONAL PURSUITS

Colorado State University and
National Association of Student Personnel Administrators
MOOC Completion Certificate
Exploring Student Affairs
March, 2014

Harvard ManageMentor: Harvard Business School Publishing
Leadership Skills Certificate
People Management Skills Certificate
Personal Management Skills Certificate
May, 2009

JODY COFER RANDALL
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Last Updated: 7/29/2016
SERVICE (Items Listed under each institution in Chronological order):

Murray State University – www.murraystate.edu
? Member, Search Committee for the Assistant Director of Retention,
2016-present
? Member, Content Management System Selection Committee, 2014
? Member, Presidential Task Force on Dual Career Policy, 2013-2016
? Member, Subcommittee on Inclusion of Extended Family Members in

Tuition Waiver Policy, Insurance and Benefits Committee, 2013-2014
? Member, University Alcohol Coalition, 2013-present
? Member, University Safety Network, 2013-present
? Institutional Diversity, Equity, and Access Further Review Committee (Equal Opportunity Appeals Committee), 2013-2014 (2 cases heard dealing with sexual harassment and 1 case on gender discrimination)
? Faculty/Staff Advisor, Eracer, 2012-present
? Facilitator, LGBT Programming Advisory Committee, 2012-present
? Member, Presidential Budget Review and Planning Team: Alternative Revenue Generation, 2012-2013
? Co-Coordinator, Safe Zone Project, 2011-present
? Member, Writing Team for Reaffirmation pertaining to Standard 3.9.1 addressing Student Rights and Responsibilities, Southern Association of Colleges and Schools / Commission on Colleges – 2011-2014
? Member, URSA Co-Coordinator Search Committee, 2011
? Member, President's Commission on Diversity and Inclusion (PCDI), 2009-present (2009-2011 Co-Chair and 2013-2015 Vice Chair)
o Liaison, PCDI to Staff Congress, 2014-2015
o Chair, PCDI Programming and Support Fund Selection Committee, 2012-2014
o Chair, PCDI President's Awards for Diversity and Inclusion Selection Committee, 2010-2014
o Co-Author, 2011-2015 Diversity Plan, 2009-2011
? Volunteers' Chair, NAMES Project AIDS Memorial Quilt Exhibit, 2009
? Member, Minority Graduate Fellowships Selection Committee, 2008-present
? Faculty/Staff Advisor, MSU Alliance, 2008-present
? Coordinator, Celebrate & Support a Fair Kentucky (fundraiser), 2007-present
? Member, Research Policy Committee, 2007-2012
? Co-Coordinator, Kentucky Engagement Conference, 2007
? Ex-officio Member, University Distinguished Mentor Award Selection Committee, 2006-present
? Invited Speaker on Diversity Issues, Various Classes and Student Organizations, 2006-present
? Candidate, Staff Regent, 2006

JODY COFER RANDALL
5 OF 9

Last Updated: 7/29/2016

? Judge, Future Business Leaders of American Regional Conference, Murray, Kentucky – February, 2006-present
? Ex-officio Member, URSA Advisory Board, 2005-present

JustFundKY – www.justfundky.org

? Member, Advisory Committee, 2016-present

Consortium of LGBT Higher Education Resource Professionals - <http://lgbtcampus.com>

? Co-Chair, Inclusive Education and Trainings Team, Title IX Work Group, 2016-present
? Member, 2012-present

Kentucky Association of LGBTQ Higher Education - <http://kylgbtq.org/>

? Founding Member, 2015-present
? Chair, Come Together Kentucky Planning Committee, 2015

First Presbyterian Church of Murray, KY - <http://fpcmurray.com/>

? Chair, Growth Committee, 2015-present

Equality Federation and Equality Federation Institute – www.equalityfederation.org

? Member, Board of Directors, 2009-2015 (2010-2013 co-chair)

? Organizer, Annual Winter Board and Staff Retreat, 2014
? Member, Finance Committee, 2013-2015
? Former Member, Executive Committee, 2010-2014
? Former Member and Chair, Meetings Committee, 2007-2012 (2008-2011 chairmanship, lead organizer for annual conference in St. Louis, MO, Baltimore, MD, and Madison, WI)

Kentucky Fairness Alliance and Kentucky Fairness Alliance Foundation
? Former Member and Chairperson, Board of Directors, 2006-2012 (2006-2009 chair)
? Panelist, Kentucky Commission on Human Rights, 2009
? Former Member and Chairperson Scholarship Selection Committee, 2006-2012 (2006-2012 chair)

City of Murray Human Rights Commission -
<http://www.murrayky.gov/boards/humanrights.htm>
? Member, Mayoral/Council Appointment, 2011-present (2012-present chair)

Heartland CARES, Inc. - <http://www.hcares.org>
? Member, Board of Directors, 2013-present (2014-2015 Vice Chair, 2015-present Chair)
JODY COFER RANDALL
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Last Updated: 7/29/2016
? Ex-Officio Member, Executive Director Search Committee, 2016

Marshall County Commission for the Arts
? Founder & former Chairperson, 2004

Kentucky Alliance for Arts Education
? Member, Board of Directors, 2004

Marshall County A & I Fair Board of Directors
? Member, 2002-2004

SKILLS AND STRENGTHS:

Organization and Strategic Problem Solving

Program Development, Management, and Assessment

Budget Management and Fundraising

Student, Staff and Faculty Development

Staff and Volunteer Recruitment and Management

AWARDS AND HONORS:

Accepted Presenter, Kentucky Statewide HIV/AIDS Conference, October, 2016

Invited Speaker, Governor's Scholars Program, July, 2016

Invited Panelist, Disabilities and the Arts Focus Group, Murray/Calloway County Hospital, January, 2016

Recipient, Advocate of the Year, Richmond Residential College, Murray State University, May, 2015

Invited Panelist, Champions of Change Panel, Kentucky LGBT Rural Summit, Office of the Assistant Secretary for Civil Rights, U.S. Department of Agriculture, August 2015

Invited Speaker, Governor's Scholars Program, July, 2015

Invited Keynote, Cultural Diversity Series, West Kentucky Community and Technical College, October, 2014

Invited Presenter, Creating Safe Spaces for LGBT Students, Hopkinsville Community College, March, 2014

JODY COFER RANDALL

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Last Updated: 7/29/2016

Invited Keynote, Come Together Kentucky, Morehead State University, March, 2014

Recipient, Faculty Member of the Year, Richmond Residential College, Murray State University, April, 2014

Invited Facilitator, Out in Front: LGBTQ and Ally Leadership Conference, Vanderbilt University, February, 2014

Recipient, President's Award for Diversity and Inclusion (faculty/exempt-staff category), Murray State University, April, 2013

Invited Facilitator, Out in Front: LGBTQ and Ally Leadership Conference, Vanderbilt University, February, 2013

Invited Participant, Diversity-Related Policy Briefing and Holiday Reception, White House, December, 2012

Participant, Flexible Leadership Award Program, Haas, Jr. Fund, Fall, 2012-present

Invited Participant, Diversity-Related Policy Briefing and Reception, White House, June, 2012

Invited Participant, Diversity-Related Policy Briefing and Holiday Reception, White House, December, 2011

Recipient, Staff Excellence Award, Murray State University, August, 2011

Invited Participant, Kentucky Commission on Human Rights 50th Anniversary Conference, "Where Do We Go From Here?" October, 2010

Invited Participant, Diversity-Related Policy Briefing, White House, August, 2010

Recipient, Campus Impact Award, Mills Multicultural Center, Murray State University, April, 2010

Recipient, Faculty Member of the Year, Richmond Residential College, Murray State University, April, 2010

Recipient, Ally of the Year, MSU Alliance, April, 2008

Nominee, Staff Excellence Award, Murray State University, April, 2007

JODY COFER RANDALL

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Last Updated: 7/29/2016

PROFESSIONAL MEMBERSHIPS - INDIVIDUAL

Sec 552.101, .137

? National Association of Student Personnel Administrators (NASPA)

PROFESSIONAL MEMBERSHIPS – INSTITUTIONAL

? Consortium of Higher Education LGBT Resource Professionals
? Kentucky Association of LGBTQ Higher Education (founding member)

PERSONAL

Member, First Presbyterian Church of Murray

Hobbies include swimming and other forms of physical fitness, animal rescue and welfare, and the performing arts

Involvement in a variety of other civic activities

JODY COFER RANDALL

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Last Updated: 7/29/2016

REFERENCES (Listed in Alphabetical Order):

Brian Buford
Assistant Provost for Diversity and LGBT Center Director
University of Louisville
[REDACTED]

JoAnne Wheeler Bland, Esq.
Member, Committee on Equal Opportunities
Kentucky Council on Postsecondary Education
[REDACTED]

Randy J. Dunn, Ed.D.*
President
Southern Illinois University System
(330) 941-3102 – rdunn@siu.edu

Abigail French
Director, Women's Center
Murray State University
[REDACTED]

Peggy Pittman-Munke, Ph.D.
Interim Director and Associate Professor, Social Work Program
Murray State University
Member, Human Rights Commission
City of Murray
[REDACTED]

Don Robertson^, Ed.D.
Vice President for Student Affairs
Murray State University
[REDACTED]

Mike Young#
Associate Vice President for Student Affairs
Murray State University
[REDACTED]

* = President of Murray State University, 2006-2013

= Immediate Supervisor

^ = Chair, Murray State University President's Commission on Diversity and Inclusion, 2013-2015

Codes: 7680BR S0633

Welcome

By clicking on the "I Accept" button below, you certify all answers to questions in the application and information contained on your resume and attached documents as a part of this process are true, complete, and correct to the best of your knowledge. You further understand, any misstatement, falsification, or omission of information will be sufficient grounds for rejection of the application, or termination of employment.

I Accept

Expression of Interest

Let's Get Started!

How did you hear about this specific opportunity? Other

Please select the specific advertisement source OTHER3RD

Are you currently employed by the Texas Tech University System or its components? No

Have you ever been employed at any Texas Tech component? No

Are you 18 years of age or older? Yes

Can you submit verification of your legal right to work in the United States? (Proof of eligibility will be required upon employment) Yes

When will you be able to begin work? 01-Sep-2016

If selected for this position, are you able to provide proof of your Selective Service registration? I am not a male between 18 and 25 years of age.

Are you able to perform the essential functions of the job for which you are applying, with or without reasonable accommodations? Yes

Questions

Submission Job Responses

Job response - TTUS External Staff/7680BR

If this position requires you to relocate, are you willing to do so? Yes

How much would you be willing to travel? Up to 25%

This is a security sensitive position which requires pre-employment screening such as background check and fingerprinting may be required. In addition, you may be subject to a pre-employment drug test. If offered this Yes

Sec 552.117, .136, .026, FERPA

position, do you agree to comply with the pre-employment screening?

Contact and Education

Resume

Cover letter

Legal First Name Jody

Preferred First Name Jody

Middle Name Cofer

Legal Last Name Randall

Address line 1 [Redacted]

City [Redacted]

State/Region/Province [Redacted]

Zip/Postal code [Redacted]

Primary Phone [Redacted]

Contact E-mail [Redacted]

Country [Redacted]

Education

School or Educational institution	Major or Area of study	Degree	GPA	Grad year	Most recent
MURRAY STATE UNIVERSITY	HUMAN DEVELOPMENT	Masters	[Redacted]	2015	✓
MURRAY STATE UNIVERSITY	INTEGRATED STUDIES	Bachelors	[Redacted]	2012	
MURRAY STATE UNIVERSITY	General Studies	Associates		2010	

Please indicate your highest completed level of education. Master's Degree

List any additional skills or information you may have relating to the qualifications of this position. Organization and Strategic Problem Solving
Program Development, Management, and Assessment
Budget Management and Fundraising
Student, Staff and Faculty Development
Staff and Volunteer Recruitment and Management

Experience

Experience

Position or job title	Organization name	Start year	End year	Most recent
Coordinator, LGBT Programming	MURRAY STATE UNIVERSITY	2012	2016	✓

Coordinator, Undergraduate Research	Murray State University	2012	2015
Academic Program Specialist	Murray State University	2006	2012
Secretary to the Dean	Murray State University	2001	2006

Position / Job Title Coordinator

Employer Murray State University

From (DD/MM/YYYY) 01-Jul-2012

To (DD/MM/YYYY) 29-Jul-2016

Hours Per Week 40

Ending Salary 39,000

Salary Type Annually

Employer's Address 226b Wells Hall

City Murray

State KY

Zip 42071

Country USA

Reason for Leaving Employer Currently Employed

Employer's Phone Number 270-809-6839

Duties
4000 Characters Max

Develop partnerships to educate the University community on issues that LGBT individuals confront and the contribution these individuals make to a diverse campus community

Collaborate across the institution to assure inclusion of the LGBT community in the broader aspects of campus life.

Provide support and counsel to campus-based student organizations

Represent LGBT issues at Murray State University on internal and external professional groups relative to diversity (i.e. the Consortium of Higher Education LGBT Resource Professionals)

Work to increase faculty, staff, and alumni involvement with the LGBT and ally student community

Tactfully assists in resolving student, personnel, and community concerns directly or through appropriate referrals

Manage program budget and administrative services

Coordinate fund development to support LGBT programming.

Are you employed by this company now? Yes

May we contact this employer? Yes

If yes, please provide name and contact number Mike Young, 270-809-6839

Position / Job Title	Coordinator
Employer	Murray State University
From (DD/MM/YYYY)	01-Jul-2012
To (DD/MM/YYYY)	30-Jun-2015
Hours Per Week	40
Ending Salary	30,000
Salary Type	Annually
Employer's Address	226b Wells Hall
City	Murray
State	KY
Zip	42071
Country	USA
Reason for Leaving Employer	Promotion
Employer's Phone Number	270-809-3444
Duties 4000 Characters Max	<p>Coordinate Posters-at-the-Capitol - a statewide program organized by Murray State for all KY public universities and the Kentucky Community and Technical College System. This program is designed to showcase high-impact methods of learning to those responsible for funding public higher education</p> <p>Coordinate Scholars Week - a university-wide program involving undergraduate and graduate students showcasing scholarly achievements</p> <p>Manage Travel Support Grants, Undergraduate Research Grants and Research Scholar Fellowship programs that provide assistance to students taking part in meritorious facultymentored experiences</p> <p>Manage program budget and administrative services</p> <p>Reviews, researches, and summarizes a variety of administrative information and data, and prepares reports</p> <p>Co-coordinate the Research Luncheon Series</p> <p>Organizes the office assuring <i>efficiency of office operations</i></p> <p>Additional project management as assigned</p>
Are you employed by this company now?	Yes
May we contact this employer?	Yes
If yes, please provide name and contact number	Renae Duncan, 270-809-3444
Position / Job Title	Academic Program Specialist

Employer	Murray State University
From (DD/MM/YYYY)	01-Jul-2006
To (DD/MM/YYYY)	30-Jun-2012
Hours Per Week	40
Ending Salary	25,000
Salary Type	Annually
Employer's Address	226b Wells Hall
City	Murray
State	KY
Zip	42071
Country	USA
Reason for Leaving Employer	Promotion
Employer's Phone Number	270-809-3444
Duties 4000 Characters Max	<p>Coordinate Posters-at-the-Capitol - a statewide program organized by Murray State for all KY public universities and the Kentucky Community and Technical College System. This program is designed to showcase high-impact methods of learning to those responsible for funding public higher education</p> <p>Coordinate Scholars Week - a university-wide program involving undergraduate and graduate students showcasing scholarly achievements</p> <p>Manage Travel Support Grants, Undergraduate Research Grants and Research Scholar Fellowship programs that provide assistance to students taking part in meritorious faculty mentored experiences</p>
Are you employed by this company now?	Yes
May we contact this employer?	Yes
If yes, please provide name and contact number	Renae Duncan, 270-809-3444
Do you have another position to add?	Yes
Position / Job Title	Secretary to the Dean
Employer	Murray State University
From (DD/MM/YYYY)	01-Nov-2001
To (DD/MM/YYYY)	30-Jun-2006
Hours Per Week	40
Ending Salary	21,000
	Annually

Salary Type

Employer's Address 100 Faculty Hall
City Murray
State KY
Zip 42071
Country USA
Reason for Leaving Employer Promotion
Employer's Phone Number 270-809-4717
Duties Provide administrative support to the Dean of the College of
4000 Characters Max Humanities and Fine Arts.
Are you employed by this company now? Yes
May we contact this employer? No
If yes, please provide name and contact number Dean is no longer at the institution.
Do you have another position to add? No

Job Related Information

Are you related by blood or marriage to any member of the Board of Regents or employee of the TexasTech University System? No

Attachments

Category	File name
Cover Letter	TTU Letter 2.pdf
Resume / CV	Resume July 2016.pdf

Voluntary Self Identification

Texas Government Code Section 672.001, states an employment preference may be extended to an applicant that is 25 years of age or under and was under the permanent managing conservatorship of the DFPS as a foster child on the day preceding their 18th birthday. Such preference is to be granted over other applicants who do not have a greater qualification. To claim preference, verifying documentation must be submitted with the application. No

Do you qualify for and wish to claim this preference?

Please indicate whether or not you believe you belong to any of the protected veteran categories listed above. I am not a protected veteran.

Was one of your parents a veteran who was killed while on active duty? No

Have you been subsequently legally adopted? No

Are you a spouse of a veteran who was killed while on active duty and who has not remarried? No

Certification of Application

Electronic Signature Jody Randall

Today's Date 29-Jul-2016

Date added 29-Jul-2016

[Close](#)

[View image PDF](#)

1. Oath of Office - Employee Affidavit

"I, Jody Randall, do solemnly swear (or affirm), I will faithfully execute my duties as an employee of the State of Texas and will to the best of my ability preserve, protect, and defend the constitution and laws of this State or the United States; I furthermore solemnly swear (or affirm), that I have not directly nor indirectly paid, offered, nor promised to pay, contributed, nor promised to contribute any money, or valuable thing, or promised any public office or employment, as a reward to secure my appointment or the confirmation thereof, So help me God."

Employees may execute the oath by deleting the word "swear" and the concluding statement, "So help me God," if that is their choice.

2. State Constitutional Requirement

I am not receiving salary or compensation as an agent, or appointee for more than one civil office of emolument or position of honor, trust, or profit under this state or the United States; however, I understand that I may serve without pay as a member of a governing body of school districts, cities, towns, or other local governmental districts, without forfeiting my state salary.

3. Nepotism

VTCA, Government Code Chapter 573, Regents' Rules Chapter 3

Prohibition applicable to TTU system and system component officials. I understand no person related to any member of the board, to any component institution's president, or to the chancellor within the second degree by affinity (marriage) or within the third degree by consanguinity (blood) shall be eligible for appointment to any position in the TTU system.

Prohibition applicable to administrators, supervisors, and others. I understand no person related to an administrator within a prohibited degree shall be eligible for initial appointment to a position in an area of responsibility over which an administrator has appointive authority, in whole or in part, regardless of the source of funds from which the position's salary is to be paid.

Affinity Kinship. 1st Degree: spouse, spouse's child, spouse's mother or father, child's spouse, parent's spouse. 2nd Degree: Spouse's brother or sister, spouse's grandparent, spouse's grandchild, brother or sister's spouse, grandparent's spouse, grandchild's spouse.

Consanguinity Kinship (blood). 1st Degree: mother, father, daughter, son. 2nd Degree: brother, sister, grandparent, grandchild. 3rd Degree: great-grandparent, great-grandchild, uncle (brother of parent), aunt (sister of parent), nephew (son of brother or sister), niece (daughter of brother or sister).

4. TTU System Community Conduct, Intellectual Property Rights, State Government Code and General Appropriations Act

I certify I have received and read the attached [TTU System Community Conduct, Intellectual Property Rights, Excerpts from the State Government Code, and Excerpts from the General Appropriations Act](#) document. This document includes, but is not limited to, statements relating to political aid, standards of conduct, legislative influence, the prohibition of excess obligation, use of state-owned automobiles, accountability and responsibility for state-owned property, and multiple employments with the state. I agree to accept and abide by the terms as a condition of my employment.

5. Fraud Policy

I understand as a member of the campus community, if I have a reasonable basis for believing that a fraudulent act has occurred, I have the responsibility to promptly notify my supervisor, an appropriate administrator, the Office of Audit Services or the Texas Tech Police Department. [Regents' Rules, Section 07.03](#) outlines the types of fraud that should be reported and employee's responsibilities for reporting such.

In addition, Texas Tech has selected a private contractor, EthicsPoint, to provide this service for the Texas Tech community. Reports submitted through EthicsPoint will be forwarded to university officials for prompt and appropriate action. The EthicsPoint system is intended to offer an additional means of reporting to individuals unable to use existing reporting procedures; however, we encourage employees and constituents to attempt the resolution of concerns through established channels whenever possible. Reports may be submitted via: [EthicsPoint website](#) or toll free telephone: 1-866-294-9352 (also available in Spanish).

Employee Initials

J C R

Date

12/2/2016

6. Workers Compensation Network ([English](#)) or ([Spanish](#)) **Sec 552.147**

Effective September 3, 2014, employees are not required to seek medical services at a network provider and may choose any doctor who accepts workers' compensation insurance. If you have questions or would like to access a list of clinics that accept workers' compensation, please visit Texas Tech University System's Office of Risk Management website at <http://currentemployees.hr.ttu.edu/offices/risk-management/>.

7. HIV/AIDS in the Workplace and Learning Environment ([English](#)) or ([Spanish](#))

Per Texas Health and Safety Code, Chapter 85, I am being provided with information to ensure that the rights and privileges of individuals infected with the Human Immunodeficiency Virus (HIV) are protected. I certify I have been provided a copy or have electronic access to the TX Department of Health's *HIV/AIDS and the Workplace* pamphlet.

8. Confidentiality of Crime Victim Information

[TX Government Code 552.132](#)

Please check the appropriate box to indicate your election.

I **elect** to allow public access to information held by Texas Tech that would identify or tend to identify me as a crime victim, including my photograph or any visual representation of me.

I **do not elect** to allow public access to information held by Texas Tech that would identify or tend to identify me as a crime victim, including my photograph or any visual representation of me.

9. Payroll Deduction Verification

I understand I am responsible for reviewing my earnings statement each pay period and notifying Human Resources immediately if the proper deductions are not made for retirement and group insurance. I understand I am responsible for reviewing my earnings statement each pay period and notifying Payroll Services immediately if the proper deductions are not made for social security, federal income tax and/or other applicable deductions.

10. Notice of Privacy Practices (HIPAA)

I acknowledge I have received the [Notice of Privacy Practices or HIPAA](#) form from the Employees Retirement System of Texas. This notice describes how ERS may use or disclose medical information about you and how you can get access to your own information. Please review this notice carefully.

11. New Health Insurance Marketplace Coverage Options and Your Health Coverage

I acknowledge I have received the notice on the Insurance Marketplace Coverage options. This document provides contact information and will allow me to evaluate my eligibility options for health insurance for me and my family. [Marketplace Coverage Options](#)

12. Employee Acknowledgement

By signing below, I acknowledge I have received the information provided on this form and understand that it is not intended to be all inclusive of Texas Tech's Operating Policies and Procedures, the Board of Regents' Rules, and the State Government Code. I also understand that it is my responsibility to read, understand, become familiar with, and comply with [Texas Tech's Operating Policies and Procedures](#) and the [Board of Regents' Rules](#). I further acknowledge that nothing in this document constitutes a contract for employment and that a contract is not being offered. Unless otherwise specified, all employment at Texas Tech is employment at-will.

Randall

Date

Employee Name (printed)



Employee Signature

SSN or R



Benefit Enrollment Information

Congratulations on your new position with Texas Tech!

The Texas Employees Group Benefits Program offers excellent benefits! This program is managed by Employees Retirement System of Texas (ERS). For a limited time while you are a newly eligible employee, you can sign up for certain valuable benefits with no questions asked!

It's important to know:

- By signing up benefits when they first become available, you won't have to provide proof of good health.
- If you miss your first opportunity to enroll in benefits, your next opportunity will be during the Annual Enrollment period. Your options may be limited and proof of good health may be required.
- You can only sign up during the year if you have qualifying life event, such as getting married or having a baby. Even then, proof of good health may be required.

31 Days

During your first 31 days of employment or promotion into a benefits eligible position is your opportunity to enroll in:

- Dental coverage
- Optional insurance coverage such as Life and Disability Insurance
- TexFlex – allows you to save money on health and daycare expenses

60 Days

During your first 60 days of employment or promotion into a benefits eligible position is your opportunity to enroll:

- Your family in Health Insurance

Full-time employees are automatically enrolled in Employee Only Health coverage that starts the 1st day of the month after your 60th day of employment. All benefit eligible employees and their dependents, with elected health coverage **MUST complete the Tobacco Certification via ERS whether they use tobacco or not. Failure to do so will result in a \$30 surcharge for every month there is no certification.*

Opportunities to Learn more about your Benefits and Enroll

1. Attend Benefits Orientation

- If you have a current eRaider ID – log into the registration system provided by following this link to enroll: <http://webapps.tosm.ttu.edu/itts/sumtotalsystems>
- If you do not have a current eRaider ID – call the Employee Services Center at 806-742-3851 to enroll.

2. Review Summaries of Benefits and Coverage (SBC)

- Each SBC provides an overview of the benefits and services the health plan covers and what members can expect to pay for such services.
- SBCs are available in English and Spanish under Benefits Links at www.depts.ttu.edu/hr/ click on current employee, then Benefits

3. Enroll Online at www.ers.state.tx.us

- If you need assistance with this website, please contact ERS at 1-877-275-4377 or Human Resources at 806-742-3851

It is important to us that you understand your benefits and your enrollment opportunities! As a full-time benefit eligible employee, your signature below indicates that you understand if you do not enter your benefit elections into the ERS Online System during the time periods listed above, you will be automatically enrolled in HealthSelect for Employee Only coverage, with all Optional Insurance Coverage, Dependent Insurance Coverage and TexFlex waived. If you are a benefits eligible part-time employee or Graduate Student (GA, RA, TA, GPTI) working 50% time or more, you understand that your coverage for all benefit elections, including health insurance, will be waived.

Randall

Print Employee Name

Banner ID # or SSN

Administrator

Position Title / Department

Date of Hire or Promotion



Employee Signature

Date

We're Here to Help!
Stop by or Call

HR Employee Services Center
Doak Conference Center, Room 161
Texas Tech campus – 15th & University
806-742-3851

Congratulations! You have completed your new hire paperwork. Please click Save and Submit to finish the process.

Thank you.

(VEVRAA) Veteran’s Self-Identification Form (Post Offer)

This employer is a Government contractor subject to the Vietnam Era Veteran’s Readjustment Act of 1974, as amended by the Jobs for Veterans Act of 2002, 38 U.S.C. 4212 (VERVAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) Disabled Veterans; (2) Recently Separated Veterans; (3) Active Duty Wartime or Campaign Badge Veterans; and (4) Armed Forces Service Medal Veterans. These classifications are defined as follows:

- A "Disabled veteran" is one of the following:
 - a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; **or**
 - a person who was discharged or released from active duty because of a service connected disability.
- A “Recently Separated Veteran” means any veteran during the three-year period beginning on the date of such veteran’s discharge or release from active duty in the U.S. military, ground, naval, or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.
- An “Active Duty Wartime or Campaign Badge Veteran” means a veteran who served on active duty in the U.S. military, ground, naval or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.
- An “Armed Forces Service Medal Veteran” means a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces Service medal was awarded pursuant to Executive Order 12985.

Protected veterans may have additional rights under USERRA – Uniformed Services Employment and Reemployment rights Act. In particular, if you were absent from employment in order to perform service in the uniformed service, you may be entitled to be reemployed by your employer in the position you would have obtained with reasonable certainty if not for the absence due to service. For more information, call the U.S. Department of Labor’s Veterans Employment and Training Service (VETS), toll-free, at 1-800-4-USA-DOL.

As a Government contractor subject to VEVRAA, we are required to submit a report to the United States Department of Labor each year identifying the number of our employees belonging to each specified “protected veteran” category. If you believe you belong to any of the categories of protected veterans listed above, please indicate by checking the appropriate box below.

I Belong to the Following Classifications of Protected Veterans (CHOOSE ALL THAT APPLY):

- DISABLED VETERAN
- RECENTLY SEPARATED
- ACTIVE WARTIME OR CAMPAIGN BADGE
- ARMED FORCES SERVICE MEDAL VETERAN
- I AM A PROTECTED VETERAN, BUT I CHOOSE NOT TO SELF-IDENTIFY THE CLASSIFICATIONS TO WHICH I BELONG
- I AM NOT A PROTECTED VETERAN

Jody

Randall

Name

Date

If you are a disabled veteran, it would assist us if you tell us if there are accommodations we could make that would enable you to perform the essential functions of the job, including special equipment, changes in the physical layout of the job, changes in the way the job is customarily performed, provision of personal assistance services or other accommodations. This information will assist us in making reasonable accommodations for your disability.

Submission of this information is voluntary and refusal to provide it will not subject you to any adverse treatment. The information provided will be used only in ways that are not inconsistent with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, amended.

The information you submit will be kept confidential, except that (i) supervisors and managers may be informed regarding restrictions on the work or duties of disabled veterans, and regarding necessary accommodations; (ii) first aid and safety personnel may be informed, when and to the extent appropriate, if you have a condition that might require emergency treatment; and (iii) Government Contract Compliance Programs, or enforcing the Americans with Disabilities Act, may be informed.

TEXAS TECH UNIVERSITY
CONFIDENTIALITY STATEMENT

I agree to hold as strictly confidential all Texas Tech University System information regarding personnel and/or student records, communications, and activities and all other information made confidential by TTU policy or law (including, but not limited to, the Family Educational Rights and Privacy Act of 1974 and the Gramm-Leach-Bliley Act of 1999) to which I have access or obtain as faculty, employee, student, agent, representative or affiliate of TTU.

I agree that I will not read or otherwise gain access to such confidential information except as required to perform my duties and responsibilities at TTU. Further, unless disclosure is authorized or required by law, I agree that I will not disclose any such confidential information now or at any time in the future, either directly or indirectly, except as required to perform my duties and responsibilities at TTU and, then, only to the extent disclosure is consistent with the authorized purpose for which the information was obtained.

I agree to handle all confidential information, whether written, computerized, oral or in some other form, in such a way that it shall not be inadvertently revealed or disclosed to any other person. Except as authorized by my responsibilities and duties, I agree that I will not maintain for my files any permanent record that contains confidential information and will provide for the complete destruction of any rough drafts or unofficial copies of confidential information.


I acknowledge and agree that any breach of the Confidentiality Agreement by me may result in disciplinary action, consistent with Texas Tech University policy, up to and including termination of employment; further, I understand that such a breach may result in legal action.

The terms of this Confidentiality Agreement are effective immediately and apply to all confidential information I have attained in the past as well as future information. I understand that this document will become a part of my permanent personnel and/or student record.



Signature of Faculty, Employee, Student, or Affiliate

Date 1/12/17

JODY RANDALL 
Print Your Name and Your R# ID



Witness
Financial Management

BENEFITS BACKUP
 Title= Administrator
 ORP= No
 PEAMPLE= FT/Bnft. Eligible

Sec 552.136, .0038, ORD 600

PT/FT

Randall, Jody

ID:	[REDACTED] Jody Cofer Randall	Last Paid Date:	
Position:	T91160 Suffix: 00	Query Date:	09-JAN-2017
<p>Base Job: <u>Job Detail</u> Payroll Default Deferred Pay Miscellaneous Excluded Deductions/... Default Earnings Work Schedules Job Labor Distrib</p>			
Effective Date:	09-JAN-2017	Pay Plan	
Personnel Date:	09-JAN-2017	Group:	FY17
Status:	Active	Grade:	514
Title:	Administrator	Table:	BN
Job FTE:	1.000	Step:	0
Appointment Percent:	100.00	Compensation	
Encumbrance Hours:		Rate:	21,634.000
Encumbrance Indicator:	System Calculated	Hours per Pay:	86.67
Hours per Day:	8.00	Assign Salary:	1,875.02
Employee Class:	N1 FT Non Exempt Staff	Factor:	24.0
Leave Category:		Pays:	24.0 <u>12</u>
Change Reason:	NEWHI New Hire	Annual Salary:	45,000.45
Employer Code:	TT Texas Tech University System		

RECLASS: _____ -----> _____

TRAQS= NO

IMP <input checked="" type="checkbox"/>	TRS <u>—</u>	TRSL <input checked="" type="checkbox"/>	DOH <u>1/9/17</u>
X123 <input checked="" type="checkbox"/>	Sur <u>—</u>		CLASS <u>HET</u>
X90 <input checked="" type="checkbox"/>			SALARY <u>3,750.04</u>
ZTL <input checked="" type="checkbox"/>	I-9 [REDACTED]		EmplID [REDACTED]
ZTR <input checked="" type="checkbox"/>	W4 [REDACTED]		
ZTW <input checked="" type="checkbox"/>	Add <u>updated</u>		
	State <u>TX</u>		

ENTERED
 JAN 11 17
 AJ

Eff: _____
 DTA/STC REH/REH
 DTA/MNT REH/WPD

TR T01 1/9/17 ✓ St Tax
ADD 5/1/17 ✓ ORP
(T025/2/17) ✓
 HCD= 4/1/2017
 Cov = HS/mo
 PP ✓ Saved

MD Report: 1/9/17
 BenCat: _____
 Other: _____
 Congrats Email SG.
 Reclass Email _____
 W4 State Tax Email [REDACTED]

ORP

OEL
 Log

Email #1 _____
 Del Read

Email #2 _____
 Del Read

Email #3 _____
 Del Read

TRS28
 Ack
 RM

Notes:



Sec 552.101



Benefits Summary

Jody Randall

Health Coverage Date: 04/01/2017

Benefit Program: Full Time Employees

Program:

To view your benefits as of another date, enter the date and click Go:

04/01/2017

To view more details, click any of the links below.

Type of Benefit	Plan Description	Coverage or Participation	Total	State Pays	You Pay
<u>Medical</u>				\$615.08	
<u>Tobacco User Premium</u>					
<u>Dental</u>					
<u>Vision</u>					
<u>Life</u>				\$2.22	
Optional Life					
AD & D					
Dependent Life					
Short-term Disability					
Long-term Disability					
TexFlex Health Care Account					
TexFlex Dependent Care Account					
TexFlex Limited Account					
Total Costs:				\$617.30	

ENTERED
JAN 19 17
AJ

[Benefits Summary Information](#)



TEXAS TECH UNIVERSITY
Human Resources

Miscellaneous Deductions Form



Sign

Employee Name: Randall, Jody C

Banner ID:

Entity: TTU/TTUS HSC

Activate **Change Amount** **Terminate**

<u>Recreational Sports:</u>	VO2*	Begin**	End***
<u>Golf Membership:</u>	VO3*	Begin**	End***
<u>TT Charitable Contributions:</u>	VO4*	Begin**	End***

*Deduction Amounts Are Per Pay Period

** Must be on the first of the month following the month the form is signed

***Must be on the first of the month following the month the deduction ends

Parking - TTU/TTUS

Begin** 2-1-2017 End***

ENTERED
1/27/17
SKL

Please Choose One:

PT3 - Parking Pretax Semi-Monthly

Please Choose One:

G1 Garage Area 12/12

Parking - HSC

Begin** End***

Please Choose One:

Please Choose One:

I certify that the department has received from the employee identified above written voluntary authorization to take the deduction identified. Furthermore the department agrees to retain the authorization until the employee revokes or changes his/her deduction authorization through written notification to the department.

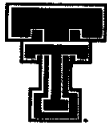
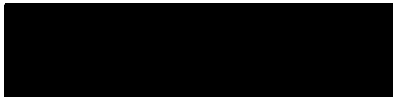
Dept. Signature: *Amanda Cotton*

Date: 1/20/17

Mail or Fax to: TTU/TTUS: Employee Services Center
Human Resources Services
MS 1093
FAX: 806.742.1371

HSC: Human Resources
TTU Health Sciences Center
Stop 8100
FAX: 806.743.2882

aj




TEXAS TECH UNIVERSITY
Human Resources

ACKNOWLEDGEMENT OF RECEIPT OF COBRA NOTICE

I acknowledge I have received from Texas Tech University, a copy of the general notice of *Continuation Coverage Notification (COBRA)*. The notice informs me and my dependents of rights and opportunities for temporary continuation of group health coverage and/or dental coverage under the law.

Joby Randall
Employee's Printed Name


Employee ID


Employee's Signature

1/18/17
Date Signed

Sec 552.136

Benefits
Backup



TEXAS TECH UNIVERSITY
Human Resources

Miscellaneous Deductions Form

Employee Name: Randall, Jody C

Banner ID: XXXXXXXXXX

Entity: TTU/TTUS HSC

S.M.

Activate **Change Amount** **Terminate**

<u>Recreational Sports:</u>	VO2*	Begin**	End***
<u>Golf Membership:</u>	VO3*	Begin**	End***
<u>TT Charitable Contributions:</u>	VO4*	Begin**	End***

*Deduction Amounts Are Per Pay Period

** Must be on the first of the month following the month the form is signed

***Must be on the first of the month following the month the deduction ends

Parking - TTU/TTUS

Begin** 3-1-2017 End***

Term PT 3 - G1 2/28/17

Please Choose One:

PT3 - Parking Pretax Semi-Monthly

Please Choose One:

A1 Area 12/12

ENTERED
2/10/17

Parking - HSC

Begin** End***

Please Choose One:

Please Choose One:

I certify that the department has received from the employee identified above written voluntary authorization to take the deduction identified. Furthermore the department agrees to retain the authorization until the employee revokes or changes his/her deduction authorization through written notification to the department.

Dept. Signature:

Amanda Cotton

Date:

2/10/17

Mail or Fax to: TTU/TTUS: Employee Services Center
Human Resources Services
MS 1093
FAX: 806.742.1371

HSC: Human Resources
TTU Health Sciences Center
Stop 8100
FAX: 806.743.2882



Leave Without Pay

Use this Form to report:

- * Exempt and Non-Exempt employees Leave Without Pay for a full calendar month or more
- * Exempt and Non-Exempt employees for all types of Disciplinary Leave for any amount of time
- * Faculty Development, Education or Between Term Leave for any amount of time
- * FMLA or State Parental Leave for any amount of time
- * Extended Military Leave for any amount of time

It is the department's responsibility to notify the employee of the impact to their pay by issuing a copy of this form to the employee.

Banner ID: [REDACTED] First Date of Leave Without Pay: Aug 7, 2017

Employee Legal Name: Randall, Jody C.

Department Name: Campus Life

Department Contact: Thornton, Kimberly C. Dept. Phone #: +1 (806) 834-7797

Choose the type of Leave:

- Between Term Leave With Benefits (Summer only)
- Disciplinary Leave Without Pay and Without Benefits (Attach documentation)
- Education Leave of Absence Without Benefits
- Faculty Development Leave Without Pay and Without Benefits
- Family Medical Leave (FMLA) Without Pay With Benefits
- Personal Leave Without Pay and Without Benefits
- Illness Leave Without Pay and Without Benefits (Disability)
- Extended Military Leave Without Pay and Without Benefits
- State Parental Leave Without Pay and Without Benefits
- Extended Disability Workers Compensation Without Pay and Without Benefits

Departmental Acknowledgment:

Supervisor's Name: Kimberly Thornton

Signature: *Kimberly Thornton* Date: 5/9/17

Email: kimberly.thornton@ttu.edu

Employee's Signature (optional): *[Signature]*

Upon Return Please Submit a Return from Leave Without Pay form.

Note to HR: NBAJOBS: If nonexempt LWOP with Benefits, place an RGH in default earnings, remove when returned.

The completed and signed form should be delivered to: **TTU/TTUS: MAIL: TTU Human Resource Services, Mail Stop 1093**
EMAIL: hrs.compensation.operations@ttu.edu

*long send
rec'd
5/9/17*

Position Description

Sec 552.136

Prepared Date: 07/05/2017

Employee Information

R#: ██████████	Last Name: Randall	First Name: Jody	Middle Initial: C
Chart: T	Org Code: B64008	Organization: Campus Life	
Position Class: S0663	Position #: T91160	Suffix #: 00	
	Title: Administrator	Extended Title: Administrator	
	Security Sensitive Level: 1	Supervisor: Yes	

Reports To:

R#: ██████████	Last Name: Thornton	First Name: Kimberly	Middle Initial: C
Title: Director			

Work Hours

Hours/Shift:	From:	To:	Is overtime required?	
Monday	08:00 AM	05:00 PM	Yes	
Tuesday	08:00 AM	05:00 PM	Specify:	Sometimes depending on the situation but supervisor's approval would be needed
Wednesday	08:00 AM	05:00 PM	Is travel required?	Yes
Thursday	08:00 AM	05:00 PM	Specify:	Some travel will be required for student conferences and professional development
Friday	08:00 AM	05:00 PM	Other	
Saturday			Specify:	
Sunday				

Job Summary

Position description from Texas Tech Pay Plan.

Performs managerial work providing direction and guidance in setting and achieving goals and objectives; developing policies; reviewing guidelines, procedures, rules, and regulations; establishing priorities, standards, and measurement tools for determining progress in meeting goals; coordinating and evaluating program activities; and establishing and monitoring budget. May plan, assign, and supervise the work of others. Works under limited supervision with latitude for the use of initiative and independent judgment.

Essential Job Functions

A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed

by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

Function Description:	Weight:
Facilitate the development and implementation of educational, personal and support programs for LGBTQIA students.	10%
Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students.	10%
Develop training program for campus on LGBTQIA issues.	10%
Coordinate events to promote the inclusion of LGBTQIA issues faced by and awareness of the population.	10%
Provide education resources to faculty and staff regarding LGBTQIA students.	10%
Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students.	10%
Serve as an advocate for LGBTQIA students to the university and community resources and services.	10%
Leadership of new LGBTQIA efforts.	10%
Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and developm and maintain financial reports and plans related to LGBTQIA	10%
Serve as office/department liaison for LGBTQIA student needs within both the campus and surrounding communities.	10%

Level of Supervision Received

Describe the amount of supervision this position receives.

Moderate - Access to supervisor and/or lead coworker, when needed

Global Competencies

An essential set of skills, attitudes, and knowledge that align performance with the university's standards.

1. Quality of Customer Service/Relationship with Others/Communication (oral and written)

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.

2. Compliance/Staff Development

Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.

3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

Qualifications

Supervising Subordinates

Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.

Supervise one to two student workers and/or graduate assistants within the LGBTQIA program.

Required Skills, Knowledge, and Abilities

The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.

Demonstrated ability in program and training development; working with a broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communications skills. Prior experience working in student affairs.

Preferred Skills, Knowledge, and Abilities

Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.

Evidence of discreet and ethical experience with sensitive and confidential issues; knowledge of issues faced by the LGBTQIA student population; knowledge of LGBTQIA student development; ability to collaborate with cross-campus partners and stakeholders; the ability to conceptualize issues and challenges to bring ideas to fruition; experience in policy review and recommendations; demonstrated effectiveness in managing crisis situations; a record of accomplishment as a student advocate. Prior experience and demonstrated knowledge of LGBTQIA issues particularly within higher education, and the various intersections of ethnicity, race, class, gender, sexual orientation and other emerging topic of sexual orientation diversity. Understanding of complex issues surrounding issues of LGBTQIA, Title IX, and Student Development.

Required Qualifications

Qualifications from the Texas Tech Pay Plan.

Bachelor's degree in area of expertise or closely related area required. Three years of experience in planning, developing, or implementing programs/projects or research grants. Additional education may substitute for required experience on a year for year basis.

Preferred Qualifications

Qualifications in addition to the required qualifications.

Master's degree in related area. Three or more years of progressive professional experience in university student affairs or services. Demonstrated ability in program and training development; working with broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communications skills.

Work Context

How important are the following skills and abilities in accomplishing the essential job functions?

Public Speaking:	Extremely Important
Face-to-Face Communication:	Extremely Important
Telephone Communication:	Extremely Important
Write Letters, Emails, and Memos:	Very Important
Develop and Implement Policies and Procedures:	Very Important
Meet Strict Deadlines:	Very Important
Responsibility for Outcomes and Results:	Very Important
Develop Objectives and Strategies, Strategic Planning:	Extremely Important
Evaluate Information to Determine Compliance:	Extremely Important
Deductive Reasoning, Make Decisions and Solve Problems:	Extremely Important
Manage Processes, Resources, and People:	Extremely Important
Coordinate or Lead Projects and Teams:	Extremely Important

Physical Demands

In an average workday, employee is required to:

Physical Demands

In an average workday, employee is required to:

Approximate Amount of Time per Day (in hours)

Sit	6+
Stand	0 - 2
Walk or Move About	0 - 2
Drive	0 - 2
Bend, Stoop, or Twist	0 - 2
Climb Ladders or Step Stools (ascend/descend)	0 - 2
Stairs (ascend/descend)	0 - 2
Reach Outward, Above and Below Shoulder	0 - 2
Squat, Crouch, Kneel, or Crawl	0 - 2
Balance	0 - 2
Push or Pull (usual amount)	0 - 2
Push or Pull (max amount)	0 - 2
Lift (usual amount)	0 - 2
Lift (max amount)	0 - 2
Carry (usual amount)	0 - 2
Carry (max amount)	0 - 2
Is employee able to change positions?	As Needed
Use feet for repetitive movement as in operating foot controls	Neither

Dexterity Requirements

Employee must use hands and wrist motion for repetitive action such as:

Simple Grasping	Both
Firm Grasping	Both
Fine Manipulation	Both
Picking or Pinching	Both

Environmental Conditions

	Approximate Amount of Time per Day (in hours)
Stand on concrete	0 - 2
Walk on uneven or slippery surface	0 - 2
Exposure to electrical hazards	N/A
Exposure to dust, smoke, fumes, odors, grease, oil	0 - 2
Exposure to distracting or unpleasant noise or sounds	0 - 2
Exposure to chemicals or toxic materials	N/A
Exposed to vibration	N/A
Works in cramped quarters or congested areas	N/A
Works in extreme temperatures	0 - 2
Works indoors, may or may not have natural light	0 - 2
Works outdoors, exposed to weather conditions	0 - 2
Works at heights	N/A
Works with moving machinery or heavy machinery	N/A
Works with others	2 - 4
Works alone	6+
Works with office equipment	6+

Sensory Demands

Hearing	Yes
Speech	Yes
Taste	No

Touch	Yes
Smell	No
Color Vision	Yes
Near Vision	Yes
Far Vision	Yes
Night Vision	No
Depth Perception	Yes
Spatial Perception	Yes

Acknowledgment

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

Signature of Employee:	Jody Randall	Date:	07/05/2017
Signature of Supervisor:	Kimberly Thornton	Date:	07/05/2017

Evaluation

Sec 552.136

Prepared Date: 07/06/2017

Employee Information

Name: Jody Randall	R#: [REDACTED]
Department: Campus Life	Title: Administrator
Supervisor: Kimberly Thornton	Overall Evaluation Rating: 4.38
Supervisor Tech ID: [REDACTED]	Evaluation Type: 6 month
Date of Evaluation: 07/06/2017	Current Hire Date: 01/09/2017
Date Submitted: 07/10/2017	

Performance Level Rating

Rating	Description
1. Consistently Below Expectations	Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations	Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations	Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer	Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations	Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.
6. Frequently Above Expectations	Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations	Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Essential Job Functions

Rating:
4.70

as identified on current Position Description

Job Function	Performance Level:
1. Facilitate the development and implementation of educational, personal and support programs for LGBTQIA students.	5 - Above Expectations
Comments: In the past six months, Jody has created a robust schedule of educational, personal, and support programs for the TTU LGBTQIA students. Before her arrival, there were very few	

events held on campus for LGBTQIA students. She continued Pride Week, Lavender Graduation, and created a variety of new programs for LGBTQIA students including bringing in speakers and film producers.

- | | |
|---|------------------------|
| 2. Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students. | 5 - Above Expectations |
| Comments: Jody has done a wonderful job of providing leadership and support in campus efforts to promote the inclusion of LGBTQIA students including creating a LGBTQIA advisory committee and partnering with various departments on campus to create programs and an inclusive environment for LGBTQIA students. | |
| 3. Develop training program for campus on LGBTQIA issues. | 4 - Strong Performer |
| Comments: Jody is currently working on developing a training program for campus on LGBTQIA issues to include revamping the current Allies program. | |
| 4. Coordinate events to promote the inclusion of LGBTQIA issues faced by and awareness of the population. | 5 - Above Expectations |
| Comments: She has coordinated a variety of events to promote the inclusion of the LGBTQIA issues faced by the LGBTQIA student community. These events include LGBTQIA film showings, partnerships with other departments on campus, and variety of innovative programming aimed at reaching the LGBTQIA students at TTU. | |
| 5. Provide education resources to faculty and staff regarding LGBTQIA students. | 5 - Above Expectations |
| Comments: Jody has begun to provide educational resources to faculty and staff regarding LGBTQIA students including monthly newsletters, a Facebook account and variety of other resources for staff and faculty. | |
| 6. Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students. | 5 - Above Expectations |
| Comments: Jody has worked closely the Gay-Straight Alliance student organization in the past six months to promote advocacy and inclusion of LGBTQIA students through a variety of meetings and programs. | |
| 7. Serve as an advocate for LGBTQIA students to the university and community resources and services. | 5 - Above Expectations |
| Comments: Jody has continually worked to serve as an advocate for LGBTQIA students to the university and within the community. | |
| 8. Leadership of new LGBTQIA efforts. | 5 - Above Expectations |
| Comments: Jody has been the leader on a variety of new LGBTQIA efforts, initiatives, and programs to provide an inclusive environment for LGBTQIA students. | |
| 9. Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and develop and maintain financial reports and plans related to LGBTQIA | 4 - Strong Performer |
| Comments: Jody has continually worked to provide an assessment of program outcomes, including using the Campus Pride Index as a guide to increase inclusion, along with strong supervision of student workers. She has also maintained the budget for LGBTQIA. | |
| 10. Serve as office/department liaison for LGBTQIA student needs within both the campus and surrounding communities. | 4 - Strong Performer |
| Comments: Jody has done a good job serving as the department liaison for LGBTQIA student needs within both the TTU community and the Lubbock community. | |

Job Function Summary:

Supervisory Factors

supervisory positions as determined by the Position Description

Supervisory Factor	Performance Level:
<p>1. Leadership Ability and Coaching</p> <p><i>The ability to organize and influence a diverse group of people to achieve a common goal, communicate clear expectations, provide feedback, recognize effort, and celebrate success.</i></p> <p>Comments: Jody has done a good job of organizing and influencing the LGBTQIA advisory board to achieve movement on the Campus Pride Index. She had done a good job communicating her expectations, providing feedback, recognizing effort of others, and celebrating a group's success.</p>	4 - Strong Performer
<p>2. Decision Making</p> <p><i>Effectiveness in making sound decisions and taking appropriate actions</i></p> <p>Comments: Jody had done a good job in making sound decisions when impacting her work and taking the appropriate actions to ensure the good of TTU students, especially concerning the LGBTQIA students.</p>	4 - Strong Performer
<p>3. Conflict Resolution</p> <p><i>Identify conflict and utilize appropriate listening and communication skills to help resolve workplace disputes</i></p> <p>Comments: She can effectively identify conflict, utilize good listen skills, and provide sound advice with the intention to resolve workplace disputes.</p>	4 - Strong Performer
<p>4. Management of Fiscal Responsibilities</p> <p><i>Effectively demonstrates a commitment to stewardship and appropriate use of resources</i></p> <p>Comments: Jody has demonstrated a commitment to stewardship and appropriate use of resources provided to the Office of LGBTQIA.</p>	4 - Strong Performer

Global Competencies	Rating: 4.50
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Job Competency	Performance Level:
<p>1. Quality of Customer Service/Relationship with Others/Communication (oral and written)</p> <p>Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.</p> <p>Comments: Jody is cooperative, respectful, and effective when working with a diverse set of employees, students, and other TTU stakeholders. She can effectively express her ideas openly in a clear manner, actively listens to others, and is open to new ideas and suggestions.</p>	4 - Strong Performer
<p>2. Compliance/Staff Development</p> <p>Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.</p> <p>Comments: Jody complies with all university and department rules, laws, policies, and procedures along with attending all required training and certification programs within the requested time frames.</p>	5 - Above Expectations
<p>3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability</p>	4 - Strong

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

Performer

Comments: Jody has displayed an effective and efficient utilization of time and resources along with anticipating and responding to the needs of the Director of CCL, the Dean of Students, and the Associate Vice Provost of Student Affairs.

4. Dependability/Accountability

5 - Above Expectations

Degree to which the employee can be relied upon and complete tasks in a timely manner.

Comments: Jody is dependable and can be relied on to be on time and complete her work in a timely fashion.

Competencies Summary:

Development and Goals

1. Evaluation Summary and Recommended Development

Briefly summarize the year and provide recommended employee development (such as projects, training, or education).

Jody has done amazing things for the Office of LGBTQIA since starting six months ago. She has created a very diverse and educational program for LGBTQIA students that had not existed prior to her arriving at TTU. She has provided strong leadership and guidance for LGBTQIA students and is working very hard to create an open and inclusive environment at TTU for LGBTQIA students. Jody will continue to work to create an inclusive environment at TTU along with working a variety of department on campus to increase TTU's rating on the Campus Pride Index. The Office of LGBTQIA will also become more closely aligned with the Department of Institutional Diversity through partnerships, co-sponsorship programs and co-branding in the upcoming year under Jody's leadership.

Acknowledgments

Signatures of Supervisors

This evaluation is based on my observation and/or knowledge of the employee's performance.

Evaluator: Kimberly Thornton Date: 08/07/2017

Next Level Manager: Date:

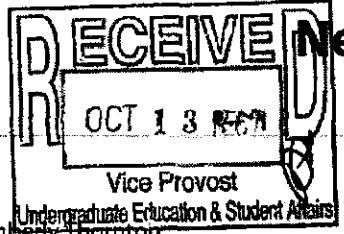
Other Signature:

Date:

Employee Acknowledgment

I have received and reviewed a copy of this evaluation and had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation, but represents acknowledgment of receipt. I understand I may provide to my supervisor a written response to this evaluation within 10 business days. My response must be signed and dated.

Employee: Jody Randall Date: 08/07/2017



New Position/Reclassifications Request for Approval and Review

Department Contact Information:

Date: 09/27/2017 Contact Name: Kimberly Thornton Email: Kimberly.thornton@ttu.edu
 Title: Director Phone Number: +1 (806) 834-7797 Extn: _____
 Department Name: Campus Life Organization Code: B64008

New Position Request:

Select Position: _____ Select S/P: _____ Security Level (TTU/S only): _____
 Position Class Code: _____ Title: _____ FTE: _____
 Monthly or Hourly Rate: _____ Home Organization: _____ Date: _____
 Estimated Annual Cost \$ _____

Note: New positions will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____

Reclassification of an Existing Position Number:

Home Organization: B64008 Current Position Number: T91160 ✓
 Incumbent Name: Jody Randall Tech ID: [REDACTED]
 FTE: 1 Eclass: N1 ✓ Monthly Salary/Hourly Rate: 3,750.0375 ✓
Current: Position Class Code: S0663 ✓ Title: Administrator
Proposed: FTE: 1 Eclass: E1 ✓ Monthly Salary/Hourly Rate: 4,000 ✓
 Position Class Code: S0616 ✓ Title: Assistant Director ✓

Estimated Additional Annual Cost \$ 2,999.55 ✓ Effective Date: 10/01/2017 ✓

Note: Reclassifications will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA:T	FOAP: [REDACTED] ✓	Account Percent: 50	Annual Amount \$ 24,000 ✓
COA:T	FOAP: [REDACTED] ✓	Account Percent: 50	Annual Amount \$ 24,000 ✓
COA:	FOAP:	Account Percent:	Annual Amount \$

Comments/Justification:

Jody Randall will now have a dual report to both the Director of the Center for Campus Life and the Interim Vice President of Diversity, Equity, & Inclusion in order to more effectively provide leadership and support in campus efforts to promote inclusion of LGBTQIA students, staff, and faculty. This position will serve as the liaison for LGBTQIA students, staff, and faculty needs within both the campus and community.

Approvals:

Department Head: Kimberly C. Thompson Date: 10/4/17

AVP/Dean: D. David Greig Date: 10/4/17

Provost/Vice President: Cathie Ann Fitzgerald a.s. Date: 10/11/17
10/13/17

HR Compensation: SW Date: 10/17/17

Budget: _____ Date: _____

The completed and signed form should be delivered to:

TTU/TTUS

MAIL: TTU Human Resource Services, Mail Stop 1093;

EMAIL: hrc.compensation.operations@ttu.edu

DR
10/13/2017

HR Use Only:	Approved Position Number <u>T91160</u>	Approved Security Level (TTU/S only)
Eclass: <u>E1</u>	FLSA: <u>MN</u>	Pay Grade: <u>804</u>
	LCAT: <u>TC</u>	BCAT: <u>FT</u>
		Date: <u>10/17</u>
	HR Approver: <u>SW</u>	

Wood, Sarah

From: Meurer, Gail
Sent: Wednesday, October 18, 2017 12:11 PM
To: Wood, Sarah
Subject: RE: Reclass - T91160 - Asst Dir - Campus Life

This has been processed.
Thanks,

Gail Meurer
Lead Analyst
Budget & Resource Planning & Management
Texas Tech University /806-834-1616

-----Original Message-----

From: Wood, Sarah
Sent: Wednesday, October 18, 2017 9:13 AM
To: Office, Budget <ambud@ttu.edu>
Subject: Reclass - T91160 - Asst Dir - Campus Life

Sarah Wood
Analyst
Phone: 806-742-3851 Fax 806-742-1371 sarah.wood@ttu.edu
comment card to rate your interaction with HR Comp/Ops

<http://www.depts.ttu.edu/hr> Please visit our

-----Original Message-----

From: HR Receptionist
Sent: Wednesday, October 18, 2017 9:07 AM
To: Wood, Sarah <sarah.wood@ttu.edu>
Subject: Ricoh MP 3554

This E-mail was sent from "RNP002673B114F4" (MP 3554).

Scan Date: 10.18.2017 09:07:09 (-0500)
Queries to: hr.receptionist@ttu.edu

Position Description

Save the document in a named file prior to completing any field.

Transaction Type Reclassification **Date Submitted** Oct 5, 2017

Department Center for Campus Life **Org Code** B64008

Title Assistant Director **Extended Title (if applicable)** Assistant Director

Position Code S0616 **Position #** T91160 **Security Sensitive Level:** Level I Level II

Last Name Randall **First Name** Jody **Middle Initial** _____

R # XXXXXXXXXX

Reports To:

Last Name Thornton **First Name** Kimberly **Middle Initial** C

R # XXXXXXXXXX **Title** Director

Hours/Shift:	From	To
<input checked="" type="checkbox"/> Monday	8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Tuesday	8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Wednesday	8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Thursday	8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Friday	8 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Saturday	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM
<input checked="" type="checkbox"/> Sunday	<input type="checkbox"/> AM <input type="checkbox"/> PM	<input type="checkbox"/> AM <input type="checkbox"/> PM

Is overtime required? Yes No
Specify: Weekends and evenings as needed

Is travel required? Yes No
Specify: For professional development

Other: _____

JOB SUMMARY
Position description from Texas Tech Pay Plan

Performs varied and complex administrative duties in the management and coordination of a large specialized project and/or program. Requires independent judgment and application of established policies and procedures. Works under general supervision with evaluation based on overall results obtained.

ESSENTIAL JOB FUNCTIONS
A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

List the essential functions of this job below. Attach separate pages if necessary for additional essential job functions.

Facilltate the development and implementation of educational, personal, and support programs for LGBTQIA students, faculty, and staff.

Name Jody Randall

R # [REDACTED]

ESSENTIAL JOB FUNCTIONS *continued*

- Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students, faculty, and staff.
- Develop training programs and facilitate these programs for campus on LGBTQIA issues.
- Coordinate events to promote the inclusion of LGBTQIA issues faced by and awareness of the population.
- Provide education resources to faculty and staff regarding LGBTQIA students, faculty, and staff.
- Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students.
- Serve as an advocate for LGBTQIA students, faculty, and staff to the university and community resources and services.
- Leadership of campus-wide LGBTQIA efforts.
- Serve as office/department liaison for LGBTQIA student, faculty, and staff needs within both the campus and surrounding communities.
- Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and develop and maintain financial reports and plans related to LGBTQIA.
- Perform other duties as assigned by the Office of Diversity, Equity, and Inclusion.
- Maintain statistics and data for reporting purposes for the LGBTQIA Office.
- Participate on University-wide committees.
- Perform other Center for Campus Life duties as assigned.

GLOBAL COMPETENCIES

An essential set of skills, attitudes, and knowledge that align performance with the university's standards.

- 1. Quality of Customer Service**
Delivers high level of service which meets the needs of the customer
- 2. Compliance**
Complies with university and departmental rules, laws, policies and procedures
- 3. Staff Development**
Attends all required training or certification programs within the specified time frames
- 4. Planning and Organizing Work**
Effective and efficient utilization of time and resources
- 5. Dependability**
Degree to which the employee can be relied upon to complete tasks in a timely manner
- 6. Quality of Work**
Accurate, neat, thorough
- 7. Initiative**
Anticipates and responds to the needs of the department

Name Jody Randall

R # [REDACTED]

GLOBAL COMPETENCIES *continued*

8. Relationship with Others

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers

9. Adaptability

Effectively adjusts to change

10. Communication (oral and written)

Expresses ideas/information in a complete, clear, concise, organized, and timely manner; actively listens to others and is open to suggestions

11. Accountability

Accepts responsibility for job performance

12. Job Knowledge

Demonstrates an understanding of knowledge specific to the job

LEVEL OF SUPERVISION RECEIVED

Describe the amount of supervision this position receives.

Extensive

Much direct supervision, work with supervisor

Moderate

Access to supervisor and/or lead coworker, when needed

Limited

Work is highly autonomous, performs independently

SUPERVISING SUBORDINATES

Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.

Supervise one to two student workers and graduate assistants within the LGBTQIA program.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.

Demonstrated ability in program and training development; working with a broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communications skills. Prior experience working in student affairs.

PREFERRED KNOWLEDGE, SKILLS, AND ABILITIES

Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.

Evidence of discreet and ethical experience with sensitive and confidential issues; knowledge of issues faced by the LGBTQIA student population; knowledge of LGBTQIA student development; ability to collaborate with cross-campus partners and stakeholders; the ability to conceptualize issues and challenges to bring ideas to fruition; experience in policy review and recommendations; demonstrated effectiveness in managing crisis situations; a record of accomplishment as a student advocate.

REQUIRED QUALIFICATIONS

Qualifications from the Texas Tech Pay Plan

Bachelor's degree in the area of specialization or closely related field. Three years of related administrative and technical experience. Additional job related education may be substituted for the required experience on a year-for-year basis.

PREFERRED QUALIFICATIONS

Qualifications in addition to the required qualifications.

Three to five years of experience and a graduate degree in student personnel/student affairs or related field is preferred.

Name Jody Randall

R # [REDACTED]

WORK CONTEXT

How important are the following skills and abilities in accomplishing the essential job functions?

	Not Important	Fairly Important	Important	Very Important	Extremely Important
Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Face-to-Face Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Telephone Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Write Letters, Emails, and Memos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop and Implement Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Meet Strict Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Responsibility for Outcomes and Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop Objectives and Strategies, Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evaluate Information to Determine Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Deductive Reasoning, Make Decisions and Solve Problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Manage Processes, Resources, and People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Coordinate or Lead Projects and Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

PHYSICAL DEMANDS

In an average workday, employee is required to:

Approximate Amount of Time per Day (in hours)

	0-2	2-4	4-6	6+	N/A
Sit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Stand	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk or Move About	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bend, Stoop, or Twist	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climb Ladders or Step Stools (ascend/descend)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stairs (ascend/descend)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach Outward, Above and Below Shoulder	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Squat, Crouch, Kneel, or Crawl	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Push or Pull					
Usual amount	10	lbs			
Max amount	50	lbs			
Lift					
Usual amount	10	lbs			
Max amount	50	lbs			
Carry					
Usual amount	10	lbs			
Max amount	50	lbs			

Is employee able to change positions? Never Occasionally Frequently As Needed

Use feet for repetitive movements as in operating foot controls:

Right: Yes No

Left: Yes No

Both: Yes No

Name Jody Randall

R # [REDACTED]

DEXTERITY REQUIREMENTS

Employee must use hands and wrist motion for repetitive action such as:

	Right		Left	
Simple grasping	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Firm Grasping	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Fine Manipulation	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Picking or Pinching	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No

ENVIRONMENTAL CONDITIONS

Approximate Amount of Time per Day (in hours)

	0-2	2-4	4-6	6+	N/A
Stand on concrete	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk on uneven or slippery surface	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to electrical hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to dust, smoke, fumes, odors, grease, oil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to distracting or unpleasant noise or sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to chemicals or toxic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposed to vibration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works in cramped quarters or congested areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works in extreme temperatures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works indoors, may or may not have natural light	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works outdoors, exposed to weather conditions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works at heights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works with moving machinery or heavy machinery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works with others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works alone	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with office equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SENSORY DEMANDS

Check all that apply.

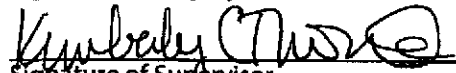
- | | | | |
|---|---------------------------------------|--|---|
| <input checked="" type="checkbox"/> Hear | <input type="checkbox"/> Touch | <input checked="" type="checkbox"/> Near Vision | <input type="checkbox"/> Depth Perception |
| <input checked="" type="checkbox"/> Speak | <input type="checkbox"/> Smell | <input checked="" type="checkbox"/> Night Vision | <input type="checkbox"/> Spatial Perception |
| <input type="checkbox"/> Taste | <input type="checkbox"/> Color Vision | <input checked="" type="checkbox"/> Far Vision | |

ACKNOWLEDGEMENT

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills, work schedule, overtime, or travel for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

Signature of Employee 

Date 10/4/17

Signature of Supervisor 

Date 10/4/17

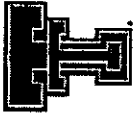
R# [REDACTED]

DISTRIBUTION

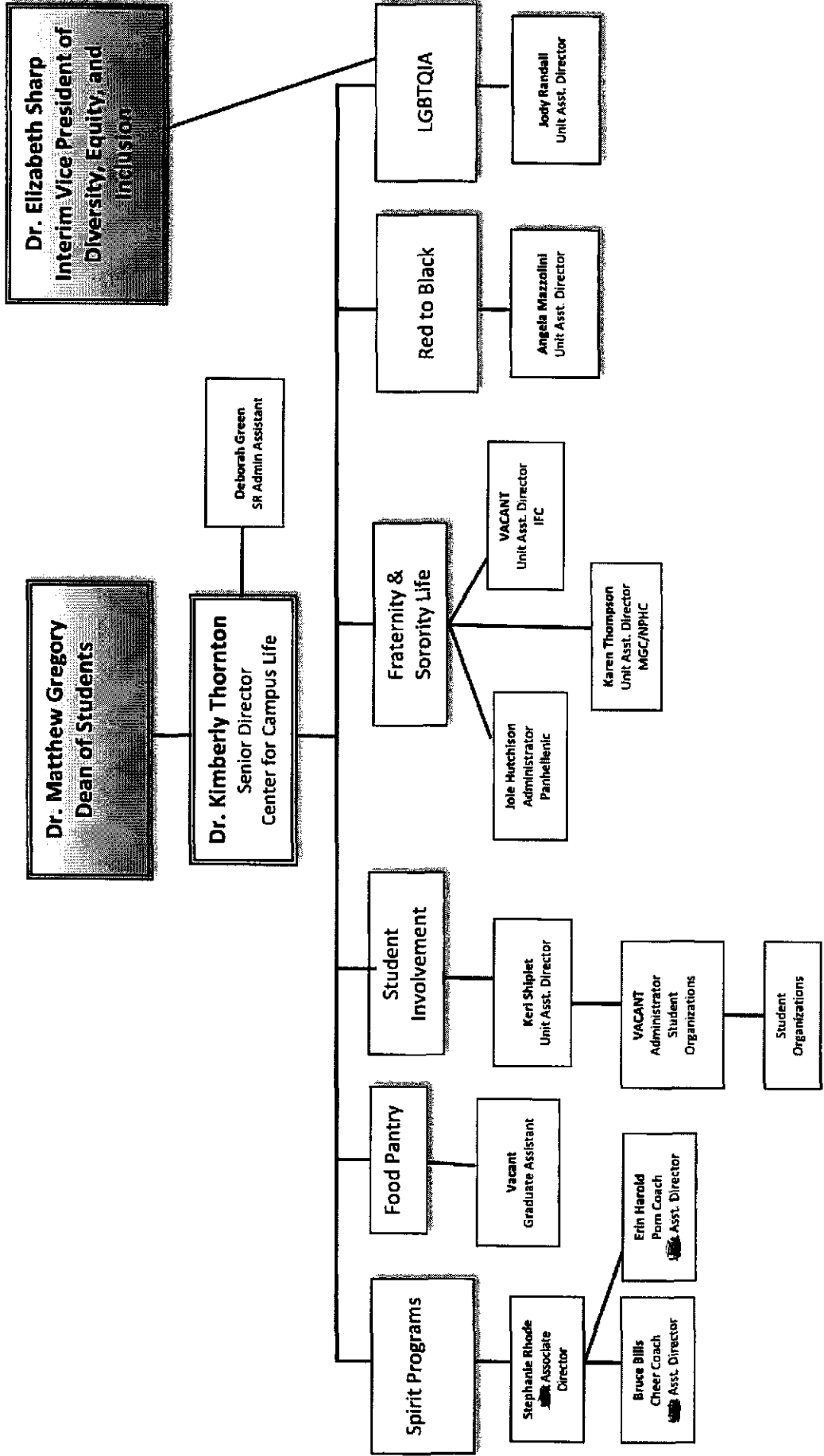
Original - Department File

Copy - Employee

Copy - Human Resources (hr.positiondescription@ttu.edu)



TEXAS TECH UNIVERSITY
Office of the Provost: Division of Undergraduate Education & Student Affairs
Center for Campus Life





Randall, Jody C

10/01/2017 goes MONTHLY

PT3 A1 goes to PT1 A1 effective 10/01/2017

Employee Deduction Query PCIDLET 8.0 (TUSPRD) (TTU)

ID: [Redacted] Jody Cofer Randall Query Date: 30-SEP-2017

Deduction	Effective Date	Option 1	Option 2	Status	Begin Date	End Date	Activity Date
[Redacted]							

ENTERED
10/23/17
Sept



New Position/Reclassifications Request for Approval and Review

Department Contact Information:

Date: 12-18-17 Contact Name: Cathy Duran Email: _____
 Title: _____ Phone Number: _____ Extn: _____
 Department Name: _____ Organization Code: _____

New Position Request:

Select Position: _____ Select S/P: _____ Security Level (TTU/S only): _____
 Position Class Code: _____ Title: _____ FTE: _____
 Monthly or Hourly Rate: _____ Home Organization: _____ Date: _____
 Estimated Annual Cost \$ _____

Note: New positions will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____

Reclassification of an Existing Position Number:

Home Organization: B64008 Current Position Number: T91160
 Incumbent Name: Jody Randall Tech ID: [REDACTED]
 FTE: 1.0 Eclass: E1 Monthly Salary/Hourly Rate: 4,000
Current: Position Class Code: 0611e Title: Assistant Director
Proposed: FTE: 1.0 Eclass: E1 Monthly Salary/Hourly Rate: 4,000
 Position Class Code: 0677 Title: Lead Administrator
 Estimated Additional Annual Cost \$ 0 Effective Date: 12-1-2017

Note: Reclassifications will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA: I FOAP: [REDACTED] Account Percent: 50% Annual Amount \$ 24,000

COA: I FOAP: [REDACTED] Account Percent: 50% Annual Amount \$ 24,000

COA: _____ FOAP: _____ Account Percent: _____ Annual Amount \$ _____

Comments/ Justification:

[Empty box for comments and justification]

Approvals:

Department Head: _____ Date: _____

AVP/Dean: _____ Date: _____

Provost/Vice President: _____ Date: _____

HR Compensation: [Signature] _____ Date: 12/19/17

Budget: _____ Date: _____

The completed and signed form should be delivered to:

TTU/TTUS

MAIL: TTU Human Resource Services, Mail Stop 1093;

EMAIL: hrs.compensation.operations@ttu.edu

HR Use Only:		Approved Position Number	<u>T91160</u>	Approved Security Level (TTU/S only)	_____
Eclass:	<u>E1</u>	FLSA:	<u>MW</u>	Pay Grade:	<u>834</u>
		LCAT:	<u>TE</u>	BCAT:	<u>FT</u>
				Date:	<u>12/19</u>
				HR Approver:	<u>[Signature]</u>

Wood, Sarah

From: Meurer, Gail
Sent: Tuesday, December 19, 2017 1:28 PM
To: Wood, Sarah
Subject: RE: Reclass - T91160 - Lead Admin - Campus Life

This has been processed.

Thanks,

Gail Meurer
Lead Analyst
Budget & Resource Planning & Management
Texas Tech University /806-834-1616

-----Original Message-----

From: Wood, Sarah
Sent: Tuesday, December 19, 2017 12:05 PM
To: Office, Budget <ambud@ttu.edu>
Subject: Reclass - T91160 - Lead Admin - Campus Life

Sarah Wood
Analyst
Phone: 806-742-3851 Fax 806-742-1371 sarah.wood@ttu.edu
comment card to rate your interaction with HR Comp/Ops

<http://www.depts.ttu.edu/hr> Please visit our

-----Original Message-----

From: HR Receptionist
Sent: Tuesday, December 19, 2017 11:55 AM
To: Wood, Sarah <sarah.wood@ttu.edu>
Subject: Ricoh MP 3554

This E-mail was sent from "RNP002673B114F4" (MP 3554).

Scan Date: 12.19.2017 11:54:30 (-0600)
Queries to: hr.receptionist@ttu.edu

Position Description

Sec 552.136

Prepared Date: 01/29/2018

Employee Information

R#: [REDACTED]	Last Name: Randall	First Name: Jody	Middle Initial: C
Chart: T	Org Code: B64008	Organization: Campus Life	
Position Class: S0677	Position #: T91160	Suffix #: 00	
	Title: Lead Administrator	Extended Title: Lead Administrator	
	Security Sensitive Level: 1	Supervisor: Yes	

Reports To:

R#: [REDACTED]	Last Name: Thornton	First Name: Kimberly	Middle Initial: C
Title: Senior Director			

Work Hours

Hours/Shift:	From:	To:	Is overtime required?	Specify:
Monday	08:00 AM	05:00 PM	Yes	Weekends and evenings as needed
Tuesday	08:00 AM	05:00 PM		
Wednesday	08:00 AM	05:00 PM	Is travel required?	Yes
Thursday	08:00 AM	05:00 PM	Specify:	Occasionally for professional development
Friday	08:00 AM	05:00 PM	Other	
Saturday			Specify:	
Sunday				

Job Summary

Position description from Texas Tech Pay Plan.

Performs managerial work providing direction and guidance in setting and achieving goals and objectives; developing policies; reviewing guidelines, procedures, rules, and regulations; establishing priorities, standards, and measurement tools for determining progress in meeting goals; coordinating and evaluating program activities; and establishing and monitoring budgets. May plan, assign, and supervise the work of others. Works under limited supervision with latitude for the use of initiative and independent judgment.

Essential Job Functions

A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed

by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

Function Description:**Weight:**

Facilitate the development and implementation of educational, personal, and support programs for LGBTQIA students, faculty, and staff.

Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students, faculty, and staff.

Develop training programs and facilitate these programs for campus on LGBTQIA issues.

Coordinate events to promote the inclusion of LGBTQIA issues and awareness of the population.

Provide education resources to faculty and staff regarding LGBTQIA students, faculty, and staff.

Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students.

Serve as an advocate for LGBTQIA students, faculty, and staff to the university and community resources and services.

Leadership of campus-wide LGBTQIA efforts.

Serve as office/department liaison for LGBTQIA student, faculty, and staff needs within both the campus and surrounding communities.

Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and develop and maintain financial reports and plans related to LGBTQIA.

Perform other duties as assigned by the Office of Diversity, Equity, and Inclusion.

Maintain statistics and data for reporting purposes for the LGBTQIA Office.

Participate on University -wide committees.

Perform other Center for Campus Life duties as assigned.

Level of Supervision Received

Describe the amount of supervision this position receives.

Moderate - Access to supervisor and/or lead coworker, when needed

Global Competencies

An essential set of skills, attitudes, and knowledge that align performance with the university's standards.

1. Quality of Customer Service/Relationship with Others/Communication (oral and written)

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.

2. Compliance/Staff Development

Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.

3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

Qualifications

Supervising Subordinates

Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.
Supervise one to two student workers and graduate assistants within the LGBTQIA program.

Required Skills, Knowledge, and Abilities

The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.

Demonstrated ability in program and training development; working with a broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communication skills. Prior experience working in student affairs.

Preferred Skills, Knowledge, and Abilities

Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.

Evidence of discreet and ethical experience with sensitive and confidential issues; knowledge of issues faced by the LGBTQIA student population; knowledge of LGBTQIA student development; ability to collaborate with cross-campus partners and stakeholders; the ability to conceptualize issues and challenges to bring ideas to fruition; experience in policy review and recommendations; demonstrated effectiveness in managing crisis situations; a record of accomplishment as a student advocate.

Required Qualifications

Qualifications from the Texas Tech Pay Plan.

Bachelor's degree in area of expertise or closely related area required. Five years of experience in planning, developing, or implementing programs or research grants. Additional education may substitute for required experience on a year-for-year basis.

Preferred Qualifications

Qualifications in addition to the required qualifications.

Three to five years of experience and a graduate degree in student personnel/student affairs or related field is preferred.

Work Context

How important are the following skills and abilities in accomplishing the essential job functions?

Public Speaking:	Extremely Important
Face-to-Face Communication:	Extremely Important
Telephone Communication:	Extremely Important
Write Letters, Emails, and Memos:	Extremely Important
Develop and Implement Policies and Procedures:	Extremely Important
Meet Strict Deadlines:	Extremely Important
Responsibility for Outcomes and Results:	Extremely Important
Develop Objectives and Strategies, Strategic Planning:	Extremely Important
Evaluate Information to Determine Compliance:	Extremely Important
Deductive Reasoning, Make Decisions and Solve Problems:	Extremely Important
Manage Processes, Resources, and People:	Extremely Important
Coordinate or Lead Projects and Teams:	Extremely Important

Physical Demands

In an average workday, employee is required to:

Physical Demands

In an average workday, employee is required to:

	Approximate Amount of Time per Day (in hours)
Sit	6+
Stand	2 - 4
Walk or Move About	2 - 4
Drive	0 - 2
Bend, Stoop, or Twist	0 - 2
Climb Ladders or Step Stools (ascend/descend)	0 - 2
Stairs (ascend/descend)	0 - 2
Reach Outward, Above and Below Shoulder	0 - 2
Squat, Crouch, Kneel, or Crawl	0 - 2
Balance	0 - 2
Push or Pull (usual amount)	0 - 2
Push or Pull (max amount)	0 - 2
Lift (usual amount)	0 - 2
Lift (max amount)	0 - 2
Carry (usual amount)	0 - 2
Carry (max amount)	0 - 2
Is employee able to change positions?	As Needed
Use feet for repetitive movement as in operating foot controls	Neither

Dexterity Requirements	
<i>Employee must use hands and wrist motion for repetitive action such as:</i>	
Simple Grasping	Both
Firm Grasping	Both
Fine Manipulation	Both
Picking or Pinching	Both

Environmental Conditions	
	Approximate Amount of Time per Day (in hours)
Stand on concrete	0 - 2
Walk on uneven or slippery surface	0 - 2
Exposure to electrical hazards	N/A
Exposure to dust, smoke, fumes, odors, grease, oil	N/A
Exposure to distracting or unpleasant noise or sounds	N/A
Exposure to chemicals or toxic materials	N/A
Exposed to vibration	N/A
Works in cramped quarters or congested areas	N/A
Works in extreme temperatures	N/A
Works indoors, may or may not have natural light	4 - 6
Works outdoors, exposed to weather conditions	0 - 2
Works at heights	N/A
Works with moving machinery or heavy machinery	N/A
Works with others	4 - 6
Works alone	2 - 4
Works with office equipment	2 - 4

Sensory Demands	
Hearing	Yes
Speech	Yes

Taste	No
Touch	No
Smell	No
Color Vision	No
Near Vision	Yes
Far Vision	Yes
Night Vision	Yes
Depth Perception	No
Spatial Perception	No

Acknowledgment

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

Signature of Employee:	Jody Randall	Date:	01/30/2018
Signature of Supervisor:	Kimberly Thornton	Date:	01/30/2018

Self Assessment

Sec 552.136

Employee Information

Name: Jody Randall
Position: T91160
Department: Campus Life

Tech ID (R-number): [REDACTED]
Date of Hire: 01/09/2017
Date of Self Assessment: 01/31/2018

In your opinion, how would you evaluate yourself on the essential functions of your job?

ESSENTIAL FUNCTIONS Facilitate the development and implementation of educational, personal, and support programs for LGBTQIA students, faculty, and staff. - Above expectations (same rating as last evaluation) Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students, faculty, and staff. - Frequently above expectations (improved from above expectations) Develop training programs and facilitate these programs for campus on LGBTQIA issues. - Above expectations (improved from strong performer) Coordinate events to promote the inclusion of LGBTQIA issues and awareness of the population. - Frequently above expectations (improved from above expectations) Provide education resources to faculty and staff regarding LGBTQIA students, faculty, and staff. - Above expectations (same rating as last evaluation) Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students. - Above expectations (same rating as last evaluation) Serve as an advocate for LGBTQIA students, faculty, and staff to the university and community resources and services. - Above expectations (same rating as last evaluation) Leadership of campus-wide LGBTQIA efforts. - Frequently above expectations (improved from above expectations) Serve as office/department liaison for LGBTQIA student, faculty, and staff needs within both the campus and surrounding communities. - Strong performer (same rating as last evaluation) Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and develop and maintain financial reports and plans related to LGBTQIA. - Strong performer (same rating as last evaluation) Perform other duties as assigned by the Office of Diversity, Equity, and Inclusion. - Above expectations (new function since last evaluation) Maintain statistics and data for reporting purposes for the LGBTQIA Office. - Strong performer (new function since last evaluation) Participate on University-wide committees. - Above expectations (new function since last evaluation) Perform other Center for Campus Life duties as assigned. - Above expectations (new function since last evaluation) GLOBAL COMPETENCIES: Quality of Customer Service/Relationship with Others/Communication (oral and written) - Strong performer (same as last evaluation) Compliance/Staff Development - Frequently above expectation (improved from above expectations) Planning and Organizing Work/Quality of Work/Initiative/Adaptability - Above expectations (improved from strong performer) Dependability/Accountability - Above expectations (same as last evaluation)

What do you consider to be your accomplishments since your last evaluation?

Campus Pride Index Ranking (from two to four stars in less than one year) Leadership of campus-wide efforts for students, faculty and staff have continued to develop. Awareness of matters affecting the LGBTQIA community across campus has risen. Publication of a monthly newsletter, e-Cheers, since the office's founding one year ago. Re-visioned the the Allies Program on a new trajectory (from stagnate to actively growing) Navigated a hybrid structure between Student Affairs: Center for Campus Life and the Division of Institutional Diversity, Equity and Inclusion

What barriers are making success difficult in your role? How can I help remove these barriers?

Limited staffing capacity - while we have gone from one professional staff member and one undergraduate student assistant in Spring 2017 to now having an additional undergraduate student assistant, a graduate assistant, and several unpaid interns, our maximum capacity for growth (and sustainability) is within sight. for the 2018-2019 academic year, a second graduate assistant would be most beneficial and would further expand our satellite office's responsibilities. I have seen limited progress in the areas of University Student Housing and the Tech Police Department. Each of these areas are vitally important in the work we are undertaking to strengthen the LGBTQIA and ally communities on campus. These are areas where assistance from higher ranking administrators would be helpful.

Where do you want to be in one year in terms of responsibility, management skills, position, etc.? What is your long term career goal? What must you do to get there?

I would like to explore serving on the Behavioral Intervention Team or the Campus Climate Response Team (preferred). Either of these would provide me another opportunity to utilize skills that I possess and give me a learning experience that will further my own development as a student affairs / diversity professional. My equivalent peers at other institutions often serve on behavior and/or climate teams. Blending personal and professional development, I would like to be enrolled in a doctoral program in higher education administration one year from now.

What goals have you set for yourself for next year? Think both professional and departmental.

Professional 1) Expand relationships with faculty across the institution, particularly within the areas of human sciences, education, business, and aspects of arts and sciences (i.e. psychology and social work) 2) Demonstrate effective management of a growing department (scope, capacity, resources) with a diverse team of student professionals 3) Present at one state, regional, and/or national conference 4) Explore teaching a RaiderReady course 5) Better utilize the LGBTQIA Advisory Committee in my work (divide and conquer) Departmental 1) Continued progress towards a more inclusive educational environment for LGBTQIA students, faculty, and staff, such as determined by the Campus Pride Index, which requires engagement across all major areas of the institution 2) Establish an action plan to place Tech on a pathway towards being a benchmark institution for serving LGBTQIA latinx students 3) Implement an assessment program for the Allies Program 4) Develop partnerships with several departments, units, or programs that go beyond the stereotypical areas the Office has established relationships 5) Develop an alumni chapter actively engaged in supporting the Office through human and financial capital

In your opinion, what do you think your biggest job-related challenges will be in the coming year? What can you do to overcome these challenges? How can I help you overcome these challenges?

Navigating interpersonal relationships within both divisions/areas the Office reports The expectations game - with the Office being an inaugural construct, it has many advantages and disadvantages. Most prominently, the advantage is there is little institutional comparison to be made, "We've never had this so we are developing it as we go..." The most significant disadvantage is the same thing, but because we are developing it as we go, I have found that expectations are high as the sky. That is doable in many ways because we have a good team and lots of support, but doing this work in a way that is sustainable is challenging.

What can I do to better support your success?

Continue to advocate for additional resources (i.e. a second graduate student in 2018-2019 would do a lot) Regular staff/leadership meetings to improve the flow of communication and give discussion opportunities on issues affecting the Center/Division. Visibility within the program (while programs are important, it would mean a lot to the Office's team if you would sometimes just "drop-in" and offer input and/or ask questions about what they are working on... helps them feel like they are part of a bigger effort)

Request for Verification of Employment

Privacy Act Notice: This information is to be used by the agency collecting it or its assignees in determining whether you qualify as a prospective mortgagor under its program. It will not be disclosed outside the agency except as required and permitted by law. You do not have to provide this information, but if you do not your application for approval as a prospective mortgagor or borrower may be delayed or rejected. The information requested in this form is authorized by Title 38, USC, Chapter 37 (if VA); by 12 USC, Section 1701 et. seq. (if HUD/FHA); by 42 USC, Section 1452b (if HUD/CPD); and Title 42 USC, 1471 et. seq. or 7 USC, 1921 et. seq. (if USDA/FmHA)

Instructions: Lender - Complete items 1 through 7. Have applicant complete item 8. Forward directly to employer named in item 1.
Employer - Please complete either Part II or Part III as applicable. Complete Part IV and return directly to lender named in item 2.
The form is to be transmitted directly to the lender and is not to be transmitted through the applicant or any other party.

Part I - Request

1. To (Name and address of employer) Texas Tech University System Phyllis Taylor, Administrative Business Assist. Box 41092 LUBBOCK, TX 70409 Phone 806-742-3211	2. From (Name and address of lender)
--	--

I certify that this verification has been sent directly to the employer and has not passed through the hands of the applicant or any other interested party.

3. Signature of Lender 	4. Title Loan Processor	5. Date 02/12/2018	6. Lender's Number (Optional)
----------------------------	-----------------------------------	------------------------------	-----------------------------------

I have applied for a mortgage loan and stated that I am now or was formerly employed by you. My signature below authorizes verification of this information.

7. Name and Address of Applicant (include employee or badge number) Jody Cofer Randall 	8. Signature of Applicant See attached borrower's authorization
--	---

Part II - Verification of Present Employment

9. Applicant's Date of Employment 1/9/2017	10. Present Position Lead Administrator	11. Probability of Continued Employment unknown
--	---	---

12A. Current Gross Base Pay (Enter Amount and Check Period) \$ 48,000.00 <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Hourly <input type="checkbox"/> Monthly <input type="checkbox"/> Other (Specify) <input type="checkbox"/> Weekly	13. For Military Personnel Only Pay Grade _____ Type _____ Monthly Amount \$ _____ Base Pay \$ _____ Rations \$ _____ Flight or Hazard \$ _____ Clothing \$ _____ Quarters \$ _____ Pro Pay \$ _____ Overseas or Combat \$ _____ Variable Housing Allowance \$ _____	14. If Overtime or Bonus is Applicable, Is Its Continuance Likely? Overtime <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Bonus <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	---	---

Type	Year To Date '18	Past Year 2017	Past Year 2016	Flight or Hazard	15. If paid hourly - average hours per week
Base Pay		43,954.78		\$	NA
Overtime				\$	NA
Commissions				\$	NA
Bonus				\$	NA
Total		43,954.78		\$	NA

20. Remarks (If employee was off work for any length of time, please indicate time period and reason)

Part III - Verification of Previous Employment

21. Date Hired	23. Salary/Wage at Termination Per (Year) (Month) (Week) Base _____ Overtime _____ Commissions _____ Bonus _____
22. Date Terminated	24. Reason for Leaving
25. Position Held	

Part IV - Authorized Signature - Federal statutes provide severe penalties for any fraud, intentional misrepresentation, or criminal connivance or conspiracy purposed to influence the issuance of any guaranty or insurance by the VA Secretary, the U.S.D.A., FmHA/FHA Commissioner, or the HUD/CPD Assistant Secretary.

26. Signature of Employer Emily Eason	27. Title (Please print or type) Student Assistant	28. Date 2-12-2018
29. Please print or type name signed in Item 26. Emily Eason	30. Phone No. 806-934-2611	

LOAN #: [REDACTED]

BORROWER'S CERTIFICATION & AUTHORIZATION

Certification

The undersigned certify the following:

1. I/We have applied for a mortgage loan from [REDACTED]

("Lender").

In applying for the loan, I/we completed a loan application containing various information on the purpose of the loan, the amount and source of the down payment, employment and income information, and assets and liabilities. I/We certify that all of the information is true and complete. I/We made no misrepresentations in the loan application or other documents, nor did I/we omit any pertinent information.

2. I/We understand and agree that Lender reserves the right to change the mortgage loan review process to a full documentation program. This may include verifying the information provided on the application with the employer and/or the Financial Institution.
3. I/We fully understand that it is a Federal crime punishable by fine or imprisonment, or both, to knowingly make any false statements when applying for this mortgage, as applicable under the provisions of Title 18, United States Code, Section 1014.

Authorization to Release Information

To Whom It May Concern:

1. I/We have applied for a mortgage loan from Lender. As part of the application process, Lender and the mortgage guaranty insurer (if any) may verify information contained in my/our loan application and in other documents required in connection with the loan, either before the loan is closed or as part of its quality control program.
2. I/We authorize you to provide to Lender and to any investor to whom Lender may sell my mortgage, and to the mortgage guaranty insurer (if any), any and all information and documentation that they request. Such information includes, but is not limited to, employment history and income; bank, money market, and similar account balances; credit history; and copies of income tax returns.
3. Lender or any investor that purchases the mortgage or the mortgage guaranty insurer (if any) may address this authorization to any party named in the loan application.
4. A copy of this authorization may be accepted as an original.
5. Your prompt reply to Lender, the investor that purchased the mortgage, or the mortgage guaranty insurer (if any) is appreciated.
6. Mortgage guaranty insurer (if any);

VA and FHA Loans

This is notice to you as required by the Right to Financial Privacy Act of 1978 that:

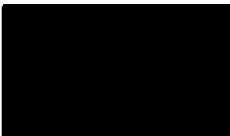
- N/A Department of Veterans Affairs (VA)
- N/A Department of Housing and Urban Development

has a right of access to financial records held by a financial institution in connection with the consideration or administration of assistance to you. Financial records involving your transaction will be available to the agency indicated above without further notice or authorization, but will not be disclosed or released to another Government Agency or Department without your consent except as required or permitted by law. Prior to the time that your financial records are disclosed, you may revoke this authorization at any time; however, your refusal to provide the information may cause your application to be delayed or rejected. If you believe that your financial records have been disclosed improperly, you may have legal rights under the Right to Financial Privacy Act of 1978.

Doc. Signed by

JODY COFER RANDALL

2/10/2018 | 10:56:34 PST
DATE



* * * Communication Result Report (Feb. 12. 2018 1:37PM) * * *

}}}

Date/Time: Feb. 12. 2018 1:30PM

File No. Mode	Destination	Pg(s)	Result	Page Not Sent
0680 Memory TX	918886409801	P. 2	OK	

- Reason for error
- E. 1) Hang up or line fail
 - E. 2) Busy
 - E. 3) No answer
 - E. 4) No facsimile connection
 - E. 5) Exceeded max. E-mail size
 - E. 6) Destination does not support IP-Fax

k11534793
T

Request for Verification of Employment

Why? Ask Employer: This information is to be used by the agency collecting it or its employees in determining whether you qualify as a prospective employer under the program. It will not be disclosed outside the agency except as required and permitted by law. You do not have to provide this information, but if you do not your application for approval as a prospective employer or borrower may be delayed or rejected. The information requested in this form is performed by Title 28, U.S.C., Chapter 37 (PINA) by 12 USC, Section 1261 et seq. (PINA); by 42 USC, Section 1462a (MUDCAP); and Title 42 USC, 1471 et seq., in 7 USC, 1921 et seq. (USDA/PSD).

Instructions: Lender - Complete items 1 through 7. Have applicant complete item 8. Forward directly to employer named in item 1. Employer - Please complete either Part II or Part III as applicable. Complete Part IV and return directly to lender named in item 2. This form is to be transmitted directly to the lender and is not to be transmitted through the applicant or any other party.

Part I - Request

1. To (Name and address of employer)
Texas Tech University System
Phyllis Taylor, Administrative Business Assst.
Box 41082
Lubbock, TX 79409
Phone 806-748-3211

2. From (Name and address of lender)

I certify that this verification has been sent directly to the employer and has not passed through the hands of the applicant or any other identified party.

4. Title
5. Date
6. Lender's Number (if known)

7. Name and Address of Applicant (include employee or badge number)
Indy Confer Rental

8. Signature of Applicant
See attached borrower's authorization

Part II - Verification of Present Employment

9. Approximate Date of Employment: 1/18/2018
10. Position Title: Lead Administrator
11. Probability of Continued Employment: Uncertain

12. Current Gross Base Pay (Enter Amount and Check Period)
\$49,000.00
 Annual
 Hourly
 Monthly
 Weekly
 Other (Specify)

13. For Military Personnel Only

14. Overtime or Bonus is Applicable, is it Contingent on Work? Overtime Bonus: Yes No

15. Paid hourly / average hours per week: NA

16. Date of applicant's next pay increase: NA

17. Projected amount of next pay increase: NA

18. Date of applicant's last pay increase: NA

19. Amount of last pay increase: NA

20. Remarks (If employee was off work for any length of time, please indicate when period and reason)

Part III - Verification of Previous Employment

21. Date Hired
21. Salary/Rate or Termination Pay (Year) (Month) (Week)

22. Date Terminated
23. Reason for Leaving
24. Position Held

Part IV - Authorized Signature - Federal statutes provide severe penalties for any fraud, intentional misrepresentation, or criminal conduct or conspiracy entered to influence the issuance of any guaranty or insurance by the VA Secretary, the U.S.D.A., FmHA/IFPA Comptroller, or the HUD/CFO Assistant Secretary.

25. Signature of Employer: Emily R. Leason
26. Title (Please print or type): Student Assistant
27. Date: 2-12-2018
28. Phone No.: 806-934-2611

Evaluation

Sec 552.136

Prepared Date: 04/05/2018

Employee Information

Name: Jody Randall	R#: [REDACTED]
Department: Campus Life	Title: Lead Administrator
Supervisor: Kimberly Thornton	Overall Evaluation Rating: 5.68
Supervisor Tech ID: [REDACTED]	Evaluation Type: Annual
Date of Evaluation: 04/05/2018	Current Hire Date: 01/09/2017
Date Submitted:	

Performance Level Rating

Rating	Description
1. Consistently Below Expectations	Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations	Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations	Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer	Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations	Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.
6. Frequently Above Expectations	Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations	Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Essential Job Functions

Rating:
6.21

as identified on current Position Description

Job Function	Performance Level:
1. Facilitate the development and implementation of educational, personal, and support programs for LGBTQIA students, faculty, and staff.	6 - Frequently Above Expectations

Comments: Jody has continued to develop a diverse array of educational, personal, and support programs for LGBTQIA students, faculty and staff. Examples of these programs include: Growing Pride Week and Lavender Graduation; creating Queer Reels, Real Topics Film Series; Raider Pride Reading Group; and #LetsEndItLbk (World AIDS Day). In total, the Office of LGBTQIA hosted 27 events during 2017 and delivered 60 presentations.

2. Provide leadership and support in campus efforts to promote inclusion of LGBTQIA students, faculty, and staff.

6 -
Frequently
Above
Expectations

Comments: Jody frequently exceeds expectations of providing leadership and support towards a more inclusive climate for LGBTQIA students, faculty and staff.

3. Develop training programs and facilitate these programs for campus on LGBTQIA issues.

7 -
Consistently
Above
Expectations

Comments: Jody has led efforts to redesign the Allies Program and bring it completely in-house. In doing so, the program was rebranded, the general ally training curriculum updated, and new special topics trainings were developed. The Allies Program also implemented a participant commitment process to assist participants in holding themselves accountable for continued growth. During 2017, 60 presentations were made in an effort to raise awareness and educate on issues impacting LGBTQIA people.

4. Coordinate events to promote the inclusion of LGBTQIA issues and awareness of the population.

7 -
Consistently
Above
Expectations

Comments: The quality and quantity of events have continued to increase. In 2017, 27 events were hosted. Jody facilitated the Office's participation in all Red Raider Orientation sessions during the summer.

5. Provide education resources to faculty and staff regarding LGBTQIA students, faculty, and staff.

6 -
Frequently
Above
Expectations

Comments: Through the continuation of the Office's monthly newsletter, active social media presence on Facebook, regular updates to the Office's website, Jody provides resources to the University community in support of the LGBTQIA community.

6. Partner with the various LGBTQIA student organizations to promote advocacy and inclusion of LGBTQIA students.

6 -
Frequently
Above
Expectations

Comments: Jody has continued to be a resource and advocate for Tech Gender and Sexuality Association, while also assisting in the creation and advising of Out Tech GNT (graduate and non-traditional students). Jody regularly provides support for the TTU Health Science Center's Gay-Straight Alliance and Out Law (formerly Lavender Law).

7. Serve as an advocate for LGBTQIA students, faculty, and staff to the university and community resources and services.

6 -
Frequently
Above
Expectations

Comments: Jody is an outspoken and strategic advocate for LGBTQIA students, faculty and staff within and outside of Texas Tech University.

8. Leadership of campus-wide LGBTQIA efforts.

6 -
Frequently
Above
Expectations

Comments: This responsibility is a point of strength for Jody as she frequently has to take-on broad,

campus-wide efforts to better position efforts to support the LGBTQIA community. These include partnership with other campus units such as the Office of Human Resources and the Office of Student Rights and Responsibilities.

9. Serve as office/department liaison for LGBTQIA student, faculty, and staff needs within both the campus and surrounding communities.

7 -
Consistently
Above
Expectations

Comments: Jody often represents the Office of LGBTQIA, Center for Campus Life, and the Division of Diversity, Equity and Inclusion among campus groups and the surrounding community with poise, persistence, and professionalism.

10. Provide assessment of LGBTQIA program outcomes and goals, supervision of student workers and/or graduate assistants within the LGBTQIA program, and develop and maintain financial reports and plans related to LGBTQIA.

6 -
Frequently
Above
Expectations

Comments: Jody regularly benchmarks progress of the Office with established goals, as well as comparisons directly with peer and aspirational institutions and indirectly through associations such as Student Affairs Professionals in Higher Education (NASPA) and the Consortium of Higher Education LGBT Professionals. During the year, Jody improved processes to supervise student staff and is continuing to work on development opportunities for her team.

11. Perform other duties as assigned by the Office of Diversity, Equity, and Inclusion.

6 -
Frequently
Above
Expectations

Comments: Jody welcomes additional duties to meet anticipated, as well as unexpected needs, for the Center for Campus Life and the Division of Diversity, Equity and Inclusion.

12. Maintain statistics and data for reporting purposes for the LGBTQIA Office.

6 -
Frequently
Above
Expectations

Comments: Jody regularly benchmarks progress of the Office with established goals, as well as comparisons directly with peer and aspirational institutions and indirectly through associations such as Student Affairs Professionals in Higher Education (NASPA) and the Consortium of Higher Education LGBT Professionals. During the year, Jody improved processes to supervise student staff and is continuing to work on development opportunities for her team.

13. Participate on University -wide committees.

6 -
Frequently
Above
Expectations

Comments: Jody represents the Office of LGBTQIA and the needs of LGBTQIA students, faculty and staff on the President's Gender Diversity Council.

14. Perform other Center for Campus Life duties as assigned.

6 -
Frequently
Above
Expectations

Comments: Jody welcomes additional duties to meet anticipated, as well as unexpected needs, for the Center for Campus Life and the Division of Diversity, Equity and Inclusion.

Job Function Summary:

Rating:
5.25

Supervisory Factors

Supervisory Factor	Performance Level:
<p>1. Leadership Ability and Coaching</p> <p><i>The ability to organize and influence a diverse group of people to achieve a common goal, communicate clear expectations, provide feedback, recognize effort, and celebrate success.</i></p> <p>Comments: Jody managed her diverse team of student staff, advisory committee, and other groups affiliated with specific programs well. Jody has strong social intelligence skills and frequently uses them to inspire her team to seek ambitious goals, which are frequently achieved. With the rapid growth of the Office, Jody has explored a variety of styles in which to communicate expectations to her team. As part of developing new job descriptions with expectations and an assessment process for her team, Jody worked towards a more consistent process for providing feedback. Jody regularly recognizes the efforts of her team and looks for ways to celebrate success and reduce burnout.</p>	<p>5 - Above Expectations</p>
<p>2. Decision Making</p> <p><i>Effectiveness in making sound decisions and taking appropriate actions</i></p> <p>Comments: Jody regularly makes sound decisions and takes appropriate actions.</p>	<p>6 - Frequently Above Expectations</p>
<p>3. Conflict Resolution</p> <p><i>Identify conflict and utilize appropriate listening and communication skills to help resolve workplace disputes</i></p> <p>Comments: Jody practices appropriate listening and communication skills to resolve conflicts and attempts to model such practice for students and colleagues.</p>	<p>5 - Above Expectations</p>
<p>4. Management of Fiscal Responsibilities</p> <p><i>Effectively demonstrates a commitment to stewardship and appropriate use of resources</i></p> <p>Comments: Jody demonstrates a competencies in managing fiscal resources for the Office of LGBTQIA, while seeking additional support from other campus partners and outside entities (i.e. program sponsorships, alumni relations, etc.).</p>	<p>5 - Above Expectations</p>

<h2>Global Competencies</h2>	<p>Rating: 5.50</p>
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Job Competency	Performance Level:
<p>1. Quality of Customer Service/Relationship with Others/Communication (oral and written)</p> <p>Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.</p> <p>Comments: Jody demonstrates proper competencies in working with diverse populations.</p>	<p>6 - Frequently Above Expectations</p>
<p>2. Compliance/Staff Development</p> <p>Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.</p> <p>Comments: Jody complies with all university and departmental rules, laws, policies, and procedures. She also frequently engages in professional development and encourages her team to do the same.</p>	<p>4 - Strong Performer</p>
<p>3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability</p>	<p>6 - Frequently</p>

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

Above Expectations

Comments: Jody manages her work effectively and efficiency given the wide scope of her responsibilities across the institution. Jody frequently exceeds expectations in the area of initiative and her flexibility to follow supervisors directions.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

6 - Frequently Above Expectations

Comments: Jody is reliable and accountable for completing tasks and prioritizing initiatives.

Competencies Summary:

Development and Goals

1. Evaluation Summary and Recommended Development

Briefly summarize the year and provide recommended employee development (such as projects, training, or education).

During the upcoming year, Jody will continue to explore programming opportunities and collaborations among institutional units and student organizations, while seeking to expand the capacity of the Office of LGBTQIA through newer initiatives such as the successful launch of the LGBTQIA Faculty and Staff Association and the Texas Tech Alumni Association Pride National Chapter. Jody will continue to utilize the Campus Pride Index as a national benchmark tool in TTU's efforts to strengthen inclusion efforts for LGBTQIA students, faculty, and staff. Jody will continue to practice her leadership skills through such service as her Public Policy Liaison role for the Student Affairs Professionals (NASPA) Gender and Sexuality Knowledge Community (2018-2020).

Acknowledgments

Signatures of Supervisors

This evaluation is based on my observation and/or knowledge of the employee's performance.

Evaluator: Kimberly Thornton Date: 04/12/2018

Next Level Manager: Date:

Other Signature: _____ Date: _____

Employee Acknowledgment

I have received and reviewed a copy of this evaluation and had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation, but represents acknowledgment of receipt. I understand I may provide to my supervisor a written response to this evaluation within 10 business days. My response must be signed and dated.

Employee: Jody Randall Date: 04/12/2018



Sec 552.136

New Position/Reclassifications Request for Approval and Review

Department Contact Information:

Date: 08/28/2018 Contact Name: Deborah Green Email: deborah.green@ttu.edu
 Title: Sr. Administrative Assistant Phone Number: +1 (806) 834-5398 Extn: _____
 Department Name: Student Affairs - Office of LGBTQIA Organization Code: B64037

New Position Request:

Select Position: _____ Select S/P: _____ Security Level (TTU/S only): _____
 Position Class Code: _____ Title: _____ FTE: _____
 Monthly or Hourly Rate: _____ Home Organization: _____ Date: _____
 Estimated Annual Cost \$ _____

Note: New positions will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____
COA: _____	FOAP: _____	Account Percent: _____	Annual Amount \$ _____

Reclassification of an Existing Position Number:

Home Organization: B64037 Current Position Number: T91160
 Incumbent Name: Jody Randall Tech ID: [REDACTED]
 FTE: 1.0 Eclass: E1 Monthly Salary/Hourly Rate: 4000/mo
Current: Position Class Code: S0677 Title: Lead Administrator
Proposed: FTE: 1.0 Eclass: E1 Monthly Salary/Hourly Rate: 5666.66/mo
 Position Class Code: S0614 Title: Director

Estimated Additional Annual Cost \$ 20000 Effective Date: 09/01/2018

Note: Reclassifications will become effective at the beginning of the first payroll period following the final approval date.

Labor Distribution (Funding Sources):

(Use comment sections if explanation is needed)

COA: T	FOAP: [REDACTED]	Account Percent: 50	Annual Amount \$ 34000
COA: T	FOAP: [REDACTED]	Account Percent: 50	Annual Amount \$ 34000
COA:	FOAP:	Account Percent:	Annual Amount \$

Comments/Justification:

This position within the Office of LGBTQIA is a key institutional leader in efforts to foster a more affirming community in areas of sexual and gender identity, as well as an inclusive educational environment for many intersectional identities. The position leads efforts of a specialized Office within Student Affairs and the Division of Diversity, Equity & Inclusion that provides a programs and services aimed at increasing awareness and understanding of issues related to sexual orientation, gender identity, and gender expression among students, faculty, staff, alumni, and community partners. This reclassification better aligns the position to meet a wide-array of essential responsibilities and is timely based on increasing demand and developing needs of the University.

Approvals:

Department Head: Cathie A. [Signature] Date: 9/11/18

AVP/Dean: _____ Date: _____

Provost/Vice President: Cathie A. [Signature] / Carol A. [Signature] Date: _____

HR Compensation: [Signature] Date: 9/13/18

Budget: _____ Date: _____

The completed and signed form should be delivered to:

TTU/TTUS

MAIL: TTU Human Resource Services, Mail Stop 1093;

EMAIL: hrc.compensation.operations@ttu.edu

HR Use Only:	Approved Position Number <u>791160</u>	Approved Security Level (TTU/S only) _____
Eclass: <u>EI</u>	FLSA: <u>MN</u>	Pay Grade: <u>806</u>
	LCAT: <u>TF</u>	BCAT: <u>PT</u>
		Date: <u>9/13</u>
	HR Approver: <u>[Signature]</u>	

Wood, Sarah

From: Meurer, Gail
Sent: Thursday, September 13, 2018 3:06 PM
To: Wood, Sarah
Subject: RE: Reclass - T91160 - Director - Student Affairs

This has been processed.
Thanks,

Gail Meurer

*Lead Analyst
Budget & Resource Planning & Management
Texas Tech University /806-834-1616*

From: Wood, Sarah
Sent: Thursday, September 13, 2018 10:30 AM
To: Office, Budget <ambud@ttu.edu>
Subject: Reclass - T91160 - Director - Student Affairs

Sarah Wood, SHRM-CP

Senior Analyst
Phone: 806-742-3851 Fax 806-742-1371
sarah.wood@ttu.edu <http://www.depts.ttu.edu/hr>
Please visit our comment card to rate your interaction with HR Comp/Ops



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Position Description

Save the document in a named file prior to completing any field.

Transaction Type Reclassification **Date Submitted** Aug 28, 2018

Department Student Affairs - Office of LGBTQIA **Org Code** B64037

Title Director **Extended Title (if applicable)** _____

Position Code S0614 **Position #** T91160 **Security Sensitive Level:** Level I Level II

Last Name Randall **First Name** Jody **Middle Initial** _____

R # [REDACTED]

Reports To:

Last Name Duran & Sumner **First Name** Catherine & Carol **Middle Initial** _____

R # [REDACTED] **Title** Assoc. Vice Provost for Student Affairs & Vice President of DEI

Hours/Shift:	From	To
<input checked="" type="checkbox"/> Monday	8:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Tuesday	8:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Wednesday	8:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Thursday	8:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input checked="" type="checkbox"/> Friday	8:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	5:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
<input type="checkbox"/> Saturday	___ <input type="checkbox"/> AM <input type="checkbox"/> PM	___ <input type="checkbox"/> AM <input type="checkbox"/> PM
<input type="checkbox"/> Sunday	___ <input type="checkbox"/> AM <input type="checkbox"/> PM	___ <input type="checkbox"/> AM <input type="checkbox"/> PM

Is overtime required? Yes No
Specify: Weekends & evenings as needed

Is travel required? Yes No
Specify: Occasionally for professional development

Other: _____

JOB SUMMARY

Position description from Texas Tech Pay Plan

Directs, plans, coordinates and supervises the operation and activities of a specialized unit or small department; develops and implements policies and procedures, administers the budget, organizes tasks and sets priorities. Serves as liaison with university personnel and community at large. Works under general supervision with broad latitude for initiative and independent judgment.

ESSENTIAL JOB FUNCTIONS

A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

List the essential functions of this job below. Attach separate pages if necessary for additional essential job functions.

Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals.

ESSENTIAL JOB FUNCTIONS *continued*

Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity.

Hire, train, supervise, and evaluate any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the Office.

Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation.

Design and deliver a high-quality Allies Program as an institution-wide training platform for students, faculty, staff, alumni and community partners about the LGBTQIA community and identified needs.

Provide support to LGBTQIA and other student organizations and/or groups on matters relating to sexual orientation, gender identity, and other intersectional identities.

Develop, oversee, and reconcile Office operating, programming, and foundation budgets.

Serve as a primary point of contact, resource, and support for students, faculty, and staff experiencing issues relative to sexual and gender identity and provide direct support and connections with campus and community resources.

Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice.

Lead efforts or provide dynamic learning activities, programs, and dialogues that engage diverse perspectives and foster shared understanding, in collaboration with students, faculty, staff, alumni, and community partners.

Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals.

Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate.

Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni.

Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as alumni organization and other university committees and perform other duties as assigned.

GLOBAL COMPETENCIES

An essential set of skills, attitudes, and knowledge that align performance with the university's standards.

1. Quality of Customer Service

Delivers high level of service which meets the needs of the customer

2. Compliance

Complies with university and departmental rules, laws, policies and procedures

3. Staff Development

Attends all required training or certification programs within the specified time frames

4. Planning and Organizing Work

Effective and efficient utilization of time and resources

5. Dependability

Degree to which the employee can be relied upon to complete tasks in a timely manner

6. Quality of Work

Accurate, neat, thorough

7. Initiative

Anticipates and responds to the needs of the department

GLOBAL COMPETENCIES *continued***8. Relationship with Others**

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers

9. Adaptability

Effectively adjusts to change

10. Communication (oral and written)

Expresses ideas/information in a complete, clear, concise, organized, and timely manner; actively listens to others and is open to suggestions

11. Accountability

Accepts responsibility for job performance

12. Job Knowledge

Demonstrates an understanding of knowledge specific to the job

LEVEL OF SUPERVISION RECEIVED

Describe the amount of supervision this position receives.

 Extensive

Much direct supervision, work with supervisor

 Moderate

Access to supervisor and/or lead coworker, when needed

 Limited

Work is highly autonomous, performs independently

SUPERVISING SUBORDINATES

Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.

Supervise any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the office.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.

Demonstrated ability in program and training development; working with a broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communication skills. Prior experience working in student affairs and in the areas of diversity, equity and inclusion.

PREFERRED KNOWLEDGE, SKILLS, AND ABILITIES

Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.

Evidence of discreet and ethical experience with sensitive and confidential issues; knowledge of issues faced by the LGBTQIA student population; knowledge of LGBTQIA student development; ability to collaborate with cross-campus partners and stakeholders; the ability to conceptualize issues and challenges to bring ideas to fruition; experience in policy review and recommendations; demonstrated effectiveness in managing crisis situations; an advocate for matters relative to sexual and gender identity.

REQUIRED QUALIFICATIONS

Qualifications from the Texas Tech Pay Plan

Bachelor's degree in area of expertise or closely related area required. Five years of experience in planning, developing, or implementing programs or research grants. Additional education may substitute for required experience on a year-for-year basis.

PREFERRED QUALIFICATIONS

Qualifications in addition to the required qualifications.

A graduate degree in student personnel/student affairs, education, counseling or other related field is preferred and three to five years of experience. Previous experience working with LGBTQIA students, faculty, staff, and communities. Previous experience coordinating programs and events. Previous experience working with diverse communities. Previous experience advising student clubs & organizations. Previous experience writing grants & fundraising.

Name _____

R # _____

WORK CONTEXT

How important are the following skills and abilities in accomplishing the essential job functions?

	Not Important	Fairly Important	Important	Very Important	Extremely Important
Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Face-to-Face Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Telephone Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Write Letters, Emails, and Memos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop and Implement Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Meet Strict Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Responsibility for Outcomes and Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Develop Objectives and Strategies, Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evaluate Information to Determine Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Deductive Reasoning, Make Decisions and Solve Problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Manage Processes, Resources, and People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Coordinate or Lead Projects and Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

PHYSICAL DEMANDS

In an average workday, employee is required to:

Approximate Amount of Time per Day (in hours)

	0-2	2-4	4-6	6+	N/A
Sit	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stand	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk or Move About	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Bend, Stoop, or Twist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Climb Ladders or Step Stools (ascend/descend)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Stairs (ascend/descend)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reach Outward, Above and Below Shoulder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Squat, Crouch, Kneel, or Crawl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Push or Pull					
Usual amount 5 lbs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max amount 50 lbs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lift					
Usual amount 5 lbs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max amount 50 lbs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry					
Usual amount 5 lbs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max amount 50 lbs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is employee able to change positions? Never Occasionally Frequently As Needed

Use feet for repetitive movements as in operating foot controls:

Right: Yes No Left: Yes No Both: Yes No

Name _____

R # _____

DEXTERITY REQUIREMENTS

Employee must use hands and wrist motion for repetitive action such as:

	Right		Left	
Simple grasping	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Firm Grasping	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Fine Manipulation	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Picking or Pinching	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No

ENVIRONMENTAL CONDITIONS

Approximate Amount of Time per Day (in hours)

	<u>0-2</u>	<u>2-4</u>	<u>4-6</u>	<u>6+</u>	<u>N/A</u>
Stand on concrete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Walk on uneven or slippery surface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to electrical hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to dust, smoke, fumes, odors, grease, oil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to distracting or unpleasant noise or sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposure to chemicals or toxic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Exposed to vibration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works in cramped quarters or congested areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works in extreme temperatures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works indoors, may or may not have natural light	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Works outdoors, exposed to weather conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works at heights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works with moving machinery or heavy machinery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Works with others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works alone	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with office equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SENSORY DEMANDS

Check all that apply.

- | | | | |
|---|--|---|---|
| <input checked="" type="checkbox"/> Hear | <input type="checkbox"/> Touch | <input checked="" type="checkbox"/> Near Vision | <input type="checkbox"/> Depth Perception |
| <input checked="" type="checkbox"/> Speak | <input type="checkbox"/> Smell | <input type="checkbox"/> Night Vision | <input type="checkbox"/> Spatial Perception |
| <input type="checkbox"/> Taste | <input checked="" type="checkbox"/> Color Vision | <input checked="" type="checkbox"/> Far Vision | |

ACKNOWLEDGEMENT

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills, work schedule, overtime, or travel for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

Signature of Employee

Date

Signature of Supervisor

Date

R#

DISTRIBUTION

Original - Department File

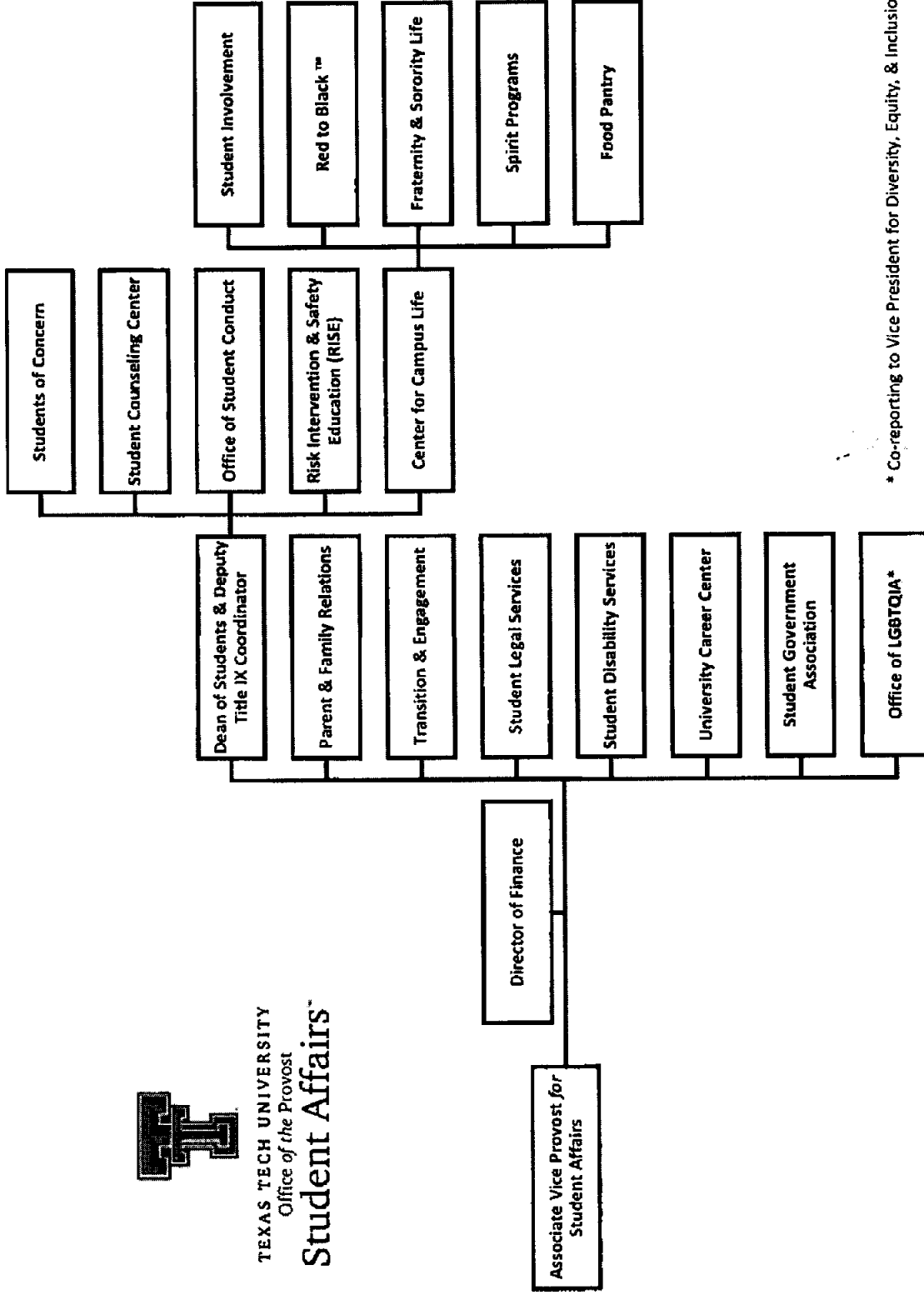
Copy - Employee

Copy - Human Resources (hr.positiondescription@ttu.edu)



TEXAS TECH UNIVERSITY
Office of the Provost

Student Affairs



* Co-reporting to Vice President for Diversity, Equity, & Inclusion

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TEXAS TECH UNIVERSITY
CONFIDENTIALITY STATEMENT


I agree to hold as strictly confidential all Texas Tech University System information regarding personnel and/or student records, communications, and activities and all other information made confidential by TTU policy or law (including, but not limited to, the Family Educational Rights and Privacy Act of 1974 and the Gramm-Leach-Bliley Act of 1999) to which I have access or obtain as faculty, employee, student, agent, representative or affiliate of TTU

I agree that I will not read or otherwise gain access to such confidential information except as required to perform my duties and responsibilities at TTU. Further, unless disclosure is authorized or required by law, I agree that I will not disclose any such confidential information now or at any time in the future, either directly or indirectly, except as required to perform my duties and responsibilities at TTU and, then, only to the extent disclosure is consistent with the authorized purpose for which the information was obtained

I agree to handle all confidential information, whether written, computerized, oral or in some other form, in such a way that it shall not be inadvertently revealed or disclosed to any other person. Except as authorized by my responsibilities and duties, I agree that I will not maintain for my files any permanent record that contains confidential information and will provide for the complete destruction of any rough drafts or unofficial copies of confidential information.

I acknowledge and agree that any breach of the Confidentiality Agreement by me may result in disciplinary action, consistent with Texas Tech University policy, up to and including termination of employment; further, I understand that such a breach may result in legal action.

The terms of this Confidentiality Agreement are effective immediately and apply to all confidential information I have attained in the past as well as future information. I understand that this document will become a part of my permanent personnel and/or student record



Signature of Faculty, Employee, Student, or Affiliate


12/19/18

Date

Jody Randall

Printed Name, R#





Witness
HR/ePAF Class

Position Description

Sec 552.136

Prepared Date: 02/28/2019

Employee Information

R#: ██████████	Last Name: Randall	First Name: Jody	Middle Initial: C
Chart: T	Org Code: B64008	Organization: Campus Life	
Position Class: S0614	Position #: T91160	Suffix #: 00	
	Title: Director	Extended Title: Director	
	Security Sensitive Level: 2	Supervisor: Yes	

Reports To:

R#: ██████████	Last Name: Duran	First Name: Catherine	Middle Initial: A
Title: Vice Provost			

Work Hours

Hours/Shift:	From:	To:
Monday	08:00 AM	05:00 PM
Tuesday	08:00 AM	05:00 PM
Wednesday	08:00 AM	05:00 PM
Thursday	08:00 AM	05:00 PM
Friday	08:00 AM	05:00 PM
Saturday		
Sunday		

Is overtime required?

Yes

Specify:

Weekends and evenings as needed

Is travel required?

Yes

Specify:

Professional development, Conferences, and Recruiting Events as needed

Other

Specify:

Job Summary

Position description from Texas Tech Pay Plan.

Directs, plans, coordinates and supervises the operation and activities of a specialized unit or small department; develops and implements policies and procedures, administers the budget, organizes tasks and sets priorities. Serves as liaison with university personnel and community at large. Works under general supervision with broad latitude for initiative and independent judgment.

Essential Job Functions

A job function is essential if removal of that function would fundamentally change the job. Things to consider when determining functions that are essential: Does the job exist to perform that function? Can the function only be performed

by a limited number of employees? Does the employee spend a significant amount of time performing this function? If you answered yes, then it is likely to be considered an essential function. If failure to perform a function has adverse affects, it is also likely to be an essential function.

Function Description:

Weight:

Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals.

Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity.

Hire, train, supervise, and evaluate any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the Office.

Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation.

Design and deliver a high-quality Allies Program as an institution-wide training platform for students, faculty, staff, alumni and community partners about the LGBTQIA community and identified needs.

Provide support to LGBTQIA and other student organizations and/or groups on matters relating to sexual orientation, gender identity, and other intersectional identities.

Develop, oversee, and reconcile Office operating, programming, and foundation budgets.

Serve as a primary point of contact, resource, and support for students, faculty, and staff experiencing issues relative to sexual and gender identity and provide direct support and connections with campus and community resources.

Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice.

Lead efforts of provide dynamic learning activities, programs, and dialogues that engage diverse perspectives and foster shared understanding, in collaboration with students, faculty, staff, alumni, and community partners.

Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals.

Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate.

Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni.

Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as alumni organization and other university committees and perform other duties as assigned.

Other duties as assigned by Vice Provost for Student Affairs, or the Vice President for Diversity, Equity, and Inclusion.

Level of Supervision Received

Describe the amount of supervision this position receives.

Limited - Work is highly autonomous, performs independently

Global Competencies

An essential set of skills, attitudes, and knowledge that align performance with the university's standards.

1. Quality of Customer Service/Relationship with Others/Communication (oral and written)

Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.

2. Compliance/Staff Development

Complies with all university and departmental rules, laws, policies and procedures; attends all required training or

certification programs with the specified time frames.

3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

Qualifications

Supervising Subordinates

Describe the amount of time and type of supervision given to subordinates. List number and title of employees supervised.

Supervise any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the office.

Required Skills, Knowledge, and Abilities

The attributes required to perform the job that are generally demonstrated through qualifying service, education, or training.

Demonstrated ability in program and training development; working with a broad range of complex programs and services, proven organizational and problem solving abilities. Ability to prioritize and adapt to changing University needs. Excellent problem solving and communication skills. Prior experience working in student affairs and in the areas of diversity, equity and inclusion.

Preferred Skills, Knowledge, and Abilities

Preferred knowledge, skills and abilities, in addition to the required knowledge, skills and abilities.

Evidence of discreet and ethical experience with sensitive and confidential issues; knowledge of issues faced by the LGBTQIA student population; knowledge of LGBTQIA student development; ability to collaborate with cross-campus partners and stakeholders; the ability to conceptualize issues and challenges to bring ideas to fruition; experience in policy review and recommendations; demonstrated effectiveness in managing crisis situations; an advocate for matters relative to sexual and gender identity.

Required Qualifications

Qualifications from the Texas Tech Pay Plan.

Bachelor's degree in related area required plus five years progressively responsible management experience. Additional education may substitute for experience on a year for year basis.

Preferred Qualifications

Qualifications in addition to the required qualifications.

A graduate degree in student personnel/student affairs, education, counseling or other related field is preferred and three to five years of experience. Previous experience working with LGBTQIA students, faculty, staff, and communities. Previous experience coordinating programs and events. Previous experience working with diverse communities. Previous experience advising student clubs & organizations. Previous experience writing grants & fundraising.

Work Context

How important are the following skills and abilities in accomplishing the essential job functions?

Public Speaking:	Extremely Important
Face-to-Face Communication:	Extremely Important
Telephone Communication:	Extremely Important
Write Letters, Emails, and Memos:	Extremely Important
Develop and Implement Policies and Procedures:	Extremely Important
Meet Strict Deadlines:	Extremely Important
Responsibility for Outcomes and Results:	Extremely Important
Develop Objectives and Strategies, Strategic Planning:	Extremely Important
Evaluate Information to Determine Compliance:	Extremely Important

Deductive Reasoning, Make Decisions and Solve Problems:

Extremely Important

Manage Processes, Resources, and People:

Extremely Important

Coordinate or Lead Projects and Teams:

Extremely Important

Physical Demands

In an average workday, employee is required to:

Physical Demands

In an average workday, employee is required to:

	Approximate Amount of Time per Day (in hours)
Sit	4 - 6
Stand	2 - 4
Walk or Move About	0 - 2
Drive	N/A
Bend, Stoop, or Twist	N/A
Climb Ladders or Step Stools (ascend/descend)	N/A
Stairs (ascend/descend)	N/A
Reach Outward, Above and Below Shoulder	N/A
Squat, Crouch, Kneel, or Crawl	N/A
Balance	N/A
Push or Pull (usual amount)	0 - 2
Push or Pull (max amount)	0 - 2
Lift (usual amount)	0 - 2
Lift (max amount)	0 - 2
Carry (usual amount)	0 - 2
Carry (max amount)	0 - 2
Is employee able to change positions?	As Needed
Use feet for repetitive movement as in operating foot controls	Neither

Dexterity Requirements

Employee must use hands and wrist motion for repetitive action such as:

Simple Grasping	Both
Firm Grasping	Both
Fine Manipulation	Both
Picking or Pinching	Both

Environmental Conditions

	Approximate Amount of Time per Day (in hours)
Stand on concrete	N/A
Walk on uneven or slippery surface	N/A
Exposure to electrical hazards	N/A
Exposure to dust, smoke, fumes, odors, grease, oil	N/A
Exposure to distracting or unpleasant noise or sounds	N/A
Exposure to chemicals or toxic materials	N/A
Exposed to vibration	N/A
Works in cramped quarters or congested areas	N/A
Works in extreme temperatures	N/A
Works indoors, may or may not have natural light	6+

Works outdoors, exposed to weather conditions	0 - 2
Works at heights	N/A
Works with moving machinery or heavy machinery	N/A
Works with others	4 - 6
Works alone	4 - 6
Works with office equipment	6+

Sensory Demands

Hearing	Yes
Speech	Yes
Taste	No
Touch	Yes
Smell	No
Color Vision	Yes
Near Vision	Yes
Far Vision	Yes
Night Vision	No
Depth Perception	Yes
Spatial Perception	Yes

Acknowledgment

The above position description is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties, skills for the position. Nothing in this position description restricts management's right to assign or reassign duties and responsibilities at any time.

Signature of Employee:	Jody Randall	Date:	03/04/2019
Signature of Supervisor:	Catherine Duran	Date:	03/04/2019

Self Assessment

Employee Information

Name: Jody Randall

Position: T91160

Department: Campus Life

Tech ID (R-number): [REDACTED]

Date of Hire: 01/09/2017

Date of Self Assessment: 03/04/2019

In your opinion, how would you evaluate yourself on the essential functions of your job?

PROVIDE LEADERSHIP FOR INSTITUTIONAL EFFORTS AIMED AT STRENGTHENING CAMPUS INCLUSIVITY OF LGBTQIA INDIVIDUALS: 5 – ABOVE EXPECTATIONS: over the past year, I have demonstrated my ability to envision and execute a strategic direction for the Office of LGBTQIA, as well as LGBTQIA life at Texas Tech University. |||| **HIRE, TRAIN, SUPERVISE, AND EVALUATE ANY PAID STAFF, GRADUATE ASSISTANTS, UNDERGRADUATE STUDENTS, INTERNS, AND VOLUNTEERS IN THE OFFICE:** 4 – STRONG PERFORMER: The current staffing structure for the Office of LGBTQIA provides many opportunities, especially pertaining to student-to-student engagement and program design with students intrinsically involved from the ground up, and unique challenges. I have high performance expectations of the Office’s graduate assistant and student assistants (undergraduate) and frequently challenge them to rise above common conceptions of a student employee’s role. Admittedly, this has not always worked out as I envisioned, but more often than not – it does and the impact it has had on delivery of our mission to strengthen the LGBTQIA community and contribute to an inclusive educational community. Throughout the year, I took steps to further develop how the team operates, including task management, day-to-day supervision, and performance evaluation processes. I am representing the Office in discussion on Raiders GROW: Undergraduate Student Employment in Student Affairs that will further ensure strong learning outcomes are in place across the division’s units, while also continuing to allow units to use their student employees to meet specific needs of that area. Development of the Office’s team is vitally important, but the team must grow for sustainability and effectiveness which is why I proposed a new staff position be considered through regular budgeting processes. |||| **OVERSEE, SUPPORT, AND ASSIST WITH PLANNING AND IMPLEMENTING EDUCATIONAL AWARENESS AND LEARNING PROGRAMS INCLUDING, BUT NOT LIMITED TO, PRIDE WEEK, THE BIG 12 LGBTQIA & ALLIES SUMMIT, AND LAVENDER GRADUATION:** 6 – FREQUENTLY ABOVE EXPECTATIONS: I have continued to lead, assist, and support programmatic efforts of the Office, including but not limited to the Pride Week, the Big 12 LGBTQIA & Allies Summit, and Lavender Graduation. Overall programmatic activity. The Office hosted and/or participated in 38 events during the spring and 41 during the fall semesters of 2018, respectively. This resulted in the engagement of over 5,000 students, faculty, and staff during that time period. • The fourth annual Pride Week was significantly expanded over previous years in content scope and participation, featuring programs such as: • The first Big 12 LGBTQIA & Allies Program was developed and implemented as a program of Texas Tech University with 212 registered participants. Post Summit assessments found the following on a 5-point Likert Scale (5 was the most positive response option): The topics covered by the educational sessions were diverse: 4.56, Agree; The topics covered by the plenary guests were interesting and relevant to my life and/or the LGBTQIA and ally communities: 4.63, Agree; and Overall, my Summit experience was: 4.67, Good. • The third annual Lavender Graduation was held to honor 19 participating students. The program involved the President, [then] Associate Vice Provost for Student Affairs, the Dean of Students, and the President of the Texas Tech Alumni Association: Pride National Chapter. |||| **DESIGN AND DELIVER A HIGH-QUALITY ALLIES PROGRAM AS AN INSTITUTION-WIDE TRAINING PLATFORM FOR STUDENTS, FACULTY, STAFF, ALUMNI AND COMMUNITY PARTNERS ABOUT THE LGBTQIA COMMUNITY AND IDENTIFIED NEEDS:** 6 – FREQUENTLY ABOVE EXPECTATIONS: The Allies Program saw another year of growth with over 1,050 participants today spanning students, faculty, staff, alumni and community partners. Through the year, I worked to onboard a new student assistant for peer education, which has significant responsibility for the implementation of the Program primarily among student populations and, at times, is involved with faculty/staff-facing sessions. |||| **PROVIDE SUPPORT TO LGBTQIA AND OTHER STUDENT ORGANIZATIONS AND/OR GROUPS ON MATTERS RELATING TO SEXUAL ORIENTATION, GENDER IDENTITY, AND OTHER INTERSECTIONAL IDENTITIES:** 6 – FREQUENTLY ABOVE EXPECTATIONS: The Office provides support to student organizations and other groups on matters relating to sexual orientation, gender identity, and the ways in which those identities intersect with many others. The Office provides guidance, financial support, and collaborations specifically with LGBTQIA organizations, including: HSC Gay-Straight Alliance; LGBTQIA Faculty and Staff Association; OUTlaw; PrideSTEM; Queer Reads; and Tech Gender and Sexuality Association. PrideSTEM formed this year after having developed from an Office-driven initiative. |||| **DEVELOP, OVERSEE, AND RECONCILE OFFICE OPERATING, PROGRAMMING, AND FOUNDATION BUDGETS:** 5 – ABOVE EXPECTATIONS: I have provided administrative leadership and management of the Office’s financial resources. This is an area where I can do a better job; however, it is time consuming and often requires a reduction in commitment to our more outward-facing programmatic activity as well as being available to students, faculty, and staff (i.e. I have to “close my door” and go offline for several hours each week ideally). |||| **SERVE AS A PRIMARY POINT OF CONTACT, RESOURCE, AND SUPPORT FOR STUDENTS, FACULTY, AND STAFF EXPERIENCING ISSUES RELATIVE TO SEXUAL AND GENDER IDENTITY AND PROVIDE DIRECT SUPPORT AND CONNECTIONS WITH CAMPUS AND COMMUNITY RESOURCES:** 6 – FREQUENTLY ABOVE EXPECTATIONS: I serve as a primary point of contact for students, faculty and staff on a daily basis. This includes providing support and consultation, often time through the lens of a holistic approach. |||| **ACT AS A RESOURCE FOR PARENTS, INCOMING STUDENTS, OR ALUMNI SEEKING ASSISTANCE. SERVE AS A VISIBLE CAMPUS RESOURCE AND PARTNER FOR FACULTY, STAFF, AND OTHER STAKEHOLDERS, PROVIDING EXPERTISE AND ADVICE:** 6 – FREQUENTLY ABOVE EXPECTATIONS: Increasingly, I receive inquiries from prospective and incoming students. Community partners regularly look to the Office and, specifically, me as a resource for expertise and advice when involving matters of sexual orientation, gender identity, and inclusive practices. |||| **LEAD EFFORTS OF PROVIDE DYNAMIC LEARNING ACTIVITIES, PROGRAMS, AND DIALOGUES THAT ENGAGE DIVERSE PERSPECTIVES AND FOSTER SHARED UNDERSTANDING, IN COLLABORATION WITH STUDENTS, FACULTY, STAFF, ALUMNI, AND COMMUNITY PARTNERS:** 4 – STRONG PERFORMER: Through the Office, I have led the design of programming with learning outcomes. These programs intentionally incorporate diverse perspectives. |||| **WORK CREATIVELY AND DEVELOP PARTNERSHIPS WITH OTHER INSTITUTIONAL ENTITIES TO ANTICIPATE AND PROVIDE CONSTRUCTIVE RESPONSE TO EXPERIENCES FACED BY LGBTQIA INDIVIDUALS:** 5 – ABOVE EXPECTATIONS: The successes of the Office in large part are achieved through partnerships with other institutional entities. Examples of this work from this past year include: Human Resources (President’s Leadership Institute – LGBTQIA Inclusivity); Office of the Registrar (Chosen Name and Gender); RISE (Safer Sex Materials and Lavender Graduation); University Student Housing (Collaboration on Gender-Inclusive Housing Proposal); and Women’s & Gender Studies (Gender and Gender Identity Colloquium). |||| **LEAD LEARNING OUTCOME DEVELOPMENT AND ASSESSMENT EFFORTS FOR THE OFFICE**

TO DETERMINE THE EFFECTIVENESS OF PROGRAMS AND SERVICES OFFERED IN CONNECTION WITH THE OFFICE'S WELCOMING AND INCLUSIVE CAMPUS CLIMATE: 4 – STRONG PERFORMER: Ahead of the fall 2018 semester, I reviewed each educational, social, and personal programming endeavor of the Office to ensure learning outcomes were in place for each (and developed them where absent). Further, I engaged a graduate intern to conduct a project independent of the Office to assess the perceived usefulness among Allies Program training/session participants. That assessment is ongoing and will conclude later this semester with a written report, which will be used in formulating changes to the Program for the 2019-2020 academic year. While I feel that my efforts to ensure learning outcomes exist and programs are carried out in ways to deliver on those outcomes, staffing limitations do continue to hinder the Office's ability to assess such for each program (i.e. do you design/implement program or design/implement assessments of programs – both, but with limited capacity things get missed). This is an area I am committed to developing further through my performance, as well as my team. |||| PURSUE ADDITIONAL PRIVATE PHILANTHROPIC SUPPORT FOR THE OFFICE. WORK IN CONJUNCTION WITH INSTITUTIONAL DEVELOPMENT TO CULTIVATE, ENGAGE, AND STEWARD DONORS AND ALUMNI: 5 – ABOVE EXPECTATIONS: I have engaged in some fund development efforts, but not nearly to the extent I know I can. I did play an instrumental role in developing the narrative that ultimately moved an un-endowed, immediate-use scholarship to an endowed scholarship with contribution of \$25,000 by [REDACTED] and [REDACTED]. During this year, I was successful in getting a \$2,000 grant from [REDACTED] for sponsorship of Pride Week 2018. Other small dollar funds have been contributed to our Fund for Excellence this year that are used as general programmatic support for the Office. Research on philanthropic efforts within student affairs has received much discussion over the past several years and many institutions are now beginning to work in this area. I have found existing support structures through Institutional Advancement, as well as the Texas Tech Alumni Association to be marginally helpful at best. As my time capacity allows, I would like to look at this work more intentionally. Anecdotally, we have significant opportunities to pursue among the community and with specific alumni, but it will require relationship building that I cannot consistently manage right now. |||| SERVE AS A MEMBER OF THE LEADERSHIP TEAMS FOR STUDENT AFFAIRS AND DIVISION OF DIVERSITY, EQUITY & INCLUSION AS WELL AS ALUMNI ORGANIZATION AND OTHER UNIVERSITY COMMITTEES AND PERFORM OTHER DUTIES AS ASSIGNED: 6 – FREQUENTLY ABOVE EXPECTATIONS: I have been proactive within the leadership teams for Student Affairs and the Division of Diversity, Equity & Inclusion, as well as an ex-officio member by way of my position on the President's Gender Equity Council.

What do you consider to be your accomplishments since your last evaluation?

Since my last evaluation, I have demonstrated leadership, flexibility, and persistence in growing the Office's programming portfolio and resourcefulness to the University community. 1) Implemented the first Big 12 LGBTQIA & Allies Summit (March 2018) 2) Achieved 4.5 Star ranking on the Campus Pride Index (August, 2018) 3) Furthered efforts to reframe the narrative and change outside perceptions of Texas Tech and LGBTQIA inclusivity, included: Alumni engagement; Visibility at large-scale events as Lubbock and Dallas pride festivals; and 4) Developed and/or expanded relationships with key institutional partners important to the mission of the Office, such as: Nefertiti Beck, Director, DDEI; Jade Silva Tovar, Senior Director, DDEI; Lori Rice-Spearman, Dean, TTUHSC School of Health Professions; and Kimberly Thornton, Senior Director, CCL. 5) Presented at a statewide conference (Texas Transgender Non-Discrimination Summit) and a regional conference (Out in West Texas). 6) Accepted to present at two national conferences (NASPA 2019 - March and Cultivate Change Summit - June)

What barriers are making success difficult in your role? How can I help remove these barriers?

The single greatest barrier to success in my role is limited staffing capacity. I have navigated some challenges with having an entire staff comprised of student employees. Understandably, most directors in comparable departments in SA and DDEI rely heavily on their student employees; however, I have little choice, but to see mine as part-time staff with detailed responsibilities involving program design, project management, and administrative support. Added staffing would both further effectiveness and efficiency of the Office, while allowing me to continue in my growth as a director who can be consider the full scope of needs at the institution. I cannot grow much more in my role without an additional full-time staff member to manage some of the programming and direct student engagement. Another barrier (not uncommon though) is the need for additional operating funds. The current year (not aligned with this evaluation period) is really the first year we are trying to get a sense of the fiscal impact of the Office. Previously, it was blurred within CCL. While student employees continue to be paid from CCL, SA, and DDEI, we will be able to better anticipate expenses going into budget prep. later this semester. I cannot offer an exact number just yet, but I anticipate needing to grow the Office's operating budget by \$3-5k annually. I also note that with expanding staffing capacity, there are other funding streams external to Texas Tech that I can more intentionally pursue.

Where do you want to be in one year in terms of responsibility, management skills, position, etc.? What is your long term career goal? What must you do to get there?

I would like to see myself in my current positional role in one year, but with expanded responsibility for LGBTQIA life at Texas Tech University. During the next year, I would like the opportunity to serve on at least one search committee within SA or DDEI, and to serve on at least one additional University-wide committee or work group. Serving as a senior student affairs or chief diversity officer (SSAO/CDO) remains my long term career goal. I have applied to a doctoral program that, if accepted, will begin fall 2019 and conclude fall 2022 (three year Ed.D. program). I envision my pathway forward to include serving as a senior director in three years (or at the completion of my doctoral studies), followed by serving as an assistant vice president or assistant/associate dean of students (depending on organizational structure and needs) within the three years following. If the opportunity then presents itself to serve in a SSAO or CDO late in my career, I will consider if it is a good fit.

What goals have you set for yourself for next year? Think both professional and departmental.

Professionally: 1) Begin doctoral studies in a field relative to higher education 2) Continue serving as a Leadership Team Member for the NASPA Gender and Sexuality Knowledge Community 3) Present at three conferences (at least one being national) 4) Take a vacation (while I feel somewhat odd including this as a professional goal, in my 2+ years at Texas Tech, I have not taken a real vacation and know I need it). Departmental: 1) Develop more effective and holistic practices to serve first year LGBTQIA students. 2) Maintain growth trajectories across key programs (i.e. Allies Program, awareness days/cultural celebration such as Pride Week, and the Summit). 3) Continued progress as assessed by the Campus Pride Index to reach 5 star status by August, 2020.

In your opinion, what do you think your biggest job-related challenges will be in the coming year? What can you do to overcome these challenges? How can I help you overcome these challenges?

As noted earlier, staffing capacity continues to be the number one challenge of the Office. I am resourceful. I am strategic in positioning my work and that of my Office, but alas, I am unsure how to overcome this particular challenge. I do not believe we (Texas Tech admin) envisioned the success we would have with this particular work just a few years ago. It has grown faster than anticipated and achieve far greater success. Now sustaining that, while not diminishing quality, and at the same time developing ways to meet more needs is really where we are now.

What can I do to better support your success?

I am thankful to have the collaborative spirit, institutional knowledge, and leadership skill of my two supervisors. I am thankful for their support. While they are very transparent with me and intentional about involving me decisions impacting my role, they likely shield me from more than I know. Similar

to others who work with (and at times, identity as) minoritized populations, being the positional leader can be professionally isolating. They know that and regularly check on me.

Evaluation

Sec 552.136

Prepared Date: 03/28/2019

Employee Information

Name: Jody Randall
Department: Campus Life
Supervisor: Catherine Duran
Supervisor Tech ID: [REDACTED]
Date of Evaluation: 03/28/2019
Date Submitted:

R#: [REDACTED]
Title: Director
Overall Evaluation Rating: 5.85
Evaluation Type: Annual
Current Hire Date: 01/09/2017

Performance Level Rating

Rating	Description
1. Consistently Below Expectations	Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations	Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations	Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer	Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations	Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.
6. Frequently Above Expectations	Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations	Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Essential Job Functions

Rating:
6.00

as identified on current Position Description

Job Function	Performance Level:
1. Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals.	7 - Consistently Above Expectations

Comments: Over the past year, Jody has demonstrated leadership to strengthen the campus experience for LGBTQIA students, faculty, and staff. Her efforts have served to instill a culture of belonging for LGBTQIA individuals in day-to-day life at Texas Tech University.

2. Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity. 6 - Frequently Above Expectations

Comments: Jody regularly demonstrates the critical role of thinking and acting strategically on behalf of LGBTQIA students, faculty, and staff within her Office and more broadly across areas of the institution.

3. Hire, train, supervise, and evaluate any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the Office. 6 - Frequently Above Expectations

Comments: Jody leads her Office's staffing structure (a graduate assistant and three student assistants) to accomplish programmatic goals. She challenges her team to excel professionally.

4. Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation. 7 - Consistently Above Expectations

Comments: Educational awareness and learning programs overseen by Jody have seen steady growth in numbers and content. Through Jody's vision, Texas Tech led among institutions to create the 1st Big 12 LGBTQIA & Allies Summit (2018). Programming remains an area where Jody's performance is frequently above expectations.

5. Design and deliver a high-quality Allies Program as an institution-wide training platform for students, faculty, staff, alumni and community partners about the LGBTQIA community and identified needs. 6 - Frequently Above Expectations

Comments: The Allies Program grew in participation to over 1,050 participants this year. Jody has expanded the program's portfolio to offer differentiated types of sessions based on audience (i.e. staff vs. faculty) and desired outcomes.

6. Provide support to LGBTQIA and other student organizations and/or groups on matters relating to sexual orientation, gender identity, and other intersectional identities. 6 - Frequently Above Expectations

Comments: The Office, through Jody, regularly supports LGBTQIA organizations through advising, financial support, and collaborations. These organizations include: HSC Gay-Straight Alliance; LGBTQIA Faculty and Staff Association; OUTLaw; PrideSTEM; Queer Reads; and Tech Gender and Sexuality Association.

7. Develop, oversee, and reconcile Office operating, programming, and foundation budgets. 5 - Above Expectations

Comments: While Jody's available time to dedicate to any one area of responsibility is limited, she does manage the Office's financial resources in accordance with University expectations. This is an area where Jody acknowledges she should dedicate more time.

8. Serve as a primary point of contact, resource, and support for students, faculty, and staff experiencing issues relative to sexual and gender identity and provide direct support and connections with campus and community resources. 6 - Frequently Above Expectations

Comments: Jody is increasingly viewed across the institution as a point of contact and/or resource on matters of sexual and gender diversity.

9. Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice. 6 - Frequently Above

Comments: Jody is receiving an increasing number of inquiries from prospective and incoming LGBTQIA students about the Campus Climate and also from community partners.

10. Lead efforts of provide dynamic learning activities, programs, and dialogues that engage diverse perspectives and foster shared understanding, in collaboration with students, faculty, staff, alumni, and community partners.

6 -
Frequently
Above
Expectations

Comments: Jody is increasingly developing programs that intentionally incorporate diverse and intersecting perspectives. Holistic approaches to strengthening the LGBTQIA community and all of their intersecting identities are a frequent part of Jody's work.

11. Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals.

7 -
Consistently
Above
Expectations

Comments: Jody anticipates the needs of LGBTQIA individuals within the University community and responds accordingly. She develops collaborative programs and resources with key campus partners.

12. Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate.

5 - Above
Expectations

Comments: Jody's significant knowledge of and experience with policy and practice related to LGBTQIA communities has helped ensure intellectual growth is at the core of the Office's programming. Jody has developed such for each program she oversees.

13. Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni.

5 - Above
Expectations

Comments: Jody engaged in fund development efforts that resulted in the transition of an un-endowed, immediate-use scholarship to the institution's first LGBTQIA endowed scholarship fund. In addition, Jody wrote for and received a smaller operating grant from [REDACTED] to support Pride Week 2018.

14. Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as alumni organization and other university committees and perform other duties as assigned.

6 -
Frequently
Above
Expectations

Comments: Jody serves as a proactive member within the leadership teams for Student Affairs and the Division of Diversity, Equity & Inclusion, as well as an ex-officio member on the President's Gender Equity Council

15. Other duties as assigned by Vice Provost for Student Affairs, or the Vice President for Diversity, Equity, and Inclusion.

6 -
Frequently
Above
Expectations

Comments: Jody is regularly willing to assist with other tasks as assigned by her supervisors

Job Function Summary:

Rating:
5.50

Supervisory Factors

supervisory positions as determined by the Position Description

Supervisory Factor	Performance Level:
1. Leadership Ability and Coaching	5 - Above Expectations

The ability to organize and influence a diverse group of people to achieve a common goal, communicate clear expectations, provide feedback, recognize effort, and celebrate success.

Comments: Jody provides institutional partners with support, feedback, and feedback to enhance individual and community success.

6 - Frequently Above Expectations

2. Decision Making

Effectiveness in making sound decisions and taking appropriate actions

Comments: Jody's decision making process regular takes into account the complex campus structures and institutional contexts for which student affairs and diversity and inclusion work is being undertaken.

5 - Above Expectations

3. Conflict Resolution

Identify conflict and utilize appropriate listening and communication skills to help resolve workplace disputes

Comments: Jody is practicing ways to manage workplace disputes and not get distracted by smaller things. Jody values workplace relationships and is building them among her peer directors.

6 - Frequently Above Expectations

4. Management of Fiscal Responsibilities

Effectively demonstrates a commitment to stewardship and appropriate use of resources

Comments: Jody meets expectations of the University and Student Affairs (operating budget).

Rating:
6.25

Global Competencies

Job Competency	Performance Level:
<p>1. Quality of Customer Service/Relationship with Others/Communication (oral and written) Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.</p> <p>Comments: Jody maintains a cooperative and engaging demeanor in the workplace and around campus. She regularly contributes through her ideas/information in effective ways. She responds to constructive feedback and/or direction.</p>	<p>7 - Consistently Above Expectations</p>
<p>2. Compliance/Staff Development Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.</p> <p>Comments: Jody completes trainings as expected by the University, while also being active in professional development within her field.</p>	<p>6 - Frequently Above Expectations</p>
<p>3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.</p> <p>Comments: Jody excels in managing her time, while maximizing her resources. Her essential responsibilities are great, yet she anticipates needs and plans accordingly.</p>	<p>6 - Frequently Above Expectations</p>
<p>4. Dependability/Accountability Degree to which the employee can be relied upon and complete tasks in a timely manner.</p> <p>Comments: Jody completes tasks on time while managing large-scale and complex programming</p>	<p>6 - Frequently Above Expectations</p>

Development and Goals

1. Evaluation Summary and Recommended Development

Briefly summarize the year and provide recommended employee development (such as projects, training, or education).
Serve in a leadership capacity within a student affairs and/or LGBTQIA-specific professional association. Present at two (2) national conferences relative to student affairs and/or LGBTQIA-specific work. Begin doctoral coursework in a related field.

Acknowledgments

Signatures of Supervisors

This evaluation is based on my observation and/or knowledge of the employee's performance.

Evaluator: Catherine Duran Date: 04/12/2019

Next Level Manager: Date:

Other Signature:

Date:

Employee Acknowledgment

I have received and reviewed a copy of this evaluation and had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation, but represents acknowledgment of receipt. I understand I may provide to my supervisor a written response to this evaluation within 10 business days. My response must be signed and dated.

Employee: Jody Randall Date: 04/12/2019



TEXAS TECH UNIVERSITY SYSTEM

Emergency Remote Work Agreement

Employee Name: Jody Randall R#: [redacted]
Job Title: Director Institution: TTU
Campus: Lubbock Department: LGBTQIA Education & Engagement
Supervisor's Name: Cathy Duran Supervisor's Phone #: (806) 834-3951

Street address of proposed remote work location: [redacted]
City: [redacted] State: [redacted] Zip Code: [redacted] Phone #: [redacted]

Start date of this Agreement: 3/26/20 End date of this Agreement:
(To be completed upon return of property)

Equipment storing confidential data, sensitive data, or export-controlled data must not be removed from campus, as this would potentially violate federal and/or state laws or regulations.

Table with 3 columns: Property Number, Serial Number, Description (Please include Manufacturer and Model number). Row 1: Regularly Assigned Work Laptop

I assume full financial responsibility for the property listed above while it is entrusted to me. I will exercise reasonable care of this equipment and safeguard it against theft, damage and misuse. I will use this equipment only for activities benefitting the missions of Texas Tech University System Institutions. I will return the property by the following business day from the end date of this agreement or upon separation from my department.

I will be responsible for accomplishing all job responsibilities/functions in accordance with my current Position/Job description while on the Emergency Remote Work Agreement. I agree to work with my direct supervisor for duty assignments and work schedule during this period of time.

Employee Name: Jody Randall Randall Date: 3/24/20

By Signing below, I approve this request.

Department Head: [redacted] Date: [redacted]

Dean/VP: [redacted] Date: 3/24/2020

Dept IT Network Site Coordinators [redacted] Date: [redacted]

Self Assessment

Sec 552.136

Employee Information

Name: Jody Randall

Position: T91160

Department: Campus Life

Tech ID (R-number): [REDACTED]

Date of Hire: 01/09/2017

Date of Self Assessment: 01/23/2020

In your opinion, how would you evaluate yourself on the essential functions of your job?

Overall, I would evaluate my performance of essential functions as being frequently above expectations. Among the 15 essential functions for my position, I consider the following to be areas of strongest performance: "Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals"; "Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation"; and "Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals". The essential function where I assess myself as having the most opportunity for growth is "Develop, oversee, and reconcile Office operating, programming, and foundation budgets".

What do you consider to be your accomplishments since your last evaluation?

I would consider the following to be among my accomplishments since my last evaluation: Led efforts to increase the raw score for Texas Tech University on the Campus Pride Index while maintaining our 4.5 star, premier campus designation; Led planning and implementation efforts to successfully deliver signature programs such as Pride Week, the Big 12 LGBTQIA & Allies Summit, and Lavender Graduation while increasing participation in all; Presented at 1 national (Cultivating Change Summit) and 2 regional (Out in West Texas and Big 12 LGBTQIA & Allies Summit) conferences; and Coordinated efforts with institutional partners such as Athletics to raise the profile of Texas Tech University among peers and aspirational institutions (i.e. Athletic Equality Index) and Women's & Gender Studies to expand educational programming efforts to offer a modified intro course on sexuality and queer feminism for the first time at Texas Tech.

What barriers are making success difficult in your role? How can I help remove these barriers?

Last year, I shared the single greatest barrier to success in my role was limited staffing capacity. The creation of a new staff line (FTE, administrator) for my Office team and subsequent hiring for the position has significantly helped specifically as it relates to our student-facing portfolio. Overall, the staffing structure of my Office team (director, administrator, graduate assistant, and 2 undergraduate assistants) positions us well to meet the needs of our communities. I will make a point, however, about staffing in relation to my ability to excel at essential functions of my job. I pointed out in an earlier question that the essential function where I see the most room for growth is "Develop, oversee, and reconcile Office operating, programming, and foundation budgets". While my graduate assistant is able to help with some of this work, I have to work extra hard to frequently perform above expectations and manage the Office's financial processes. I am not an accountant nor are my director colleagues, but many departments/offices in Student Affairs and the Division of Diversity, Equity, & Inclusion have their own business managers. I know that there are others who do not have their own business manager, but do share such a staff position with another department/office. For some business functions, I am assisted by the Program Manager for the Vice Provost for Student Affairs, but it is on an adhoc basis and not a formal responsibility. I am cognizant that by receiving a new program staff member in 2019, my Office will not likely have the opportunity for any additional staff lines for the foreseeable future. As a stop gap measure, I would like to propose changing the structure of my team over the next year further to reduce the 2 undergraduate student assistants to 1 position and increasing to 2 graduate assistants. This would require an addition financial commitment from Student Affairs or the Division of Diversity, Equity, & Inclusion of approximately \$7,500.

Where do you want to be in one year in terms of responsibility, management skills, position, etc.? What is your long term career goal? What must you do to get there?

Over the next year, I do not anticipate any significant change in my responsibilities or position. While I am regularly willing to take on additional responsibilities as assigned by the Vice Provost for Student Affairs or the Vice President for the Division of Diversity, Equity, & Inclusion, I must balance the weight of my position at our institution with my goals of continuing to advance my doctoral studies. My long-term career trajectory has not changed since last year's self-eval. I continue to aspire to serve as a senior student affairs officer (SSAO) or chief diversity officer (CDO) in the future, but see my next step position to be a senior director at the completion of my doctoral program.

What goals have you set for yourself for next year? Think both professional and departmental.

Over the next year, I will continue my doctoral studies in leadership and learning in organizations while excelling at my essential functions and supervisory responsibilities. I will continue serving as a member of the Leadership Team for the NASPA Gender and Sexuality Knowledge Community and as the a Board member for TACUSPA. I will present at 1 national conference and 2 state/regional conferences on issues relevant to: LGBTQIA; Diversity and inclusion; Student Affairs; and/or Leadership. As for my departmental goals I have for myself, I will continue to explore ways to strengthen the LGBTQIA community at Texas Tech through the continued commitment of our institution's leadership. I will continue to manage the efforts of my Office's team in delivering high-quality programming and services directly to stakeholders, particularly students. I will explore ways to increase the Office's work in support of LGBTQIA graduate students - an area I feel we have room for significant growth in.

In your opinion, what do you think your biggest job-related challenges will be in the coming year? What can you do to overcome these challenges? How can I help you overcome these challenges?

I foresee business operations, particularly regarding financial processes, as an ongoing challenge to my management success. I am hopeful to receive additional help with business management functions to include the proposed staffing structure change. I also anticipate continuing to navigate increasing demand for philanthropic support to prop-up our programs and services (amplified further, I believe, by the potential budgetary effects of the COVID-19 pandemic). As my Office's student-facing portfolio continues to grow in size and impact, I anticipate more of my time to be focused on faculty/staff support and towards relationship cultivation with alumni and potential donors.

What can I do to better support your success?

I am fortunate to have the support of our institution's senior leadership as I identify strategies to better serve our LGBTQIA communities and ensure we . I recognize the role I have grown to fill for LGBTQIA work in higher education. I could not do that work without my supervisors. Dr. Duran's knowledge of institutional processes and strong relationships with academic and auxiliary leaders support my success and my day-to-day work to embed LGBTQIA competencies into Texas Tech life. She regularly checks on me and resources my needs. Dr. Sumner's vision for an inclusive workplace and ability to offer me new frames through which I can see my work's impact inspires me. She challenges me while simultaneously advocating for my success. They offer me a multidisciplinary approach to management that many in my line of work do not get. They are my supervisors and mentors. How can they better support me? Continue to provide a space for me to contribute. They know my shortcomings and that an area I struggle with is fearing not being included.

Evaluation

Sec 552.136

Prepared Date: 04/01/2020

Employee Information

Name: Jody Randall
Department: Campus Life
Supervisor: Catherine Duran
Supervisor Tech ID: [REDACTED]
Date of Evaluation: 04/01/2020
Date Submitted:

R#: [REDACTED]
Title: Director
Overall Evaluation Rating: 5.98
Evaluation Type: Annual
Current Hire Date: 01/09/2017

Performance Level Rating

Rating	Description
1. Consistently Below Expectations	Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations	Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations	Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer	Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations	Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.
6. Frequently Above Expectations	Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations	Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Essential Job Functions

Rating:
6.07

as identified on current Position Description

Job Function	Performance Level:
1. Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals.	7 - Consistently Above Expectations

<p>Comments: Jody is consistently above expectations in the area of leadership to strengthen campus inclusivity of LGBTQIA individuals.</p>	<p>6 - Frequently Above Expectations</p>
<p>2. Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity.</p>	<p>6 - Frequently Above Expectations</p>
<p>Comments: Jody frequently exceeds expectations in providing an ambitious vision and strategic direction for her Office and the institution.</p>	
<p>3. Hire, train, supervise, and evaluate any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the Office.</p>	<p>6 - Frequently Above Expectations</p>
<p>Comments: Jody managed her Office's team (graduate assistant, 2 student assistants, and over 3 dozen volunteers). She worked with the Vice Provost for Student Affairs and the Vice President for the Division of Diversity, Equity, & Inclusion to secure a new FTE staff line (Administrator). As the hiring manager, Jody led a successful search effort, hiring, and on-boarding for the new position.</p>	
<p>4. Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation.</p>	<p>7 - Consistently Above Expectations</p>
<p>Comments: The educational awareness and learning programs under Jody's leadership continue to increase in offering and participation. Signature programs such as Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation are planned and implemented with very high attention to detail and organization. Programming is an area of Jody's performance that is consistently above expectations.</p>	
<p>5. Design and deliver a high-quality Allies Program as an institution-wide training platform for students, faculty, staff, alumni and community partners about the LGBTQIA community and identified needs.</p>	<p>6 - Frequently Above Expectations</p>
<p>Comments: With the hiring of a new staff position, Jody reorganized the Office's team to focus considerable responsibilities of the Administrator and a student assistant on peer education. Accordingly, the existing allies program became IGNITE! Texas Tech's Program for LGBTQIA 'Allyship'. During 2019, there were 25 educational sessions covering 10 different topic areas offered. Over 400 students, faculty, staff, alumni, and community members participated in these sessions.</p>	
<p>6. Provide support to LGBTQIA and other student organizations and/or groups on matters relating to sexual orientation, gender identity, and other intersectional identities.</p>	<p>6 - Frequently Above Expectations</p>
<p>Comments: Under her supervision, the Office supports LGBTQIA organizations through advising, financial support, and collaborations. These organizations include: HSC Gay-Straight Alliance; LGBTQIA Faculty, Staff, and Graduate Student Association; OUTLaw; PrideSTEM; Queer Reads; and Tech Gender and Sexuality Association. Jody also invests in maintaining strong relationships between her Office and other types of student organizations, notably the Student Government Association.</p>	
<p>7. Develop, oversee, and reconcile Office operating, programming, and foundation budgets.</p>	<p>5 - Above Expectations</p>
<p>Comments: Jody continued to manage her Office's financial resources in accordance with University expectations. While cited last year as an area where Jody acknowledged she should dedicate more time, this is an area where continued growth occur.</p>	<p>6 - Frequently Above</p>

community resources.	Expectations
Comments: Jody continued to be available as a noted point of contact and/or resource on matters of sexual and gender diversity across the institution.	
9. Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice.	7 - Consistently Above Expectations
Comments: During the past year, Jody acted as a resource to parents, incoming students, and alumni. She also remained a visible resource and partner across the institution to faculty, staff, and administration.	
10. Lead efforts of provide dynamic learning activities, programs, and dialogues that engage diverse perspectives and foster shared understanding, in collaboration with students, faculty, staff, alumni, and community partners.	6 - Frequently Above Expectations
Comments: With Jody's leadership as an important contributing factor, the institution continued to anticipate the needs of LGBTQIA individuals within the University community and respond when possible. Jody frequently demonstrates her understanding of the value added to her work and that of her Office through collaborative programming.	
11. Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals.	7 - Consistently Above Expectations
Comments: Jody invested in new partnerships with institutional entities during the past year, while seeking to strengthen existing relationships. Several notable examples of new partnerships included: the Osher Lifelong Learning Institute; School of Law; University Student Housing; and Women's History Month Lecture Series.	
12. Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate.	5 - Above Expectations
Comments: Jody developed learning outcomes for each program overseen by her Office. Further, Jody implemented an improvement project drawing on knowledge from her doctoral studies to address a recurring challenge in her Office to improve response times to inquiries or requests. Jody remained committed throughout the year to the important role her Office has at Texas Tech University to teach cultural competencies relative to gender and sexual diversity,	
13. Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni.	5 - Above Expectations
Comments: As a result of Jody's fund development efforts, the Office received a \$3,500 grant from the Texas PRIDE Impact Fund to support operations. During the year, Jody collaborated with Institutional Development to frame financial needs for her Office. Jody also worked with the Pride Alumni Network to identify prospective donor opportunities for cultivation.	
14. Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as alumni organization and other university committees and perform other duties as assigned.	6 - Frequently Above Expectations
Comments: Jody served as a member of the leadership teams for Student Affairs and the Division of Diversity, Equity & Inclusion, as well as an ex-officio member on the President's Gender Equity Council.	
15. Other duties as assigned by Vice Provost for Student Affairs, or the Vice President for Diversity, Equity, and Inclusion.	6 - Frequently Above Expectations
Comments: Jody accepted to assist with other tasks as assigned by her supervisors.	

Job Function Summary:

Supervisory Factors

supervisory positions as determined by the Position Description

Supervisory Factor	Performance Level:
<p>1. Leadership Ability and Coaching</p> <p><i>The ability to organize and influence a diverse group of people to achieve a common goal, communicate clear expectations, provide feedback, recognize effort, and celebrate success.</i></p> <p>Comments: Leadership abilities remained an area where Jody is frequently above expectations. This is an area where Jody invested considerable time and energy given the broad scope of her Office's work across the institution, as well as her personal interests in leadership as demonstrated through her doctoral studies in leadership and learning in organizations.</p>	5 - Above Expectations
<p>2. Decision Making</p> <p><i>Effectiveness in making sound decisions and taking appropriate actions</i></p> <p>Comments: During the past year, Jody exercised sound decision making that was frequently above expectations.</p>	6 - Frequently Above Expectations
<p>3. Conflict Resolution</p> <p><i>Identify conflict and utilize appropriate listening and communication skills to help resolve workplace disputes</i></p> <p>Comments: Jody showed increasing skill and tact in conflict management, particularly in navigating functional difference, structural and role complications, and communication and perception challenges across diverse demographic groups. Jody frequently showed concern for others and self in her reactions to conflict.</p>	6 - Frequently Above Expectations
<p>4. Management of Fiscal Responsibilities</p> <p><i>Effectively demonstrates a commitment to stewardship and appropriate use of resources</i></p> <p>Comments: Jody met expectations of the University and Student Affairs (operating budget). Also, Jody managed institutional relationships to secure sponsorship for signature programs totaling more than her Office's operating budget.</p>	6 - Frequently Above Expectations

Global Competencies

Job Competency	Performance Level:
<p>1. Quality of Customer Service/Relationship with Others/Communication (oral and written)</p> <p>Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.</p>	7 - Consistently Above Expectations
<p>Comments: Over the past year, Jody has demonstrated respect, cooperation, and empathy that strengthens</p>	

the workplace and educational environment of Texas Tech. One indicator of strength in this area was Jody's selection to receive an Inclusive Excellence Award from the Division of Diversity, Equity, & Inclusion.

2. Compliance/Staff Development

Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.

6 -
Frequently
Above
Expectations

Comments: Jody completed all relevant trainings as expected by the University and Student Affairs. Jody was active in professional development within the field as demonstrated by her Board service on the Texas Association of College and University Student Personnel Administrators (TACUSPA) and Gender and Sexuality Knowledge Community of Student Affairs Administrators in Higher Education (NASPA).

3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

6 -
Frequently
Above
Expectations

Comments: Planning and organization are competencies Jody demonstrated consistently above expectations.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

6 -
Frequently
Above
Expectations

Comments: Jody's dependability was consistently above expectation during the past year. Jody's essential responsibilities are many, yet she prioritized the completion of tasks in a timely manner. With the addition of a new staff member to her Office's team, Jody effectively delegated tasks to further streamline her capacity.

Competencies Summary:

Development and Goals

1. Evaluation Summary and Recommended Development

Briefly summarize the year and provide recommended employee development (such as projects, training, or education).

Continue to serve in leadership capacities within student affairs and/or LGBTQIA-specific professional associations. Submit at least 1 presentation to a national conference and 1 to a state/regional conference relative to student affairs and/or LGBTQIA-specific work. Continue doctoral coursework.

Acknowledgments

Signatures of Supervisors

This evaluation is based on my observation and/or knowledge of the employee's performance.

Evaluator: Catherine Duran Date: 04/13/2020
Next Level Manager: Date:

Employee Acknowledgment

I have received and reviewed a copy of this evaluation and had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation, but represents acknowledgment of receipt. I

understand I may provide to my supervisor a written response to this evaluation within 10 business days. My response must be signed and dated.

Employee:

Jody Randall

Date:

04/13/2020

Date: February 10, 2021

To: Lawrence Schovanec
President, Texas Tech University

From: Cathy Duran
Vice Provost for Student Affairs

Through: Mike Galyean
Provost and Senior Vice President

Subject: Change of Duty Point request

The Director shall perform all duties that are required of this role with adjustments of meetings, events, programs being held in a virtual environment that aligns with the goals of the unit and the university's COVID-19 event protocols. The duties to be performed, include but are not limited to: to unit vision planning, goal setting, managing employees, meeting with students, faculty, staff, and key stakeholders, advancing the mission of the unit through projects. The temporary duty point request is from February 1 through April 2, 2021. During this time, the Director will work a hybrid schedule consisting of Monday, Thursday, and Friday remote work and Tuesday-Wednesday on campus.

The Director's performance and time will be monitored through weekly staff meetings, bi-weekly individual meetings with the supervisor, and a weekly activity log that is monitored by the supervisor on projects, tasks and assignments completed for the week. Should duties not be performed, or deadlines be missed, the supervisor will follow up immediately with the Director to address any performance concerns.

Over the course of the year, the Office of LGBTQIA Education & Engagement has adjusted to serving students in a virtual format that include student meetings, appointments, programs, and services. Students have greater access to meeting with staff members across the digital platform to have their needs met while also participating in the program. To align with ensuring a safer return to campus amid COVID-19, the ability to have limited staff in the office allows for adherence to COVID-19 safety protocols while serving student populations. Duties have been performed virtually with a greater ability to meet students in various virtual platforms and engagement in these platforms has increased as it allows for greater flexibility with programs and events.



Employee Detail and Approvals

Employee Detail Information

Start Date	02/01/2021	End Date	04/02/2021
Name	Jody Randall	R Number	[REDACTED]
Hire Date	01/09/2017	Job Title	Director
Department	Office of LGBTQIA Education & Engagement		

Physical Remote Work Location While Performing Job Duties

Worksite	Hybrid (Home & Campus)	Address	[REDACTED]
City	[REDACTED]	State	[REDACTED]
Zip Code	[REDACTED]	Country	[REDACTED]

Will the employee be using Texas Tech Property? Yes

Approvals

Name	Action	Action Date	Comment
Grace Hernandez for President Schovanec	Approve as President	02/10/2021	
Mike Galyean	Approve	02/10/2021	
Rob Stewart	Approve	02/10/2021	
Cathy Duran	Approve	02/10/2021	
Deborah S. Green	<i>Submit</i>	02/10/2021	

Date: March 29, 2021

To: Lawrence Schovanec
President, Texas Tech University

From: Catherine A Duran
Vice Provost for Student Affairs

Through: Michael Galyean
Provost and Senior Vice President

Subject: Change of Duty Point request

The Director shall perform all duties that are required of this role with adjustments of meetings, events, programs being held in a virtual environment that aligns with the goals of the unit and the university's COVID-19 event protocols. The duties to be performed, include but are not limited to: to unit vision planning, goal setting, managing employees, meeting with students, faculty, staff, and key stakeholders, advancing the mission of the unit through projects. The temporary duty point is requested through May 1, 2021. During this time, the Director will work a hybrid schedule consisting of Monday, Thursday, and Friday remote work and Tuesday-Wednesday on campus.

The Director's performance and time will be monitored through weekly staff meetings, bi-weekly individual meetings with the supervisor, and a weekly activity log that is monitored by the supervisor on projects, tasks and assignments completed for the week. Should duties not be performed, or deadlines be missed, the supervisor will follow up immediately with the Director to address any performance concerns.

Over the course of the year, the Office of LGBTQIA Education & Engagement has adjusted to serving students in a virtual format that include student meetings, appointments, programs, and services. Students have greater access to meeting with staff members across the digital platform to have their needs met while also participating in the program. To align with ensuring a safer return to campus amid COVID-19, the ability to have limited staff in the office allows for adherence to COVID-19 safety protocols while serving student populations. Duties have been performed virtually with a greater ability to meet students in various virtual platforms and engagement in these platforms has increased as it allows for greater flexibility with programs and events.



Employee Detail and Approvals

Employee Detail Information

Start Date	04/01/2021	End Date	05/01/2021
Name	Jody Randall	R Number	[REDACTED]
Hire Date	01/09/2017	Job Title	Director
Department	Office of LGBTQIA Education & Engagement		

Physical Remote Work Location While Performing Job Duties

Worksite	Hybrid (Home & Campus)	Address	[REDACTED]
City	[REDACTED]	State	[REDACTED]
Zip Code	[REDACTED]	Country	[REDACTED]

Will the employee be using Texas Tech Property? Yes

Approvals

Name	Action	Action Date	Comment
Grace Hernandez for President Schovanec	Approve as President	03/29/2021	Due to the accessibility of vaccines, this request is approved until the end of April.
Michael Galyean	Approve	03/25/2021	
Rob Stewart	Approve	03/25/2021	
Catherine A Duran	Approve	03/23/2021	
Deborah S. Green	<i>Submit</i>	03/08/2021	

Employee Information

Name: Jody Randall
Position: T91160
Department: Campus Life

Tech ID (R-number): [REDACTED]
Date of Hire: 01/09/2017
Date of Self Assessment: 03/31/2021

What do you consider to be your accomplishments since your last evaluation?

During this evaluation period, I led Texas Tech to achieving a 5-star ranking on the Campus Pride Index and to be listed nationally on their listing of "Best of the Best" LGBTQ-Friendly Colleges & Universities. The challenges presented by COVID-19 required my office to transition to an entirely virtual modality for a portion of the evaluation period. I led efforts to move my office into this unchartered space, while serving among a small team of leaders in Student Affairs coordinating the transition to remote-work and for modeling how we continue to provide high-quality programming and services during the pandemic. For my office, we successfully transitioned many programs to this new modality, while developing new sorts of programming and services to fill gaps created by existing practices that simply were not possible in the new form. An example of how we transitioned our work would be with IGNITE! Texas Tech's Program for LGBTQIA Allyship. We expanded on existing in-person sessions to include synchronous online delivery through Zoom Meetings Pro and asynchronous online content using PlayPosit. Continuing my accomplishments, the Office hosted another Big 12 LGBTQIA & Allies Summit with record registration further demonstrating our capacity and leadership across the state, the Big 12, and beyond. Working in partnership with Undergraduate Admissions, my Office helped create a pathway for prospective students awaiting their admission decisions to request information through RaiderConnect from the Office on programs and services provided to LGBTQIA students and those interested in "allyship." Another partnership was with University Student Housing. My office worked with University Student Housing to develop a new housing option called Roommate Choice Housing that allows for upper-class and transfer students to live with a specific person or group of people regardless of their gender in a suite or apartment style living environment. This housing option will be available in Fall 2021, but the option went live during this evaluation period (fall 2020) as part of housing registration.

In your opinion, how would you evaluate yourself on the essential functions of your job?

I would evaluate my performance of essential functions as being frequently above expectation. There are 15 essential functions for my position. Similar to last year, I believe I have the strongest performance record in the following areas: "Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals"; "Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big 12 LGBTQIA & Allies Summit, and Lavender Graduation"; "Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice"; and "Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals." I believe that I have shown growth around "Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni." During this evaluation period, I have continued to invest time and effort into this work through partnerships with the Texas Tech Alumni Association Pride Alumni Network and have produced results that include expanding our scholarship portfolio by adding the David Sassano Pride Scholarship as an immediate use fund of 16 \$500 scholarships spread across 4 years (2 per spring and fall semesters). The essential function where I continue to have the most opportunity for growth is "Develop, oversee, and reconcile Office operating programming, and foundation budgets." Time constraints regularly push this essential function down on my list of tasks to accomplish, yet I know the importance of this work.

What barriers are making success difficult in your role? How can I help remove these barriers?

There have been so many barriers this year, but most were beyond the scope of what anyone could realistically change (i.e. COVID-19). The pandemic challenged my team to work differently this year and it called on me to lead differently. Through the barriers came opportunities to try on new ways of doing things and raise questions about why we do things certain ways. I noted last year, and above, that I continue to struggle to find time to address an essential function around "Develop, oversee, and reconcile Office operating, programming, and foundation budgets." I made changes to the structure of my team to delineate between our graduate assistants with one being focused on peer education efforts and the other on administration. I envisioned the graduate assistant focused on administration to provide me more support than has panned out in general day-to-day responsibilities of leading the office. This was due, in part, to the pandemic and the effects it has had on everyone navigating unfamiliar challenges. The other is a misalignment with between these expectations and the graduate assistant's strengths being more student-focused and on outreach. The individual serving as my graduate assistant for administration graduates this summer and will provide an opportunity to identify someone to fill the position with strengths in providing administrative support. The office has continued to receive administrative support by the program manager for Student Affairs noting, however, such support is not a significant portion of that staff member's responsibilities. As I noted in my self-evaluation last year, I am cognizant that we are not in a position right now institutionally to advocate for an additional staff position in the office. I am, however, advocating that we continue to be mindful of this concern and propose a business assistant for the office when a pathway to do so is possible.

Where do you want to be in one year in terms of responsibility, management skills, position, etc.? What is your long term career goal? What must you do to get there?

Over the next year, I anticipate the essential functions of my position and overall responsibilities to remain relatively like what they are now. I do see some new opportunities available to me professional over the next year, such as serving on the Texas Tech Centennial Celebration subcommittee responsible for student engagement and a strategic planning group being assembled through Athletics that has the opportunity to explore ways to strengthen collaborations and promote an emphasis on inclusion and belonging. I have four semesters (after spring 2021) remaining in my doctoral program. My long-term career trajectory continues to be focused on serving as a senior student affairs officer (SSAO) or chief diversity officer (CDO). While it remains to be too early to envision specific changes that may be available to me next year (or in about a year and a half when I am finished with my doctorate), I would like the opportunity to expand my portfolio to serve as a senior director.

What goals have you set for yourself for next year? Think both professional and departmental.

Professionally, I will continue my doctoral studies in leadership and learning in organizations, while honing my practice of leadership at Texas Tech. I am currently serving as part of the leadership team for the NASPA Gender and Sexuality Knowledge Community and as a Board member for

TACUSPA. I intend to rotate off those positions in the next 3-6 months respectively as the workload associated with completing my doctoral studies intensifies. As for departmental goals, Texas Tech will continue to be recognized by Campus Pride as a 5-star ranking and premier campus designation on the Campus Pride Index, while continuing to improve on the organization's "Best of the Best" LGBTQ-Friendly Colleges & Universities Listing. The office will continue to lift-up the experiences of students around shared identities and interests, while recognizing the disproportionate evidence and impact of systemic racism, homophobia, and transphobia. An example of this work is the LGBTQIA in Education Affinity Space being piloted with the College of Education. Future opportunities for similar collaborations are with the College of Agricultural Sciences & Natural Resources and the Whitacre College of Engineering where preliminary conversations are already underway. I will continue to build on the leadership I am practicing with institutional and other partners such as the City of Lubbock, Texas Tech Human Resources, and TTU Health Sciences Center to bring in new ways to demonstrate inclusivity.

In your opinion, what do you think your biggest job-related challenges will be in the coming year? What can you do to overcome these challenges? How can I help you overcome these challenges?

My biggest job-related challenges continue to be business operations. Even during the pandemic, other responsibilities take precedent over these functions and challenges my success and a manager. I am regularly experimenting with new ways to meet these responsibilities, while continuing to grow in others. I am not sure what else can be done about this challenge at this time.

What can I do to better support your success?

I continue to fortunate in having the support of many senior administrators at the institutions, including my immediate supervisors, Dr. Duran and Dr. Sumner. They both have high expectations of me and my work, yet regularly express compassion towards me. They invest in me as my supervisors and mentors. They regularly offer ways for me to contribute and serve outside my regular responsibilities to ensure I have growth opportunities.

Evaluation

Sec 552.136

Prepared Date: 04/02/2021

Employee Information

Name: Jody Randall
Department: Campus Life
Supervisor: Catherine Duran
Supervisor Tech ID: [REDACTED]
Date of Evaluation: 04/02/2021
Date Submitted:

R#: [REDACTED]
Title: Director
Overall Evaluation Rating: 6.10
Evaluation Type: Annual
Current Hire Date: 01/09/2017

Performance Level Rating

Rating	Description
1. Consistently Below Expectations	Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations	Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations	Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer	Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations	Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.
6. Frequently Above Expectations	Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations	Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Essential Job Functions

Rating:
6.13

as identified on current Position Description

Job Function	Performance Level:
1. Provide leadership for institutional efforts aimed at strengthening campus inclusivity of LGBTQIA individuals.	7 - Consistently Above Expectations

Comments: Jody consistently exceeds in the area of leadership to strengthen campus inclusivity of LGBTQIA individuals.

2. Provide vision and strategic direction for the Office and its programmatic efforts, while supporting students, faculty, staff, alumni, and community partners on topics related to sexual and gender identity.

6 -
Frequently
Above
Expectations

Comments: Jody frequently exceeds in providing an ambitious vision and strategic direction for her Office and the institution on matters related to identity.

3. Hire, train, supervise, and evaluate any paid staff, graduate assistants, undergraduate students, interns, and volunteers in the Office.

6 -
Frequently
Above
Expectations

Comments: Jody frequently exceeds expectations in the management of her Office's team (administrator, 2 graduate assistants, undergraduate assistant, and many volunteers).

4. Oversee, support, and assist with planning and implementing educational awareness and learning programs including, but not limited to, Pride Week, the Big XII LGBTQIA & Allies Summit, and Lavender Graduation.

7 -
Consistently
Above
Expectations

Comments: Jody consistently delivers high-quality "signature programs" such as Pride Week, the Big 12 LGBTQIA & Allies Summit, and Lavender Graduation. While the pandemic presented new and unpredictable challenges for larger types of programming, such as these signature programs, Jody's performance were consistently above expectations.

5. Design and deliver a high-quality Allies Program as an institution-wide training platform for students, faculty, staff, alumni and community partners about the LGBTQIA community and identified needs.

6 -
Frequently
Above
Expectations

Comments: Jody led her Office team's implementation of IGNITE! Texas Tech's Program for LGBTQIA Allyship. Through this program and other initiatives, the Office made 48 educational presentations during calendar year 2020.

6. Provide support to LGBTQIA and other student organizations and/or groups on matters relating to sexual orientation, gender identity, and other intersectional identities.

6 -
Frequently
Above
Expectations

Comments: While student organizations experienced significant challenges during the pandemic, Jody invested in maintaining strong relationships between her Office and these groups. This is an area Jody recognizes as important and the Office provides advising, financial support, and collaboration towards.

7. Develop, oversee, and reconcile Office operating, programming, and foundation budgets.

5 - Above
Expectations

Comments: Jody is primarily responsible for the management of her Office's financial resources in accordance with University expectations. Jody continues to acknowledge she should dedicate more time to this work. This is an area where continued growth is possible.

8. Serve as a primary point of contact, resource, and support for students, faculty, and staff experiencing issues relative to sexual and gender identity and provide direct support and connections with campus and community resources.

6 -
Frequently
Above
Expectations

Comments: Jody performs continually above expectations as a point of contact, resource, and support.

9. Act as a resource for parents, incoming students, or alumni seeking assistance. Serve as a visible campus resource and partner for faculty, staff, and other stakeholders, providing expertise and advice.

7 -
Consistently
Above
Expectations

Comments: Jody has continued serving as a resource to parents, incoming students, and alumni with added emphasis in the latter two.

<p>10. Lead efforts of provide dynamic learning activities, programs, and dialogues that engage diverse perspectives and foster shared understanding, in collaboration with students, faculty, staff, alumni, and community partners.</p> <p>Comments: ody frequently exceeds expectations in her understanding providing dynamic learning activities and engaging students, faculty, staff, alumni, and community partners in dialogue and collaborations that move the community forward.</p>	<p>6 - Frequently Above Expectations</p>
<p>11. Work creatively and develop partnerships with other institutional entities to anticipate and provide constructive response to experiences faced by LGBTQIA individuals.</p> <p>Comments: Jody continues to invest in partnerships with institutional entities while strengthening existing relationships. Several notable examples of new partnership included: Human Resources; Undergraduate Admissions; and University Student Housing.</p>	<p>7 - Consistently Above Expectations</p>
<p>12. Lead learning outcome development and assessment efforts for the Office to determine the effectiveness of programs and services offered in order to create a more consistently welcoming and inclusive campus climate.</p> <p>Comments: Jody frequently exceeds expectations by ensuring the programs organized by her Office have high-quality learning outcomes.</p>	<p>6 - Frequently Above Expectations</p>
<p>13. Pursue additional private philanthropic support for the Office. Work in conjunction with Institutional Development to cultivate, engage, and steward donors and alumni.</p> <p>Comments: Jody provided leadership in partnering with the Texas Tech Alumni Association Pride Alumni Network to receive a gift from alumnus David Sassano to establish an immediate use scholarship named the David Sassano Pride Scholarship. The gift provides for sixteen \$500 recipients (four per academic year).</p>	<p>5 - Above Expectations</p>
<p>14. Serve as a member of the leadership teams for Student Affairs and Division of Diversity, Equity, & Inclusion as well as alumni organization and other university committees and perform other duties as assigned.</p> <p>Comments: Jody continued serving as a member of the leadership teams for Student Affairs and the Division of Diversity, Equity & Inclusion, as well as an ex-officio member of the President’s Gender Equity Council. During the pandemic, Jody served as part of a small team of leaders in Student Affairs that assigned with the transition to remote-work arrangements, managed processes during the height of the pandemic, and was part of the Student Affairs Return to Campus Task Force.</p>	<p>6 - Frequently Above Expectations</p>
<p>15. Other duties as assigned by Vice Provost for Student Affairs, or the Vice President for Diversity, Equity, and Inclusion.</p> <p>Comments: Jody assisted with other tasks as assigned by her supervisors.</p> <p>Job Function Summary:</p>	<p>6 - Frequently Above Expectations</p>

<h2>Supervisory Factors</h2> <p><i>supervisory positions as determined by the Position Description</i></p>	<p>Rating: 6.00</p>
<p>Supervisory Factor</p> <p>1. Leadership Ability and Coaching</p>	<p>Performance Level:</p> <p>6 - Frequently Above</p>

The ability to organize and influence a diverse group of people to achieve a common goal, communicate clear expectations, provide feedback, recognize effort, and celebrate success.

Comments: Jody has grown in these supervisory areas. She is frequently above expectations. Jody is passionate about her practice of leadership, as demonstrated through her doctoral studies in the area, and regularly brings that expertise into her professional work.

6 -
Frequently
Above
Expectations

2. Decision Making

Effectiveness in making sound decisions and taking appropriate actions

Comments: Jody has frequently demonstrated effectiveness in making sound decisions and taking appropriate actions.

6 -
Frequently
Above
Expectations

3. Conflict Resolution

Identify conflict and utilize appropriate listening and communication skills to help resolve workplace disputes

Comments: Jody regularly includes compassion in her approach to leadership. This includes when she must navigate conflict resolution. Jody continues to grow and increase her tactfulness in conflict management.

6 -
Frequently
Above
Expectations

4. Management of Fiscal Responsibilities

Effectively demonstrates a commitment to stewardship and appropriate use of resources

Comments: Jody met expectations of the University and Student Affairs regarding management of her financial resources. Jody continued to participate in philanthropic initiatives to raise outside funds to augment her Office's operating budget.

Rating:
6.25

Global Competencies

Job Competency	Performance Level:
<p>1. Quality of Customer Service/Relationship with Others/Communication (oral and written) Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas/information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.</p> <p>Comments: Jody continues to demonstrate respect, cooperation, and empathy that strengthens the workplace and educational environment of Texas Tech. An indicator of Jody's strength in this area is by Jody's selection for the President's Excellence in Gender Equity Award.</p>	<p>7 - Consistently Above Expectations</p>
<p>2. Compliance/Staff Development Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.</p> <p>Comments: Jody completed all relevant trainings as expected by the University and Student Affairs. Jody has been active in her professional development through various associations and in pursuit of her doctoral studies.</p>	<p>6 - Frequently Above Expectations</p>
<p>3. Planning and Organizing Work/Quality of Work/Initiative/Adaptability</p>	<p>6 - Frequently</p>

Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.

Above
Expectations

Comments: Jody consistently exceeds expectations in the areas of planning and organizing.

4. Dependability/Accountability

Degree to which the employee can be relied upon and complete tasks in a timely manner.

6 -
Frequently
Above
Expectations

Comments: Jody consistently exceeds expectations in the areas of dependability and accountability.

Competencies Summary:

Development and Goals

1. Evaluation Summary and Recommended Development

Briefly summarize the year and provide recommended employee development (such as projects, training, or education).

Jody will continue to serve in leadership opportunities and contribute to university-related initiatives over the next year.

Jody will continue to pursue her doctoral coursework, while working through her capstone research. Jody is anticipated to finish her doctoral program during summer 2022.

Acknowledgments

Signatures of Supervisors

This evaluation is based on my observation and/or knowledge of the employee's performance.

Evaluator: Catherine Duran Date: 04/08/2021

Next Level Manager: Date:

Employee Acknowledgment

I have received and reviewed a copy of this evaluation and had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation, but represents acknowledgment of receipt. I understand I may provide to my supervisor a written response to this evaluation within 10 business days. My response must be signed and dated.

Employee: Jody Randall Date: 04/09/2021

Jody C. Randall

November 23, 2021

Catherine A. Duran, Ph.D.
Vice Provost
Texas Tech University
1502 Akron Avenue, MS 45014
Lubbock, TX 79409

Carol A. Sumner, Ed.D.
Chief Diversity Officer & Vice President
Texas Tech University
P.O. Box 5024
Lubbock, TX 79409

Re: Resignation

Dear Dr. Duran and Dr. Sumner:

Over the past five years, we have accomplished so much to strengthen Texas Tech University as inclusive educational and workplace environments. Since joining Texas Tech, we have redefined the experience of being part of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community through the design and implementation of numerous programs and services. We have developed a network of students, faculty, staff, alumni, and community partners committed to the practice of allyship. And, we have made our mark on the national stage being included among Campus Pride's *Best of the Best LGBTQ-Friendly Colleges and Universities* (twice!).

As you are aware, I was recently selected to serve as the Vice President of Diversity, Equity, & Inclusion at Texas Tech University Health Sciences Center. This is an incredible opportunity for me. It advances my career, while allowing me to stay in Lubbock and be part of the Texas Tech University System.

This letter serves as my resignation as Director for the Office of LGBTQIA Education & Engagement at Texas Tech University effective December 31, 2021. Over the weeks ahead, I will contribute to the necessary planning for a smooth transition and will remain committed to the success of the Office long after my departure.

Thank you for everything you have done and the support you have shown me. Please know that serving as the inaugural director for this office has been transformational and very meaningful to me.

Sincerely, I am



Jody Randall



TEXAS TECH UNIVERSITY SYSTEM ORP Information Acknowledgment Form

With few exceptions, you have the right to request, receive, review and correct information about yourself collected using this form.

You are eligible to participate in the Optional Retirement Program unless you previously waived your eligibility. Election to participate is optional; however, membership in the Optional Retirement Program or the Teacher Retirement System is mandatory. Please read and acknowledge the following concerning the Optional Retirement Program:

1. Selection of ORP in lieu of the Teacher Retirement System (TRS) entails certain responsibilities for the employee, including selection and monitoring of ORP companies and investments. An overview of TRS/ORP is available at <http://www.ttuhs.edu/hr/documents/TRSandORP2005.pdf>.
2. The Texas Tech University System has no fiduciary responsibility for the market value of ORP participants' investments or for the financial stability of the ORP companies selected by the participants.
3. The amount the employer contributes to ORP is determined by the Texas Legislature and may change over time.
4. Unless indicated otherwise in paragraph 7, I certify that I have never been given the opportunity in the past to enroll in ORP in Texas. I understand that I have 90 days from my date of eligibility to enroll in ORP and that this is a one-time irrevocable choice between the ORP and the TRS. I further understand that should I fail to enroll in ORP within the 90 day eligibility period I will be required to permanently enroll in the Teacher Retirement System of Texas for the remainder of my employment in Texas public higher education.

My 90 day eligibllity period begins 1/1/22 and ends 3/31/22

5. If I am in a visiting, adjunct, temporary or any other ORP-eligible position that may not be expected to last for more than 12 months, I understand that this is my one and only opportunity to elect ORP in lieu of TRS. In addition, I understand that failure to enroll in ORP at this time will eliminate any future opportunities to enroll in ORP even if I have an extended break in service from Texas institutions of higher education. This is my one-time, irrevocable choice, and I understand that I will not have another opportunity to enroll in ORP if I return to an ORP-eligible position in Texas.
6. I understand that the following properly completed ORP enrollment forms must be received by the appropriate Personnel/Human Resources office within the 90-day election period and before the monthly payroll calculation in order to be effective that month. Forms received after the monthly payroll calculation will be effective on the first of the following month. These forms are available online at <http://www.depts.ttu.edu/personnel/retirement/retirement.aspx> or <http://www.ttuhs.edu/hr/benefits.aspx> or from the Benefits office.
 - a. Texas Tech ORP Salary Reduction Acknowledgment
 - b. Notice of Election to Participate in Optional Retirement Program (TRS Form 28)
 - c. Application for Refund (TRS Form 29), if applicable

7. I have previously participated in or have been eligible to participate in the Texas Optional Retirement Program (ORP), at the Texas Higher Education employer(s) listed below:

Employer(s)	Title(s)	Employment Period(s)
-	-	-
-	-	-

I have read and understand the above statements concerning responsibilities that an employee undertakes upon selection of the Optional Retirement Program (ORP) in lieu of the Teacher Retirement System (TRS). I have been furnished a copy of "An Overview of TRS and ORP" as a source of information about my retirement decision.

Jody Randall
Name (Print)

Vice President
Position or Title

Diversity, Equity and Inclusion
Department

J Randall
Employee Signature

[Redacted]
Social Security Number

[Redacted]
Telephone Number

jody.randall@ttuhsc.edu
E-Mail Address

1/5/22
Date

RETURN TO YOUR BENEFITS OFFICE OR MAIL TO:
TTU/TTUS: Texas Tech University, Personnel Benefits, PO Box 41093, Lubbock, TX 79409
TTUHSC: Texas Tech University HSC, Human Resources, 3601 4th Street, Lubbock, TX 79430

em sent 1-4-22 (52)

1522 Keep benefits as is ✓ Keyed
1/17
See 552.117, .136, .137, .147

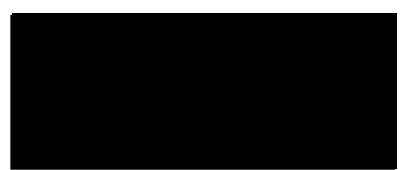
Direct transfer



Agency 0733

H-1 ✓

Jody C Randall



annual 180,000
15000 mo

Cofes

need to offer
em 1-5-2022
need IAF 1-5

Thru to HSC

VP Diversity Equity Inclusion
24218



position verified - that if eligible?
Belinda president office
Michael Wish

Coleman Johnson

Neill, Sara

From: Jody Cofer Randall [REDACTED]
Sent: Tuesday, January 4, 2022 5:21 PM
To: Neill, Sara
Subject: Re: TTUHSC Benefits office - new hire feel free to schedule a One on One Q&A

CAUTION: This email originated from outside of TTUHSC. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Sara,

[REDACTED] As I understand it, I don't have to complete the form then. If I am wrong, please clarify that for me.

Jody Randall

On Tue, Jan 4, 2022 at 2:23 PM Neill, Sara <Sara.Neill@ttuhsc.edu> wrote:

Hello Jody Randall,

I am contacting you because I see that you have a new hire date with TTUHSC of 1/1/2022 – since our next scheduled New hire Orientation Zoom training will be on Monday January 10th at 9:00a, I wanted to get some “timed” information out to you quickly.

Our office will be sending you an invitation in a week or so to attend the NTMO Zoom Meeting a few days before that 1/10/22 event.

As a direct transfer from another state agency eligible for benefits – you have 30 days – to make insurance elections (we have you make your direct transfer elections with our office - by turning in the attached Benefit Election Form) So elections should be **entered by 1/29/2022**, and if you first heard of your insurance elections at the 1/10/22 NTMO Zoom; then you wouldn't have a full month to make your elections. Your TTUHSC coverages will begin 01/01/2022 with no waiting period.

Some of the ERS Insurance election information included in this email are instructions for verifying your account and the New Employee Benefits Guide PY22. **Your ERSID is 01211367000** So, please get back with me to let me know if you want your TTU benefits to remain “as is” or if you would like to make ERS insurance changes with this move to TTUHSC.

Feel free to give me a call or email I would be glad to go over the benefits, you can set up an appointment with us in office or set up a Zoom Q&A or answer questions with you.

Sara Neill

HR Generalist I Email: sara.neill@ttuhsc.edu

Human Resources / Room 1B100 \ 1B110H

3601 4th St. STOP 8100 / Lubbock, TX 79430-8100

T: 806.743.3624 / F: 806.743.2882 / hschrlubbock@ttuhsc.edu



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER

How am I doing? Please let my manager know at kelly.mcginis@ttuhsc.edu.

General HR information: <http://www.ttuhsc.edu/hr/> **Benefits:** <http://www.ttuhsc.edu/hr/benefits>

TTUHSC Personnel Operating Policies and Procedures go to: <http://www.ttuhsc.edu/hr/PoliciesManuals.aspx>

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Neill, Sara

From: Chandler, Brian D X <Brian.D.X.Chandler@ttu.edu>
Sent: Wednesday, January 5, 2022 4:14 PM
To: Neill, Sara; HR Employee Services
Subject: Re: Benefits TTU to HSC

Jody Randall [REDACTED] TTU→TTUHSC 1/1/2022 ERS ID#: [REDACTED]

A DTA/MNT 01/01/2022 has been processed to update employee to TTUHSC 0739.

Randall, Jody		Employee	EmplID: [REDACTED]	Empl Rcd#: 0
Work Location		View All First 1 of 1		
Employee Status:	Active	Date Created:	01/05/2022	
Effective Date:	01/01/2022	Effective Sequence:	0	
Action / Reason:	Data Change	MNT	Job Data Maintenance	<input type="checkbox"/> Date of Discovery
Position Number:	[REDACTED]	Position Entry Date:	[REDACTED]	
*Regulatory Region:	United States	Company:	[REDACTED]	
*Business Unit:	[REDACTED]	Department Entry Date:	01/01/2022	
*Department:	0739000000	TEXAS TECH UNIVERSITY HEALTH S	is 9 or 12 month flex plan	
Location:	ERS Bldg.	[REDACTED]	[REDACTED]	
Supervisor ID:	[REDACTED]	[REDACTED]		
Establishment ID:	[REDACTED]	[REDACTED]		

Best,

Brian Chandler

Senior Benefits Advisor - Employee Service Center

Phone: 806-742-3851 Fax 806-742-1371

brian.d.x.chandler@ttu.edu <http://www.depts.ttu.edu/hr>

<http://www.depts.ttu.edu/hr/CommentCard/ESC/CommentCard.php>



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Sec 552.136, ORD 600

IMPORTANT NOTICE ABOUT INSURANCE: Health and other insurance benefits for employees and retirees are subject to change based on available state funding. The Texas Legislature determines the level of funding for such benefits and has no continuing obligation to provide those benefits beyond each fiscal year.

From: "Neill, Sara" <Sara.Neill@ttuhsc.edu>
Date: Wednesday, January 5, 2022 at 3:57 PM
To: HR Employee Services <hrs.employee.services@ttu.edu>
Subject: Benefits TTU to HSC

Jody Randall [REDACTED] TTU→TTUHSC 1/1/2022 ERS ID#: [REDACTED]

Sara Neill

HR Generalist I Email: sara.neill@ttuhsc.edu
Human Resources / Room 1B100 \ 1B110H
3601 4th St. STOP 8100 / Lubbock, TX 79430-8100
T: 806.743.3624 / F: 806.743.2882 / hschrlubbock@ttuhsc.edu



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER

How am I doing? Please let my manager know at kelly.mcginis@ttuhsc.edu.

General HR information: <http://www.ttuhsc.edu/hr/> Benefits: <http://www.ttuhsc.edu/hr/benefits>

TTUHSC Personnel Operating Policies and Procedures go to: <http://www.ttuhsc.edu/hr/PoliciesManuals.aspx>

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Messages for Reporting Entry

[3 new messages](#)

- [View RE Ledger](#)
- [View Employee Information](#)



View Employee Information

Search Employee

SSN or TRS-Assigned Temp ID [REDACTED]

Last Name

Date of Birth

Search

Employee Information

The information provided is based on the most recent data available, but may be affected by outstanding data. This data is subject to audit, adjustments and correction.

As Of Date

01/05/2022

SSN or TRS-Assigned Temp ID [REDACTED]

First Name

JODY

Middle Name

COFER

Last Name

RANDALL

Suffix

NONE

TRS Member

Yes

New Member Contributions Due [REDACTED]

New Member Days completed as of 1st of Current Month [REDACTED]

In a TRS Eligible Position [REDACTED]

TRS Eligible Date Range [REDACTED]

Subject to Salary Cap [REDACTED]

[View ED Contract Info](#)

[View RP Payroll Info](#)



TEXAS TECH UNIVERSITY
Human Resources

*PT2/A1 already term. 12/31/2021 -AB

Miscellaneous Deductions Form

Employee Name: Randall, Jody

Banner ID: [REDACTED]

Department: _____

Entity: TTU/TTUS HSC

Activate Change Amount Terminate

Recreational Sports: VO2* _____ Begin** _____ End*** _____

Golf Membership: VO3* _____ Begin** _____ End*** _____

TT Charitable Contributions: VO4* _____ Begin** _____ End*** _____

* Deduction Amounts Are Per Pay Period

** Must be on the first of the month following the month the form is signed

*** Must be on the first of the month following the month the deduction ends

Parking - TTU/TTUS

Begin** _____ End*** 2/1/22 Please Choose One: Please Choose One:

Parking - HSC

Begin** _____ End*** _____ Please Choose One: Please Choose One:

I certify that the department has received from the employee identified above written voluntary authorization to take the deduction identified. Furthermore the department agrees to retain the authorization until the employee revokes or changes his/her deduction authorization through written notification to the department.

Department Signature: *Amanda Cotton*

Date: 1/21/22

Mall or Fax to: TTU/TTUS: Employee Services Center
Human Resources Services
MS 1093
FAX: 806.742.1371
hrs.employee.services@ttu.edu

HSC: Human Resources
TTU Health Sciences Center
Stop 8100
FAX: 806.743.2882

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name	Last Name	Title	Department
Jody	Randall	VP, Chief Experience Officer	Excellence and Culture Lbk
Supervisor First Name	Supervisor Last Name	Review Period Start	Review Period End
Lori	Rice-Spearman	9/1/2022	8/31/2023

Instructions

Provide feedback on each of the performance areas below. Complete all sections of this review.

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback:

Dr. Randall demonstrates knowledge, expertise, willingness, and ability to execute the role of VP Chief Experience Officer. She complies with all university rules, regulations, policies, procedures, and laws.

Choose: Does not meet Expectations **Meets Expectations** Exceeds Expectations

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback:

Dr. Randall's quality of work and work outcomes are outstanding. Jody is transitioning to a new role for our university in addition to transitioning out of a previous role. This transition occurred beyond our circumstances and she has handled this transition with exemplary professionalism. She is in the early stage of building a new team and defining the work of that team. She is an effective steward of state and university resources.

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Communication and Team Relationships

The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs. The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback:

Jody's strength is her communication skills. She has a high level of emotional intelligence that allows her to say difficult things that NEED to be said and done so with a calm and solutions-focused demeanor.

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals or Areas for Development:

Goals include continuation of building the new division of Excellence and Culture and leading our university-wide HSI initiative.

Performance and Conduct Deficiencies:

Use this section to provide clear, constructive feedback for improvement when performance or conduct issues have been addressed during the current review period, i.e., performance improvement plans, verbal warnings and conversations, or corrective actions.

No deficiencies

Highlight Areas of Exceptional Performance:

Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

Leading teams and providing guidance during very challenging issues within our university and external to our university.

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work. Please provide feedback to your team member on a minimum of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team

One Team Feedback:

The tremendous value of developing a diverse and inclusive ONE TEAM.

Choose: **Excelling** Developing

Kindhearted

Kindhearted Feedback:

[**Comments**]

Choose: Excelling Developing

Integrity

Integrity Feedback:

[**Comments**]

Choose: Excelling Developing

Visionary

Feedback:

Our ongoing university vision to transform health care and the vision that will be needed to make that happen!

Choose: Excelling **Developing**

Beyond Service

Beyond Service Feedback:

[Comments]

Choose: Excelling Developing

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name	Last Name	Title	Department
Jody	Randall	VP, Diversity Equity Inclusion	Excellence and Culture Lbk
Supervisor First Name	Supervisor Last Name	Review Period Start	Review Period End
Lori	Rice-Spearman	9/1/2021	8/31/2022

Instructions

Provide feedback on each of the performance areas below. Complete all sections of this review.

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback:

[Jody is highly qualified to establish an effective, intentional DEI plan for our HSC. She is working diligently to establish an infrastructure based on ongoing analysis of what is already in place at our HSC. She is careful to ensure compliance with all university rules, regulations, policies, procedures, and laws regularly.]

Choose: Does not meet Expectations Meets Expectations **Exceeds Expectations**

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback:

[Jody has provided robust data and presented information based on best practices which are allowing our university to make data driven decisions regarding what fits for us as an HSC. Her work products are timely and excellent.]

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Communication and Team Relationships

The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs. The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback:

[Jody has been very intentional about developing relationships, both internal and external, to assist in building understanding related to DEI. She has the heart of a teacher!]

Choose:

Does not meet Expectations

Meets Expectations

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals or Areas for Development:

[Continue to work with the various schools to develop programs that meet the needs of students and faculty.]

Performance and Conduct Deficiencies:

Use this section to provide clear, constructive feedback for improvement when performance or conduct issues have been addressed during the current review period, i.e., performance improvement plans, verbal warnings and conversations, or corrective actions.

[none]

Highlight Areas of Exceptional Performance:

Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

[HSC has met with some challenges this year and Jody has been a steady and outstanding leader, advisor, and communicator.]

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work. Please provide feedback to your team member on a minimum of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team

One Team Feedback:

[aligned]

Choose: **Excelling** Developing

Kindhearted

Kindhearted Feedback:

[aligned]

Choose: **Excelling** Developing

Integrity

Integrity Feedback:

[aligned]

Choose: **Excelling** Developing

Visionary

Visionary Feedback:

[aligned]

Choose: Excelling **Developing**

Beyond Service

Beyond Service Feedback:

[aligned]

Choose: **Excelling** Developing

Texas Tech University Health Sciences Center
Team Member Performance Review

SUPERVISOR – TEAM MEMBER PERFORMANCE REVIEW

Team Member & Supervisor Details

First Name Jody	Last Name Randall	Title VP, Chief Experience Officer	Department Excellence and Culture Lbk
Supervisor First Name Lori	Supervisor Last Name Rice-Spearman	Review Period Start 9/1/2023	Review Period End 8/31/2024

Instructions

Provide feedback on each of the performance areas below. **Complete all sections of this review.**

Section 1: Position Review

Job Knowledge and Ability

Team member consistently demonstrates knowledge, expertise, willingness, and ability to execute their functional and technical position requirements competently. The team member complies with all university rules, regulations, policies, procedures, and laws regularly.

Job Knowledge and Ability Feedback

Dr. Randall has transitioned into a new role within our university. A role that is evolving as we, HSC, continue to provide clarity of this new area that supports the ongoing, focused, and disciplined approach to university strategy and strategic planning.

Exceeds Expectations

Quality and Excellence in Work

Team member's work consistently meets expectations for work responsibilities by completing work accurately, showcasing quality, and is executed within deadlines. The team member actively looks for ways to be efficient or effective with proper utilization of university resources. The team member actively adjusts their work as needed to changing demands to accomplish goals, projects, or other departmental needs.

Quality and Excellence in Work Feedback

Dr. Randall has built a team that allows her functions within the university to deliver a very high quality product in a timely manner. In addition, she also is responsible for identifying and building teams across the enterprise that will allow HSC to move forward and produce positive outcomes for our team members including our students.

Exceeds Expectations

Communication and Team Relationships

The team member clearly communicates with their colleagues and leadership in written and oral communication to ensure work excellence. The team member is an active listener who is receptive to feedback, fosters mutual respect, and demonstrates support for our values consistently across diverse groups.

Communication and Team Relationships Feedback

Dr. Randall by the functions of her position is required to establish trust and build both strong internal and external relationship. She does this through open, honest, and transparent communication. This is an area in which she excels.

Exceeds Expectations

Position Specific Performance Feedback

Use this section to provide feedback to an employee that is tailored to their specific job role and responsibilities. You should evaluate an individual's performance within the context of the expectations and requirements of their particular position.

Goals for Professional Growth

Revised for FY24 – This section is meant to identify goals, skill-growth areas or other resources to help your team member develop professionally during the upcoming review period.

I support Jody's desire to continue to build relationships across the university enterprise and continue to build her knowledge base about the university as a whole.

Improvement Needed

Revised for FY24 – Use this section for clear, constructive feedback on identified concerns related to performance, skills, or conduct during the review period. This feedback is designed to guide employees toward necessary improvements following discussions or other interventions.

none identified

Highlight Areas of Exceptional Performance

Revised for FY24 - Recognize and celebrate any areas where the employee has demonstrated exceptional performance. Use specific examples to illustrate their accomplishments.

as mentioned above...her emotional intelligence and communication style

Section 2: Values Review

Instructions

Our Values provide a foundation for the culture of the Texas Tech University Health Sciences Center. Please review the performance of the team member in relation to their ability to use our values and guiding behaviors in their daily work.

Please provide feedback to your team member on a **minimum** of 2 values. 1 value being an area where they excel and 1 where they can continue growing / developing.

One Team



One Team Feedback

Empower and energize one another to create positive growth

Excelling

Kindhearted



Kindhearted Feedback

Treat all consistently with compassion, respect and an open mind

Excelling

Integrity



Integrity Feedback

Be transparent in your purpose, expectations and actions

Excelling

Visionary



Visionary Feedback

Promote an innovative environment that embraces appropriate risk

Excelling

Beyond Service



Beyond Service Feedback

Anticipate the needs of each individual and respond with a generous heart

Excelling

Status and Submission Details

Status
Fully Signed

Date Submitted
9/4/2024

Texas Tech University Health Sciences Center
Team Member Performance Review

CONFIRMATION / SIGNATURE PAGE

I have reviewed and discussed this performance review with my supervisor:

Team Member Name

Date Team Member Signed

Jody Randall

9/4/2024

Supervisor Signing

Date Supervisor Signed

Lori Rice-Spearman

9/4/2024

Once this form has been completed, reviewed with the team member, and signed, the supervisor will provide a copy of this performance review to the team member. The supervisor is responsible for retaining this form.

This Team Member performance review must be completed once (1x) a year following the TTUHSC fiscal year (September – August).

If you have any questions on how to complete this performance review, please reach out to your Human Resources Team.

Position Description

Sec 552.136

Prepared Date: 12/10/2024

Position Summary

This position is responsible for the administration, management and planning of the University's policies, programs and services within the assigned area(s); work is performed under the administration of the President.

Employee Information

R#: [REDACTED]	Last Name: Randall	First Name: Jody	Middle Initial: C
Chart: H	Org Code: 151001	Organization: Excellence and Culture Lbk	
Position Class: E0121	Position #: H92362	Suffix #: 00	
	Title: Vice President	Extended Title: VP, Chief Experience Officer	
Campus Security Authority (CSA):	No	Supervisor: Yes	

Reports To:

R#: [REDACTED]	Last Name: Rice-Spearman	First Name: Lori	Middle Initial:
Title: President			

Level of Interaction

Level of coworker interaction/dependence	Extensive (much direct interaction/dependence on coworkers to accomplish work)
Level of supervision received	Moderate (access to supervisor and/or lead coworker, when needed)
Amount of and type of supervision given to subordinates	Direct supervisor to members of IEC

Qualifications

Minimum Qualifications

Bachelor's degree in appropriate field relating to area of responsibility plus ten (10) years of professional and management experience in similar area. Additional job-related education may substitute for required experience on a year-for-year basis.

Position Specific Qualifications

Bachelor's degree in an appropriate field relating to the area of responsibility plus ten (10) years of professional and management experience in a similar area. Additional job-related education may substitute for required experience on a year-for-year basis. Professional leadership experience in health care, higher education, or other complex setting.

Preferred Knowledge, Skills and Abilities

Master's degree in education, leadership, business, or other related field. Five years of leadership experience in a health care, higher education, or other complex setting leading initiatives related to culture, training, or other people-facing programs.

Competencies for Organizational Excellence

1. Accountability

Accepts responsibility for individual and team action in all areas of job performance.

2. Adaptability

Demonstrates flexibility and adaptability to change. Effective in adjusting to new or different assignments.

3. Communication (Oral and Written)

Effectively expresses ideas/information in a complete, clear, concise, organized, and timely manner appropriate for the audience. Actively listens to others and is open to suggestions.

4. Compliance

Complies with relevant laws, regulatory requirements, university policies and procedures and department rules and regulations. Completes required training by established deadlines.

5. Confidentiality

Maintains the confidentiality and security of TTUHSC information/data.

6. Dependability

Meets attendance and punctuality expectations. Meets required job commitments and deadlines.

7. Initiative

Self-starter and self motivated. Displays drive and energy in accomplishing tasks. Display enthusiasm for learning and improvement.

8. Integrity/Honesty

Demonstrates honest, fair, and ethical behavior.

9. Interpersonal Skills

Treats others with courtesy, sensitivity, and respect in all situations.

10. Job Knowledge

Possesses sufficient knowledge, skill, and ability to perform all aspects of the job effectively, efficiently, and safely.

11. Problem Solving/Decision Making

Evaluates information and makes sound and timely decisions to best meet specified objectives.

12. Professionalism

Projects a positive image through personal appearance and conduct appropriate for the work environment.

13. Quality of Work

Work product is complete, accurate and in an acceptable format per established standards. Uses time effectively and with minimum error.

14. Quantity of Work

Consistently meets the productivity expectations.

15. Service Focus

Supports the customer service philosophy of TTUHSC. Committed to the initiative that prepares and equips all employees to carry out the commitment of making the lives of those they serve their number one purpose.

16. Stewardship

Utilizes TTUHSC resources (people, supplies, facilities, and finances) efficiently and effectively.

17. Teamwork

Enhances teamwork throughout TTUHSC by working with others in a collaborative manner.

18. Workplace Safety

Demonstrates safe work practices appropriate for the position and work environment.

19. Leadership

Creates an environment of respect, trust and confidence. Motivates and influences employees to achieve a higher level of job performance. Leads by example.

20. Fiscal Management

Actively seeks opportunities to maximize efficiencies (control costs and reduce expenditures). Prepares, justifies and administers assigned budget(s) according to sound fiscal practices.

21. Human Capital (Resource) Management

Develops and manages workforce based on the organizational goals by ensuring that employees are recruited, selected, compensated, trained, developed, promoted, disciplined, and appraised according to TTUHSC policy and procedure.

22. Project/Program Management

Plans and coordinates project/program activities from inception to successful completion while monitoring teams, goals, communication, time, risk, cost, and quality.

Physical Demands and Work Environment

Physical Demands

Estimated amount of on-the-job time spent in the following physical activities.

	Amount of Time
Stand	< 1/3
Walk	1/3 - 2/3
Sit	> 2/3
Use hands to finger, handle, feel	< 1/3
Reach with hands and arms	None
Climb or balance	None
Stoop, kneel, crouch, or crawl	None
Talk or hear	> 2/3
Taste or smell	None

Work Environment

Estimated exposure to the following environmental conditions required for this job.

	Amount of Time
Wet/humid conditions (non-weather)	None
Work moving mechanical parts	None
Work in high, precarious places	None
Fumes or airborne particles	None
Toxic or caustic chemicals	None
Outdoor weather conditions	< 1/3
Extreme cold (non-weather)	None
Extreme heat (non-weather)	None
Electrical shock risk	None
Work with explosives	None
Risk of radiation	None

Vibration None

Amount of weight to be lifted or force required to be exerted and frequency	
	Amount of Time
Up to 10 pounds	< 1/3
Up to 25 pounds	None
Up to 50 pounds	None
Up to 100 pounds	None
More than 100 pounds	None

Special vision requirements for this job	
Close vision (clear vision at 20 inches or less)	Yes
Color vision (ability to identify and distinguish colors)	Yes
Peripheral vision (three dimensional vision, ability to judge distances and spatial relationships)	Yes
Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)	Yes
No special vision requirements	No

Work Environment-Noise	
<i>Amount of noise typical for the work environment of this job.</i>	
	Noise Level
Very Quiet (library, private office)	Yes
Moderate (business office with computers and printers, light traffic)	Yes
Loud (metal can manufacturing department, large earth-moving equipment)	No
Very Loud (jack hammer, front row at rock concert)	No

Functions for Organizational Success

The list below attempts to identify the "major" areas of responsibility and is not all-inclusive.

Function:	Equipment Used:	Frequency:	Daily %:	E/M:	Performance Standard(s):
Serve as a key strategic advisor to the President and the Executive Chief of Staff on matters related to culture and university strategy.	computer, phone, printer	Yearly	0	E	Provide actionable recommendations and insights that align with institutional priorities, evidenced by regular feedback from the President and Executive Chief of Staff.
Lead a team in operationalizing institutional excellence through culture development and university strategy.	computer, phone, printer	Monthly	0	E	Establish measurable team objectives that result in demonstrable progress toward cultural and strategic goals.
Serve as a catalyst for an experience-centered environment at TTUHSC and advocate for the experience of learners and team members to be a priority in decision-making.	computer, phone, printer	Yearly	0	E	Document and integrate learner and team member feedback into decision-making initiatives.
Pioneer transformative thinking and change management through a variety of approaches to diagnose, design plans that consider anticipated points of resistance and communication plans, implement, and assess results and proficiency of changes.	computer, phone, printer	Yearly	0	E	Deliver and assess change initiatives.

Serve as an architect for structures, practices, and processes to improve the experience for learners and team members.	computer, phone, printer	Yearly	0	E	Design and implement new processes annually, achieving satisfaction among affected stakeholders
Pursue and manage external funding sources related to culture and university strategy.	computer, phone, printer	Yearly	0	E	Secure external funding that supports culture and strategy initiatives each fiscal year.
Ensure resources within the Division of Institutional Excellence and Culture are managed in compliance with institutional operating policies and expectations, and state and federal laws.	computer, phone, printer	Daily	50	E	Maintain compliance with audits and institutional reviews of resource management practices.
Assist with the recruitment of team members with emphasis placed on managerial and leadership roles.	computer, phone, printer	Yearly	0	E	Serve as a resource in the recruitment of team members, to include supporting search efforts for managerial and leadership roles. Collaborate with the Division of Human Resources to ensure efficiencies of search processes are realized.
Strengthen the retention of team members with emphasis placed on managerial and leadership roles.	Computer, phone	Yearly	0	E	Strengthen development pathways to managerial and leadership roles for existing team members (i.e., development of a deeper leadership “bench” at the University), while continually assessing institutional climate affecting longevity in these types of roles.
Assist TTUHSC in complying with state and federal laws that may relate to the work of the Division.	computer, phone, printer	Yearly	0	E	Ensure zero legal or compliance infractions within the Division through proactive monitoring and training, while positioning the University more broadly for compliance.
Develop relationships across the institution as a highly visible and trusted leader and resource.	computer, phone, printer	Yearly	0	E	Engage with institutional departments regularly.
Develop an institutional framework for the pursuit of presidential priorities, university strategy, and other long-term objectives in coordination with the President and executive leadership.	computer, phone, printer	Yearly	0	E	Deliver a comprehensive framework, and coordinate implementation.
Oversee the process of strategic planning, as well as its integration, tracking of progress, and reporting across the TTUHSC enterprise.	computer, phone, printer	Monthly	0	E	Develop strategic plan and oversee implementation, while providing regular updates to the President and executive leadership.
Lead efforts to identify metrics and key performance indicators in furtherance of university strategy and to improve learner and team member experience with TTUHSC.	computer, phone, printer	Yearly	0	E	Define and track KPIs for strategic objectives annually, ensuring alignment with institutional goals.
Support efforts to develop, collect, manage and report necessary data for success in relation to	computer, phone,	Yearly	0	E	Submit data reports with a 100% on-time delivery rate,

presidential priorities, university strategy, and other long-term objectives including but not limited to accreditation.	printer				ensuring alignment with accreditation standards.
Collaborate with institutional partners on the achievement of learners and team members through data-informed strategies and practices.	computer, phone, printer	Yearly	0	E	Demonstrate measurable improvement in learner and team member success metrics annually.
Participate in the annual budget planning process across areas to identify opportunities and respond to challenges in relation to presidential priorities, university strategy, and other long-term objectives.	Computer, phone	Yearly	0	E	Identify and propose budget allocations that support new initiatives per planning cycle.
Collaborate on the develop and sustainability of a strategic enrollment management plan with measurable outcomes and provide regular performance evaluation and benchmarking.	computer, phone, printer	Yearly	0	E	Achieve identified enrollment plan benchmarks within established timelines.
Develop and further efforts to enhance opportunities relating to TTUHSC's designation as a Hispanic-Serving Institution.	computer, phone, printer	Yearly	0	E	Increase Hispanic learner enrollment and engagement annually through targeted initiatives.
Oversee the Office of People and Values in creating, promoting, and fostering a sustainable values-based organizational environment that champions growth and development opportunities for learners and team members.	computer, phone, printer	Yearly	0	E	Conduct annual reviews of values-based initiatives with a satisfaction rate among participants.
Embody the institution's values and promote TTUHSC's values-based culture.	computer, phone, printer	Daily	100	E	Achieve an adherence rate to values-based practices in leadership assessments.
Work with institutional partners to ensure engagement and development opportunities are available for learners pertaining to the values-based culture.	computer, phone, printer	Yearly	0	E	Provide engagement opportunities annually for learners focused on institutional values.
Develop coaching strategies and initiatives for use with learners and team members that include opportunities for open and reflective dialogue to address concerns and issues.	computer, phone, printer	Yearly	0	E	Implement coaching strategies resulting in improvement in satisfaction and retention rates.
Lead efforts to assess climate for learners and team members across the TTUHSC enterprise to improve experience.	computer, printer, phone	Yearly	0	E	Conduct climate surveys, as appropriate and/or requested by the President and executive leaders. implement action plans for identified issues.
Collaborate with the leadership of Texas Tech Physicians to ensure health care quality and patient satisfaction exemplifies positive experiences.	computer, phone, printer	Yearly	0	E	Improve patient satisfaction scores year-over-year through collaborative initiatives.
Provide ongoing and sustained professional development opportunities designed to expand leadership capacity and effectiveness at the institution.	computer, phone, printer	Yearly	0	E	Deliver professional development sessions annually with participant satisfaction.
Participate in and provide regular updates to the President's Cabinet.	computer, phone, printer	Monthly	0	E	Submit comprehensive updates to the President's Cabinet with compliance to deadlines.
Participate in Executive Council meetings.	computer, phone, printer	Monthly	0	E	Attend and contribute in scheduled meetings regularly.
Serve as a member of institutional Councils as	computer,				Ensure timely communication and alignment between the

determined in consultation with the President.	phone, printer	Yearly	0	E	President's Office and councils for initiatives.
Serve as a liaison between the Office of the President and institutional councils relative to culture and university strategy.	computer, phone, printer	Monthly	0	E	Establish relationships across the TTUHSC enterprise.
Assist External Relations with communications on institutional excellence.	computer, phone, printer	Yearly	0	E	Deliver clear, accurate messaging with adherence to institutional branding guidelines.
Represent TTUHSC with alumni and external stakeholders while engaging and building relationships.	computer, phone, printer	Yearly	0	E	Increase alumni and external stakeholder engagements.
Participates in professional development activities related to strategy, culture, and experience with complex institutions of higher education with emphasis added to health-related institutions.	computer, phone, printer	Yearly	0	E	Complete professional development activities annually, sharing insights with institutional teams.
Other duties as assigned.	computer, phone, printer	Weekly	0	E	Complete all assigned duties with adherence to timelines and institutional standards.

Acknowledgment

This Position Description is current as of the date indicated below.

Signature of Employee:	Jody Randall	Date:	02/06/2025
Signature of Supervisor:	Lori Rice-Spearman	Date:	02/06/2025



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

SCHOOL OF HEALTH PROFESSIONS
Office of the Dean

July 1, 2025

Jody Randall, Ed.D., M.S.
3601 4th St.
Lubbock, TX 79430

Via Email @ jody.randall@ttuhsc.edu

Dear Dr. Randall,

It is my pleasure to appoint you as an Assistant Professor in the School of Health Professions Office of the Dean.

Your appointment will be a 12-month, non-tenure track, renewable appointment with \$0 salary and 0 FTE. The appointment will be effective August 1, 2025.

Please accept my congratulations for this new appointment. I look forward to working with you in this role.

Sincerely,

A handwritten signature in black ink that reads "Dawndra Sechrist".

Dawndra Sechrist, OTR, Ph.D.
Dean

cc: Deena Dick, Personnel