

Annual Faculty Evaluation
May 15, 2016 – May 14, 2017

2017




Agenda



- ▶ UF & Libraries Process
 - ▶ Criteria
 - ▶ Evaluation period
 - ▶ Documents and timeline
- ▶ Preparation of materials
- ▶ Supervisor
 - ▶ Writing letter
 - ▶ Providing feedback



Hello

- ▶ Name
 - ▶ Where you work
 - ▶ How long you've worked in the Libraries
- 



UF and Libraries Process





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Resources

- ▶ United Faculty of Florida Contract – Article 18:
<http://www.uff-uf.org/your-cba/>
- ▶ UF Regulations – UF-7.010:
<http://regulations.ufl.edu/wp-content/uploads/2012/09/7010.pdf>
- ▶ Smathers Career Development Handbook:
<http://cms.uflib.ufl.edu/cdh/evaluation>



Annual Faculty Evaluation

Criteria

Evaluations are based on the 3 criteria
used for Tenure & Promotion

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Criteria

Criteria I: Professional Responsibility and Working Relationships

1. Mastery of job responsibilities
2. Effectiveness at fulfilling responsibilities
3. Commitment to University, Libraries, research librarianship
4. Development of good working relationships

CDH – Criteria I

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Criteria

Criteria II: Professional Development and Scholarship

“Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of research/scholarship/creative activities” – UFF Contract

1. Scholarly Achievement
2. Creative Activities
3. Grants and Other Funding

CDH – Criteria II



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Criteria

Criteria III: Service

“Service within the university and public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community.” -- UFF Contract

1. Service to the Library
2. Service to the University
3. Service to the State
4. Service to the Profession

[CDH-Criteria III](#)





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Rating

- ▶ **Exceptional**

Faculty whose performance is at a very high level and who consistently and substantially exceed expectations incumbent upon their rank and as reflected in their annual goals and assignment, or who demonstrate unusual success in carrying out these responsibilities, will receive a letter of evaluation that contains a statement rating the performance as **exceptional**.

Any rating of Exceptional must be reviewed and approved by the Dean and Associate/Assistant Deans prior to providing the faculty member with their proposed written evaluation.



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Rating

▶ **Excellent**

Faculty who meet and frequently exceed expectations incumbent upon their rank and as reflected in their annual goals and assignment will receive a letter of evaluation that contains a statement rating the performance as **excellent**.



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Rating

▶ **Successful**

Faculty who consistently meet expectations incumbent upon their rank and as reflected in their annual goals and assignment will receive a letter of evaluation that contains a statement rating the performance as **successful**.



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Rating

► **Needs Improvement**

Faculty who do not consistently meet expectations incumbent upon their rank and as reflected in their annual goals and assignment, will receive a letter of evaluation that contains a statement rating the performance as *needing improvement*.

Contact Libraries' HR Office if overall is 'Needs Improvement'



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Rating

► **Unsatisfactory**

Faculty who frequently fail to meet all or a significant portion of the performance expectations incumbent upon their rank and as reflected in their annual goals and assignments will receive a letter of evaluation that contains a statement rating the performance as *unsatisfactory*. *Performance at this level warrants corrective actions.*

Contact Libraries' HR Office if any Criteria is unsatisfactory



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Rating

The annual evaluation should include a statement at the end of each "criterion entry" that describes the overall performance of that criterion.



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Rating

A summary statement of the overall performance **with an overall rating** and a statement of the faculty's progress towards tenure and/or promotion should conclude the annual letter of evaluation.





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Review Period

- ▶ 12 month faculty
 - ▶ May 15 – May 14
 - ▶ 9 month faculty
 - ▶ August 15 – May 14
- 



Annual Faculty Evaluation

Documents

1. Annual evaluation coversheet – with 2nd level supervisor signature and Outside Activity Disclosure
2. Updated Curriculum Vitae
3. Annual activity report (outlines what was done)
4. Progress on goals for last year
5. Annual assignment (updated if necessary)
6. Goals for coming year
7. Letter of evaluation from supervisor
8. Response by faculty (if submitted)

Signatures on coversheet are submitted on FINAL submission



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Documents

Keep a full copy!

Electronic or Paper

It's helpful to refer to throughout the year and you will need it for tenure & promotion

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Timeline

Faculty submits Evaluation materials to supervisor	Other evaluative reviews (if any) obtained	Supervisor submits draft letter of evaluation for review by 2nd level supervisor	Supervisor provides Employee with proposed written Evaluation	Supervisor and employee meet to discuss Evaluation	Employee may submit a written response to any material used in the evaluation process	Complete Evaluation packet due to Library HR
By 3/30 *	By 4/15*	By 5/1	By 5/15	By 5/31		By 6/30

* Required by Collective Bargaining Agreement





Preparation of Materials





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Considerations:

- Support of mentor in preparing documents for evaluation and goal setting.
- Mid-career review will provide feedback relevant to performance objectives and goals

Annual Faculty Evaluation

Looking back





Annual Faculty Evaluation

Looking back

Annual activity report

based on previous annual assignment

- ▶ what have you accomplished?
- ▶ how you have done it?
- ▶ what was the impact?



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Looking back

Progress on goals

based on goals written last year

- ▶ what you have accomplished?
- ▶ how you have done it?
- ▶ what was the impact?
- ▶ what was not accomplished & why?

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Looking forward

The Annual Assignment





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Looking forward

Update Annual Assignment

The annual assignment outlines the duties and responsibilities of the position and provides a basis for planning and projecting activities for the coming year.

It should clearly and comprehensively detail the duties and responsibilities in all three criteria.



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Looking forward Annual Assignment

- 1. Job responsibilities** – can be by category (AskA; Instruction; Supervision) – What is expected of you?
 - ▶ **Should reflect rank and level of responsibility** (role as an expert; supervises 4 faculty; participates in management decisions for the unit, department, library)



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Looking forward Annual Assignment

- 2. *Scholarship*** – includes presentations, publications, grants, creative works

Normally a general statement about responsibilities in this area



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Looking forward Annual Assignment

- 3. Service** – can be by category (libraries; university; state; international; profession)

Normally a general statement about responsibilities in this area



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Looking forward



Setting Goals



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Looking forward – setting goals

How is the Annual Assignment

different from Goals?





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Looking forward – setting goals

Annual Assignment


- ▶ Ongoing job duties and responsibilities



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Looking forward – setting goals

Goals

- ▶ Specific projects, research, service, duties to be accomplished in the coming year
 - ▶ Not a restatement of ongoing activities unless there is a specific objective
 - ▶ Should tie in to the Libraries Strategic Directions
- 



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Annual Assignment and Goals

Assignment

- ▶ Provide instruction to classes in the College of Dentistry
 - ▶ General, continues from year to year

Goal

- ▶ [**Create greater collaboration**] with the College of Dentistry faculty by working with two of their faculty to design an online library instruction module by July 1.
 - ▶ Specific to this year



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Annual Assignment and Goals

Assignment

- ▶ Provide liaison services to the College of Journalism
 - ▶ General, continues from year to year

Goal

- ▶ In order to [**better market library services**] to the College of Journalism faculty, develop an 'elevator speech'. Contact each new College of Journalism faculty member before the beginning of the semester and make an appointment to meet and go over library services.
 - ▶ Specific to this year



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Annual Assignment and Goals

Assignment

- ▶ Provide leadership to the department.
 - ▶ General, continues from year to year

Goal

- ▶ Create 3 year strategy for [**improving collaboration with campus partners**] by August 1 after meeting with each unit and key campus representatives. Meet with the whole unit and incorporate strategy into work plans by end of the year.
 - ▶ Specific to this year



review of last year is important
but
well written GOALS help predict future success

GOALS

'a goal without a plan is just a wish'





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Goals

Two types of Goals

- ▶ Job Performance Goals

- ▶ Development Goals



Annual Faculty Evaluation

Goals

Two types of Goals

- ▶ Job Performance Goals

- ▶ Development Goals




Performance Goals - Example

Collaborate with other circulation supervisors to design an online guide for student assistants.

This is to improve the time it takes to train them and make it more consistent across the libraries.

The guide will include links to key documents and other resources and will be available for fall 2017 incoming student assistants.



Development Goal - Example

To increase my effectiveness in running meetings I will prepare an agenda for our departmental meetings and present one topic through December.

I will participate in the 'Making Meetings Work' training offered by UF TOD by the end of October.

Beginning in January I will lead the meetings with backup from my department head.

SMART GOALS

GOALS SHOULD BE

SPECIFIC

MEASUREABLE

ATTAINABLE

RELEVANT

TIMELY

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Goal Setting


Performance Goals must be:

S	Specific and Strategic Outline exactly what you hope to accomplish and why it is important. Tie it to the Libraries Strategic Directions
M	Measurable There must be some way of measuring and verifying whether the objective has been achieved and to what level.
A	Attainable Not so lofty that you can't achieve them and not so simple that you won't be challenged.
R	Relevant The objectives must be relevant to the faculty rank, priorities and workload of the specific department and the Libraries
T	Timely Need to have clear time frames attached to them.



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SMART Goals

- ▶ [**Create greater collaboration**] with the College of Dentistry faculty by working with two of their faculty to design an online library instruction module by the end of November, 2016. The paper version should be ready by July and the first video version by September 1.
- 



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SMART Goals

- ▶ **[To better understand patron needs with regards to space]** create a short survey to assess student satisfaction with study spaces in Library West by May 1. This will be in conjunction with LW Chair and Co-Chair and the Facilities Manager. Administer survey, with IRB approval, by July 1. Analyze results by the end of the year and produce a full report by February 1, 2017.



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SMART Goals

- **[To better support each other and prepare for scholarship]** invite other librarians to join a weekly ‘writers’ brown bag lunch where we share and help each other with our writing challenges. Begin in the group in May and evaluate the benefits in July.



'a goal without a plan is just a wish'







Supervisor

Writing letter of evaluation



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Supervisor Role

Things to consider:

- ▶ Departmental/Unit priorities
- ▶ Libraries Strategic Directions
- ▶ The letter is important now but also in the future – for tenure and/or promotion



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Supervisor Role

Writing letter of evaluation

- ▶ Review documents provided by faculty
- ▶ Last year's letter
- ▶ Discuss any concerns, clarifications or questions prior to writing letter



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Supervisor Role

Writing letter of evaluation

- ▶ Review CDH section on performance evaluations
- ▶ Review the 5 tier evaluation ratings



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Supervisor Role

Writing letter of evaluation

- ▶ Consider any input from other individuals received throughout the year
- ▶ Other evaluative reviews (if any) obtained by 4/15
- ▶ Have 2nd level supervisor review draft PRIOR to sharing with faculty



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Supervisor Role

Writing letter of evaluation

- Date the letter
- Sign the letter
- Sign the cover sheet
- Have 2nd level supervisor sign cover sheet
- Attach all faculty documents
- Keep a copy!
- Provide the faculty member with full and signed copy
- Submit to Libraries HR Office electronically



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Supervisor Role

- Solicit feedback on mentoring relationship (if either mentor or mentee)





Providing Feedback



Bringing meaning into work




https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?nolanguage=en+-+t-758742

Candid Culture



<https://www.youtube.com/watch?v=28N2p3smEsw>



as a supervisor
it is your job
to become
an expert
at providing feedback



being a leader requires
courage – to offer feedback
even if uncomfortable



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Providing feedback

Two areas for Feedback

- **Job Performance**

Including scholarship and service

- The employee's demonstrated competence to perform the duties in the Annual Assignment
- Outcomes

- **Work-Related Behavior**

- The way the employee performs tasks – such as communication; collaboration; collegiality



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Providing feedback

Two types of Feedback

- Reinforcement

- To get the behavior or outcome again

- Redirection

- To get a different behavior or outcome

Provide Real Feedback

“Good job” and “You’re not a team player” aren’t feedback.



Good job!

You're not a team player.

Be specific.
No example. No feedback.

 **Want people to *replicate* or *change* a behavior?
Give *real feedback*.**



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Providing feedback

Effective Feedback Characteristics

- ▶ Focused on behavior
- ▶ Frank
- ▶ Explicit
- ▶ Timely
- ▶ Constructive
- ▶ Directed toward the future
- ▶ Inquiring
- ▶ Supportive
- ▶ Continual



Steps to giving constructive feedback

1. Introduce the conversation
2. Describe the behavior specifically enough to be useful – ‘I’ve noticed...’
3. Be empathetic (if there is a situation that warrants it)
4. State the impact of the behavior
5. Ask the person for their perception of the situation – ‘What are your thoughts?’
6. Make a recommendation – ‘I would suggest
7. Build an agreement on next steps and timeframe
8. Say ‘thank you’ – ‘thanks for having this conversation with me I know it’s been awkward’



STOP
WAITING FOR
FEEDBACK
RECIPIENTS TO
RECEIVE YOUR
FEEDBACK
GRACIOUSLY.

EVERYONE GETS DEFENSIVE.

Expect it and be happy the
person is listening.

SARA - Natural Response to Feedback



- "What?"
- "Are you serious?"
- "That's not true"
- "It's just a rumor."

- "Who said that?"
- "You want to fire me don't you?"
- "After all I do for them this is what I get"

- "Nobody is perfect – we all have faults"
- "That's just the way I am... take it or leave it."
- "If that's the thanks I get for working hard then..."

- "How can I best use this feedback?"
- "What can I do to improve?"
- "Who can help me change?"





What didn't we cover?



What is your 'take away'?



Thank you

Valrie I. Minson
Bonnie J. Smith