




Annual Faculty Evaluation
May 15, 2018 – May 14, 2019

2019



Hello

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



Agenda – Part I

- ▶ UF & Libraries Process
 - ▶ Criteria
 - ▶ Ratings
 - ▶ Evaluation period
 - ▶ Documents and timeline
 - ▶ Preparation of materials
- 



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 Responsibilities 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 (LW; Departmental Libraries)

or

Research, Scholarship and Creative Activity (HSCL; LIC; MSL; SASC; TSS)

“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 to the Library, the University, the State and the Profession

“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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Ratings

Evaluations are based on the 5 ratings



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Ratings

▶ **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 Deans prior to providing the faculty member with their proposed written evaluation.



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Ratings

▶ **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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Ratings

▶ **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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Ratings

▶ **Difference between Successful and Excellent - Considerations**

- Meeting goals
- Sustaining existing or developing new services
- Effectiveness and impact
- Communication, collaboration and working relations



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Ratings

► **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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Ratings

► **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



Annual Faculty Evaluation

Ratings

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



Annual Faculty Evaluation

Ratings

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?



Annual Faculty Evaluation

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 (Collections; Initiatives; 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



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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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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Looking forward – setting goals

Your goals should always include the WHY
– what's the inspiration, what's the
significance, what's the impact you
want to make



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Annual Assignment and Goals

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



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Annual Assignment and Goals


Goal

- To **better serve the needs of UF's international students** work with the International Center to develop an outreach plan and create an annual schedule of library events.
- Schedule initial meeting by May 2019 and have a fully implemented plan by August 2019.





Have we missed anything?



Annual Faculty Evaluation
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2019



Agenda – Part II


- ▶ Evaluation considerations
 - ▶ Importance of the process
 - ▶ Writing evaluation letter
 - ▶ Receiving feedback
 - ▶ Tools for enhancing diversity, equity and inclusion



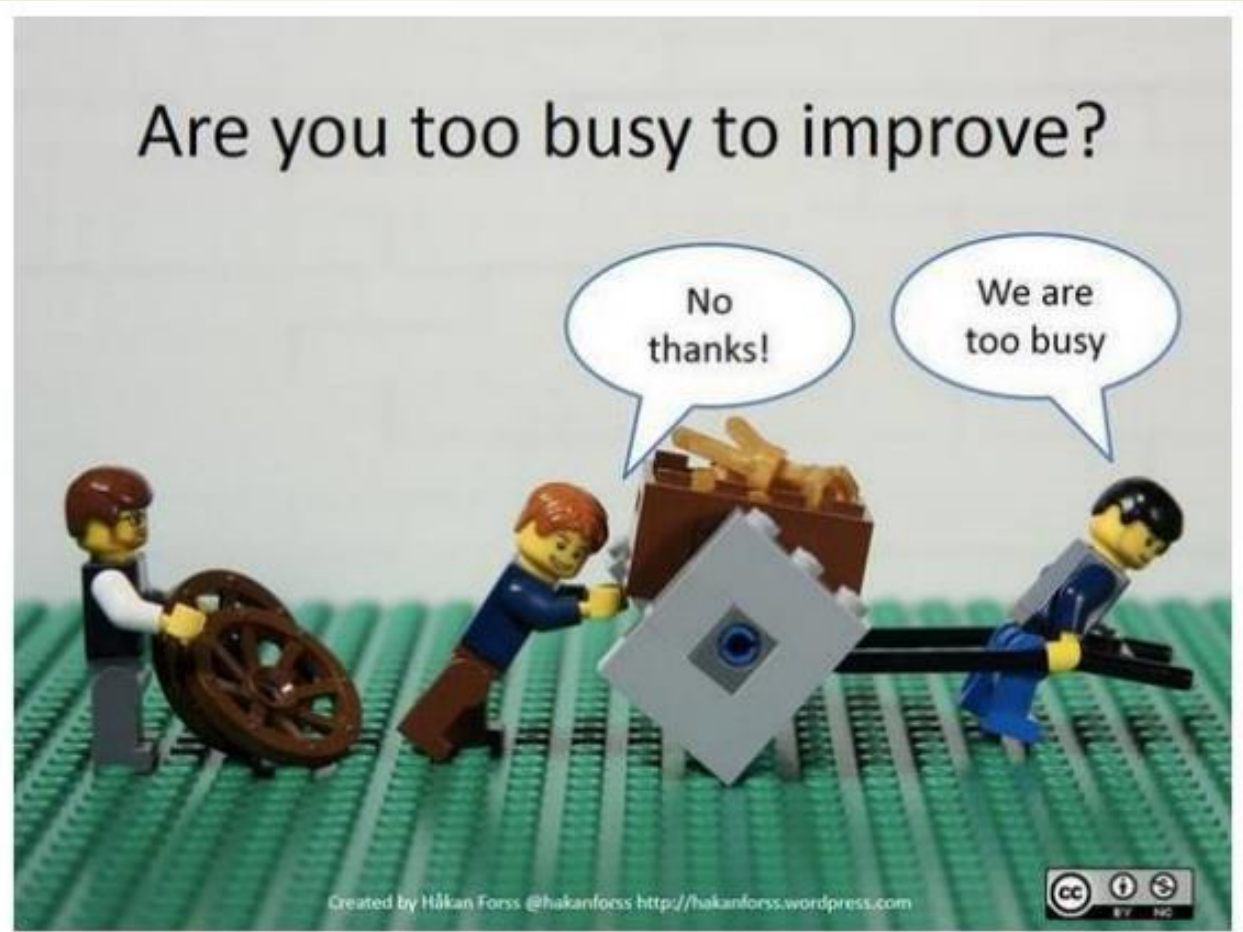
One 'take away'



Hello

- ▶ Name
 - ▶ Where you work
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- 


Importance of the process



Stop – **Reflect** – Learn



Importance of the process

- ▶ What have I done all year – overview
 - ▶ What am I doing well?
 - ▶ How can I improve?
 - ▶ What are the
 - ▶ Skills,
 - ▶ Knowledge, and
 - ▶ Behaviors I need to be successful?
 - ▶ Two way conversation - insights
 - ▶ Required
 - ▶ Part of Tenure and Promotion process
- 



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)





For Supervisors
Employees



As professionals we toggle between...

The need
to learn and grow,

The need to be accepted
and respected
the way we are now



Who's in charge?

- You may feel powerless but...
 - It's the receiver who is in charge
 - You decide what you will accept
 - You decide what sense you will make of it
 - You decide whether or not and how you will change

Credit: Sheila Heen, researcher at Harvard
Negotiation Project

Five Tips

Tip ONE

Start the meeting on a positive note

- *I'm looking forward to this conversation*
- *I want to understand how you're thinking about my year*
- *I want to understand where the department is headed*
- *I want to understand what you want me to work on*





Five Tips

Tip TWO

Concentrate on Clarity

- *Let go of defensiveness*
- *Focus on clarity – understand what your supervisor is saying*
- *Ask a ton of questions*
- *If the feedback is vague like “I’d love you to be more proactive” ask “What would that look like? What would I change?”*
- *Understand the specific behaviors your supervisor is talking about*



Five Tips

Tip THREE

If you need a time-out, take it

- *Your supervisor says something you think is wrong or unfair*
- *You feel defensive – like crying or snapping at them*
 - *you may say something that will damage your relationship or reputation*
- *Request a break – regain your calm – think about what set you off and return to the conversation – ask specific question*



Five Tips

Tip FOUR

Ask for specific feedback

- *Your supervisor piles on the praise and avoids any hint of negativity*
- *We could all stand to raise our game*
- *Ask for specific feedback on areas you would like to improve in like “What is one thing I could change about the way I interact with the team that you think would help?”*
 - *Asking for coaching – feedback to help you – rather than just praise or criticism*

Five Tips

Tip FIVE

Enlist a friend to evaluate any criticism


- *You may be troubled by your supervisor's comments about your performance*
- *Ask a friend your trust to help you sort through the comments – give some perspective.*
- *Ask, what might be right about this feedback? – provides an honest mirror – helps you see things you can't see yourself.*





Five Tips

Make sure you
come away from your performance evaluation meeting
with information you can use





Supervisors


Generalizations are not helpful – Specificity is

- *Candor is needed*
- *You actually do harm when you overlook issues and don't recognize accomplishments both for the individual and the team*





Contributing to a respectful and caring community for all requires cultural awareness, literacy and humility




Diversity, Equity and Inclusion



Think about it...

**Each one of us is
a contributor to
the culture of the
Libraries**





A few tools to help us understand ourselves
and grow in relation to others

Trainings

GET245 – Conversations for a Culture of Inclusion

GET 240 – Inclusive Leadership

SCS060 – Relationship Strategies

TRV020 – Emotional Intelligence

A diversity and inclusion Certificate Program:



GATORS *Together*

Combining our *UNIQUENESS* to achieve greatness.



Reading the Mind in the Eyes test – social intelligence test

<https://www.questionwritertracker.com/quiz/61/Z4MK3TKB.html>

“The ability to read the emotions of others is linked to "social intelligence" which, in turn, is linked to performance on team-based problem solving tasks.”



Implicit Bias – understand yourself better

- ▶ The gap between intentions and actions.
- ▶ Participate here:

<https://www.projectimplicit.net/index.html>

“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.”



Implicit Bias

<https://wapo.st/2ISBy2V>

Harvard University social psychologist Mahzarin Banaji



What is your 'take away'?



Thank you

Valrie I. Minson
Bonnie J. Smith