



University
of Idaho

POSITION DESCRIPTIONS, ANNUAL EVALUATIONS & PERFORMANCE IMPROVEMENT TOOLS

OCTOBER 20, 2021

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VICE PROVOST FOR FACULTY**



OUTLINE FOR TODAY-SESSION FOR UNIT ADMINISTRATORS, DEANS, AND ADMINISTRATIVE ASSISTANTS

I Position Descriptions

I Annual Evaluations

- Why
- Challenges
- Process
- The Evaluation Form
- COVID Impact Statement
- Suggestions for Success

I Progressive Improvement Tools

I Discussion



POSITION DESCRIPTIONS



PURPOSE OF POSITION DESCRIPTIONS

See FSH 3050

- I** Establish faculty member's duties in the four major responsibility areas: Teaching and Advising; Scholarship and Creative Activity; Outreach and Extension; University Service and Leadership.
- I** Serves as the reference point in the annual performance evaluations of faculty and in the consideration of faculty for promotion and/or tenure.
- I** U of I system updated in 2018 to have a more fixed position description that reflects the broad duties of the faculty member (and is not negotiated every year).
- I** For additional information visit: <https://www.uidaho.edu/provost/faculty/pds>



ANNUAL PERFORMANCE EVALUATIONS FOR FACULTY



WHY DO WE GIVE ANNUAL EVALUATIONS?

- I Opportunity to look back to celebrate success and give constructive feedback.
- I Opportunity to look forward to establish goals, expectations, etc.
- I Considered in the P&T process
- I Basis for performance raises (FSH 3420 B)



CHALLENGES FOR UNIT LEADERS

- I Evaluating your colleagues
- I Evaluating people who are “experts” without regular direct supervision
- I Sometimes there is conflict when holding people accountable
- I Creating a written record of a subjective judgement
- I Evaluations will be read by your colleagues in the P&T process
- I Accounting for COVID disruptions



TAKING STOCK

I A great deal happened in the past year that potentially changed faculty work

- Pandemic continued to present challenges

I Capturing changes in work and/or additional work

- Long-term substantial changes in effort should be reflected on the position description (increase in course load).
- Shorter-term workload efforts should be reflected in the CV and the Annual Activity Report (development of course materials).



THE EVALUATION FORM

I The form is available on the FSH 3320 webpage.

I See our “Guidelines” document for directions.

I “Overall” box: It is your decision. It is not intended to be weighted on PD percentages.

PROCESS OUTLINE (FSH 3320)

I Chair requests materials from faculty

- Deadline?
- Request a self-evaluation?
- Provide a template for the activity report?

I Faculty member submits materials (A-1.c)

- CV
- PD –does anything need to be adjusted?
- Activity report
- “Other materials...”



A NOTE ABOUT STUDENT EVALUATIONS OF TEACHING

- I During Spring 2021, all course evaluation resumed.
- I We implemented Anthology in Spring 2021 using the old U of I scale (0-4)
- I In Fall 2021, the Anthology scale will be updated to the more widely used scale of 1-5.
- I During this year, you will need to account for two distinct scales used in the student evaluations of teaching.

POLICY AND PROCESS (FSH 3320)

- I** Unit administrator writes the review and delivers to the faculty member (A-1.d)
- I** Offer a conference (A-1.e)
- I** Faculty member may respond in writing (A-1.e)
- I** Materials are forwarded to the college (A-1.f)

IF YOU HAVE A NEGATIVE EVALUATION

- I Review with your dean prior to delivery.
- I Consult with the Provost's office prior to delivery for major problems that could lead to personnel actions.
- I For any "Does Not Meet" evaluation, there are required actions outlined in FSH 3320, section B. It is the responsibility of the **unit administrator and dean** to complete these tasks.

ACTIVITY REPORT



Academics Admissions Student Life Research Outreach About Leadership Diversity Athletics E

The Office of the Provost & Executive Vice President

Search Provost/EVP 🔍

Meet the Provost/EVP

Talks with Torrey

Contact Us

Councils & Committees +

Institutional Research +

Academic Initiatives +

CETL +

Faculty Processes

- Appointments
- Faculty Lists & Citations
- New Faculty Orientation
- Position Descriptions
- Performance Evaluations**
- Promotion & Tenure
- Sabbatical and Other Leaves +
- Salary Information +

🏠 / PROVOST & EVP / FACULTY PROCESSES / PERFORMANCE EVALUATIONS

Performance Evaluations

University faculty ranks and types are defined in [FSH 1565](#). All university faculty have an annual performance evaluation, [FSH 3320](#). Annual performance evaluations are part of the packet used by review committees when considering progress towards promotion ([FSH 3560](#)) and/or tenure ([FSH 3520](#)).

The [UI Faculty Standard CV](#) and [UI Extension Educator CV](#) are required for annual evaluations, third year reviews, and the promotion and tenure process.

Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and unit administrator. The provost is responsible for preparing the [guidelines for faculty](#) performance evaluations each year, including supplemental instructions and the schedule for completion. The [Annual Evaluation of Faculty Form](#) is found at the bottom of the [FSH 3320](#) policy page.

<https://www.uidaho.edu/provost/faculty/evaluations>

University Service and Leadership ⁵				
Overall faculty member met or exceeded the expectations defined in the position description	← 2021			

Commentary/recommendations on progress toward tenure, promotion, and/or continued satisfactory [performance](#).*

2022 →

***Relationship to Promotion and Tenure Process.** The faculty annual performance evaluation is an administrative review. Annual evaluations are one component of the independent promotion and tenure process. See FSH 3520 and 3560 for details on the promotion and tenure process.

Unit Administrator Signature

Date



COVID IMPACT STATEMENT

OPTIONAL—DOCUMENTS BOTH POSITIVE AND DETRIMENTAL EFFECTS OF THE PANDEMIC ON THE MIX OR BALANCE OF WORK ACTIVITIES AND OUTCOMES

I One page in length

I Becomes part of the permanent annual evaluation record (later used for third year review and/or P&T)

I Contents can include

- Opportunities to demonstrate innovation and/or creativity;
- Modifications or increases to workload, activities or approaches;
- Canceled or delayed events, activities, or work products;
- Reduced access to facilities, locations, personnel, or partners;
- Opportunities to address emergent issues related to the pandemic and/or
- ‘Invisible’ service to sustain departmental or other operations or to support students.
- Other observed effects on productivity that fall outside of specific realms of responsibility.



SUGGESTIONS FOR SUCCESS



SUGGESTIONS FOR SUCCESS

- I Policy is your friend. Become familiar with relevant policies (FSH 3320, bylaws, etc.)
- I Don't avoid problems or tough conversations. (Do they ever get better when unaddressed?)
- I Avoid surprises. Deal with problems before they get to the annual evaluation.
- I Be clear. Be concise. Be fair.



SUGGESTIONS FOR SUCCESS

I Hints do not work! Don't "sugar coat" problems. Get to the point.

I Comments should focus on professional issues, not personal judgements.

I Chose words carefully. Stay away from opinion-based phrases like:

- I feel that...
- In my opinion...
- I don't like how...

SUGGESTIONS FOR SUCCESS

I Identify both strengths and weaknesses.

I Include constructive comments that offer solutions/suggestions that look forward toward intended outcomes.

I There are three types of evaluations. Be sure you know which one you are writing so you provide a clear message.

- Positive
- Mixed
- Negative

SUGGESTIONS FOR SUCCESS

I Be specific!

- Bad: Professor Slump's scholarship is not up to par.
- Good: Professor Slump struggles to submit publications in a timely manner and is not presenting his work at conferences or professional meetings.

SUGGESTIONS FOR SUCCESS

I Be conclusive regarding P&T:

- Professor Superstar is clearly meeting expectations in all areas and is making exceptional progress toward promotion and tenure.
- Professor Soso is making many positive contributions but the concerns noted above could have a negative impact on her application for promotion and tenure.
- Professor Slackerton is struggling in multiple responsibility areas as noted above. He is not making progress toward promotion and tenure.



SUGGESTIONS FOR SUCCESS

- I Positive performance evaluations do not guarantee P&T success; however, should someone be denied tenure with all positive evaluations? Are you being as honest as possible?
- I Be cautious about student course evaluation data; however, student comments can help support your points, especially when you see common threads.

SUGGESTIONS FOR SUCCESS

I Can we address **collegiality**? Yes, but do it in the context of work expectations and job function:

- integrity concerns
- unwilling to perform service duties
- patterns of conflict with others

I Avoid general statements about collegiality, personality, etc.

I Is the criticism “observable”?



RESOURCES:

I Your college dean and dean's assistant

I Provost's Office: 885-7941

- **Jennie Valkovic:** jvalkovic@uidaho.edu
- **Diane Kelly-Riley:** dkr@uidaho.edu

I Provost's website – Faculty Processes –
Performance Evaluations

I Human Resources Business Partner



PERFORMANCE IMPROVEMENT TOOLS FOR FACULTY



GOALS

- I These tools are intended to provide supervisors with a wide spectrum of approaches to help guide faculty toward meeting performance goals.
- I It is not intended to create a “path” toward termination. In fact, the goal is to help people stay away from that path.
- I Similar steps exist for staff; however, please consult with your HR business partner for guidance.



PERFORMANCE REVIEWS

- I Annual Performance Evaluation
(employee/supervisor)
- I 360 Reviews (employee/supervisor/3rd party)
- I Peer Reviews per FSH 3320-B-5 (committee review)
- I Periodic Reviews for Administrators (committee review)(note: no longer in policy)
- I Culture/Climate Reviews (3rd party w/ reporting)
- I Third Year Review
- I Promotion and/or Tenure Evaluation



PERFORMANCE IMPROVEMENT AND ACCOUNTABILITY

- I A wide spectrum of tools is available.
- I These actions are not part of regular performance review. Instead, these are reactions to concerning situations or behavior.
- I They can be issued at any time.
- I You are not required to start with #1 and progress incrementally. Each situation is unique and can begin at any level.



RELATED FSH POLICIES - SUPERVISION

I 1420 E. ADMINISTRATORS OF SCHOOLS,
DIVISIONS, AND DEPARTMENTS

I 3320 ANNUAL PERFORMANCE EVALUATIONS
OF FACULTY MEMBERS

I 3190 DIMINISHED PERFORMANCE OF
EMPLOYEES

I 3910 DISMISSAL AND DISCIPLINE OF FACULTY



COACHING AND MENTORING

- I Informal conversation:** Discuss a possible issue. Intended to create general awareness and guidance.
- I Meeting:** Discuss a specific concern. The supervisor should follow-up with a meeting summary to the employee if a problem is discovered.



DOCUMENTATION SAMPLE

Scott,

Thanks for meeting with me this morning regarding your recent absences. Here is a summary of our discussion.

- Some absences due to illness are normal; however, please contact me if you need to cancel multiple classes.
- Reviewed HR time reporting policies.
- Reviewed your sick leave balance.
- Resources available to you (HR, EAP, etc.)

Please let me know if you would like to discuss this further. I want to help you be successful at UI.

Diane



CLARIFYING EXPECTATIONS

I Letter of Expectation: This is an opportunity to clarify expectations. This does not address specific performance problems but is intended to provide direction toward desired behavior.



DISCIPLINARY LETTERS

I Letter of Warning: This addresses a serious problem (or problems), repeated occurrence, or new concerns. The letter should clearly state the concern and also the expectations. Set a follow-up time period to assess improvement. Document follow-up meetings with a summary sent to the employee.

I Letter of Reprimand: This is a signal of a significant problem. The supervisor should hold a meeting to review the issues and consider the status of prior conversations. Include how and why the expectation was not met. Set regular follow-up meetings to assess improvement. Document the follow-up meetings with a summary sent to employee.



EMPLOYMENT ACTION (1 OF 2)

I Last Chance Agreement: This can be used in situations where meeting the performance expectations is not consistent over time. These are typically for less substantive violations and with non-tenure track faculty appointments. These are more useful over longer periods when documentation exists to support the notice.

I Non-renewal: This is a process to end employment at the end of the contract period. The reason for separation is not provided to the employee. One must consider if there is adequate cause for termination or if non-renewal is the best approach. Other employment factors will also be reviewed prior to non-renewal. See FSH 3900 for details.



EMPLOYMENT ACTION (2 OF 2)

I Termination for Cause: See FSH 3910 for details. This process begins with a letter of particularity. This process may be used for tenured and non-tenured faculty. It requires documentation showing that adequate steps were taken to resolve issues of not meeting expectations and/or violations of policy adequate for dismissal. This is a lengthy process that includes a hearing by the Dismissal Hearing Committee, a decision by President, and one additional opportunity for appeal. Legal actions may also follow.



DOCUMENTATION

I Files: Where is the “official personnel file”? Can I keep my own files?

I Format:

- Meeting notes
- Meeting summary emails
- Formal letters
- Etc.



RESOURCES

- I College: Dean and/or Associate Dean
- I Provost's Office
- I University Ombuds
- I Human Resources
- I Office of Civil Rights & Investigations (OCRI)
- I Employee Assistance Plan (EAP)
- I Office of the General Counsel (usually engaged by dean's or provost's office)



SUGGESTED RESOURCES

I Our institutional subscription to Academic Impressions provides access to many excellent resources regarding these processes.

Readings

I *Working with Problem Faculty: A Six-Step Guide for Department Chairs* by R. Kent Crookston

I *The Essential Department Chair: A Comprehensive Desk Reference* by Jeffrey L. Buller

I *The College Administrator's Survival Guide* by C. K. Gunsalus