



University  
of Idaho

# **POSITION DESCRIPTIONS & ANNUAL EVALUATIONS**

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# OUTLINE FOR TODAY

I Position Descriptions

I Annual Evaluations

- Why
- Challenges
- Process
- The Evaluation Form
- Suggestions for Success

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



# TAKING STOCK

- I A great deal happened in the past year that potentially affected faculty work
  
- 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).



# 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>



# 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...”



# **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 signed and then 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.

University Service and Leadership <sup>5</sup>				
Overall faculty member met or exceeded the expectations defined in the position description	← 2023			

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

2024 →

**\*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

## DISCONTINUED FOR THE ANNUAL PERFORMANCE EVALUATION PROCESS

- If there were lingering potential pandemic impacts, they can be addressed in the annual evaluation materials. Overall, university operations resumed to regular practices and so the additional COVID impact statement is not included this year.
- This is not to say that pandemic does not have lingering effects on faculty work—slow publication production and other issues. If you have a faculty member whose work has been affected, they should contextualize that in their statements and/or responses.



# **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: 885-2564

- Cari Espenschade: [cari@uidaho.edu](mailto:cari@uidaho.edu)
- Diane Kelly-Riley: [dkr@uidaho.edu](mailto:dkr@uidaho.edu)

I Provost's website -- Faculty Processes --  
Performance Evaluations

I Human Resources Business Partner



# SUGGESTED RESOURCES

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

## *Readings*

- I *The Essential Department Chair: A Comprehensive Desk Reference* by Jeffrey L. Buller
- I *The College Administrator's Survival Guide* by C. K. Gunsalus
- I *Working with Problem Faculty: A Six-Step Guide for Department Chairs* by R. Kent Crookston