Performance Evaluation Guidelines for George A. Smathers TEAMS & USPS Employees

The George A. Smathers annual performance evaluations are internal to the libraries and are required. Quarterly check-ins administered through UF HR's UF Engaged program remain the evaluation of record for UF Human Resources and are strongly recommended, to maintain communication and feedback between and employees and supervisors throughout the year.

ANNUAL APPRAISAL TIMELINE

These dates are recommended and should be adjusted around the availability of the employee, supervisor, and chair to ensure that all evaluations are submitted to LHR by April 22nd.

- **January & February –** Evaluation and Position Description Trainings
- **February 1st week-** LHR emails supervisors to provide updates and timelines
- **February -** Employee submits self-evaluation, and any suggested updates to position description to supervisor; LHR will reach out to chairs to schedule brief calibration check-ins
- **March -** Supervisors draft letters, assign proposed ratings, send to chairs for review. Chairs review & provide comments to supervisors
- **April 1st** – Supervisors submit all *Exceptional*, *Needs Improvement*, and *Unsuccessful* ratings to LHR for review to ensure library-wide consistency
- **April 1st Week** – LHR provides calibration feedback to supervisors
- **April 22nd Deadline** – Prior to deadline, supervisors finalize evaluations, send to employees, meet with employees to discuss and make any necessary updates to position description, and send signed evaluations & updated position descriptions to LHR.

PERFORMANCE EVALUATION - WHAT IS TURNED IN TO LHR AND/OR YOUR SUPERVISOR

- **Self-assessment** - Recommended
  - Use quarterly check-ins to remember highlights and key events.
  - Use the 7 categories described in these guidelines to structure assessment.
- **Rating Form** (Required)
  - Signed by supervisor, and chair/unit head, and employee.
- **Letter/summary from supervisor that supports the given rating** (Required)
  - Use quarterly check-ins and self-assessment to remember highlights and key events.
  - Use the 7 categories described in these guidelines to structure letter.
- **Position Description** (Required)
  - Reviewed and signed by employee and supervisor.
  - Updated if job responsibilities have changed.

QUARTERLIES (UF ENGAGED)

- Provide employees an idea of where they stand throughout the year. No Surprises! – Conversations between employees and supervisors should be happening regularly and any

kudos or issues should be acknowledged before a quarterly or annual evaluation. Communication is the most important part!

- Only three quarterlies per year under the new process. Employees will not do a quarterly evaluation that falls in February, March, or April.
- Tip: Use annual evaluation categories (see below) to structure quarterlies.

CATEGORIES – USE TO STRUCTURE EVALUATIONS LETTER

The following areas should be considered when writing the letter/summary and when writing quarterly check-ins. Letter/summaries do not need to be separated out into these areas. Only areas relevant to the employee's performance over the past year should be considered.

- **Work Performance, Reliability, Initiative, Problem Solving, and Productivity (*Required*)**
  - Summary of the main progress, strengths, events, and accomplishments including how individuals have performed their duties, whether work was completed on time and accurately, if initiative or problem solving were shown in work, and level of productivity.
- **Teamwork, Communication, and Interpersonal Skills (*Required*)**
  - Prompt and effective communication, collaboration with colleagues
- **Customer Service / End-User Service / Service Relationships (*Optional*)**
  - Service to patrons, work that impacts user experience while not directly working with patrons, and/or work that affects other departments or units. Commitment to assisting patrons, customers, students, vendors, end-users, or web-site users whether in-person, remotely, or behind the scenes.
- **Leadership and Advisory Skills (*Optional*)**
  - Leadership as a supervisor, on a committee, taskforce or other group, training new colleagues, leading colleagues in a task or project, serving as an advisor to colleagues, mentorship.
- **Professional Development, Training, Certifications Earned (*Optional*)**
  - Trainings attended, newly acquired skills or those built upon, certifications earned, academic degrees earned.
- **Service – to the Department, Libraries, and/or the University (*Optional*)**
  - Committees, taskforces, groups, or initiatives that have served the department, Libraries, or the University, can also be service to an organization that benefits the Libraries.
- **Awards, Publications, Grant Work, Presentations, Exhibits, Outreach (*Optional*)**
  - Trainings developed and/or led, grants submitted, awarded or work completed toward goal, award nominations.

Note: If the employee exceeded 120 hours of sick leave during the period (excluding FMLA leave) address this in the evaluation.

An overall rating from the rating categories listed below, must be indicated on the appraisal form. The overall rating should be consistent with the evaluative comments on the letter/summary. Please contact Libraries Human Resources Office prior to issuing an overall rating of "Exceptional" "Needs improvement" or "Unsatisfactory". A performance improvement plan needs to accompany "Needs improvement" or "Unsatisfactory" ratings.

- **Exceptional** – Surpassed expectations outlined in position description; Assumed additional responsibilities (either temporary or long term) to ensure the success of the unit; Recognized expert in their field, as indicated by specific examples. Please contact the Libraries Human Resources Office before assigning this rating.
- **Excellent** – Consistently met and sometimes exceeded expectations outlined in position description; Demonstrated high productivity, and above-average expertise, consistently delivered high-quality results.
- **Successful** – Consistently meet the expectations outlined in position description; Can be relied on to fulfill duties and plays a critical role in the functioning of the libraries.
- **Needs Improvement** – Has not successfully performed a portion of the essential functions outlined in position description; While successful in some duties, fell short in others. A performance improvement is required. Please contact the Libraries Human Resources Office before assigning this rating.
- **Unsatisfactory** – Consistently failed to successfully perform a significant portion of essential functions outlined in position description. A performance improvement is required. Please contact the Libraries Human Resources Office before assigning this rating.

RATINGS- EXAMPLES

The following may be indicators of employees achieving each rating. The overall rating will consider all professional contributions for the year and some may fall into different ratings below. The higher level will be assigned when there are enough contributions at that level throughout the year.

Example 1 - If an employee performed at a Successful level throughout most of the year, then performed at an Excellent level for one month, that employee would fall into the Successful level. We recommend the supervisor make a point of highlighting the Excellent level work both in the letter and in conversations with the employee.

Example 2 – If an employee performed at an Excellent level for approximately 50% of the time and an Exceptional level the other 50% of the time, the supervisor would need to decide which level they felt was more appropriate. In this case, we recommend erring on the side of the higher level.

Some employees may consistently perform at one level year to year, some may move between levels each year depending on their work that year. Supervisors should account for the work that year and give appropriate scores. It is as unlikely that everyone in a unit will receive an Exceptional every year as it is that everyone will receive a Successful every year. The letter written by the supervisor should support the level given.

New employees – New employees should be evaluated in the same way as those who have been here longer. While it is more difficult for a new employee to perform at an Exceptional level while beginning to learn a new job, it is possible, especially for an employee with a lot of relevant experience to the new position. It is more likely that new employees would fall into the Successful category as they are learning new skills for a new position. The employee should be evaluated according to the level that they should be able to perform at based on the training they have received to date.

The examples below are not exhaustive, only examples of what work at each rating level might look like. These have been written in a way that is designed to give enough flexibility to be able to apply to a wide variety of staff positions within the Libraries.

EXCEPTIONAL

- Top performer-achieves desirable outcomes while exhibiting positive behaviors
- Consistently takes on significant additional responsibilities, some examples include but are not limited to a large project, significant additional work when short staffed due to vacant positions, or significant additional leadership responsibilities
- Consistently contributes significantly to improving the quality, efficiency and/or performance of the Libraries and other units of the University in a manner that successfully supports the mission and goals of the unit(s) – (if this is in addition to what is expected in the position)
- Consistently goes above and beyond duties outlined in position description, seeks additional responsibilities or ways to improve processes and/or is innovative
- Recognized expert-fully understands all aspects of the job
- Goes the extra mile to resolve complex issues
- Highly motivated, self-starter, exceptional planning and prioritizing skills
  Has taken on significant additional responsibilities outside of their regular responsibilities as a supervisor, on a committee, taskforce or other group, training new colleagues, leading colleagues in a task or project, serving as an advisor to colleagues, mentorship, etc.

EXCELLENT

- Completes assignments and activities with a high level of effectiveness and efficiency
- Occasionally takes on additional responsibilities, for example a project or some additional work when short staffed due to vacant positions
- Occasionally advances aspects of their position description and /or has created or identified ways to perform their duties more efficiently or with a higher quality outcome
- Maintains and demonstrates high personal standards for the quality of performance
- Provides a high level of skill in managing resources and personnel in fulfilling responsibilities
- Excels at planning or problem solving commensurate with the employee's rank and position responsibilities
- Occasionally volunteers when colleagues or units require additional help
- Provides a high level of assistance to patrons, customers, students, vendors, end-users, or web-site users whether in-person, remotely, or behind the scenes.
- Has occasionally taken on additional responsibilities outside of their regular responsibilities as a supervisor, on a committee, taskforce or other group, training new colleagues, leading colleagues in a task or project, serving as an advisor to colleagues, mentorship, etc.
- Acquired new skills, certifications or degrees relevant to responsibilities and/or professional growth

- Occasionally served on committees, taskforces, groups, or initiatives that have served the department, Libraries, or the University, can also be service to an organization that benefits the Libraries
- Occasionally contributed to or participated in work outside of normal responsibilities
- Nominated for or received awards

SUCCESSFUL

- Employees who regularly have successful outcomes and behaviors in most areas of their work and may occasionally have unsuccessful outcomes or undesirable behaviors
- Successfully delivers services, products or other contributions that align with the responsibilities of their position
- Completes assignments and activities accurately and efficiently and within expected time frames
- Generally does not take on additional responsibilities, but can be counted on to complete all of the responsibilities in their position description
- Maintains regular communication, collaborates and otherwise engages with colleagues as appropriate
- Demonstrates effective decision-making skills and exercises independent judgment commensurate with the employee's rank and position responsibilities
- Competently manages resources and/or personnel in fulfilling responsibilities
- Effectively plans or problem solves commensurate with the employee's rank and position responsibilities
- Consistently demonstrates integrity in dealing with the organization and with colleagues
- Demonstrates accomplishment in including individuals of diverse backgrounds, experiences, races, ethnicities, genders, and perspectives in research, teaching, service and other work
- Treats others with understanding, dignity and respect and acknowledges team members' contributions
- Encourages colleagues to participate in decisions that affect the workplace and gives serious consideration to their suggestions when proffered
- Shows respect for colleagues' time and other commitments
- Responds promptly and thoroughly to requests and questions from internal and external customers
- Communicates instructions, expectations, requests and suggestions with sufficient detail
- Collaborates well and works toward consensus with individuals, in teams and on committees
- Assists patrons, customers, students, vendors, end-users, or web-site users whether in-person, remotely, or behind the scenes.

NEEDS IMPROVEMENT

- Employees who regularly have unsuccessful outcomes and/or undesirable behaviors
- Does not consistently meet performance standards. Requires frequent instruction. Has difficulty understanding.
- Occasionally causes rifts within team
- Frequently absent or tardy. Does not consistently follow attendance guidelines. Cannot always be relied on to finish tasks
- Requires frequent supervision. Minimally organized.

- Only assumes responsibilities when asked
- Employee makes some effort to learn

UNSATISFACTORY

- Unacceptable performance. Does not perform job timely or accurately. Requires constant instruction. Does not follow guidelines. Insufficient knowledge of job.
- Excessively absent or tardy. Does not follow attendance policies and procedures. Cannot be relied on to finish tasks
- Unprofessional demeanor. Not helpful. Communicates poorly. Unwilling to work with others
- Requires constant supervision. Poor organization and prioritization skills. Avoids responsibilities
- Responds negatively to feedback. Unsupportive of organizational goals
- Employee does not make effort to learn/improve

DISAGREEMENTS BETWEEN EMPLOYEES AND SUPERVISORS ON RATINGS

When disagreements cannot be worked out during the evaluation meeting, employees may write a response to an evaluation they disagree with to ensure their perspective on the evaluation is recorded. The response must be provided to the supervisor, chair/unit head, and LHR within 5 business days of the evaluation deadline.

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