Skip to Main Content

## FY20 Staff Annual Performance Review Review Status: Open

**Review Type:** Focal

**Program Timeframe:** 12/02/19 to 02/29/20

**Last Updated:** December 02, 2019 12:58

**Last Completed Step:** Supervisor Initiates Review Plan

# Self Review (Step 2) for Hope Greenberg

Once you complete the self-review, your supervisor will be able to see it. Remember to save often by clicking on the "Save Draft" button!

## The University Mission

 Check spelling

Our mission is to create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem solving and communication skills, and an enduring commitment to learning and ethical conduct.

## Our Common Ground

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential. We aspire to be a community that values Respect, Integrity, Innovation, Openness, Justice, and Responsibility.

## Performance Review Purpose

The performance review process is intended to be a fair and balanced assessment of an employee's performance. It is an opportunity for employees and those who supervise them to review the performance of the past year, give and receive feedback, identify areas where improvement is needed, clarify job duties and expectations and set goals for the coming year. When the process works well, both parties plan together to build on strengths as well as develop areas needing improvement.

Supervisors are encouraged to maintain open lines of communication throughout the year to cultivate effective working relationships. Employees should receive timely feedback in order to develop required knowledge and skills for their position and to be encouraged to excel in their roles at the University of Vermont.

This performance review form is a communication tool designed to support each individual's contribution to the University. It provides a way to recognize good performance as well as to help identify obstacles toward attaining top performance. It will also help identify areas for professional growth and development. It is important to review and document competencies, skills, accomplishments, and goals with reasonable accuracy and consistency. Supervisors are encouraged to use the comments/evidence sections to provide examples of the employee's performance in order to illustrate performance ratings.

## For more information, click [here](https://www.uvm.edu/hrs/labor-employee-relations)

**The Online Performance Review Process:**

1. The supervisor completes the **Plan** by pulling in goals for the current review period and reviewing the employee’s essential functions outlined in the position description (PD)
2. The employee completes their online **Self-Review.**
3. The supervisor completes the online **Supervisor Review.**
4. The supervisor and employee **meet** to discuss the forms and establish goals/areas for professional development for the next year.
5. The supervisor makes any changes discussed during the review meeting **approves** the online review.
6. The employee **acknowledges receipt** of the online Supervisor Review.
7. The supervisor **acknowledges the completion** of the online Supervisor Review.

## Uploading Paper Forms:

If uploading a review completed on paper, please upload the all of the review documents as an attachment on the Supervisor Review. The self-review and employee acknowledgement do not need to be completed online as these tasks should have been completed as part of the paper process.

## Determining Level of Performance

Below are the four ratings that an employee may receive. When evaluating the employee on the core competencies, please use rating criteria and the

[Performance Management Competency Standards Tool.](https://www.uvm.edu/sites/default/files/Human-Resource-Services-and-Operations/HRSDocs/Mangers_Corner/CompetencyStandardsTool.pdf)

## Rating Criteria

**Exceptional Performance (EP):**

Employee significantly and consistently surpasses performance expectations in the majority of competencies or accountabilities. Exceeds role requirements. Demonstrates exceptional depth and breadth of role knowledge. Recognized as a role model by others.

## Solid Performance (SP):

Employee consistently meets requirements for this position. May have one or more areas of exceptional performance and/or may have one or more competencies or accountabilities that need development or enhancement.

## Improvement Needed (IN):

Employee's performance needs to improve in one or more areas of competency and/or accountability for position. Improvement is immediately required in areas critical for success in position. If the supervisor identifies that performance improvement is needed a Performance Improvement Plan may be initiated to contribute to growth in identified area(s).

## Unsatisfactory (UN):

Employee's performance consistently fails to meet the job requirements in one or more areas and adversely affects the department's ability to accomplish its mission. Substantial improvement is immediately required in areas critical for success in position. Formalized documentation of issues and/or expectations is appropriate and must be completed. If the supervisor identifies that performance is unsatisfactory a Performance Improvement Plan will be initiated to contribute to growth in identified area(s).

**INSTRUCTIONS:** To complete this section, review your current position description (found in Step 1: The Plan). The purpose of this section is to provide your supervisor with feedback on specific topics you would like to discuss during your review meeting. Feel free to attach supporting documentation (ex. Trainings attended during review period).

# What were your significant accomplishments or contributions during the past year?

Note: these may not necessarily be related to goals/objectives outlined in last review.

Developed a comprehensive training and support plan (AllyCats) for implementing Blackboard Ally.

**Time Frame:**

AY 19 -20

**Resource(s):**

Student wages; training from Student Employment Office

**Indicator(s) of Achievement:**

Recruited, trained and supervised student employees.

Developed and implemented a plan to target priority courses.

Work with instructors to improve accessibility score.

Developed and implement an assessment plan (interrupted by Covid-19).

Developed method to track improvement in accessible course spaces.

Developed and implemented system for managing student work process, and refining specifications and training based on the types of accessibility issues that were encountered.

Comments

*No Content*

Grow the use of multimedia and other tools for teaching and learning in ways that will encourage student engagement and offer students experience in using tech-based tools to further their scholarship and work.

**Time Frame:** AY 19-20

**Resource(s):**

Multimedia equipment purchases

**Indicator(s) of Achievement:**

Established a CTL multimedia studio space for faculty use.

Designed and built a multi-purpose studio space for Lightboard, screencasting, and podcasting, including equipment, sound treatment, and software research and installation.

Wrote detailed instructions, troubleshooting guide, and general schematic for support of the studio, as well as simplified instructions for users.

Research how UVM faculty are currently using media in their teaching. (interrupted by Covid-19).

# What professional development opportunities or support could your supervisor provide to assist you in your job?

Comments

*No Content*

# What would help you to do your job better and provide greater job satisfaction?

Comments

*No Content*

# What additional subjects you would like to discuss during your annual performance review meeting?

Comments

*No Content*

# Have your essential functions changed since your last performance review?

Note: The purpose of this question is to discuss significant changes in job responsibilities.

Please make a selection:

*No Content*

If yes, describe how your position has changed since your last performance review:

*No Content*

While the essential functions have not changed—we still support faulty as they work to improve their teaching—we must now grapple with what “support” means in moving to an exclusively online environment. This change has, perforce, altered the implementation of that support, while raising questions about how we develop a cohesive approach in the face of this change.

**INSTRUCTIONS:** Using the criteria listed below, rate yourself for each of the following core competencies. The [Performance Management Competency Tool](https://www.uvm.edu/sites/default/files/Human-Resource-Services-and-Operations/HRSDocs/Mangers_Corner/CompetencyStandardsTool.pdf) may assist in determining performance ratings as it is used by supervisors to identify and standardize competency specific levels of performance. Use the comments/evidence section to outline observations that support the assessment rating and/or to outline expectations. Only complete the supervisory competency if supervising is identified in your position description (do not complete for functional supervisors).

## Rating Criteria

**Exceptional Performance (EP):**

Employee significantly and consistently surpasses performance expectations in the majority of competencies or accountabilities. Exceeds role requirements. Demonstrates exceptional depth and breadth of role knowledge. Recognized as a role model by others.

## Solid Performance (SP):

Employee consistently meets requirements for this position. May have one or more areas of exceptional performance and/or may have one or more competencies or accountabilities that need development or enhancement.

## Improvement Needed (IN):

Employee's performance needs to improve in one or more areas of competency and/or accountability for position. Improvement is immediately required in areas critical for success in position. If the supervisor identifies that performance improvement is needed a Performance Improvement Plan may be initiated to contribute to growth in identified area(s).

## Unsatisfactory (UN):

Employee's performance consistently fails to meet the job requirements in one or more areas and adversely affects the department's ability to accomplish its mission. Substantial improvement is immediately required in areas critical for success in position. Formalized documentation of issues and/or expectations is appropriate and must be completed. If the supervisor identifies that performance is unsatisfactory a Performance Improvement Plan will be initiated to contribute to growth in identified area(s).

# Core Competencies

Select N/A on the Supervisory Competency if you do not have supervisory responsibilities. Employees with functional supervisor responsibilities should not

complete the Supervisory Competency.

**Core Competency:**

Job Knowledge & Innovation

EP

1) Building a multimedia studio from the ground up required developing expertise outside my usual range, especially in the area of hardware.

2) Recent developments in LMS/LTI integration requires extending knowledge quickly in order to support a broader range of the applications

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Civility & Cultural Competency

EP

The acquisition of Blackboard Ally, and the development of a program to increase accessibility of existing files to advance inclusivity at UVM, required broadening my range of software expertise as well as of accessibility issues.

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Teamwork, Colleagueship & Communicatio

Consistently provides answers questions from colleagues regarding technical details of CTL supported software. Worked with non-CTL UVM staff and faculty to improve options and training offered in media studio use. Provided expertise in software related to creation of accessible documents. Participated in testing for LMS review and Blackboard upgrade.

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Responsibility & Dependability

Consistently covered for colleagues when needed for Open Hours. Developed two new workshops in a short time frame for Pivotal Pedagogies.

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Work Quality & Quantity

SP

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Customer/Client Service

SP

Consistently covered for colleagues when needed for Open Hours as well as faculty consultations outside those hours. Provided custom workshops for courses and programs. Represented CTL and presented, at ERTC meetings

Assessment

*No Content*

Comments/Evidence

*No Content*

**Core Competency:**

Leadership & Management

SP

Studio, AllyCats

Assessment

Comments/Evidence

*No Content*

**INSTRUCTIONS:** Note progress on any goals/objectives included in the prior year's evaluation, and/or note other accomplishments achieved in the past year. Explain whether any goals/objectives were modified due to departmental operations, changed priorities, or challenges faced you faced. Feel free to attach supporting documentation in the "Attachments" tab. E.g. List of training sessions attended during review period.

# Goals, Objectives, and Accomplishments - Past Year

**Goal or Objective:**

Develop a comprehensive training and support plan for Bb Ally.

**Time Frame:**

Student wages; training from Student Employment Office

**Resource(s):**

AY 19 -20

**Indicator(s) of Achievement:**

Develop method to track improvement in accessible course spaces. Write and implement communication plan regarding progress.

Recruit, train and supervise student employees.

Develop a plan to target priority courses and work with instructors to improve accessibility score. Develop and implement an assessment plan, which will include a year-end report.

Comments

*No Content*

**Goal or Objective:**

Grow the use of multimedia and other tools for teaching and learning in ways that will encourage student engagement and offer students experience in using tech-based tools to further their scholarship and work.

**Time Frame:**

Multimedia equipment purchases

**Resource(s):**

AY 19-20

**Indicator(s) of Achievement:**

Establish a CTL multimedia studio space for faculty use.

Research how UVM faculty are currently using media in their teaching

Comments

*No Content*

**Goal or Objective:**

Explore opportunities to network and share expertise with other University units.

**Time Frame:**

Time, some flexibility

**Resource(s):**

AY 19 – 20

**Indicator(s) of Achievement:**

Hope represents CTL in a variety of settings related in instructional technology, ADA compliance and other IT-related services.

Comments

**INSTRUCTIONS:** Considering your performance this review period, summarize your overall performance and give yourself an overall assessment score. Include strengths, opportunities for development and specific improvement, as well as areas that might be enhanced with professional development and training.

# Overall Summary of Performance

Overall Assessment Score

*No Content*

Areas of Strength

*No Content*

Areas for Specific Improvement

*No Content*

Areas for Professional Development /Training

*No Content*

**INSTRUCTIONS:** You may include additional comments in the space below.

# Additional Comments

Comments

*No Content*

**INSTRUCTIONS:** Draft potential goals that you propose for the upcoming year. The supervisor will review the goals you have drafted, use them as is in your final review, edit them, and/or create their own goals for you.

The supervisor and the employee should identify at least one goal/objective for the review period. Goals and Objectives should include both departmental/unit goals and plans for personal and professional development for the next review period. The time frame indicates when the goals should be accomplished or completed. Outline resources needed to attain goals, such as funds required and/or training needed. Include information about how it will be known/determined that the goals have been achieved.

## Note: It is strongly recommended that supervisors and employees review and revisit the status of these goals and objectives periodically throughout the review period.

**Goals and Objectives**

Goal/ Objective

In the face of budget changes, redirect effort of Blackboard Ally to focus on faculty education.

Time Frame

Resource(s)

Indicator(s) of Achievement

Goal/ Objective

Re-imagine and recast faculty training of applications and practices…

Time Frame

Resource(s)

Indicator(s) of Achievement

Goal/ Objective

The studio! Find a way.

Time Frame

Resource(s)

Indicator(s) of Achievement

# Important:

## If necessary, attach documents before pressing Complete. Click “Save Draft” and then select the “Attachments” tab above.

To ensure the security of your data, you will be logged out due to inactivity in 3 minutes at

.

Any data not saved will be lost.

Click 'OK' to keep your session active.