

Keeping it Fair: *Using Rubrics in Hiring and Evaluations*



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What we'll cover

- **Rubric construction**
- **Rubric Examples**
- **Use of Rubrics in Hiring**
- **Use of Rubrics in Evaluations**

Rubrics 101

- **Matrix**: ordered display of expressions arranged with rows and columns that have an underlying action associated
- **Rubric**: matrix containing expressions to aid in the delineation of expectations for performance related to specific criteria

Rubrics - Hiring

- **Reflect**
- **List**
- **Define**
- **Instruct**



Rubrics – Evaluating

- **Review**
- **List**
- **Describe**
- **Communicate**

1

3

5



IDEAS

- Few/No details
- Writer doesn't know much about topic

- Some details - need more
- Writer knows a little about topic

- Lots of interesting details
- Writer sounds like an expert on topic



ORG.

- Order does NOT make sense
- Middle only

- Some ideas out of order
- BM - no end

- Order makes sense & easy to follow
- BME - all 3!



VOICE

- Reader is bored.

- Some boring parts - some interesting parts

- Reader enjoyed the whole thing



WORD CHOICE

- All R.I.P. words

- Some R.I.P. & some "wow" words

- Tons of "wow" words



SENT. FLUENCY

- Sentences all sound same

- most of the sent. sound the same

- Different types of sentences



CONV.

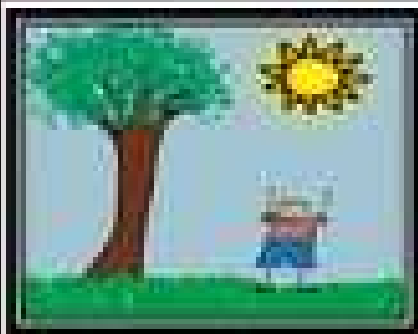
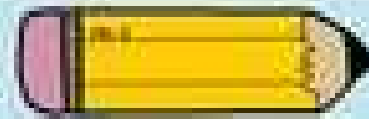
- Tons of mistakes

- many mistakes

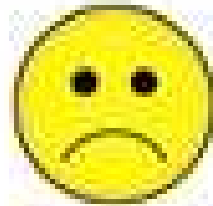
- Few/No mistakes



Writing Rubric

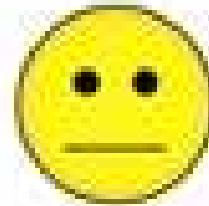


Picture has lots of color and details. Picture tells a story.



No Color
No Details

NEEDS IMPROVEMENT



Some Color
Some Details

STILL DEVELOPING



Many Colors
Many Details

DEVELOPED

One sunny day
I played outside
all day. I pretended
a tree was my castle.
It was fun!

Story uses describing words. Story has details.



No letters

NEEDS IMPROVEMENT



Letter Strings
Random Words
Some Labels

STILL DEVELOPING



Looks Like Sentences
Uses Word Wall Words
Use Details

DEVELOPED

Use of Rubrics for Hiring Employees

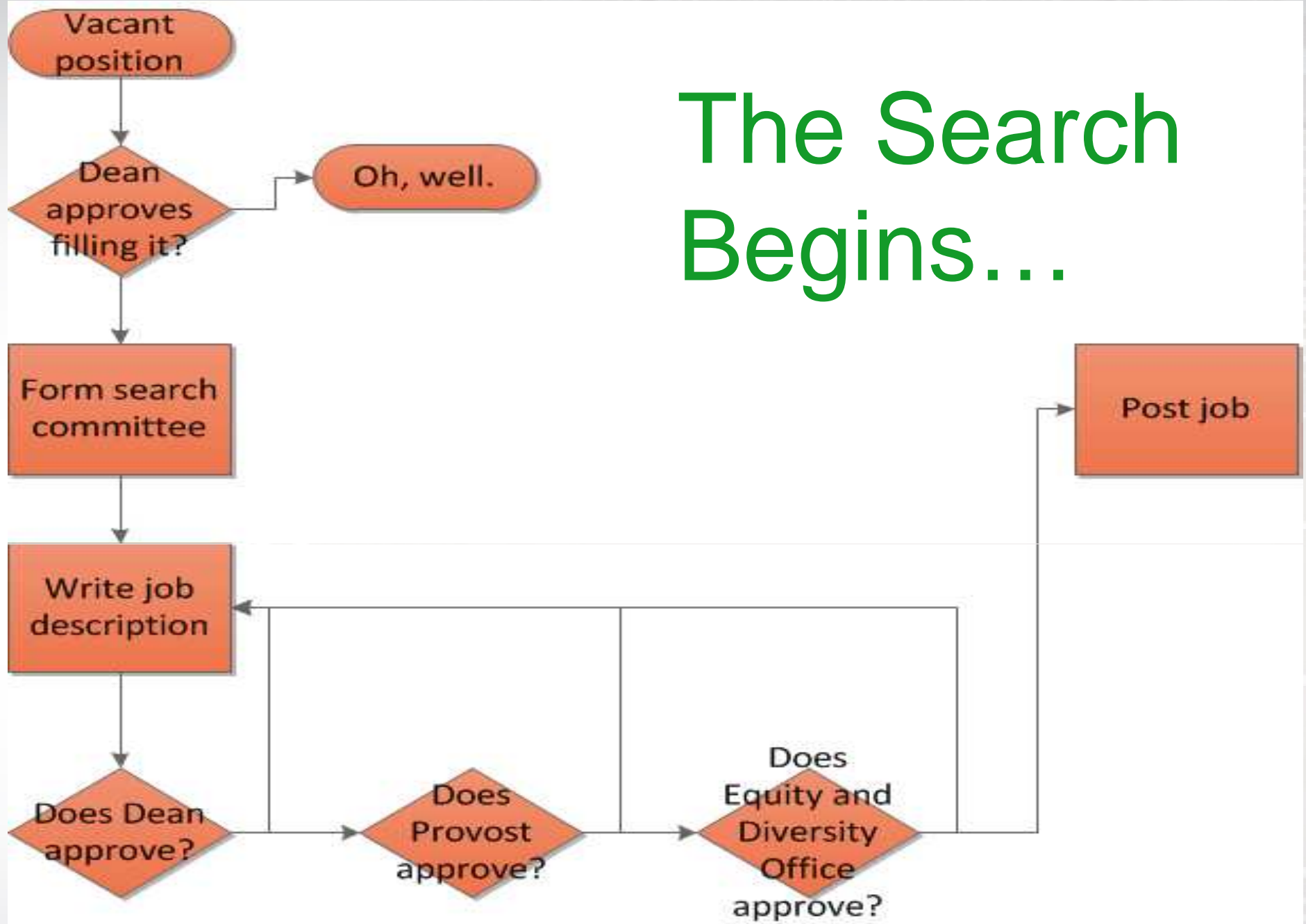
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Why use Rubrics in Hiring Decisions?

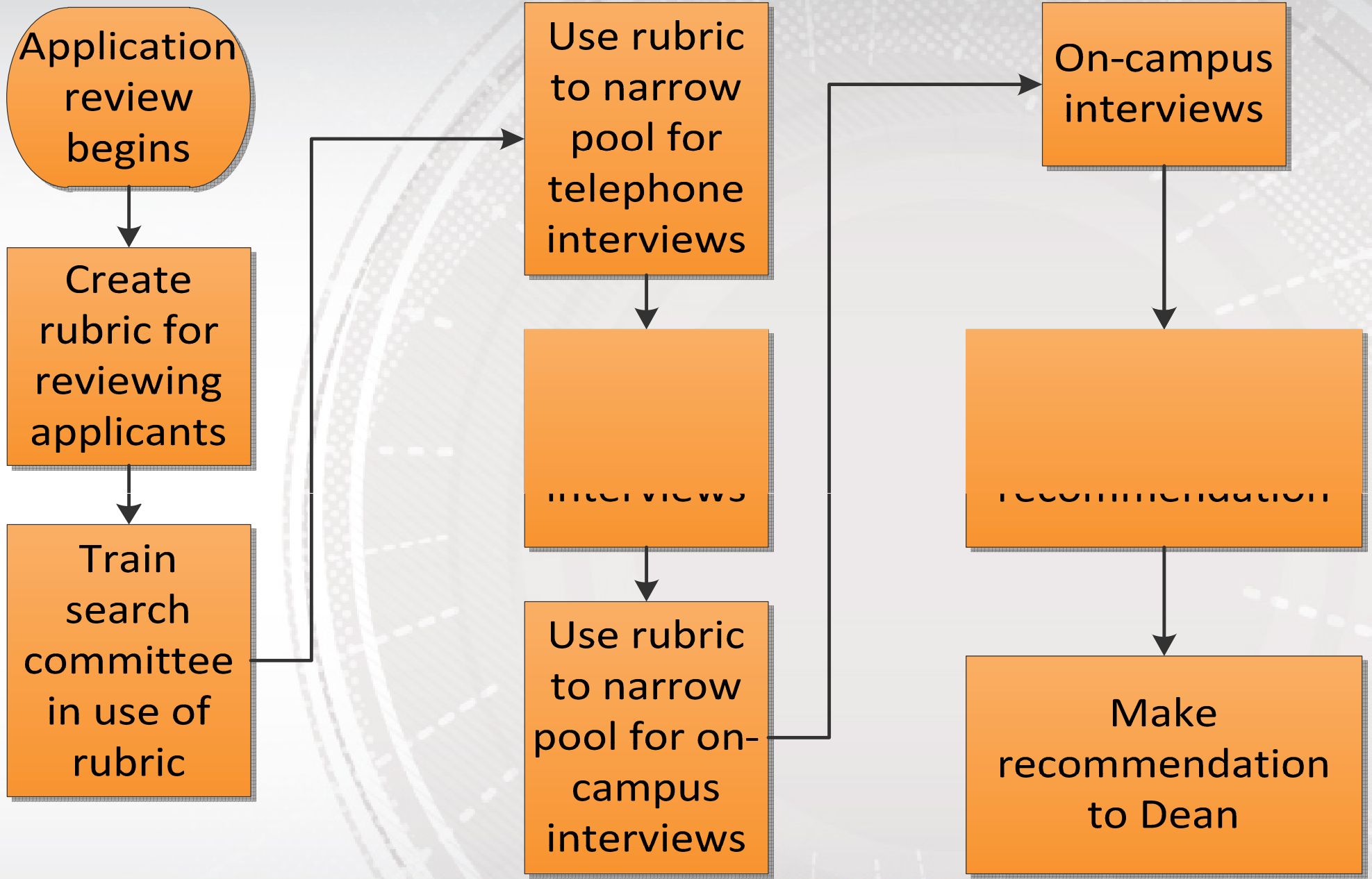
- Keeping Human Resources Happy!
- Easier for Supervisor/Search Committee
- Clear Performance Expectations

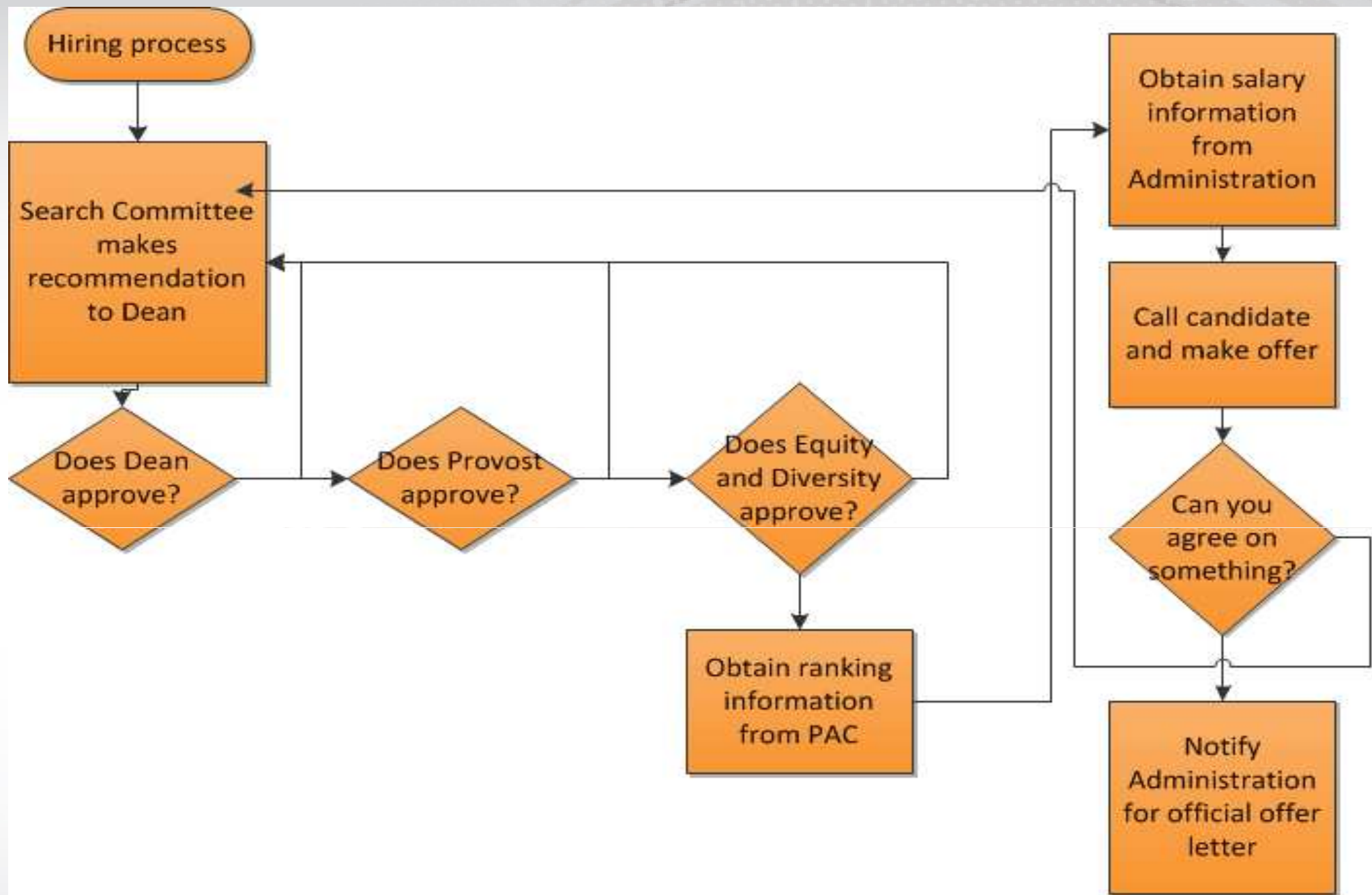
The Search Begins...



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POLL QUESTION

Is your hiring process:

Easier than what I've described?

About the same as what I've described?

Even harder than what I've described?

Use of Rubrics in the Hiring Process

- Applications
- Interviews

BAD RUBRIC

- Did they turn in the materials?
- Do I like them?
- Did they spell everything right?
- Did they look nice?
- Did they smell nice?
- Did they meet the minimum qualifications?

Minimum qualifications

References?	MLS/MSIS from ALA accredited program	Supervisory experience (staff, students, or interns)	Metadata descriptor experience	Familiarity in acquiring, editing, and loading files of vendor-supplied bib records	Demonstrated proficiency in written and oral communication skills
3? Yes or no?	yes or no?	should be stated in resume or cover letter: indicate yes or no; add notes about detail	should be stated in resume or cover letter: indicate yes or no; add notes about detail	should be stated in resume or cover letter: indicate yes or no; add notes about detail	glean this from resume and cover letter. Pay attention to grammar, spelling, punctuation. Consistency of tense.

Preferred qualifications

knowledge of current issues and principles regarding RDA	Familiarity with OCLC Connexion	Evidence of publishing and/or participation appropriate to the level of appointment	Notes
should be stated in resume or cover letter: indicate yes or no; add notes about detail	should be stated in resume or cover letter: indicate yes or no; add notes about detail	this is an assistant librarian level - none is expected; indicate how much, or stated intent to participate	write any observations from cover letter, resume, or application here

GOOD HIRING RUBRIC

Should have **acceptable levels of compliance**

- What metadata descriptor experience is appropriate?
 - Acceptable: knowledge of 1 schema, 1 year experience
 - Not acceptable: no experience stated
- Familiarity with III Sierra
 - Desired: back up system-administrator or 3+ years experience
 - Acceptable: 1+ years experience
 - Not acceptable: no experience

You've read the apps...

And evaluated with a rubric

Now it's time to interview...

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BAD INTERVIEW RUBRIC

- What did you think were the strengths of the candidate?
- What were the weaknesses?
- Any other comments?

Other Examples

Skills

Excellent

Average

Poor

Basic Typing

Math Skills

Recordkeeping

Oral & Written Skills

Public Contact

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Other Hiring Examples

Supervision

Can effectively direct actions of others, assess workload needs, maintain constructive work environment, resolve conflicts or problems.

Communication/Interpersonal

Effectiveness: Expresses ideas clearly, concisely, and logically; is able to gain acceptance for own ideas; perceives and reacts sensitively to the needs and actions of others; can relate to diverse people including faculty, students and people of varied ethnic backgrounds.

Other Hiring Examples

Flexibility

Can vary behavior according to the situation, successfully with stress, reassess priorities and come up with new ideas when needed.

Problem Solving

Can troubleshoot organizational problems; identify correctly and respond appropriately to key people and key issues; define problems and identify central issues; sort out and weigh consequences of alternatives.

GOOD INTERVIEW RUBRIC

	Written Communication	Critical Thinking Ability	Leadership Potential
Super	clear, coherent, imaginative, concise, intelligent, free of errors	consistently fair minded, ethical, justifies assumptions and reasons, discusses alternate points of view	has point of view, confidence, engages reader, shows maturity, recognizes benefits of teams, demonstrates trustworthiness
Mid-level	weak structure, predictable results, basic	makes connections in limited way, includes evidence of interpretation or prediction	has personal voice, mentions goals, but lack of depth regarding leadership, seems fair
Poor	poorly written, spelling and grammar errors, sloppy, plagiarism	lacks careful thought, weak or unsupported arguments, shows close-mindedness	no understanding of leadership or demonstration of potential

GOOD INTERVIEW RUBRIC

	Appreciation of Diversity	Forward Thinking/Vision Ability	Commitment to Profession
Super	clear connection to adding to and affirming diversity	originality, shows innovative thinking, grasp of future	ambition, recognition of current events/issues, evidence of professional development/contributions
Mid-level	acknowledges diversity, interaction with others	is realistic in goals and ideas, maybe simplistic	able to place themselves in organization
Poor	no clear opinion or vision of diversity	no concept of future or thoughts beyond here and now	demonstrates little to no commitment to profession

You've hired them...

Now...

Should you fire them???

Why use Rubrics in Performance Evaluations?

- Keeping Human Resources Happy!
- Easier for Supervisor
- Better for Staff
- Clear Performance Expectations

POLL QUESTION

Evaluation time:

- Once per year?
- Twice per year?
- More frequently?
- No formal review process?

Unclear Performance Expectations

Performance Review

- Use a current job description (job descriptions are available on the HR web page).
- Rate the person's level of performance, using the definitions below.
- Review with employee each performance factor used to evaluate his/her work performance.
- Give an overall rating in the space provided, using the definitions below as a guide.

Unclear Performance Expectations

Performance Rating Definitions

The following ratings must be used to ensure commonality of language and consistency on overall ratings: (There should be supporting comments to justify ratings of “Outstanding” “Below Expectations, and “Unsatisfactory”)

<u>Outstanding</u>	Performance is consistently superior
<u>Exceeds Expectations</u>	Performance is routinely above job requirements
<u>Meets Expectations</u>	Performance is regularly competent and dependable
<u>Below Expectations</u>	Performance fails to meet job requirements on a frequent basis
<u>Unsatisfactory</u>	Performance is consistently unacceptable

Unclear Performance Expectations

Performance Factors (use job description as basis of this evaluation).

Administration - Measures effectiveness in planning, organizing and efficiently handling activities and eliminating unnecessary activities

Outstanding
Exceeds Expectations
Meets Expectations
Below Expectations
Unsatisfactory
NA

Knowledge of Work - Consider employee's skill level, knowledge and understanding of all phases of the job and those requiring improved skills and/or experience.

Outstanding
Exceeds Expectations
Meets Expectations
Below Expectations
Unsatisfactory
NA

Communication - Measures effectiveness in listening to others, expressing ideas, both orally and in writing and providing relevant and timely information to management, co-workers, subordinates and customers.

Outstanding
Exceeds Expectations
Meets Expectations
Below Expectations
Unsatisfactory
NA

Clearer Performance Expectations

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
<p>3.1 It is the responsibility of the librarian to teach information literacy and literature appreciation.</p>	<p><input type="checkbox"/> Librarian discourages use of the library when the facility is not being used for classes.</p> <p><input type="checkbox"/> Librarian does not teach information literacy skills.</p> <p><input type="checkbox"/> Librarian makes little, if any, use of technology.</p> <p><input type="checkbox"/> Librarian does not promote literacy.</p>	<p><input type="checkbox"/> Librarian occasionally encourages use of the library when not in use for classes.</p> <p><input type="checkbox"/> Librarian occasionally teaches information literacy skills.</p> <p><input type="checkbox"/> Librarian occasionally uses technology.</p> <p><input type="checkbox"/> Librarian occasionally promotes literacy.</p>	<p><input type="checkbox"/> Librarian encourages use of library when not in use for classes.</p> <p><input type="checkbox"/> Librarian teaches information literacy skills.</p> <p><input type="checkbox"/> Librarian is able to use technology to enhance student learning.</p> <p><input type="checkbox"/> Librarian promotes literacy as a school-wide goal.</p>	<p><input type="checkbox"/> Librarian consistently facilitates use of library when not in use for classes.</p> <p><input type="checkbox"/> Librarian provides information literacy skills to all students.</p> <p><input type="checkbox"/> Librarian consistently uses technology to enhance student learning.</p> <p><input type="checkbox"/> Librarian consistently promotes literacy in a variety of ways.</p>	<p><input type="checkbox"/> Librarian actively promotes and facilitates use of library when not in use for classes.</p> <p><input type="checkbox"/> Librarian collaborates with teachers to teach information literacy and research skills to accomplish shared goals..</p> <p><input type="checkbox"/> Librarian uses technology to enrich student learning opportunities, access current trends, organize and maintain information, and facilitate communication.</p> <p><input type="checkbox"/> Librarian uses a variety of techniques and activities to promote individual and schoolwide literacy: students are actively engaged in learning or literacy activities.</p>

Clearer Performance Expectations

<p align="center">Summative Rating Form for Librarian (Note: If librarian administration time is scheduled for other duties, then Domains 2, 4, and 5 should not be evaluated.)</p>	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
Domain 1: Professional Knowledge					
1.1 It is the responsibility of the librarian to continue to grow in competence in his or her role as librarian.					
Domain 2: Library Management & Organizational Skills					
2.1 It is the responsibility of the librarian to establish and maintain an organized educational environment.					
Domain 3: Working Effectively with Students					
3.1 It is the responsibility of the librarian to teach information literacy and literature appreciation.					
Domain 4: Working Effectively with Colleagues					
4.1 It is the responsibility of the librarian to maintain positive working relationships.					

Clear Performance Expectations

Competency	Excellent Rating 4	Good Rating 3	Fair Rating 2	Needs Additional Training Rating 1
<u>Speaking</u>	Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity.	Trainer usually expresses thoughts clearly, articulately, and in a poised manner.	Trainer usually does not express ideas clearly and articulately.	Trainer uses improper language, tone, and/or manner of speaking.
<u>Eye Contact</u>	Trainer makes eye contact with all participants.	Trainer makes eye contact most of the time.	Trainer makes little eye contact.	Trainer makes no eye contact with participants.
<u>Directions</u>	Trainer is able to communicate directions in a coherent manner, avoiding vagueness and ambiguity, by using a variety of techniques.	Trainer states directions in a straightforward and easy to understand manner.	The directions are vague and incomplete causing confusion amongst the participants	Directions are unclear and incoherent.
<u>Pacing</u>	Trainer clarifies information and speaks at a rate that is easy to follow.	Upon request, trainer repeats important information to ensure accuracy and understanding; generally speaks at an appropriate rate.	Trainer is not successful in clarifying information in response to questions. Rate of speech is sometimes difficult for participants to understand.	Trainer fails to speak at the appropriate rate to ensure understanding; speech is disjointed.
<u>Technology and Teaching Tools</u>	Trainer uses a variety of teaching methods, techniques and tools that facilitate learning, including, multimedia aids-such as PowerPoint, flip charts, handouts and overheads.	Trainer demonstrates an acceptable use of multimedia aids or other teaching tools.	Trainer demonstrates a fair use of multimedia aids; some glitches; misses opportunities to support visual learners.	The use of multimedia aids distracts from the content; no back up plan for tech problems; uses no tools.

UNT Use of Rubrics in Performance Evaluations

- Professional and Paraprofessional
- Public Services Division Performance Standards

Public Services Division Performance Standards

At the service desk- Meeting standards- refers patrons to other departments or staff members when appropriate

At the service desk- Exceeding standards- contacts other department or staff member for the patron

Public Services Division Performance Standards

Library instruction- Meeting standards- Teach all scheduled classes, workshops or tours (find replacement in instance of illness or emergency)

Library instruction- Exceeding standards- Willing to offer library instruction outside of your normal working hours to meet faculty needs

SMART GOALS for Professional Staff

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**imely

SMART Goal

Encourage Political Science faculty and students to schedule individual or group reference by appointment sessions through marketing and at library instruction sessions.

Increase library reference by appointments by 10% over the 2012-2013 total by August 31, 2014. Input specific reference by appointment sessions in Reference Statistics Database.

SMART Goal Annotations

Annotation exceeded goal

Promoted my reference by appointment services during all of my library instruction sessions and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I also started a Librarian Tip of the Week in Blackboard with Dr. Kimi King where I reached 900 students in the Spring semester and I promoted the service on Blackboard to her students. I had 10 reference by appointment sessions in 2012-2013, I increased my reference by appointment sessions by 100% in 2013-2014. I entered all 20 reference by appointment sessions in the Reference Statistics database.

SMART Goal Annotations

Annotation met goal

Mentioned reference by appointment service during library instruction sessions for Political Science classes and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I had 10 reference by appointment sessions in 2012-2013, I increased my reference by appointment sessions by 10% in 2013-2014. I entered all 11 reference by appointment sessions in the Reference Statistics database.

SMART Goal Annotations

Annotation failed to meet goal

Mentioned reference by appointment service during library instruction sessions for Political Science classes and advertised reference by appointment in my faculty newsletter in the Fall and Spring. I had 10 reference by appointment sessions in 2012-2013 but I only had 6 for 2013-2014 because I had surgery during the Fall semester so I had to turn many of my reference by appointment sessions over to colleagues. I entered all 6 reference by appointment sessions in the Reference Statistics database.

SMART Goal

Present “Keeping it Fair- Using Rubrics in Hiring and Evaluations” a Library Leadership and Management Association webinar in April 2014 with Sian Brannon.

SMART Goal Annotation

Annotation exceeded goal

Presented “Keeping it Fair- Using Rubrics in Hiring and Evaluations” webinar with Sian Brannon for the Library Leadership and Management Association on April 23, 2014. Evaluation forms from viewers ranked our presentation the most valuable of the webinar season and most applicable to their work. Rewrote presentation with Sian Brannon and submitted to a national peer reviewed journal in May 2014, manuscript was accepted in July 2014 and will be published in September 2014.

SMART Goal Annotation

Annotation met goal

Presented “Keeping it Fair- Using Rubrics in Hiring and Evaluations” webinar with Sian Brannon for the Library Leadership and Management Association on April 23, 2014. Evaluation forms from viewers indicated this was a useful session.

SMART Goal Annotation

Annotation failed to meet goal

Went to Happy Hour with Sian on Tuesday after work, decided to go on a bar crawl, had at least a bottle of wine to myself at dinner that night, slept through the presentation on Wednesday, but that bottle of wine was life changing.

Planning Guide for Paraprofessional Staff

Standardized task

Coordinate preparation and administer annual student assistant budget

Performance standard

The assigned budget should not be exceeded for the academic year

Planning Guide for Paraprofessional Staff

Standardized task

Handle facilities and security problems according to department procedures

Performance standard

Facility and security emergencies are handled according to UNT Libraries' policies and procedures. Incident reports are filed within 24 hours of incident

Planning Guide for Paraprofessional Staff

Standardized task

Monitor department email account and respond to inquiries

Performance standard

Inquiries are responded to within 48 hours. Refer issues to supervisor if not able to find a resolution

UNT Planning Guide

PLANNING GUIDE/PERFORMANCE RATING FORM (UPO-31)

Performance Plan/Rating Scale: *Ratings other than "3" must include comments in the justification column.

KEY RESULT AREAS/TASKS	PERFORMANCE STANDARDS	WEIGHT (1-3)	RESULT	JUSTIFICATION of results other than '3'	TOTAL
			S 1 2 3 4 5		
Reference, Research Support & Information Assistance					
Adheres to RUSA Guidelines for Behavioral Performance.	Staff member is approachable, shows interest in the patron's question, uses active listening techniques, gives patron information on how to search, and invites the patron to return.	3			
Give accurate answers to questions about any library or university department, resources, and services in person, by telephone, or virtually.	Gives correct information or referrals at level required by the PSPS. Performs using level of customer service required by the PSPS.	3			
Assist & instruct library patrons in the use of library systems, technology unique to ECL, the Internet, and basic electronic resources.	Gives correct, clear, and thorough explanations as required by the PSPS. Performs using level of customer service required by the PSPS.	3			

UNT Planning Guide

(7) GOALS AND OBJECTIVES: List any specific goals and objectives, special projects, major changes, etc. which will affect the employee's position during this review period.

Replace department head as ECL representative at the Circulation work group, communicate with ECL staff regarding work group meetings, training opportunities, and gather feedback from staff regarding changes to Sierra or circulation policies. Continue to move into assistant manager role by increasing decision making role, increasing confidence to make more judgment calls. Monitor workflow and processes for staff, train new staff, manage circulation functions and procedures. Mr. Hurt's catalog and bib maintenance experience will be relied upon heavily for the remote storage sifting project to assist Stacks Manager in coordination of remote storage shifting project by updating records and managing cataloging errors brought by other ECL staff. Since there will be a shift in priority, department head will work with Mr. Hurt by August 1, 2013 to adjust the weights on the planning guide to more accurately reflect the work he is doing.

(8) DEVELOPMENT NEEDS: List any areas in which employee needs to develop to meet current job responsibilities and/or enhance career opportunities.

(9) ACTION PLANS: List specific actions, courses, training, etc., planned to meet the goals and objectives and/or development needs outlined above. Indicate when the action is to take place and who is responsible for the action plans. This now becomes a part of the performance plan.

Attend the following HR trainings (in person or video archive): Moving into Management & Leading and Communicating Change by 08/31/13.

UNT Planning Guide

PERFORMANCE REVIEW

NOTE: The Performance Review consists of three items:

* Using the Planning Guide/Performance Rating Form (UPO-31) the supervisor assesses employee performance by assigning number ratings to the performance of each duty, using a 5 point scale: (ratings other than 3- met standard require written justification).

1 - usually did not meet standard (poor)

4 - often exceeded standard (excellent)

2 - occasionally did not meet standard (fair)

5 - always exceeded standard (superior)

3 - met standard (good)

* The supervisor and employee meet to discuss the employee's performance and the performance evaluation ratings, documenting their discussion by signing Part B of this form. Comments may be indicated in Item 3.

* The supervisor and employee schedule a meeting to establish another Performance Agreement (Part A) for the next review period.

(1) Formula for Overall Number Rating:

Sum of All Totals: **692** Sum of all Weights: **178** Overall Rating: **3.9**

(2) Single Word Rating: **Excellent**

Scale:	1.0 - 1.4	Poor (usually did not meet standards)	3.5 - 4.4	Excellent (often exceeded standards)
	1.5 - 2.4	Fair (occasionally did not meet standards)	4.5 - 5.0	Superior (always exceeded standards)
	2.5 - 3.4	Good (met standards)		

(3) COMMENTS: (attach additional sheets if necessary)

Supervisor's Comments:

Mr. Hurt has done a lot to help out this year while we were short staffed, pitching in to work late shifts or take on additional tasks with little interruption to regular work productivity, he has excellent time management skills. He has also made my transition

In Conclusion

- Another way to use rubrics...
- Keep HR on your good side
- Like our examples?
- Any other suggestions?

Questions, Comments....

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