



2017 Annual Evaluation Form - Senior Administrators

Review Period 1/1/2017 - 12/31/2017



REVIEWER

Jaimie Hebert (Manager), Ernest Savoie (Indirect Manager)



Mary Farmer-Kaiser

999659|Dean of the Graduate School
Position

Overview

Task Instructions

Your annual performance evaluation is an important tool to support your professional development as an employee of the University of Louisiana at Lafayette. This provides an opportunity to be recognized for your contributions and to collaborate with your supervisor in aligning your goals and performance with the mission and values of the University.

Executive Goals 2017

Directions

Please provide a rating for each goal.

Rating Scale

Rating	Description
Not Evaluated	
Not Met	No dimensions of the goal (i.e. on time, on budget, etc.) were achieved.
Needs Improvement	Most dimensions of the goal (i.e. on time, on budget, etc.) were not achieved.
Partially Met	One or more dimensions of the goal (i.e. on time, on budget, etc.) were not achieved.
Met	Goal was fully achieved (i.e. on time, on budget).
Exceeded	Goal was achieved ahead of schedule and/or under budget

Describe your accomplishments for Calendar year 2017 and provide an overall rating.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):

Graduate program development/approval/launch: launched the MS Environmental Resource Science MS program; launched the Informatics MS program; launched online delivery of the MBA & MBA-HCA programs; launched the BSN to DNP option; supported development of LOIs and full proposals for new programs (PhD Earth and Energy Science, MS Industrial Chemistry, MAT Elementary Education and Elementary French Immersion)

Application and admission improvements: implemented Recruit Application and CRM; overhauled our application review and evaluation processes and reports to better meet the expectations/needs of the College of Business Administration and Academic Partnerships for online delivery of the MBA and MBA-HCA programs; gained approval of the Robert Elliot May Resident Graduate Tuition Fellowship initiative to support the recruitment of out-of-state and international graduate

students; in partnership with the Retention Committee and Graduate Council, developed and ushered through approvals and implementation of an Official Leave of Absence Policy to foster a culture of intentionality for those who "step out" and to ease the process of returning for graduate students who take an approved, official leave

Retention and completion improvements: in partnership with the Retention Committee and Graduate Council, implemented candidacy recognition for both doctoral and master's students; created (and ushered through approvals) Official Leave of Absence policy; implemented advising reports for grad coordinators to combat late registrations; implemented stop-out reports for grad coordinators to identify attrition and trigger retention-focused communications as appropriate; increased participation in Grad Student Appreciation Week retention- and completion-focused programming and year-long professional development programming; implemented first dissertation bootcamps; improved final manuscript review/approval process by updating Guidelines and expanding accessibility of editors via in person office hours and direct involvement in thesis/dissertation workshops; in partnership with the Office of First Year Experience and Academic Affairs, created the Teaching Hour workshop series for faculty and GTAs; in partnership with the Office for Campus Diversity, created faculty mentoring workshop series

Diversity initiatives: in partnership with the Office for Campus Diversity, developed the James Jackson Community of Scholars; mentored SREB scholars throughout the year and, when the faculty chairs could not attend, traveled with and served as mentor while attending the SREB Compact for Faculty Diversity Institute for Teaching and Mentoring; secured additional BORSF-SREB diversity fellowship; expanded minority recruitment initiatives via support/funds/activities; served as a formal recruiter for our University at the SREB Compact for Faculty Diversity Institute for Teaching and Mentoring; developed first-gen-focused programming

Staff development: created and gained approval for an Assistant Dean position; reconfigured duties (with some appropriate reassignment of duties) for Assistant to the Dean position; onboarded new Applications and Communications Coordinator

Advancement: with Advancement secured and, with support from the respective colleges and departments, wrote and submitted for approval in the 2017 competition and/or prepared for submission in the 2018 competition the following proposals for BORSF match:

- James D. Moncus / BoRSF Endowed Superior Graduate Student Scholarship in Nursing II
- James D. Moncus / BoRSF Endowed Superior Graduate Student Scholarship in Biology I
- James D. Moncus / BoRSF Endowed Superior Graduate Student Scholarship in Biology II
- F. Stan Hardee, Jr. / BoRSF Endowed Superior Graduate Student Scholarship in Business Administration
- Claire M. Moss / BoRSF Endowed Superior Graduate Student Scholarship in Music
- Fern N. Moss / BoRSF Endowed Superior Graduate Student Scholarship in Health Sciences
- J. C. Moss / BoRSF Endowed Superior Graduate Student Scholarship in Business Administration
- John W. and Bonnie Sarver and Julie S. Boucher / BoRSF Endowed Superior Graduate Student Scholarship in Business Administration
- R. C. & Sybil Sealy Family / BoRSF Endowed Superior Graduate Student Scholarship in Engineering

Jaimie Hebert (Manager):

Very comprehensive plan, but rather than writing accomplishment areas, I would write them out as goals. These would be the overarching, aspirational goals for Graduate Studies.

Executive Competencies

Directions

Please provide a rating for each of the core competencies.

Click the down arrow and then Details to view the items associated with each competency.

Click the conversation icon to view a list of behaviors by rating associated with each competency.

Details and Comment Assistant

Rating Scale

Rating	Description
Not Evaluated	
Does Not Demonstrate	Does not demonstrate this competency at the expected level, even with available assistance or direction from others.
Developing	Newly developing in this area; has a general understanding of key principles but limited or no applied experience with this competency. Is capable of using this competency with coaching and support, in simple situations.
Proficient	Has sufficient understanding and experience to operate at a fully professional level with this broad range of moderately complex situations. Can generalize basic principles to effectively function in both predictable and new situations.
Advanced	Has broad and deep understanding and skills, with substantial expertise and experience in this area. Can apply this competency regularly and independently and display this competency in complex, varied situations. Role model for this competency.
Expert	You are known as an expert in this area. You can provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used.

Builds Relationships and Fosters Collaboration

Cultivates an active network of relationships inside and outside functional area; fosters collaboration and teamwork by inclusive, supportive, cooperative, and sharing power.

Reviewer	Rating
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Mary Farmer-Kaiser (Self)	██████
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Jaimie Hebert (Manager)	██████
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Comments

Mary Farmer-Kaiser (Self):

As dean of the Graduate School, any success I have comes only as a result of creating strong relationships, building partnerships, and collaborating effectively. Often, my success is most evident through the successes and results of other units, departments, and the academic colleges.

Some representative examples of accomplishments in 2017 that were made possible strong external collaboration and a positive network of relationships outside of my own area include:

- Recruit Application and CRM Implementation (IT, Ellucian Consultants, 43 graduate coordinators and some 30 departments, and Undergraduate Admissions)
- BORSF Endowed Superior Graduate Student Scholarship Competitive Proposal Development (Advancement, six colleges, 14 departments, Academic Affairs - Faculty Affairs, the Foundation, Financial Services, and the President's Office)
- Graduate Council initiatives (27 members from across the University)
- New program launches (Academic Dean, Academic Affairs - Academic Programs, individual departments, the Registrar's Office, and Communications and Marketing)
- SEO marketing initiatives (Communications and Marketing, all of the graduate program leadership, and internal staff)
- SREB Fellowship Proposal (Institutional Research, the STEM PhD program leadership, and the Office for Research)

Internally, with 10 direct reports, my office operates both as a whole and also with three distinct areas -- an admissions team, a post-admissions team, and a overlapping team focused on optimizing operations that includes myself, my Assistant Dean, Assistant to the Dean, and Functional IT Specialist. Perhaps the best evidence of my ability to cultivate an active, collaborative network of relations inside my functional area in 2017 was (1) the successful (but trying) implementation of the Recruit Application and CRM and (2) the successful (but trying) launch of the online delivery of the MBA and MBA-HCA programs.

Builds Talent

Attracts and retains high caliber people; develops a leadership team with diverse capabilities; accurately assesses the strengths and weaknesses of staff; develops successors.

Reviewer	Rating
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Mary Farmer-Kaiser (Self)	██████
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Jaimie Hebert (Manager)	██████
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Comments

Mary Farmer-Kaiser (Self):

I have a great team. They are all high caliber and bring to their individual positions a diverse set of skills and experience. 2017, however, was a difficult year for my office internally as I moved to create and then to do a search to fill the Assistant Dean position. While one internal staff member applied for the position (an individual that I had hired and developed for 4+ years), I ultimately made the decision to hire an external candidate who had stronger credentials, who could contribute experience from three other universities and with launching a large online graduate program, and who outperformed all other candidates in Skype and the on-campus interviews. It was an incredibly difficult time in the office as I worked to keep

the staff united, moving forward, and ready to welcome a new colleague. While I would consider it a success in the end, I continue to work to improve my abilities to support, develop, and capitalize on the strengths of individuals who make the Graduate School operate.

While I also continue to work to do more, I believe that I have also been effective in supporting and developing the various individual faculty members who have served as the chair of the Graduate School. In 2017, in particular, I worked to understand the leadership styles, strengths and weaknesses, and diverse capabilities of the two Graduate Council chairs so as to move forward important updates to graduate education governance (e.g., non-thesis master's program hours, updates to the outstanding senior program, official leave of absence policy, changes to the way we select the commencement grand marshal).

Finally, I recognize that we still have opportunity to do better in onboarding new graduate coordinators.

Communicates Openly and Listens

Presents ideas effectively gauging the needs of the audience; actively listens and incorporates input from others.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):
 In a variety of settings -- internally in the Graduate School, in Graduate Council meetings, with Graduate Coordinators individually and in grad program leadership meetings, in the Strategic Plan Implementation Team meetings, in ERP implementation settings, in Deans Meetings, etc. -- I present ideas and information with transparency, with research and justification, and with feedback noted. I listen intently (and, over the years, I have learned the benefits of listening more and talking less). I understand fully that to move initiatives forward, input from key stakeholders has to be solicited, understood, and incorporated. If not incorporated, then time needs to be taken to build consensus. This executive competency was demonstrated in 2017, for example, in the successful launch of online delivery of the MBA and MBA-HCA degrees and, most especially, as we built new, productive relationships with both Distance Learning and Academic Partnerships.

Cultivates Diversity, Equity and Inclusion

Intentionally attracts a team with diverse perspectives; Champions the development of equitable and inclusive policies and procedures inside the functional area; Develops and employs equitable practices in the hiring, evaluation, and promotion of talent; Recognizes and promotes the shared responsibility for diversity, equity and inclusion.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):
 I work with intention to hire a team with diverse perspectives and experience. In the evaluation of my team, I recognize the



contributions that underscore this diversity of perspective/experience as well as their individual efforts to support our diverse graduate student population and needs. In the hiring of graduate assistants for the Graduate School office, I push my team to value having a diverse group of grad student perspectives and talent internally.

I actively collaborate with Dr. Mallery in the Office for Campus Diversity to assess the recruitment, retention, and completion of minority graduate students and, in 2017, specifically doctoral students. We have also partnered to create the James Jackson Community of Scholars and brought in Dr. Jo Davis-McElligatt as a faculty advisor.

As we worked to create the University Committee for Graduate Student Success and Retention, I insisted upon the ex-officio membership of both the Director for Equity, Diversity, and Community Engagement and the Director of International Affairs.

In my appointments to the Graduate Council and the University Committee for Graduate Student Success and Retention, I actively use these appointments to help create equitable and inclusive bodies.

Since becoming dean, I have taken an active role in mentoring every former/current BORSF-SREB Minority Doctoral Fellow who has not yet graduated. I take care to check in on them, to meet with them at least two to three times a semester, and to create opportunities for them to be in a space together so as to promote peer mentorship. I am incredibly proud that, in 2017, our SREB proposal garnered the following recognition from the reviewers: "The first two cohorts of SREB scholars resulted in four students being admitted and all four leaving without a PhD degree. Since that time 100% of SREB scholars have either finished or are progressing to completion..."

Finally, as a historian, my area of expertise and scholarship focuses on the historical experience of underrepresented minorities and women in the United States.

Demonstrates Emotional Acuity

Considers and responds appropriately to the needs and feelings of others; understands impact of own behavior; has a realistic understanding of own strengths and development needs; is committed to continuous learning.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):

Internally, with the Graduate School team in particular, I strive to consider and respond appropriately to the needs and feelings of all ten of my team members. I understand fully how much my own attitude and behavior can impact the direction of this group of individuals. I also better understand -- especially from the experiences related to the Assistant Dean search in late 2017 -- my own strengths and opportunities for leadership development. Making unpopular, hard decisions is tough. But it's also part of the job. The experiences of 2017 led me to respect fully the importance of clear processes, collaborative decision making, and -- ultimately -- the need to individually own hard decisions as the unit leader. I continue to be committed to developing my leadership and management skills.

Demonstrates Financial Acumen

Understands the meaning and implications of key financial indicators; manages overall financial performance; uses financial analysis to

evaluate strategic options and opportunities.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):

Making the most of -- and understanding fully -- the graduate assistantship and fellowship budgets is critical to the success of our graduate programs. 2017 brought the opportunity to increase budgets in some key areas (e.g., Biology, English, Mathematics) and to advocate for and implement increased minimum stipend levels. Using financial analysis to evaluate strategic opportunities, I began in 2017 to pull back unencumbered budgets at the outset of the Spring semester to do one-semester reallocation to support degree completion awards.

Ensures Alignment

Ensures that University strategies and plans are integrated and aligned for success; supports the President and Board of Regents by providing timely, direct, and critical insights on initiatives, political positioning, and public perception.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):

Demonstration of the competency to provide timely, direct, and critical insight to the President and University leadership in 2017 came, for example, as I offered University and statewide leadership and collaboration as graduate education faced significant threat from the potential passage of the U.S. House of Representatives reform measure, The Tax Cut and Job Act. At UL, this leadership and collaboration came as I worked closely with the Graduate Student Organization and other graduate student groups, the Office of the Vice President for Research, Communications and Marketing, and the Picard Group. As president of the Louisiana Council of Graduate Schools, I was able to collaborate externally with other graduate schools across the state to develop consistent messaging. Other evidence of this executive competency came in late 2016 and early 2017 as I provided timely support when graduate students rallied as the Trump administration took office, when graduate students expressed concern that the safety of students on campus was uncertain, when travel bans were imposed, etc.

Ensures Execution

Anticipates change, conveys clear priorities, and aligns efforts across functions; addresses barriers, takes action, and holds self and others accountable for results.

Reviewer	Rating
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Mary Farmer-Kaiser (Self)	██████
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Jaimie Hebert (Manager)	████
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Comments

Mary Farmer-Kaiser (Self):

The ability to successfully execute the Recruit application and CRM system implementation required clear priorities, adaptability, and alignment across functions in the Graduate School and with IT and the Registrar's Office. It demanded leadership as we addressed internal and external barriers and troubleshooted for, quite honestly, far too long with Ellucian. Being engaged and willing to push -- to hold accountable and to stay on top of -- our IT and Ellucian supports as well as my own team in the Graduate School was essential. The same can be said as we worked with Academic Partnerships to reconfigure the MBA and MBA-HCA curricula and the Graduate School and MBA application evaluation/review processes.

Establishes Trust

Respects all individuals and treats them fairly; honors commitments to others; models high ethical standards and integrity.

Reviewer	Rating
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Mary Farmer-Kaiser (Self)	██████
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Jaimie Hebert (Manager)	████
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Comments

Mary Farmer-Kaiser (Self):

Yes. Since becoming dean, I have had to rebuild the University community's trust in the Graduate School and, internally within the Graduate School, to restore trust as a way to combat staff turnover. Doing so has required much listening. It also has required the ability to offer respect for all individuals, a willingness to provide honest feedback, an ability to carry through on commitments, and the modeling the kind of high ethical standards and integrity that you expect from others. In 2017, I did not shy away from having difficult, yet transparent, public and individual conversations with graduate students about, for example, the tax reform battles, concerns about student safety in the wake of the elections and travel bans, and ongoing campus housing and parking frustrations. With my staff and graduate coordinators, I also, for example, listened intently and respected individual concerns about one of my hiring decisions.

Influences and Inspires

Promotes ideas and proposals persuasively to shape stakeholder opinion; creates a climate that fosters personal investment and nurtures commitment to a common vision and shared values; inspires action without relying solely on authority.

Reviewer	Rating
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Mary Farmer-Kaiser (Self)	██████
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Jaimie Hebert (Manager)	██████
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Comments

Mary Farmer-Kaiser (Self):

Though my interactions with donors and Advancement, the Graduate Council, the Graduate Student Organization and Student Government Association, and the graduate coordinators, I have influenced and inspired a common and personal investment in graduate education at UL Lafayette. Given that the dean of the Graduate School has limited ability to force action, the ability to move an initiative forward depends largely on my ability to build consensus and to offer compelling arguments to vested stakeholders. Negotiation with Advancement of the direction of gifts with Advancement, development of strong competitive proposals, and securing BORSF Endowed Superior Graduate Student Scholarship matches are examples of this executive competency. The ability to move policy changes through the review of graduate program leadership and the Graduate Council are another. Increased attendance and participation in retention-focused Graduate School programming and faculty mentoring programming are other examples of success in this executive competency.

Leads Change

Uses data-driven decision-making to generate insights, alternatives, and opportunities for success; fosters a continuous improvement environment; makes novel use of existing ideas, approaches, technologies, or products.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):
 Development and implementation of new policies, processes, and procedures must be guided by sound data-driven decisions. With the implementation of Banner and, most especially, Cognos, the Graduate School has been able to identify problem areas and make advances in application processing and evaluations, issuance of I-20s, timely advising and registration, preventing delayed applications for candidacy and petitions for regular admission status, graduation checklists and clearance, etc. Data about lost admits and research into the practices of peer institutions helped to foster the proposal and creation of the Robert Elliot May Resident Graduate Tuition Fellowship initiative in 2017. The desire to use data effectively to understand and to guide retention efforts has been central to the creation and work of the University Committee for Graduate Student Success and Retention. In 2017, I led the committee to the existing CGS Exit Surveys, Mid-Master's Survey, and others as a way to move forward quickly with its work and to do so in a way that will offer the ability to benchmark.

Shapes Strategic Focus

Formulates effective and progressive strategies aligned with University mission and values; determines objectives and priorities and acts as a catalyst for institutional innovation and growth.

Reviewer	Rating
Mary Farmer-Kaiser (Self)	██████
Jaimie Hebert (Manager)	██████

Comments

Mary Farmer-Kaiser (Self):

Effective and progressive contributions to the development, approval, and launch of new graduate programs and new delivery modes for existing graduate programs have provided an important opportunity to align squarely the mission of the Graduate School with that of the University and the various academic colleges. Collaboration with the academic deans and Academic Affairs - Academic Programs on LOIs, the full proposals, and launch of these new programs have ensured common objectives and priorities aimed at increasing graduate enrollment, research innovation and productivity, and doctoral completers. Participation in the Strategic Planning Implementation Task Force offered the opportunity for me to further develop this executive competency, and I look forward to future similar opportunities.

Goal Planning

Directions

Please enter goals for the coming year.

Graduate Program Development and Administration

Support academic colleges in the development, approval, and launch of new graduate programs, new mode(s) of delivery, and improved administration of existing programs.

Start Date 1/1/2018	Due Date 12/31/2018	Progress <div style="background-color: #ccc; width: 100%; height: 15px;"></div>	0%
Weight 20%			

Professional Staff Development

Invest in the development of innovative leaders, problem-solving professional staff in the Graduate School.

Start Date 1/1/2018	Due Date 12/31/2018	Progress <div style="background-color: #ccc; width: 100%; height: 15px;"></div>	0%
Weight 0%			

Recruitment, Application, and Admission Experience

Review and improve recruitment efforts, application processes, admission policies.

Start Date 1/1/2018	Due Date 12/31/2018	Progress <div style="background-color: #ccc; width: 100%; height: 15px;"></div>	0%
Weight 20%			

Retention and Completion Efforts

Provide added support aimed at improving retention and completion rates for both master's and doctoral degree-seeking students.

Start Date 1/1/2018	Due Date 12/31/2018	Progress <div style="width: 0%; background-color: #ccc; height: 15px;"></div>	0%
Weight 20%			

Underrepresented and Minority Graduate Student Recruitment, Retention, and Completion

Align the recruitment, retention, and completion rates of underrepresented and minority graduate students with those of non-minority U.S. graduate students.

Start Date 1/1/2018	Due Date 12/31/2018	Progress <div style="width: 0%; background-color: #ccc; height: 15px;"></div>	0%
Weight 20%			

Development Planning

Leadership development

Item	Type	Due Date
The Leader-as-Coach	Training	2/28/2019

Email management

Item	Type	Due Date
Email Management	Action Step	6/30/2019

History Research and Scholarship Contribution/Engagement

Item	Type	Due Date
LHA	Action Step	3/31/2019

Strategic Planning/Leadership Development

Item	Type	Due Date
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Summary

Overall Rating

2017 Annual Evaluation Form - Senior Administrators
Mary Farmer-Kaiser



Signatures

X Mary Farmer-Kaiser
Employee

2/13/2019
Date

X

Second Level Evaluator

Date

X Jaimie Hebert
Evaluating Supervisor

1/10/2019
Date