



## Guidelines for Completing the Performance Appraisal Form for Faculty Librarians

The goal of the faculty performance appraisal process is to provide a meaningful assessment of faculty, promote the development of goals and expectations, foster and support faculty development, and support the continuous improvement of teaching and learning. SACS requires accredited institutions to conduct an effective faculty evaluation. According to the SACS Criteria for Accreditation 3.7.2: *"The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status."* ([www.sacscoc.org/principles.asp](http://www.sacscoc.org/principles.asp))

manual provides guidelines to assist you in completing the appraisal form for faculty librarians. The manual is organized by the sections found in the appraisal form. For each section, suggestions are provided for how to construct your answer and, where applicable, the supporting documentation is noted. You are encouraged, however, to add any information or documentation that you feel is important.

### Part 1: Instructional Effectiveness and Student Success

#### **Section 1.A: What was the most positive teaching experience you had this past year and why?**

This question provides you with the opportunity to reflect on and discuss a teaching highlight for the past year. Responses could be drawn from a specific class, success with an individual, or other interactions with students.

#### **Section 1.B: List the two learning outcomes that were most challenging for your students (or alternatively most challenging for you to teach). For each of these two outcomes, describe how you measured your students' performance and the results of those assessments.**

It is suggested that you organize your response by learning outcome, discussing all of the components of one outcome before moving on to the second. For each outcome:

- Identify the relevant bibliographic instruction session or reference desk session (list as appropriate: time, place, course number, instructor) and the learning outcome you have selected.

- Describe how you measured students' performance. In this description, indicate if the measure addressed the learning outcome as a whole or a specific component of the outcome. Include in your description when the measure was taken (e.g., the last three terms, fall term only, etc.), the number of sessions in which you administered the assessment and the number of students tested.
- Describe the results of the assessment(s). There are a number of ways results can be described. Examples of how results might be stated:
  1. The average score was 72.3%.
  2. 83% of the students scored 90% or higher.
  3. 75% of the students scored a 3 or higher on a 4-point rubric.
  4. All students answered correctly at least 4 of the 6 relevant items on the test.
- To what extent did these results meet your expectations?

#### Documentation

A copy of the assessment instruments and grading rubrics, if applicable. For example, if the assignment was a project, performance or paper attach a copy of the assignment and the grading rubric, if used. If the assessment consisted of items from a test, quiz, or survey, attach the test and indicate the items that were used.

#### **Section 1.C: How have you used the above course learning outcome results to improve your teaching?**

You may want to indicate any changes you have made in the areas of pedagogy, classroom management, use of College resources, or other practices related to learning.

## **Part 2: Relevant Feedback from Students and Supervisors**

### **Section 2.A: Student Assessments of Teaching**

**Analyze the numerical ratings provided by students for bibliographic instruction sessions you taught and reference services you provided in the last year. In your summary for each category, indicate the number of students who provided ratings and the average response rate.**

Administer the student assessment of library instruction {to be developed} to students in your bibliographic instruction sessions and reference desk sessions.

There are a number of different ways you might consider summarizing the information from these assessments. For each example, you might consider the following examples:

- Compare your overall average rating to the library cluster average rating.
- Examine the average ratings for each item and note which items received especially high or low ratings.
- If prior year assessments are available, note any significant changes in ratings from the prior year.

- If any of these ratings were the focus of a prior year's improvement plan or goal, comment on how they reflect the progress made on the plan or goal.
- If the response rate is low, do you have any plans to increase those rates? If so, describe.

Documentation

Attach the assessment reports for each of the relevant bibliographic instruction/reference desk sessions.

**Section 2.B: Instructional Observation Feedback**

**Summarize the feedback from your supervisor's observations of your teaching.**

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Indicate which of your instructional sessions were observed and the term in which the observation took place. If you received a rating of "needs improvement" or "unsatisfactory" on any item, note the course, the rated item and the required improvement.

Documentation

Attach copies of the Instructional Observational Instruments

**Section 2.C: Feedback from Employers and/or Other Faculty**

**When available, summarize feedback from employers of your students, Business Partnership Councils or other faculty.**

In some programs, there is program-wide feedback from employers or Business Partnership Councils. If applicable, comment on your contribution to that feedback. If other faculty observed your teaching and provided you with feedback, summarize that feedback here.

**Section 2.D: Application of Feedback to the Teaching Process**

**Reflect on the information provided in Sections 2.A, 2.B and 2.C, as well as the written comments from your student assessments of your instructional sessions and reference service. Describe how this information was or will be used to improve your teaching and service.**

Examples could include an explanation of how your teaching has changed, new curriculum that has been developed, new instructional techniques incorporated in the classroom, or any other demonstrated commitment to the continuous improvement of teaching.

## Part 3: Continuing Professional Development

### Section 3.A: Summarize your professional development activities in the past year.

Examples could include graduate coursework, continuing education in various aspects of librarianship, PTLC workshops, Human Resources workshops or classes, conferences, webinars, online courses, books read, presentations made, new courses developed, new approaches to library instruction and service, and new library resources and technologies in which you have become proficient.

### Section 3.B: Summarize any activities that helped you maintain or improve your knowledge of librarianship and the subject matter in your reference and instructional sessions or that document your knowledge of that subject matter.

This section specifically addresses the currency of your knowledge of the content areas that you teach and the aspects of librarianship relevant to those content areas. This would include those aspects of the professional development activities that you listed in Section 3.A that focused specifically on content rather than other aspects of teaching such as pedagogy or classroom management. Activities that document your knowledge or expertise in the subject matter might include publishing, performances or presentations.

### Section 3.C: How have the activities described in Sections 3.A and 3.B enhanced your teaching and student learning?

Explanations could include information on how professional development has lead to changes in instructional techniques, how new information has been added to keep curriculum fresh and relevant, and how professional development has contributed to growth as a teacher or in one's profession.

## Part 4: Service to the Department, College or Community

### Section 4.A: College Committees

Summarize your role and involvement in College or campus committees on which you served during the past year. If you did not serve on any committee, please explain why.

Responses should include more than a list of committees and should provide an explanation of the extent to which the faculty member contributed to the activity, including any leadership roles on College or campus committees.

**Section 4.B: Other College Service**

Summarize the other College or campus service activities in which you participated during the past year, such as assistance in student activities, leadership roles or undertaking special tasks or assignments.

Self-explanatory

**Section 4.C: Other Service**

Summarize service activities that occurred outside of the College, such as leadership roles in state, regional or national professional organizations, involvement in professionally-related community service(s) or consultations.

Self-explanatory

**Section 4.D:**

In what ways did your service activities make a difference to student learning and student life?

Self-explanatory

**Part 5: Performance Goals**

**Section 5.A: Prior year goal assessment**

Describe the progress made in the goals listed in the last performance appraisal.

Self-explanatory

**Section 5.B: Future goals**

Describe the objectives, goals, projects, committees and professional development activities that you intend to pursue. For each goal, please indicate the time frame in which the goal is expected to be achieved (e.g., 1 year, 3 years).

Self-explanatory

**Part 6: Additional Comments (optional)**

If there is any additional information that you would like to have considered in your performance appraisal, please provide it here. If applicable, comment on your contribution to your program's licensure, completion and placement rates.

Self-explanatory

**Part 7: Supervisor Appraisal of Additional Performance Factors**

Not Applicable – this section completed by supervisor

**Part 8: Comprehensive Review Section**

*(to be completed only for the comprehensive review that is conducted every three years)*

**Section 8.A: Focusing on the improvement of student success, describe what you have done over the past three years in regard to student learning outcomes, student engagement and pedagogy?**

Self-explanatory

**Section 8.B: Over the past three years, describe what you have done outside of the classroom to affect student success.**

Self-Explanatory

**Section 8.C: Describe your philosophy of librarianship. How has your teaching experience over the past three years either reinforced or altered that philosophy?**

Self-explanatory

**Parts 9 and 10 are completed by the Supervisor**