

Faculty Evaluation System for Librarians

FES 1, FES 3, FES 4

Performance Appraisal Criteria, Rating Scales, and Documentation

Rating Scale

1. UNSATISFACTORY

Never or rarely meets the characteristics of the criterion; little to no performance.

2. MARGINAL

Inconsistently meets the characteristics of the criterion; performance is in need of improvement.

3. SATISFACTORY

Consistently meets the characteristics of the criterion; performance is viewed favorably.

4. GOOD

Consistently meets the characteristics of the criterion; generally exceeds the level of performance normally expected or required.

5. EXCELLENT

Consistently meets characteristics of the criterion to the highest degree; repeatedly exceeds the level of performance normally expected or required.

FES 1

EFFECTIVENESS IN LIBRARIANSHIP

The “Director’s Rating of Effectiveness in Librarianship” FES 1 takes the place of the FES 1: “Chair’s Rating of Faculty Teaching Effectiveness” and FES 2: “Student’s Evaluation of Classroom Teaching Effectiveness.”

The Director will assign a score of one through five (see previous page) to each of the criteria (below) applicable to the position description of the librarian being evaluated. An overall score for “Director’s Rating of Effectiveness of Librarianship” will be determined by averaging the scores for which a rating is assessed. FES 1 is completed by the Director based on the librarian’s self-report in relation to his/her goals, position description, and the “Library’s Guidelines for Promotion and Tenure.”

Librarians accepting responsibilities of another position in addition to their own, including but not limited to teaching a course/s for credit, are eligible for a bonus point (0.5 to 1.0) to be added to the overall score for Librarianship at the Director’s discretion (note the overall score will not exceed 5).

Note: Ex officio participation in working groups or teams (e.g. Instruction Team, Web Team, SIRSI Team) should be reported as Librarianship (FES 1), rather than Service (FES 4).

FES 1: Librarianship

Performance Appraisal Criteria and Ratings

SCORE

PROFESSIONAL DEVELOPMENT

Participates in continuing education activities to maintain or develop skills which enhance the performance of position responsibilities. It may also include enhancing knowledge related to software or hardware used on the job and so forth. This knowledge may be gained in a specific professional development setting or through individual effort. Such activities may include but are not limited to:

- brief library or university webinars, workshops, or training sessions
- specialized professional webinars, workshops, or training sessions
- short courses (with or without continuing education credit)
- professional certification program
- college course (credit or audit)
- second masters or doctorate

(Note: Attending state, regional, national or international professional meetings is usually counted as FES 4 activity but listing specific sessions pertinent to professional responsibilities may be included here.)

Rating Scale for PROFESSIONAL DEVELOPMENT:

1. UNSATISFACTORY ACTIVITY

Nothing listed, or activities listed do not satisfy the requirements.

2. MARGINAL ACTIVITY

Participation in professional development activities totaling less than 10 hours.

3. SATISFACTORY ACTIVITY

Participation in professional development activities:

- Professional development totaling 10 to 20 hours;
- College course (3 credit hours) audited.

4. GOOD ACTIVITY

Participate in professional development activities:

- Professional development activities totaling 21 to 30 hours
- College course (3 credit hours) completed.
- Certification course completed.

5. EXCELLENT ACTIVITY

Participate in professional development activities:

- Professional development activities totaling more than 30 hours
- More than 1 college course completed.
- Completion of Professional Certification or Re-certification
- Completion of second Master's degree or Doctorate degree.

PROFESSIONAL/TECHNICAL KNOWLEDGE

Exhibits expertise and currency related to his/her area of specialization (cataloging, acquisitions, reference, etc.) as well as the profession of librarianship. This can include discipline or subject area knowledge gained in relation to or as a result of assigned areas of responsibilities. Understands individual role in relationship to Newton Gresham Library and Sam Houston State University.

PROFESSIONAL/TECHNICAL COMPETENCE

- Effectively applies **PROFESSIONAL/TECHNICAL KNOWLEDGE** in all areas of responsibility.
- Makes sound and timely decisions, taking into account all available relevant information.
- Shares appropriately in unit/department responsibilities and activities

COMMUNICATION SKILLS

- Communicates clearly, logically, and concisely in writing and speaking
- Asks questions and offers input for successful results
- Demonstrates effective listening skills
- Keeps administrators, peers, and staff informed
- Uses formal and informal communication channels appropriately and in a timely manner
- Presents information or data in a format that is efficient and understandable

EXTERNAL RELATIONS

Maintains effective relationships, including public relations, networking, or volunteering, with individuals and groups such as:

- | | |
|-----------------------------|-----------------------------|
| • university administration | • visiting researchers |
| • teaching faculty | • vendors |
| • local community | • government agencies |
| • library users | • non-profit organizations |
| • other libraries | • professional associations |

(Note: Some evidence of meeting this criteria can be found in FES 4.)

INTERPERSONAL/COLLABORATIVE SKILLS

- Develops and maintains smooth and effective working relationships with administrators, peers, and staff
- Interacts effectively with library users
- Encourages and fosters cooperation among co-workers
- Demonstrates approachability and flexibility
- Exercises diplomacy, courtesy, and respect
- Works with others to advance library projects and goals/objectives
- Supports group decisions and outcomes through actions and communications
- Openly and constructively contributes to discussion, communication, and feedback

INITIATIVE

- Overcomes obstacles to get the job done using innovative and creative methods
- Modifies the current way of doing things to improve job performance or departmental outcomes
- Anticipates change and takes appropriate action

_____ **RELIABILITY**

- Shows commitment to work by dependably fulfilling responsibilities (ex. adheres to regular or assigned schedules or arranges for substitutes as necessary; submits reports in a timely fashion; etc.)
- Follows through with commitments to others in a manner respectful of their time
- Completes tasks and assignments without repeated reminders
- Handles autonomy wisely
- Displays awareness of consequences of one's own actions

_____ **PROBLEM SOLVING**

- Makes sound and timely decisions, taking into account all available relevant information
- Develops effective and creative solutions to organizational problems
- Recognizes and responds effectively to unexpected situations
- Handles problems before they escalate
- Suggests ways to improve performance and be more efficient

_____ **APPLIED LEADERSHIP**

- Mentors, motivates, and guides others towards their goals
- Takes initiative and assumes responsibility when appropriate
- Looks for more effective ways to accomplish the mission of the Library and the University
- Keeps colleagues and staff engaged in building partnerships to sustain the Library goals
- Communicates the Library's and University's visions in ways that gain the support of others

_____ **SUPERVISORY ACTIVITY** *(If applicable)*

- Has the ability to perform the tasks in the area being supervised
- Encourages a supportive work environment
- Supervision of those in chain of command:
 - Effectively provides oversight, direction, and training to supervisees (other faculty, staff, and/or student assistants) as appropriate
 - Has a continuing professional relationship with those being supervised
- Indirect supervision: responsible for a specific work project, provides instruction and supervision during the project's lifetime
 - Provides supplementary supervision to those outside chain of command

_____ **OVERALL SCORE**

FES 1 : Documentation of Librarianship

This table is intended to be a non-cumulative list of examples of documentation.

Note: Documentation for categories does **not** need to be duplicated. It is understood that proof of activity may apply to more than one category.

Documentation of Professional Contributions, as applicable to your role/position including but not limited to:

FES 1 categories	Content/Activities:	Examples of Documentation:
<p>Professional Development Participates in continuing education activities to maintain or develop skills which enhance the performance of position responsibilities. It may also include enhancing knowledge related to software or hardware used on the job and so forth. This knowledge may be gained in a specific professional development setting or through individual effort.</p> <p><i>(Note: Attending state, regional, national or international professional meetings is usually counted as FES 4 activity but listing specific sessions pertinent to professional responsibilities may be included here.)</i></p>	<ul style="list-style-type: none"> Brief library or university webinars, workshops, or training sessions Specialized professional webinars, workshops, or training sessions Short courses (with or without continuing education credit) Professional certification program College course (credit or audit) Second masters or doctorate 	<p>Description of event, include:</p> <ul style="list-style-type: none"> Name of event/session/activity Sponsor/presenter of event/session/activity Location of event/session/activity Date(s) Number of hours spent attending the formal session (e.g. webinar time, classroom time) Number of hours spent outside of formal session doing related work (e.g. homework, exercises, reading materials to prepare for session, etc.) Copy of certificate or transcript or other documentation indicating completion/participation.

FES 1 categories	Content/Activities:	Examples of Documentation:
Professional/Technical Knowledge Exhibits expertise and currency related to his/her area of specialization (cataloging, acquisitions, reference, etc.) as well as the profession of librarianship. This can include discipline or subject area knowledge gained in relation to or as a result of assigned areas of responsibilities. Understands individual role in relationship to Newton Gresham Library and Sam Houston State University.	Summary description of accomplishments of professional responsibilities	Written sections highlighting professional performance. Include details on tasks performed, changes made, and projects undertaken
	Personal portfolio of policies, procedures, manuals, guidelines, handouts, and training materials	Complete versions, samples, or screenshots of policies, procedures, manuals, guidelines, handouts, and training materials that were created or revised
	Materials appropriate to the specific position or role(s).	Complete versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category
	Course work for an advanced degree, continuing education credit from a professional organization or agency, participation in workshops, seminars, and conferences.	Description of event, include: <ul style="list-style-type: none"> • Name of event/session/activity • Sponsor/presenter of event/session/activity • Location of event/session/activity • Date(s) • Number of hours spent attending the formal session (e.g. webinar time, classroom time) • Number of hours spent outside of formal session doing related work (e.g. homework, exercises, reading materials to prepare for session, etc.) • Copy of certificate or transcript or other documentation indicating completion/participation.
	Subscribes to and monitors professional listservs and blogs	Self-report on listserv subscriptions
	Comparisons of Library resources to those of peer institutions and collection evaluation measures.	Written comparison reports of library resources to those of peer institutions and collection evaluation measures.
	Evidence of enhanced access to and/or organization of materials and resources.	Screenshots, testimonials, comparison statistics, and other documentation that displays effectiveness in this category.
	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Invitations to teach, lecture, or present workshops.	Photos, official communications, and other documentation relating to the teaching of classes or workshops.

FES 1 categories	Content/Activities:	Examples of Documentation:
Professional/Technical Competence <ul style="list-style-type: none"> Effectively applies PROFESSIONAL/ TECHNICAL KNOWLEDGE in all areas of responsibility. Makes sound and timely decisions, taking into account all available relevant information. Shares equally in unit/department responsibilities and activities 	Summary description of Professional Responsibilities.	Written sections highlighting professional responsibilities. Include details on tasks performed, changes made, and projects undertaken.
	Personal portfolio of policies, procedures, manuals, guidelines, handouts, and training materials.	Complete versions, samples, or screenshots of policies, procedures, manuals, guidelines, handouts, and training materials that were created or revised.
	Materials appropriate to the specific position or role(s).	Full versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category.
	Course work for an advanced degree, continuing education credit from a professional organization or agency, participation in workshops, seminars, and conferences	Description of event, include: <ul style="list-style-type: none"> Name of event/session/activity Sponsor/presenter of event/session/activity Location of event/session/activity Date(s) Number of hours spent attending the formal session (e.g. webinar time, classroom time) Number of hours spent outside of formal session doing related work (e.g. homework, exercises, reading materials to prepare for session, etc.) Copy of certificate or transcript or other documentation indicating completion/participation.
	Evidence of enhanced access to and/or organization of materials and resources.	Screenshots, testimonials, comparison statistics, and other documentation that displays effectiveness in this category.
	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Self-study report submitted for outside accrediting agencies, academic program reviews and responses to accreditation reviews.	Provide: <ul style="list-style-type: none"> Written copy of the report Official communications that display effectiveness in this category
	Honors or recognition for meritorious professional contribution from campus and professional associations and other outside agencies.	Photos, official communications, and other documentation relating to the receiving of awards and recognitions.
	Invitations to teach, lecture, or present workshops.	Photos, official communications, and other documentation relating to the teaching of classes or workshops.
	Other relevant awards or commendations.	Photos, official communications, and other documentation relating to awards and commendations.

FES 1 categories	Content/Activities:	Examples of Documentation:
Communication Skills <ul style="list-style-type: none"> Communicates clearly, logically, and concisely in writing and speaking Asks questions and offers input for successful results Demonstrates effective listening skills Keeps administrators, peers, and staff informed Uses formal and informal communication channels appropriately and in a timely manner Presents information or data in a format that is efficient and understandable 	Materials appropriate to the specific position or role(s).	Full versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category.
	Assessment reports of library services and resources.	Written assessment reports of library services and resources provided.
	Use statistics: statistics collected on tasks performed or services rendered.	Statistics on One-to-one interactions, Reference consultations, LibGuide usage, website usage, etc.
	Self-study report submitted for outside accrediting agencies and academic program reviews and responses to accreditation reviews.	Provide: <ul style="list-style-type: none"> Written copy of the report Official communications that display effectiveness in this category
External Relations Maintains effective relationships, including public relations, networking, or volunteering, with individuals and groups such as: <ul style="list-style-type: none"> Government agencies Library users Local community Non-profit organizations Other libraries Professional associations Teaching faculty University administration Vendors Visiting researchers <i>(Note: Some evidence of meeting this criteria can be found in FES 4.)</i>	Unsolicited statements from administrators, colleagues, faculty, staff, students, etc.	Official communications, emails, cards, etc. that display effectiveness in this category.
	Student & faculty feedback.	Excerpts from Student and Faculty Feedback forms that display effectiveness in this category.
	Self-study report submitted for outside accrediting agencies and academic program reviews and responses to accreditation reviews, etc.	Official communications that display effectiveness in this category.
	Meetings and communications with outside entities.	Log of dates/times/attendees, documentation of written or verbal communications.

FES 1 categories	Content/Activities:	Examples of Documentation:
Interpersonal/Collaborative Skills <ul style="list-style-type: none"> • Develops & maintains smooth and effective working relationships with administrators, peers, and staff • Interacts effectively with library users • Encourages & fosters cooperation and compromise • Demonstrates approachability and flexibility • Exercises diplomacy, courtesy, and respect • Works with others to advance library projects, goals, and objectives • Supports group decisions and outcomes through actions & communications • Openly & constructively contributes to discussion, communication, and feedback. 	Unsolicited statements from administrators, colleagues, faculty, staff, students, etc.	Official communications, emails, cards, etc. that display effectiveness in this category.
	Student & faculty feedback.	Excerpts from Student and Faculty Feedback forms that display effectiveness in this category.
	Self-report on meetings, communications, interactions or relationships with others.	Summary of interactions with others that display effectiveness in this category.
	Teams or Working Groups (e.g. Web Design Team, CORAL Team, etc.)	Self-report on job-related teams or working groups participation.
Initiative <ul style="list-style-type: none"> • Overcomes obstacles to get the job done using innovative and creative methods • Modifies the current way of doing things to improve job performance or departmental outcomes • Anticipates change and takes appropriate action 	Portfolio of policies, procedures, manuals, guidelines, handouts, and training materials.	Complete versions, samples, or screenshots of policies, procedures, manuals, guidelines, handouts, and training materials that were created or revised.
	Materials appropriate to the specific position or role(s).	Full versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category.
	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Student & faculty feedback.	Excerpts from Student and Faculty Feedback forms that display effectiveness in this category
	Evidence of steps taken and the resulting actions/activities.	Reports, emails, fliers, communications, certificates, written statements showcasing steps taken to evaluate and improve performance.

FES 1 categories	Content/Activities:	Examples of Documentation:
Reliability <ul style="list-style-type: none"> Shows commitment to work by dependably fulfilling responsibilities (ex. adheres to regular or assigned schedules or arranges for substitutes as necessary; submits reports in a timely fashion; etc.) Follows through with commitments to others in a manner respectful of their time Completes tasks and assignments without repeated reminders Handles autonomy wisely Displays awareness of consequences of one's own actions 	Unsolicited statements from administrators, colleagues, faculty, staff, and students	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Student & faculty feedback.	Excerpts from Student and Faculty Feedback forms that display effectiveness in this category.
	Materials appropriate to the specific position or role(s).	Full versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category
	Self-report on communications, tasks, or assignments.	Summary of activities that display effectiveness in this category. Example: Log of assignments with deadlines and dates completed.
Problem Solving <ul style="list-style-type: none"> Makes sound and timely decisions, taking into account all available relevant information Develops effective and creative solutions to organizational problems Recognizes and responds effectively to unexpected situations Handles problems before they escalate Suggests ways to improve performance and be more efficient 	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Materials appropriate to the specific position or role(s)	Full versions, samples, or screen shots of material related to position that demonstrates effectiveness in this category.
	Self-report on problems, solutions, suggestions, and efforts made towards resolution	Summary of activities that display effectiveness in this category.
	Portfolio of policies, procedures, manuals, guidelines, handouts, training materials, and grants/contracts.	<ul style="list-style-type: none"> Complete versions, samples, or screenshots of policies, procedures, manuals, guidelines, handouts, & training materials that were created or revised. Samples of grant or contract proposals. Documentation of awarded grants or contract proposals.
	Evidence of improved access to and/or organization of materials and resources.	Screenshots, testimonials, comparison statistics, and other documentation that displays effectiveness in this category.
	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Student & faculty feedback.	Excerpts from Student & Faculty Feedback forms that display effectiveness in this category.

FES 1 categories	Content/Activities:	Examples of Documentation:
Applied Leadership <ul style="list-style-type: none"> • Mentors, motivates, and guides others towards their goals • Assumes responsibility when appropriate • Looks for more effective ways to accomplish the mission of the Library & University • Keeps colleagues & staff engaged in building partnerships to sustain Library goals • Communicates Library's & University's visions in ways that gain the support of others 	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Self-report on activities.	Summary of activities that display effectiveness in this category.
Supervisory Activity <i>(If applicable)</i> <ul style="list-style-type: none"> • Has the ability to perform the tasks in the area being supervised • Encourages a supportive work environment • Supervision of those in chain of command: • Effectively provides oversight, direction, and training to supervisees (other faculty, staff, and/or student assistants) as appropriate • Has a continuing professional relationship with those being supervised • Indirect supervision: responsible for a specific work project, provides instruction and supervision during the project's lifetime • Provides supplementary supervision to those outside chain of command 	Unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Self-report on supervisory responsibilities.	Summary of activities that display effectiveness in this category.

FES 3:
Research and Scholarly and/or Artistic Endeavor
Performance Appraisal Criteria and Ratings

For most disciplines, this category consists of research and publication. For the Newton Gresham Library it may include other forms of creative works and activities including but not limited to instructional activities and textbooks. Unless otherwise stated, the items listed below refer to both online and/or print format. The term “professional” used below can refer to disciplines other than librarianship.

1. UNSATISFACTORY PRODUCTIVITY

- Nothing listed, or activities listed do not satisfy the requirements;

2. MARGINAL PRODUCTIVITY

- Publication of book reviews/ media reviews (1 or more reviews totaling up to 1,000 words);
- Informational pieces about library services or resources in a campus, local, state, regional or national publication (including library publications such as the newsletter), in any format, print or electronic (1 or more pieces totaling up to 1,000 words);
- Creative pieces in a campus or local publication (including library publications such as the newsletter), in any format, print or electronic; (1-5);
- Documentation or evidence of research/scholarly/artistic endeavors that do not qualify for satisfactory, good, or excellent productivity;

3. SATISFACTORY PRODUCTIVITY

- Publication of book reviews/media reviews (1 or more reviews totaling more than 1,000 words);
- Acceptance or publication of a non-peer reviewed journal article;
- Informational or other pieces about library services or resources in a campus, local, state, regional or national publication (including library publications such as the newsletter), in any format, print or electronic (1 or more pieces totaling more than 1,000 words);
- Creative pieces in a campus or local publication (including library publications such as the newsletter) in any format, print or electronic; (more than 5);
- Acceptance or publication of creative pieces in a state, regional or national publication in any format, print or electronic;
- Presentation (paper, poster session, etc.) at a professional conference/meeting);
- Peer-reviewer for professional or scholarly publisher;
- Contributing editor or member of editorial board for professional/scholarly/creative periodical publication (journal, magazine, etc.);
- Scholarly/artistic activity supported by SHSU research grant;
- Substantial individual artistic performance or exhibition;

- Development of NGL-related, research-based reports/self-studies; such activities may include but are not limited to conducting a library survey and presenting findings;
- Contributor of one entry to a single reference work (i.e. encyclopedia, historical dictionary, etc.);
- Grant or contract proposal developed and submitted to funding agencies;
- Maintenance of an index to a publication not authored by the indexer;
- Ongoing development and/or maintenance of a professional blog;

4. GOOD PRODUCTIVITY

- Acceptance or publication of scholarly/professional/artistic monograph (editor);
- Acceptance or publication of scholarly article published in peer reviewed journal;
- Acceptance or publication of multiple non-peer reviewed journal articles;
- Acceptance or publication of multiple creative works;
- Essay or chapter published in an anthology, annual monographic series, book;
- Contributor of multiple entries to a single reference work or single entries to multiple reference works;
- Publication of invited book review(s) or media review(s);
- Invited paper presented at national association conference;
- Scholarly/artistic activity supported by grant from outside organization;
- Development of one or more original interactive technology-based instruction/training tools (i.e. tutorials);
- Development of one or more original technology-based tools (such as tracking methods, open-source software/scripts, project management tools);
- Awarded a grant or multiple grants totaling up to \$100,000;
- Development of an index to a portion of issues of a serial publication not authored by the indexer;
- Development of an index to a monographic publication not authored by the indexer;
- Completion of three (3) or more items listed as Satisfactory Productivity;

5. EXCELLENT PRODUCTIVITY

- Acceptance or publication of scholarly or professional monograph (author);
- Acceptance or publication of multiple peer reviewed articles;
- Management of funded grant or contract proposal;
- Keynote address presented at national association conference;
- Receipt of an award or other formal recognition for outstanding scholarly endeavor (e.g. University Distinguished Research Award);
- Awarded a grant or multiple grants totaling \$100,000 or more;
- Development of an index to a substantial amount of a serial publication not authored by the indexer;
- Completion of three (3) or more items listed as Good Productivity;

FES 3: Research and Scholarly and/or Artistic Endeavor Documentation

Documentation can include but is not limited to:

Type	Documentation for Acceptance	Documentation for Publication/Performance/Exhibit
Peer reviewed article/s	Letter of acceptance	Citation; 3 sample pages of text
	If available: ISI Impact factor or other ranking methods; number of articles accepted in a year; <i>See Journal Citation Reports in Web of Science or other similar sources.</i>	
Non-peer reviewed article	Letter of acceptance	Citation; 3 sample pages of text
	If available: ISI Impact factor or other ranking methods; number of articles accepted in a year; <i>See Journal Citation Reports in Web of Science or other similar sources.</i>	
Book Reviews	Letter of Acceptance	Citation/s; letter of invitation if applicable
Presentations	Letter of Acceptance	Citation; 3 sample pages of text or power point
Books, chapters, edited works, etc.	Letter of Acceptance	Title page, indicia, verso; 2 sample pages of text; review/s if available
Technology-based tools		URL; brief description; screenshots; 3 sample pages
Informational pieces		Citation/s; text or sample of text depending on length
Creative pieces		Programs; brochures; photos; reviews if available

	Proposal and Submission	Funded
Grants	Description of grant; information about the funding agency; abstract of proposal	Letter from funding agency

FES 4: Service

Performance Appraisal Criteria and Ratings

This category includes service to students, colleagues, programs, departments, schools, the library, and the university; administrative and committee service; and service beyond the university to the profession, community, state, nation and international community, including academic or professionally-related public service. Activities for which the faculty member received a stipend may not be considered as service activities [see Academic Policy Statement 820317].

Note: *Ex officio participation in working groups or teams (e.g. Instruction Team, Web Team, SIRSI Team) should be reported as Librarianship (FES 1), rather than Service (FES 4).*

1. UNSATISFACTORY ACTIVITY

- Nothing listed, or activities listed do not satisfy the requirements.

2. MARGINAL ACTIVITY

- University orientation activities
- Supervision of a library volunteer or intern;
- Participation on the Library Council.
- University committee service totaling less than 10 hours;
- Committee membership resulting from appointment by Director totaling less than 10 hours.
- Membership in a state, regional, national or international professional organization.

3. SATISFACTORY ACTIVITY

- Committee membership(s) resulting from appointment by Director totaling 10 to 20 hours;
- University committee service, including thesis committees, totaling 10 to 20 hours;
- Development/supervision of interdepartmental library public relations/promotion;
- Development/presentation of interdepartmental staff development programs;
- Active participation in special mentor program (e.g., minority students, outside program);
- Adjudicating for academic competitions;
- Editing a newsletter for a professional organization.
- Attending state, regional, national or international professional meetings.

4. GOOD ACTIVITY

- Chair of a Library committee resulting from appointment by Director;
- Committee membership(s) resulting from appointment by Director, totaling 20 to 30 hours;
- Development of new Library programs, resources, or services in any format, print or electronic for the campus community;
- Collaborating/partnering with University units to develop programs which advance the mission, goals and objectives of the Library and the University;
- University committee service totaling 20 to 30 hours;
- University committee chair with less than 15 hours total service;
- Participating on committees of professional organizations;
- Collaborating with schools, other libraries, and civic agencies to advance the University or the Library mission;
- Consulting and providing technical assistance to public and private organizations.
- Completion of three (3) or more items listed as Satisfactory Productivity;

5. EXCELLENT ACTIVITY

- University committee service totaling more than 30 hours;
- University committee chair with 15 or more total hours service;
- Principle planner/organizer of a program/workshop or other activities on behalf of professional groups;
- Initiate new library/university facilities, programs, resources, or services of substantial importance in any format, print or electronic;
- Chair of University Faculty Senate;
- Officer of a committee of a professional organization, state, regional or national;
- Acquisition of major library donations, gifts, or grants;
- Receipt of University Distinguished Service Award.
- Completion of three (3) or more items listed as Good Productivity;

FES 4: Service Activity Documentation

Type	Description	Documentation
Library Service	Committee (Director Appointed) Role in Committee (member, chair, or officer)	<ul style="list-style-type: none"> Letter of Appointment, Committee minutes as appropriate Hours of service Summary of activities
	Activity (e.g. mentoring library faculty, staff; supervising library volunteer or intern; development of new library program)	<ul style="list-style-type: none"> Written communication, Acknowledgement of service Hours of service Summary of activities
University Service	Committee (e.g. Parking Appeals, Faculty Senate)	<ul style="list-style-type: none"> Appointment Letter, Committee minutes, Acknowledgement of service Hours of service Summary of activities
	Activity (e.g. Academic competitions, University orientation)	<ul style="list-style-type: none"> Letter of Appointment, Acknowledgement of service Summary of activities
	Collaborative activities with other University departments, programs, units (e.g. PACE, Writing Center, SAMCenter, Center for Excellence in Teaching)	<ul style="list-style-type: none"> Written communication Self-report detailing effectiveness in this category (e.g. handouts, flyers and promotional material) Sample of outcome (e.g. number of people served) Summary of activities
Professional Service <i>Note: includes disciplines other than Librarianship</i>	Membership in state, regional, national or international organization	<ul style="list-style-type: none"> Self-report of membership(s)
	Committee (name of committee and organization) Role in Committee (member, chair, or officer) Editing a newsletter	<ul style="list-style-type: none"> Appointment Letter, Committee minutes, Acknowledgement of service Hours of service Summary of activities
	Attendance at state, regional, national or international professional meetings.	<ul style="list-style-type: none"> Report of attendance Copy of Agenda, Meeting Notes, handouts, etc.
	Activity (e.g. planner/organizer of program/workshop; volunteer at conference)	<ul style="list-style-type: none"> Letter of Appointment Hours of service Summary of activities Acknowledgement of service
Community Service <i>Note: Activities for which the faculty member received a stipend may <u>not</u> be considered as service activities.</i>	Service performed	<ul style="list-style-type: none"> Hours of service Summary of activities Acknowledgement of service Self-report detailing effectiveness in this category (e.g. handouts, flyers and promotional material)