Evaluation Guidebook
for
Part-Time Librarians

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Part-Time Classroom Librarians. Part-time classroom faculty, counselors, learning disability specialists, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X4.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X4.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X4.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation.

X4.1.3.1   The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.

X4.1.3.2   The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.

X4.1.3.3   The evaluator(s) shall have attended an orientation to evaluation during the previous three years.

X4.1.3.4   Classroom/workplace observations shall occur.

X4.1.3.5   Student evaluations will be administered.

X4.1.3.6   The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.

X4.1.3.7   The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.

X4.1.3.8   The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X4.1.4   **WORKPLACE OBSERVATION PROCEDURE FOR LIBRARIANS**

X4.1.4.1   Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.

X4.1.4.2   Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.

X4.1.4.3   In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as written documentation developed by librarians in the course of their work.

X4.1.4.4   The evaluator/observer shall observe librarians working with clients for at least one hour. When the librarian's primary responsibility does not involve working directly with students (for example, cataloging, acquisitions), said librarian will be observed, interviewed, and evaluated based on the assigned primary responsibilities. A similar workplace observation form will be developed.

X4.1.4.5   The documentation used for workplace observation shall include narrative comments. (See the Workplace Observation Form for Librarians).

X4.1.4.6   Within two weeks of the observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the visitation.

X4.1.5   **STUDENT EVALUATION PROCEDURE FOR LIBRARIANS**

X4.1.5.1   Student evaluation forms shall be administered, completed, and returned by each student at the end of each reference session or interview or library orientation session conducted by the librarian between the start of the fifth week and the end of the eighth week of the semester. The student will receive the form from the librarian. The student shall submit the form in a sealed envelope to the circulation desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will deliver the forms to the appropriate manager or designee.

X4.1.5.2   In the case where a librarian is evaluated in a classroom setting, including a library workshop, during the same semester that he or she is evaluated during reference sessions, student evaluations will be administered during the workshop or class. In this case, the disbursement and collection of student evaluations during reference sessions or interview or library orientation sessions shall cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part-time and faculty emeritus employees.

X4.1.5.3   The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each reference session/interview in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.

X4.1.5.4   The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X4.1.5.5   The form used for student evaluations shall be the Student Evaluation Form for Librarians. Library Workshops shall be evaluated using the Student Evaluation Form for Library Workshops.

X4.1.6   **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X4.1.6.1   <u>Rights</u>

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled <u>Evaluation Guidebook for Part-Time Librarians</u>.

X4.1.6.2   The evaluatee shall have the right to have any job performance deemed "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.

X4.1.6.3   The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objective and ensure that the evaluation process is in agreement with principles of academic freedom.

X4.1.6.4   The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.

X4.1.6.5   The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.

X4.1.6.6   The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation in needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.

X4.1.6.7   <u>Responsibilities</u>
The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X4.1.7   **GUIDELINES FOR EVALUATORS**

X4.1.7.1   Evaluators shall read all materials and follow guidelines and timetables.

X4.1.7.2   Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X4.1.7.3   Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X4.1.7.4   Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X4.1.7.5   Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X4.1.7.6   Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X4.1.7.7   Evaluators shall respect the confidentiality of the process.

X4.1.7.8   Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X4.1.7.9   Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X4.1.7.10   Evaluators shall create a portfolio as follows:

        X4.1.7.10.1   This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

        X4.1.7.10.2   The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

        X4.1.7.10.3   The portfolio will contain, at the minimum:

            a.   student evaluation transcriptions, including percentages and typed comments;

            b.   completed classroom observation forms (including the classroom observation plan form);

            c.   completed self evaluation report;

            d.   improvement plan, if needed;

            e.   summary report form;

            f.   other documentation mutually agreed upon by the evaluation committee and the faculty;

            g.   job announcement for probationary faculty members;

            h.   criteria-related material from the personnel file; and

            i.   criteria-related input from the department chair and/or dean (if submitted).

X4.1.8   **SUMMARY REPORT**

    X1.2.8.1   The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

        Categories of evaluation ratings are as follows:

A) Consistently High Ratings

B) Satisfactory

C) Needs Improvement

D) Unsatisfactory Performance

Summary scores (Consistently High Ratings"; Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X4.1.9   **TIMETABLE AND ACTIVITIES**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X4.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post- evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X4.1.9.1   The following schedule shall serve as a guide in completing the evaluation process:

X4.1.9.1.1   August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X4.1.9.1.2   September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review

the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X4.1.9.1.3   September-November/February-April
Workplace and Workshop observations occur. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X4.1.9.1.4   September-November/February-April
Student evaluations are conducted.

X4.1.9.1.5   November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X4.1.10   **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

X4.1.10.1   Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.

X4.1.10.2   The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.

X4.1.10.3   The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.

X4.1.10.4   The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.

X4.1.10.5   Every tenured faculty member must attend an orientation once every three years.

X4.1.11   **PERFORMANCE CRITERIA FOR PART-TIME LIBRARIANS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of part-time and faculty emeritus librarians.

X4.1.11.1   Demonstrate competence in performing library duties and other responsibilities.

      X4.1.11.1.1   Display expertise in subject matter appropriate to assigned responsibilities, including cataloging and acquisitions, if applicable.

      X4.1.11.1.2   Ask appropriate questions to clarify students' informational needs.

      X4.1.11.1.3   Help maintain a library environment conducive to student learning.

      X4.1.11.1.4   Adhere to the agreed-upon weekly schedule that meets the requirements of this contract, keep appropriate records and meet agreed-upon deadlines.

      X4.1.11.1.5   Provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.

      X4.1.11.1.6   Treat colleagues fairly and politely as fellow professionals, and be considerate in dealings with other college staff.

X4.1.11.2   Recognize the rights of students.

      X4.1.11.2.1   Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

      X4.1.11.2.2   Recognize the right of students to have points of view different from the instructor's.

X4.1.11.2.3   Treat students fairly and politely.

X4.1.11.2.4   Be attentive to student questions and comments, and be clear and precise in response.

X4.1.11.3   Participate in the evaluation process in a professional and timely manner.

X4.1.11.4   Adhere to criteria for teaching faculty (in addition to criteria for librarians) when leading a workshop or teaching a class.

X4.1.12   **SAMPLE LIBRARIAN WORKPLACE OBSERVATION FORM**

Librarian Workplace Observation Form

Evaluatee _____   Time and Place of Observation _____

Evaluator _____   # of Clients Served _____   Date _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5	4	3	2	1	NA
Excellent	Above Average	Average	Below Average	Poor	Not Applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The librarian demonstrated expertise in subject matter appropriate to assigned responsibilities.							
2. Reference Interviews: The librarian asked appropriate questions to clarify students' information needs.							
3. Clarity: The librarian was attentive to questions and clear and precise in response.							
4. Respect: The librarian treated all students respectfully.							
5. Controversial Material: The librarian recognized the right of students to have points of view different from the librarian's.							
6. Providing Direction: The librarian demonstrated competence in providing direction and instruction for library and on-line resources.							
7. Atmosphere: The librarian demonstrated effective skills in maintaining a library environment conducive to student learning.							
8. Responsibility: The librarian keeps appropriate records, meets deadlines and accomplishes assigned responsibilities.							
9. Evaluation Process: The librarian participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR REFERENCE LIBRARIANS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your librarian:

5	4	3	2
Always/Excellent	Often/Above Average	Sometimes/Average	Rarely/Below Average

1
Never/Poor

NA
"Not Applicable" (I can't answer.)

The librarian	5	4	3	2	1	NA	Comments
1. made me feel welcome in the library.							
2. treated me respectfully.							
3. clearly explained the library and on-line resources that were available to me.							
4. made me feel comfortable about asking questions.							
5. knew how to find the material and resources that I needed.							
6. listened to me and answered questions in a way that I could understand.							

STUDENT EVALUATION FORM FOR LIBRARY WORKSHOPS

This student evaluation is part of the library's regular effort to maintain quality instruction. We use your responses to these questions to improve our service to students. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5	4	3	2	1	NA
Always/Excellent	Often/Above Average	Sometimes/Average	Rarely/Below Average	Never/Poor	"Not Applicable" (I can't answer)

The librarian leading the workshop	5	4	3	2	1	NA	Comments
1. told the class what we were going to do and what we were expected to learn.							
2. included material in the workshop that was relevant to my course.							
3. knew how to find material and resources connected to my course.							
4. was organized and presented information clearly.							
5. was well-prepared for class.							
6. checked during class to see if students understood the material							
7. encouraged students to ask questions and/or express their points of view.							
8. answered questions clearly.							
9. showed interest in the material that we were studying.							
10. explained the library resources that were available to me.							
11. encouraged me to think and explore new ideas.							
12. treated all students respectfully.							

SAMPLE SUMMARY EVALUATION FORM

Summary Evaluation Form for Faculty

Evaluatee: [ ]

Date of hire: [ ]

Evaluation Sem/Year: [ ] [ ]

Check Faculty Status: [ ] Tenured Full-time Faculty   [ ] Probationary (Tenure Track) Faculty   [ ] Part-time Faculty

[ ] Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? [ ] Yes   [ ] No

Summary of previous evaluation (available in Division Office), if applicable:
[ ]

Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office):
[ ]

Summary of classroom/workplace observations—attach observation forms and comments:
[ ]

Summary Evaluation Form for Faculty

Summary of self-evaluation—attach self evaluation report: [ ]		
Criteria-related input from dept. chair and/or dean: [ ]		
Evaluatee comments—attach a separate sheet if necessary: [ ]		

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

☐ Consistently High Ratings—Excellent overall performance.

☐ Satisfactory Performance—Acceptable overall performance.

☐ Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).

☐ Unsatisfactory Performance—Unacceptable overall performance.

_____ |___|
Signature of Evaluatee – (signature indicates receipt but not necessarily agreement)   Date

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

|___|
Chair/Evaluator   (print name)   (signature)   _____ Date

|___|
Committee Member   (print name)   (signature)   _____ Date

|___|
Committee Member   (print name)   (signature)   _____ Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)
☐ Grant Tenure   ☐ Continue in Probationary Status   ☐ Termination of Service

Resolution (To be completed by college president)
☐ Grant Tenure   ☐ Continue in Probationary Status   ☐ Termination of Service

President: _____   Date: _____

Chancellor: _____   Date: _____

Summary Evaluation Form for Faculty

APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____   College: _____

Department: _____   Semester and year of hire in department: _____

Signature: _____   Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____

Summary rating: _____

Meets evaluation criteria for preferential staffing status: Yes ___   No ___

Disqualifying condition(s) for preferential staffing status: Yes ___   No ___

Disqualifying condition(s) identified: _____

Override of disqualifying condition(s) due to extenuating circumstances: Yes ___   No ___

___ Preferential staffing status granted or maintained   Date: _____

___ Preferential staffing status denied or not maintained   Date: _____

Department Review Team:

Department Chair: _____
                         Signature

Division Dean: _____
                         Signature

Evaluator (if applicable): _____
                         Signature

Return completed original form to the college HR office. Copies to applicant and Division Office.

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X4.1.16   **SELF EVALUATION FOR LIBRARIANS**

For your self-evaluation, you are asked to write a report discussing your work in the library, your handling of professional responsibilities, and your professional development.

X4.1.16.1   This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark "Not Applicable" more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Performance of Library Duties

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I help maintain a library environment conducive to student learning.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I ask appropriate questions to clarify students' informational needs.				
I am approachable and welcome student inquiries.				
I am considerate in my dealings with other college staff.				
I provide consultation on library and on-line resources with faculty, students, staff, managers and others requesting library services.				
I communicate ideas clearly, concisely, and effectively.				
I am sensitive to the learning styles/challenges of each student.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I adhere to the agreed-upon weekly schedule that meets contractual requirements.				
I use my time in the library efficiently.				
I maintain professional standards in completing assigned duties, including cataloging and acquisitions.				
I keep appropriate records and meet agreed-upon deadlines.				
I use antiracist practices (by seeking to acknowledge my own bias and privilege, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. SLO's; Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself accessible to students and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

X4.1.16.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Performance of Library Duties
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Performance of Library Duties

- What new effective practices or pedagogical approaches have you used recently?

- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?

- How do you plan to continue developing your practices and approaches in the future?

- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)

- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?

- How do you plan on addressing these challenges in the future?

- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X4.1.17   **IMPROVEMENT PLAN**

X4.1.17.1   If the Evaluator or Evaluation Committee determines that the faculty performance "needs improvement," and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.

X4.1.17.2   The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. It The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or classroom/job environment observations.. The improvement plan shall be included in the probationary faculty member's portfolio.

X4.1.17.3   The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

X4.1.17.4   The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.

X4.1.17.5   The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

Evaluation Period: _____

Faculty Member: _____ **Date:** _____ **From:** _____ **To:** _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measureable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

Signatures:

Faculty member being evaluated: _____

Evaluation Committee Chair: _____

Dean: _____

Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.