III.3 LIBRARIAN’S REPORT AND SELF-EVALUATION FOR ANNUAL AND PEER REVIEW

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Name: 
Department: 
Title: 
Rank: 
Evaluation period: 

I. JOB RESPONSIBILITIES

Describe job-related responsibilities for this evaluation period. Include new assignments and changed duties. Review your progress on the goals and objectives of the evaluation period. Describe your strengths and achievements, difficulties in meeting goals (including possible causes), and recommended action.

II. PROFESSIONAL DEVELOPMENT

Describe the activities for professional development in which you have been engaged. Professional development can be characterized as: Creative (originality or innovation), integrative (placing the contributions of one’s own and/or of others into broader disciplinary and interdisciplinary contexts), Praxis (bridging the gap between the academy and the world beyond it), Pedagogical (addressing problems of teaching or learning). Examples of professional development include:

1) continuing education opportunities 2) course work 3) degree work 4) teaching 5) sabbatical projects, 6) workshops 7) contribution to the professional development of others 8) scholarship, such as presentations, reviews, articles, books written, online material, exhibitions, etc. 9) contributions to state, national and international library initiatives, in areas such as cataloging, information literacy, collection development, library systems, technology, and library related issues such as copyright, plagiarism, the future of information, metadata, etc. As the library profession evolves, we can expect examples of professional development to increase and/or shift.

Review your progress on the goals and objectives of the evaluation period. Describe your strengths and achievements, difficulties in meeting goals (including possible causes), and recommended actions.

III. SERVICE TO THE LIFE OF THE UNIVERSITY AND BROADER LIBRARY PROFESSION

The Library faculty participates with the administration in the governance of the university and its schools. Because of its crucial importance to the educational mission of the university, all library faculty members must participate effectively in the realm of institutional service. Library faculty members may also contribute to the university by strengthening its connections to the world beyond, through relevant contributions to the work of the academy and the wider society.

The broad categories described below indicate the range of professional activities that library faculty members can undertake in order to fulfill their responsibilities in service to the university. Library faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career; differences of talent, interest, and balance of energies are recognized and affirmed. However, all library faculty members are expected to demonstrate that they are effectively performing their share of this important faculty work.

Library faculty service within the library takes place at multiple levels, including attendance and active participation in departmental meetings and faculty meetings and conversations; service on a committee charged with responsibility for faculty reviews and sabbaticals; service as mentor to a faculty colleague; service as member or chair of a faculty search committee; as well as other less formalized ways of supporting the work of colleagues, such as attendance or contribution to an academic or artistic event or responsive engagement of a work written, performed, or produced by a colleague.

Library faculty service on administrative issues includes service as member or chair of a university committee involved in participating with administrators in mutually respectful processes of institutional planning and policy-setting; service as member or chair of such a committee in one of the schools or library; or service as member or chair of a non-faculty search committee.

Library faculty service on nurturance of university culture is the area of service least amenable to strict definition but encompasses the range of activities that contribute to a communal spirit of intellectual inquiry, civic engagement, and ritual celebration, e.g., delivering, organizing, attending, or otherwise participating in the success of campus lectures, performances, worship services, conferences, workshops, social and student life, athletic events, etc.

Library faculty service to the broader library profession consists in such contributions as serving in a leadership role of a professional society, serving as the member or chair of a planning committee or conference program, serving on editorial, advisory or executive boards of national and local library organizations, or engaging in other forms of consulting in the service of one’s discipline or professional community.

IV. GOALS AND OBJECTIVES FOR THE COMING YEAR

List and describe your goals and objectives for the next evaluation period, and the purpose for them, especially your job-related goals and
objectives. Consider the library’s mission and your department’s mission and your relationship to them as well as previous goals and objectives established. Goals and objectives reflect categories of Professional Development and Service to the Life of the University.

V. GOALS AND OBJECTIVES FOR THE COMING YEARS (Use this section for Peer Reviews only.)

List and describe your goals and objectives for the next peer review period, and the purpose for them, especially your job-related goals and objectives. Consider the library’s mission and your department’s mission and your relationship to them as well as previous goals and objectives established. Goals and objectives reflect categories of Professional Development and Service to the Life of the University.

VI. ADDITIONAL COMMENTS

SUPERVISOR’S PEER REVIEW AND EVALUATION

Evaluate the librarian’s performance in the job for the preceding year(s). Note accomplishments and contributions to the department and library, as well as changes in the job duties or job description. Consider, as appropriate, such things as librarian’s job knowledge and attention to upgrading job skills, quantity and quality of work, initiative, supervisory skills, teaching ability, communication ability, effective management of time, job attitude, budget management, and training ability. Note areas which may need further attention. Keep in mind both the department’s goals and objectives and the library’s mission.

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