



Houston Community College System

# **Library Faculty Evaluation And Workbook**

*A set of documents that correlates with the Faculty Workload Guidelines and provides the basis for the evaluation of Library faculty.*

*Presented to the HCCS Executive Team*

*HCCS Faculty Evaluation Committee*

# Houston Community College

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## Library Faculty Evaluation

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**Changes to Faculty Evaluation Form – Please read before continuing.**

With the 2006/2007 academic-year, the Faculty Evaluation Forms have been modified to align with the format of the HCC Performance Excellence Program (PEP).

Changes include:

- Reordering of sections
- Addition of Department Chair criteria to the Faculty Checklist
- Addition of approximate percentage of time spent in each checklist category for department chair positions
- Addition of rating categories, exemplary and professional performance, in Section VI for summary comments and overall performance rating
- Addition of a new section (VII) for signatures and next level review
- Access Best Practices Workbook from [Library Faculty Evaluation Workbook](#) page

For questions regarding the faculty evaluation process, please visit with your supervisor and/or your assigned Human Resources Generalist. Please begin by saving a copy of this document to your computer. You will then be able to work directly on the form.



...Powered by PEP

**Performance Excellence Form for Library Faculty with Department Chair Guidelines**

NAME: LAST		FIRST	MIDDLE
Dept/Division:			
College:			
Title:			
Years in assignment	Date of last Appraisal	Period covered this appraisal	
Prepared & rated by		Date	Position
Reviewed by		Date	Position

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HCC Performance Management Philosophy

HCC values our employees. We are committed to providing an environment that enables all employees to develop and realize their full potential in alignment with HCC’s mission, goals, values and action plans. We strive to provide a support climate conducive to performance excellence and to personal and organizational growth.

In accordance with this commitment, the HCC Performance Excellence Program is designed to provide regular, consistent, fair, and honest evaluation, performance feedback, and structured professional growth opportunities. The ultimate goal of performance management is to improve the organization’s performance and enhance our ability to provide the highest quality instruction and educational service to our community. The written performance review and the subsequent conversation should focus on the employee’s performance of essential checklist items, the achievement of goals and objectives, and professional development.

**Directions for unlocking this form:**

To use spell check, copy/paste, and other features of Microsoft Word, you must unlock this form. Go to Main Menu > View > Toolbars > select Forms pallet. You can toggle the Lock Icon (unprotect) to make the form accessible to change.

Careful! It is easy to change the setting without realizing it. If you unlock the form and start to fill out the form, *do not lock the form back again*. If you lock and unlock the form it will erase your information

**Section I: Objectives for the Current Year**

This form allows the supervisor to rate objectives for this appraisal period. List the objectives in the space provided. The supervisor should make a comment on each objective in the narrative section addressing the degree to which the objective has been meet. This form can be duplicated for additional objectives.

**Objective #1** Check Status:  Accomplished  Not Accomplished  Rescheduled

**Objective #2** Check Status:  Accomplished  Not Accomplished  Rescheduled

**Objective #3** Check Status:  Accomplished  Not Accomplished  Rescheduled

## Section II: Library Faculty Evaluation Checklist

The Library Faculty Evaluation Document is the culminating document for the evaluation process. It is submitted to the Human Resources Department as official documentation of performance for the year. This document summarizes the categories that are discussed in detail in the *Library Faculty Evaluation Workbook*. All of these items, both in summary and in detail in the workbook are based on best practices in library faculty service.

### GENERAL

1. Good librarians demonstrate competence and evidence of developing professional excellence in their primary area(s) of responsibility.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

2. Good librarians maintain cooperative relations with students, faculty, staff, and members of the community of library users.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

### PROFESSIONAL DEVELOPMENT

3. Good librarians enhance their knowledge of the discipline.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

4. Good librarians share their skills, knowledge, and best practices with their professional colleagues.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

### INSTITUTIONAL SERVICE

5. Good librarians provide service to their communities at the institutional, local, state, regional, national, or international level.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

### REFERENCE

6. Good reference librarians demonstrate competence and good judgment in assisting all library users to locate information.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

7. Good reference librarians use and promote the use of technology appropriately.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

8. Good reference librarians foster regular and easy communication with HCC students.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

9. Good reference librarians foster regular and easy communication with HCC faculty, staff, and other members of the HCC Library community of users.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

10. Good reference librarians understand library acquisitions, bibliographic control, and library automation.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

### **COLLECTION DEVELOPMENT**

11. Good collection development librarians demonstrate good professional judgment, fiscal responsibility, and competence in selecting library materials, in whatever format is appropriate including electronic, in support of the current needs and long-range goals of the Library as outlined in the Collection Development Policy.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

### **LIBRARY INSTRUCTION**

12. Good library instruction librarians demonstrate comprehensive knowledge of the resources available in the appropriate subject area.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

13. Good library instruction librarians demonstrate competence in teaching information literacy at the reference desk, in classroom settings, using electronic or print instruction aids, and via individual consultation.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

14. Good library instruction librarians collaborate with teaching faculty to provide the most appropriate and effective lessons.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

15. Good library instruction librarians require students to think critically about the material presented in each session.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

16. Good library instruction librarians regularly assess student learning and use the results to improve teaching.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## **CIRCULATION AND ACCESS SERVICES**

17. Good circulation and access librarians demonstrate competence in establishing and maintaining policies and procedures designed to facilitate user access to HCC Library collections and resources.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

18. Good circulation and access librarians demonstrate a thorough knowledge of the capabilities of the HCC automated library system.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

19. Good circulation and access librarians exhibit effective management and organizational skills.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

20. Good circulation and access librarians cooperate with other libraries to enhance the materials and services available to the community of HCC library users.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## **TECHNICAL AND AUTOMATION SERVICES**

21. Good technical services librarians demonstrate thorough competence in the use and development of the automated library system to perform assigned cataloging, acquisitions, and database maintenance duties.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

22. Good technical services librarians manage departmental operations effectively.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## **CATALOGING**

23. Good catalog librarians demonstrate competence in establishing and maintaining bibliographic systems that facilitate the organization and control of library resources.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## **ACQUISITIONS**

24. Good acquisitions librarians demonstrate competence in establishing and maintaining procedures for the effective and economical acquisition of library or media resources.

- Exemplary                       Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## CONTINUING RESOURCES

25. Good continuing resources librarians demonstrate competence in the acquisition and bibliographic control of serial items in all formats.

- Exemplary    Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

## MANAGEMENT AND SUPERVISION

26. Good supervisors manage staff and organize work effectively.

- Exemplary    Needs Improvement    Not applicable  
 Professional Performance    Unsatisfactory

27. (Another category the department may choose to evaluate. Define best practices and data in the workbook)

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

28. (Another category the department may choose to evaluate. Define best practices and data in the workbook)

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

## DEPARTMENT CHAIR CRITERIA

29. Good department chairs provide leadership in recruiting, screening, interviewing, scheduling, orienting, training and evaluating professional and support staff.

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

30. Good department chairs coordinate and assign staff based on the workload of the department to ensure effective operation of the department.

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

31. Good department chairs evaluate the effectiveness of the department and report to the appropriate group regarding the results and actions that need to be taken.

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

32. Good department chairs prepare, monitor and administer the departmental budget to make sure that the department does not exceed its budgeted limits displaying fiscal responsibility.

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

33. Good department chairs encourage the use of informational technology to enhance the effective operation of the department and the users.

- Exemplary    Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

34. Good department chairs serve as a liaison between the library and other departments of the College to ensure that services and resources meet instructional needs.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

35. Good department chairs work together to develop guidelines and standards for all libraries and ensure these are followed in their college libraries.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

**36. Good department chairs encourage professional growth and nurture talents and capabilities of faculty.**

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

37. Good department chairs use the performance evaluation process to improve the performance of faculty. They prepare accurate, honest and timely evaluations.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

38. Good department chairs foster a work environment that encourages teamwork and collaboration.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

39. Good department chairs demonstrate respect, tolerance and inclusion of others in workplace actions and demonstrate awareness and sensitivity for various cultures, styles and beliefs.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

40. Good department chairs share relevant knowledge and information with others, encourage open expression of ideas and opinions and communicate effectively both in writing and orally.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

41. Good department chairs are accountable for their assigned responsibilities and for following HCC policies, procedures and guidelines.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

42. Good department chairs demonstrate high professional standards and are consistently fair, truthful and sincere. They make ethical decisions and follow ethical behaviors.

- Exemplary                       Needs Improvement    Not Applicable  
 Professional Performance    Unsatisfactory

**Section III: Supervisor Comments on Rating Categories**

Supervisors are required to complete a comment on every item in the Evaluation Document rated as **“Exemplary,” “Needs Improvement,”** or **“Unsatisfactory.”** Data sources are required. This form can be duplicated.

Checklist Number \_\_\_\_\_

Check one:

Exemplary     Needs Improvement     Unsatisfactory

Comment by Supervisor:

Checklist Number \_\_\_\_\_

Check one:

Exemplary     Needs Improvement     Unsatisfactory

Comment by Supervisor:

Checklist Number \_\_\_\_\_

Check one:

Exemplary     Needs Improvement     Unsatisfactory

Comment by Supervisor:

Checklist Number \_\_\_\_\_

Check one:

Exemplary     Needs Improvement     Unsatisfactory

Comment by Supervisor:

## Section IV: Evaluation of Adherence to Workload Policy

Workload guidelines call for librarians to distribute their time by the following percentages. Considering a 40-hour week, approximate hours per week are indicated. These figures are used for illustration of the amount of work that would occur over the course of the year. After having rated the Library Faculty evaluation checklist, supervisor, please indicate a rating for the performance of the Library Faculty on these job facets.

	<b>Librarians</b>	<b>Chair</b>
Teaching/Learning Support (Includes basic public services library functions)	85%	15%-40%
Student Advising	5%	5%
Professional Development	5%	5%
Institutional/Community Support (Includes Department Chair responsibilities)	5%	25%-60%

### 1. Teaching/Learning Support

- Exemplary                       Needs Improvement  
 Professional Performance     Unsatisfactory

Comment:

### 2. Advising Activities

- Exemplary                       Needs Improvement  
 Professional Performance     Unsatisfactory

Comment:

### 3. Professional Development

- Exemplary                       Needs Improvement  
 Professional Performance     Unsatisfactory

Comment:

### 4. Institutional/Community Support

- Exemplary                       Needs Improvement  
 Professional Performance     Unsatisfactory

Comment:

**Section V: Objectives for the Coming Year**

This form allows the supervisor and instructor to create objectives for the *coming* year. If a “Needs Improvement” or “Unsatisfactory” rating is given on any item in the checklist, an objective is required. Other objectives will relate to the Strategic Plan and to the appropriate categories in *the Faculty Workload Guidelines*. This form can be duplicated for additional objectives.

**Type of Objective**

- Department/College participation in Strategic Plan
- Teaching/Learning Support
- Advising Activities
- College/Community Service
- Professional Development
- Response to “Needs Improvement” or “Unsatisfactory” rating on Checklist Item

Checklist # (objective required)

Statement of objective and how it relates the category checked above.

Expected work product:

Timeline:

**Section VI: Summary Comment Section**

**Section I: Objectives for the Year**

- |   |  |
|---|--|
| <input type="checkbox"/> Exemplary                | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory    |

**Section II: Checklist**

- |   |  |
|---|--|
| <input type="checkbox"/> Exemplary                | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory    |

**Section IV: Workload Policy**

- |   |  |
|---|--|
| <input type="checkbox"/> Exemplary                | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory    |

**Overall Performance Rating**

- |   |  |
|---|--|
| <input type="checkbox"/> Exemplary                | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory    |

**What the evaluator may do:**

May discuss specific areas of concern or commend the Library Faculty member for outstanding service in specific areas. May make general comments or no comments. May write a specific plan for improvement in indicated areas. Attach additional sheets or a formal memo as needed. If overall performance is rated "**Unsatisfactory**," a plan for improvement must be completed in consultation with the Human Resources Department.

**What the library faculty may do:**

May make any comments he or she feels is justified or to supplement the information in the evaluation. Attach additional sheets or a formal memo as needed.

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**PART VII: EMPLOYEE/SUPERVISOR SIGNATURES**

**Signature of Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I certify that my supervisor has discussed this document with me. My signature does not necessarily imply that I agree with this evaluation. If I disagree with this performance appraisal I have the right to respond in writing within five (5) working days and have these comments attached to this performance appraisal.

**Signature of Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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(For Year End Review Only)

**Employee:**

Did the performance planning process take place?       Yes       No      Date: \_\_\_\_\_

Did the Mid-Year Review Process take place?       Yes       No      Date: \_\_\_\_\_

**Supervisor's Supervisor**

I certify that I have read the contents of this document and discussed them with the employee's supervisor.

**Signature of Supervisor's Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluation Form Routing:**

**Original:** Send through channels to the Human Resources Department, 3100 Main Street, M.C. 1120. Do **not** send the Workbook to Human Resources. Keep for department files along with proper back-up documentation.

**Copy:** Faculty member and Department Chair.

# Librarian Best Practices Workbook

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This document is the backbone of the evaluation system. It categorizes and details actions and behaviors that make up librarian best practices. Each of the categories in the Faculty Evaluation Checklist originates from here. This workbook looks in detail at each category. The workbook should be given to librarians at the first of the academic year and the Department Chair should provide a review of the items. One way to use this document is to make it a self-evaluation for the faculty member. Each category also includes the data that will be used to make judgments. These data along with the item ratings ultimately go into creating the final checklist.

## Suggested Practice:

- Departmental review of the process, including all documents that will be used.
- Supervisor distributes the workbook and reviews the items with all new faculty and any other appropriate librarians. (Improvement plan, etc.)
- Department Review of the workbook at mid-term and discuss appropriate interpretations.
- Department Review of the workbook at mid-term and discuss appropriate interpretations.
- Librarian brings workbook to the final evaluation process, along with appropriate data.

# Houston Community College

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## Library Faculty Evaluation 2004

### Self-Assessment Best Practices Workbook

#### Teaching/Learning Support

<b>General</b>	
<b>1. Good librarians demonstrate competence and evidence of developing professional excellence in their primary area(s) of responsibility.</b>	
<i>Best practices include</i>	<i>Supporting data:</i>
Establishing and achieving goals and objectives in area(s) of responsibility	Supervisor observation; Goal and objective statements; Patron feedback;
Having a good personal attendance record	Leave forms; Communications with library staff, students, faculty, and outside sources; Other evidence of developing professional excellence (please list):
Having a good record of adhering to the staff schedule	
Managing and organizing work effectively	
Exhibiting knowledge of and adherence to the Code of Ethics of the American Library Association	<b>NOTES:</b>
Exhibiting knowledge of and adherence to other codes, standards, and guidelines appropriate to specific areas	
<b>Other:</b>	

<b>2. Good librarians maintain cooperative relations with students, faculty, staff, and members of the community of library users.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Promoting the use of library resources and services when and where appropriate	Supervisor observation; Goal and objective statements; Patron feedback; Communications with library staff, students, faculty, and outside sources; Other evidence of cooperation (please list):  <b>NOTES:</b>
Effectively communicating knowledge of library organization, mission, policy and goals to users and academic departments	
Effectively representing the libraries to the HCC community and to the broader global community	
Promoting ongoing efforts for cooperation and collaboration, especially with the HCC teaching faculty	
Maintaining excellent working relationships with other members of the library staff.	
Regularly checking and returning voice and email promptly	
<b>Other:</b>	

<b>Professional Development</b>	
<b>3. Good librarians enhance their knowledge of the discipline.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Completing professional development activities annually or as required to gain the knowledge and skills necessary to develop excellence	Certificates of participation or completion; Transcripts; PowerPoint demonstrations, web pages, and other online information products or print and media teaching materials; Progress towards learning objectives developed in conjunction with the Library Chair, peer groups, or Director of Library/LRC Support; Evidence of participation in database evaluations (email, survey forms, etc.); Communications with library staff, students, faculty, and outside sources; Professional publications and communications (online discussion groups, articles, web pages, and others); Other evidence of enhancing knowledge (please list):  <b>NOTES:</b>
Maintaining membership in professional organizations	
Completing additional coursework	
Keeping up with reading in the professional and educational literature and with changes and advances in the library and information science field which are reported in the print and online literature	
<b>Other:</b>	

<b>4. Good librarians share their skills, knowledge, and best practices with their professional colleagues.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Recognizing responsibility to share learning through writing, speaking, mentoring and modeling, in order to promote the advancement of the profession	Certificates of participation or completion; Transcripts; Supervisor observation; Membership cards; Workshop flyers; PowerPoint demonstrations, web pages, and other online information products; print and media teaching materials; Annual goals and objectives; Evidence of participation in database evaluations (email, survey forms, etc.); Communications with library staff, students, faculty, and outside sources; Professional publications and communications (online discussion groups, articles, web pages, and others); Other evidence of sharing skills and knowledge (please list):
Actively participating in evaluation of electronic databases prior to purchase; presenting workshops	
Publishing book, media, or electronic resource reviews and/or presenting workshops	
<b>NOTES:</b>	
<b>Other:</b>	

<b>Institutional Service</b>	
<b>5. Good librarians provide service to their communities at the institutional, local, state, regional, national, or international level.</b>	
<i>Best practices include</i>	<i>Supporting data:</i>
Serving on library committees	Documents and other products produced by committees; Evidence of contributions to assigned committees; Faculty senate attendance rosters; Publications, papers, presentations; News articles; Other evidence of institutional service (please list):
Participating on college and college-related committees and task forces	
Contributing to institutional publications	
Participating in institutional governance	
Serving as an advisor to student groups recognized by the college	
Representing the HCC Library by presenting formal or informal public lectures, addresses, workshops, etc. or fostering partnerships	
<b>NOTES:</b>	
<b>Other:</b>	

<b>Reference</b>	
<b>6. Good reference librarians demonstrate competence and good judgment in assisting all library users to locate information.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Using the reference interview to correctly discern and interpret user requests and questions as outlined in the ALA Guidelines for Behavioral Performance of Reference and Information Service Professionals	Ask a Librarian email and FAQ; Observation; Patron feedback; Web development; Virtual librarian materials; Web comment forms; Statistical reports; Communications with library staff, students, faculty, and outside sources; Other (please list):  <b>NOTES:</b>
Demonstrating competence in using reference materials in print, media, and electronic formats	
Demonstrating willingness to persist beyond conventional reference sources to provide information	
Showing expertise in appropriate subject areas	
Exhibiting comprehensive knowledge of resources available via the HCC library homepage.	
<b>Other:</b>	

<b>7. Good reference librarians use and promote the use of technology appropriately.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Using email and web forms to provide reference and other services	Ask a Librarian email and FAQ; Observation; Patron feedback; Web development; Virtual librarian materials; Web comment forms; Statistical reports; Communications with library staff, students, faculty, and outside sources; Other (please list):  <b>NOTES:</b>
Authoring or designing online library resources, instruction, assistance, and reference materials for faculty and students	
Adhering to scheduled turnaround on user requests received via email, web forms, message boards, or voice-mail	
Participating in the design or redesign of the library web	
Promoting the use of electronic resources to users during individual reference sessions and library instruction classes	
Providing sensitive assistance and instruction in the use of adaptive technologies to users with disabilities	
Participating as a virtual librarian for 1 or more DE classes	
Demonstrating expertise in the access and use of electronic resources and the HCC automated library system	
<b>Other:</b>	

<b>8. Good reference librarians foster regular and easy communication with HCC students.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Being available and approachable to assist and instruct in person, electronically, and via phone	Ask a Librarian email and FAQ; Observation; Patron feedback; Web development; Virtual librarian materials; Web comment forms; Statistical reports; Communications with library staff, students, faculty, and outside sources; Other (please list):  <b>NOTES:</b>
Participating in professional and academic online discussion groups	
Participating in student activities when invited to do so	
Serving as a virtual librarian for DE classes	
Regularly checking and returning voice and email promptly.	
<b>Other:</b>	

<b>9. Good reference librarians foster regular and easy communication with HCC faculty, staff, and other members of the HCC Library community of users.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Being available and approachable to assist and instruct in person, electronically, and via phone	Ask a Librarian email and FAQ; Observation; Patron feedback; Web development; Virtual librarian materials; Web comment forms; Statistical reports; Communications with library staff, students, faculty, and outside sources; Other (please list):  <b>NOTES:</b>
Contacting faculty pro-actively and regularly to offer and promote library services, especially library and information literacy instruction	
Participating in professional and academic online discussion groups	
Regularly checking and returning voice and email promptly	
<b>Other:</b>	

<b>10. Good reference librarians understand library acquisitions, bibliographic control, and library automation.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating expertise in use of the online library catalog	Ask a Librarian email and FAQ; Observation; Patron feedback; Web development; Virtual librarian materials; Web comment forms; Statistical reports; Communications with library staff, students, faculty, and outside sources; Other (please list):
Interpreting bibliographic, item, and status information located in the library catalog	
Demonstrating expertise in the use of the automated circulation system when necessary	
Assisting students and other users in the use of catalog-based library services, such as checking their patron record, requesting holds, and renewing materials.	
<b>NOTES:</b>	
<b>Other:</b>	

<b>Collection Development</b>	
<b>11. Good collection development librarians demonstrate good professional judgment, fiscal responsibility, and competence in selecting library materials, in whatever format is appropriate including electronic, in support of the current needs and long-range goals of the Library as outlined in the Collection Development Policy.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating comprehensive knowledge of the library collection in assigned selection areas at their site	Selection lists; New materials lists; Communications with faculty requestors; Title Source II lists; Feedback and comment forms; Other items relating to collection development activities (please list):
Exhibiting knowledge of the curriculum, research, and other library-related activities of the academic or workforce department associated with the assigned selection area	
Demonstrating competence and good judgment in selecting and deselecting materials in all formats	
Actively seeking input to selection decisions from faculty	
Staying within the assigned budget for areas of collection development	
<b>Other:</b>	

<b>Library Instruction</b>	
<b>12. Good library instruction librarians demonstrate comprehensive knowledge of the resources available in the appropriate subject area.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Using knowledge of representative literature and current trends in the subject areas of an individual's library division during instructional sessions	Instruction materials; Copies of tests and quizzes; SEOI and other surveys; Feedback and evaluation forms; Instructor request forms; Communications with library staff, students, faculty, and outside sources; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Keeping abreast of changes in library resources in all formats and adjusting presentations regularly to reflect major additions and changes	
Instructing users on accessing resources within the HCC libraries and in other appropriate collections	
Communicating knowledge of applicable resources and research strategies within appropriate academic and workforce subject areas	
Collaborating with teaching faculty to define immediate and lifelong learning needs.	
<b>Other:</b>	

<b>13. Good library instruction librarians demonstrate competence in teaching information literacy at the reference desk, in classroom settings, using electronic or print instruction aids, and via individual consultation.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Developing instructional modes and materials relevant to the needs and learning styles of the individuals and groups served	Instruction materials; Copies of tests and quizzes; SEOI and other surveys; Feedback and evaluation forms; Instructor request forms; Communications with library staff, students, faculty, and outside sources; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Instructing and assisting users in research strategies appropriate to their needs	
Promoting all aspects of information literacy to the community of HCC Library users.	
Clearly defining the learning goals and objectives of each class session	
Exhibiting teaching skills that respond appropriately to learning styles, attitudes, education levels, and environments	
Demonstrating a comprehensive knowledge of the ALA/ACRL Guidelines for Instruction Programs in Academic Libraries	
<b>Other:</b>	

<b>14. Good library instruction librarians collaborate with faculty to provide the most appropriate and effective lessons.</b>	
<i>Best practices include</i>	
Contacting faculty pro-actively and regularly to offer and promote library services, especially library and information literacy instruction	<i>Supporting data</i> Instructor request forms; Instruction materials; SEOI and other surveys; Feedback and evaluation forms; Observation; Goals and objectives; Communications with library staff, students, faculty, and outside sources; Other evidence of collaboration (please list):  <b>NOTES:</b>
Collaborating with faculty on goals, design, level of difficulty, and class materials for each class	
<b>Other:</b>	

<b>15. Good library instruction librarians require students to think critically about the material presented in each session.</b>	
<i>Best practices include</i>	
Instructing students in the principals of information literacy according to the ACRL Information Literacy Competency Standards for Higher Education	<i>Supporting data</i> Copies of tests and quizzes; Feedback and evaluation forms; Instruction materials; SEOI and other surveys; Instructor request forms; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Devising questions and activities that require students to synthesize and analyze the information they use.	
<b>Other:</b>	

<b>16. Good library instruction librarians regularly assess student learning and use the results to improve teaching.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Utilizing a variety of instruments to collect data	Copies of tests and quizzes; Feedback and evaluation forms; Instruction materials; SEOI and other surveys; Instructor request forms; Observation; Goals and objectives; Other (please list):
Gathering data to assist in evaluating teaching effectiveness, assessing student learning, and determining reactions and outcomes	
Updating teaching materials and methods regularly to reflect information gained during the assessment and evaluation process	
<b>NOTES:</b>	
<b>Other:</b>	

<b>Circulation and Access Services</b>	
<b>17. Good circulation and access librarians demonstrate competence in establishing and maintaining policies and procedures designed to facilitate user access to HCC Library collections and resources.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating a comprehensive knowledge of the HCC library circulation policies and procedures	Patron feedback received in person, via web comment forms or other means; SEOI and other surveys; Policy and procedure documentation; Observation; Goals and objectives; Other (please list):
Communicating HCC library policies and procedures to the community of HCC library users courteously and effectively	
Demonstrating competence in reporting circulation financial transactions	
Demonstrating sensitivity to the needs of library users	
Communicating policies and procedures to library assistants	
Maintaining the confidentiality of library records	
Demonstrating knowledge of copyright law and licensing agreements as related to access services	
<b>NOTES:</b>	
<b>Other:</b>	

<b>18. Good circulation and access librarians demonstrate a thorough knowledge of the capabilities of the HCC automated library system.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating expertise in the circulation system, the course reserves module, the online catalog, the booking module, materials requests functions and procedures, and reporting functions	Patron feedback received in person, via web comment forms or other means; SEOI and other surveys; Policy and procedure documentation; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Managing and fulfilling requests for material through circulation, booking, catalog-based user services, and electronic document retrieval	
Demonstrating thorough knowledge of the online services available to distance learners	
<b>Other:</b>	

<b>19. Good circulation and access librarians exhibit effective management and organizational skills.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Generating statistical analyses of circulation and access services and communicating relevant information to appropriate units and individuals within the libraries	Patron feedback received in person, via web comment forms or other means; SEOI and other surveys; Policy and procedure documentation; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Training library assistants in the application of policies and procedures regularly and as needed on an ad-hoc basis	
Demonstrating competence in space/stacks planning and management	
Demonstrating knowledge of effective staff management and scheduling practices	
Cooperating with all library staff to facilitate access to collections and services	
<b>Other:</b>	

**20. Good circulation and access librarians cooperate with other libraries to enhance the materials and services available to the community of HCC library users.**

<i>Best practices include</i>	<p><i>Supporting data</i></p> <p>Patron feedback received in person, via web comment forms or other means; SEOI and other surveys; Policy and procedure documentation; Observation; Goals and objectives; Peer comments; Statistics for patron placed holds and bookings filled; Other (please list):</p> <p><b>NOTES:</b></p>
Demonstrating expertise in the patron request and booking functions of the automated library system	
Understanding and promoting agreements governing resource sharing among HCC libraries and other library systems	
Managing and fulfilling requests for material through electronic access, and/or interlibrary loan services	
Implementing and monitoring user access to the TexShare Card Program.	
<b>Other:</b>	

**Technical and Automation Services**

**21. Good technical services librarians demonstrate thorough competence in the use and development of the automated library system to perform assigned cataloging, acquisitions, and database maintenance duties.**

<i>Best practices include</i>	<p><i>Supporting data</i></p> <p>Catalog, check in, order, fund, patron, and item records; Reports; Online instructional and help pages; Comment forms; Communications with library staff, students, faculty, and outside sources; Self-reporting; Observation; Other (please list):</p> <p><b>NOTES:</b></p>
Understanding existing system capabilities	
Exhibiting a general knowledge of current developments in library automation	
Communicating knowledge of library automated systems activity to staff in the libraries and to other appropriate departments and individuals	
Maintaining cooperative working relationships with public services librarians and all library staff	
Assisting and instructing library staff in use of the automated library system	
Communicating automation policies to the HCC community of library users when and where appropriate	
Creating online user aids and procedure pages to assist library staff and users in locating and utilizing information in the HCC library	
<b>Other:</b>	

<b>22. Good technical services librarians manage departmental operations effectively.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Monitoring, evaluating, and directing the performance of supervised library assistants	Communications with supervisor, library staff, students, faculty, and outside sources; Records in the automated library system; Other:  <b>NOTES:</b>
Delegating authority when necessary	
Responding to the requests and needs of librarians and staff	
Notifying the Director of Library/LRC Support of problems and issues requiring cooperation among departments	
<b>Other:</b>	

<b>Cataloging</b>	
<b>23. Good catalog librarians demonstrate competence in establishing and maintaining bibliographic systems that facilitate the organization and control of library resources.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating in-depth knowledge of past and present cataloging rules	Catalog and item records; New books lists, canned searches, and other catalog pages; Statistical reports; Online procedure pages; Employee evaluation forms; Goal and objective statements; Personal communications; Self-reporting; Observation; Other evidence of cataloging skill, productivity, and services provided (please list):  <b>NOTES:</b>
Competently applying currently accepted cataloging rules to produce high quality cataloging for all types of materials	
Utilizing comprehensive knowledge of classification tables and subject heading schedules	
Creating metadata to facilitate effective access to digital information	
Exhibiting sensitivity and responsiveness to the needs of library users by providing additional access points and description	
Including external items available to HCC users in the catalog	
Demonstrating initiative and competence in providing catalog-related services, statistics, and assistance	
Maintaining catalog records for accuracy and authority control	
Establishing and meeting productivity goals	
<b>Other:</b>	

<b>Acquisitions</b>	
<b>24. Good acquisitions librarians demonstrate competence in establishing and maintaining procedures for the effective and economical acquisition of library or media resources.</b>	
<i>Best practices include</i>	<i>Supporting data</i> Accurate order, receiving, fund, invoice, and vendor records; Statistical reports for accounting, auditing, departmental productivity, and vendor performance; Communications with vendors; Communications with library staff, students, faculty, and HCC purchasing and accounts payable staff; Other evidence of productivity, effectiveness, and initiative in providing acquisitions information and services (please list):  <b>NOTES:</b>
Maintaining in-depth knowledge of the book or media trade and other sources of library/media materials	
Maintaining excellent working relationships with vendors	
Demonstrating competence in ordering, receiving and paying for library/media materials	
Assisting library staff with acquisitions procedures by answering questions promptly, providing workshops and seminars in the use of acquisitions software, and developing online handouts and procedures	
Demonstrating initiative and competence in utilizing reporting and record-keeping functions to provide accurate and timely information to the library chairs	
Demonstrating sensitivity to the needs of library users	
Successfully monitoring budgetary expenditures and reporting the results.	
Maintaining accurate ordering, receiving, cancellation, and invoicing records	
Demonstrating fiscal responsibility in the selection of vendors	
Maintaining excellent relationships and open communication with HCC accounts payable and purchasing staff	
Understanding and adhering to purchasing ethics, policies, guidelines, and codes of HCC and the State of Texas.	
<b>Other:</b>	

<b>Continuing Resources</b>	
<b>25. Good continuing resources librarians demonstrate competence in the acquisition and bibliographic control of serial items in all formats.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Demonstrating initiative and competence in the implementation of new procedures and services related to continuing resources in all formats	Catalog, check-in, and order records; Statistical reports; Communications with vendors; Communications with library staff; Web pages pertaining to the access and use of continuing resources; Forms developed for evaluation purposes; Databases committee documentation; Observation; Information distributed to the Library Forum; Other evidence of excellence in serials management(please specify):  <b>NOTES:</b>
Creating and maintaining accurate cataloging, order, and check-in records for materials in all serial formats	
Maintaining an excellent working relationship with vendors of continuing resources	
Coordinating the selection, purchase, and evaluation of electronic databases by chairing and coordinating activities of the Database Committee	
Drafting, renewing, and evaluating vendor contracts and licenses	
Evaluating vendor performance according to HCC purchasing policy	
Compiling and distributing database cost and user statistics	
<b>Other:</b>	

<b>Management and Supervision</b>	
<b>26. Good supervisors manage staff and organize work effectively.</b>	
<i>Best practices include</i>	<i>Supporting data</i>
Communicating effectively with supervised employees and other library staff	Work schedules; Training materials; Statistics and reports; Feedback and evaluation forms; Employee evaluation forms; Written procedures; Instructor request forms; Self-reporting; Observation; Goals and objectives; Other (please list):  <b>NOTES:</b>
Evaluating employee performance in a timely and impartial manner	
Delegating authority when appropriate or necessary	
Providing group and individualized training as necessary to keep staff up to date on policies, procedures, and other service issues	
Scheduling employees effectively to provide timely and experienced service to library users	
<b>Other:</b>	

<b>27. Optional Category</b>	
<i>Best practices include</i>	<i>Supporting data</i>
	       <b>NOTES:</b>
<b>Other:</b>	

# Houston Community College

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## Faculty Non-Instructional Workload Activities

The HCC faculty workload calls for a portion of a faculty member's time to be spent in the following activities.

Learning Support  
Advising/Activities/Orientation  
Institutional/Community Service  
Professional Development

The workload policy outlines the average time allocations and gives examples of the kinds of activities that might be undertaken in each category. Since these activities will become a much more integral part of your evaluation, it will be helpful to begin to define what is included in each category.

**Each department needs to define what it thinks are appropriate activities in these categories.**

Advising/Activities/Orientation: The following activities are given as examples.

- Department and discipline advising for individual students who have declared a major
- Departmental group advising for people majoring in or interested in the discipline.
- Being on the team of our one hour GUST 0101 orientation program either as a team member or the instructor of record. (This person will be paid for one semester hour also)
- Providing help to student services during peak hours of registration
- Participating as a sponsor of a student activity or club or student government
- Participating in service learning activities
- Create and lead student events or department events aimed at students
- Volunteer to work with students through the Student Activity office and student services
- Be a department assigned mentor
- Make appointments with students who need your mentoring or help
- Offer seminars for the 0101 classes

The departments should also discuss and decide on acceptable categories for professional development and institutional/community service. For instance, is it enough to attend TCCTA. Should some kind of sharing be a part of professional travel? The departments should try to answer these and other questions.

One of the important aspects of this process is the use of data in making evaluation decisions about people. The first part of this process is to decide as a department what is appropriate in these areas as data and as standards. A faculty member should also be prepared to bring to the evaluation, data that will indicate the kind of activities undertaken. The easiest way to do this is to tell and show the evaluator what the faculty member has been doing. Each department, once again, can decide how they want to proceed. As one possible avenue we are providing a worksheet that can be used by a department and a faculty member to record activities.

Houston Community College  
Non-Instructional Documentation Worksheet

Name:

Department:

***Advising/Activities/Orientation***

Activity

***Professional Development***

Activity

Institutional/Community Service

Activity



# Houston Community College

## Performance Reviewer Best Practices

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### Faculty Evaluation 2004

**Good reviewers base evaluation job performance results, not personality traits.**

**Best practices:** giving specific examples, using data sources listed on evaluation, focusing on observations, listing behavioral traits rather than personality or attitudes

*Data:* Performance Evaluation document, classroom or workplace observation documents

**Good reviewers base evaluations on sound data.**

**Best practices:** using and citing data sources listed on evaluation documents.

*Data:* list of data sources, Performance Evaluation document. Workload document

**Good reviewers clearly communicate performance expectations and standards.**

**Best practices:** job description matches work; supervisor/employee agree, job responsibilities and standards are clear to both

*Data:* copy of job description, copy of job responsibilities and standards, employee feedback, workload document

**Good reviewers maintain an atmosphere of open, honest dialog.**

**Best practices :** maintaining two-way communication, listening well, frequently checking for understanding, paying attention to nonverbal clues, allowing the employee to participate fully in performance review process, regularly checking and responding to email, keeping office hours.

*Data:* employee feedback

**Good reviewers are willing to accept their share of responsibility for employee performance.**

**Best practices:** They ask what they themselves can do to improve the situation, realizing that performance is influenced by environmental factors such as training, resources, and work processes.

*Data:* records of meetings held, record of information given and adjustments made to environmental factors.

**Good reviewers assess employee performance regularly and provide timely and pertinent performance feedback throughout the year.**

**Best practices:** Feedback is clear, descriptive, constructive, both positive and negative.

Reviewer evaluates performance throughout the year, rather than only once at review time, and discusses performance with employee as observed.

*Data:* employee conference records, performance documentation

**Good reviewers honestly record performance.**

**Best practices:** avoiding the “halo” effect, recognizing top performers, confronting performance deficiencies, and objectively recording facts and situations.

*Data:* Performance Evaluation Form, performance documentation, Performance Improvement Plans, counseling notes.

**Good reviewers** clearly identify performance goals and objectives and link employee objectives to departmental and institutional goals.

**Best practices:** clearly communicate departmental, college and strategic plan goals, , employees feel connected to institutional mission, goals and objectives support key institutional goals and objectives.

*Data:* 360-degree evaluation of supervisor, employee feedback, Performance Evaluation forms, institutional and department goals documents, objectives from previous year.

**Good reviewers treat employees with respect.**

**Best practices:** fair, supportive, sensitive to and value diversity.

*Data:* employee feedback.

**Good reviewers present performance reviews in a way that actively involves employees in their own performance.**

**Best practices:** Including employees in setting goals and objectives, and involving employees in self-evaluation

*Data:* Sources of data used for evaluation, Performance Review Form, goals actually set, employee feedback

**Good Reviewers use the appraisal process as an opportunity to determine what new learning or resources are needed to assist the employee to move forward positively.**

**Best practices;** clearly set forth standards and expectations, provide suggestions for developmental activities, follow-through on own commitments, coach, teach, assist with professional development.

*Data:* Program Review, Performance Evaluation form, development plan and activities completed

**Good reviewers develop their reviewer skills.**

**Best practices:** attendance at performance review classes, seeking personal coaching on review best practices, dialoging with peers or other administrators on review skills, reading articles or books on management.

*Data:* Training completion records, reading citations, attendance at discussion groups where review skills are discussed.

# Houston Community College

## Faculty Evaluation Committee

2004

Many thanks to the Faculty Evaluation Committee for the hours of hard work and for the excellent insights that came out of the discussions and exploration that the committee went through. Committee members did research; shared ideas; and created a coherent and forward-looking set of principles that are embedded in this document. Also, by putting more responsibility on the individual departments to set standards and define expectations, they have created a document and process that will be owned by its participants.

It is the dedication of these people and more like them who help to move HCC forward and make it an outstanding institution for teaching and learning.

Jonathan Brook  
Judy Cantwell  
Peggy Edwards  
Fena Garza  
Verla Green  
Charles Hebert  
Pat Jensvold  
Mike McCormick  
Frank Ortiz  
Mary Page  
Norma Perez  
Suna Purser  
Angela Secrest  
Timor Sever  
Connie Stone  
Neal Tannahill  
Jimmy Vu

Chair: Sue A. Cox