

Libraries and Educational Technologies

Professional & Performance Development Form

Library Faculty Self Evaluation

Personal Information

Name _____

Job Title _____

Division: Libraries & Educational Technologies

Performance Period _____

Department _____

Date of Review _____

Self-Evaluation _____

Supervisor Evaluation _____

Job Description is current _____

Significant changes in job description
occurred during performance period _____

These changes include:

Annual Performance Evaluation

The minimal performance expectations for all faculty in Libraries and Educational Technologies are consistent with the mission and goals of James Madison University. The following are minimal performance expectations which cross all faculty positions. These should be taken into consideration as the faculty member is evaluated. These factors will also be evaluated by the faculty member's peers through the Peer Evaluation Form.

Client Service Orientation Gives priority to users. Effectiveness in meeting needs of user. Stays informed of university resources for extended assistance. Maintains approachable demeanor.

Professionalism Demonstrates responsibility and ethics in carrying out job duties. Demonstrates respect for University policies and goals, coworkers, administration. Keeps up with developments in the profession and in higher education; contributes to academic or administrative field.

Self-Management Sets clear priorities that are well aligned with the position's responsibilities and with organizational goals. Takes a proactive and planned approach to accomplishing these priorities. Takes personal responsibility for decisions and, if appropriate, delegates work in a balanced manner. Assumes responsibility without being told.

Task/Project Management Completes the tasks specifically associated with his/her position in an effective, efficient and timely manner. This includes assigned tasks as well as tasks the employee is expected to identify independently to enhance operations within his/her unit.

Facilitation/Interaction with Others Considerate and cooperative attitude toward faculty, staff and students. Able to resolve conflict and maintain fairness. Facilitates the flow of information with others; communicates clearly with others in oral and written form; shares resources with others; promotes collaboration and teamwork. Manages projects to ensure completion on time and with effective use of resources.

Commitment to Institutional Mission Supports University and unit mission in preparing students, faculty and other clients for enlightenment and productivity. Demonstrates interest in institutional and unit activities of the campus community.

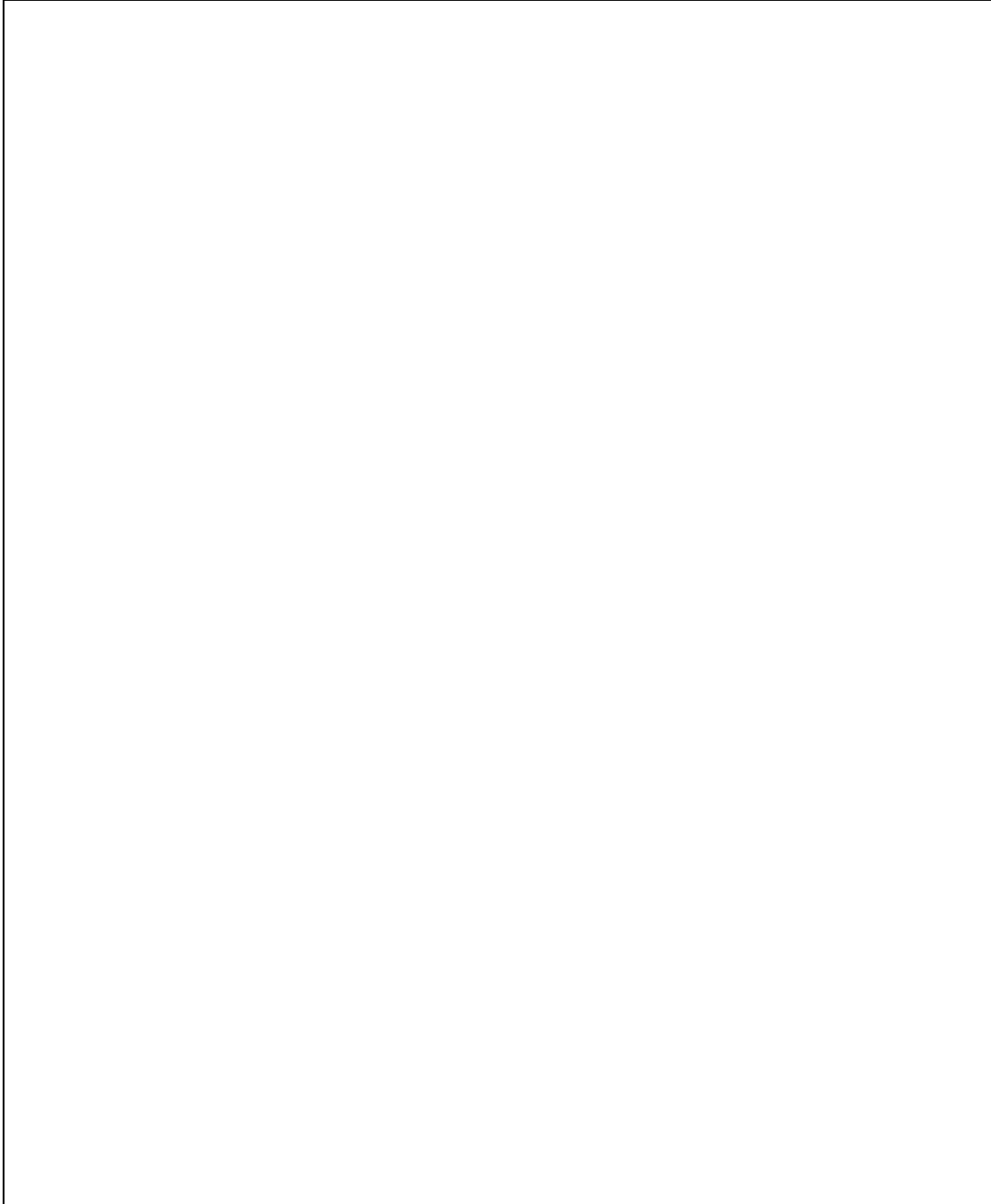
Section I: Goal Achievement

Report on goals that were established for this performance period in each evaluation area: Core Responsibilities, Scholarship and Service. Describe in what way these goals were met and what additional work, if any, needs to be completed to meet the goal.

Core Responsibilities List primary job responsibilities. Examples include: teaches classes or gives demos to students, faculty or staff; provides reference or consultation services; enhances collections and access through acquisitions and guides, software, or cataloging; keeps abreast of developments in one's area of expertise, etc.

A large, empty rectangular box with a thin black border, intended for the user to write their response to the 'Core Responsibilities' section. The box is currently blank.

Scholarship Report on goals established in the area of scholarship or intellectual contributions. Examples include bibliographies, handouts and course materials, published research, in-house research and development that contribute to L & ET services and activities, contributions to professional forums or staff seminars.

A large, empty rectangular box with a thin black border, intended for the user to report on scholarship goals and contributions as defined in the text above.

Service List leadership commitments and significant participation in official activities to improve or advance your department, division, the University or your field of expertise. Examples include: participated in a department, division, University or professional organization committee; chaired a committee; donated professional services to a local organization or institution.

A large, empty rectangular box with a thin black border, intended for the user to write their service commitments and participation details.

Section II: Performance Review of Supervisors

The minimal performance expectations for all supervisors in Libraries and Educational Technologies are consistent with the mission and goals of James Madison University. The following are minimal performance expectations which cross all supervising faculty positions. These should be taken into consideration when evaluating a supervisor's performance.

Coaching/mentoring Providing employees with frequent performance feedback ; providing recognition for areas of high or improved performance; working with people to correct performance problems. Supporting employees in developing their capabilities to contribute more on their present jobs and to prepare them for future jobs; identifying training needs, suggesting training programs and providing opportunities to expand skills in new project / task situations; acting as mentor for employees where appropriate; evaluating performance and conducting performance review discussions on a timely basis; conducting interim review discussions when appropriate.

Communication linkage Acting as a communications link between employees and higher management; keeping people in unit informed about issues important to them.

Defining expectations Reaching agreement with employees on their objectives, priorities and measures; ensuring objectives and work plans are updated when required.

Work allocation Organizing the work flow and relationships among people and functions in the unit; delegating work to make efficient use of resources and to develop people's capabilities.

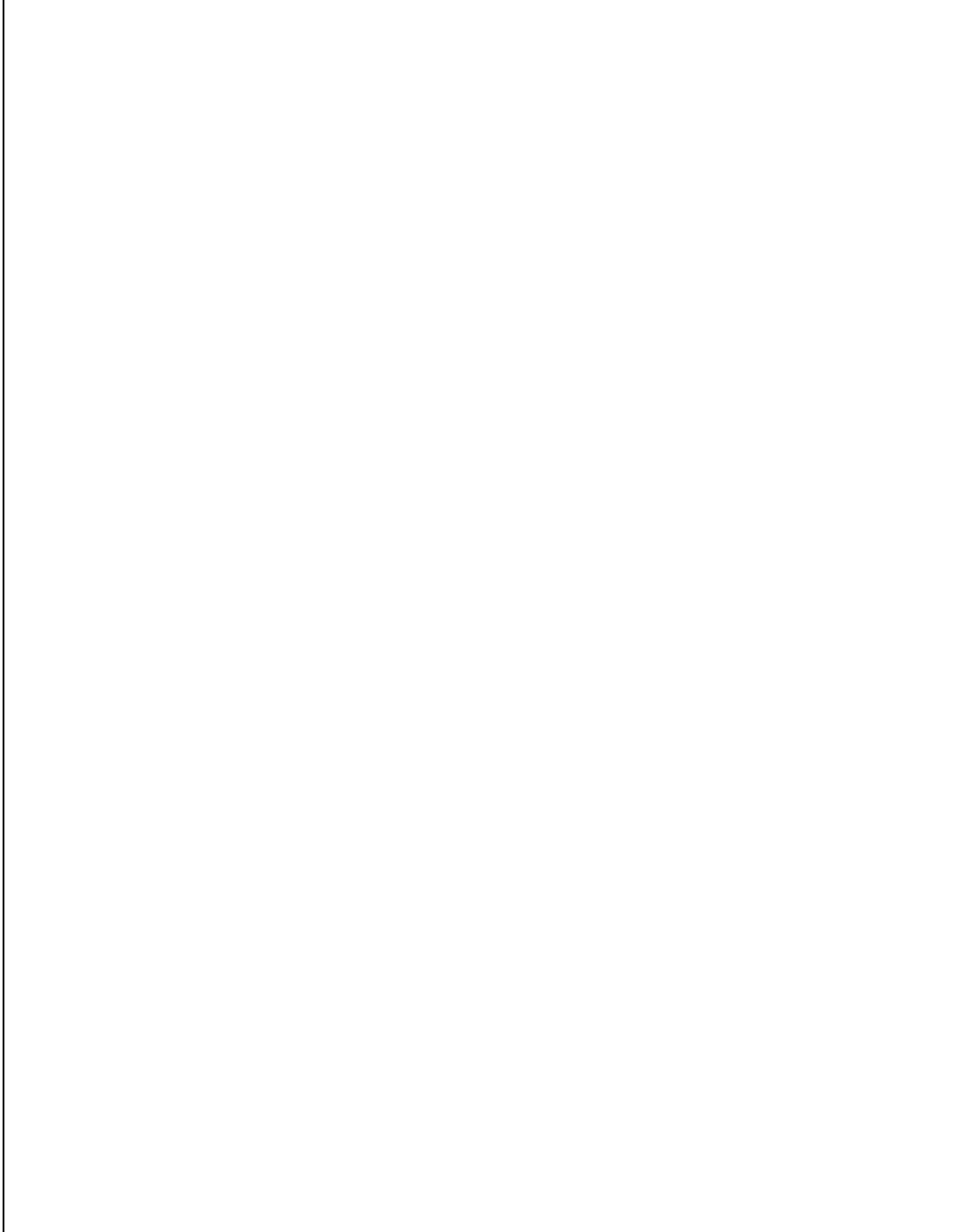
Staffing Planning and staffing the unit with the appropriate number and skills mix of employees; selecting highly qualified persons for the unit; using staff creatively to solve staffing shortages.

Performance Review of Supervisors (cont)

Summarize below the faculty member's performance in these supervisory areas throughout the performance evaluation period. To complete this summary, refer to the Supervisor Evaluation Form completed by the supervisor's direct reports and any other relevant information.

Section III: Performance Summary

Summarize the faculty member's performance for this performance period. To complete this section, refer to peer, customer and self evaluations, the goal achievement section of this document, your own evaluation of the faculty member's performance and any additional relevant information.

A large, empty rectangular box with a thin black border, intended for the user to write a performance summary. The box is centered on the page and occupies most of the lower half of the document.

Signatures

The signatures below acknowledge that the performance review has been completed.

Faculty Member

Title

Date

Supervisor

Title

Date

Dean

Title

Date