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.
**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.
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.
**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.
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.
Signatures

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

_________________________  ________________________  ______________
Faculty Member                  Title                   Date

_________________________  ________________________  ______________
Supervisor                      Title                   Date

_________________________  ________________________  ______________
Dean                            Title                   Date