

WESTERN KENTUCKY UNIVERSITY LIBRARIES  
FACULTY MEMBER PERFORMANCE APPRAISAL

10-00

The objectives of the University Libraries Faculty Member Performance Appraisal are as follows:

- \* To plan professional development
- \* To evaluate progress toward promotion, tenure, and tenure review
- \* To help determine annual salary recommendations

Faculty Member

Department

Calendar Year Covered

Criteria and Behavioral Descriptors of  
University Libraries Faculty Member Performance at WKU

I. TEACHING/PROFESSIONAL EFFECTIVENESS

A. KNOWLEDGE OF PROFESSION: may include, but is not limited to

- \* technical knowledge applied to areas of responsibility as listed on one's position description
- \* use of appropriate bibliographic/research instructional tools, computer resources, teaching materials, and techniques
- \* application of library/museum policies, procedures, and practices to one's responsibilities
- \* initiation of new techniques, services, and technologies for library/museum, particularly as relates to one's responsibilities
- \* professional development through participation in institute, seminar, workshop or formal course

___HIGHLY EFFECTIVE	Faculty member <u>consistently</u> uses appropriate bibliographic/research instructional tools, computer and other resources, teaching materials, and techniques; possesses and uses <u>extensive</u> technical knowledge for research, analysis, and attention to detail; <u>initiates</u> new techniques, services, and technologies for the library/museum, particularly within his/her area of responsibility.
___EFFECTIVE	Faculty member <u>usually</u> has technical knowledge of <u>most</u> commonly used bibliographic/research instructional tools, computer and other resources, teaching materials, and techniques and applies that knowledge <u>most of the time</u> to research, analysis, and detailed work within his/her area of responsibility.
___GROWTH	Faculty member <u>sometimes</u> has and applies technical knowledge of bibliographic/research instructional tools, computer and other resources, teaching materials, and techniques to his/her research, analysis, and detailed work within his/her area of daily responsibilities.
___INEFFECTIVE	Faculty member <u>rarely</u> has and applies technical knowledge of bibliographic/research instructional tools, computer and other resources, teaching materials, and techniques, to research, analysis and detailed work needed to fulfill his/her area of responsibility.

- B. ORAL AND WRITTEN COMMUNICATION: may include, but is not limited to
- \* effective oral and written communication with colleagues, other library/museum personnel, faculty, students, patrons, and other individuals, or through organized presentations
  - \* sharing and providing requested information/reports/statistics
  - \* interpreting and instructing others in the use of reference tools, library/museum resources, bibliographic tools, databases, and other organized or informal guides
  - \* effectively presenting course content (team teaching, guest lecture)

<p>___ HIGHLY EFFECTIVE</p>	<p>Faculty member <u>consistently</u> uses accurate and timely oral and written communications with colleagues, students, other faculty, patrons, vendors in a clear and consistent manner. Communicates <u>well</u> through technical reports or other written information. Is <u>consistent</u> in clearly and accurately interpreting library/museum resources to others, and making workshop/course/other presentations effectively.</p>
<p>___ EFFECTIVE</p>	<p>Faculty member <u>usually</u> speaks and writes clearly, accurately, and in a timely manner with colleagues, students, other faculty, patrons, vendors. Is <u>usually</u> clear and accurate in technical reports or other written information, and in interpreting and instructing others in library/museum resources. <u>Usually</u> presents material effectively to others.</p>
<p>___ GROWTH</p>	<p>Faculty member <u>sometimes</u> is clear and timely in oral and written communications with colleagues, students, other faculty, patrons, vendors. <u>Sometimes</u> makes errors in written reports. <u>Often</u> cannot clearly interpret and instruct others in library/museum resources. <u>Does not usually present</u> material effectively to others.</p>
<p>___ INEFFECTIVE</p>	<p>Faculty member <u>rarely</u> uses appropriate oral and written communication. Faculty member is <u>difficult to understand</u> in oral and written communications with colleagues, students, other faculty, patrons, vendors. Writes reports which are difficult to interpret. <u>Does not clearly instruct</u> others about library/museum resources.</p>

C. INTERPERSONAL SKILLS: may include, but is not limited to

- \* informal activity and observed interaction with students
- \* observed interaction with colleagues, other library/museum personnel, faculty, patrons
- \* conduct adheres to professional ethical standards

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\_\_\_ HIGHLY  
EFFECTIVE

Faculty member is frequently observed interacting with students, faculty, and other patrons. Meets the letter and the spirit of professional ethical standards. Seeks ways to be helpful to colleagues.

\_\_\_ EFFECTIVE

Faculty member interacts with students, faculty, and other patrons, as requested. Meets the letter of professional ethical standards. Is usually helpful to colleagues when asked.

\_\_\_ GROWTH

Faculty member occasionally interacts with students, faculty, and other patrons. Rarely is helpful to colleagues when asked. Does not always meet professional ethical standards.

\_\_\_ INEFFECTIVE

Faculty member receives frequent student, faculty, and other patron complaints about lack of availability. Does not fulfill peer requests for assistance. Does not meet professional ethical standards.

D. RESOURCES MANAGEMENT: may include, but is not limited to

- \* managing material, equipment, time, and human resources to support the teaching/research/service activities of the University
- \* organizing resources/bibliographic information within one's assigned area of responsibility
- \* examining library/museum environment and recommending enhancements, goals, plans, and programs that would improve services, particularly within one's assigned area of responsibility

\_\_\_ HIGHLY

EFFECTIVE

Faculty member consistently supervises, trains, encourages, and evaluates staff/students, if applicable; consistently plans and organizes materials so as to set attainable goals, anticipate obstacles, and coordinate resources; consistently meets deadlines as requested for management of resources.

\_\_\_ EFFECTIVE

Faculty member supervises, trains, encourages, and evaluates staff/students most of the time, if applicable; plans and organizes materials, equipment and time so as to set attainable goals, anticipate obstacles, and coordinate resources most of the time; meets deadlines frequently as requested for the management of resources.

\_\_\_ GROWTH

Faculty member sometimes plans for or responds to changing needs of and demand for staff/students; does not always utilize available equipment, time, and human resources for job responsibilities; encounters obstacles to goals and does not change goal-setting; and misses some management deadlines.

\_\_\_ INEFFECTIVE

Faculty member rarely has a systematic procedure for supervising, training, encouraging, or evaluating staff/students, if applicable; has no plan or organization of materials, time, and equipment so as to set attainable goals and fails to anticipate obstacles or use available resources for work; seldom meet deadlines requested for management of resources.

II. RESEARCH/CREATIVE ACTIVITY AND SCHOLARSHIP: may include, but is not limited to

- \* print or nonprint research/creative activity in progress or completed
- \* presentations/exhibits
- \* preparation of instructional/informational materials or grant proposals
- \* recipient of awards, or other recognition for research/creative activity

<p>___ HIGHLY EFFECTIVE</p>	<p>Faculty member produces <u>at least one print or nonprint publication</u> (book, chapter, literature review, or research article) <u>of substantive quality</u>. If working on long-term publication, faculty member can provide documentation showing significant progress.</p>
<p>___ EFFECTIVE</p>	<p>Faculty member produces or has documentation of some progress toward one or more potentially significant special study/instructional-informational material/grant or prepares an exhibit not part of normal job assignment. Faculty member may also give a research-related presentation, chair a research-related panel, and write book reviews.</p>
<p>___ GROWTH</p>	<p>Faculty member has documentation of <u>some progress</u> toward a publication/grant/special study/presentation/exhibit/instructional-informational material.</p>
<p>___ INEFFECTIVE</p>	<p>Faculty member <u>has not produced</u> any oral or written documentation toward a publication/grant/special study/presentation/exhibit/instructional-informational material in the past <u>year</u>.</p>

III. PUBLIC AND UNIVERSITY SERVICE: may include, but is not limited to

- \* membership(s) in professional library/museum organizations and allied groups (historical societies, information science, etc.) and attendance at professional meetings.
- \* service in professional organizations
- \* service on University/departmental/library/museum/professional organization committees
- \* participation in University-sponsored organizations and meetings
- \* formal academic advisement; service to state, national organization(s) as appropriate to his/her professional responsibilities
- \* recipient of awards, other recognition

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<p>___ HIGHLY EFFECTIVE</p>	<p>Faculty member participates in several activities in the following areas (each area must be represented):</p> <ul style="list-style-type: none"> <li>* serves in appropriate professional organization(s) as <u>officer</u>, <u>chair</u>, <u>editor</u>, or <u>referee</u>.</li> <li>* holds membership in one or more professional organization(s) and <u>attends at least one professional meeting</u>.</li> <li>* serves on <u>several</u> University/departmental/library/museum/professional organization <u>committee(s)</u>, or <u>provides service</u> to students, community, state or nation as appropriate to his/her professional responsibilities.</li> </ul>
<p>___ EFFECTIVE</p>	<p>Faculty member participates in activities in the following areas:</p> <ul style="list-style-type: none"> <li>* holds membership in one or more professional organization(s) and <u>attends at least one professional meeting</u>.</li> <li>* serves on one or more University/departmental/library/museum/professional organization <u>committee(s)</u>, or <u>provides service</u> to students, community, state or nation as appropriate to his/her professional responsibilities.</li> </ul>
<p>___ GROWTH</p>	<ul style="list-style-type: none"> <li>* Faculty member holds membership in appropriate professional organization, but <u>rarely attends</u> and is <u>minimally involved</u> in committee meetings.</li> <li>* Faculty member may serve on a University/departmental/library/museum/professional organization <u>committee</u>, but</li> </ul>

rarely attends and is minimally involved in committee meetings.

\_\_\_INEFFECTIVE

- \* Faculty member does not hold membership in a professional organization and does not attend any professional meetings;
- \* Faculty member does not serve on a University/departmental/library/museum/professional organization committee; and does not provide service to students, community, state, or nation as appropriate to professional responsibilities.

IV. CONTRIBUTIONS TO UNIVERSITY MISSION: may include, but is not limited to

- \* initiation of ideas for strategic goals that contribute to University overall mission
- \* planning of departmental strategic goals that contribute to University overall mission
- \* implementation of departmental strategic goals that contribute to University overall mission

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\_\_\_\_ HIGHLY  
EFFECTIVE

Faculty member is highly involved in planning and implementing strategic goals. Faculty member contributes to departmental, library, and/or university activities that go above and beyond usual expectations.

\_\_\_\_ EFFECTIVE

Faculty member is usually involved in planning and implementing some departmental strategic goals.

\_\_\_\_ GROWTH

Faculty member sometimes plans or implements a departmental strategic goal or makes a contribution to the University overall mission.

\_\_\_\_ INEFFECTIVE

Faculty member rarely plans or implements a departmental strategic goal and does not contribute to discussion of such.

V. SHORT AND LONG-TERM PLANS: may include, but is not limited to

- \* setting of and making progress toward professional short-term goals
- \* setting of and making progress toward professional long-term goals
- \* if applicable, making progress toward annual performance appraisal goals made with the department head for the previous year

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\_\_\_\_ HIGHLY  
EFFECTIVE

Faculty member consistently achieves or makes significant progress toward both short-term and longer-term professional goals. If applicable, achieves goals set by faculty member and department head, during previous performance appraisal.

\_\_\_\_ EFFECTIVE

Faculty member usually makes some progress toward short-term and longer-term professional goals. If applicable, makes progress toward goals set by faculty member and department head during previous performance appraisal.

\_\_\_\_ GROWTH

Faculty member sometimes makes progress toward a short-term or longer-term professional goal. If applicable, shows little progress toward goals set by faculty member and department head during previous performance appraisal.

\_\_\_\_ INEFFECTIVE

Faculty member rarely sets professional goals and does not contribute to discussion of such. If applicable, shows no progress toward goals set by faculty member and department head during previous performance appraisal.

VI. OVERALL EVALUATION

\_\_\_ HIGHLY EFFECTIVE

\_\_\_ EFFECTIVE

\_\_\_ GROWTH

\_\_\_ INEFFECTIVE

SUMMARY:

- I. TEACHING/PROFESSIONAL EFFECTIVENESS
  - A. KNOWLEDGE OF PROFESSION
  - B. ORAL AND WRITTEN COMMUNICATION
  - C. INTERPERSONAL SKILLS
  - D. RESOURCE MANAGEMENT
- II. RESEARCH/CREATIVE ABILITY AND SCHOLARSHIP
- III. PUBLIC AND UNIVERSITY SERVICE
- IV. CONTRIBUTIONS TO UNIVERSITY MISSION
- V. SHORT AND LONG-TERM GOALS
- VI. OVERALL EVALUATION

HIGHLY EFFECTIVE	EFFECTIVE	GROWTH	INEFFECTIVE

Signature of Department Head

Date

If applicable, Coordinators/Supervisors should submit comments about faculty members to the appropriate Department Head, with a copy to the faculty member being evaluated.

TO BE COMPLETED BY DEPARTMENT HEAD,  
AND DEAN AND SIGNED BY FACULTY MEMBER

Department Head Comments:

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

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Dean Comments:

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

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Faculty Member's Signature (And Optional Comments)

I have read and reviewed my performance appraisal.

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## FACULTY MEMBER DEVELOPMENTAL GOAL(S) AND PLAN(S)

Date to Achieve Goal \_\_\_\_\_

If the faculty member is performing at "GROWTH" or "INEFFECTIVE" level in a given performance category (categories), please set a goal(s) and action plan(s) to fill that goal(s) for the performance category (categories).

## I. TEACHING/PROFESSIONAL EFFECTIVENESS

## A. KNOWLEDGE OF PROFESSION

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B. ORAL AND WRITTEN COMMUNICATION

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C. INTERPERSONAL SKILLS

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D. RESOURCE MANAGEMENT

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II. RESEARCH/CREATIVE ACTIVITY AND SCHOLARSHIP

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III. PUBLIC AND UNIVERSITY SERVICE

IV. CONTRIBUTIONS TO UNIVERSITY MISSION



V. SHORT AND LONG-TERM PLANS

