

1. GENERAL FEATURES OF THE LIBRARY TECHNICAL SERVICES DEPARTMENT PRACTICES FOR IMPLEMENTING THE SHSUFACULTY EVALUATION SYSTEM

1.01 The Faculty Evaluation System (FES) is established to provide an equitable, orderly and comprehensive approach to the evaluation of faculty performance at Sam Houston State University (SHSU). The FES is used for purposes of (1) tenure and promotion in academic rank, (2) rewarding meritorious performance through salary adjustments, (3) contract review for probationary faculty members, (4) review of tenured faculty, and (5) decisions concerning future contracts for tenured and tenure-track faculty.

1.02 The FES recognizes that faculty members' interests, strengths, and skills evolve throughout their careers (see Academic Policy Statement 790601, Faculty Instructional Workload). SHSU is best served by striving for a system that has enough flexibility to reward meritorious performance with enough structure to promote fairness and consistency. SHSU's FES process evaluates faculty performance in three (3) categories (see Section 1.03). The FES provides a table of weights (Table I) for both the normative nine-credit-hours-per-semester-and twelve-credit-hours-per-semester-workloads (see Academic Policy Statement 790601, Faculty Instructional Workload) and identifies the respective weights used in creating the final summary FES score (see Section 6).

1.03 The three (3) categories recognized for purposes of evaluation are: teaching effectiveness, scholarly and/or creative accomplishments, and service. Each category is assigned a weight as specified in Table I, "Weights for Faculty Evaluation," attached to this policy statement. Teaching effectiveness is comprised of two (2) inputs, the chair's/department's rating of teaching effectiveness (FES1) and the students' rating of teaching effectiveness (FES 2). The weights applied to the FES 1 and FES 2 scores are the same to ensure that both the chair's/department's and students' ratings each contribute 50% of the overall measure of teaching effectiveness. For faculty in the Newton Gresham Library, FES 1 and FES 2 shall be replaced by effectiveness in librarianship. The individual departments (the tenure-granting units) and respective colleges are responsible for the determination and development of specific performance standards to be evaluated in FES 1, FES 3, and FES 4 (as well as FES 2 for the Newton Gresham Library). SHSU values continuous improvement efforts and encourages the incorporation of professional development standards within FES 1, FES 3, and FES 4. The categories used in the Faculty Evaluation System are similar to those identified in Academic

Policy Statement 800722, Merit Increases in Salary, and Academic Policy Statement 900417, Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty.

Faculty members at the department level set the specific performance standards for their given department or program. The FES performance standards for each department or unit are subject to the approval of the chair and dean, they are retained on file in the Office of the Provost and Senior Vice President for Academic Affairs (hereafter Provost), and are made available to all faculty. The FES performance standards for each department/unit shall be regularly reviewed at least every five (5) years.

1.04 Provisions are made in the Faculty Evaluation System for the following:

- a. A rating of teaching effectiveness shall be accomplished by combining the chair's/department's evaluation of faculty teaching effectiveness and the students' evaluation of classroom teaching effectiveness. The chair's/department's evaluation shall consider the general guidelines in Section 2. The students' evaluation shall follow the guidelines in Section 3. Faculty in the Newton Gresham Library shall be evaluated on their effectiveness in librarianship in lieu of teaching effectiveness.
- b. A report of scholarly and/or creative accomplishments (FES 3) shall be completed by each faculty member as a means of indicating said faculty member's scholarly and/or creative accomplishments. Each faculty member must submit the appropriate supporting documentation as required in the respective department's FES policy to verify the scholarly and/or creative accomplishments (see Section 4.)
- c. A report of service activities (FES 4) shall be completed by each member of the faculty as a means of indicating said faculty member's service. All faculty members must submit the appropriate supporting documentation as required in the respective department's FES policy to verify their service activities (see Section 5).
- d. A summary rating of each faculty member based upon FES 1 through FES 4 shall be completed by using the FES Summary Report (Attachment 1). The FES Summary Report shall be completed by the department chair and shall be signed by both the chair (or administrative equivalent) and the faculty member. A faculty member who fails to sign the FES Summary Report shall be ineligible for any merit increases based on productivity in the time period covered by the unsigned FES Summary Report. Faculty members who believe the FES Summary Report does not accurately reflect their productivity may appeal their summary rating as described in Section 7.01.

1.05 The FES Summary Report is to reflect faculty activity for the twelve-month period beginning January 1 of each calendar year and ending December 31 of the same calendar year. Should faculty members change their workload during this twelve-month period, they shall negotiate with their academic dean and chair (or administrative equivalents) to determine the Table I weights to be used.

1.06 Faculty members on professional leave (e.g., developmental leave) shall complete and be evaluated in the annual FES review. Faculty members on a personal leave of absence (including Family and Medical Leave) shall not complete or be evaluated in the annual FES review unless negotiated otherwise with the Provost through the chair and Executive Director of Library Services of the respective tenure unit.

1.07 Should a faculty member receive an administrative assignment that alters the faculty member's instructional workload (see APS 790601, Faculty Instructional Workload), the faculty member's chair shall complete an FES X form with input from the administrative assignment supervisor. Expectations for the administrative assignment shall be established between the faculty member and the supervisor prior to the start of the appointment and be used for the basis of the FES X assessment. For the FES Summary Report portion of the evaluation, the weights for FES 1, 2, 3, and 4 shall not be adjusted, and the faculty member shall receive an FES 5-based merit recommendation as if said faculty member does not have a separate administrative assignment. In a like manner, the faculty member's performance of the administrative responsibility shall be evaluated, and a merit recommendation shall be made as if the administrative assignment is the faculty member's sole responsibility. The final merit recommendation (FES X) shall be the weighted average of the two (2) merit recommendations. The weight for the administrative assignment is the same as the reduction in instructional workload, and the weight for FES 5 is one (1) minus the administrative assignment weight.

1.08 The timelines for the completion of the forms are established in APS 800722, Merit Increases in Salary.

1.09 Evaluation for merit pay purposes shall be based on data covering only the specific time period.

2. EFFECTIVENESS IN LIBRARIANSHIP

2.01 The faculty comprising a department may decide to use a faculty committee consisting of representation from all tenured/tenure-track faculty ranks to assist the chair in evaluating faculty teaching effectiveness (FES 1) or effectiveness in librarianship for the Newton Gresham Library faculty. The chair's/department's evaluation of teaching shall be based on activities defined as or related to teaching and shall not be based on or influenced by scores from student evaluations. The standards identified in FES 1 shall be approved by the respective chair and dean and filed with the Provost's Office. The performance standards for FES 1 shall be reviewed, revised, and approved at least every five (5) years.

2.02 Effectiveness in Librarianship involves a wide range of activities and is defined for individual Technical Services librarians by their assigned job duties and areas of specialization/expertise as recorded in their job description. The department chair's rating of effectiveness in Librarianship should be based on as much supporting information demonstrating accomplishing assigned tasks from their job description as can be reasonably obtained. This supporting information should be organized into a portfolio and loaded into the current university FES software. It is to be completed by each faculty member and submitted to the department chair as input for the FES 1 score. Consult the related "Documentation" section for a list of recommended evidence for items, contributions, or activities.

Effective librarianship is achieved by

- a. performing the duties and tasks detailed in a librarian's job description, through ongoing development of knowledge required to do one's job effectively and mastery of professional skills that reflects evolving changes in scholarship and professional practice, as well as subject and/or collection expertise;
- b. effective service to internal and external clientele, such as patrons, donors, scholars, and vendors; and
- c. effective communication inside and outside the library.

2.03 Evaluation of librarian effectiveness will be based upon the position responsibilities as outlined in the candidate's job description and allocation of effort to develop and organize collections and provide access to a wide range of information resources that directly support the University's roles of teaching, research, and service. Broadly, librarians will be evaluated on:

- a. PROFESSIONAL OUTPUT - Quantitative evidence of deliverables showing execution and completion of job duties and assignments.
- b. PROFESSIONAL/TECHNICAL KNOWLEDGE AND COMPETENCE – A measure of the quality of work performed. Quality is demonstrated by exhibiting expertise and currency in

areas of specialization, initiative and innovating in work, and achieving the library's and university's goals.

- c. PROFESSIONAL DEVELOPMENT - Participates in continuing education activities to maintain or develop skills which enhance the performance of position responsibilities. It may also include enhancing knowledge related to software or hardware used on the job, etc. This knowledge may be gained in a specific professional development setting or through individual effort.
- d. SUPERVISORY ACTIVITY (where applicable) – Effective supervision, leadership, and performance appraisal of library staff; and
- e. INTERPERSONAL/COLLABORATIVE SKILLS – Demonstration of professional comportment and decorum with all internal and external clientele. Effective communication. Seeks to collaborate with colleagues, staff, and administrators across campus to further library goals.

2.04 More specifically, librarians will be evaluated on a variety of criteria, based on their specific duties as detailed in their job descriptions and assignments.

2.05 FES 1 reflects the department's promotion and tenure committee's/ chair's rating of teaching effectiveness for each faculty member or effectiveness in librarianship for Newton Gresham Library faculty. The FES 1 worksheet or a similar tool will be used by the chair to document the chair's/department's rating of teaching effectiveness on a one-to-five-point continuous scale as defined in departmental standards (with a minimum precision to the whole number from 1 to 5, and a maximum precision to the nearest hundredth; FES1= 0.01).

3 RESEARCH, SCHOLARLY, & ARTISTIC ENDEAVORS

3.01 This portfolio section is to be completed by each faculty member and submitted to the Department Chair as input for the FES 3 score. Consult the related "Documentation" section for a list of recommended evidence to support a designated rating (1-5) of a particular item, contribution, or activity. If applicable, include additional details or evidence describing special conditions or considerations to help determine the most appropriate rating for a given item, contribution, or activity.

3.02 For most disciplines, this category consists of research and publication. Scholarly activities shall be interpreted to include, but are not limited to, production of basic and applied research, writing and publications, scholarly grant development or acquisition, presentations to professional and learned societies, and professional development directly related to Research, Scholarly, and Artistic Endeavors. Scholarly activities may address the field of Library Science or maybe other academic fields.

- 3.03 Different disciplines and individuals define creative accomplishments in different ways and engage in different types of artistic endeavors, such as instructional technology; poetry; painting; photography; sculpture; musical, dance, or theatrical performance or composition. Such endeavors may be evaluated differently; therefore, the criteria for evaluation can be defined here in only the most general terms. The Library will define its own specific criteria. Ultimately, individuals must be evaluated on the merit of their creative accomplishments.
- 3.04 The Library is responsible for determining and developing specific performance standards, addressing quality as well as quantity, to be evaluated in FES 3. For specific examples of scholarly and creative works, see attachment 3
- 3.05 The final FES 3 score shall be on a one-to-five-point continuous scale (with a minimum precision to the whole number from 1 to 5, and a maximum precision to the nearest hundredth; FES 3= 0.01).

4 SERVICE

- 4.01 This portfolio section is to be completed by each faculty member and submitted to the Department Chair as input for the FES 4 score. Consult the related "Documentation" section for a list of recommended evidence to support a designated rating (1-5) of a particular item, contribution, or activity. If applicable, include additional details or evidence describing special conditions or considerations to help determine the most appropriate rating for a given item, contribution, or activity.
- 4.02 Service includes service to students, colleagues, the Library, and the university; administrative and committee service; and unpaid service beyond the university to external communities or the profession, including academic or professionally-related public service. Activities for which the faculty member received a stipend or release time will not be considered for service activities. The Library is responsible for determining and developing specific performance standards, addressing quality as well as quantity, to be evaluated in FES 4. The performance standards should identify types of service that advance the mission and goals of the University, and the Library.
- 4.03 The final FES 4 score shall be on a one-to-five-point continuous scale (with a minimum precision to the whole number from 1 to 5, and a maximum precision to the nearest hundredth; FES 3= 0.01).

5 SUMMARY RATING REPORT

- 5.01 The "FES Summary Report" is to be completed by the Department Chair (Attachment 1).
- 5.02 There must be an individual conference between the faculty member being evaluated and the Department Chair. At this meeting, the evaluation will be discussed. The faculty member is encouraged to provide commentary or any additional relevant documentation.

If the faculty member disagrees with a score, they should explain the reason they believe the score should be changed and be given time to provide additional evidence if needed. Scores may be adjusted at the discretion of the Department Chair. Information about appealing scores may be found in 5.04.

If a faculty member is seeking improvement, the Department Chair should be encouraged to provide guidance in identifying areas for growth and to review the faculty member's proposed plan. Tenured faculty should also be aware of the Plan for Assisted Faculty Development (PAFD) as addressed in APS 980204 Performance Evaluation of Tenured Faculty.

- 5.03 Once completed, the "FES Summary Report" is to be signed by the Department Chair and by the faculty member. The signature of the faculty member indicates that the Department Chair and the faculty member reviewed the completed report; it neither implies concurrence with the report's contents, nor precludes an appeal of the summary rating report. A faculty member who fails to sign the "FES Summary Report" is ineligible for any merit increases based on productivity in the time period covered by the unsigned "FES Summary Report." The final score on the "FES Summary Report" will serve as the basis for recommendations to the Provost for merit pay.
- 5.04 A faculty member may appeal their FES Summary Rating Report score to the Library Executive Director and the Provost. Faculty members who wish to appeal must submit in writing their rationale for the appeal accompanied by appropriate documentation within ten (10) working days of receiving the FES Summary Report. The executive director shall respond to the appeal within ten (10) working days. If not satisfied with the executive director's decision, the faculty member may appeal to the Provost within ten (10) working days of receiving the executive director's decision. The decision of the Provost is final.

Attachment 1

FES SUMMARY REPORT

FES ratings are weighted averages and should be recorded to the nearest tenth. Activity areas are each to be evaluated as a whole. For example, Research, Scholarly, and Artistic Endeavors (FES 3) should be evaluated and assigned an overall rating from 1 to 5. The weights for each of the categories are determined by referencing Attachment 2 of this policy. Faculty in the Newton Gresham Library shall be assigned weights equivalent to a normative workload of twelve credit hours per semester.

FES Category Rating x Weight = Score

1. Department Chair's Rating of Effectiveness in Librarianship: __ (score) __ x 0.50 = _____

3. Research, Scholarly, and Artistic Endeavors: __ (score) __ x 0.25 = _____

4. Service Activities __ (score) __ x 0.25 = _____

Sum of Weighted Scores = FES 5 _____

If FES X Applies: FES X score: _____

Total Weighted Score with FES X:

(__ FES 5 __ * __ wt __) + (__ FES X __ * __ wt __) = _____

The signatures below indicate only that the department chair and faculty member met to discuss the faculty member's annual evaluation pertaining to APS 820317 and do not necessarily indicate the faculty member's concurrence with the same.

Department Chair's Signature: _____

Date: _____

Faculty Member's Signature: _____

Date: _____

Attachment 2

TABLE I: WEIGHTS FOR FACULTY EVALUATION

FES 1 Effectiveness in Librarianship	.50
FES 3 Research, Scholarly, and Artistic Endeavors	.25
FES 4 Service	.25

Attachment 3

Faculty Evaluation System for Librarians

FES 1, FES 3, FES 4

Performance Appraisal Criteria, Rating Scales, and Documentation

Rating Scale

1. IMPROVEMENT NEEDED

Never or rarely meets the characteristics of the criterion; little to no performance.

2. DEVELOPING

Inconsistently meets the characteristics of the criterion; performance is in need of improvement.

3. PROFICIENT

Consistently meets the characteristics of the criterion; performance is viewed favorably.

4. ACCOMPLISHED

Consistently meets the characteristics of the criterion; occasionally exceeds the level of performance normally expected or required for a PROFICIENT rating.

5. DISTINGUISHED

Consistently meets characteristics of the criterion to the highest degree; repeatedly exceeds the level of performance normally expected or required for a PROFICIENT rating.

FES 1

EFFECTIVENESS IN LIBRARIANSHIP

The “Effectiveness in Librarianship” FES 1 takes the place of the FES 1: “Chair’s Rating of Faculty Teaching Effectiveness” and FES 2: “Student’s Evaluation of Classroom Teaching Effectiveness” in the general university policy 820317.

The Department Chair will assign a score of one through five (see previous page) to each of the criteria (below) applicable to the position description of the librarian being evaluated. An overall score for “Effectiveness of Librarianship” will be determined by averaging the scores of the criteria for which a rating is assessed. FES 1 scoring is completed by the Department Chair based on the librarian’s self-report in relation to their goals, position description, and the Library’s guidelines for Faculty Evaluation.

FES 1: Effectiveness in Librarianship

Performance Appraisal Criteria and Ratings

SCORE

_____ PROFESSIONAL OUTPUT

Quantitative evidence of deliverables showing execution of job duties and additional assignments.

- Quantitative records demonstrating output in task areas from job description or from assignments.
- Documentation of completed projects
- Documentation demonstrating completion of task by deadlines.
- Documentation of progress on long-term project/assignment/work duties

_____ PROFESSIONAL/TECHNICAL KNOWLEDGE AND COMPETENCE

A measure of the quality of work performed. Quality is demonstrated by exhibiting expertise and currency in areas of specialization, initiative and innovation in work, and achieving the library's and the university's goals.

- Effectively applies professional/technical knowledge in all areas of responsibility.
- Exhibits expertise and currency related to their area of specialization and position responsibilities (cataloging, acquisitions, reference, etc.) as well as the profession of librarianship. This can include discipline or subject area knowledge gained in relation to, or as a result of, assigned areas of responsibilities.
- Demonstrates innovation and/or problem-solving ability related to position responsibilities that enhance library operational efficiencies and improve downstream activities (e.g., reduced processing turnaround times; enhanced patron access and use.)
- Demonstrates understanding of position's role in relationship to Newton Gresham Library and Sam Houston State University.
- Demonstrates initiative in advocating for and implementing practices in assigned area and conjoining areas to improve outcomes.
- Makes sound and timely decisions, considering all available relevant information.
- Shares appropriately in unit/department responsibilities and activities, which includes attendance at/participation in regular working group/team, departmental, and faculty meetings

- Is reliable in performing assigned tasks, completing assignments, meeting deadlines and being available.
- Effectively manages projects.

Note: Ex officio NGL working groups or teams, with objectives or tasks directly related to job duties (e.g., Instruction Team, Sirsi Team, etc.), are considered distinct from NGL committees. Participation in NGL working groups/teams should be reported in Librarianship (FES 1). Chairing or membership in NGL committees, and participation in any non-NGL committees, should be reported in Service (FES 4).

PROFESSIONAL DEVELOPMENT

Participates in continuing education activities to maintain or develop skills which enhance the performance of position responsibilities. It may also include enhancing knowledge related to software or hardware used on the job, etc. This knowledge may be gained in a specific professional development setting or through individual effort. Such activities may include but are not limited to:

- brief library or university webinars, workshops, or training sessions
- specialized professional webinars, workshops, or training sessions
- short courses (with or without continuing education credit)
- professional certification program
- college course (credit or audit)

Rating Scale for PROFESSIONAL DEVELOPMENT:

- 1. ACTIVITY: IMPROVEMENT NEEDED**
Nothing listed, or activities listed do not satisfy the requirements.
- 2. ACTIVITY: DEVELOPING**
Participation in professional development activities totaling less than 10 hours.
- 3. ACTIVITY: PROFICIENT**
Participation in professional development activities totaling 10 to 20 hours.
- 4. ACTIVITY: ACCOMPLISHED**
 - Participation in professional development activities totaling 21 to 30 hours.
 - College course completed.
 - Certification course completed.
- 5. ACTIVITY: DISTINGUISHED**
 - Participation in professional development activities totaling more than 30 hours.
 - More than 1 college course completed.

Professional Development activities (i.e. sessions actually attended) at a conference where a faculty member is also providing services to the conference should be listed in FES 1. Any services a faculty

member provides supporting the same conference (program planning, event planning, event support, etc.) should be listed in FES 4 along with any supporting evidence.

_____ SUPERVISORY ACTIVITY (If applicable)

Effective supervision, leadership, and performance appraisal of library staff.

- Have sufficient understanding of the tasks in the area being supervised.
- Encourages a supportive work environment.
- Supervision of those in chain of command.
- Effectively provides oversight, direction, and training to supervisees (other faculty, staff, and/or student assistants) as appropriate.
- Indirect supervision: responsible for a specific work project, provides instruction and supervision during the project's lifetime.
- Provides supplementary supervision to those outside chain of command.
- Creates or maintains documentation of relevant policies and procedures for tasks in the area being supervised.

_____ INTERPERSONAL/COLLABORATIVE SKILLS

Demonstration of professional comportment and decorum with all internal and external clientele. Effective communication. Seeks to collaborate with colleagues, in an out of the library, staff, and administrators to further library goals.

- Develops and maintains smooth and effective working relationships with administrators, peers, staff, and external individuals or groups (e.g., vendors, other libraries, etc.) as appropriate to the position.
- Interacts effectively with library users.
- Encourages and fosters cooperation among co-workers.
- Demonstrates approachability and flexibility.
- Exercises diplomacy, courtesy, and respect.
- Works with others to advance library projects and goals/objectives.
- Supports group decisions and outcomes through actions and communications.
- Openly and constructively contributes to discussion, communication, and feedback.
- Communicates clearly, logically, and concisely in writing and speaking.
- Demonstrates effective listening skills.
- Keeps administrators, peers, and staff informed.
- Demonstrates effective situational leadership of colleagues and staff in library projects.

_____ OVERALL SCORE

FES 1: Documentation of Librarianship

FES 1 categories	Content/Activities:	Examples of Documentation:
<p>Professional Output</p> <p>Quantitative evidence of deliverables showing execution of job duties and additional assignments.</p>	<p>Quantitative records demonstrating output in task areas from job description or from assignments.</p>	<ul style="list-style-type: none"> • Reports from Library Systems showing # of deliverables produced • Spreadsheets listing work produced • Copies of data submitted for internal, university, or external reports.
	<p>Documentation of completed projects</p>	<p>Completed reports, Screen shots of projects, photos of project.</p>
	<p>Documentation demonstrating completion of task by deadlines.</p>	<p>Emails, screen shots, other papers showing completion of project.</p>
	<p>Documentation of progress on long-term project/assignment/work duties</p>	<p>Description of long-term project and reports, data, screen shots showing progress with project.</p>
<p>Professional/ Technical Knowledge and Competence</p> <p>Effectively applies PROFESSIONAL/ TECHNICAL KNOWLEDGE in all areas of responsibility. Exhibits expertise and currency related to their area of specialization (cataloging, acquisitions, reference, etc.) as well as the profession of librarianship. This can include discipline or subject area knowledge gained in relation</p>	<p>Summary description of Professional Responsibilities.</p>	<p>Written sections highlighting professional responsibilities. Include details on tasks performed, changes made, projects undertaken, and attendance at/participation in regular faculty, department, and team meetings.</p>
	<p>Personal portfolio of policies, procedures, manuals, guidelines, handouts, and training materials.</p>	<p>Complete versions, samples, or screenshots of policies, procedures, manuals, guidelines, handouts, and training materials that were created or revised.</p>

<p>to, or as a result of, assigned areas of responsibilities. Understands individual role in relationship to Newton Gresham Library and Sam Houston State University. Makes sound and timely decisions, taking into account all available relevant information. Shares appropriately in unit/department responsibilities and activities, which includes attendance at/participation in regular working group/team, departmental, and faculty meetings</p>	<p>Materials appropriate to the specific position or role(s).</p>	<p>Full versions, samples, or screenshots of material related to position that demonstrates effectiveness in this category.</p>
	<p>Course work for an advanced degree, continuing education credit from a professional organization or agency, participation in workshops, seminars, and conferences</p>	<p>Description of event, including:</p> <ul style="list-style-type: none"> • Name of event/session/activity • Sponsor/presenter of event/session/activity • Location of event/session/activity • Date(s) • Number of hours spent attending the formal session (e.g. webinar time, classroom time) • Number of hours spent outside of formal session doing related work (e.g. homework, exercises, reading materials to prepare for session, etc.) • Copy of certificate or transcript or other documentation indicating completion/participation.
	<p>Contributes to professional listservs and blogs</p>	<p>Self-report on listserv contributions</p>

	Evidence of enhanced access to and/or organization of materials and resources.	Screenshots, testimonials, comparison statistics, and other documentation that displays effectiveness in this category.
	Formal feedback or unsolicited statements from administrators, colleagues, faculty, staff, and students.	Official communications, emails, cards, etc. from administrators, colleagues, faculty, staff, and students that display effectiveness in this category.
	Written comparison reports of library resources to those of peer institutions and collection evaluation measures.	Comparisons of Library resources to those of peer institutions and collection evaluation measures.
	Self-study report submitted for outside accrediting agencies, academic program reviews and responses to accreditation reviews.	Written copy of the report Official communications that display effectiveness in this category
	Honors or recognition for meritorious professional contribution from campus and professional associations and other outside agencies.	Photos, official communications, and other documentation relating to the receiving of awards and recognitions.
	Invitations to teach, lecture, or present workshops.	Photos, official communications, and other documentation relating to the teaching of classes or workshops.
	Other relevant awards or commendations.	Photos, official communications, and other documentation relating to awards and commendations.

<p>Professional Development</p> <p>Participates in continuing education activities to maintain or develop skills which enhance the performance of position responsibilities. It may also include enhancing knowledge related to software or hardware used on the job, etc. This knowledge may be gained in a specific professional development setting or through individual effort.</p>	<ul style="list-style-type: none"> • Brief library or university webinars, workshops, or training sessions • Specialized professional webinars, workshops, or training sessions • Short courses (with or without continuing education credit) • Professional certification program • College course (credit or audit) • Second masters or doctorate 	<p>Description of event, include:</p> <ul style="list-style-type: none"> • Name of event/session/activity • Sponsor/presenter of event/session/activity • Location of event/session/activity • Date(s) • Number of hours spent attending the formal session (e.g. webinar time, classroom time) • Number of hours spent outside of formal session doing related work (e.g. homework, exercises, reading materials to prepare for session, etc.) • Copy of certificate, transcript, or other documentation indicating completion/participation.
	<p>Subscribes to and monitors professional listservs and blogs</p>	<p>Self-report on listserv subscriptions</p>
<p>Supervision (if applicable)</p> <p>Effective supervision, leadership, and performance appraisal of library staff</p>	<ul style="list-style-type: none"> • Have sufficient understanding of the tasks in the area being supervised • Encourages a supportive work environment • Supervision of those in chain of command • Effectively provides oversight, direction, and training to supervisees (other faculty, 	<ul style="list-style-type: none"> • Schedule of meetings with staff. • Staff performance instruments • Unit procedures and practices. • Communications to staff on works and projects.

	<p>staff, and/or student assistants) as appropriate</p> <ul style="list-style-type: none"> • Indirect supervision: responsible for a specific work project, provides instruction and supervision during the project’s lifetime • Provides supplementary supervision to those outside chain of command • Creates or maintains documentation of relevant policies and procedures for tasks in the area being supervised 	<ul style="list-style-type: none"> • Narratives of your supervisory role in staff work. • Evidence of training staff. • Data demonstrating improvement in staff work. • Screen shots of project management software management work. • Meeting minutes
<p>Interpersonal/Collaborative Skills</p> <ul style="list-style-type: none"> • Demonstration of professional comportment and decorum with all internal and external clientele. Effective communication. Seeks to collaborate with colleagues, in an out of the library, staff, and administrators to further library goals • Develops and maintains smooth and effective working relationships with administrators, peers, staff, and external individuals or groups (e.g., vendors, other libraries, etc.) as 	<p>Formal feedback or unsolicited statements from administrators, colleagues, faculty, staff, students, etc.</p>	<p>Official communications, emails, cards, etc. that display effectiveness in this category.</p>
	<p>Student & faculty feedback.</p>	<p>Excerpts from Student and Faculty Feedback forms that display effectiveness in this category.</p>
	<p>Self-report on meetings, communications, interactions, or relationships with others.</p>	<p>Summary of interactions with others that display effectiveness in this category.</p>
	<p>Teams or Working Groups (e.g. Instruction Team, SIRSI Team, etc.)</p>	<p>Self-report on job-related teams or working groups participation.</p>
	<p>Self-study report submitted for outside accrediting agencies and academic program reviews and responses to accreditation reviews, etc.</p>	<p>Official communications that display effectiveness in this category.</p>

<p>appropriate to the position.</p> <ul style="list-style-type: none"> • Interacts effectively with library users • Encourages and fosters cooperation among co-workers • Demonstrates approachability and flexibility • Exercises diplomacy, courtesy, and respect • Works with others to advance library projects and goals/objectives • Supports group decisions and outcomes through actions and communications • Openly and constructively contributes to discussion, communication, and feedback • Communicates clearly, logically, and concisely in writing and speaking • Demonstrates effective listening skills 	<p>Meetings and communications with outside entities.</p> <hr/> <p>Actively participates in discussions on professional listservs</p>	<p>Log of dates/times/attendees, documentation of written or verbal communications.</p> <hr/> <p>Samples of listserv messages</p>
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<ul style="list-style-type: none">• Keeps administrators, peers, and staff informed• Demonstrates effective situational leadership of colleagues and staff in library projects.		
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FES 3: Research, Scholarly, & Artistic Endeavors

Performance Appraisal Criteria and Ratings

For most disciplines, this category consists of research and publication. For the Newton Gresham Library Technical Services Department, it may include other forms of creative works and activities. Unless otherwise stated, the items listed below refer to both online and/or print format. The term “professional” used below can refer to disciplines other than librarianship.

1. PRODUCTIVITY: IMPROVEMENT NEEDED

- Nothing listed, or activities listed do not satisfy the requirements;

2. PRODUCTIVITY: DEVELOPING

- Manuscript acceptance or publication of a book review(s), media review(s), or conference presentation report(s) (1 or more pieces totaling up to 550 words);
- Acceptance of a proposal(s) for a publication or presentation;
- Informational piece about library services or resources in a publication;
- Creative pieces in a publication, exhibit, or performance (non-peer reviewed or non-juried);
- Documentation or evidence of research/scholarly/artistic endeavors that do not qualify for PROFICIENT, ACCOMPLISHED, or DISTINGUISHED productivity;
- Managing and maintenance of a professional or scholarly blog;
- Research grant proposal developed and submitted to funding agency;

3. PRODUCTIVITY: PROFICIENT

- Manuscript acceptance or publication of a book review(s), media review(s), or conference presentation report(s) (1 or more pieces totaling more than 550 words);
- Manuscript acceptance or publication of a non-peer reviewed article;
- Informational or other pieces about library services or resources in a publication (3 or more pieces);
- Creative pieces in a publication, exhibit, or performance (peer reviewed or juried);
- Presentation (paper, poster session, panelist, moderator of panel discussion, etc.) at a professional conference/meeting;
- At DPTAC’s review and discretion, multiple research grant proposals developed and submitted to funding agencies, and which collectively demonstrate evidence of academic rigor consistent with FES 3 Class 3 items;
- Awarding of a scholarly grant with funds between \$1 and \$9,999.99.

- Contributor of one entry to a single reference work (i.e. encyclopedia, historical dictionary, etc.);
- Development and/or demonstrable significant management and maintenance of a professional or scholarly blog;

4. PRODUCTIVITY: ACCOMPLISHED

- Manuscript acceptance or publication of scholarly/professional/artistic monograph (editor);
- Manuscript acceptance or publication of a peer-reviewed article;
- Manuscript acceptance or publication of multiple non-peer reviewed articles (2 or more pieces totaling more than 3000 words);
- Presenting at a juried conference.
- Conference Proceeding at a juried conference, published in a scholarly journal
- Essay or chapter published in an anthology, annual monographic series, book;
- Editor of a compiled monograph.
- Publication of invited book review(s) or media review(s);
- Presenting by invitation at a professional conference;
- Award or management of a significant research grant; (between \$10,000 and \$99,999)
- Development of one or more original interactive technology-based instruction/training tools (i.e. tutorials), distributed outside of the Library;
- Development of one or more original technology-based tools (such as tracking methods, open-source software/scripts, project management tools), distributed outside of the Library;
- Development of an index to a portion of issues of a serial publication not authored by the indexer;
- Development of an index to a monographic publication not authored by the indexer;
- Completion of three (3) or more items listed as PROFICIENT Productivity;

5. PRODUCTIVITY: DISTINGUISHED

- Manuscript acceptance or publication of scholarly or professional monograph (author);
- Manuscript acceptance or publication of multiple peer reviewed articles;
- Multiple chapters in edited scholarly monographs;

- Multiple presentations at juried conferences;
- Keynote address presented at a professional conference;
- Presenting a workshop (e.g., half-day, full day, multi-session);
- Receipt of an award or other formal recognition for outstanding scholarly endeavor (e.g. University Distinguished Research Award);
- Awarding of a major research grant (\$100,000 or more)
- Completion of three (3) or more items listed as ACCOMPLISHED productivity;

FES 3: Presentation Citation Guidelines

Presentation Venue:

When assessing FES 3 credit for presentation citations, venue composition (i.e., professional attendance vs. institutional peer or other) serves as the primary factor in determining whether the activity may be credited within FES as a citation. Presentations credited towards FES or faculty tenure and promotion must be associated with professional conferences or events for which the primary purpose is professional development or scholarly communication.

Replicated Presentations:

Replicated presentations (i.e., same content presented at different venues) may each be reported and credited within the annual FES evaluation as independent citations; however, only citations for scholarly endeavors featuring original content shall be credited towards tenure and promotion processes, as detailed within *APS 900417 Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty*.

FES 3: Documentation

Type	Documentation for Acceptance	Documentation for Publication/ Performance/ Exhibit
Article/s	Proof of acceptance Evidence of peer review (if applicable)	Citation and copy of final/published full text article Evidence of peer review (if applicable)
Book Reviews	Proof of Acceptance; letter of invitation if applicable Word count	Citation/s and copy of final/published review Word count
Presentations	Proof of Acceptance; portion of Conference Program	Citation; full presentation (slides or text)
Books, chapters, edited works, reference work contributions, publication index, etc.	Proof of Acceptance	Citation; title page and relevant front matter; review/s if available

The Faculty Evaluation System of Tenured and Tenure-Track Faculty
 Implemented: 29 November 2022

Revised:

Technology-based tools	<p>Proof of acceptance (e.g., from PRIMO or similar)</p> <p>Evidence of another library or institution using or adopting the work</p>	<p>URL; brief description; screenshots;</p> <p>Evidence of distribution outside of the Library (e.g., if available, metrics on downloads, use, etc.)</p>
Informational pieces	Proof of Acceptance	Citation/s; text or sample of text depending on length
Creative pieces	Proof of Acceptance	Programs; brochures; photos; reviews if available
Blogs	Proof of acceptance (if applicable)	URL; brief description; screenshots; 3 sample blog posts; reviews if available. If available, metrics on views, subscribers, etc.
Award	Proposal and Submission	Funded
Grants (with a research component)	Description of grant, including amount (or range); number of contributors; information about the funding agency; abstract of proposal; hours spent developing proposal	<ul style="list-style-type: none"> • Proof of award from funding agency, including amount funded and number of contributors managing the grant • Hours spent managing or performing the grant work • If available, details of competitiveness or acceptance rate

FES 4: Service Activities

Performance Appraisal Criteria and Ratings

Note: Ex officio NGL working groups or teams (e.g., Instruction Team, Sirsi Team, etc.) are considered distinct from NGL committees. Participation in ex officio NGL working groups/teams, and attendance at regular departmental and faculty meetings, should be reported in Librarianship (FES 1).

Except as noted above, a “committee” sometimes may be called a “task force,” “working group,” or similar; where “committee” is used in this section, those other terms qualify as well.

Most service activities will be assessed based on hours served; however, for select service activities, a minimum score is earned independent of hours served. For a full list of approved service activities, see Table IV: FES 4 Service Activities.

1. ACTIVITY: IMPROVEMENT NEEDED

Nothing listed; listing less than 12 service hours; or activities listed do not satisfy the requirements.

2. ACTIVITY: DEVELOPING

Faculty must document a minimum of 12 service hours to achieve a “Developing” ranking.

3. ACTIVITY: PROFICIENT

Faculty must either: a) serve in a leadership role on a qualifying committee as listed in Table IV; or b) document a minimum of 32 service hours to achieve a “Proficient” ranking. Faculty in qualifying committee leadership roles may earn a higher score based on hours served in role, if applicable.

4. ACTIVITY: ACCOMPLISHED

Faculty must either: a) serve in a leadership role on a qualifying committee as listed in Table IV; or b) document a minimum of 48 service hours to achieve an “Accomplished” ranking. Faculty in qualifying committee leadership roles may earn a higher score based on hours served in role, if applicable.

5. ACTIVITY: DISTINGUISHED

Faculty must either: a) have received an award or other recognition for outstanding service; or b) documented a minimum of 72 service hours to achieve a “Distinguished” ranking.

TABLE II: FES 4 Service Hours Scoring Classification

Score	Service Hours
1	< 12 hours
2	12 hours
3	32 hours
4	48 hours
5	72 hours

TABLE IV: FES 4 Service Activities

Minimum Score	Service Type
N/A	Acting as a mentor in a formal program (e.g., for minority student(s), junior faculty, external organizations(s), etc.).
N/A	Adjudicating for academic competitions
N/A	Attending face-to-face or virtual meetings/conferences of professional associations or organizations
N/A	Award or management of a grant (without a research component) (excludes travel grants that solely support professional development attendance)
N/A	Chief Editor of a publication
N/A	Collaborating with educational institutions, other libraries, civic agencies, and/or non-profit organizations to advance the Library and/or University mission
N/A	Consulting and providing technical assistance to public or private organizations
N/A	Development of new Library events, programs, or services (including collaborating with other University units) for the campus community which advance the mission, goals and objectives of the Library and/or the University
N/A	Editing a newsletter for a professional organization
N/A	Editorial Board Member for a scholarly, peer-reviewed publication
N/A	Grant proposal (without a research component) developed and submitted to funding agency (excludes travel grants that solely support professional development attendance). Maximum 10 hours per proposal; 30 hours per academic year.
N/A	Initiate new library/university facilities, programs, resources, or services of substantial importance in any format
N/A	Organizing, or presenting at, an in-house professional development program(s).
N/A	Participating on committees of the library, university, or professional organizations
N/A	Participation in University Orientation activities
N/A	Peer-reviewer for professional or scholarly publisher
N/A	Principle planner/organizer of a program/workshop or other activities on behalf of professional groups
N/A	Pursuit and acquisition of major library donations, gifts, or grants

N/A	Supervision of a library volunteer/intern
N/A	Transcribing materials for cultural heritage or similar institutions
N/A	Volunteering with community organizations, such as leadership, economic, or social services groups
3	Leadership role on regional/district organizational committee (e.g., Chair role within TLA District 8)
4	Leadership role on national or international organizational committee (e.g., Chair role within ALA)
4	Leadership role on SHSU Faculty Senate, or on University Excellence Award committees
5	Receipt of an award or other recognition for outstanding service (e.g. University Excellence in Service Award)

FES 4: Documentation

Service Type	Description	Documentation
Library Service	Name of committee (Director Appointed); Role in Committee (member, chair, or officer)	<ul style="list-style-type: none"> • Proof of Appointment • Hours of service • Summary of activities • Written communication, • Acknowledgement of service
	Activity (e.g. mentoring library faculty, staff; supervising library volunteer or intern; development of new library program)	
University Service	Name of committee (e.g. Parking Appeals, Faculty Senate); Role in Committee (member, chair, or officer)	<ul style="list-style-type: none"> • Proof of appointment • Acknowledgement of service • Hours of service • Summary of activities
	Activity (e.g. Academic competitions; University orientation; serving as a mentor)	<ul style="list-style-type: none"> • Proof of Appointment • Acknowledgement of service • Summary of activities • Award(s) received, if applicable

	Collaborative activities with other University departments, programs, units (e.g. PACE, Writing Center, SAMCenter, Center for Excellence in Teaching)	<ul style="list-style-type: none"> • Written communication • Self-report detailing effectiveness in this category (e.g. handouts, flyers and promotional material) • Sample of outcome (e.g. number of people served) • Summary of activities
<p>Professional Service</p> <p><i>Note: includes disciplines other than Librarianship</i></p>	<p>Committee (name of committee and organization)</p> <p>Role in Committee (member, chair, or officer)</p>	<ul style="list-style-type: none"> • Proof of appointment • Acknowledgement of service • Hours of service • Summary of activities

	Editing a newsletter Editorial Board Member	
	Activity (e.g. planner/organizer of program/workshop; volunteer at conference; serving as a mentor)	<ul style="list-style-type: none"> • Proof of Appointment • Hours of service • Summary of activities • Acknowledgement of service • Award(s) received, if applicable
	Transcribing materials for cultural heritage or similar institutions	<ul style="list-style-type: none"> • Hours of service • Summary of activities • Acknowledgement of service
	Peer-reviewer for professional or scholarly publisher	<ul style="list-style-type: none"> • Proof of appointment or invitation to review • Acknowledgement of review completion / submission • Brief description of materials reviewed • If applicable: award(s) received; links to relevant verification services, e.g., Publons, ReviewerCredits, etc.
	Organization or group (name of organization or group) Role (member, chair, or officer) Service performed	<ul style="list-style-type: none"> • Hours of service • Summary of activities • Acknowledgement of service • Award(s) received, if applicable • Self-report detailing effectiveness in this category (e.g. handouts, flyers and promotional material)
Community Service	Grant (without a research component); (excludes travel	<ul style="list-style-type: none"> • Description of grant, including amount (or

<p><i>Note: Activities for which the faculty member received a stipend may not be considered service.</i></p>	<p>grants that solely support professional development attendance)</p>	<p>range); number of contributors; information about the funding agency; abstract of proposal</p> <ul style="list-style-type: none"> • Proof of award from funding agency, including amount funded and number of contributors managing the grant • Hours spent developing proposal and managing or performing the grant work • If available, details of competitiveness or acceptance rate
<p>Service (All Types)</p>	<p>Grant without a research component. (excludes travel grants that solely support professional development attendance)</p>	<ul style="list-style-type: none"> • Description of grant, including amount (or range); number of contributors; information about the funding agency; abstract of proposal • Proof of award from funding agency, including amount funded and number of contributors managing the grant. • Hours spent developing proposal and managing or performing the grant work. • If available, details of competitiveness or acceptance rate.
<p style="text-align: center;">Role</p>	<p style="text-align: center;">Sample Activities</p>	<p style="text-align: center;">Documentation</p>

<p><i>(Editorial Council, Editorial Committee, Associate/ Assistant/ Section Editor, or similar titles)</i></p>	<p>Conducting or delegating reviews (editorial or peer), communicating with authors and editors, making or recommending acceptance decisions, advocating for the journal, soliciting submissions</p>	<ul style="list-style-type: none"> • Title of publication and description of your role • Invitation or letter of (re-) appointment • Hours spent on relevant activities • Number of manuscripts, pieces, etc., edited
<p>Editor <i>(Editor in Chief, Executive Editor, or similar titles)</i></p>	<p>All activities above, as well as administrative duties (budget, staff, etc.), strategic planning, shaping the creative direction of the journal</p>	<ul style="list-style-type: none"> • Title of publication and description of your role • Invitation or letter of (re-) appointment • Hours spent on relevant activities • Number of manuscripts, pieces, etc., edited