

PARKLAND COLLEGE

Faculty Performance Evaluation

Procedures Manual

Table of Contents

Statement of Philosophy..... 1
Purpose for Evaluation of Faculty Performance..... 1
Evaluation Procedures 1
Appendix A..... 3
 Terms and Definitions..... 3
Appendix B 4
 Philosophy of Teaching Instructions..... 4
Appendix C 7
 Philosophy of Counseling Instructions..... 7
Appendix D..... 10
 Philosophy of Librarianship Instructions 10
Appendix E 11
 Faculty Evaluation Checklist..... 11
FORM A 12
 PHILOSOPHY STATEMENT 12
FORM B 13
 PROFESSIONAL ACTIVITIES, GOALS, AND REFLECTIONS..... 13
FORM C 15
 PRE-CLASS-OBSERVATION INFORMATION 15
FORM D 16
 TEACHING FACULTY EVALUATION 16
FORM D 20
 COUNSELOR EVALUATION 20
FORM D 24
 LIBRARIAN EVALUATION..... 24

October 1996
July 2004
September 2008
October 2012
March 2021
August 2022
April 2024

Statement of Philosophy

For faculty performance evaluation at Parkland College, it is essential to ensure a consistently high quality of instruction with a supportive, growth-oriented environment for both students and faculty at Parkland College. Because of this need, it is the responsibility of the College not only to provide evaluation of faculty members, but also to provide faculty with institutional support for professional development.

All performance evaluations incorporate Parkland's values of honesty, integrity, fairness, responsibility, multiculturalism, and trust. This process offers faculty opportunity for improvement and reflection on their roles in the college.

Purpose for Evaluation of Faculty Performance

The purposes of evaluation are to:

1. Promote excellence in the teaching/learning process.
2. Provide a basis for professional growth and development.
3. Recognize service to department and college.

Evaluation Procedures

1. Evaluation documents and materials prepared and gathered in this process shall be confidential and limited to the Department Chair, Director, or their designee, the faculty member being evaluated, the Division Dean, the Vice President for Academic Services, and the President.
2. The evaluation process shall be conducted at regular intervals for all faculty, and the evaluation procedures will follow those described in this document. Evaluations must be completed in the academic year they were begun.

The following apply to full-time faculty:

- a. The evaluation plan is:
 - i. Used to confirm tenurable performance.
 - ii. Used to provide ongoing feedback for continued professional development of tenured faculty.
 - iii. Not used in any Reduction in Force (RIF) issue
- b. Mid-semester student evaluations will be administered to new full-time faculty, who will participate in orientation and/or the mentoring program if available.
- c. Full time faculty are to be evaluated during the first, third, and fifth semesters and then during the sixth and ninth years and every fourth year thereafter.

The following apply to adjunct faculty:

- b. The evaluation plan is:
 - i. To reflect on teaching practices.
 - ii. To reflect on professional development and create a plan.

- b. Mid-semester student evaluations will be administered to new adjunct faculty. Adjunct faculty may participate in orientation and/or the mentoring program during their first year.
 - c. New adjunct faculty are to be evaluated in the first semester and may occur in any of the following semesters.
 - d. Adjunct faculty are to be evaluated every three years.
- 3. Faculty being reviewed will submit these forms:
 - a. Form A: Philosophy Statement.
 - b. Form B: Professional Activities, Goals, and Reflections.
 - c. Form C: Pre-Class Observation. Optional form that may be submitted orally or in writing.
- 4. The evaluation shall include the following components and be conducted by a person or a group of three tenured faculty peers who is/are agreeable to the faculty member, Dean, and Department Chair and/or Director.
 - a. A pre-evaluation conference to review the submitted materials, Cobra course site (where applicable), process, agreed upon elements being evaluated, and construct a timeline.
 - b. Instructional observation(s) by the Department Chair, Director, or a designee.
 - c. A post-observation conference.
 - i. Discuss the class or lab observation.
 - ii. Review of faculty materials used for course instruction.
 - iii. Discuss adherence to policies and procedures relevant to instruction.
 - d. Faculty member is given a written report of the evaluation to read, discuss, and sign. The faculty member's signature acknowledges receipt of a copy of the evaluation, and attests that the evaluation and process were discussed. The faculty member has the right to submit their own documentation regarding the evaluation and/or schedule another meeting with the Dean, Department Chair and/or Director.
- 5. Consideration of one or more of the following optional professional growth components is encouraged. These activities may be suggested by the Dean, Department Chair and/or Director, the evaluator, or the faculty member being evaluated, but they must be mutually acceptable before they become part of an improvement plan:
 - a. Planning and participating in professional development activities.
 - b. Participating in a mentor program.
 - c. Recording classroom performance and evaluating it.
 - d. Using the Center for Excellence in Teaching and Learning's services.
 - e. Other components as agreed upon by the faculty member and the Dean, Department Chair and/or Director.

Appendix A Terms and Definitions

These concepts and definitions provide a common ground for all evaluation activities.

Elements of Teaching:

1. **Content Expertise:** That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training, education, or experience and for which she or he is formally recognized by the College.
2. **Communications:** Those human interactive skills and characteristics which:
 - a. provide for clear communication of information, concepts, attitudes, and philosophy.
 - b. create a supportive learning environment.
 - c. promote students' active involvement in their learning.
 - d. indicate responsiveness to student learning needs.
3. **Methods, Materials, and Assessment:** Those skills and competencies required to:
 - a. Design effective learning experiences.
 - b. choose methods and strategies necessary to sequence and present those learning experiences effectively.
 - c. design valid measures to confirm that learning has occurred.

Elements of Counseling:

1. **Content Expertise:** That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training, education, or experience and for which she or he is formally recognized by the College.
2. **Communications:** Those human interactive skills and characteristics which:
 - a. provide for clear communication of information, concepts, attitudes, and philosophy.
 - b. create a supportive learning environment.
 - c. promote students' active involvement in their learning and counseling.
 - d. indicate responsiveness to student learning and counseling needs.
3. **Methods, Materials, and Assessment:** Those skills and competencies required to:
 - a. design effective services.
 - b. choose methods and strategies necessary for effective services.
 - c. design or utilize valid measures to confirm that learning and change has occurred.

Appendix B

Philosophy of Teaching Instructions

A philosophy of teaching is your view of how you pursue learning, knowledge or wisdom with your students in your discipline. A philosophy contains statements about the values by which you teach and statements about your methods of questioning or inquiry. Your philosophy statement should convey how you conceptualize your beliefs about the teaching-learning process.

Since your philosophy is a personal statement, there is no "right way" to do it. However, most philosophies of teaching contain some common elements. This document presents three ways one might wish to organize a philosophy statement in order to stimulate you to design your own model or organizing scheme.

Note that each model helps you examine or take apart both your beliefs and methods and then tell how they interact to produce learning. The "taking apart" seems much easier than the "putting together" because the "putting together" is best seen and experienced, not written about. You may find that starting to write is difficult and requires much thought and that once you start to write, stopping is equally difficult. Such is the nature of creative thinking about meaningful work.

How will you know if your philosophy is what you preach, what you practice or both? Your syllabus and course outline should be one place where an observer can see your philosophy in action. What actually goes on in the classroom is another way to measure the fit. Your evaluation system will tell the observer much about your values and beliefs.

What you do with your professional time, travel, commitments, and learning activities give the observer other clues as to whether philosophy and practice match. Student evaluations and honest discussions with peers can further reveal the consistency and effectiveness of your philosophy in your daily teaching. Refer to contract for non-teaching faculty language.

Model I

1. What are your assumptions about students?

Are students basically good/evil, active/passive, or complete/developing beings? How do you move them as individuals and as a group? What are the underlying characteristics they all possess no matter what their proficiencies? What are the important differences among them that you need to know to bring about change in them? These are some of the questions you might try to ask and answer.

2. What are your assumptions about teaching?

What is your role, their role, and the place of content with how it fits into the learning process? What is your obligation to enlarging the students' ability to apply the content, to see how it is connected to other disciplines, and to see these basic courses as a part of an education?

3. What are your assumptions about learning?

What are the most successful methods for helping your students to learn your discipline? What is the place of evaluation, writing, speaking, and discussion? What are the organizing principles you use to help your students learn?

4. What are your assumptions about the teaching-learning process?

How do you put your assumptions to work in the classroom? What expectations about discipline (both mental and behavioral) do you set? How do you measure success for students as people, for students as content learners, and for you as a teacher? What are the things you do which drive instruction and which motivate students? How does your philosophy come together? How can you see that your philosophy works? What do you do when it fails to work?

Model II

1. What do you believe about the teaching content?

How do you present theories, principles, and facts? How do you arrange content organizationally so that it makes sense to the learner? How do you decide what to teach and when to teach it?

2. What do you believe about delivering the content?

What level and kinds of interaction are appropriate for your discipline? What is the nature of your communication style? What sort of learning environment do you attempt to create? How do you deal with setting the emotional climate for learning and altering it if necessary? What is the place of questioning, giving and receiving feedback, introducing novel material, and pacing the course with the students' ability to learn in mind? How do you deliver content, information, directions, and assignments?

3. What do you believe about the designing of skills?

What experiences, methods, strategies, or activities do you believe bring about learning? What do you believe about the design of valid ways to measure and confirm learning?

4. How do your beliefs about content, delivery, and design come together in the teaching-learning process?

How do these parts come together? How can one see that these parts work?

Model III

1. What is your view of your role?

Are you a director, questioner, organizer, motivator, and/or challenger? How much help and intervention do you give? How do you deal with developmental differences? How do you work with individuals in a group context? Are you content or process driven? What are your responsibilities and how do they dovetail with the student's responsibilities?

2. What is your view of the student's role?

What creates a good, efficient learner? What qualities and behaviors does a student need to succeed in your discipline? Statements addressing study skills, time management, and a variety of basic skill abilities as well as affective or emotional characteristics may be discussed.

3. What is your view of how the methods of the course direct the teaching-learning process?

What are your methods and why do you use them? How do they help create learning by connecting you and the student to the content? How do they provide practice, feedback, and quantitative and/or qualitative assessment?

4. What is your view of the kind and organization of content in the teaching-learning process?

What is important to teach? How do you organize it to maximize meaningfulness and retention? How does content balance or compare to other driving factors in your instructional design? How do you make decisions concerning what content to include and when to include it?

Asking for help and feedback and discussing and examining other teachers' philosophies would be appropriate actions to help make this process meaningful. The Center for Teaching and Learning may give you assistance in writing your statement.

Appendix C

Philosophy of Counseling Instructions

A philosophy of counseling is your view of how you provide service and your knowledge or wisdom in your discipline. A philosophy contains statements about the values by which you provide services and statements about your methods. Your philosophy statement should convey how you conceptualize the work that the counselor does.

Since your philosophy is a personal statement, there is no "right way" to do it. However, most philosophies of counseling contain some common elements. This document presents three ways one might wish to organize a philosophy statement in order to stimulate you to design your own model or organizing scheme.

Note that each model helps you examine or take apart both your beliefs and methods and then tell how they interact to create change for the student or the college. The "taking apart" seems much easier than the "putting together" because the "putting together" is best seen and experienced, not written about. You may find that starting to write is difficult and requires much thought and that once you start to write, stopping is equally difficult. Such is the nature of creative thinking about meaningful work.

How will you know if your philosophy is what you preach, what you practice or both? Reviewing your service notes is one way. How you evaluate the effectiveness of your service also tells the observer much about your values and beliefs.

What you do with your professional time, travel, commitments, and learning activities give the observer other clues as to whether philosophy and practice match. Student evaluations and honest discussions with peers can further reveal the consistency and effectiveness of your philosophy in your daily work. Refer to contract for non-teaching faculty language.

Model I

1. What are your assumptions about students?

Are students basically good/evil, active/passive, or complete/developing beings? How do you move them as individuals and as a group? What are the underlying characteristics they all possess no matter what their proficiencies? What are the important differences among them that you need to know to bring about change in them? These are some of the questions you might try to ask and answer.

2. What are your assumptions about counseling?

What is your role, their role, and the place of content with how it fits into the counseling process? What is your obligation to enlarging the students' ability to apply the content, to see how it is connected to their lives, and to counseling as an important component to their well-being.

3. What are your assumptions about learning and change?

What are the most successful methods for helping your students to learn and grow?
What are the organizing principles you use to help your students change?

4. What are your assumptions about the counseling process?

How do you put your assumptions to work in the work that you do? What expectations about discipline (both mental and behavioral) do you set? How do you measure success for students as people, for students as learners, and for you as a counselor? What are the things you do which drive how you provide services, and which motivate students? How does your philosophy come together? How can you see that your philosophy works? What do you do when it fails to work?

Model II

1. What do you believe about counseling?

How do you present information to students? How do you arrange information so that it makes sense to the student? How do you decide what to focus on and how to intervene?

2. What do you believe about delivering the service?

What level and kinds of interaction are appropriate for your discipline? What is the nature of your communication style? What sort of environment do you attempt to create? How do you deal with setting the emotional climate for services and altering it if necessary? What is the place of questioning, giving and receiving feedback, introducing novel material, and pacing the services with the students' ability to learn in mind? How do you deliver content, information, directions, and counseling homework?

3. What do you believe about the designing of skills?

What experiences, methods, strategies, or activities do you believe bring about learning and change? What do you believe about the design of valid ways to measure and confirm change?

4. How do your beliefs about content, delivery, and design come together in the counseling process?

How do these parts come together? How can one see that these parts work?

Model III

1. What is your view of your role?

What is your style as a counselor? How do you create change and intervene? How do you deal with developmental differences? How do you work with individuals in a group context? Are you content or process driven? What are your responsibilities and how do they dovetail with the student's responsibilities? How do you integrate academics into your work?

2. What is your view of the student's role?

What is the student's role in counseling? What are the different styles or presentations of students? How do students let you know their goals and what they want to address in services and their level of progress?

3. What is your view of the methods of counseling?

What are your methods and why do you use them? How do they help create change and improve student well-being? What methods do you use to assess your practice?

4. What is your view of the structure of the counseling process?

What is important to focus on in services? How do you organize it to maximize meaningfulness and retention? How do you assess strategies to organize services? How do you make decisions concerning what to focus on and what interventions to use?

Asking for help and feedback and discussing and examining other teachers' philosophies would be appropriate actions to help make this process meaningful. The Center for Teaching and Learning may give you assistance in writing your statement.

Appendix D

Philosophy of Librarianship Instructions

A philosophy of librarianship is your view of how you pursue learning, knowledge, and service as a professional librarian. Your philosophy should include statements about the values and ethics which guide your actions in the academic library setting.

Since your philosophy is a personal statement, there is no "right way" to do it. However, most philosophies of librarianship contain some common elements. You may choose to model your philosophy on those provided through ALA or ACRL (links below) or by following the examples in the next section.

ALA Intellectual Freedom: <https://www.ala.org/advocacy/intfreedom/corevalues>
Libraries: An American Value: <https://www.ala.org/advocacy/intfreedom/americanvalue>
ACRL Strategic Plan: <https://www.ala.org/acrl/aboutacrl/strategicplan>

Appendix E
Faculty Evaluation Checklist

During a faculty member's evaluation semester, the Dean, Department Chair and/or Director will follow these instructions and forms and observe at least one class or lab. At the request of either the faculty member or the Department Chair and/or Director, additional class observations, either announced or unannounced, will be completed. Any forms completed in relation to class observations will remain in department files.

Pre-evaluation activities

- a. Faculty submits documents:

	Form A: Philosophy Statement.
	Form B: Professional Activities, Goals, and Reflections.
	Form C: Pre-Class Observation (optional). Information may be submitted orally.

- b. Pre-evaluation conference to review materials and process.

Instructional Observation(s)

	Department Chair, Director, or designee attends class or lab.
	Evaluator completes Form D.

Post-observation conference

	Discuss the class or lab observation.
	Review of faculty materials used for course instruction.
	Discuss adherence to policies and procedures relevant to instruction
	Faculty is provided a copy of Form D to read, discuss, and sign.

FORM A
PHILOSOPHY STATEMENT

Name: _____

Date: _____

Write and submit your philosophy statement no later than one week prior to your scheduled observation. Appendix B, C, or D may give you assistance in writing your statement as will the staff in the Writing Lab or the Center for Excellence in Teaching and Learning.

Philosophy Statement:

FORM B
PROFESSIONAL ACTIVITIES, GOALS, AND REFLECTIONS

Name: _____

Date: _____

Professional Activities:

List Parkland committees, activities, and awards (participation in Senate, PCA committees, departmental committees, course committees, advised student groups, etc.)

List professional organizations (memberships, offices, papers, speeches, attendance, etc.), honors and distinctions (listings in professional directories, election to honor societies, publications, etc.), and any other professional contributions.

List professional development (graduate courses, staff development courses, conferences, CEUs, etc.)

Professional Development Plan:

Goals.

List activities to meet goals and ways to measure progress.

How success will be defined and measured.

Professional Reflections:

Reflect on student and/or colleague feedback via course evaluations or other methods.

FORM C
PRE-CLASS-OBSERVATION INFORMATION

OPTIONAL: Faculty may provide the following information to the Department Chair, Director, or Designee orally or in writing.

Name: _____ Date of observation: _____

Class: _____ Time: _____ Location: _____

Documents Presented:

Projected Content:

Projected Methods:

Projected Student Involvements, Activities, Responses, and Challenges:

Projected Learning Outcomes:

Methods for Evaluating Student Learning:

FORM D
TEACHING FACULTY EVALUATION

Name of faculty member: _____

Full time or adjunct: _____

Evaluation date: _____

Course title, number, and section: _____

Evaluator name and title: _____

Last evaluation completion date: _____

Next evaluation due: _____

Summary highlights from last evaluation (if available).

Performance Factors:

Please rate the faculty member on each performance factor based on the statements provided. Comment on strengths and/or areas for improvement.

- EE = exceeds expectations
- ME = meets expectations
- DN = does not meet expectations
- NO = no opportunity to observe
- NA = not applicable to discipline or a particular course

Philosophy Statement (Form A)	Rating
In the Teaching Philosophy Statement, the faculty member explains their beliefs, methods, and classroom practices in regard to the teaching-learning process for students in their discipline.	

Comment on strengths and/or areas for improvement.

Institutional Effectiveness (Form B)	Rating
Institutional Activity: Contributes to the shared governance of Parkland College through active involvement in college or department committees or other college-sponsored community activities.	
Professional Activity: Contributes to the profession through reading, workshops, continuing education and/or participation in associated committees, conferences, and related organizations.	
Professional Goals: Goals are reasonable, attainable, and measurable.	
Professional Reflections: Reflections on student and/or colleague feedback are provided.	
Communication: Effectively and timely communicates with students, faculty, and staff. Provides clear communication of information and concepts through written and verbal interaction. Proactively seeks resolutions to student and colleague interactions and challenges.	
Maintains Regular Office Hours: Is available to students during posted office hours.	
Upholds College Policies: Adheres to college policies for on time submission of grades, absences from work, FERPA, Title IX, course syllabi and course information forms, academic honesty, incomplete grade contracts, visitors on campus, etc.	

Comment on strengths and/or areas for improvement.

Classroom Effectiveness	Rating
Syllabus: Is accessible in Cobra and includes course schedule, weekly objectives/learning outcomes, defined grading system, and other required items as defined by the Vice President for Academic Services.	
Cobra Course Content: Is organized with clear directions for course navigation with correct dates and deadlines listed. Gradebook is utilized.	
Course Management: Grades assignments in a timely manner. Keeps online gradebook up to date. Adheres to a weekly course schedule, making efficient use of class time. Ensures assigned tasks are completed efficiently. Encourages an active learning environment and responds to student needs by offering timely and consistent feedback.	
Knowledge of Subject: Displays subject knowledge through classroom practice including but not limited to lecture, demonstration, multimedia presentation, individual and/or small-group interaction. Demonstrates processes and procedures necessary to subject pedagogy. Exhibits knowledge of subject matter and is prepared to lead classroom discussions.	
Student Engagement: Empowers student-centered learning through multiple approaches that are inclusive and comprehensive. Creates and maintains a positive classroom environment. Works towards attaining course outcomes as stipulated in Course Information Form.	
Quality of Assessments and Other Course Materials: Accurately assesses the learning outcomes of the course. Creates or utilizes a variety of high-quality course materials. Addresses issues of accessibility in course materials.	
Technology Integration: Utilizes required technology for instruction (e.g. Cobra and included tools). Effectively integrates technology into the learning process by utilizing digital platforms and tools for improved accessibility and user experience. Stays updated and regularly exposes students to current and emerging technologies relevant to assigned subject matter, where applicable.	

Comment on strengths and/or areas for improvement.

Lecture/Lab Observation

Comment on strengths and/or areas for improvement.

Department Chair/Director/Designee

Printed Name

Signature

Date

Faculty Member

Printed Name

Signature

Date

Division Dean

Printed Name

Signature

Date

Vice President for Academic Services

Signature

Date

FORM D
COUNSELOR EVALUATION

Name of faculty member: _____

Full time or Part time: _____

Evaluation date: _____

Evaluator name and title: _____

Last evaluation completion date: _____

Next evaluation due: _____

Summary highlights from last evaluation (if available):

Performance Factors

Please rate the faculty member on each performance factor based on the statements provided. Comment on strengths and/or areas for improvement.

- EE = exceeds expectations
- ME = meets expectations
- DN = does not meet expectations
- NO = no opportunity to observe
- NA = not applicable to discipline

Counseling Philosophy Statement (Form A)	Rating
<p>The philosophy statement conveys the faculty member's view of how they provide service and their knowledge or wisdom in their discipline. A philosophy statement clarifies values by which the faculty counselor provides services and statements about their methods. The philosophy statement should convey how they conceptualize the work that the counselor does.</p>	

Comment on strengths and/or areas for improvement.

Institutional Effectiveness (Form B)	Rating
<p>Institutional Activity: Contributes to the shared governance of Parkland College through active involvement in college or department committees or other college-sponsored community activities.</p>	
<p>Professional Activity: Contributes to the profession through reading, workshops, continuing education and/or participation in associated committees, conferences, and related organizations.</p>	
<p>Professional Goals: Goals are reasonable, attainable, and measurable.</p>	
<p>Professional Reflections: Reflections on student and/or colleague feedback are provided.</p>	
<p>Upholds College Policies: Adheres to college policies, absences from work, FERPA, Title IX, etc.</p>	

Comment on strengths and/or areas for improvement.

Service Effectiveness	Rating
<p>Knowledge of Subject: demonstrates knowledge in psychotherapy theories, human development, systems, mental health issues and treatment, trauma, substance use disorders and treatment, cultural awareness and humility, and community resources; utilizes a range of mental health practices and modalities including individual, group, psychoeducation, crisis intervention, consultation, and systemic interventions.</p>	
<p>Student Engagement: empowers student involvement in services through multiple approaches that are inclusive and comprehensive; creates and maintains a positive environment for students; works towards attaining counseling outcomes as determined by the student and addresses college outcomes of improving student success, retention, and persistence.</p>	
<p>Quality of Assessments and Effectiveness of Services: Accurately assesses student needs, uses that assessment to determine appropriate strategies and materials to help meet those needs, and utilizes strategies to measure student success and satisfaction in services.</p>	
<p>Ethics: Demonstrates an understanding of how ethics applies to student situations; uses codes of ethics for ethical decision-making; utilizes ethical and inclusive practices.</p>	
<p>Productivity & Dependability: Provides a level of service that meets the expectations of the department in terms of number of clients, number of service hours, collaboration, and networking activities. Demonstrates effective time management; ensures assigned tasks are completed efficiently. Delivers assigned work on time and at expected levels of quality/output.</p>	
<p>Communication: Has effective and appropriate verbal and written communication and listening skills which provide for clear communication of information, concepts, attitudes, and philosophy. Creates a supportive environment that is responsive to need of students, faculty, and staff.</p>	
<p>Initiative: Demonstrates resourcefulness, versatility, and team-oriented qualities. Proactively seeks resolutions to observed opportunities and challenges.</p>	
<p>Technology Integration: Utilizes optional and required technology for services. Utilizes digital platforms and tools for improved accessibility and user experience. Stays updated and regularly exposes students to current and emerging technologies available to enhance their mental health.</p>	

Comment on strengths and/or areas for improvement.

Observation

Comment on strengths and/or areas for improvement.

Dean of Counseling Services

Printed Name

Signature

Date

Faculty Member

Printed Name

Signature

Date

Vice President for Student Services

Signature

Date

FORM D
LIBRARIAN EVALUATION

Name of Librarian: _____

Department/Job Title: _____

Academic Year: _____

Evaluator name and title: _____

Last evaluation completion date: _____

Next evaluation due: _____

Summary highlights from last evaluation (if available):

Performance Factors:

Please rate the faculty member on each performance factor based on the statements provided. Comment on strengths and/or areas for improvement.

- EE = exceeds expectations
- ME = meets expectations
- DN = does not meet expectations
- NO = no opportunity to observe
- NA = not applicable to discipline or a particular course

Philosophy of Librarianship (Form A)	Rating
Philosophy statement encompasses a librarian's individual perspective on the approach to learning, knowledge acquisition, and professional service within the field of librarianship; articulates principles regarding values and ethics to direct professional conduct within the academic library environment	

Comment on strengths and/or areas for improvement.

Institutional Effectiveness (Form B)	Rating
Institutional Activity: Contributes to the shared governance of Parkland College through active involvement in college or department committees or other college-sponsored community activities.	
Professional Activity: Contributes to the profession through reading, workshops, continuing education and/or participation in associated committees, conferences, and related organizations.	
Professional Goals: Goals are reasonable, attainable, and measurable.	
Professional Reflections: Reflections on student and/or colleague feedback are provided.	
Upholds College Policies: Adheres to college policies, absences from work, FERPA, Title IX, etc.	

Comment on strengths and/or areas for improvement.

Area Focus	Rating
<p>Specialized Knowledge & Judgment: Demonstrates knowledge of the essential functions of assigned department, including processes, procedures, and staffing. Recognizes and resolves potential issues using sound judgment to determine the right course of action. Involves others in the decision-making process as needed.</p>	
<p>Effectiveness in Librarianship: Demonstrates commitment to the values and ethics of the library profession. Creates tools and information resources that are inclusive and comprehensive. Builds strategic and responsive collection of informational materials to support the mission of Parkland College.</p>	
<p>Quality of Work: Demonstrates high quality of work in general; ensures thoroughness, accuracy, completeness of work.</p>	
<p>Productivity & Dependability: Demonstrates effective time management; ensures assigned tasks are completed efficiently. Delivers assigned work on time and at expected levels of quality/output.</p>	
<p>Communication: Has effective and appropriate verbal and written communication and listening skills which provide for clear communication of information, concepts, attitudes, and philosophy. Creates a supportive environment that is responsive to need of students, faculty, and staff.</p>	
<p>Initiative: Demonstrates resourcefulness, versatility, and team-oriented qualities. Proactively seeks resolutions to observed opportunities and challenges.</p>	
<p>Technology Integration: Demonstrates proficiency in utilizing technology for library services. Utilizes digital platforms and tools for improved accessibility and user experience. Stays updated with emerging technologies relevant to library services.</p>	
<p>Satisfaction on the Assigned Area:</p>	

Comment on strengths and/or areas for improvement.

Please select one of the following:

I have confidence in my ability to do my job well.

I need support or training to feel confident in my job.

Faculty Member:

Printed Name

Signature

Date

Dean:

Printed Name

Signature

Date

Vice President for Academic Services:

Signature

Date