

# Non-Instructional Faculty – Librarian Evaluation Rubric

## Service

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>College (Campus, School, Department) and Community Service</b>  Service credit categories include: student success, committees, direct student service, department/program, community service, curriculum and assessment, college service, counseling, instructional technology and pedagogy.  <a href="#">Service Credit Forms and Documents</a>	Completes and submits Service Credit form by the established timeline.  Provides outstanding service to the College and/or community, often going above and beyond.  Consistently makes contributions in many service credit areas.  Exceeds 28 service credits, with at least 14 earned through the performance of regular duties during non-instructional periods.	Completes and submits Service Credit form by the established timeline.  Provides service to the College and/or community.  Makes adequate contributions.  Completes 28 service credits, with at least 14 earned through the performance of regular duties during non-instructional periods.	Does not submit Service Credit form by the established timeline.  Does not provide service to the College and/or community.  Makes limited contributions.  Fewer than 28 service credits completed, with at least 14 earned through the performance of regular duties during non-instructional periods.
<b>Mandatory Days Participation*</b>  <a href="#">Tri-C Faculty Mandatory Days: Cleveland, Ohio</a>	Not Applicable	Fully participates in all mandatory days.	Fails to fully participate in all mandatory days.

*\*Approved excused absence should not result in any penalty for faculty member.*

**Use Faculty Service Credit Form as primary source document.**

## Professional Development/Scholarship/Research/Creative Endeavors

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>Professional Development Activities</b></p> <p>These are examples and additional professional development activities are listed in the Faculty Service Credit document.</p>	<p>Completes and submits Professional Development Plan by the established timeline AND:</p> <p>Regularly attends and actively participates in professional development activities, including leading sessions. Keeps a record of activities attended and/or:</p> <p>Obtains additional degrees and certifications or qualifications that enhance their teaching discipline and research capabilities and/or:</p> <p>Engages in research or scholarship that results in publications or presentations; seeks internal and external funding for projects or ensures all materials are regularly updated and adequate for accreditation purposes and/or:</p> <p>Regularly attends and presents at professional conferences, contributing to the academic community.</p>	<p>Completes and submits Professional Development Plan by the established timeline AND:</p> <p>Participates in professional development activities. Keeps a record of activities attended and/or:</p> <p>Completes coursework for additional degree or certification; Maintains required certifications and qualifications and/or:</p> <p>Stays current in field by researching best practices and demonstrating application and/or:</p> <p>Attends conferences and participates in sessions.</p>	<p>Does not complete or submit Professional Development Plan by the established timeline.</p> <p>Rarely attends professional development activities or does not keep a record of activities attended.</p> <p>Fails to maintain required certifications or qualifications.</p> <p>Limited engagement in research or creative endeavors; no publications or presentations; does not seek funding.</p> <p>Rarely attends conferences or does not participate actively.</p>

The source documents may include, but not limited to, the Faculty Professional Development Plan.

## Academic Student Support/Teaching

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Librarianship Skills</b>  Includes activities such as Library programming, reference services, collection development, updating research guides, and promoting academic integrity	<p>Reference Services: Provides comprehensive and insightful reference services in-person and virtually, consistently exceeding user needs.</p> <p>Information Literacy: Demonstrates expertise in evaluating the credibility, relevance, and quality of various information resources to meet the needs of the academic community. Seeks opportunities to further serve the campus community with library services. Provides leadership in academic support activities.</p> <p>Collection Development: Proactively curates a diverse and highly relevant collection that anticipates and exceeds the academic community's needs and accreditation standards.</p> <p>Academic Integrity: Proactively leads comprehensive programs and provides exceptional support for students in academic integrity cases, significantly enhancing the college's integrity culture.</p>	<p>Reference Services: Provides satisfactory in-person and online reference services and guides users to appropriate resources.</p> <p>Information Literacy: Evaluates the credibility, relevance, and quality of various information resources to meet the needs of the academic community. Actively supports requests for academic/information literacy services.</p> <p>Collection Development: Maintains a relevant collection that meets the academic community's needs and accreditation standards.</p> <p>Academic Integrity: Conducts effective programs and provides adequate support for students in academic integrity cases, maintaining the college's integrity standards.</p>	<p>Reference Services: Provides limited or ineffective research assistance, often failing to meet user needs.</p> <p>Information Literacy: Fails to evaluate the credibility, relevance, and quality of various information resources, often providing inadequate guidance. Does not adequately participate in academic support activities.</p> <p>Collection Development: Fails to maintain a relevant collection, often missing the academic community's needs or accreditation standards.</p> <p>Academic Integrity: Fails to conduct programs and provides insufficient support for students in academic integrity cases, compromising the college's integrity efforts.</p>
<b>Administrative and Technology</b>	Demonstrates advanced proficiency with library management systems (acquisitions, processing, reference and circulation of materials) and digital resources (e-books, online journals, databases, and multimedia content), innovatively enhancing library services and user experience.	Effectively uses library management systems (acquisitions, processing, reference and circulation of materials) and digital resources (e-books, online journals, databases, and multimedia content) to support library services and user needs.	Ineffectively uses library management systems (acquisitions, processing, reference and circulation of materials) and digital resources (e-books, online journals, databases, and multimedia content), hindering the effectiveness of library services and user experience.

<b>Student Evaluations</b>	Actively promotes use of the College identified feedback mechanism. Consistently reflects and integrates student feedback.	Encourages participation in official student evaluations and utilizes feedback on a limited basis. Reflects and integrates student feedback.	Does not encourage student participation and does not utilize feedback. Does not reflect on or integrate student feedback.
<b>Teaching/Facilitating Workshops and/or Bibliographic Instruction Strategies</b>	Delivers highly engaging and effective workshops and/or bibliographic instruction sessions, creates a positive and supportive learning environment; explores innovative teaching strategies regularly. Actively seeks opportunities to serve as an embedded librarian in a course. Initiates outreach to faculty to provide academic/information literacy support.	Conducts effective workshops and/or bibliographic instruction sessions, creates a comfortable learning environment.	Workshops and/or bibliographic instruction sessions need improvement; environment not conducive to learning.

**Source documents may include, but not limited to, instructional/workshop materials, supervisor classroom observation, self-evaluation, student feedback, and formal/informal recognition and complaints.**

# Administrative/Other Duties

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Administrative/Other Duties, (e.g., faculty coordination, counterpart chairs, chair committees, and special assignments)	Performs administrative duties with exceptional efficiency and effectiveness. Demonstrates strong leadership and initiative, often leading projects, utilizing open communication and often taking on additional responsibilities.	Effectively performs administrative duties and demonstrates leadership and initiative.	Administrative duties are often neglected or performed inadequately. Leadership and initiative need improvement.

August 13, 2025