

Teaching Evaluation Norms for Librarians

Approved by Bloomington Library Faculty Council, December 12, 2012

These guidelines provide librarians at Indiana University-Bloomington with a variety of optional methods for documenting and reviewing their teaching and instruction-related work for the Libraries. Evaluative instruments are intended to align teaching evaluations for librarians with assessment practices used by other campus units and by librarians at peer institutions. While examples of evaluation tools are provided (see appendices, below), each librarian will use a different selection of tools to document teaching effectiveness based on his/her preference for frequency, quality, and type of evidence to be gathered. Librarians are encouraged to work with the IU Libraries Teaching & Learning Department to develop an evaluative approach that suits their professional purpose and teaching goals.

The four major areas for reviewing and evaluating teaching, as well as documenting student learning, include Student Evaluations, Faculty Evaluations, Peer Reviews, and Self Evaluations. The ways in which librarians may apply these various approaches to their instructional initiatives are outlined below:

Student Evaluation [See Appendix A for Examples]

Measuring student learning is one of the most important aspects of evaluating impact of librarian teaching activities, but it can also be the most difficult because it may entail a variety of assessment efforts and targets: specific skill sets, applied knowledge, general attitudes, etc. Also, teaching activity is not limited to classroom instruction. It may include consultations with students or instructors, online services and materials, and many other activities that support teaching and learning. Using multiple sources of data to document teaching excellence provides a balanced view of teaching; including data from several courses or teaching activities demonstrates consistency and diversity in teaching. The number and proportion of students involved in the assessment can be important. Classes with fewer than ten students or in which fewer than two-thirds of the students respond may not constitute a reliable sample.

Appropriate assessment and/or evaluation tools should be chosen. Factors such as subject area, student level, class size, learning outcomes, and type of teaching activity are important to consider. Appropriate tools, depending on the activity, may include a variety of classroom assessment techniques, surveys, pre- and post-tests, and/or analysis of student work samples. It is important to consult with appropriate partners in the designing and planning of evaluation. These partners may include the Library Teaching and Learning Department, the Center for Innovative Teaching and Learning, or other relevant groups or individuals.

Faculty Evaluation [See Appendix B for Examples]

IUB librarians provide course-related instruction in a variety of forms, such as participating in curriculum design, creating online resources for courses, and visiting courses as guest instructors. Librarians are encouraged to ask course instructors for formal assessment of their contributions to courses in which

they participate. It is assumed that most teaching librarians already seek informal assessment through discussions with faculty. While this informal feedback is extremely valuable for librarians' development as teachers, it rarely provides adequate documentation of librarians' effectiveness and impact, except when it appears in the form of detailed thank-you notes. Librarians may use such thank-you notes as documentation for the purposes of promotion and tenure, but are also encouraged to solicit more formal assessment of their teaching. Formal assessment may take one or more of the following forms:

- A questionnaire sent to the course instructor immediately after a library instruction session
- A questionnaire sent to the course instructor later in the semester
 - especially recommended if the librarian's involvement in the course was extensive
- Asking another faculty member (usually not the course instructor) to participate in a formal evaluation of the librarian's teaching, using the Libraries' "peer review of librarians' teaching" procedures

Since course content and learning objectives vary, librarians need not use a standardized questionnaire. They are encouraged to develop their own discipline- or course specific-questionnaires. Questionnaires should, however, all cover these basic points:

- relevance and usefulness of the library instruction for the class assignment(s)/objectives
- student learning
- presentation skills of the librarian
- suggestions for improvement

Peer Review [See Appendix C for Examples]

Peer review of teaching is a voluntary formative process that librarians may use to develop and enhance their teaching skills. It is particularly effective for librarians who teach library instruction sessions as part of an existing course once (or more frequently) during the course of a semester. The following procedures should be followed by the librarian who initiates the process.

- Choose a colleague, from either the teaching or library faculty.
- When the librarian instructor decides which session a colleague is to observe, s/he should schedule the pre-observation appointment, the instruction session, and the post-observation appointment. The Pre-Observation Worksheet should be used during the initial appointment. The instructor librarian should provide the colleague with a copy of the Observation Worksheet at the initial appointment. The observer will fill in the worksheet during the observation and may add details at a later time. The post-observation appointment should occur within one week of the class.
- After the post-observation meeting, the librarian instructor may wish to, in conjunction with his supervisor and/or Head of Teaching and Learning, set a goal of changing or enhancing his/her instruction delivery over the coming year.
- After completion of the process, the librarian instructor should maintain the information for his/her annual review.

Self Evaluation [See Appendix D for Examples]

Self-evaluation begins with self-reflection. Documenting the evolution and progress of your personal pedagogy style and instructional approach over time will help you understand your teacherly self and your long-term professional development as an educator. Librarians at any stage of professional development and involved in nearly any type of instructional activity will benefit from gathering data and documenting teaching progress through self-evaluations. Long-term and immediate opportunities for evaluation are offered, as well as options for course-specific or programmatic viewpoints. Options for self-evaluation include:

- Teaching Philosophy Statement
- Instructional Mission Statement
- Teaching Portfolio
- Course-specific Library Instruction Self-Evaluation