

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Library

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INTRODUCTION

The Library is committed to providing high quality, student-centered services and instructional programs to all constituencies. Excellent faculty members, dedicated to continued intellectual and professional growth, are essential to fulfilling our commitment. All elements and standards of faculty performance evaluation recognize and reflect the University's Mission, including:

- placing students at the center of the educational experience
- providing library & information education that facilitates learning within and across disciplines through integrative approaches
- emphasizing information literacy, experiential, and service learning
- graduating students with multicultural and international perspectives

This document provides guidelines for retention, tenure and promotion review of Library faculty members. This document takes into consideration the University Retention, Tenure and Promotion Policy and Procedures (SP 03-30) and the Collective Bargaining Agreement. Library faculty are encouraged to review both documents mentioned above before beginning the review process. The Library Program Personnel Standards shall apply to each faculty hired after the adoption of this document. Faculty members within the retention, tenure or promotion cycle at the time of this document's adoption may elect to continue under the RTP Policy in force at the time of their hire.

I. PROGRAM PERSONNEL COMMITTEE

The Program Personnel Committee shall be constituted as follows¹:

- A. A three member Library Program Personnel Committee (PPC) shall be elected for each Library faculty member under review in the first month of the fall semester of each year. Once the Library Program has three tenured faculty members available to serve on the PPC, a single Library PPC shall be elected in the first month of the fall semester of each year.
- B. If the Library program has fewer than three full-time tenured faculty members, PPC members shall be elected from related disciplines or library faculty from another university.
- C. Library PPC members shall have a higher rank or classification than those being considered for promotion.
- D. If the Library program chair is elected to the PPC, then the chair may not write a separate letter or participate in review of the candidate as part of the University RTP committee.

¹ CBA 15.35

The probationary and tenured faculty unit employees of the department or equivalent unit shall elect a peer review committee of tenured, full-time faculty unit employees for the purpose of reviewing and recommending faculty unit employees who are being considered for retention, award of tenure, and promotion. Probationary and tenured faculty unit employees shall elect tenured, full-time faculty unit employees to serve on higher level peer review committee(s). When there are insufficient eligible members to serve on the peer committee, the department shall elect members from a related academic discipline(s).

II. PROFESSIONAL DEVELOPMENT PLAN

- A. The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure and promotion.
- B. The initial plan, which shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period.
- C. PDP narratives for librarian activities, scholarly and creative activities, and service shall not exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments s/he expects to achieve in each of the three areas evaluated in order to meet the program standards for retention and tenure.
- D. The PDP will be reviewed by the Library PPC, the library program chair if not part of the PPC, and the dean of the library, each of whom will provide written feedback on a timetable to be determined by the Office of Faculty Affairs, but prior to the end of the faculty member's first full year of service.² In the event the Library PPC, the library program chair, or the dean of the library does not approve the PDP, the faculty member may submit a revised PDP within two weeks.
- E. If material documents a substantial change in the status or direction of activities referred to in the PDP. The faculty member may update their PDP with approval of the Library PPC, the library program chair, and the dean of the library.

III. PORTFOLIO

- A. The Portfolio is the functional equivalent of the Working Personnel Action File. It is a record that shall contain evidence of performance for the years under review, as well as various required forms. The portfolio is compiled by the faculty member to be evaluated. It is the responsibility of the faculty member to be sure the portfolio is current and complete before it is submitted to the PPC. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review.
- B. The portfolio is the sole basis for RTP evaluations, recommendations, and actions. For purposes of retention, it shall cover the period under review. However, prior accomplishments may be documented in the candidate's curriculum vitae. For tenure and promotion, the portfolio shall be cumulative covering the period from the beginning of probationary service to the point at which the portfolio is submitted. In cases where prior service credit was granted, that prior service record shall also be documented in the portfolio.
- C. The portfolio shall be in three parts—the review history, main body, and an appendix.

Review History:

- Section for evaluations and signature pages—including all previous evaluations, placed in reverse chronological order

² The plan reflects the Program Personnel Standards (PPS), standards reflected in this document, and the Collective Bargaining Agreement. The PDP shall be included with the self-assessment narratives in the faculty member's portfolio that is submitted for retention review during the second year in the tenure track position. If the PPS changes during the faculty member's probationary period, the faculty member under review may choose to be evaluated by the new PPS or the one in effect at the time the faculty member's PDP was approved.

Body:

- a table of contents
- a copy of the approved Library Program Personnel Standards (PPS)
- a current and all previous Professional Development Plans (PDP) approved for the faculty member.
- the faculty member's current curriculum vita that covers his or her entire academic and professional employment history
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Librarian Related Activities to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words)
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Scholarly and Creative Activities to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words)
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Service to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words)
- a list of any teaching assignments for the period under review

Appendix:

- a table of contents
 - documentation of performance as required by the applicable personnel standards.
- D. Supporting materials should be directly relevant to the presentation in the portfolio and limited to the period under review. Where promotion or tenure are being considered, in which case materials shall be submitted for the entire period under review. These may include items such as: copies of books, articles, essays, electronic materials, creative work, and others. Any or all of these may be presented in an electronic format.
- E. Material may be added to the portfolio until the date it is due to be submitted, at which time the Portfolio shall be declared complete. Based on the CSUCI approved Portfolio Checklists, the faculty member's chair determines that the portfolio is complete before sending it to the PPC. If material that documents a substantial change in the status of an activity documented in the portfolio becomes available after the portfolio is declared complete, this material may be added with permission from the PPC. Before consideration at subsequent levels of review, material added to the portfolio shall be returned for review, evaluation, and comment to the level at which it was initially evaluated.

IV. GUIDELINES FOR EVALUATION

A. LIBRARIAN RELATED ACTIVITIES

- 1. Librarians shall demonstrate effective librarianship through all of the following activities. Specific performance goals for each area shall be outlined in the PDP.**
 - participating in the development of curriculum, programs, and academic policies
 - developing web pages, guides, and/or multimedia to support the curriculum and the library
 - providing general reference services and consultations in subject areas to faculty and students
 - establishing a pattern of continuous improvement in all aspects of librarianship
 - engaging in activities to maintain discipline and interdisciplinary currency
 - incorporating best practices of librarianship to meet the goals and objectives of the university community
 - continuous planning and implementation of new services, technologies, and/or approaches to library functions and activities.

2. Librarians shall demonstrate effective librarianship through other position-appropriate activities. Position-specific activities and performance goals shall be outlined in the PDP. Some examples of position specific activities include:

- participate in library management (establish goals, lead project teams)
- implement/enhance workflows, manage budgets, and oversee personnel)
- secure access to materials not owned or accessed immediately by the library
- take part in the academic advising of students
- supervise independent study or thesis projects
- mentor colleagues
- manage issues and activities related to access, licensing, preservation, maintenance, storage, de-selection, gifts and donations, and evolution of formats
- teach effectively in credit courses, and guest lectures effectively
- apply subject knowledge and bibliographic techniques to classify, organize, and provide access to information resources that support the goals and curriculum of the university.
- evaluate curriculum, university goals, industry knowledge and budgetary realities to build and access a balanced collection of materials reflecting all viewpoints.
- infuse information literacy standards into the curriculum and student experience.
- implement, maintain, and enhance access to library owned materials from on and off campus
- teach classes regarding library resources and services, multimedia applications, research strategies, resource evaluation, and critical thinking.

3. Examples of evidence to document effective librarianship:

- collaborative and collegial teaching
- selection of materials
- student or peer evaluations of teaching and/or librarianship
- mentoring of students
- statement of how scholarly work and professional activities enhance librarianship
- assessment of student information literacy understanding and needs
- innovative management methods
- securing grants to support collections, access, and/or preservation of materials
- creation of digital collections
- Web based or technology based resources created to meet student and faculty needs

B. SCHOLARLY AND CREATIVE ACTIVITIES

Scholarly and creative activities in the field of librarianship are not solely measured by the number of peer reviewed research articles in a journal. Valued research and scholarly activities include peer reviewed works such as books, bibliographies, encyclopedic chapters, book chapters, conference papers, conference proceedings, or other electronic media.

1. Librarians shall accomplish two or more publications from the following categories during the review period.

- Publication in refereed journal and/or
- Publication of peer reviewed books, bibliographies, encyclopedic chapters, book chapters, conference presentations, conference papers, or other electronic media

2. Librarians shall also engage in additional scholarly and creative activities during the review period. Examples of additional activities include:

- Writing translations, abstracts, and reviews;
- Active participation, through papers, panels, symposia, etc., in meetings and conferences of professional organizations.

- Effective sharing of research findings and innovations, consulting experience, and related activities with colleagues and students.
- Participating in the supervision of student research or independent study, capstone projects; successfully involving students in ongoing research and/or innovation; and the mentoring of students that leads to the presentation of research and other creative works.
- Major editorial responsibilities for publications or programming which have local, state, or national distribution and which shall serve informational needs.
- Editing of books or book chapters.
- Training in related areas, such as telecommunications, computer technology, communications, media arts, administration, human relations, and foreign languages.
- Attainment of additional knowledge and expertise through course work, degrees, specialized training, travel, or other means.
- Acquisition of significant awards, commissions, prizes, honors, fellowships, or grants.
- Preparation, writing, and submission of grant proposals.
- Disseminating knowledge and creative approaches to teaching methods and techniques, including publication or presentation at professional meetings and the development of software and other technologies that advance student learning
- Produce unpublished material clearly resulting in benefit to the operations or stature of the Library.

B. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

1. Maintaining and improving the quality of the learning environment, the profession, the University, and the community are dependent upon active participation of faculty in various organizations and governance tasks. All library faculty members are expected to take a continuous and active role in addressing the needs of the profession, University and community through good citizenship and through application of professional expertise. Library faculty members are expected to maintain appropriate and consistent activity over the course of the period of review for tenure and/or promotion.
2. Library faculty members shall actively participate in the following kinds of activities:
 - shared governance, through service on Senate Committees and Task Forces and/or University Committees and Task Forces;
 - library planning activities, including operational planning, program development, program implementation, and program assessment;
 - student events, student advising, or student organizations;
 - program, university, community and professional events for which faculty presence is important;
 - recruitment activities for new faculty or staff.
 - mentoring faculty and staff
3. Library faculty members shall meet the service guidelines outlined in the General Program Standards. In that document service activities have been organized into three (3) levels of engagement (level A being the highest level of engagement, and level C the lowest). These levels are organized by the following criteria: responsibility level, time commitment, types/difficulty of tasks required, and impact on university and/or other constituencies. A description of the levels and criteria are shown in Table 1 below.
4. Descriptions presented for each level in Table 1 should be considered as guidelines to help the candidate argue to which levels his or her service activities more closely pertain. Examples of Level A activities could include, but are not limited to, Chair of the Academic Senate, Member of Curriculum Committee, Member of GE Committee, Member of RTP Committee. Examples of

Level B activities could include, but are not limited to, Member of Faculty Senate (when representational), Chair/member of a search committee, Contributor to university assessment efforts. Examples of Level C activities could include, but are not limited to, Member of the Committee on Committees, Faculty advisor to a student organization.

5. It is the responsibility of the faculty member to provide information that documents and demonstrates his or her service activities, as well as the level of service engagement per activity..
6. It is expected that the higher the faculty rank, the higher the expectations for service in terms of depth (i.e. leadership) and breath (i.e. diverse activities beyond the program level). A tenured faculty member is expected to be more active in service than an untenured faculty member; and for promotion considerations to professor, an associate professor is expected to be more active in service than an assistant professor being considered for tenure and promotion to associate professor. The different requirements by rank are described in Table 2 below.
7. Library faculty members are encouraged to engage in professional development and community building outside the university. Activities might include:
 - organizing professional meetings, exhibits and other events;
 - attending professional meetings, exhibits and other events;
 - representing the university within the CSU.
 - serving the community in the form of talks, collaborative projects, or participation in organizations

TABLE 1: GUIDELINES FOR LEVELS OF ENGAGEMENT IN SERVICE

CRITERIA	Level A	Level B	Level C
Responsibility level	High level of personal responsibility Leadership role, whether elected or appointed	Responsibility and tasks are shared with other members	Low level of personal responsibility
Time commitment	Significant time commitment (e.g., the committee meets frequently or regularly)	Moderate time commitment (e.g., the committee meets regularly or meets very intensely for a short period of time)	Some or little time commitment outside of meetings
Types/difficulty of tasks required	It requires significant work outside of meetings and/or requires regular reporting	It requires moderate work outside of meetings	Some or little work required outside of meetings
Impact on university and/or other constituencies	Activity that is critical in support of one's program(s), the university, the community or profession	Activity that is important in support of one's program(s), the university, the community or profession	Routine activities in support of one's program(s), the university, the community or profession

TABLE 2: REQUIREMENTS FOR TENURE AND PROMOTION BY RANK

	From assistant to associate librarian - Untenured associate professors	From associate librarian to librarian - Untenured professors
5= Significantly exceeds standards of achievement	This category is envisioned as a rare achievement. To obtain this highest ranking of service performance the faculty member's performance should be significantly beyond what is seen in the other categories. It is also possible to achieve this evaluation as a result of a significant service achievement such as winning a significant national or international award.	
4= Exceeds standards of achievement	<p>A yearly average of one Level A activity plus one Level B or C activity; or</p> <p>A yearly average of two Level B activities plus two Level C activities. (At least one of the B level activities must be internal to the university)</p>	<p>A yearly average of two Level A activities; or</p> <p>A yearly average of one Level A activity, two Level B Activities and one Level C activity. (At least one of the B level activities must be internal to the university)</p>
3= Meets standards of achievement	<p>A yearly average of one Level A activity; or</p> <p>A yearly average of two Level B activities; or</p> <p>A yearly average of one Level B activity and two Level C activities. (At least one of the B level activities must be internal to the university)</p>	<p>A yearly average of one Level A activity plus one Level B or C activity; or</p> <p>A yearly average of two Level B activities plus two Level C activities. (At least one of the B level activities must be internal to the university)</p>
2= Does not meet all standards of achievement	Faculty members who submit evidence that indicates a less than steady stream of service activities shall be evaluated as 'Does Not Meet All Standards of Achievement'. This would include any faculty member who fails to meet the 'Standards of Achievement' outlined above.	
1= Does not meet minimum standards of achievement	Faculty members who fail to submit evidence of service engagement during the review period.	