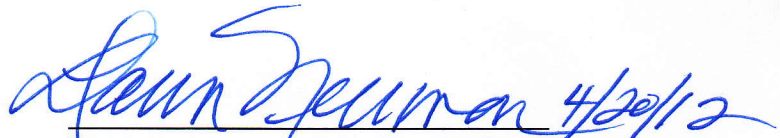


**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

Discipline: *Library*

  
RTP Committee Chair      *4/19/12*  
Date

  
Provost      *4/20/12*  
Date

# **LIBRARY PROGRAM PERSONNEL STANDARDS**

February 1, 2012

## **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 current University Retention, Tenure and Promotion Policy and Procedures 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 Library PPS in force at the time of their hire.

## **I. PROGRAM PERSONNEL COMMITTEE**

The Program Personnel Committee shall be constituted as follows:

- 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 less 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 conduct a separate review.

## 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 AVP of the library, each of whom will provide written feedback on a timetable to be determined by the Division of Academic Affairs, but prior to the end of the faculty member's first full year of service.<sup>1</sup> In the event the Library PPC, the library program chair, or the AVP of the library does not approve the PDP, the faculty member may submit a revised PDP within two weeks.
- E. If the file 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 AVP 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. For tenure, a faculty member may include accomplishments prior to the period of review as part of 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

### **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
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- 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. 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 CI 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 University RTP Committee. 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 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 of the university.
  - developing web pages, subject guides, and/or multimedia to support the curriculum and the library collections.
  - providing general reference services and consultations in subject areas to faculty, staff, 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 supervise 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 faculty and staff colleagues
- manage issues and activities related to accessing, licensing, preserving, maintenance, and storage of materials, de-selection, gifts, and donations of materials, and evolution of formats in the materials owned by the library
- effective teaching in credit courses, and guest lecturing
- applying subject knowledge and bibliographic techniques to classify, organize, and access 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
- 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 librarianship and/or teaching
- 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 the creation of collections, access to collections, 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 quantity of articles published. Valued research and scholarly activities include peer reviewed works such as; books, bibliographies, encyclopedia chapters, book chapters, conference papers, conference proceedings, or other electronic media. Library research can be interdisciplinary as well as subject focused. Library scholarly activities can be pedagogical and/or research based studies. It can involve creative activities such as original software or curriculum design. Collaborative work is highly valued and in papers with more than one author equal weight is given to each author listed.

As a general guideline, a faculty member should achieve two tier 1 (as defined below) scholarly publications within each level of review (Assistant to Associate, or Associate to Librarian). Achieving two publications does not, in itself, serve as evidence of scholarly excellence; continued development in scholarly activities as defined in the individual's PDP is also important, likewise, having fewer than two publications does not necessarily serve as evidence of a lack of scholarly excellence. In evaluating a candidate for tenure and promotion, the publications offered by the candidate as evidence of scholarly activity will be evaluated within the hierarchy listed below, which by no means is an exhaustive list of possible evidence to be presented by the candidate of his/her scholarly achievement.

### **Tier 1.**

- Peer reviewed: journal articles, book chapters, encyclopedia chapters

- Major editorial responsibilities for books and/or journals with national or international significance
- Development and publication of software and other technologies that advance student learning or library accessibility
- Peer reviewed conference proceedings at the national or international level
- Books, including book-length bibliographies (print or web based)

#### **Tier 2.**

- Writing abstracts and reviews;
- Translations
- Active participation, through papers, panels, symposia, etc., in meetings and conferences of local, state or regional national or international professional organizations.
- Effective sharing of research findings and innovations, consulting experience, and related activities with colleagues and students.
- 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 or state distribution and which shall serve informational needs.
- Editing of book chapters.
- 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 of posters at professional meetings.
- Unpublished or open access material clearly resulting in benefit to the operations or stature of the Library.
- Appearances on media that contribute to the advancement of librarianship and/or scholarly activities
- Publications in popular media with national readership
- Earning a second Masters degree or a PhD in a subject field related to the librarian's work activities.

#### **C. 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' evidence of performance in the category of professional, university, and community service can include, but are not limited to 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, program committees or task forces, and program assessment;
  - student events, student advising, or student organizations;
  - participation in program, university, community and professional events for which faculty presence is important;
  - recruitment activities for new faculty or staff.
  - CSU-wide system activities, committees, task forces, sub-committees, governance
  - 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.
3. 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.
4. It is expected that the higher the faculty rank, the higher the expectations for service in terms of depth (i.e. leadership) and breadth (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 full librarian, an associate librarian is expected to be more active in service than an assistant librarian being considered for tenure and promotion to associate librarian. Levels of service are described below

**Tier 1.**

- Senate or university-wide committees that require significant time commitments, high levels of responsibility and significant work outside of meeting times.
- Chairship of state, national, or international professional associations and groups and/or conference planning for such groups.
- Chairship or active leadership in a community service organization.
- Participation in library planning, program development, and program assessment activities
- Chairship or active participation in CSU-wide committees.

**Tier 2.**

- Service on senate or university-wide committees that require less time and commitment
- University task forces
- Library/program task forces
- Chairship/membership on a faculty/university wide search committee
- Chairship of regional or local associations
- Participation in student advising and/or sponsorship of student organizations
- Active participation on Academic Senate
- Mentoring of library school (MLIS) interns

**Tier 3**

- Mentoring library student employees
- Membership in local, state, national or international professional organizations.