Departmental Personnel Standards

Department of Technical Services
Pollak Library

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I. INTRODUCTION

This document provides the standards adopted by the Library Department of Technical Services. The document establishes policies and procedures that govern retention, promotion, and granting of tenure (RTP) for probationary library faculty, and the promotion of tenured faculty. The standards conform to policies outlined in the University Policy Statement UPS 210.000 and CSU-CFA Collective Bargaining Agreement (CBA). Throughout this document the word "shall" indicates mandatory action; the words "may" or "should" indicate permissive action, but "should" includes an element of expected action.

Each faculty member shall meet the requirements detailed in this standards document, UPS 210.000 and the CBA. Each faculty member shall be presented with copies of the department standards, UPS 210.000, and information regarding online access to the CBA by the Department Chair upon joining the faculty. Library faculty members shall be responsible for examining these standards, the current version of UPS 210.000, and the CBA as they pursue retention, tenure, and promotion and prepare documentation for their portfolios.

Standards for personnel actions of part-time and full-time temporary library faculty are addressed in separate documents (UPS 210.050 and UPS 210.060) and Department documents.

IA. Purpose of this Document

IA.1. Library Excellence
The Pollak Library is dedicated to upholding the University’s commitment to making learning preeminent through its support and enhancement of the teaching, learning, and research activities of the diverse CSU Fullerton community. The Library recognizes that an essential key to a quality library is librarian excellence and, thus, expects a high level of competency. The purpose of this departmental personnel document is to ensure excellence of library faculty by setting forth guidelines for faculty hiring and subsequent evaluation of library faculty performance.

IA.2. Nature of the Evaluation Process
The guidelines presented in this document outline certain activities expected of each library faculty member. The Department Personnel Committee, hereafter referred to as the DPC, must use these guidelines to make judgments about the level and quality of performance of each library faculty member. The three areas in which library faculty shall be evaluated for the purposes of retention, tenure, or promotion are: 1) Performance as Librarian; 2) Scholarly/Creative and Professional Growth Activities; and 3) Library, University, and Community Service.
The Library Department of Technical Services expects the DPC to exercise fairness, thoughtfulness, and wisdom in making judgments; to develop constructive evaluation documents that recognize accomplishments; and to contribute to the development of improvement plans as necessary.

I.A.3. Positive Role of Review
The Department believes that the best way to foster and support a superior library is to support and assist its faculty in becoming effective, experienced, and, in essence, excellent librarians. For this reason, this standards document and its policies should be viewed as supportive and constructive, having the goal of maintaining and raising the quality of the Library and its various collections, programs, and services. The review process provides an opportunity for the recognition of areas of strength and achievement of a library faculty member as well as the recommendation of areas for potential improvement. Both processes will benefit the librarian, the Library and the campus at large.

I.B. Hiring
The Department of Technical Services and the Library seek to hire the best librarians available. It is expected that the individuals selected on the basis of information gathered during the hiring process will have the potential to earn tenure and promotion, and contribute to the Library in furthering its goal of supporting teaching, learning, and scholarship.

I.B.1. Appointment
Appointments of tenure-track library faculty are of two kinds, probationary and tenured as indicated in UPS 210.000 I.B.

Appointment to all ranks requires completion of professional education, marked by the Masters of Library and/or Information Science degree from an American Library Association accredited school or its equivalent. Library faculty shall be appointed solely upon their qualifications without regard to race, religion, color, national origin, sex, age, sexual preference, or physical disability. In some cases, librarians may be hired with one or two years of service credit. The granting of service credit is fully explained in UPS 210.000 I.E.

Most library faculty have a 12-month appointment and, as mandated in the CBA, work a 40-hour week, which may include weekends, evenings, and holidays.

I.B.2. Assignment Document
Before the beginning of each academic year, the assignment document shall be drafted by the Department Chair in consultation with the library faculty member. The University Librarian and Department Chair shall then meet with the library faculty member to discuss the assignment and approve the assignment document. The assignment document shall specify the areas of involvement and enumerate the main activities in which the library faculty member is expected to engage, including a listing of library operational teams to which he or she has been appointed. Librarians may have assignments in more than one area of the Library, and this will be enumerated in the annual assignment document.
All annual assignment documents issued for the period under review shall be included in the library faculty member's Portfolio.

I.B.3. Ranks
Probationary and tenured library faculty are appointed as Senior Assistant Librarian, Associate Librarian, or Full Librarian, equivalent to the ranks of Assistant Professor, Associate Professor, and Professor, respectively.

In the sections that follow, professional experience is defined as library and information science experience gained in an appointment as librarian or other relevant position, after completion of the required Masters degree.

Senior Assistant Librarian
New tenure-track library faculty possessing the required degree normally will be appointed to the rank of Senior Assistant Librarian. Appointment beyond step 1 may be recommended commensurate with professional experience and/or additional degrees.

Associate Librarian
In some cases, newly hired tenure-track library faculty possessing the required degree may be appointed to the rank of Associate Librarian when the individual possesses a second advanced degree (or significant study or experience in a discipline relevant to the position for which the librarian is being hired) and has a substantial amount (five or more years) of relevant professional experience.

Full Librarian
In very exceptional cases, appointment may be made to the rank of Full Librarian when newly hired tenure-track faculty have amassed previous significant professional accomplishments (e.g., are nationally recognized as an authority in an area of library and information science relevant to the position for which the librarian is being hired), in addition to the characteristics listed for Associate Librarian.

I.C. Retention, Tenure and Promotion

I.C.1. Importance
The recommendation for the granting of tenure is the most important personnel decision the Department can make. The University’s granting of tenure recognizes significant achievement and the strong expectation for continued contribution to the goals of the Library and the University.

I.C.2. Retention
As stated in UPS 210.000 II.A.3, "the goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of review. When weaknesses have been identified in earlier review cycles, a probationary faculty member is
expected to address these weaknesses explicitly and show appropriate improvement. The DPCs recommendation and the University’s decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements to tenure appear likely to be met.” Further explication of retention is detailed in this document in Section V. Evaluation for Retention.

I.C.3. Tenure and Promotion
As stated above, the Department regards tenure as the most important personnel action. It requires a more rigorous application of the criteria than retention. Library faculty shall normally be considered for tenure during the sixth probationary year. Promotion to Associate Librarian is automatic with the granting of tenure. When tenure is granted to faculty, it establishes the right to continued permanent employment except when such employment is voluntarily terminated or is terminated by the University pursuant to the CBA or law. Further explication of tenure, promotion, early promotion and early tenure is detailed in UPS 210.000 II.A.4-5 and Sections VI., VII., and VIII. of this document.

I.C.4. Evaluation
In making recommendations for RTP personnel decisions, three areas are evaluated:
1) Performance as Librarian; 2) Scholarly/Creative and Professional Growth Activities; and
3) Library, University, and Community Service. Not every area represents an equal amount of time and effort on the part of the librarian under review. At all levels of RTP review, primary consideration shall be given to Performance as Librarian. Similarly, Scholarly/Creative and Professional Growth Activities are of significant, but secondary importance in the evaluation process. For retention or tenure reviews, Library, University, and Community Service is significantly lower in importance than the first two areas of review. For promotion to Full Librarian, Service remains of lesser importance than the other two review areas; however, that area of review should reflect more activity due to the increased responsibility of tenured librarians to serve on various Department and University committees.

Because the DPC must use the Portfolio (self-evaluation narratives and accompanying documentation) as the basis of its evaluation, it is imperative that the librarian give careful attention to the thoroughness and quality of the Portfolio.

Evaluation is more fully explained in Sections II., III., IV., V., VI., VII., and VIII. of this document.

I.C.5. Prospectus for Probationary Faculty
The Prospectus, which is written by the librarian in the first year of the probationary period, describes the goals and agenda of activities that the library faculty member expects to achieve during the probationary period in order to meet the Department Standards for retention and, ultimately, for tenure and promotion. The Prospectus complements but does not replace Library Department Standards, UPS. 210.000 or the CBA. The Prospectus shall be used to guide evaluation of the library faculty member’s performance and shall include narratives in the areas of Performance as Librarian, Scholarly/Creative and Professional Growth Activities, and Library, University, and Community Service, not to exceed 500 words for each section. During
subsequent years, the Prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period. Further explication of the process and timeline for constructing the Prospectus is detailed in UPS 210.000 III.A.

**I.C.6. Portfolio**
The Portfolio, including its supporting documents (Appendices), is the sole basis for RTP evaluations, recommendations, and actions. The Portfolio prepared by the faculty member shall be constructed as specified in UPS 210.000 III.B. It shall include an up-to-date and complete Portfolio Vita, Prospectus, self-evaluation narratives, and appendices containing documentary evidence for all three review areas as defined in Sections II., III., and IV. of this document. The Portfolio is cumulative and includes all the years of review, including years of service credit if those were granted at the time of original appointment. Examples of possible documentation are detailed in Sections II., III., and IV.

**I.C.7. Timeline of Review Cycle**
Retention, tenure, and promotion cycles shall occur according to the timeline established by the University President, in consultation with the campus Faculty Personnel Committee (UPS 210.000 I.K Timing of Review Cycles and Types of Recommendations).
II. PERFORMANCE AS LIBRARIAN

II.A. Introduction

Performance as Librarian is the first and most important area of evaluation for library faculty undergoing a retention, tenure, or promotion review. Sections II. B.1. Librarian Professional Responsibility and II.B.2. Areas of Librarian Performance spell out the expectations for librarians in the area of Performance as Librarian, while Section II.C. Evaluation of Librarian Performance indicates how librarians should describe and document their accomplishments to assist the DPC in its evaluation during the review process. Section II.D. Determination of Level of Performance as Librarian defines the ratings the DPC members will assign the area of performance as a result of their review.

II.B. Definition of Performance as Librarian

II.B.1. Librarian Professional Responsibility
Librarians are responsible for an array of distinct library areas as outlined in Section II.B.2. Areas of Librarian Performance, but librarians also share some general professional attributes regardless of their specialized function within the library. As a result, it is expected that, over the course of the probationary period, each library faculty member should endeavor to:

- Accomplish professional objectives and fulfill responsibilities as described in the librarian’s annual Assignment Document;
- Demonstrate increasing levels of expertise and knowledge of trends in librarianship and higher education as he or she progresses through the ranks;
- Understand the educational mission of the University and the role of the Library in support of that mission;
- Incorporate best practices in support of the goals and objectives of the Library and the University;
- Exhibit leadership qualities, such as identifying and spearheading improvements in services or new programs in the library, actively representing the Library on campus, modeling a strong work ethic and sound judgment, and displaying an ability to assume increased responsibility;
- Utilize technology and creativity to create next generation Library collections and services;
- Initiate and maintain collaborative relationships with colleagues and the campus community, including understanding how a librarian’s activities intersect with or impact other areas of work within the Library or University;
- Contribute to planning and organization within specific units and the Library as a whole;
- Show awareness of CSU system-wide initiatives and their impact on areas of assigned responsibility.
II.B.2. Areas of Librarian Performance
The work of an individual Library faculty member may be concentrated in one or more areas of Library specialization. The Assignment Document will normally indicate in a general way the area or areas of work in which the librarian has an assigned role. Librarians shall use the areas of librarian performance enumerated below that are appropriate for organizing their self-evaluation narrative and accompanying documentation.

II.B.2.a. Reference and instruction services, e.g., provides one-on-one research assistance using face-to-face, telephone, or electronic modes of communication, performs information literacy instruction in classrooms or online, both synchronous and asynchronous.

II.B.2.b. Subject specialization and liaison services, e.g., fulfills outreach and liaison responsibilities to CSUF departments and colleges; stays current and applies knowledge of assigned subject areas on a continual basis.

II.B.2.c. Cataloging and technical services, e.g., applies nationally recognized standards and practices to the description, cataloging, classification, and organization of Library collections and information resources.

II.B.2.d. Selection, deselection, and acquisition of resources, e.g., performs the evaluation, selection and acquisition of resources in a variety of formats in support of the CSUF curriculum.

II.B.2.e. Library systems and technology, e.g., creates or procures and maintains the technological infrastructure, applications, and equipment through which Library resources and services are offered to students, faculty and staff.

II.B.2.f. Special collections and archives, e.g., applies curatorial knowledge and techniques to preserve and make available materials deemed unique or historically valuable; performs outreach to the University and community.

II.B.2.g. Management, coordination, planning, and assessment, e.g., coordinates a Library section, leads a team, or manages a project.

II.C. Evaluation of Librarian Performance
The level of performance by a librarian shall be determined by evaluation of the “Performance as Librarian” portion of the Portfolio. In the case of probationary Library faculty, the self-evaluation narrative shall be consistent with the Library faculty member’s Prospectus (Section I.C.5). This portion of the Portfolio shall include materials for appraisal of the scope and nature of librarian activities, qualitative factors (such as effectiveness of leadership, ability to collaborate, etc.), and evidence of ongoing development as a professional librarian.

In order to evaluate librarian performance, the Portfolio shall include: (1) the self-evaluation narrative, and (2) peer evaluation(s) in the case of librarians with instruction duties in their
assignment document. The self-evaluation narrative shall be accompanied by the necessary supporting documentation, including a copy of the assignment document, peer evaluations, and other materials as described below. The self-evaluation narrative should include notations to all supporting documentation such that DPC members can easily match narrative statements with corresponding documents.

II.C.1. Self-Evaluation
The Performance as Librarian narrative is the primary form of self evaluation. The self-evaluation narrative of no more than 1,000 words, shall describe the librarian’s activities under each of the areas of librarian performance (Section II.B.2.) for which the librarian has some responsibility, as well as highlighting relevant attributes listed in Librarian Professional Responsibility (Section II.B.1.). In the latter case, it is neither necessary nor desirable to address all attributes in the narrative; rather the librarian should focus on the most salient examples. During the preparation of the self-evaluation narrative, the Library faculty member shall take time to reflect on successes and challenges faced during the review period and, in the case of probationary faculty, address the Prospectus. If a written plan to improve performance had been developed in consultation with the Chair and DPC during the previous review, the plan and the faculty member’s response to it also shall be discussed in the narrative and documented in the appendix of the subsequent Portfolio.

II.C.1.a. Reference and instruction services
Reference librarians provide one-on-one research assistance and instruction in the use of Library resources to CSUF students, faculty, staff, and community users via face-to-face, telephone or electronic modes of communication. Instruction librarians teach groups of students and other members of the campus community Library research techniques and information literacy skills in both classroom and online environments. Preparation may involve collaboration with campus faculty and the development of instructional materials, including web-based tutorials and guides.

Some examples of the documentation of Reference and instruction services include: peer evaluation of instruction (required for instruction librarians); faculty and student satisfaction survey data, reference statistics, instruction statistics, samples of instructional materials, letter(s) from Reference and/or Instruction Coordinators, and evidence of participation in relevant operational teams.

II.C.1.b. Subject specialization and liaison services
Subject consultants are responsible for serving as subject specialists/liaisons to faculty and students in CSUF departments and colleges, or to other entities in the University.

Some examples of the documentation of Subject specialization and liaison services include: sample correspondence with faculty in relevant departments or offices, research consultations statistics, new program or accreditation Library reports, evidence of work on collection development activities or projects, subject-specific guides, and promotional literature and outreach materials.
II.C.1.c. Cataloging and technical services
Librarians interpret and apply nationally recognized professional standards and practices to the description, cataloging, classification, and organization of Library collections and information resources.

Some examples of the documentation of Cataloging and technical services include: cataloging and processing productivity statistics, letters from section and/or unit heads, sample reports, and evidence of participation in relevant operational teams.

II.C.1.d. Selection and acquisition of resources
Librarians with responsibility for selecting and acquiring Library resources either evaluate, select, assess, and recommend purchase or cancellation of materials in all formats, or coordinate the efforts of other librarians fulfilling those duties.

Some examples of the documentation of Selection and acquisition of resources include: selection statistics, acquisition statistics, letters from section and/or unit leaders, sample reports, and evidence of participation in relevant operational teams.

II.C.1.e. Library systems and technology
Librarians participate in the creation and maintenance of the Library’s technology infrastructure, including the website, specialized Library and campus applications, discovery and inventory tools, equipment, and instructional media.

Some examples of the documentation of Library systems and technology include: letters from individuals in a position to observe the librarian’s work including colleagues, managers, members of campus IT, etc., reports, sample programming/documentation, and user feedback.

II.C.1.f. Special collections and archives
Librarians work to build, preserve, promote, and provide maximum access physically and virtually to the Library’s special collections and University archives, using innovative approaches that allow the discovery, use, management, and sharing of information in support of research, teaching, and learning.

Some examples of the documentation of Special collections and archives include: letters and comments from individuals in a position to observe the librarian’s work, including colleagues, unit/section heads, etc., reports, planning documents, processing and usage statistics.

II.C.1.g. Management, coordination, planning, and assessment
Librarians with leadership roles spelled out in their assignment document should possess the abilities and skills necessary to plan, coordinate, assess, and lead other Library employees in sections, units, or teams. The committee may consider, for
instance, the ability to work independently, to carry projects to completion, to solve problems and to communicate clearly in writing and orally with colleagues regarding the activities of the section, unit, or team. Librarians who oversee staff may be evaluated for their ability to motivate, train, develop and guide employees of varying backgrounds and skills.

Some examples of the documentation of Management, coordination, planning, and assessment include: Letters and comments from individuals in a position to assess the effectiveness of the librarian’s leadership activities, including colleagues and managers, reports, planning documents, and needs assessments.

II.C.2. Peer Evaluations (for instruction librarians only)
Librarians who have instructional responsibilities listed in their Assignment Document shall receive peer evaluation during the review period before a full review. In advance of the evaluations, the librarian under review shall arrange to have two experienced instruction librarians conduct the peer evaluations.

Peer evaluation of instruction allows librarians to receive constructive feedback on their instructional performance from evaluators. Librarians should discuss how they have incorporated the feedback from peer evaluators in order to improve their teaching in the self-evaluation narrative. Full instructions on peer evaluation of instruction are contained in the Department’s “Guidelines on Peer Evaluation of Instruction,” which is attached as Appendix A.

II.D. Determination of Level of Performance as Librarian

The Level of Performance as Librarian shall be used for purposes of action (see Sections V., VI., VII., VIII.). The level of performance shall be determined by ratings received from the DPC’s review of the self-evaluation narrative and accompanying documentation, as well as peer evaluations, where applicable. After each DPC member reviews these materials, the DPC shall assign a rating of Outstanding, Good, Fair, or Inadequate to the Performance as Librarian narrative, and the rating and supporting comments shall be described in the evaluation document. Because the DPC must use the Portfolio (self-evaluation narratives and accompanying documentation) as the basis of its evaluation, it is imperative that the librarian pay attention to the thoroughness and quality of the Portfolio. Evaluation shall be based on the quality of activities described in the self-evaluation narrative; the responsiveness to peer, faculty, and student comments; efforts to continue improvements as needed; and evidence pertaining to both the professional attributes enumerated in Section II.B.1. and the relevant specialized areas of librarian performance enumerated in Section II.B.2.
III. SCHOLARLY/CREATIVE AND PROFESSIONAL GROWTH ACTIVITIES

III.A. Introduction

UPS 210.000 II.C.2. states that the Library faculty member is expected to engage in an appropriate program of scholarly/creative activities and professional growth activities with the two-fold purpose of (a) strengthening and updating professional expertise, and (b) contributing to the advancement of knowledge within the information community.

It is the Library’s responsibility to support and encourage faculty to engage in scholarly/creative and professional growth activities. This can occur in many ways—communicating information about publishing opportunities, encouraging collaboration among peers, highlighting grant opportunities, etc. While scholarly/creative and professional achievements are ultimately the responsibility of the individual Library faculty member, the Library will seek to provide a supportive, encouraging environment for such activities.

III.B. Definition of Scholarly/Creative and Professional Growth Activities

When assessing a candidate for retention, tenure, or promotion, the DPC will consider the degree of quality, value, relevance and impact of the librarian’s scholarly/creative and professional growth activities on the profession. Activities should relate to the librarian’s responsibilities, subject specializations, and/or special assignments within the Library or the University. It is the librarian’s responsibility to explain how the documentation presented demonstrates significant, relevant, and current professional contributions. The most common forms that scholarly/creative and professional growth activities take are enumerated in Section III.B.1.-2. below. However, these are not the only forms; others may be presented if a candidate can demonstrate that they contribute to the profession.

III.B.1. Scholarly/Creative Activities

Scholarly/creative activities, no matter their form, are judged, among other things, by their degree of completeness. Therefore, the librarian should clearly state if a publication, presentation, or other scholarly/creative activity is in progress, submitted, accepted, published, or otherwise accomplished. Works that are published, presented, accepted for publication or presentation carry significantly greater weight than works submitted or in progress.

III.B.1.a. Publications

Publication is an important avenue for advancing the results of research and new ideas, making connections within the profession and with other disciplines, and sharing practical applications. The Library deems contributions in any format as publications of the highest caliber if the following three conditions are met:

i. The publication is subject to an external peer review process (or an editorial review process in the case of books and book chapters) by a recognized professional publication or publisher
ii. The publication is produced by a professional or commercial organization engaged in the production and distribution of such materials, including trade and academic presses, professional societies, governmental agencies, or non-governmental organizations.

iii. The publication is a demonstration of professional expertise in librarianship or a field closely related to the librarian’s position, including subject areas or special assignments for which the librarian is responsible.

The Library acknowledges that publication in peer-reviewed professional or academic journals is a recognized accomplishment and is expected of every probationary librarian in their efforts to achieve tenure and promotion. In addition to an article in a peer-reviewed journal, there are other publications that may be considered accomplishments of the highest order, including books, book chapters, and similarly significant scholarly/creative work in any format. Publications that do not meet these three conditions, for instance, book reviews or magazine, newspaper, and newsletter articles, also have value, but will not be considered as the same level of accomplishment.

Collaborative research and publication is encouraged; however, the DPC will evaluate such co-authored publications based on the level of involvement by the library faculty member and the number of co-authors, in addition to the other criteria already mentioned.

Examples of documentation for publications include: copy of the publication (or manuscript, if submitted, accepted, or in progress, but not published), evidence of peer review, letters of acceptance, evidence of journal/publisher’s quality, publication impact data (if available), co-authorship disclosure form (required if publication is co-authored), and published reviews of the publication, if available.

III.B.1.b. Presentations
Conferences, workshops, and professional meetings are an important communication forum for librarians. In the evaluation process, a presentation is assessed by the content, preparation, research required, the forum to which it is delivered, the length of the presentation, and the impact on the profession. An invited and/or peer-reviewed presentation has greater significance in the evaluation process. The following are examples of presentations:

i. Presenting a paper at a conference
ii. Presenting a workshop
iii. Chairing or moderating a conference session or panel
iv. Serving on a discussion panel or as a reactor to presented papers
v. Presenting a poster session

Examples of documentation for presentations include: official invitations to present, copies of papers or PowerPoint presentations delivered, audience
evaluations of the presentation, program listings, letters of
acknowledgement/appreciation, and photos of the presentation.

III.B.2. Professional Growth Activities
Professional currency and continuing education are crucial in the rapidly changing fields of
library and information science, higher education, and other scholarly/creative fields. In the
evaluation process, a professional growth activity is assessed by its relevance to the librarian’s
position or subject responsibilities and importance to the Library and the University. In the case
of participation in professional organizations, the impact of the organization (local, state,
national, or international) and the extent of the librarian’s work on behalf of the organization is
also considered. In the case of grant activity, a grant is assessed by the amount of the grant
award, the preparation and research involved in the preparation of the proposal, the prestige of
the granting institution, the rigor of the selection process, whether the grant is funded or not, and
the impact of the grant activity on the Library and University. Professional growth may be
acquired by many means. The following are some common examples in no particular order of
importance.

Participation in professional organizations
a. Serving as an officer
b. Serving as the chair of a committee
c. Actively contributing as a committee member
Continuing education
a. Pursuing a formal course of study (degree or certificate)
b. Attendance at a conference or workshop
c. Engaging in other activities that lead to the improvement of specific skills
Grant activity
a. External grants
b. Intramural grants
Other professional activities
a. Teaching a course
b. Serving on an editorial board or as a peer reviewer of a journal
c. Serving as a professional consultant
d. Receiving awards/honors

Examples of documentation for professional growth activities include the following:
Participation in professional organizations
• appointment letters or election results for organizational positions
• agendas, meeting minutes, and reports documenting librarian activity
• letters documenting appointment to committees
• emails or other acknowledgements noting active contribution
Continuing education
• copies of earned degrees/certificates or course transcripts if in progress
• conference and workshop programs or registration receipts
• other evidence showing improvement in specific skills
Grant activity
• copies of grant proposals

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• official grant award letters or grant funding notifications
• peer evaluations of grants
• copies of final reports, etc.

Other professional activities
• copies of teaching appointments (plus course syllabi, student evaluations, letters from department chairs or deans)
• copies of journals stating editorial board membership or reviewer status
• professional consultant contracts, reports, or letters of appreciation for consulting
• copies of awards/honors or copies of media coverage

III.C. Evaluation of Scholarly/Creative and Professional Growth Activities

The DPC, using the scholarly/creative and professional growth activities evaluation criteria described above, shall evaluate library faculty by analyzing the Portfolio, including the self-evaluation narratives and accompanying documentation. For probationary Library faculty, the self-evaluation narrative should be consistent with the Prospectus.

The Scholarly/Creative and Professional Growth Activities self-evaluation narrative (together with the accompanying documentation) is the primary tool for evaluation of performance in this area. The narrative of no more than 1,000 words should consist of a concise discussion of the activities that transpired during the review period. APA citation style should be used to cite all publications mentioned in the Portfolio. The self-evaluation narrative should include notations to all supporting documentation such that the DPC can effectively map narrative statements with corresponding documents. If, during the previous review period, a written plan to improve performance was developed in consultation with the Chair and DPC, the plan and the faculty member’s response to it shall be discussed in the narrative and documented in the appendix.

Because the DPC must use the Portfolio (self-evaluation narratives and accompanying documentation) as the basis of its evaluation, it is imperative that the librarian pay attention to the thoroughness and quality of the Portfolio in a way that allows the DPC to judge the librarian’s contributions and their significance. Evaluation will be based on the quality of the scholarly/creative and professional growth activities, evidence of responsiveness to previous evaluation comments, and other criteria as described in this document.

III.D. Determination of Level of Scholarly/Creative and Professional Growth Activities

The level of scholarly/creative and professional growth activities shall be used for purposes of action (see Sections V., VI., VII., and VIII.). The DPC shall determine the level of performance after reviewing the self-evaluation narrative and accompanying documentation pertaining to scholarly/creative and professional growth activities. After a review of these materials, the DPC shall assign a rating of Outstanding, Good, Fair, or Inadequate. The rating and supporting comments shall be described in the DPC’s evaluation document.
IV. LIBRARY, UNIVERSITY, AND COMMUNITY SERVICE

IV.A. Introduction

All Library faculty members shall be actively involved in service activities in support of the Department, the Library, the University, and the community. These contributions should have well-defined objectives that support Library and University mission and goals, be aligned, where possible, with the librarian’s professional and subject expertise, and emphasize quality over quantity. UPS 210.000, Section II.C.3. states that the library “…faculty member is expected to act in a collegial manner by participating fully, productively, and collaboratively in the collective efforts and functions of the department, Library and University.”

IV.B. Definition of Library, University and Community Service Activities

Library faculty contributions to faculty governance and other service activities include committee participation at the Department, Library, University, and CSU system-wide levels and other relevant contributions to public interest groups in the community at large. In the examples listed below, the activities are not intended to be exhaustive or prescriptive.

IV.B.1. Examples of Department/Library Service Activities

- Serving as Chair of the Department
- Serving as Chair of the Department Personnel or Recruitment Committees
- Serving as a member of the Department Personnel or Recruitment Committees
- Serving as the chair or member of an ad hoc library or departmental committee other than the Personnel or Recruitment Committees
- Serving as an officer of the Council of University Library Faculty
- Attending and participating in meetings of the library faculty and other library groups not categorized under Performance as Librarian

IV.B.2. Examples of University Service Activities

- Serving as a member of an Academic Senate committee
- Serving as an Officer or member of the Academic Senate or California Faculty Association Board (CFA)
- Serving as Chair or member of a CSU system-wide committee; CFA committee; or other major committee, board, or group
- Actively participating in other campus groups including sponsoring student groups
- Actively participating in major campus events (e.g., Discoverfest, New Student Orientation)

IV.B.3. Examples of Community Service Activities

- Providing organizational leadership to community groups, governmental and non-governmental agencies, or charitable organizations and activities
- Contributing significant assistance to community groups, governmental and non-governmental agencies, and charitable organizations
• Participating in community outreach efforts including conducting general Library tours for community groups, or making presentations to community groups
• Volunteering for community events (e.g., Election Day Polling Place volunteer)

Although all Library faculty members are expected to participate in service activities, for untenured Library faculty, participation in Service is of lesser importance in comparison to the progress that must be made in the two other areas under evaluation: Performance as Librarian and Scholarly/Creative and Professional Growth Activities. Service plays a greater role in the evaluation of tenured Library faculty who are being reviewed for promotion to Full Librarian.

IV.C. Evaluation of Library, University, and Community Service

Consistent with the Library, University, and Community Service evaluation criteria described above, library faculty shall be evaluated by analysis of (1) the self-evaluation narrative of no more than 1,000 words and (2) the accompanying documentation contained in the appropriate appendix of the Portfolio. Probationary faculty should make the self-evaluation narrative consistent with the goals outlined in the Prospectus. The narrative shall contain notation referencing the supporting documentation.

In the evaluation process, the DPC will assess service activities by considering:

• The impact on the Department, the Library, the University, and the community
• The time commitment required
• The preparation required
• The degree of leadership demonstrated
• The extent to which the activities support the Library’s and University’s mission and goals

Examples of documentation of service activities include: invitations or appointments to serve, acceptance, appreciation or thanks; excerpts of agendas and meeting minutes; copies of non-confidential reports, news articles, or other formats documenting librarian contributions; materials prepared in support of service activities, and election results.

It is the librarian’s responsibility to not only list activities, but also to explain the extent of participation and to show how the documentation presented demonstrates the significance of that service to the Department, the Library, the University, and the community.

For service activities that extend over multiple years (e.g., membership on a committee, term as Department Chair), service for one year is considered to be one activity, service for two years is considered to be two activities, and so on.

IV.D. Determination of Level of Library, University and Community Service

The level of performance for Library, University, and Community Service shall be used for the purpose of action (see Sections V.D, VI.D, and VII.B.3.). The DPC shall determine the level of performance after reviewing the self-evaluation narrative and accompanying documentation. Evaluation shall assess the quality and significance of the service record presented. The DPC shall assign a rating of Outstanding, Good, Fair, or Inadequate for Library, University, and
Community Service. The rating and supporting comments will be included in the evaluation and recommendation memos.
V. EVALUATION FOR RETENTION

The evaluation and subsequent retention decision determines whether a probationary faculty member shall be reappointed at probationary status for another year, terminated, or be granted a terminal year as set forth in UPS 210.000 I. K. Timing of Review Cycles: Types of Recommendations.

As described in UPS 210.000 II.A.3., “the goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment.” Therefore, in order to be retained during the probationary period, a faculty member is required to demonstrate and document appropriate and measurable progress, growth, and accomplishments in all three areas of review. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory and consistent progress is being made toward tenure.

When a faculty member has been granted service credit, documentation of accomplishments during the service credit years shall be included in each Full Performance Review. However, accomplishments during the service credit years shall not be enough to warrant the granting of promotion and/or tenure. (See UPS 210.000 I.E. Service Credit.)

V.A. Eligibility

Probationary librarians are eligible for retention (i.e., reappointment to probationary status) for up to six years. Service credit years, if awarded at the time of appointment, are counted as part of the probationary period. After six probationary years, if tenure is not granted, appointment to a seventh terminal year shall occur. Appointment to a terminal year can occur as a consequence of an earlier review if such action is deemed appropriate in the evaluations of the DPC and higher reviewing entities.

V.B. Performance as Librarian

One of the most important concerns for first and second year probationary faculty is to develop the basic skills required to effectively carry out their responsibilities as outlined in the Assignment Document. Librarian assignments are made in consultation with each librarian by the Chair (and approved by the University Librarian) based on Library needs. To meet the requirement for retention in the area of Performance as Librarian, the librarian should receive a rating of Fair or higher. To receive a Fair rating by the second year, the librarian should have demonstrated a clear grasp of the nature of his or her assignment and a growing level of competency in the specialized area or areas of Library work to which he or she has been assigned. In addition, the librarian shall work to embody a growing number of the professional attributes listed in Section II.B.1. Librarian Professional Responsibility.

By the fourth year review, the librarian should demonstrate a level of mastery of the specialized areas enumerated in the assignment document and have exhibited the ability to take on some responsibility for services or operations, or otherwise exercise leadership within the Library. In addition, the librarian should have displayed professional growth and potential to respond
effectively to evolving trends in librarianship and/or changes in the higher education environment.

**V.C. Scholarly/Creative and Professional Growth Activities**

The Library's expectation of probationary faculty increases with the accumulating years of experience. In addition to Performance as Librarian, the most important concern for the first and second probationary years is the construction of the Prospectus and the establishment of a scholarly research and professional growth agenda. For retention each year, it is expected that the librarian show continuing progress in scholarly/creative and professional growth activities. The Library’s definition of such activities is presented in **Section III.B. Definition of Scholarly/Creative & Professional Growth Activities.**

During the second probationary year of review (which is a full performance review covering the first year of activity) the DPC shall evaluate the scholarly/creative and professional growth activities of the librarian being considered for retention as follows:

**Outstanding.** There should be evidence of: 1) a detailed research plan, 2) the submission of a peer-reviewed article to a scholarly journal, 3) one or more other contributions from **Section III.B.1.a.-b.,** and 4) an example of continuing education or professional activity as outlined in **Section III.B.2.**

**Good.** There should be evidence of: 1) a detailed research plan, 2) a draft manuscript of a scholarly journal article, and 3) at least one professional growth activity such as those enumerated in **Section III.B.2.**

**Fair.** There should be evidence of: 1) the development of a research plan, 2) clear progress in executing the research plan, including an outline or early draft of an article that the librarian intends to submit to a peer reviewed journal, among other evidence, and 3) at least one professional growth activity such as enumerated in **Section III.B.2.**

**Inadequate.** Failure to meet the criteria for Fair shall be deemed Inadequate.

Unless a full review is required by the previous year's evaluation, the third and fifth probationary year reviews are abbreviated reviews, in which reappointment for another year is automatic, and evaluations are advisory. Nevertheless, performance in scholarly/creative and professional growth should be on track for tenure.

During the fourth probationary year review (which is a full performance review covering three years of activity), the DPC shall evaluate the scholarly/creative and professional growth activities of the librarian being considered for retention as follows. Because this review covers three years, the DPC expects to see strong evidence of growth and progress toward tenure.

**Outstanding.** There should be evidence of: 1) the maintenance of a very well developed research plan, 2) the acceptance or publication of a peer-reviewed article by a scholarly journal, 3) the submission of a second peer-reviewed article to a scholarly journal, 4) on
average one or more other high quality contributions per year as described in Section III.B.1.a.-b., and 5) an ongoing track record of significant professional activities.

**Good.** There should be evidence of: 1) the maintenance of a well-developed research plan, 2) the acceptance or publication of a peer-reviewed article by a scholarly journal, 3) a second publication in preparation, 4) on average one additional contribution per year as described in Section III.B.1.a-b, and 5) on average one professional activity per year as described in Section III.B.2.

**Fair.** There should be evidence of: 1) continued development of a research plan, 2) acceptance or publication of a peer reviewed article by a scholarly journal, 3) at least two additional contributions as described in Section III.B.1.a.-b., and 5) at least one professional activity as described in Section III.B.2.

**Inadequate.** Failure to meet the criteria for Fair shall be deemed Inadequate.

**V.D. Library, University, and Community Service**

While all Library faculty members are expected to participate in service activities, for untenured Library faculty, participation in service is of lesser importance in comparison to the progress that must be made in the two other areas under evaluation: Performance as Librarian and Scholarly/Creative and Professional Growth Activities. Moderate, high-quality efforts in this area are sufficient.

Criteria used for the evaluation of service activities are defined in Section IV.C. of this document. Levels required for retention follow the definitions under Section VI.D. provided below. A rating of Fair or above is necessary for retention. (See Section IV.B. for a list of example activities.)

The expectation is that one or two service activities per year should be sufficient for retention.

**V.E. Action—Retention**

During the probationary period, the Library faculty member normally will undergo two full reviews and two abbreviated reviews before the sixth year review which results in the tenure decision. During the full reviews, the DPC will evaluate the performance of the probationary librarian in all three areas (Performance as Librarian; Scholarly/Creative and Professional Growth Activities; and Librarian, University, and Community Service) and collectively assign ratings of Outstanding, Good, Fair, or Inadequate.

The second probationary year review evaluates the work of the librarian’s first probationary year, as spelled out in Sections V.B., V.C., and V.D. above. During the first year, the Prospectus is completed and included in the Portfolio submitted for the second year review. An overall DPC rating of Fair or higher is required for retention after the second year review. If during the second year review, the DPC ranks Performance as Librarian and Scholarly/Creative and Professional Growth Activities at the level of Fair, but finds that there are weaknesses in the
Portfolio that need to be addressed, then the DPC may recommend that the probationary librarian undergo a full performance review in the third year. However, if the overall DPC evaluation is Inadequate in either Performance as Librarian or Scholarly/Creative and Professional Growth Activities, the DPC will recommend termination.

Because the fourth probationary year covers three years of activity, it should show growth and progress toward tenure; thus many of the expectations for tenure should have been met by this time, as spelled out in Sections VI.B., VI.C., and VI.D. below. However, if during the fourth year review, the DPC ranks Performance as Librarian and Scholarly/Creative and Professional Growth Activities at the level of Fair, but finds that there are weaknesses in the Portfolio that need to be addressed, then the DPC may recommend that the probationary librarian undergo a full performance review in the fifth year. On the other hand, an overall DPC evaluation of Inadequate in either Performance as Librarian or Scholarly/Creative and Professional Growth Activities should result in a recommendation for a terminal year.

Unless a full review has been required by the DPC or higher reviewing entities, the third and fifth probationary year reviews are abbreviated, reappointment for another probationary year is automatic, and evaluations are advisory. Nevertheless, performance should be on track for tenure.

During each probationary year review, the DPC evaluation shall note the progress made toward satisfying the requirements for tenure. Specific reference about satisfactory progress toward this goal shall be included in a document from the DPC to the faculty member. If deficiencies are found, the Chair in consultation with the DPC, the relevant operational unit head or heads, and the faculty member shall develop a written plan to aid the faculty member in attaining the level of performance expected. Statement of the plan and discussion of the faculty member’s response to it shall be included in the narrative section and documented in the appendix of the subsequent Portfolio.
VI. EVALUATION FOR TENURE

The evaluation and subsequent decision to grant tenure, which is normally accompanied by promotion to Associate Librarian, is an important long-term commitment to the Library faculty member. Moreover, it is a statement of the value of a Library faculty member’s contribution to the goals and objectives of the institution. Therefore, this evaluation process is extensive, and the Portfolio is to be cumulative. A high level of effectiveness and accomplishments shall have been attained in all three areas of review by the end of the probationary period with strong evidence of continued growth and ongoing activity.

VI.A. Eligibility

Librarians shall normally be considered for tenure during their sixth probationary year, regardless of the rank at which they were appointed. The granting of tenure before the sixth year shall be considered “early tenure” and is discussed in Section VIII. Evaluation for Early Tenure and Early Promotion.

VI.B. Performance as Librarian

For the granting of tenure, the librarian must be rated at the level of Good or higher in Performance as Librarian. To be rated at that level, the DPC anticipates that the Library faculty member will have developed into a well-rounded librarian who possesses many of the attributes listed in Section II.B.1. Librarian Professional Responsibility. The librarian will have demonstrated high levels of proficiency in several areas of library specialization as described in Section II.B.2. Areas of Librarian Performance. It is expected that the librarian will have taken on increasing levels of responsibility (e.g., section coordinator, team leader) and/or shown leadership through spearheading initiatives where appropriate within the Library.

The DPC must determine whether the faculty member has demonstrated his or her ability to understand and contribute to the goals and objectives of the Library in support of the University’s overall mission. Furthermore, the librarian must show evidence of the capacity to develop in response to changes in the profession and a commitment to an ongoing program of professional growth and development.

VI.C. Scholarly/Creative and Professional Growth Activities

For the granting of tenure, the librarian must be rated at the level of Good or higher in the area of Scholarly/Creative and Professional Growth Activities. It is expected that librarians will have established a well-developed research agenda resulting in original contributions to knowledge in library and information science or other fields directly related to the librarian’s assignment. Moreover, the librarian will have disseminated that knowledge beyond the library through at least one publication in a peer-reviewed professional journal, as well as other methods, as described in Section III.B.1. In addition, the library faculty member should be able to demonstrate a strong commitment to maintaining professional currency through continuing education opportunities and/or active participation in professional library organizations or other organizations relevant to the librarian’s assignment, as described in Section III.B.2. Finally, the
record of achievement should show a pattern of growth in the quality, significance and overall impact of the individual’s efforts in one or more areas in which the librarian has been active.

There are many paths by which a librarian may achieve a record of scholarly/creative and professional growth activities substantial enough to warrant the granting of tenure. Some librarians will accumulate achievements in a number of areas, while other librarians may focus most of their efforts in a few areas. In all cases, the DPC will evaluate the work of Library faculty according to how the accumulation of activities has:

- Contributed significant knowledge to the Library profession or relevant disciplines, or
- Deepened substantially the understanding, skills, or expertise of the librarian under review in an area related to their assignment and/or the Library’s goals and objectives, or
- Advanced the library and information science profession or related fields through work on behalf of relevant professional organizations, associations, or other scholarly or professional bodies

The scholarly/creative and professional growth activities of librarians being considered for tenure will be evaluated by the DPC using the categories defined below.

**Outstanding.** Scholarly/Creative and Professional Growth activities that greatly exceed the criteria for Good shall be deemed Outstanding.

**Good.** The librarian shall have maintained a well-developed research agenda through which valuable contributions have been made to some of the scholarly/creative activities outlined in Section III.B.1.a.-b, as follows: 1) there should be at least one published peer-reviewed journal article, 2) on average one additional contribution per year described in Section III.B.1.a.-b. The librarian shall also demonstrate sustained professional growth during the probationary period through the pursuit of professional growth activities (at least on average of one per year) as described in Section III.B.2. The quality and significance of activities in total during the probationary period shall be commensurate with a level generally expected from an experienced, tenured librarian.

**Fair.** The librarian documents scholarly/creative activity and professional growth that includes contributions from the areas described in Section III.B.1.-2., including a peer-reviewed article, but neither the quality nor quantity of the contributions meets the minimum criteria for Good.

**Inadequate.** Scholarly/Creative and Professional Growth activities that do not meet the criteria for Fair shall be deemed Inadequate.

**VI.D. Library, University, and Community Service**

For the granting of tenure, the librarian must be rated at the level of Fair or higher in the area of Library, University, and Community Service.
Criteria used for the evaluation of service activities for librarians are defined in Section IV.B. of this document. Levels for tenure and promotion to Associate Librarian are defined below.

**Outstanding.** The librarian documents service activities with a much higher degree of impact, significance, preparation and/or expertise required than those deemed Good.

**Good.** The librarian documents service activities with a high degree of impact, significance, preparation and/or expertise required than those deemed Fair.

**Fair.** The librarian documents service activities as described in Section IV.B. at an average rate of one or two valuable activities of any type per year.

**Inadequate.** Service activities that do not meet the criteria for Fair shall be deemed as Inadequate.

**VI.E. Action --Tenure**

Following the evaluation process as outlined above, the DPC shall vote on a recommendation for or against tenure based on the overall summary DPC evaluation. The Department’s expectation for the granting of tenure is a rating of Good in Performance as Librarian, Good in Scholarly/Creative and Professional Growth Activities, and Fair in Library, University, and Community Service. A rating of less than Good in Performance as Librarian, or in Scholarly/Creative and Professional Growth Activities will result in a recommendation of a terminal year. Explicit explanation of the overall recommendation shall be included in the DPC’s evaluation of the librarian.
VII. EVALUATION FOR PROMOTION

Promotion to Associate Librarian normally accompanies the granting of tenure. The evaluation for Promotion to Full Librarian requires that the Library faculty member demonstrate continuing growth, sustained vitality, and a high level of accomplishments as described below. The decision to grant promotion to the rank of Full Librarian shall be based on a record of activities that documents this performance. The accomplishments documented for tenure (and thus to Associate Librarian) shall not count again for promotion to Full Librarian.

VII.A. Eligibility

VII.A.1. Eligibility for Promotion to Associate Librarian
Promotion to Associate Librarian occurs with the granting of tenure. Therefore, the criteria described in Section VI. Evaluation for Tenure shall be applied. Early tenure and early promotion shall be recommended when requested by the faculty member in writing and warranted by the faculty member’s overall accomplishments. Such decisions require that an individual exceed the requirements for tenure or promotion in a period shorter than the usual time frame. Early tenure and early promotion decisions shall be made in accordance with criteria in UPS 210.000 and as described in Section VIII. Evaluation for Early Promotion and Early Tenure.

VII.A.2. Eligibility for Promotion to Full Librarian
A tenured librarian may request promotion in the fifth year if he or she has completed four years in rank as described in UPS 210.000 I.H. Promotion. Promotion to Full Librarian must be requested in writing by the faculty member. A faculty member may request in writing that he or she not be considered for promotion, in which case evaluation shall continue according to guidelines in Section IX. Evaluation of Tenured Librarians.

The Department considers promotion to Full Librarian to be a significant step, recognizing contributions to the Library, the University, and the field of library and information science, or other disciplines relevant to the librarian’s position. Thus, the DPC expects that faculty members being considered for promotion to Full Librarian should perform at or above the level expected for a recommendation for tenure in the areas of Performance as Librarian and Scholarly/Creative and Professional Growth Activities, and perform above the level expected for a recommendation for tenure in the area of Library, University, and Community Service (Good or above in all three areas). For a tenured librarian being considered for promotion to Full Librarian, the time period of review shall be the time since the last full review that resulted in a recommendation for tenure or the previous five years, whichever is less.

VII.B. Promotion to Full Librarian

VII.B.1. Performance as Librarian
For promotion to Full Librarian, the Department expects a Library faculty member to perform at the highest level of competency in the area(s) for which he or she has responsibility and to have maintained at least an overall Good performance as described in Section VI. Other attributes of a
successful candidate for promotion to Full Librarian include a demonstrated ability to consider the needs of the Library and the campus community in a broader, more integrated way than is usual in less experienced faculty, evidence of successful stewardship of operations, services, or other areas crucial to the success of the Library’s mission, and a track record of continued professional growth in academic librarianship, or other fields relevant to the faculty member’s position such that the librarian is considered an acknowledged expert or “resource person” within the Library.

The DPC shall evaluate Performance as Librarian based on the self-evaluation narrative, accompanying documentation, and peer evaluations, where applicable, as outlined in Section II. Each DPC member shall determine a Level of Performance as Librarian of a faculty member being considered for promotion to Full Librarian as defined in Section II.D. Determination of Level of Librarian Performance.

VII.B.2. Scholarly/Creative and Professional Growth Activities
After receiving tenure and in order to be promoted to Full Librarian, the Library encourages the Library faculty member to maintain an active scholarly/creative and professional growth agenda. Contributions and activities should be of high quality from areas discussed in Section III.B.1.-2. It is expected that several contributions will have been produced during the promotion review period (the time since the last full review that resulted in a recommendation for tenure or the previous five years, whichever is less). The librarian should also be able to demonstrate activity in the area of professional growth that has allowed the librarian to maintain currency and expertise in her or his areas of research and/or specialization within the Library.

The DPC shall evaluate the scholarly/creative and professional growth activities of the librarian being considered for promotion to Full Librarian as follows:

**Outstanding.** A mix of scholarly/creative contributions and professional activities that have garnered statewide or national recognition and greatly exceed the criteria for Good shall be rated as Outstanding.

**Good.** It is expected that three important, high-impact contributions will have been made from the activities listed in Section III.B.1., which may include peer-reviewed articles, books or book chapters, and other significant forms of scholarly communication, in addition to several other less important contributions. Activities in the area of professional growth (Section III.B.2.) should show the development of professional expertise, or an impact on the Library or related professions. Contributions in all areas combined should be commensurate with the output of a highly-experienced, professionally-active, tenured librarian.

**Fair.** Useful contributions shall have been made in the scholarly/creative area, and the librarian will have continued to develop professionally through continuing education or professional activities, as described in Section III.B.1.-2., but the quantity or quality of those contributions and activities do not meet the minimum criteria for a rating of Good.
**Inadequate.** Scholarly/creative contributions and professional growth activities that fail to meet the criteria for Fair will be rated Inadequate.

**VII.B.3. Library, University, and Community Service**

Participation in Service plays a greater role in the evaluation of tenured Library faculty who are being reviewed for promotion to Full Librarian because of their accumulated institutional knowledge and eligibility to serve on Department and University committees. Significant, high-quality activities are necessary.

Criteria used for the evaluation of service activities for librarians are defined in Section IV.B. of this document. Levels required for promotion to Full Librarian are defined below.

**Outstanding.** The librarian documents service activities as described in Section IV.B. that in quantity and/or quality greatly exceed the minimum level needed for a rating of Good.

**Good.** The librarian documents service activities as described in Section IV.B. at an average rate of one or two high-impact activities of any type per year. These service activities should be significant and require a level of preparation, expertise, and/or leadership expected from a highly-effective, experienced, tenured librarian.

**Fair.** The librarian documents service activities as described in Section IV.B. at an average rate of one or two activities of any type per year. However, these activities lack the degree of impact, significance, preparation, or leadership that would merit a rating of Good.

**Inadequate.** Service activities that do not meet the criteria for Fair shall be rated as Inadequate.

**VII.C. Action--Promotion to Full Librarian**

Following the evaluation process as outlined above, the DPC shall vote on a recommendation for promotion to Full Librarian based on the overall DPC evaluation. The Department’s expectation for promotion to Full Librarian is no less than a rating of Good in all three areas: Performance as Librarian; Scholarly/Creative and Professional Growth Activities; and Library, University, and Community Service.

Explicit explanation of the overall recommendation shall be included in the evaluation document from the DPC to the faculty member. If deficiencies are found and the promotion is not granted, the Chair in consultation with the DPC and faculty member shall develop a written plan to aid the faculty member in attaining the level of performance expected for promotion to Full Librarian. Statement of the plan and discussion of the faculty member’s response to it shall be included in the narrative section and documented in the appendix of the subsequent promotion Portfolio.
VIII. EVALUATION FOR EARLY PROMOTION AND EARLY TENURE

VIII.A. Eligibility

VIII.A.1. Early Promotion
The promotion of a Library faculty member shall not normally occur during the probationary period. Under the conditions outlined in UPS 210.000 II.A.5., a faculty member may, however, apply for early promotion after completing at least one year of service at his or her appointed rank. A probationary faculty member shall not be promoted beyond the rank of Associate Librarian. To be considered for early promotion, a faculty member must apply in writing to the Office of Faculty Affairs and Records by the deadline indicated in UPS 210.000 II.A.5. A candidate for promotion may withdraw, without prejudice, his or her promotion request at any level of review prior to the final decision.

VIII.A.2. Early Tenure
Library faculty members should normally be considered for tenure during their sixth probationary year, irrespective of their appointed rank. Consideration for early tenure may be requested by a faculty member after having completed at least two years of probationary service and before completing the fifth year. Requests for an early tenure decision must be submitted in writing to the Office of Faculty Affairs and Records by the deadline indicated in UPS 210.000 II.A.4.c.

VIII.B. Criteria for Early Promotion

VIII.B.1. Early Promotion to Associate Librarian
Normally the promotion to Associate Librarian accompanies the awarding of tenure. However, in exceptional cases, the librarian’s performance achieves a level of quality that merits the granting of early promotion.

The granting of early promotion to Associate Librarian requires performance in all areas of review such that the library faculty member has displayed accomplishments, growth and potential that strongly indicate that she or he will meet the expectations for tenure by the end of the probationary period. In particular, there must be evidence of accomplishments in Performance as Librarian and Scholarly/Creative and Professional Growth Activities that exceed those tenure expectations (see UPS 210.000.II.A.5.b and Section VI. Evaluation for Tenure in this document).

To obtain a DPC recommendation for Early Promotion, a Library faculty member must 1) be judged as meeting the requirements for tenure as specified in Section VI. Evaluation for Tenure, and 2) receive a DPC evaluation of outstanding in either Performance as Librarian or Scholarly/Creative and Professional Growth Activities and an evaluation of at least good in the other category, and 3) Library, University and Community Service at fair or greater.
VIII.B.2. Early Promotion to Full Librarian

Early promotion to Full Librarian requires that the librarian display excellence in all three areas of review.

To obtain a DPC recommendation for Early Promotion to Full Librarian, a librarian must 1) be judged as meeting the requirements for promotion to the indicated rank as specified in Section VII. Evaluation for Promotion, and 2) receive Outstanding DPC evaluations in the three areas of review: Performance as Librarian; Scholarly/Creative and Professional Growth Activities; and Library, University, and Community Service.

VIII.C. Criteria for Early Tenure

The granting of early tenure requires that expectations for the entire probationary period shall have been met, plus evidence of accomplishments in Performance as Librarian and Scholarly/Creative and Professional Growth Activities judged to exceed the requirements for a normal tenure decision.

To obtain a DPC recommendation for Early Tenure, a library faculty member must 1) be judged as meeting the requirements for tenure as specified in Section VI. Evaluation for Tenure, and 2) receive Outstanding DPC evaluations in both Performance as Librarian and Scholarly/Creative and Professional Growth Activities, with the evaluation in Library, University, and Community Service at Good or greater.
IX. REVIEW OF TENURED LIBRARIANS (POST-TENURE REVIEW)

Tenured librarians shall be reviewed at least once every five years. Known as the post-tenure review, this periodic performance review of tenured Library faculty follows UPS 210.020 guidelines and is required by the CBA. This review is for the purpose of encouraging and maintaining excellence in all three areas of review. Post-tenure review does not result in any formal personnel actions, but the DPC is permitted to suggest improvements.

IX.A. Eligibility

There are two classes of Tenured Library Faculty who are required to undergo this periodic performance review: Associate Librarians and Full Librarians.

IX.A.1. Associate Librarians

Tenured Associate Librarians who elect not to apply for promotion to Full Librarian shall undergo post-tenure review every five years except when on sabbatical or leave of absence. They must demonstrate continued activity in all three areas of evaluation.

IX.A.2. Full Librarians

Full Librarians shall undergo post-tenure review every five years except when on sabbatical or leave of absence. Full Librarians shall be expected to demonstrate continued productivity in all three areas of performance, serving as role models for less experienced library faculty.

IX.B. Criteria

Performance will be assessed in terms of the criteria set forth in Sections II.-IV. of the Technical Services Departmental Standards.

IX.C. Evaluation Process

Guidelines specific to library faculty are found in the Department of Technical Services document entitled: “Procedures and Criteria for Review of Tenured Library Faculty.” which implements UPS 210.020. According to UPS 210.020 II.B., the department shall implement a process for selecting a peer-review committee. In the case of the Library, the DPC is the department peer-review committee.

The post-tenure review portfolio consists of:
- A current Portfolio Vita as the primary document covering Scholarly/Creative and Professional Growth Activities and Service
- A self-evaluation narrative of no more than 500 words covering Performance as Librarian

The DPC uses the “Post Tenure Review Evaluation Form” to prepare its evaluation. See the document: “Procedures and Criteria for Review of Tenured Library Faculty” for further information.
X. DEPARTMENT PERSONNEL COMMITTEE (DPC)

X.4. Composition

In accordance with UPS 210.000 V.B.3., the DPC shall consist of at least 3 voting members and an alternate. Voting DPC members are elected to two-year, staggered terms. (To help with continuity, one member will be elected one year and the other two every second year.) The alternate shall be elected yearly to serve only under the conditions described below in Section X.A.2.

X.A.1. Eligibility

Only full-time, tenured members of the Department may serve on the DPC. The Department Chair and tenured members of the Department who are on any type of leave may not serve. Associate Librarians are not eligible to review portfolios for promotion to Full Librarian.

X.A.2. Conditions in which the Alternate Serves

The alternate shall temporarily replace a DPC member under the following conditions, if a DPC member is:

- not eligible to review a promotion portfolio, and the alternate is eligible
- subject to personnel review that year
- ill or temporarily absent

The alternate shall permanently replace a DPC member for the remainder of his or her term of service if a DPC member resigns.

X.B. Elections

The Department Chair shall arrange for the election of DPC members and an alternate prior to the second week of classes of the fall semester. Members of the Department Personnel Committee shall be elected by secret ballot. If there is an insufficient number of tenured department members eligible to serve, the department will seek tenured faculty from related disciplines as indicated in UPS 210.00 V. B. 3-4.

X.C. Responsibilities of the Department Personnel Committee

X.C.1. Revise the Departmental Personnel Standards as needed

In consultation with the Department Chair, the DPC reviews, revises, and submits for approval the draft document or changes to the document needed to keep this document in compliance with UPS 210.000 and the CBA.

X.C.2. Evaluation of Portfolios

The DPC shall review portfolios for all library faculty under consideration in the RTP process and make written evaluations and recommendations as outlined in this document and in accordance with the appropriate University procedures and timelines. In its written evaluation, the DPC shall discuss the candidate's contributions and activities in all three evaluation
categories as outlined in Sections II. – IV. of this document and UPS 210.000 II.C. The evaluation report and recommendation shall be approved by a simple majority vote of the entire DPC and each member’s vote recorded on the recommendation form (see UPS 210.000 IV.E.3.).

X.C.3. Peer Evaluation of Library Instruction
The DPC facilitates arrangement of peer evaluations of library instruction sessions as specified in Section II.C.2.

X.C.4. Other Personnel Business
The DPC conducts other personnel business as requested by the Department Chair or deemed necessary by the DPC including drafting, reviewing, and editing additional departmental guidelines governing personnel actions.
Appendix A
California State University, Fullerton
Pollak Library
Department of Technical Services Department
Guidelines on Peer Evaluation of Instruction

Peer evaluation of instruction focuses on teaching methods and their effectiveness in an effort to provide constructive feedback to the librarian-instructor and to enhance the overall quality of the Pollak Library’s instruction program. For all full-time and part-time temporary librarians with instruction assignments, the Department requires evaluation of at least one instruction session by two or more colleagues during each review period. Tenured and tenure-track librarians are also encouraged to seek peer evaluation of instruction sessions as part of the personnel review process. Librarians being reviewed may request evaluation of an additional session.

Peer Evaluation Process

1) The Personnel Committee and the candidate meet to select two or more evaluators and the instruction session(s) to be evaluated, including the time(s) and date(s).

2) Prior to the session, the candidate and evaluator(s) meet to discuss the instructional goals for the session and any other pertinent information.

3) During the session, each evaluator uses the evaluation worksheet for note taking. (Worksheet is attached.)

4) Immediately following the session, the evaluator(s) and candidate meet to discuss the session and share initial feedback and suggestions.

5) Each evaluator prepares a written evaluative summary and gives a copy of the summary to the candidate and to the Chair of the Personnel Committee. The candidate includes the summary in the review portfolio.

Evaluation Summary

The Evaluation summary shall address instructional goals and the effectiveness of the session in terms of both content and teaching methods.

Approved by the Department 6/10/03.
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<tr>
<th>Evaluation Criteria</th>
<th>Comments</th>
<th>Suggestions</th>
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<td>Demonstrates awareness of Information Literacy Competency Standards for Higher Education</td>
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<td>Demonstrates knowledge of subject &amp; expresses enthusiasm for material</td>
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<td>Demonstrates awareness of various learning styles</td>
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<td>Gears concepts and materials to class level</td>
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<td>Engages students &amp; is responsive to students’ questions</td>
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