

**Meriam Library Faculty Personnel Guidelines for Retention,
Tenure & Promotion**

Approved by the Faculty April 28, 2022

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Provisional Standard Approved 9-1-22 for AY 22/23 contingent upon receipt of revision per the 9-1-22 memo and attachments.

Standards must be compliant with the CBA and the FPPP. Conflicts between these standards and the CBA or the FPPP will be resolved pursuant to the CBA and then FPPP.

Preamble:

This document sets forth general standards and criteria for retention, tenure, and promotion of probationary, tenured, and temporary, faculty in the Meriam Library. The provisions of this document are intended to be implemented in conformity with University-wide retention, tenure and promotion (RTP) policies as documented in the Faculty Personnel Policies and Procedures (FPPP), and the Collective Bargaining Agreement (CBA).

This document serves two purposes. For the candidate, these standards make clear the expectations of the department for retention, tenure, and promotion and they clarify the process so the candidate understands the necessary documentation to provide for the reviewing committees. For RTP committees and outside reviewers it documents the department's standards by which to assess the candidate's performance in pursuit of retention, tenure, and promotion. These Library Faculty Personnel Guidelines (LFPG) state the criteria and standards by which the Faculty of the Meriam Library will be evaluated. A probationary faculty member may elect to be evaluated under the LFPG version in effect at their time of hire the most current approved version.

Definitions:

The University Retention, Tenure, and Promotion (RTP) standards designate Instruction as the first, minimum, and indispensable requirement for retention, tenure, and promotion for teaching faculty. As the guidelines for non-instructional faculty these Library standards require Professional Performance in Librarianship in place of Instruction.

For matters of RTP actions the Library is considered a Department of the University and will follow the schedule of dates recommended for Department Personnel Committees. (FPPP 15.1)

For any issue not addressed in these guidelines the definitions and procedures of the FPPP will prevail.

Librarian ranks:

The terminology in effect for how academic ranks of instructional faculty will apply to library faculty:

Instructional Faculty	Librarians: Personnel Records and Salary Schedule
Instructor	Assistant Librarian
Assistant Professor	Senior Assistant Librarian
Associate Professor	Associate Librarian
Professor	Librarian

Criteria, Standards, and Procedures for Evaluation

I. Evaluation of Faculty (FPPP 8.0)

- PAF and WPAF (FPPP 8.1.2)
 - The Personnel Action File or PAF is the permanent record of personnel information for each faculty employee and is maintained in the office of the Library Dean.
 - During periods of evaluation the PAF and the faculty dossier are combined to create the Working Personnel Action File or WPAF. After evaluations or reviews are completed the dossier is returned to the candidate and the PAF remains in the custody of the Dean.
 - See FPPP 7.0 and 8.1.2 for procedures related to maintenance of the PAF.

- **Assignment Letter**
 - The annual assignment letter outlines the areas of responsibility from which candidates will be evaluated. Librarians will typically be assigned to a specialized area of responsibility in addition to having a general role. Librarians may be responsible for activities in more than one service area. It is usual for a librarian to be assigned subject liaison responsibilities in addition to a role in another service area.
 - Specific library roles and responsibilities may evolve or change from original hiring descriptions and will be delineated in an annual appointment letter from the Library Dean in consultation with the faculty member and the Department Chair.
 - The assignment letter shall also outline assigned time reductions for newly hired faculty, or for other faculty as appropriate.

- **Dossier (FPPP 8.1.3)**
 - Purpose
 - The dossier is a file kept by each faculty member and provides the evidence for the criteria for evaluation upon which the RTP review is based.
 - The dossier should be updated annually by the review candidate.
 - The purpose of the dossier is to provide evaluators with the information and documentation necessary to assess the candidate's performance in the areas of Professional Performance in Librarianship, Professional Growth and Achievement, and Service to the Department, University, and Community.

- Contents
 - A copy of department standards under which they will be evaluated. (A probationary faculty member may elect to be evaluated under the LFPG version in effect at their time of hire or the current version. The candidate should indicate and include a copy of the version they elect to be evaluated under.)
 - Current Curriculum Vita
 - Appointment letter(s)
 - A self-reflective narrative describing the candidate's achievements and performance and addressing the goals, methods, strengths and weaknesses, and overall philosophy of librarianship. The narrative reflects on:
 - Professional Performance of Librarianship in the assigned areas of responsibility; contextualizing the significance of the candidate's role within the library and university. Reflection of candidate's contribution to supporting student learning.
 - Professional Growth and Achievement (PG&A)
 - Other contributions to the University and Community (Service)
 - Description of how the candidate's librarianship contributions to the overall mission and strategic plan of the library and university should be addressed throughout the three sections above.
 - Support materials
 - The candidate will include evidence of the activities discussed in their dossier. Copies of published works, presented papers, teaching materials, and letters of support or commendation, are all appropriate materials to include.
 - Materials may be divided according to areas discussed in the narrative (e.g.: Librarianship, PG&A, and Service).
 - Supporting materials shall be referenced throughout the dossier and linked or referenced as appropriate.
 - Index
 - The FPPP (7.0.14) requires that all candidates include an index of materials in the dossier.

II. Criteria for Evaluation (FPPP 10.1.2)

A. Professional Performance of Librarianship

The following professional performance characteristics will be used as evaluation criteria in the area of Librarianship:

- A record of high-level performance or continuing improvement of performance related to effectiveness in assignment is essential for a recommendation for renewal of appointment. For tenure and promotion effectiveness in assignment must be of a high level.
- Demonstrated awareness of best practice theory, principles and trends in librarianship and in areas of assigned responsibility.
- Incorporation of best practices in supporting the goals and objectives of the library and university.
- Demonstrated commitment to a learning-centered environment.
- Demonstrated awareness of the trends in higher education and incorporates new directions in appropriate areas of responsibility.
- Demonstrated positive, congenial, and collaborative relationships with colleagues, the campus community, and library users.
- The following are examples of areas librarians may be assigned. This is not a ranked list. Each librarian will have different responsibilities based on the assignment letters mentioned above. The assignment of a librarian faculty member is made by the Dean after consultation with the librarian faculty employees (CBA 20.9, 20.12)
 - Subject liaison to a department, school, or college, determined by the faculty in consultation with the Department Chair and confirmed by the Dean.
 - Contributor to reference, consultation, and outreach activities.
 - Member of a library unit.
 - Head of a library unit, appointed by the Dean, in consultation with the faculty member and the department chair, including staff supervisory duties.
 - Specialized service or project(s)
 - To a specific area of responsibility which may include but are not limited to specialization in: Access Services, Acquisitions, Archives, Cataloging, Collection Management, Curriculum and Instruction, Digital Collections, Electronic Resources, Institutional Repository, Library Systems, Metadata, Outreach, Public Services, Reference Services, Scholarly Communication, Special Collections.

B. Professional Growth and Achievement (PG&A)

Academic librarians often develop their research interests while on the job and often these interests are determined by the area of their professional responsibilities rather than developing a research agenda throughout a graduate program as is usual for many disciplinary faculty. For these reasons professional growth and achievement is often practical in nature and highly collaborative rather than theoretical. Additionally, continuous professional development is crucial to maintaining currency and developing new approaches with both constantly changing technology and the study of teaching and learning.

● **Professional growth**

Professional growth, or professional development, is a necessary component of retention but alone not sufficient for retention, tenure, and promotion. Professional achievement, or research and publication, is expected of all faculty (FPPP 10.1.3).

Evidence of professional growth is demonstrated by maintaining currency in an area of specialty or assignment through such activities as participation in professional organizations, and continuing education, workshops, faculty development, or training.

● **Professional achievement**

Professional achievement is evidenced by contributions to the field of librarianship or disciplinary areas related to one's assignment or expertise. The following points are meant to be descriptive and not prescriptive of the types of activities expected.

- Professional achievement can take many forms and scholarship is recognized in a variety of formats whether in print, digital, multimedia, or other media types.
- Within the field of library and information science, publications that emphasize practical application are often considered as important a contribution and have as much impact as those that emphasize theory, and should be considered to have equal merit.
- Journal articles and published proceedings (as in categories A and B) are common forms of written professional achievement. Refereed publications reflect significant accomplishment, but many non-refereed publications are widely respected and reach a substantial audience. Due to the diverse nature of the library profession other forms of scholarship are recognized. The quality as well as the quantity of each candidate's accomplishments will be considered.
- Book length publications are unusual in this field, however, edited book chapters, curriculum, or contributions to pedagogy are common and appropriate modes of contribution. Serving as a publication editor, referee, or other contributor to scholarship is viewed as an appropriate professional service. Collaboration is a common means of involvement in library scholarship and collaborative projects

are valued. Individual contributors should be able to demonstrate the value and extent of their contribution to the whole. Works that demonstrate individual contributions may be rated higher than multi-author publications.

- Conference presentations or workshops, panel presentations and poster sessions, are significant contributions in the field of library and information science, and are all considered appropriate areas of professional achievement. The candidate is responsible for conveying to the review committees how these activities support their candidacy.
- It should be clearly stated if a work is in progress, has been submitted, has been accepted, or has been published. Works that are published or accepted for publication carry greater weight than works in progress or submitted, though all should be included in the dossier.
- Grant applications and awards should be considered as works under professional achievement and may be weighted according to status as submitted, successfully awarded, or declined.
- Election to a professional leadership role at the state or national level can have a significant impact on the profession. Serving a leadership role in professional associations or related organizations may be assessed on a number of factors including the level of commitment, the impact of the leadership role, and the length of service and activity in the association. The candidate should provide evidence to the committee to evaluate their accomplishments or contributions in this area.
- Review committees will evaluate each candidate on the merits of their achievement.

Examples of Professional Contributions (Not a comprehensive list)		
Category A	Category B	Category C
Author or co-author of a published book in a peer-review press	Presentation at a national or regional professional conference	Poster presentation at a national or regional conference
Author or co-author of an article published in a refereed journal	Multi-authored article in a refereed journal	Author or co-author in a non-refereed journal
Author or co-author of a published book chapter	Panel presentation at a national or regional conference	Author or co-author of published curriculum design or exercise
Edited or co-edited a book or special journal issue	Book review published in an academic journal	Newsletter contributor
Invited conference presentation or keynote	Serving as an editorial board or grant reviewer (if not counted under service)	Serving as a conference organizer (if not counted under service)
Recipient of a significant service award	Multi-authored book chapter	Presentation to campus or local audiences
Securing a significant external grant	Securing an internal grant leading to completion of a project or being invited to submit a new, or advance a current significant grant proposal	Authoring and submitting an internal or external grant.
Creating and publishing a significant research collection (archives, data, oral history, or digital resource for example).	Encyclopedia or reference work articles.	Research or scholarly activity with the intention of contributing to Category A, B, or C
<p>In general, professional contributions have a greater impact in higher categories.</p> <p>This is not an exhaustive list of acceptable evidence; the candidate can make an argument for inclusion of other discipline specific accomplishments.</p>		

C. Other Contributions to the Strategic Plan and Goals of the Library, University and Community (Service)

- Library service committees: Participation in Library Service Committees is expected for retention, tenure, and promotion at all levels. Participation may include
 - Chairing or membership on standing department committees.
 - Chairing or membership on hiring committees or personnel committees.
 - Chairing or membership on ad-hoc committees, working groups, or project committees.
 - Post Tenure: chairing or membership on Department or College Personnel Committees.

- University service committees
 - Chairing on on-going university committees
 - Membership on university committees
 - Senate level committees are a significant level of service.
 - Impactful campus committees which address strategic needs of the university.
 - Service on campus advisory boards

- Other university service areas?
 - Service in faculty development
 - Service on task forces, working groups, and ad hoc committees
 - Service to student organizations
 - Other related faculty activities

- Service to Professional Organizations
 - Organization officer or leadership
 - Service on organization committees
 - Service to professional publications
 - Organization of professional meetings, conferences, or events

III. Standards for Evaluation of Probationary (FPPP 10.1.)

Each written performance review will require an assignment of evaluation in the areas of Professional Performance in Librarianship, Professional Growth and Achievement, and Other Contributions to the University and Community. Performance evaluations will designate the following rankings in these areas: Exceeds expectations, Meets expectations, and Does not meet expectations. Rankings are not assigned to these areas for the periodic evaluations.

While effectiveness in the Professional Performance in Librarianship is the “primary, essential, and minimum criterion for success,” (FPPP 10.2.5.a) performance evaluations and department standards recognize there are various ways to contribute to the Library, the University, and to achieve professional success. Contributions to Professional Growth and Achievement and to

Service to the University and Community are expected at all levels, but exceptional service in one area may compensate for lesser contributions in other areas of review.

Ratings (FPPP 10.3.3)

- Exceeds expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. “Exceeds expectations” shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.

- Meets expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, and valued contribution to the academic community in the area being evaluated. An evaluation of “Meets expectations” performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. “Meets Expectations” shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).

- Does not meet expectations

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the department’s criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

Meriam Library Department Standards

- **Professional Performance in Librarianship**

Contributions in all areas of assignment including: unit participation, engagement with faculty and liaison departments; responsible collection development; knowledge of information resources; effective research consultation and reference service; engages in library promotion and outreach.

- Exceeds Expectations

The evidence demonstrates the candidate's consummate professionalism and exceptional skill as a librarian with respect to the materials, activities, and

standards. The candidate has demonstrated exceptional engagement and accomplishment in their assignment.

- Meets expectations

The evidence demonstrates the candidate's professionalism and competence as a librarian with respect to the materials, activities, and standards. The candidate has demonstrated continual development and engagement in their assignment.

- Does not meet expectations

The evidence does not demonstrate at least an adequate level of professionalism and competence as a librarian with respect to the materials, activities, and standards. The candidate has not demonstrated progressive accomplishments in their areas of assignment.

- **Professional Growth and Achievement**

Evidence of professional growth includes but is not limited to: continuing education; workshops and webinars; attendance at professional conferences or meetings; advanced training; participation in professional organizations.

Evidence of professional achievement includes but is not limited to: activities delineated in the Professional Contributions Chart (above); research in progress; or other creative activities related to their assignment.

- Exceeds expectations

The evidence demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community. The candidate has demonstrated significant professional contributions at a high level or multiple levels throughout the period of evaluation.

- Meets expectations

The evidence demonstrates appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community. The candidate has demonstrated progress in engagement in professional contribution over the period of evaluation. Meeting expectations for tenure include peer-reviewed publication among other professional contributions.

- Does not meet expectations

The evidence does not demonstrate an adequate level of scholarly and professional activities that contribute to students, to the discipline, and to the professional community. The candidate has not demonstrated the expected level

of progressive engagement in scholarly activities or has only demonstrated accomplishments in less significant levels of achievement.

- **Service that Contributes to the Strategic Plans and Goals of the Library, the University, as well as the Community**

The third area of evaluation is Service that contributes to shared governance, to the strategic plans, priorities, and goals of the Library and University and to the Community. In each written performance review report, the evaluator(s) shall state whether the candidate has demonstrated an ability to conform to University, and Library plans, priorities, and goals and whether the candidate's performance generally facilitates the University's, and Library abilities to meet their strategic plans, priorities, and goals.

- Exceeds expectations

The evidence demonstrates the candidate's consistently high level of involvement in service related activities. Their performance is demonstrated by (1) the candidate's assumption of key roles on University committees, (2) high levels of involvement in the community or profession, and/or (3) facilitating significant activities as well as demonstrating consistent, on-going contributions to the university's mission and strategic plan on campus and/or in the community.

- Meets expectations

The evidence demonstrates the candidate's on-going involvement in service related activities. Their performance is demonstrated by (1) Service on University committees, (2) service to the CSU, community, or profession, and/or (3) facilitating activities, as well as demonstrating on-going contributions to the university's mission and strategic plan on campus and/or in the community.

- Does not meet expectations

The evidence does not demonstrate an adequate level of involvement in service related activities listed in the department standards. Their performance is evidenced by a lack of the candidate's (1) service on committees, (2) involvement in the community or profession, and/or (3) facilitating activities as well as demonstrating limited contributions to the university's mission and strategic plan on campus and/or in the community.

IV. Process for Evaluation of Probationary (Tenure-Track) Faculty

- Periodic Evaluations (FPPP 10.1.4)

Librarians are assessed annually during the probationary period. The first assessment is a Periodic Evaluation; the second assessment is a Performance Review. All personnel

actions are based on the Performance Review. A chart of the review schedule and levels of review is in FPPP 8.5.a.14.

If the initial appointment does not include credit toward tenure, a Periodic Evaluation is conducted in the first, third and fifth years. A Performance Review is conducted in the second and fourth year. The sixth year review is a review for tenure and promotion.

If the initial appointment includes credit toward tenure, the credit is applied to the beginning of the probationary period. The librarian will begin in their second year of probation with one year of credit or in the third probationary year with two years of credit.

The Periodic Evaluation is a developmental review that does not result in a personnel action. The candidate's file (WPAF) will be reviewed by the Library Personnel Committee, the Department Chair (unless the Chair serves as a member of the committee), and the Library Dean. The Periodic Evaluation is the time for the librarian to give a clear picture of how they are doing in their path toward tenure and promotion and to raise questions or concerns about their progress. Generally, a Periodic Evaluation will be based on evidence existing in the file. Candidates do not solicit letters from outside the library for a Periodic Evaluation.

- Performance Reviews (FPPP 10.2)

The Performance Review is a rigorous appraisal of performance resulting in a personnel action such as retention or tenure. The candidate's file (WPAF) will be reviewed by the Library Personnel Committee, Department Chair (unless the Chair serves as a member of the committee), Library College Committee, the Library Dean, and the Provost. The librarian will receive a rating (Exceeds expectations, Meets expectations, Does not meet expectations) in each area of evaluation in addition to the developmental comments and indication of progress toward tenure that characterize the Periodic Evaluation. A wider scope of evidence is usually gathered for the Performance Review, including letters from campus and off-campus faculty and colleagues. When the candidate applies for tenure or promotion, in addition to existing letters, the Library Dean solicits letters to specifically address the candidate's application for tenure or promotion. The candidate supplies the list of referees to the Dean.

- Both the Periodic Evaluation and Performance Review should give the librarian a clear picture of progress in the path toward tenure and promotion and point out any deficiencies that have been identified, and an action plan to remedy these deficiencies.

V. Granting of Retention, Tenure, or Promotion (FPPP 10.4)

Tenure and Promotion to Associate Librarian

- Promotion to Associate Librarian is normally awarded simultaneously with the award of tenure.
- To be considered a viable candidate for tenure and promotion to Associate Librarian, the Faculty Personnel Policies and Procedures require the candidate to demonstrate, at a minimum:
 - Meets Expectations in Librarianship
 - Meets Expectations in Professional Growth and Achievement
 - Meets Expectations in Service that contributes to the Strategic Plans and Goals of the Library, University, and to the Community

An Associate Librarian is expected to perform responsibilities with a high degree of insight, judgment, knowledge and independence. Demonstration of an increasing level of expertise and responsibility in the candidate's primary area of assignment is required as well as significant Professional Growth and Achievement. The ability to apply current knowledge successfully in developing and enhancing Meriam Library programs and services must be demonstrated.

Early Tenure and Accelerated Promotion (FPPP 10.5, 11.1.3)

- To qualify for accelerated tenure or promotion the candidate must: (1) have been rated Exceeds Expectations in a Performance Review as defined in 10.3.3 in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood that this high level of performance will continue; and (3) have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. (FPPP 10.5.3)
- To qualify for accelerated promotion to full professor the candidate must: (1) be ranked Exceeds Expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood that their exceptional performance will continue, and (3) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review. (FPPP 11.1.3)

VI. Evaluation of Tenured Faculty (FPPP 11.1-11.3) (5 year review of tenured faculty)

Promotion to Full Librarian (Full Professor) (FPPP 11.1)

- Candidates for promotion to Librarian should have demonstrated both achievement and potential for growth in each of the areas of evaluation. In addition, Candidates for promotion to Librarian must also clearly demonstrate substantial professional recognition at and/or beyond the University itself. All recommending bodies must clearly identify those activities and achievements which demonstrate fulfillment of this requirement. (FPPP 11.1.2)
- Nationally recognized contributions such as conference presentations, publication in peer-reviewed or highly read journals, and/or contributions at the national or state level to library professional associations are examples that would constitute substantial professional recognition for Associate Librarians to achieve promotion to Full Librarian.
- A Librarian is expected to perform responsibilities with a high degree of insight, judgment, knowledge and independence. Demonstration of an increasing level of expertise and responsibility in the candidate's primary area of assignment is required as well as significant Professional Growth and Achievement or significant Service. The ability to apply current knowledge successfully in developing and enhancing Meriam Library programs and services must be demonstrated.

VII. Evaluation of Temporary Faculty (FPPP 9.0)

Evaluation of lecturer or temporary faculty shall follow the procedures in section 9.0 of the FPPP. Lecturers (assistant librarians) shall be evaluated based on their assignment.

- Effectiveness in the professional performance in librarianship shall be the primary category of evaluation.
- Other areas of their work assignment shall be considered.
- Contributions to professional growth and achievement and university service will be recognized but are not required for academic year appointments.

VIII. Sabbatical Leaves (FPPP 13.1.2; 15.2)

A sabbatical leave for Library Faculty is a paid leave at full salary for a period of four months.

- Sabbatical eligibility requires follow the FPPP 13.1.2.c.
- The deadline for application for a sabbatical leave will be the last Friday in September in the fall semester prior to the academic year for which the leave is requested.

- The application for sabbatical leave will include completion of the “Application for Sabbatical or Difference-in-Pay Leave” form available from the Office of Academic Personnel. The application will also include a written statement describing the purpose of the proposed plan of study, research, travel, or service, to be carried out during the period of the sabbatical leave.
- A Library faculty member awarded a sabbatical leave will provide a written report to the Library Faculty Leaves Committee within one semester of the completion of their leave.

IX. Emeritus Status (FPPP 13.4)

Election

- When a retirement is announced (either full retirement or FERP), the Department Chair will initiate a ballot for distribution to all Regular, Auxiliary and FERP Librarians to approve Emeritus status.
- A simple majority of all library faculty is required for approval.







Department Standards Approval Sheet

Process:

- a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved Word document to OAPL via email for review;
- c) OAPL reviews for compliance with CBA/FPPP, consults with the dean, then forwards OAPL approved document to Provost for approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission.
- f) If approved, OAPL adds *Provost Approved Date* footnote to page 1 of the document:
 - a. Routes this approval sheet with approved Standard for signatures via Adobe Sign,
 - b. Uploads document to OAPL Department Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Approvals:

Chair/Director:	<u></u> <small>George H Thompson (Sep 2, 2022 10:24 PDT)</small>	Date:	<u>Sep 2, 2022</u>
Dean:	<u></u> <small>Zheng Wang (Sep 6, 2022 21:17 EDT)</small>	Date:	<u>Sep 6, 2022</u>
OAPL:	<u></u>	Date:	<u>Sep 7, 2022</u>
Provost:	<u></u>	Date:	<u>Sep 10, 2022</u>



MEMORANDUM

DATE: Sept. 1, 2022

TO: George Thompson, Department Chair

CC: John Wang, Dean

FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel

SUBJECT: Provisional Approval of Library Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Provost Larson has provisionally approved the attached department standards for the 2022-2023 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

- Provide information (membership, procedures, confidentiality, etc.) about the department personnel committee.
- Document relies on ill-defined words as criteria such as “high-level, awareness, excellence, competence, consummate, etc.” Specify the characteristics that would constitute, for example, high-level performance. This is important as each person has a different notion of what these words mean in the specific.
- Section III. Document provides some general ideas of expectations but does not provide the clarity of specifications, such as, though not limited to this simple example, the number of activities in particular categories of professional contributions. The service area is better, though needs improvements.
- Section VI. Separate the criteria for promotion to full librarian from the criteria for post-tenure 5-year review. These should be different.
- Section IX. Define the terms regular and auxiliary.
- Miscellaneous comments are provided to improve the document.

Based on our review of recently submitted department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.

2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.
3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.