

# University Library Faculty Evaluation Criteria

Sonoma State University

Revised and Approved by Library Faculty, April 25, 2014

This document has been developed in accordance with the Sonoma State University RTP Policy: *Reappointment, Tenure and Promotion Procedures, Criteria and Standards for Tenured and Probationary Faculty, the SSU Periodic Review of Temporary Faculty policy*, and the CSU/California Faculty Association Collective Bargaining Agreement for Unit 3; those documents prevail.

NOTE: The University RTP schedule for tenure-track faculty changes annually. The schedule for the current year is available on the Faculty Affairs web site, <http://www.sonoma.edu/aa/fa/rtp.shtml>. Candidates should also obtain a copy of the Library RTP Timelines each year from the Library RTP Committee. The schedule for the Periodic Review of Temporary Faculty is separate, at <http://www.sonoma.edu/aa/fa/temp/appointments.html>

## SECTION ONE

### I. INTRODUCTION

Librarians are dedicated to furthering the mission of the University through resources and services that enrich instruction and meet the information needs of the University's departments, programs, and diverse user population. Librarians leverage technology and creativity to promote discovery of and access to collections, to help students learn to use information effectively, and to encourage lifelong learning. Librarians teach students to seek and find appropriate academic sources, to evaluate information, and to be critical consumers and producers of information in a variety of formats. Librarians collaborate with instructional faculty on teaching and learning in the classroom, develop and implement information literacy curriculum, and assess that curriculum. Librarians manage resources, both print and digital, assist patrons in using library resources, and provide a welcoming environment that facilitates collaboration and creativity.

The Library has a unique role on campus in carrying out its professional mission, and the librarians work together as a closely integrated team. When it comes to evaluating librarian effectiveness, in particular, there is little distinction made between those on permanent or temporary contracts. This document, while primarily geared toward evaluation of permanent (tenure-track) librarians, also covers those on temporary contracts, with differences noted throughout.

### II. LIBRARIAN LEVELS (RANKS) & TERMINAL DEGREE

The terminology in effect for academic ranks of classroom faculty applies to library faculty as follows:

*Classroom Faculty:*  
 Instructor  
 Assistant Professor  
 Associate Professor  
 Professor

*Librarians:*  
 Assistant Librarian\*  
 Senior Assistant Librarian\*\*  
 Associate Librarian  
 Librarian

\*Assistant Librarian serves as the entry level for librarians on temporary contracts.

\*\*Senior Assistant Librarian generally will serve as the entry level for probationary tenure-track librarians.

A master's degree in library science from an institution accredited by the American Library Association (ALA) is the appropriate terminal professional degree. A recognized equivalent may, in some cases, substitute for the ALA accreditation.

### III. AREAS OF EVALUATION

#### **Tenure-Track Librarians:**

Candidates for RTP will be evaluated on evidence submitted in four areas:

- A. Effectiveness as a Librarian
- B. Scholarship, Research, Creative Achievement, and Professional Development
- C. Service to the University
- D. Public Service and Service to the Community

The criteria listed under Effectiveness as a Librarian are most important. However, meeting the criteria in all areas of evaluation is necessary for reappointment, tenure, and promotion,. In all areas, professional currency must be maintained, new skills must be developed, and professional involvement must be demonstrated.

#### **Temporary Librarians:**

Effectiveness as a Librarian is the focus for librarians on temporary contracts. although other areas of evaluation may be included.

#### **A. Effectiveness as a Librarian**

For library faculty the phrase “Effectiveness as a Librarian” shall be substituted for references to “Teaching Effectiveness” in the University RTP policy. Librarians teach students in a variety of ways, including both traditional classroom instruction and non-traditional, in-depth, one-on-one instruction. Additionally: providing guidance, mentoring, and education of students is integral to all programs and services taking place in the Library.

NOTE: Participation in the management of the Library is a key part of what Librarians do, therefore the Library defines these activities as part of Effectiveness as a Librarian rather than University Service.

The candidate’s self-assessment should address the following:

#### ***General Characteristics***

- Demonstrates a commitment to a diverse student-centered learning environment; maintains an awareness of student, faculty, and community research needs
- Demonstrates leadership qualities, e.g., identifying and spearheading initiatives and new programs; responding to emerging technology developments to provide effective integration of library resources; advancing

the Library's mission through campus-wide program opportunities; integrating new directions in areas of responsibility

- Actively participates in planning and management Library-wide as well as within functional areas, including Library committees and peer evaluation.
- Demonstrates awareness of ongoing changes in higher education and librarianship and the creativity and flexibility to respond to change effectively
- Demonstrates quality work and collaborative, respectful, and consultative relationships with colleagues, the campus community, and library users; demonstrates commitment to colleagues and to the Library
- Demonstrates excellence in teaching and mentoring students, regardless of where those interactions take place (in the classroom, in a research consultation, or as part of other Library programs and services)
- Demonstrates effectiveness as a liaison to academic departments; maintains comprehensive knowledge of information resources in subject areas, as well as awareness of the overall scholarly communication environment
- Participates in Library outreach and acts as an engaged member of the campus community; actively represents the Library on campus
- Demonstrates an ability for increasing responsibility
- Develops and gathers data about use of collections, user discovery behaviors, and learning behaviors in order to make evidence-based decisions about services, instructional methods, collections, and technology systems and structures
- Enables new content creation and provides expertise in interpreting issues related to intellectual property
- Demonstrates awareness of CSU system-wide initiatives and their impact on areas of assigned responsibility as well as on student experience

#### ***Management of a Library Unit (as applicable)***

Librarians are typically responsible for one or more functional areas, including administrative responsibilities in a unit or department, and/or coordination between a number of units or departments. Desired characteristics include:

- Establishes and demonstrates progress towards unit goals and objectives
- Maintains a constructive and productive working environment for unit employees
- Effectively plans and coordinates unit resources including staff, student employees, supplies, and equipment
- Leads, motivates, trains, and develops staff of varying backgrounds and abilities
- Competently monitors, directs, and schedules unit employees
- Communicates effectively with Library colleagues regarding the activities of the unit

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## **B. Scholarship, Research, Creative Achievement, & Professional Development**

The candidate's record in this area must demonstrate professional currency and growth. Candidates are strongly encouraged to pursue activities that support the Library's strategic goals, relate to his or her unique responsibilities, and contribute to the field of academic librarianship. Librarians' contributions should be primarily focused on the application of theory to practice rather than the development of theory per se.

In his or her self-assessment, it is the candidate's responsibility to explain how the record presented demonstrates significant, relevant, and current professional contribution. It should be clearly stated if a work is in progress, has been submitted, has been accepted, or has been published or issued.

The following categories are the most common forms of Scholarship, Research, Creative Achievement, and Professional Development for librarians. Other types of professional contributions may be presented if the candidate can demonstrate professional currency and relevance.

- Scholarly publications in a professional journal, book, or forum, especially if refereed, are strong accomplishments, but other publications that make a substantive contribution to the library or intellectual community are acceptable. Scholarship that does not result in print publication must be in a form that can be shared with peers and must be capable of being evaluated.
- Presentations at conferences, workshops, and professional meetings are an important communication forum for librarians. In the evaluation process, a presentation is assessed by the content, preparation, the forum to which it is delivered, and the impact on the profession.
- Professional library organizations and complementary associations add an important element to personal and professional development in academic librarianship. If a librarian chooses to be actively involved in a professional association, it should be understood that the commitments should not impact Library operations. (List conference attendance under "Continuing Education.")
- Grant proposals should support Library goals. In the evaluation process, a grant proposal is assessed by the content, research required, and the impact on the Library's mission.
- Creative work is an integral part of the Library's mission and enhances the intellectual environment of the academic community. Activities include the creation and coordination of exhibitions, performances, creative writing, and lecture series, and the creation of original digital or web materials. In the evaluation process, creative work is assessed by the content, preparation, the forum to which it is delivered, and the impact on the Library's mission.
- Continuing education is crucial for professional currency in the rapidly changing fields of higher education, academic librarianship, and information technology. Conference attendance is encouraged and should be included in this category.

### **C. Service to the University**

The Library expects all permanent faculty to make significant contributions to University life through the kinds of service detailed in the University RTP Policy, Section II, D. Active participation and leadership in the life and governance of the University is expected of permanent library faculty, and service in this area should contribute to the mission and goals of the Library.

### **D. Public Service and Service to the Community**

Service outside the campus community can take many forms, but greater value is attached to activities that utilize the librarian's special training or skills, have educational value, and enhance the reputation of the Library or University. It is important to disclose any financial interest or remuneration.

## **IV. CRITERIA FOR REAPPOINTMENT, TENURE, AND PROMOTION (Tenure-track)**

### **A. Reappointment:**

Throughout the probationary period, the candidate should demonstrate progressive and ongoing involvement in each area of evaluation.

During the first year of employment, the tenure-track candidate should focus on Effectiveness as a Librarian. During the succeeding years of the probationary period, the candidate is required to show increasingly active involvement in all areas of evaluation. The quality of performance expected of a librarian will be progressively greater for each successive evaluation.

Candidates' self-assessments should highlight the scope and quality of their activities and achievements, and not simply reiterate what is listed in the vitae. The self-assessment should reflect a narrative of professional growth, including examples of plans and progress made toward them. While each professional story will vary based on the position, the candidate should demonstrate a clear path and evolution from early probationary years to later years. Each successive year the candidate should indicate how strategies changed, what s/he learned, what new goals were set, or what was done in response to new information, data, and results.

In exceptional cases, where there is unanimity from the Library RTP Committee on the progress of the candidate in all four areas of evaluation, a two-year appointment (as outlined in campus RTP policy) may be recommended, in consultation with the candidate.

### **B. Tenure:**

Tenure is usually awarded to a candidate whose professional narrative, as described above, shows growth and excellence throughout all probationary years. The narrative should demonstrate clearly that s/he has achieved a level of outstanding performance in all areas of evaluation, including a record of scholarly or creative achievement. An outstanding performance requires a mature understanding of the University and user community, revealed by the candidate's

ability to plan and implement successful projects and initiatives in his or her area of expertise. This understanding is also reflected in the candidate's flexibility and responsiveness to user data, to the changing information landscape, and to the needs of campus constituencies. The award of tenure indicates that progress has been clearly demonstrated, that a librarian has achieved significant accomplishments, and that his/her contribution has been recognized by faculty peers. All of the above can be summarized as a continuing and active commitment to the mission of the University and the Library. Tenure also indicates that the University and the Library have seen demonstrated excellence and are undertaking a long-term relationship with, and investment in, the successful candidate.

### C. Promotion:

Promotion is based on the candidate's record of achievement and potential for continuing growth in all four categories of evaluation, as well as a demonstrated commitment to the mission of the University and the Library. Consideration for promotion must take into account the candidate's record of performance during all years since appointment or promotion to the present rank at Sonoma State University.

**Senior Assistant Librarian to Associate Librarian** – the candidate should demonstrate increasingly active involvement in all areas of evaluation over the evaluation period. Promotion to this rank requires evidence of substantial contributions in all categories of evaluation. While not necessarily linked to the application for tenure, evaluation for promotion at this level is usually concurrent with evaluation for the award of tenure, and candidates should keep in mind the above description of significant progress at this level of promotion.

**Associate Librarian to Librarian** – In order to be promoted to full Librarian, a candidate must have an outstanding record of leadership in the Library and on campus. At this level it is understood that the candidate already has achieved distinction in all categories of evaluation, including a strong record of scholarship or creative achievement. To demonstrate achievement beyond the level required for the rank of Associate Librarian, the candidate should show a strong leadership role in campus life. A candidate should be able to highlight examples of his or her impact on the campus community and as an influential professional in the field of librarianship. Librarians at this level will be recognized for showing leadership in various ways: mentoring newer faculty, infusing the perspective of our profession into the culture of our campus, taking responsibility for resolving crucial issues in the Library, making significant contributions to CSU system-wide initiatives, and above all by going beyond merely supporting our University mission into actively influencing its direction.

NOTE: The promotion document is a separate and distinct document from the reappointment and tenure documents, with different timelines and levels of review.