Evaluation of Library Faculty for Tenure, Promotion and Post-Tenure Review

Successful work as a member of the library faculty requires a commitment to lifelong learning and professional engagement. Library faculty members have an obligation to meet the informational and research needs of students and other members of the College community and to engage in a program of professional development, including research or scholarly activity, that is instrumental to their continued growth as academic librarians and is valuable in itself. As members of the Library and the College, library faculty members will also contribute to the collegial work of the institution.

Evaluation of the work of Fort Lewis College library faculty members should take into account the following features of successful librarianship:

- remaining current in their major areas of responsibility,
- remaining actively engaged in their own professional development and that of their colleagues
- planning, organizing, and maintaining materials within their specific areas of responsibility,
- keeping informed of relevant new developments in information technology,
- enabling members of a diverse student population to engage actively in the information-seeking process,
- evaluating information resources and delivery systems in a timely manner and in accordance with accepted national library standards for college libraries (as articulated by professional organizations such as ACRL), and
- becoming familiar and acting in accordance with applicable College academic policies and regulations.

Library faculty members are assessed for these features in four areas: Librarianship, Teaching, Scholarly and Professional Activities and Service.

I. Librarianship

Librarianship, the administrative and management responsibilities of librarians, enables the Library to directly support the teaching and research missions of the College and, as such, is of significant value to the campus. Just as teaching is the primary focus of the work of the teaching faculty at Fort Lewis College, the librarians’ major focus is facilitating access to information to advance and support the College’s programs of instruction, research, and service. Library faculty members are responsible for planning, implementing, and evaluating programs to acquire, organize, and retrieve information, and to make it available. In order to carry out these responsibilities, librarians must have knowledge of the structure and nature of contemporary scholarly communication, of the ways in which students and faculty members acquire and process information, of the means by which information is stored and retrieved, and of the specific academic programs and priorities of the College.

Standards for librarianship, with examples of library activities that support those standards, are listed below. Librarians will be assessed on these standards within the functions of specific positions.
Organizing information and designing methods of efficient retrieval
  o Cataloging
  o Working with authority control
  o Implementing and maintaining electronic access
  o Managing the OPAC
  o Managing in-house collections management databases
  o Maintaining the Libraries’ websites

Developing and managing collections to support the study, research, and teaching needs of Library users
  o Developing collections
  o Arranging and describing collections
  o Assessing collections
  o Supervising shelf maintenance
  o Weeding
  o Soliciting, reviewing, and processing donations
  o Negotiation of licensing agreements

Ensuring access to collections for future generations of scholars
  o Overseeing preservation
  o Planning for natural or other disasters
  o Maintaining physical collections
  o Determining appropriate formats for ensuring perpetual access
  o Appropriately acquiring and maintaining electronic archives

Participating in library management and developing policies and procedures to enhance Library collections and services
  o Participating on the Library Management Council
  o Participating on Library management teams
  o Developing and revising departmental policies
  o Developing and revising public policies

Managing and supervising Library personnel to maximize efficiency in the operation of the organization
  o Implementing departmental procedures
  o Strategic planning
  o Coordinating staff activities
  o Evaluating Library staff performance
  o Participating in staff development

Keeping current with and implementing innovations in information technologies
  o Evaluation and selection of e-resources and software applications
  o Library Web Management
  o Integrated Library System (ILS) coordination

Budgeting Library resources for the optimum benefit of users
  o Preparing and monitoring departmental budgets
  o Preparing and monitoring budgets for collections
II. Teaching

The libraries at Fort Lewis College are teaching facilities. Library faculty teach through a variety of venues and contexts, including a tiered instruction program integrated into College Composition classes; as guest lecturers or co-instructors at the request of other faculty; through workshops to the campus and wider community; at the reference desk and through other direct contacts.

Evaluation of teaching includes, but is not limited to, the following:

♦ Tiered Instruction
The Library’s Tiered Instruction Program integrates teaching research and information evaluation into the formal Fort Lewis College writing curriculum at three levels. Faculty librarians teach in this program, which is assessed as part of the College’s General Education learning outcomes.

- All Library faculty are expected to teach the information literacy component Comp 150/126 sections (two+ classroom hours each Composition class) and Intermediate Comp sections (three classroom hours each Composition class) each term. Other tiered instruction at the upper division may be provided through consultation or classroom teaching.

- Assessment will include:
  - Tracking research skills through student writing assignments
  - Instruction evaluations by student survey questionnaire
  - Peer review by course instructors

♦ On-Demand Classroom Bibliographic Instruction
Librarians provide classroom instruction on demand for academic departments, usually in their liaison areas as subject specialists. In conjunction with this liaison role, librarians may provide professional development and guidance to faculty in areas of library research and information technology, in an individual consulting role or through workshops.

- Demand typically varies, but usual expectations for each librarian are two-five sessions per term

- Assessment includes:
Student survey questionnaires after completion of related class research projects
Peer review by course instructors

♦ Workshops
Demand in this area relates to library outreach efforts. Activity in this area depends upon the librarian’s professional focus.
- Assessment includes
  - Workshop evaluation questionnaires
  - Peer review by other librarians.

♦ Individual Instruction (Reference desk assistance, research appointments, etc.)
Librarians teach students and provide instruction to the campus and local community at “point of need” through contacts at Reed Library’s reference desk and through other modes of interaction such as online chat, telephone, office appointments, etc. Individual instruction uses the information search as an opportunity to teach concepts of information retrieval, selection of appropriate resources, and evaluation through distinguishing academic-appropriate material.
- Assessment includes:
  - Peer review/coaching session documented through peer observation feedback form
  - Reference assistance comment form
  - Documentation of individual research appointments.

♦ Internships
Formal for credit internships with defined learning outcomes. The librarian may be the instructor of record or may collaborate with an academic department faculty member serving as instructor of record.
- Assessment is through student demonstration of learning outcomes.

♦ Development of Educational Materials
Librarians provide educational materials online and in print format as appropriate. Materials may be in conjunction with the classroom instruction listed above or as subject guides available on the Web.
- Materials to include for documentation include online and/or print subject or pathfinder guides, course guides, course and subject bibliographies.
- This area of review may overlap with scholarship. When Library Personnel Committee reviews for this area, materials should be evaluated for their relevance and usefulness to a particular learning experience or outcome.

Insofar as their duties include traditional classroom or course-related teaching, members of the library faculty are subject to standard College expectations regarding teaching.

III. Scholarly and Professional Activities

It is important to the College’s mission that each faculty member demonstrate continued commitment, dedication, and growth as a scholar, resulting in a contribution
to knowledge or a better understanding of existing knowledge.

♦ **Evidence of scholarship may include, but is not limited to:**
  - Professionally published scholarly books
  - Academic journal articles
  - Chapters in scholarly books
  - Edited volumes
  - Review essays
  - Case studies and best practice articles
  - Creative literary works
  - Web-based scholarly works, including repository publications
  - Conference papers and/or presentations
  - Reviews of candidate’s books, performances, etc.
  - Scholarly reviews by candidate of books, performances, etc.
  - Technical reports
  - Practice-based research
  - Textbooks, workbooks, study guides, and other published pedagogical materials, including website development
  - Draft manuscripts
  - Annotated bibliographies

♦ **Evidence of professional activities may include, but is not limited to:**
  - Serving as an officer or a member of a board or committee of an international, national, regional, or state professional organization
  - Serving on an editorial board of a scholarly journal
  - Reviewing manuscripts for journals and publishers; evaluating proposals for granting agencies
  - Chairing or serving as a discussant on a panel at a professional meeting
  - Preparing grant proposals and reports
  - Conducting professional workshops, seminars, and field trips
  - Participating in professional meetings, seminars, workshops, field trips, etc.
  - Undertaking doctoral studies
  - Receiving fellowships and awards
  - Serving as a professional consultant

♦ **Evidence of professional development may include, but is not limited to:**
  - Completing an undergraduate or graduate degree from an accredited institution
  - Receiving credit for an undergraduate or graduate course
  - Auditing an undergraduate or graduate course
  - Participating in library and university training and workshops
  - Participating in relevant continuing education classes, short courses, summer institutes, etc.
  - Attending a professional conference

**IV. Community or Institutional Service**

Service includes activities both on- and off-campus. On-campus service includes
activities whose principle purpose is the efficient and effective functioning of the College. Committee responsibilities are the most obvious examples of such activities, but all activities potentially beneficial to the College community also will be considered service. Off-campus service refers to those activities in which a faculty member, officially or unofficially, serves as a liaison between Fort Lewis College and the local, state, or national communities. Such activities include participation in professional consulting, lectures and workshops for off-campus groups, and representing the College at professional activities involving non-College groups, memberships on boards, and service to non-profit organizations.

Under this category, the following might be found:

- **Student Advising**
  - Librarians who work at Reed Library specialize in advising students who are undecided as to a departmental major. This category of student requires additional time and care in guiding them through the options and resources available.
  - Reed Library librarians advise between 15 and 25 undecided students
  - Reed Library librarians attend specialized training for advising such students and assisting students in understanding how to select courses to maximize credits within graduation requirements while investigating their own career and educational interests
  - Evaluation of advising activities will be conducted in accordance with Fort Lewis College guidelines for the evaluation of all faculty advising.

- **Administrative Service**
  - Supervision of Visiting Librarians, Interns or student employees
  - Grant writing and/or coordination
  - Mentoring or other professional support
  - Work in carrying out other administrative duties

- **College service, committee assignments, task force, etc.**
  - Service on faculty committees
  - Service on search committees
  - Sponsor student organization

- **Departmental or Organizational Service**
  - Evaluation of curricula and academic programs within the organization
  - Service on Departmental and other Library committees
  - Newsletters to faculty and campus
  - Other activities that support the goals or agenda of the organization

- **Community, regional or statewide service**
  - Service on professional library organization committees
  - Work with area non-profit organizations to raise awareness of campus/Library services
  - Consulting in area of expertise performed in name of Fort Lewis College
Standards for Appointment, Reappointment, or Promotion in Rank for the Library Faculty

Successful candidates are those who demonstrate that their contributions meet the quantitative and qualitative expectations of the College.

Successful librarianship, ongoing research or creative activity, and effective service are manifested both directly and indirectly in quantifiable ways, such as, for example, instructional sessions designed, students taught, projects completed, reference hours worked, publications, projects undertaken on behalf of the profession, committees on which a librarian has served. Documentation of these activities provides a record of sustained effort and accomplishment.

I. Standards for Reappointment as Assistant Professor Librarian

To merit reappointment as an Assistant Librarian, a member of the library faculty must present evidence documenting

a) effective performance in librarianship and the promise of continued development as a librarian towards meeting the standards for promotion to Associate Librarian.

b) continued active involvement with his or her discipline(s) as evidenced by a developing program of research, with the promise of continued involvement in the discipline. Assistant Librarian is a transitional rank—faculty members at this rank are moving from the graduate student’s dependency on others to help create a research agenda to a more independent status as scholars who are able to identify problems and issues both relevant to others in the field and of personal interest. In so doing, they are able to set their own research or artistic agendas and make progress on them.

c) effective contributions in service and the promise of continued involvement in this area of faculty work.

d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.

e) accomplishments in any other areas identified in the faculty member's profile. To merit a successful review a member of the library faculty also must successfully perform the duties of the library faculty and exhibit conduct in accordance with professional standards.

It is understood that evidence that library faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional standards.
II. Standards for Promotion from Assistant Professor Librarian to Associate Professor Librarian

To merit promotion from Assistant Librarian to Associate Librarian also must present evidence documenting

a) excellent performance in librarianship across the range of assigned duties such that he or she has clearly moved beyond the “apprentice” stage of librarianship represented by the rank of Assistant Librarian. To merit promotion to Associate Librarian, members of the library faculty must show that they have become accomplished librarians who can effectively perform their share of the work of the library without the need for substantial assistance or intervention by other members of the library faculty. Such persons will also display the promise of continued development towards meeting the standards for promotion to Librarian.

b) a record of continued involvement with his or her discipline(s) through active research, as indicated by specific products of sufficient quantity and quality to have received favorable peer review as defined above with the promise of continued involvement in the discipline(s) and development as a scholar.

c) a record of effective contributions in service. To merit promotion to Associate Librarian, a member of the library faculty must be able to demonstrate that he or she has participated actively in some aspect(s) of the shared work of the faculty. The candidate should be able to point to contributions in service that have made a positive difference within the Library, a school, or the College. More importantly, the candidate’s overall record of service must indicate promise of continued contributions that over time would position him or her to meet the standards for Librarian.

d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.

e) evidence of accomplishments in any other areas identified in the faculty member's profile. To merit a successful review a member of the library faculty also must successfully perform the duties of the library faculty and exhibit conduct in accordance with professional standards.

It is understood that evidence that library faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional and ethical behavior.

III. Standards for Promotion from Associate Professor Librarian to Full Professor Librarian

To merit promotion from Associate Librarian to Librarian, a member of the library faculty present evidence documenting

a) sustained outstanding performance in librarianship across the range of assigned
duties so as to show mastery of the craft in his or her areas of competence. A Librarian is expected not only to display outstanding performance in his or her own areas of responsibility but also, as a reflective practitioner of the craft, to serve as a resource for other librarians in their own work. Even so, a Librarian is expected to show continuing commitment to his or her own professional development.

b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar beyond his or her accomplishments at the time of promotion to Associate Librarian, with evidence of success in completing some substantial aspect(s) of his or her research. Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Evidence of continued development as a scholar may comprise more products, better products, or products indicating success in moving into a new area(s) of inquiry. Librarians are also expected to continue their active involvement with their discipline(s).

c) a sustained record of effective contributions in service. To merit promotion to Librarian, a member of the library faculty should be able to demonstrate substantial contributions in service that have advanced some area of this shared faculty work within the Library, a school, or the College.

d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.

e) evidence of accomplishments in any other areas identified in the faculty member's profile. To merit a successful review a member of the library faculty also must successfully perform the duties of the library faculty and exhibit conduct in accordance with professional standards.

It is understood that evidence that library faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional and ethical behavior.
Departmental Expectation Statement Approval Page

The attached departmental expectations have been approved through June 2015.*

Department Chair Signature ___________________________ Date 9/27/12

Dean Signature ___________________________ Date 9/27/12

Provost Signature ___________________________ Date 9/27/12

*A department or program may submit changes to expectations to dean for review at any time. Any changes submitted by a department and program are subject to approval by both the dean and provost.

All expectation statements will need to be re-affirmed during the winter term 2015.