CHICAGO STATE UNIVERSITY
LIBRARY AND INSTRUCTION SERVICES
DEPARTMENTAL APPLICATION OF CRITERIA
Effective: July 1, 2024-
Contract: 2022-2026

RESPONSIBILITIES OF THE FACULTY MEMBER BEING

EVALUATED

Each faculty member being evaluated for reappointment, multiple-year appointment, retention, promotion, tenure, or a professional advancement increase must provide an evaluation portfolio covering the designated time period whose contents are determined by the Union Contract and by the Library and Instruction Services Departmental Application of Criteria (DAC). Representative documentation should also be included that provides evidence of these accomplishments.

Faculty members (Unit A and B) undergoing personnel action reviews need two peer evaluations during the evaluation period. The faculty member should arrange for one peer evaluation from a Unit A Library faculty member. The Departmental Personnel Committee (DPC) will select a second peer reviewer from within the unit. All reviewers must have tenure status.

The evaluation portfolio should be submitted to the chairperson of the Library and Instruction Services DPC at the time designated in the *University Timetable for Personnel Actions*. In addition, the faculty member being evaluated for promotion, tenure, or a professional advancement increase (PAI) must submit a written request for consideration to the Department Chair (with a copy to the Contract Administrator) prior to the submission of the evaluation portfolio in accordance with the *University Timetable*.

TERMINAL DEGREES FOR LIBRARY AND INSTRUCTION SERVICES

Educational Requirements for Tenure (Appendix E):

Library Science: Ph.D. in Library Science or equivalent from an ALA accredited program, or Master of Library Science, Master of Library and Information Science, or equivalent from an ALA accredited program plus a second discipline Master's degree.

Archival Science and Records Management: Ph.D. in Library Science or equivalent from an ALA accredited program, or Master of Library Science, Master of Library and Information Science, Master of Archival Studies, Master of Archival Science, or equivalent from an ALA accredited program plus one a second discipline Master's degree.

Instructional Technology: Ph.D. or Ed.D. in Instructional Technology or equivalent from an NCATE accredited program, or Master of Science in Education plus a second discipline Master's degree.

I. DEPARTMENT PERSONNEL COMMITTEE (DPC)

Composition and Duties of the Committee: Members of the DPC shall be selected according to the procedures delineated in the Library and Instruction Services Bylaws. The chair of the DPC will be elected by the committee members.

The DPC shall review materials submitted by the faculty members seeking retention, promotion, or tenure, and provide recommendations based on those materials to the Department Chair. The *University Timetable* specifies the appropriate dates for the completion of these activities.

II. EVALUATION

A. Period of evaluation

The portfolio should only contain material for the period under evaluation. The evaluation period for retention shall be the period since the beginning of the employee's last evaluation for retention, with the exception that employees in their second year of employment in the bargaining unit shall have their entire period of employment evaluated. If the faculty member is being evaluated for retention, the portfolio should contain material since the last retention evaluation. If the faculty member is being evaluated for promotion, the portfolio should contain material reflecting the entire evaluation period since the last promotion. However, if the faculty member is being considered for tenure, the portfolio should contain cumulative information that is reflective of her or his entire period of service to the University as a tenure track faculty member. The PAI portfolio must contain material over the previous five years. Portfolios for multiple years should be organized as a single portfolio and not organized by year.

B. Materials for Review

All Unit A faculty members wishing to be evaluated for retention, tenure, promotion, or PAI shall prepare an evaluation portfolio, which should contain copies of the current DAC and all relevant past DACs, yearlong assignments, current curriculum vita, peer evaluations, and any materials the faculty member deems to be appropriate evidence of his/her performance in the three areas of evaluation: performance of primary duties, research/creative activity, and service.

All Unit A faculty will document participation in a professional development activity/activities within the evaluation period that contribute/s to course development and improvement of teaching/primary duties, to improvement of research/creative activity, or to service.

Activities include but are not limited to participation in short courses, conferences, and workshops, and other related, educational experiences and events. These may be virtual or face-to-face experiences/events.

All Unit B faculty members wishing to be evaluated for retention shall prepare an evaluation portfolio, which should contain copies of the current DAC and all relevant past DACs, yearlong assignments, current curriculum vita, peer evaluations, and any materials the faculty member deems to be appropriate evidence of his/her performance in the sole area of primary duties.

C. Areas of Evaluation

Unit A Faculty (Tenured/Tenure Track Faculty Members)

Unit A faculty members will be evaluated in three areas: performance of primary duties, research/creative activity, and service based on the following:

Performance of Primary Duties is the most important of the three areas

Research/Creative Activities and Service Activities are of secondary importance.

Advancement or successful retention is not possible unless the appropriate level of performance in each of the three areas is met.

Unit B Faculty (Temporary Faculty Members)

Library and Instruction Services will evaluate Unit B faculty in one area - performance of primary duties. Lecturers will be evaluated in the area of primary duties according to the procedures delineated in Article 33.1 of the Union Contract and in the sections of the Library and Instruction Services DAC that pertain to evaluation guidelines and performance standards for primary duties. No Lecturer shall be evaluated until she/he has completed one full academic term of service at the University.

D. Methods of Evaluation

Unit A Faculty (Tenured/Tenure Track Faculty Members)

1.   The Department Personnel Committee (DPC) shall discuss and evaluate each candidate using the Library and Instruction Services Departmental Application of Criteria (DAC).

2. The DPC shall evaluate the materials submitted in the evaluation portfolio as supporting evidence of primary duties as these duties are outlined on the faculty member's official Assignment of Duties form.

3. The DPC shall review and discuss the documentation submitted by the candidate as evidence of research and/or creative activity.

4. The DPC shall review and discuss the documentation submitted by the candidate as evidence of service.

5. The DPC may invite the candidate, the Chair, the Dean of the Library and/or department bargaining unit members to come to a committee meeting to explain/discuss the candidate's activities in the areas of primary duties, research/creative activity, and/or service. These invited guests do not participate in the vote nor are they present during the voting process.

6. The DPC shall vote by secret ballot to determine its recommendation for each personnel action; the committee will then forward its recommendation, reasons, and the portfolio materials to the Chair in accordance with the *University Timetable for Personnel Actions*.

7. The Chair will review the committee's recommendation, the portfolio materials, and, if desired, any other materials as specified in the Union Contract, and then complete her/his evaluation of the candidate and forward all materials to the Dean of the Library in accordance with the *University Timetable for Personnel Actions*.

8. The Dean will complete her/his review and then forward all materials to the appropriate University Vice-President in accordance with the *University Timetable for Personnel Actions*.The candidate will receive copies of all personnel decisions and will have an opportunity to appeal any decision, as specified in the union Contract and personnel action timetable.

9.   Should errors be made by the University administration, the applicant will not be penalized.

Unit B Faculty (Temporary Faculty Members)

1) Evaluation of employees on Lecturer appointments shall consist of a review of the following by the Department Chair and the Dean where applicable:

a. Any materials required by the statement of Departmental Application of Criteria in the area primary duties;

b. Any additional materials the employee submits as evidence of the effectiveness of her/his primary duties;

c. Materials in the employee's personnel file.

d. Additional documentation of the materials specified in a., b., and c. above, as requested by the Department Chair.

2) Following review of the documents, the Department Chair and the Dean shall each write an evaluation of the employee's primary duties. The evaluations shall state whether and why the employee's degree of effectiveness in primary duties has been unsatisfactory, satisfactory, or highly effective, with reference to the performance standards specified in the appropriate Departmental Application of Criteria.

Upon the request of the employee, a conference shall be held between the Chair and the employee to discuss the written evaluation.

3) If an employee's performance is judged unsatisfactory, the Department Chair and/or Dean, as appropriate, shall provide written reasons, based on the statement of Departmental Application of Criteria. The employee may forward the decision of the Chair and/or Dean to the Union Chapter President who shall notify the Provost to initiate the selection process for review by an appeals committee. The Appeals Committee shall be composed of three bargaining unit members from Unit A and/or Unit B: one member selected by the employee, one member selected by the Chair, and the third by the two members selected. The Appeals Committee shall select a Chair and operate under procedures agreed to by the Union Chapter President and the Contract Administrator, within 30 calendar days of ratification of the current Contract. The

recommendations of the Department Chair and/or Dean and the Appeals Committee, if applicable, and the materials submitted by the employee shall be forwarded to the appropriate Vice President for final review and evaluation.

4) A copy of the evaluations shall be sent to the employee. The employee may attach a written response to the evaluation statements for inclusion in the employee's personnel file.

5) A satisfactory evaluation of a Lecturer shall not constitute a promise of future employment. Future employment opportunities shall be governed by the provisions of Article 30.

E. Annual Evaluation of Tenured Faculty

The annual evaluation for tenured faculty not being considered for promotion or PAI is a process to evaluate each faculty member's work performance and accomplishments. The evaluation shall consist of the review by the Department Chair of the required material and other professionally-related materials, including work in progress done since the last evaluation. Faculty will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service using the standards of *Exemplary* and *Adequate* as specified in each Departmental Application of Criteria.

The evaluation shall include:

(a) Materials submitted by the faculty member to substantiate performance in each of the areas of teaching/primary duties, research/creative activity and service; and

(b) Materials in the faculty member's personnel file.

(c) Beginning Spring 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern: Year 1 (beginning Spring 2021), a summary of work in each area (teaching/performance of primary duties, research/creative activity, service), specifically referencing the requirements of the departmental application of criteria, and following 19.4.c.1.b; and Year 2 (beginning Spring 2022), a portfolio with complete documentation to substantiate performance under 19.4.c.1.b. In either year, the Department Chair and Dean may request additional documentation.

The evaluation shall consist of the review by the Department Chair of the required material and other professionally related materials, including work in progress done since the last evaluation. (Contract, 19.4.c. (1)

Performance Standards for Tenured Faculty

Teaching/Performance of Primary Duties

An EXEMPLARY evaluation in the area of primary duties will require the following:

1. The candidate meets the requirements for the previous levels,
2. Demonstrates mastery of the skills necessary to perform the assigned duties, and
3. Takes a leadership role in incorporating changes and system improvements

Samples of materials should reflect exemplary performance.

An ADEQUATE evaluation in the area of primary duties will require the following:

1. Candidate meets the requirements for the previous level,
2. Shows increasing understanding of the assigned tasks, and
3. Demonstrates the capacity and willingness to change methods of operation for better efficiency and effectiveness in the job.

Samples of materials should reflect adequate performance.

Research/Creative Activities

An EXEMPLARY evaluation in the area of research/creative activities will require involvement in at least 4 research/creative activities (one of which must be from categories 3 or 4). By the third year of review as a tenured faculty member, and each subsequent third year thereafter, one of the activities accomplished and documented must be a major research/creative activity (category 4). Year 1 would begin July 1, 2024, the start of the Contract year for 12-month faculty.

An ADEQUATE evaluation in the area of research/creative activities will require involvement in at least 2 research/creative activities. By the third year of review as a tenured faculty member, and each subsequent third year thereafter, one of the activities accomplished and documented must be a major research/creative activity (category 4). Year 1 would begin July 1, 2024, the start of the Contract year for 12-month faculty.

Service Activities

An EXEMPLARY evaluation in the area of service will require involvement in at least 4 service activities, at least 1 of which must be service to the university and 1 of which must be service to the profession at the local, state, regional, national, or international level.

An ADEQUATE evaluation in the area of service activities will require involvement in at least 2 service activities.

III. EVALUATION GUIDELINES FOR PRIMARY DUTIES

A. Areas of Consideration in Evaluating Effectiveness of Performance

"Evaluation of an employee's teaching/performance of primary duties will include consideration of the employee's effectiveness in her/his: execution of assigned responsibilities; command of the subject matter or discipline; oral English proficiency as mandated by Illinois statute; ability to organize, analyze and present knowledge or material; ability to encourage and interest students in the learning process; and in student advisement, counseling and direction of individual activities." (*Contract* 2010-2015, 19.3.d (1)-p.48).

The scope of primary duties performed by the Library and Instruction Services resource professional faculty is diverse and varies according to assignments, individual expertise, and professional background and training. Duties may include, but are not limited to, assignments in the various areas of academic librarianship.

Activities described in the portfolio narrative should demonstrate the achievements of the candidate for the personnel action. Supporting evidence should clearly identify the faculty member and her/his/their specific contribution(s) or achievement(s).

Resource professionals may be engaged in formal and informal instruction, such as lectures, seminars, and workshops. Resource professionals may teach in the Library instruction program and will be assigned CUEs commensurate with their expected output. Resource professionals may teach credit-bearing courses in fields or areas in which they have expertise. If such courses are not considered as part of their primary duties, they must not interfere with the execution of primary duties.

B. Relative Importance

Duties which are delineated on the official Assignment of Duties form shall be considered the most important and the basis for evaluation of primary duties.

C. Activities

A variety of activities and materials is indicated because of the diversity of primary duties performed by unit resource professionals. Performance may be evidenced by, but is not limited to, the following activities that are listed and assigned to the faculty member on the annual Assignment of Duties form:

1. Program planning, evaluation, and assessment (list specified area)
2. Supervision and training
3. Acquisitions
4. Cataloging or metadata, and organizing/classification of information
5. Database development and maintenance
6. Instruction Services
7. Development and production of materials
8. Collection Development
9. Access Services
10. Reference Services
11. Liaison (list subject or organizational responsibilities)
12. Library and Instruction Services website content development and maintenance

13. Library systems development, implementation, and maintenance
14. Archives and records management

D. Materials

Materials that demonstrate achievement or contribution, or that support performance of primary duties may be evidenced by, but are not limited to, the following:

1. Awards, honors, and commendations for performance of primary duties
2. Bibliographies as well as research, subject, course, or topic guides
3. Correspondence attesting to performance or results
4. Evaluative statements from current or former clients or patrons. If applicable, a summary, interpretation statement regarding student evaluations will be provided by the appropriate administrator
5. Original informational handouts
6. Original instructional/training materials
7. Manuals
8. Reports and records
9. Scripts
10. Statistics and data analysis
11. Videos and media productions
12. Work schedules and plans
13. Screenshots
14. Instruction tools (tutorials, PowerPoints, quizzes, etc.)
15. Spreadsheets

The peer reviewers shall submit their evaluation using the "Library and Instruction Services Primary Duties Peer Evaluation Form."

E. Professional Development in the Area of Primary Duties

Professional development activities for professional improvement include but are not limited to participation in short courses, conferences, workshops, webinars/seminars, attendance at professional meetings or discussion fora, advanced study, certificate programs, attainment of additional degrees **related to primary duties**, sabbaticals, fellowships, self-training in new technologies or software or methods, and other primary-duty-related educational experiences. Documentation of participation must be provided for consideration. A written account of literature and/or Internet or other research or self-training completed that deepens knowledge or

broadens expertise in an area of primary duties is also acceptable. The following are example materials:

1. Documentation of participation in a short course, conference session, workshop, webinar/seminar, or similar activity.
2. Evidence of attendance at a conference, meeting of a professional organization, forum, or similar event.
3. Evidence of advanced study, new or renewed certification, attainment of an additional degree, or participation in a fellowship program.
4. Evidence of self-training in new technologies, software, or methods.
5. A written account of literature and/or Internet or other research completed in a subject area relevant to primary duties.

A summary of any professional development activities that contribute to improvements in primary duties areas should be included in the portfolio with documentation.

F. Performance Standards for Primary Duties

Based on documented evidence presented for the primary duties activities listed in the portfolio (including peer evaluations, two for each period of evaluation), the candidate will be judged by the members of the DPC as to whether the standard indicated below has been fulfilled. Each succeeding evaluator may also use the evaluations and comments of the preceding evaluators to reach his/her recommendation. Examination of other materials listed in the Union Contract is also permitted when appropriate.

A **SATISFACTORY** primary duties evaluation (needed for retention of tenure-track faculty in probationary years 1 and 2, and for annual evaluation of all temporary faculty) will require the following:
1. The candidate demonstrates basic competency in the skills required to complete the assigned tasks, and
2. Shows ability and willingness to perform primary duties at a higher level.

Samples of materials should reflect satisfactory performance.

An **EFFECTIVE** primary duties evaluation (needed for retention of tenure-track faculty in probationary year 3) will require the following:
1. Candidate meets the requirements for the previous level,
2. Shows increasing understanding of the assigned tasks, and
3. Demonstrates the capacity and willingness to change methods of operation for better efficiency and effectiveness in primary duties.

Samples of materials should reflect effective performance.

A **HIGHLY EFFECTIVE** primary duties evaluation (needed for retention of tenure-track faculty in probationary year 4, and for promotion to assistant professor) will require the following:
1. The candidate meets the requirements for the previous level,

2. Shows increasingly solid understanding of the assigned tasks, and

3. Contributes significant ideas for improvement in library services or

procedures. Samples of materials should reflect highly effective performance.

A **SIGNIFICANT** primary duties evaluation (needed for retention of tenure-track faculty in probationary year 5) will require the following:
1. The candidate meets the requirements for the previous levels,
2. Shows advanced understanding of the assigned tasks,
3. Demonstrates increased capacity and willingness to change methods of operation for the advancement of departmental goals and operations, and
4. Makes a significant contribution to the planning and implementation of a new or expanded library service.

Samples of materials should reflect significant performance.

A **SUPERIOR** primary duties evaluation (needed for tenure; promotion to associate professor or full professor; and for a professional advancement increase*) will require the following:
1. The candidate meets the requirements for the previous levels,
2. Demonstrates mastery of the skills necessary to perform the assigned duties, and
3. Takes a leadership role in incorporating changes and system improvements in library services or operations.

Samples of materials should reflect superior performance.

An **EXCEPTIONAL** primary duties evaluation (needed for tenure on the basis of exceptionality; promotion to associate professor or full professor on the basis of exceptionality) will require that:

 A candidate for tenure or promotion to associate professor by exception is expected to perform at the SUPERIOR level in Primary Duties and SIGNIFICANT in either Research/Creative activities or Service activities. Performance must be at the HIGHLY EFFECTIVE level in the area not chosen for SIGNIFICANT work.

A candidate for promotion to full professor by exception is expected to perform at the SUPERIOR level in Primary Duties and SUPERIOR in either Research/Creative activities or Service activities. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

Samples of materials should reflect exceptional performance.

*A candidate for a professional advancement increase must perform at the SUPERIOR level in Primary Duties and SUPERIOR in either Research/Creative activities or Service activities. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

IV. EVALUATION GUIDELINES FOR RESEARCH AND CREATIVE ACTIVITIES

A. Categories of materials and activities

No limits are to be placed on the kind of research and/or creative activities engaged in by faculty members, as long as there is a demonstrable relationship between the faculty member's research and his/her academic discipline(s), whether librarianship, her/his subject discipline(s) or his/her area(s) of expertise.

According to the Contract, Article 19.1, page 48, employees are required to meet the standards of the DAC, "which may include publication in academic journals, evidence of research, membership or leadership in professional organizations, and developing or co-developing funded grants or activities."

The activities listed within each category are meant to be illustrative of the kind of activities that may be considered in each category. The lists below are not meant to be either definitive or exhaustive. Each faculty member is encouraged to consult with a member of the DPC concerning his/her activities, their appropriate category ranking, and the appropriate type of documentation.

Portfolios submitted for retention, tenure, post-tenure review, promotion and/or PAI should include a summary of any professional development activities in the area of research/creative activity.

1. Developmental Activities
a. Programs, presentations and other scholarly activities for community-based organizations
b. Presentation at unit, college or university seminars
c. Receipt of professional development grant
d. Completing a literature review in a research-related area

2. Scholarly Activities (not included in Category 1)
a. Manuscripts in preparation: The acceptability of manuscripts in preparation and the appropriate documentation shall be determined by the DPC using the "Library and Instruction Services Unpublished Materials Evaluation Form." The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted in consultation with the faculty member.
 b. Research in progress: The acceptability of research in progress shall be determined by the DPC in consultation with the faculty member. Where human subject research occurs, the written approval notice from the Institutional Review Board (IRB) shall constitute documentation of ongoing and appropriate research activity. The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted in consultation with the faculty member.
c. Proposals or applications for external grants or fellowships: The acceptability of such proposals shall be judged by the DPC which may solicit the opinions of referees in the faculty member's discipline and/or area of expertise.
d. Presentations at local/state/regional professional meetings, or evidence that a proposal

for presentation has been accepted at such a meeting.
e. Curate or organize a public or CSU exhibition
f. Original work in an anthology, encyclopedia, or scholarly edited volume of essays
g. Book indexer for a published work
h. Discussant or panel chair at professional conference
i. Invited presentation at a professional meeting that requires substantial preparation
j. Edit a published scholarly work
k. Edit a professional journal
l. Edit proceedings of a professional conference
m. Serve as a peer reviewer for granting agencies, publishers, or any other area in which a faculty member's expertise is recognized. Acceptable documentation shall consist of letters soliciting the faculty member's reviews.
n. Receipt of seed grant or similar type of grant intended to provide financial support for new and innovative projects, which have the potential to yield external funding
o. Receipt of other types of grants not included in Category 3-4

Documentation shall include copies of material and the "Evaluation Form" where appropriate.

3. Dissemination of Knowledge (not included in Category 1-2)
a. Publications in any venue not covered in Category 4
b. Manuscripts submitted for consideration in peer- reviewed publications
c. Evidence that the faculty member's research/creative activity is regarded as significant within his/her discipline (indices, journal citation, professional letters referencing published work)
d. Substantive book reviews published in professional journals
e. Presentations, including poster sessions, at national or international professional meetings, symposia, conferences, and the like; or evidence that a paper has been accepted for presentation during the evaluation period in cases when the presentation will not take place until after the evaluation period
f. Exhibition, distribution, or performance of creative or original work
g. PI/Co-PI/Contributor on a successful competitive external planning, implementation, or other non-research grant requiring significant recording and reporting of information.
h. Receipt of professional award for scholarship

Documentation consists of an offprint of the published work, photocopies of the first page of an article or table of contents of a book as the publication appears in print.

4. Professional Publications (not included in Category 1-3)
a. Published book
b. Original translation
c. Peer-reviewed journal article
d. Article published in appropriate professional journal
e. Book chapter in an edited collection
f. Juried exhibition or performance of creative or original work
g. PI/Co-PI/Contributor on a successful competitive external research grant Documentation shall conform to the guidelines in Category 3 unless otherwise specified.

B. Relative Importance

Research listed in Category 3 and 4 represent a higher level of scholarly achievement and is therefore weighed more heavily than the activities listed in categories 1 and 2.

C. Evaluation of Research/Creative Activity
a. Quality and professional stature of publications will be judged by the DPC
b. Consideration will be given only to work that can be documented according to the categories listed above during the evaluation period
c. Consideration will be given to the prestige of the conference or institution where a presentation is given
d. Evidence of professional/research development must be submitted to document the activities
e. Evidence must be submitted to document the awards

D. Guidelines for evaluations of research/creative activity

Based on documented evidence presented for the criteria in Categories 1-4, the candidate will be judged by the members of the DPC as to whether s/he has fulfilled the standard indicated for the appropriate category.

*Note: Unit A faculty currently in Probationary Years 1-5 as of this academic year (2023-2024) will only be required to accomplish ONE major research/creative activity (Category 4) for tenure. This exception is only for the 2022-2026 Contract.

The standards for evaluation are as follows:

APPROPRIATE (retention for year 1) – For retention, the candidate has initiated involvement in at least 1 activity.

SATISFACTORY (retention for year 2; promotion to assistant professor) - For retention, the candidate is involved in at least 2 research/creative activities; **for promotion to assistant professor**, the candidate is involved in at least 3 research/creative activities, with at least one from Categories 3 or 4.

HIGHLY SATISFACTORY (retention for year 3) - For retention, the candidate is involved in at least 3 research/creative activities (one of which must be from categories 3 or 4 so as to meet the requirement of one major research/creative activity by year 3).

If the candidate has no Category IV research at this point (from beginning their position a CSU until submission of portfolio for 3rd year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC, and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure.

EFFECTIVE (retention for year 4) - For retention, the candidate is involved in at least 4 research/creative activities (one of which must be from categories 2, 3, or 4).

HIGHLY EFFECTIVE (retention for year 5) - For retention, the candidate is involved in at least 5 research/creative activities (two of which must be from categories 2, 3, or 4).

SIGNIFICANT (tenure; promotion to associate professor) - For tenure, the candidate is involved in at least 15 research/creative activities (two of which must be from category 4 so as to meet the requirement of two major research/creative activities by tenure); **for promotion to associate professor**, the candidate is involved in at least 16 activities (two of which must be from category 2, at least one of which must be from category 3, and at least two of which must be from category 4).

SUPERIOR (promotion to full professor and professional advancement increase*) - For promotion, the candidate is involved in at least 10 research/creative activities (six of which must be from categories 2, 3 or 4, with at least two of these from category 4 to meet the requirement of two major research/creative activities for promotion to full professor). **For a professional advancement increase**, the candidate should be involved in 11 research/creative activities (seven of which must be from categories 2, 3 or 4, with at least two of these from category 4 to meet the requirement of two major research/creative activities for PAI). It is expected that individuals will document a variety of activities.

EXCEPTIONAL (needed for tenure on the basis of exceptionality; promotion to associate professor or full professor on the basis of exceptionality):

 A candidate for tenure or promotion to associate professor by exception must be rated at the SIGNIFICANT level in either Research/Creative activities or Service. Performance must be at the HIGHLY EFFECTIVE level in the area not chosen for SIGNIFICANT work.

A candidate for promotion to full professor by exception must be rated at SUPERIOR in either Research/Creative activities or Service. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

*A candidate for a professional advancement increase (PAI) must perform at the SUPERIOR level in Primary Duties and SUPERIOR in either Research/Creative activities or Service activities. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

V.   EVALUATION GUIDELINES FOR SERVICE ACTIVITIES

A. Areas of Consideration in Evaluating Effectiveness of Performance

As stated in the Contract, Section 19.3.d(3), page 48, "Evaluation of the effectiveness of an employee's unit, college, university, community or professional service will include consideration of: extent and nature of leadership; degree of participation; quality and length of service; extent and nature of participation in professional organizations, except for presentations at professional conferences (see above, Section 19.3.c.(2)); extent and nature of national, state, or local recognition of service; and the relationship of the service to the employee's assigned responsibilities and to the University. Service activities for which an employee receives compensation will not be included for consideration."

Portfolios submitted for retention, tenure, post-tenure review, promotion and/or PAI should include a summary of any professional development activities in the area of service.

B. Relative Importance

Service activities fall into four categories (unit, university, community, and professional). All the categories of service shall be of equal importance, except for community service that does not reflect the mission and goals of the university. Serving as an officer or in some other leadership role will be considered a more significant contribution than serving as a member of a committee. Care must be taken when evaluating service to consider the committee assignments and work available to the faculty member, the place of the faculty member in his/her professional development, and the nature of the faculty member's academic background. Recognition should be given to the fact that not every discipline lends itself to the same service opportunities, especially as these relate to community-based activities. It is also anticipated that the amount of service activities will vary from year to year.

C. Activities

Activities that support the performance of service may be evidenced by, but are not limited to, the following:

1. Membership or leadership on unit, university, community, or professional committee, task force or board
2. Serving as advisor to student group or organization
3. Membership or leadership on the Faculty Senate or Senate Committee
4. Union leadership at the chapter or Local level or committee membership (if not assigned duties)
5. Preparing a report for assessment for the unit/division (if not compensated)
6. Preparing a report for accreditation/evaluation of another unit/division (if not compensated)
7. Organizing of colloquia, workshops, lectures, debates on campus
8. Fundraising for a Library unit or the University
9. Unpaid consulting or volunteer service
10. Membership in a professional organization at the local, state, regional, national, or international level
11. Leadership in a professional organization at the local, state, regional, national, or international level
12. Any other necessary and appropriate type of service to the profession or the campus community.

D. Materials

Materials that support the performance of service activities may be evidenced by, but are not limited to, the following:

1. Minutes of meetings or committee reports showing attendance and participation
2. Awards for service to the unit, university, community, or profession
3. Descriptions of one's service activities in newspaper articles, brochures, programs, etc.
4. Letters of appointment, gratitude, or commendation
5. Samples of work product
6. Other appropriate materials documenting performance of service activities

E. Performance standards for service activities

Guidelines for evaluation of service: Based on documented evidence presented for the service activities listed in the portfolio, the candidate will be judged by the members of the DPC as to whether s/he has fulfilled the standard indicated for the appropriate category.

APPROPRIATE (retention for year 1) - The candidate has initiated involvement in at least 1 service activity.

SATISFACTORY (retention for year 2; promotion to assistant professor) - For retention, the candidate is involved in at least 2 service activities; for Promotion, the candidate is involved in at least 3 service activities, one of which must be at the Unit level of involvement.

HIGHLY SATISFACTORY (retention in year 3) - For retention, the candidate is involved in at least 3 service activities.

EFFECTIVE (retention in year 4) - For retention, the candidate is involved in at least 4 service activities.

HIGHLY EFFECTIVE (retention in year 5) - For retention, the candidate is involved in at least 4 service activities, at least 1 of which must be service to the university and 1 of which must be service **to the profession** at the local, state, regional, national, or international level.

SIGNIFICANT (tenure; promotion to associate professor) - The candidate is involved in at least 14 service activities, at least 2 of which must be service to the university and 2 of which must be service **in a professional organization** at the local, state, regional, national, or international level. For promotion to associate professor, the candidate must meet the criteria for tenure, and demonstrate leadership in at least 1 activity at the division or the university level. Leadership is demonstrated by holding an elected or appointed office, or by making a significant contribution to the work of the body.

SUPERIOR (promotion to full professor and professional advancement increase*) - The candidate is involved in at least 15 service activities. At least 2 must be service to the university and 2 must be service in a professional organization at the local, state, regional, national, or international level. At least 1 of the activities must demonstrate leadership at the university level and 1 activity must demonstrate leadership in a professional organization at a regional, national, or international level.

EXCEPTIONAL (needed for tenure on the basis of exceptionality; promotion to associate professor or full professor on the basis of exceptionality):

 A candidate for tenure or promotion to associate professor by exception must be rated at the SIGNIFICANT level in either Research/Creative activities or Service. Performance must be at the HIGHLY EFFECTIVE level in the area not chosen for SIGNIFICANT work.

A candidate for promotion to full professor by exception must be rated at SUPERIOR in either Research/Creative activities or Service. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

*A candidate for a professional advancement increase must perform at the SUPERIOR level in

either Research/Creative activities or Service activities. Performance must be at the SIGNIFICANT level in the area not chosen for SUPERIOR work.

EVALUATION FORMS

LIBRARY AND INSTRUCTION SERVICES
PRIMARY DUTIES PEER EVALUATION FORM

FACULTY MEMBER EVALUATED _____

Reason for Evaluation
- o Retention

- o Tenure

- o Promotion to the Rank of _____

- o Professional Advancement Increase (PAI)

PERFORMANCE OF PRIMARY DUTIES MATERIALS JUDGED

( ) SUPERIOR	( ) SIGNIFICANT	( ) HIGHLY EFFECTIVE	( ) EFFECTIVE	( ) HIGHLY SATISFACTORY	( ) SATISFACTORY	( ) APPROPRIATE

WRITTEN COMMENTS (Attach additional pages if needed)

Print Name of Evaluator:

Signature of Evaluator:

Title of Evaluator:

Evaluation Criteria

Competency Area	Description	Examples
1. Professional Knowledge and Expertise	The faculty member contributes to the university and the operational goals and practices of the unit with their subject matter expertise and relevant knowledge in the field.	- Has a strong understanding of the university's mission, vision, and values. - Is familiar with the department's and unit's goals and objectives. - Keeps up-to-date on the latest research and trends in their area. - Applies their knowledge to their job responsibilities.
2. Initiative and Leadership	The faculty member is proactive in problem-solving, demonstrates a willingness to take on new responsibilities or projects, and contributes to the unit and university with	- Initiates new projects and collaborations. - Takes on new leadership roles and responsibilities.

2.1. Adaptability	innovative ideas. – Ability to adapt to changes at the unit and university level, and flexibility in handling new tasks or challenges.	● Is able to adapt their instruction methods, processes and workflows to meet the needs of the unit, students or university. ● Is able to adjust to new administrative and budgetary constraints. ● Embraces new technologies.
2.2. Resourcefulness	– Ability to find creative solutions to meet the information needs of the university community through effective and efficient use of available resources, tools and technologies.	● Uses a variety of methods and technologies to engage students. ● Develops and uses innovative ways to improve access, instruction, processes, etc. ● Weigh the pros and cons of different options before making a decision. ● Uses evidence to support their decisions. ● Making decisions in the best interest of students and the institution.
3. Organization and Planning	The faculty member demonstrates efficient use of time and resources to support learning in the university community through effective planning and management of assignments, projects or tasks.	● Develops clear and achievable plans. ● Meets deadlines and commitments. ● Gives clear and concise instructions. ● Is able to effectively communicate their ideas to a variety of audiences. ● Participates actively in departmental and unit meetings and committees. ● Collaborates with colleagues on projects and initiatives. ● Builds relationships with external partners and stakeholders.
3.1. Communication and Presentation	– Successfully deliver information in multiple modalities to different audiences.	
3.2. Collaboration	– Provides meaningful contributions to unit projects or goals and is willing to share knowledge and resources.	

4. Self Management & Accountability	The faculty member manages workload and time effectively, is capable of working independently without supervision, and takes ownership of outcomes, both positive and negative, for assigned tasks and commitments.	• Is able to work independently on projects and new initiatives. • Is able to manage their time effectively to meet deadlines and commitments. • Makes sound judgments and decisions without supervision. • Completes assignments on time and to a high standard.
4.1. Professionalism & Integrity	– Contributes to a respectful, supportive and positive learning environment and maintains professional and respectful interactions with colleagues.	• Is responsive to requests from students, colleagues, and supervisors. • Is able to prioritize tasks and adjust their priorities as needed. • Is respectful of colleagues and students. • Is open to feedback and different perspectives. • Is able to resolve conflicts in a constructive and professional manner. • Addresses challenges with a solutions-oriented mindset.
5. Professional Development	The faculty member demonstrates commitment to ongoing professional development by actively pursuing opportunities to incorporate new knowledge into their work.	• Attends conferences and workshops. • Reads professional journals and books. • Pursues further education or certifications. • Seeks mentorship or coaching. • Networks with other professionals in their field. • Serves on editorial boards and review panels. • Demonstrates active involvement in the Library and Information Science community.

LIBRARY AND INSTRUCTION SERVICES

UNPUBLISHED MATERIALS EVALUATION FORM

Faculty Member Evaluated _____

Reason for Evaluation

- o   Retention
- o   Tenure
- o   Promotion to the Rank of _____
- o   Professional Advancement Increase (PAI)

Brief Description of Materials Evaluated:

Written Comments:

This unpublished material qualifies as an appropriate *Research/Creative Activity*.

Does qualify   Does not qualify

Evaluated by   **Date**

_____   _____