



University Libraries Guidelines for Faculty Personnel Reviews

EFFECTIVE AUGUST 6, 2019

Contents

1. Introduction	2
2. Evaluation Criteria	2
2.1. <i>Professional Effectiveness</i>	2
2.2. <i>Scholarly/Creative Activity</i>	3
2.3. <i>Service to the Institution, Profession and Community</i>	6
3. Collegiality	7
4. Personnel Actions	8
4.1. <i>Contract Renewal</i>	8
4.2. <i>Tenure</i>	9
4.3. <i>Rank and Promotion</i>	10
4.4. <i>Early Tenure and Promotion</i>	13
5. Portfolio	14
5.1. <i>Personal integrative statement</i>	14
5.2. <i>Evidence</i>	15
5.3. <i>Appendices</i>	16
6. Sabbatical Leave	17
Appendix A	18

University Libraries Guidelines for Faculty Personnel Reviews

1. Introduction

The evaluation criteria for personnel reviews of regular Library faculty are stated in the Board of Trustees' Policies, in 4.2.9, and are reprinted annually in the Faculty Handbook in 4.2.9, as approved by the Board of Trustees. The three criteria, in order of importance, are: 1) Professional Effectiveness; 2) Scholarly/Creative Activity; 3) Service to the Institution, the Profession, and Community.

Grand Valley State University librarians are partners with other academic faculty in the pursuit of the university's goals for teaching, scholarship, and service. Full-time Library faculty holding regular appointments in the University Libraries are subject to evaluation for reappointment, tenure, and promotion following the guidelines below. These guidelines are adapted for Library faculty who have 12 month contracts and dual responsibilities that consist of overseeing various functional areas in the Libraries in addition to responsibilities as University faculty. Functional areas include: administration, technical services, liaison relationships with academic departments, instruction, collection development, information technology, user experience, etc.

2. Evaluation Criteria

The evaluation criteria below are based upon the personnel policies approved by the Board of Trustees. For purposes of clarification, these criteria have been enhanced and amplified.

It is expected that all regular Library faculty shall be evaluated on the same criteria and shall be expected to demonstrate that they meet the same level of performance expectations. As stated in the Board of Trustees' Policies, 4.2.9.1, the burden of proof for performance that warrants the personnel action under consideration rests with the regular Library faculty member under review. In other words, it is the candidate's responsibility to clearly present their own best case supported by well-organized evidence. It is the responsibility of the University to process the requested personnel action.

2.1. Professional Effectiveness

The University Libraries value excellence in professional effectiveness and consider the demonstration of it the first priority for all Library faculty. Each year library faculty negotiate their Faculty Activity Plan within the unit. For planning purposes, library faculty typically spend the majority of their time on professional effectiveness and the rest distributed between scholarship and service.

By the very nature of library and information science, expressions of professional effectiveness for regular Library faculty vary widely, as do the means, formats, and venues by which these expressions can be made. Grand Valley State University maintains the goal of providing high quality, student-centered education to undergraduate and graduate students. The Library faculty will meet this goal through evidence of performance as outlined in the individual annual faculty activity plans, as applicable, and position description documents.

2.2. *Scholarly/Creative Activity*

Scholarship may be of several types promoting the discovery, integration, application, and teaching of knowledge. University Libraries support open access and creation of open educational resources; we encourage each other to explore open publishing options.

Activities must relate to one's profession and reach beyond regular responsibilities as described under professional effectiveness. For work to be evaluated as scholarship, there must be a result or outcome that is disseminated beyond the University. Authorship and co-authorship are considered equally.

2.2.1. Peer-Review and Peer-Validation

For purposes of evaluation and personnel decisions, we define peer review as independent evaluation by an outside expert before dissemination and peer-validation as independent evaluation by an outside expert either before or after dissemination. We wish to emphasize that traditional, peer-reviewed publication of books, articles, and chapters, while certainly an important and easily verifiable kind of professional achievement, is only one form of peer-validated scholarship. Peer validation may take other forms and may occur in various ways.

Examples of Peer-Validation: A faculty member disseminates:

- An article in a widely-distributed, practitioner-oriented venue that is not peer-reviewed;
- Scholarship in a blog with a wide readership; or
- An open-source text book or other curricular material that is not peer-reviewed, but is widely adopted or commended by outside experts after dissemination.

If knowledgeable peers with appropriate credentials read this scholarly contribution and attest to its scholarly excellence and impact, then the department may consider the contribution to have been favorably validated by knowledgeable peers, even though the review would necessarily have taken place after dissemination. Example: if a faculty member devotes sustained, scholarly attention to creating code or user interfaces that improve user access to library resources through improved functionality, and shares that code via an

open code repository, and can demonstrate positive feedback from or wide adoption by peers at other institutions, the department may consider the faculty member's scholarly contributions to have been validated favorably by knowledgeable peers. Or, if a faculty member devotes sustained scholarly attention to helping a local school create and implement new curricular materials and pedagogical strategies, and if that district's teachers and administrators comment favorably and specifically on the faculty member's scholarly contributions to the district's educational endeavors, the department may consider the faculty member's scholarly contributions to have been validated favorably by knowledgeable peers. Whether a faculty member engages in traditional, peer-reviewed publication and presentation or in other forms of scholarly activity, it is the responsibility of the faculty member under review to provide evidence both of the scholarly contributions (the observable "outcomes" of the scholarly activity) and of favorable peer validation. It is necessary that peer validation (other than traditional peer-review) be substantive and shared with the department. Department colleagues have the authority and responsibility to determine what constitutes a "peer" and whether a scholarly product has been "peer reviewed" or "peer validated".

Grand Valley State University uses the following three categories to describe scholarship/creative activities:

- I. Advancement of Knowledge/Creative Expression: Scholarly and creative work in this form advances knowledge or creative expression in the field through two characteristics: (1) "Product is in a publicly accessible format and is disseminated outside of GVSU, (2) product utilizes a process to judge the quality and value of the contribution to the discipline; this is generally through the process of peer review, but some disciplines may use other appropriate processes." Peer validation includes peer review.

Advancement of Knowledge or Creative Expression (includes, but not limited to):

- Authorship in peer-validated and/or professionally recognized publications
- Scholarly book chapters, if peer reviewed
- Scholarly books (from a reputable publisher as recognized by the discipline)
- Serving in a lead editor role on a monograph, journal special edition, or journal
- Conference presentations (if full proposal is submitted for peer review)
- Conference proceedings (if full paper submitted for peer review)
- Serving as editor of a monograph or journal special edition

- Authorship of a peer reviewed or peer validated textbook, textbook chapter, teaching related journal article, or instruction manual
- II. Scholarly Engagement: Scholarly engagement demonstrates an active scholarly/creative activity agenda through the use of existing disciplinary knowledge to produce a product that is disseminated to peers, users, or decision makers (see 4.1 for definition of scholarly agenda). Those products typically utilize less stringent public/private validation or judgement of work. Some of them will later become Advancement of Knowledge/Creative Expression (e.g. conference presentation that later is published as a peer-reviewed article). In addition, documented scholarly/creative work-in-progress fits into this category.
- Authorship or creation of supplemental materials used in a textbook or open educational resource (lesson plans, assignments, videos, etc.)
 - Authorship or creation of news articles, professionally-relevant blogs, podcasts, or video blogs
 - Authorship of reviews—including, but not limited to, books, software, or websites
 - Authorship of annotated bibliographies or webliographies (a list or catalogue of web-based material relating to a subject)
 - Conference proceeding papers (if abstract or summary submitted)
 - Development of web-based tools or digital resources
 - Presenting papers or formally sharing work in academic and professional venues including webinars (not peer reviewed or peer validated)
 - Invited professional presentation outside of GVSU
 - Funded grant proposals (travel grants are excluded)
- III. Professional Development: Scholarly and creative work of the professional development type are those scholarly and creative activities undertaken by educators to improve their disciplinary knowledge, competence, or skills. Professional Development (includes, but not limited to):
- Professional certification/licensure
 - Acquiring badging or other micro-credentials
 - Acquiring new competencies (e.g. new methodology, new technology)
 - Attending academic conferences
 - Attending scholarly workshops
 - Attending exhibitions in one's discipline or related to one's professional effectiveness
 - Progress towards an academic degree
 - Participation in departmental research colloquia or seminars

All scholarly/creative work must be appropriately documented so that colleagues are able to evaluate its quality and significance. It is the responsibility of the candidate to justify the inclusion of scholarly activities in the portfolio.

2.3. Service to the Institution, Profession and Community

Faculty members in University Libraries are expected to be active, responsible citizens engaging in a combination of service to their institution, their professional community, and the community at large. Faculty serve in diverse ways and the amount and scope of service will vary over the course of a faculty member's career and with the changing needs of the Libraries.

Normally, tenure track library faculty who are in their first year, at any rank, are not expected to participate in service activities so that they may concentrate on developing competence in professional effectiveness and scholarship (see 4.3.3). The general expectation is that by the time of tenure review, library faculty will have engaged in service to the institution and profession.

Community service is valued, but not required for library faculty, and involves the engagement of the faculty member's professional expertise in response to community needs, locally, regionally, nationally, or internationally. That expertise may be as broad as using the knowledge and skills of an educator when representing GVSU, or as focused as assisting communities to meet their needs for information literacy or promoting secure and ongoing open access to information resources. If candidates wish to have community service counted in personnel actions, they must explain in their portfolio how this is relevant to the candidate's professional role and contributes to the community being served. For additional clarification, see FH 3.01.C

Evidence of service is significant in decisions on tenure, promotion, and salary increments. It is the responsibility of each faculty member to describe the nature of their service and time commitment involved. Reporting should detail the library faculty member's contributions to significant work at the institutional, professional and community level. Normal departmental activities (e.g., attendance at department and college meetings, reviewing sabbatical proposals, commenting on personnel files, etc.) are a basic expectation of all faculty members. These activities are not sufficient to be considered satisfactory performance in the area of service. Normally, service is not a compensated activity; exceptions to this must be approved by the Dean of the University Libraries.

The types of service activities for contract renewal, promotion, and tenure decisions may include but are not limited to:

Service to the Institution

- Serving on University and University Libraries committees through appointment or election and task forces outside of normal position duties
- Serving in an elected role in the University Libraries Faculty Assembly
- Membership on a search committee within or outside University Libraries
- Becoming and acting as an Inclusion Advocate or Champion
- Designing and implementing of curricula for University Libraries or another college or department
- Volunteering for special university or library events, programs, and conferences
- Formally mentor a GVSU student or supervise a GVSU student internship
- Mentoring new faculty

Service to the Profession

- Holding official leadership roles in professional or scholarly organizations
- Conference reviewer or editor
- Journal peer-referee or manuscript peer reviewer
- Organizing a professional conference
- Refereeing or reviewing disciplinary/professional grant proposals for funding organizations
- Contributing time and expertise to a professional society or organization
- Serving as an organizer or leader of professional workshops, panels, or meetings
- Supervising a MLIS student internship or practicum

Service to the Community

- Providing lectures, presentations, or workshops to communities on topics related to librarianship and/or professional expertise
- Acting as a board member in a community-based or governmental organization
- Volunteering services as a consultant on community projects when representing the University
- Supervise a non-GVSU student internship or practicum
- Consulting activities with private and public organizations

3. Collegiality

Collegiality refers to the ability of a faculty member to build and manage the kind of professional relationships that ensure a community's ability to work together effectively toward common goals. As stated in the Faculty Handbook, 3.05.E.2, "Collegiality does not refer to one's view of another's social skills or position on controversial issues, which are not appropriately part of the evaluation process. Nor is collegiality a fourth, separate evaluation criterion at Grand Valley. Only the three

criteria specified in the General Personnel Policies are appropriately part of the evaluation process; however, collegiality can be relevant as a qualitative standard applied to those three criteria. For example, a faculty member's sharing an innovative teaching method with colleagues, assisting another with a scholarly project, and participating in University functions are positive examples of collegiality that are related to the evaluation criteria of teaching effectiveness (for regular faculty) or professional effectiveness (for library regular faculty) scholarly/creative activity, and service, respectively."

Characteristics of collegial behavior include, but are not limited to, the ability to:

- Maintain civility and respect in professional discussions and transactions;
- Contribute to an atmosphere of trust and a shared decision making process;
- Respond quickly, with flexibility and openness to new ideas and programs;
- Build and contribute to effective team environments;
- Participate in critical evaluation of programs and services.

4. Personnel Actions

Each Library faculty member is expected to invest significant effort in becoming an excellent academic librarian and to clearly demonstrate progress towards that end. In all personnel decisions, the most important evaluation criterion is professional effectiveness; however the other two criteria are also valued by the Libraries and must be in evidence. As stated in the Faculty Handbook, 3.05.F, the evaluation process is designed to create an open, uniform, equitable procedure for the review of faculty by their peers. The central principle of this process is to have an informed, candid and open job-related discussion of the candidate.

Library faculty are encouraged to offer candid formative comments expressed in plain English for all personnel review agendas. They should include specific examples illustrating the quality of performance, constructive criticism of any potential areas for improvement, and practical guidance for future efforts. Achievements, questions, and items of concern should be worded clearly and directly, with specific examples given when possible. If Library colleagues identify significant problems with a Library faculty member during initial contract renewal discussions and evaluations, the Library faculty member in question may be asked to address and make efforts to correct or improve their area(s) of deficiency.

For someone seeking contract renewal, the level to which the criteria must be met depends on the number of years remaining until the tenure decision. For tenure, the person should demonstrate performance at a level consistent with the current rank as well as progress toward the next rank. For promotion, the individual should demonstrate performance at the new rank sought, as indicated below.

4.1. Contract Renewal

University Libraries candidates for contract renewal must have a documented record of progress towards tenure requirements but are not expected to have met requirements for tenure. To receive contract renewal, a candidate must have consistently articulated an agenda of scholarly/creative activities and demonstrated progress towards tenure. Annually, each faculty member set their scholarly agenda out in their FAP by defining and identifying the research or scholarship questions they want to pursue and the timetable they will follow to achieve those outcomes. ([CSCE website](#)).

The candidate's integrative statement should provide a reflection on recent and future areas of their professional effectiveness, scholarship, and service. Portfolio contents are further addressed in section 5.1.

4.2. Tenure

University Libraries candidates for tenure must have a documented record of a consistently high standard of performance in core professional skill areas of effectiveness, professional recognition through scholarship and creativity, and contributions to the institution, profession, and/or community through service. Tenure is granted in recognition of past achievement and in recognition of continuing commitment and accountability to a high level of activity on the part of the faculty member to the University. It is anticipated that the candidate will have shown consistent engagement in the position and the profession.

A candidate at the rank of associate librarian must meet the standards and criteria for that rank to be awarded tenure. A candidate at the rank of senior librarian must meet the standards and criteria for that rank to be awarded tenure.

The initial contract letter of appointment to a regular faculty position begins the tenure clock (see BOT 4.2.7). In accordance with the Faculty Handbook, a decision concerning tenure is made in the next to last year of a faculty member's probationary period, in the sixth year of service, or in a prior year depending on credit years granted toward tenure in the faculty member's appointment letter. In the case that a faculty member brings in years of credit from a prior institution, some activities from these years of service may be included and should be considered in the faculty member's tenure/promotion case. To attain tenure, a candidate must demonstrate at least one completed scholarly contribution while at GVSU. [See Appendix A, Progression Chart, for Years Towards Tenure and Promotion.] Faculty member's total probationary period shall not exceed seven full time equivalent years of continuing employment.

Demonstration of the following are expected for tenure consideration:

- 4.2.1. Professional effectiveness refers to an on-going and consistent pattern of competence, creativity and initiative in the performance of professional

responsibilities, effectiveness in applying subject knowledge and bibliographic techniques in building, organizing and maintaining library collections, skills in meeting user needs and in stimulating wider use of resources, and development of administrative skills necessary for the organization of the library, i.e. the duties and activities which constitute the librarian's primary responsibilities. (See 2.1 Professional Effectiveness)

4.2.2. Scholarly/creative achievement refers to an on-going and consistent pattern of activities related to research and study which includes dissemination beyond the University through publications, presentations, reviews of books or other literature, grant proposals, etc. To achieve tenure (usually coinciding with promotion to associate librarian), a candidate must have:

- two contributions from the Advancement of Knowledge/Creative Expression category

OR

- one contribution from the Advancement of Knowledge/Creative Expression category and three contributions from the Scholarly Engagement category.

4.2.3. Service to the institution, profession, and community refers to an on-going and consistent pattern of participation [see Section 2.3 above for detailed criteria].

4.2.4. The criteria to be used in evaluating a clear record of performance are given below:

- Advancement of the University's educational and research mission through the development of instructional and research collections, programs and services;
- Initiative in meeting the goals of the library;
- Continued growth professionally;
- Contributions to the larger professional community;
- Positive working relationships and effective communication with other members of the Libraries, the University, and the larger community.

4.3. Rank and Promotion

Each rank comes with differences in performance expectations. For each faculty member a written performance summary is created annually which will discuss the faculty member's performance in professional effectiveness, scholarship, and service as reflected in the Faculty Activity Plan and Faculty Activity Report. The written performance summary will address any departmental concerns

regarding contract renewal, tenure, and promotion. *Faculty members will be evaluated according to their rank expectations as follows:*

4.3.1. Instructor Librarian

As described in the Faculty Handbook an Instructor Librarian would normally have or be close to completing the terminal Master's Degree in Library/Information Science from an institution accredited by the American Library Association and have no professional experience in academic or research libraries. A librarian at the rank of instructor is expected to fully focus on professional effectiveness.

4.3.2. Assistant Librarian

This is the usual entry-level appointment for a person with the terminal degree and minimal professional experience in academic or research libraries. Candidates must demonstrate promise of a high level of competence/professional effectiveness.

At the rank of assistant librarian, the emphasis in the first year should be on professional effectiveness with a pattern of growth in scholarship and service in subsequent years.

Ordinarily, at least five full-time equivalent years at the rank of Assistant Librarian are required before an Assistant Librarian is considered for promotion to Associate Librarian. Normally, a faculty member seeks this promotion at the same time as tenure review.

4.3.3. Associate Librarian

To be promoted from Assistant Librarian to Associate Librarian, the candidate must display consistent professional effectiveness, show evidence of scholarship and/or creative activity related to the position held, and have made contributions to the institution and the profession. The extent of the faculty member's contribution in these areas will be affected by a variety of factors, including the stage of the faculty member's career and the program objectives of the university (BOT 4.2.5.2).

Initial appointment to Associate Librarian is ordinarily contingent upon demonstrated competence and experience as a librarian at the university level and on professional achievement as described in the Faculty Handbook. First-year faculty in the rank of associate are expected to primarily focus on professional effectiveness, but may continue previous service and scholarship commitments. The extent of the faculty member's contribution in these areas will be affected by a variety of

factors, including the stage of the faculty member's career and the program objectives of the university (BOT 4.2.5.2).

To be promoted to associate librarian, a candidate must have:

- two contributions from the Advancement of Knowledge/Creative Expression category and one contribution from the Scholarly Engagement category

OR

- one contribution from the Advancement of Knowledge/Creative Expression category and four contributions from the Scholarly Engagement category.

Faculty at the rank of associate must demonstrate consistent growth in professional effectiveness. In addition, faculty should show evidence of on-going and consistent scholarly activities, including a record of presentations at state and national conferences and/or publication as defined in section 2.2. A clear record of institutional and professional service must be established. Ordinarily, at least six full time equivalent years at this level are expected before being considered for promotion to Senior Librarian

4.3.4. *Senior Librarian*

To be promoted to senior librarian, a candidate must meet unit standards. Unit standards will address work done in the previous six years before application for senior professor, and the standards must be more rigorous than those required for tenure and promotion to associate librarian.

As described in the Faculty Handbook, to be promoted from associate librarian to senior librarian, the candidate must display consistent professional effectiveness in librarianship, demonstrate scholarship and creative activity in the profession, show professional development, and have made vital measurable, on-going contributions to the institution, and profession and/or community. The extent of the faculty member's contribution in these areas will be affected by a variety of factors, including the stage of the faculty member's career and the program objectives of the university (BOT 4.2.5.2). Only distinguished professional librarians will qualify for initial appointment as senior librarian.

Faculty at the rank of senior librarian must demonstrate a high degree of continuous scholarly activity, including a sustained record of presentations at state and national conferences and publication in peer-reviewed and/or professionally recognized venues or a combination of

other high impact scholarly activities. To be promoted to senior librarian, a candidate must have:

- three contributions from the Advancement of Knowledge/Creative Expression category AND two from the Scholarly Engagement category. Consistent and on-going record of contributions in professional development category.

OR

- two contributions from the Advancement of Knowledge/Creative Expression category AND five from the Scholarly Engagement category. Consistent and on-going record of contributions in professional development category.

A record of active and persistent participation in institutional, professional and/or community service must be established.

4.3.5. Promotion to Senior Librarian for Administrators with an Executive Administrative Professional Designation

For associate deans at the rank of associate librarian, the promotion criteria in the personnel policy document of the unit will still apply but will be interpreted as encompassing activities related to the administrative position as well as unit-related activities. (See BOT2.11.2)

4.3.6. Annual Evaluation (Merit Review) Criteria

Annual evaluations are based on consideration of Faculty Annual Activity Plans (FAP) and Faculty Annual Reports (FAR), with supporting reflection and documentation. FAPs may be revised throughout a year, in discussion with one's supervisor, to recognize shifts in workload, new opportunities, etc. In the annual review process, there is a component of formative feedback toward the goal of continuing growth and improvement, as well as evaluation of the previous year's performance to make recommendations for merit salary adjustment.

4.4. Early Tenure and Promotion

The granting of early tenure and/or promotion should only occur in exceptional cases when the record of a Library faculty member shows a consistently outstanding performance in all three areas of the Evaluation Criteria. In cases where the record of the Library faculty member is strong enough for early tenure, it may also satisfy the requirements for early promotion.

In the case that a faculty member brings in years of credit from a prior institution, some activities from these years of service may be included and

should be considered in the faculty member's tenure/promotion case. To attain tenure, a candidate must demonstrate at least one completed scholarly contribution while at GVSU. [See Appendix A]

5. Portfolio

The portfolio is the centerpiece of the library faculty member's personnel review. Its purpose is to document the effectiveness of a library faculty member's activities. The presentation, length, and design of a portfolio can add or detract from a case. Portfolios for tenure cover the entire professional career including relevant professional positions held prior to Grand Valley State University. Explicit connections should be made between the library personnel criteria and the specific ways those criteria have been met. Portfolios for contract renewal and/or promotion cover the time at GVSU. Portfolios for senior librarian cover the time since the individual's tenure review.

Library faculty members should be mindful that not all individuals reviewing portfolios will be familiar with the types of activity or with the professional association(s) listed. Consequently, all abbreviations, acronyms, and potentially unclear language should be explained.

Portfolio Contents:

5.1. Personal integrative statement containing a self-assessment of the candidate's growth and performance in each of the evaluation criteria.

At contract renewal, the integrative statement should address any written feedback from annual performance summaries. At tenure review, the integrative statement should address any written feedback from the annual performance summaries, previous personnel reviews, the Library Personnel Committee, and/or the Dean. The remainder of the portfolio should consist of select examples that provide evidence in support of the integrative statement. It is recommended that the statement is succinct, highlighting how the most significant achievements meet the criteria for review. Candidates should discuss their goals and accomplishments as these relate to library personnel guidelines and reflect on professional effectiveness, scholarly and creative activities, and service in ways that help the reader understand the significance of these accomplishments in the context of the library and university. See BOT 4.2.10.5 for University expectations on candidate materials.

5.1.1. Integrative statements for contract renewal have suggested length of 3,000 words; for tenure and/or promotion to associate, 4,200 words; for promotion to senior, 5,400 words. These are not fixed limits but targets to help keep statements concise.

5.2. Evidence as described below.

Particular expressions of professional effectiveness, scholarship, and service will vary widely given the different areas of expertise represented in the unit.

5.2.1. Evidence for measuring Professional Effectiveness. Faculty are expected to submit limited, judiciously selected evidence that clearly demonstrates effectiveness and supports the claims in the integrative statement. This must include:

- Specific examples of professional activities, which may include the following:
 - Feedback on instructional activities from students and faculty
 - Instructional materials (i.e. subject guides, bibliographies, handouts, lesson plans, etc.)
 - List of successfully completed relevant academic degrees, academic classes, workshops or short courses, and other forms of study related to professional duties or assignments
 - List of professional conferences, meetings, symposia, workshops or seminars attended
 - Activities related to assessments of and/or innovations to library processes and procedures
 - Evidence of effective development of library collections
 - Evidence of effective facilitation of access and retrieval and control of library collections
 - Evidence of development of or improvement to web-based tools and/or digital resources
 - List and brief description of individual involvement in key library projects
 - Outreach activities designed to promote the awareness and use of library resources, spaces, and services
- Solicited letters of recognition or evaluations from external library colleagues and/or other University faculty and staff that address specific professional achievements of the candidate (minimum of two; suggested limit of five). Avoid extraneous materials that do not provide substantive information about the nature and extent of service, e.g. short thank you cards or e-mails.

5.2.2. Evidence for measuring Scholarly and Creative Activity. This must include:

- Accurate, complete citations and brief abstracts of the scholarly work; may also include links or copies of the works
- Succinct descriptions of other scholarly endeavors such as grant proposals, editing, presentations, etc.

5.2.3. Evidence for measuring Service to the Unit, University, Profession and/or Community. Evidence and reporting is significant in decisions in tenure, promotion, and salary increments. This must include:

- Lists and brief descriptions of relevant service activities, with evidence of committee accomplishments, dates of service and positions held, relative time commitment, and the candidate's contributions to the work
- Documentation may include memos from community groups/boards, website or other material that demonstrates participation or leadership, letters from chairs stating dates of service and position held, etc.

5.3. *Appendices*

The following documents must be included:

- Current curriculum vitae
- Position description(s)
- Copy of the University Libraries Guidelines for Faculty Personnel Reviews
- Faculty Activity Reports
- Faculty Activity Plans
- Annual written performance summaries (beginning with the 2013 written performance summaries)

6. Sabbatical Leave

As stated in the Faculty Handbook, sabbatical leaves are “intended primarily to encourage and promote professional growth” and such leaves “are a part of the University’s responsibility in relation to faculty growth and development.” Library faculty, in formulating a proposal for sabbatical leave, will follow the guidelines, instructions, and timetable given in 4.2.25 of the Board of Trustees’ Policies.

It is anticipated that proposed sabbatical leave activities for Library faculty will cover a diverse field of professional interests, educational opportunities, library and informational science development, scholarly research, and many other activities. Those applying for sabbatical leave shall clearly demonstrate how their proposed leave activities will contribute to or enhance their professional effectiveness, research and scholarly activity, and be of value to the University Libraries or University community.

Only tenured faculty members are eligible to receive a sabbatical. Sabbatical leave may be granted after six consecutive years of full-time service. Leave may not be awarded to the same person more than once in seven years and leave time shall not be cumulative. A part-time faculty member is eligible for a sabbatical after six years of service (BOT 4.2.25.1). Credit of years towards promotion and sabbatical should also be addressed in the appointment letter.

Document history:

Guidelines approved by University Libraries Faculty Assembly (ULFA), 3 August 2010

ULFA approved changes, 24 March 2011

GVSU University Academic Senate (UAS) approved changes, 25 October 2013

ULFA Personnel Policy Committee (ULPPC) recommended changes, 24 November 2015

ULFA approved changes, 14 December 2015

Recommended changes by Assistant Vice President for Academic Affairs, 25 January 2016

Revised draft approved by ULFA, 4 February 2016

Approved by Dean of University Libraries, 15 February 2016

Approved by University Provost, 1 March 2016

Effective 1 June 2016

ULFA approved changes, 30 November 2017

Approved by Dean of University Libraries, 10 April 2018

Approved by University Provost, 5 July 2018

Approved by ULFA, 17 December 2018

Approved by Dean of University Libraries, 17 December 2018

Approved by University Provost, 11 April 2019



Title Years Towards Tenure and Promotion – Progression Chart

Date August 2016 - Updated July 2017

Years Towards Tenure and Promotion – Progression Chart

Years Towards Tenure	Year 1 at GVSU		Year 2 at GVSU		Year 3 at GVSU		Year 4 at GVSU		Year 5 at GVSU		Year 6 at GVSU		Year 7 at GVSU	
	F	W	F	W	F	W	F	W	F	W	F	W	F	W
No years						Contract Renewal						Tenure Review		
One year				Contract Renewal						Tenure Review				
Two years				Contract Renewal				Tenure Review						
Three years				Optional Review		Tenure Review								

	Initial contract (3 or 4 years)
	Second contract (2 or 3 years)

F = Fall semester W = Winter semester

Notes:

Faculty bringing in no years or three years towards tenure will have an initial four-year contract. Faculty bringing in one year or two years towards tenure will have an initial three-year contract.

For faculty bringing in three years towards tenure, there is an optional review in winter of second year, if candidate requests at time of appointment.

Credit of years towards promotion and sabbatical should also be addressed in the appointment letter. Normally, an application for promotion from Assistant to Associate can be considered at the same time as the tenure decision.

Appendix A

A pause in the tenure clock (as described in Chapter 4, Section 2.7 of the *Board of Trustees Policies*) may affect the dates indicated in the chart.

If an initial contract begins Winter or Spring/Summer semester, then “Year 1 at GVSU” refers to the following Fall semester, and the lengths of the initial contract and the probationary period are extended.

Thick borders indicate end of terminal year, if applicable.

Contract renewal can be for a shorter time period than indicated, which would lead to the scheduling of another contract renewal action at some point before the tenure decision.

DRAFT

Appendix A

Years Towards Tenure and Promotion –
Progression Chart Normal Tenure Progression

Year 1 at GVSU		Year 2 at GVSU		Year 3 at GVSU		Year 4 at GVSU		Year 5 at GVSU		Year 6 at GVSU		Year 7 at GVSU	
F	W	F	W	F	W	F	W	F	W	F	W	F	W
					Contract Renewal						Tenure Review		

	Initial contract (4 years)
	Second contract (3 years)

F = Fall semester W = Winter semester

Notes

A pause in the tenure clock (as described in Chapter 4, Section 2.7 of the *Board of Trustees Policies*) may affect the dates indicated in the chart.

If an initial contract begins Winter or Spring/Summer semester, then “Year 1 at GVSU” refers to the following Fall semester, and the lengths of the initial contract and the probationary period are extended.

Thick borders indicate end of terminal year, if applicable.

Contract renewal can be for a shorter time period than indicated, which would lead to the scheduling of another contract renewal action at some point before the tenure decision.

Appendix A

Years Towards Tenure and Promotion – Progression Chart 1 Year Credit towards Tenure

Year 1 at GVSU		Year 2 at GVSU		Year 3 at GVSU		Year 4 at GVSU		Year 5 at GVSU		Year 6 at GVSU		Year 7 at GVSU	
F	W	F	W	F	W	F	W	F	W	F	W	F	W
			Contract Renewal						Tenure Review				

	Initial contract (3 years)
	Second contract (3 years)

F = Fall semester W = Winter semester

Notes:

Credit of years towards promotion and sabbatical should also be addressed in the appointment letter. Normally, an application for promotion from Assistant to Associate can be considered at the same time as the tenure decision.

A pause in the tenure clock (as described in Chapter 4, Section 2.7 of the *Board of Trustees Policies*) may affect the dates indicated in the chart.

If an initial contract begins Winter or Spring/Summer semester, then “Year 1 at GVSU” refers to the following Fall semester, and the lengths of the initial contract and the probationary period are extended.

Thick borders indicate end of terminal year, if applicable.

Contract renewal can be for a shorter time period than indicated, which would lead to the scheduling of another contract renewal action at some point before the tenure decision.

Appendix A

Years Towards Tenure and Promotion – Progression Chart 2 Years Credit towards Tenure

Year 1 at GVSU		Year 2 at GVSU		Year 3 at GVSU		Year 4 at GVSU		Year 5 at GVSU		Year 6 at GVSU		Year 7 at GVSU	
F	W	F	W	F	W	F	W	F	W	F	W	F	W
			Contract Renewal				Tenure Review						

	Initial contract (3 years)
	Second contract (2 years)

F = Fall semester W = Winter semester

Notes:

Credit of years towards promotion and sabbatical should also be addressed in the appointment letter. Normally, an application for promotion from Assistant to Associate can be considered at the same time as the tenure decision.

A pause in the tenure clock (as described in Chapter 4, Section 2.7 of the *Board of Trustees Policies*) may affect the dates indicated in the chart.

If an initial contract begins Winter or Spring/Summer semester, then “Year 1 at GVSU” refers to the following Fall semester, and the lengths of the initial contract and the probationary period are extended.

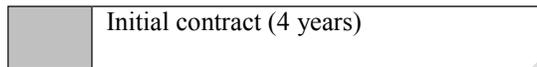
Thick borders indicate end of terminal year, if applicable.

Contract renewal can be for a shorter time period than indicated, which would lead to the scheduling of another contract renewal action at some point before the tenure decision.

Appendix A

Years Towards Tenure and Promotion – Progression Chart 3 Years Credit towards Tenure

Year 1 at GVSU		Year 2 at GVSU		Year 3 at GVSU		Year 4 at GVSU		Year 5 at GVSU		Year 6 at GVSU		Year 7 at GVSU	
F	W	F	W	F	W	F	W	F	W	F	W	F	W
			Optional Review		Tenure Review								



F = Fall semester W = Winter semester

Notes:

For faculty bringing in three years towards tenure, there is an optional review in winter of second year, if candidate requests at time of appointment.

Credit of years towards promotion and sabbatical should also be addressed in the appointment letter. Normally, an application for promotion from Assistant to Associate can be considered at the same time as the tenure decision.

A pause in the tenure clock (as described in Chapter 4, Section 2.7 of the *Board of Trustees Policies*) may affect the dates indicated in the chart.

If an initial contract begins Winter or Spring/Summer semester, then “Year 1 at GVSU” refers to the following Fall semester, and the lengths of the initial contract and the probationary period are extended.

Thick borders indicate end of terminal year, if applicable.

Contract renewal can be for a shorter time period than indicated, which would lead to the scheduling of another contract renewal action at some point before the tenure decision.