



## University Libraries Guidelines for Faculty Personnel Reviews

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# 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 Achievement; 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 Achievement*

Scholarship may be of several types promoting the discovery, integration, application, and teaching of knowledge. University Libraries support open access and encourage each other to explore open access 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.

Candidates are expected to provide evidence of ongoing and consistent scholarly activity over time. The intention of scholarly and creative activity is to contribute to the body of knowledge in the field and to disseminate those products beyond the university. Candidates for *contract renewal* must demonstrate progress toward meeting that expectation. Authorship and co-authorship are considered equally. Candidates for *tenure* must present at least four scholarly products from the beginning of their tenure-track appointment and one of these products must be from Category A.

*It is the responsibility of the candidate to justify the inclusion of scholarly activities in the portfolio.*

Examples of Category A and Category B scholarly products are listed below.

### Category A

- Authorship in peer-reviewed and/or professionally recognized publications
- Authorship of published books or book chapters
- Authorship of a paper in a national or international conference proceedings
- Serving in a lead editor role on a monograph, journal special edition, or journal
- Funded grant proposals in the amount of \$10,000 or more with scholarly output

## Category B

- Authorship of news articles or professionally-relevant blogs
- Authorship of reviews—including, but not limited to, books, software, or websites
- Teaching and/or development of instructional services, curricula, and programs beyond those specified in the candidate’s primary assignment
- Development of web-based tools or digital resources
- Authorship of annotated bibliographies or webliographies (a list or catalogue of web-based material relating to a subject)
- Official leadership in national or state professional associations, societies, or consortia, where the position would have a scholarly outcome (if no scholarly outcome is anticipated, these types of activities fall under service)
- Association, society, or consortial committee involvement that directly results in research and dissemination of scholarly information
- Presenting papers or formally sharing work in academic and professional venues
- Serving in a secondary editorial role for a monograph, journal, or magazine
- Funded grant proposals in the amount of less than \$10,000 (travel grants are excluded)

### *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. 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.

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.

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 having 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).

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*

As described in the Faculty Handbook, to be promoted from Associate Librarian to Senior Librarian, the candidate must display consistent excellence 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). Candidates for Senior Librarian should include at least two solicited letters from external organizations that detail the library faculty member's contributions (suggested limit of five letters from all sources, internal and external). Only distinguished professional librarians will qualify for initial appointment as Senior Librarian.

Faculty at the rank of senior 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. 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)

#### *4.4. 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.

## 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 Achievement. 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).

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