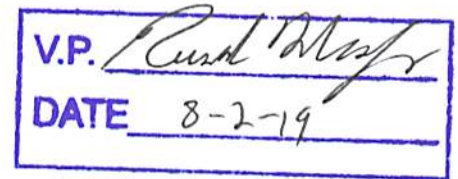


**University Libraries+
Western Illinois University
Department Criteria
2017-2021**



Library faculty members are evaluated in three areas: teaching/performance of primary duties, scholarly/professional activities, and university/community service. The most important of these areas is primary duties. Employees initiate the evaluation process by submitting the evaluation portfolio for retention, tenure, or promotion to the Dean of Libraries by the date established by the Academic Vice President. Faculty members in probationary years one and two must demonstrate effectiveness in teaching/primary duties only. Candidates in probationary years three through five and candidates for tenure and/or promotion must demonstrate effectiveness in all three areas. (See *Summary* below) While preparing evaluation files, applicants should review this document, the instructions for the portfolio issued by the Office of the Provost, and the *WIU/UPI 2017-2021 Agreement* for detailed, specific evaluation criteria and for requirements for portfolio preparation.

Summary of Portfolio Guidelines (See Article 20.4 for details)

PY	Evaluation Period	Evaluated on: Primary Duties?	Evaluated on: Scholarly/Professional?	Evaluated on: Service?	Include Previous Years?
PY1	Fall PY1	Yes	No, but must submit plans	No, but must demonstrate at least minimal service	No
PY2	Spring PY1	Yes	No, but must submit plans	No, but must demonstrate at least minimal service	Yes, Outline from PY1
PY3-5	Yes	Yes	Yes	Yes	Yes, all previous outlines
Tenure & Promotion	Yes	Yes	Yes	Yes	Yes, all previous outlines

Department Personnel Committee

Election:

The Library Faculty Committee of the Whole elects members for its three person Department Personnel Committee (DPC) during its September meeting. Bargaining Unit A librarians elect the committee members, who must be tenured faculty, for two-year terms, with two members elected during even years and one member elected during odd years.

At the same time, the Library Faculty Committee of the Whole elects an alternate member of the DPC to serve on the committee whenever a DPC member is excused from evaluating an applicant. The alternate is elected for a one-year term. The alternate is invited to the first meeting of the DPC committee when the timetable for the year's work is discussed. In the event that a committee member is excused from the evaluation of a candidate or cannot be present during the discussions of a candidate's application, the Chair invites the alternate to fill in with the hope of retaining a three-member committee. The alternate is considered a full voting member of the committee during the decision making for the individual applicant(s) only and does not participate in all the decisions made by the committee during his/her term.

Procedures:

Faculty on the Department Personnel Committee may not evaluate themselves or members of their immediate families. The elected alternate fills in for the excused committee member during all deliberations concerning the relevant application.

When an applicant submits a file, the Chair of the DPC notifies all Unit A faculty members that the file is available for study. The Chair of the DPC invites faculty to submit their personal evaluations of the applicant, based on the department criteria, to the committee. These evaluations / recommendations from individual library faculty remain in the DPC file and are not sent forward with the applicant's file. Copies of the evaluations are given to the applicant.

The members of the DPC review the entire file and the comments from library faculty members. The committee members then meet to discuss the applicant's file and vote to recommend or not recommend. The opinion of the majority of the committee is written into the evaluation. Although the narrative evaluation may include phrases to indicate that the vote of the committee was unanimous, other outcomes are not reflected in the narrative. After voting the DPC forwards the recommendation to the Dean of Libraries.

Committee members select a recorder to write the narrative evaluation, which is based on the observations of committee members and on submitted evaluations. The recorder writes the evaluation and submits the draft to the other members for their review. Once the committee reaches consensus on the text of the narrative evaluation, the recorder adds the text to the official evaluation forms. The recorder delivers the completed form to the committee Chair. The Chair of the DPC shares the evaluation form with the applicant, obtains his/her signature, and forwards the file to the Dean of Libraries.

Applicants may submit a written request for reconsideration of a negative evaluation from the DPC. Requests for reconsideration must be filed with the appropriate evaluator no later than five work days after receipt of the negative evaluation recommendation. DPC may invite the applicant to submit additional materials according to the guidelines set forth in Articles 20.6.c and 20.7 of the *WIU/UPI Agreement 2017-2021*. The outcome of the reconsideration is determined by a majority vote.

The Department Personnel Committee creates a file for each applicant for retention, promotion, or tenure each time they apply. The DPC chair is responsible for seeing that all files are completed during the year.

Contents of each file:

- Applicant's Table of Contents (copy from applicant's file)
- Applicant's Outline (copy from applicant's file)
- Recommendations/evaluations from library faculty not on DPC
- DPC evaluation
- List of DPC members with chair noted
- Student evaluations

Label of each file:

- DPC File and Fiscal Year
- Applicant's name
- Reason for application (PY year, tenure, promotion, etc.)
Example: DPC File FY08
Sarducci, Antonio PY4

Location:

- Files will be stored in the Library Administration Office.

Other:

- A folder with application criteria and current procedures will be permanently placed with the DPC Files.

Unit A: Faculty

Evaluation

Teaching/Primary Duties

Performance of primary duties is the most important component of the three areas of evaluation. Each faculty member's performance is evaluated on the basis of the primary duties recorded on the ACE sheets. Performance standards include demonstrated leadership, currency, and initiative. Factors to be considered may include:

- Meeting the information needs of the university community
- Encouraging and enhancing the information literacy of library users
- Organizing, analyzing, and presenting knowledge or material
- Promoting and encouraging staff development
- Applying new methodologies and technologies to the field
- Participating in professional growth activities that enhance the performance of primary duties
- Working effectively with internal and external library users and personnel

Documentation of performance of primary duties must include:

- Copy of the ACE Sheet(s)
- Description and elaboration of primary duties
- A self-evaluation addressing the effectiveness of the performance of the duties
- Student evaluations from all courses and library sessions taught (see appendix for evaluation questions and processes)
- Student assessment results will not be used in the evaluation of faculty performance

Documentation of performance of primary duties may include:

- Materials and activities developed and used as part of primary duties
- Written comments from faculty, students, and other library users or recognition, e.g., an award for outstanding performance of primary duties
- Documentation of participation in professional growth activities
- A statement of goals and procedures for achieving those goals

Scholarly/Professional Activities

Activities the department deems acceptable for effectiveness in the area of scholarly/professional activities are listed below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (A,B,C) reflect the relative importance of the activity. However, the order in which items are listed within Groups A, B, and C are not intended to reflect priority. The applicant should assign a level to each activity and indicate in his/her file into which group each activity falls. The groups are to be considered flexible so that an item or items in Group C, if outstanding, may make an equally substantial contribution as the items in

Group A and B. The request for upgrading of an item(s) from Groups B and/or C, or for an item to be worth 2 "A's" must be accompanied by a written justification.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in scholarly/professional activities. It is expected that a faculty member will display some variety of scholarly/professional activities, both within and between groupings. Works in progress may be discussed in the narrative, but should only be included in the outline of activities to be counted when it has been completed or at least accepted for publication. In general, ongoing activities are counted as one item per year, so activities such as editing a journal, abstracting a journal, writing a regular column, and serving on an ongoing committee count as one item per year.

Group A

- Book or bibliography published by a non-vanity press
- Article in a refereed/peer-reviewed journal (2 required for tenure; 4 required for full professor, 2 of which are published since promotion to Associate Professor)
- Chapter or article in a book published by a non-vanity press
- Principal investigator of an externally-funded competitive grant that has significant impact
- Competitive national fellowship/internship
- Paper or substantial presentation at a state, national, or international conference, institute, or workshop
- Elected office holder of state, national, or international professional organization
- Award by a state, national, or international professional organization or institution
- Translation of a scholarly/creative book published by a non-vanity press
- Editor or co-editor responsible for the intellectual content of a book or journal
- Creator of a professional national or international level workshop
- Visiting professor, lecturer, or scholar (in one's area of expertise) at another college, university, or professional institute

Group B

- Indexer or abstractor for an entire volume of a professional publication
- Presentation at a state, national, or international conference, institute, or workshop, e.g., a poster session, discussion group, roundtable, or moderator
- Contributor to an externally-funded competitive grant
- Article in a nationally-recognized magazine or journal
- Developer of or responsible for the intellectual content of a professional website (not part of one's primary duties), moderator of an electronic discussion group, or producer of a multimedia work
- Award by a west central Illinois professional organization
- Translation of a scholarly journal article
- Professional contribution to other publications, e.g., encyclopedia, national newspaper, partial book chapter
- Committee chairperson for a state, national, or international professional organization

- Committee member of a national or international professional organization
- Creator of a professional state or regional level workshop
- Peer review of multiple articles for a professional publication

Group C

- Member of editorial board/advisory committee for a book or journal
- Professional contribution to a newsletter or regional newspaper
- Submission of an unfunded external grant
- Awarded internal university-level competitive grant
- Office holder or chairperson for a west central Illinois professional organization
- Paper or presentation at a west central Illinois professional organization
- Book, film, or software review
- Translation of an article or book, film, or software review and summary
- Committee member of an in-state professional organization
- Successfully-completed for-credit course work related to professional development beyond the terminal degree requirement
- Substantial in-house publication (not part of one's primary duties)
- Major computer application (not part of one's primary duties)
- Substantial internal research related to library operations (not part of one's primary duties)

University/Community Service

Activities the department deems acceptable for effectiveness in the area of university/community service are given below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (I and II) reflect the relative importance of the activity. However, the order in which items are listed within Level I and Level II are not intended to reflect priority. The groups are to be considered flexible to reflect the idea that item(s) in Level II, if outstanding, may make an equally substantial contribution as the items in Level I. The request for upgrading of an item(s) from Level II to Level I must be accompanied by a written justification. In general, ongoing activities are counted as one item per year, so serving on an ongoing committee or being an officer for multiple years counts as one item per year.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in university/community service. It is expected that a faculty member will display some variety in university/community service.

Level I

- Officer/Board member for a community organization related to one's professional area(s) or the field of education in general
- Committee member/chair of a university committee

- Committee member/chair of a department/college committee when the magnitude of the member's task is significant and the contribution is substantial
- Community presentation or workshop related to one's professional area(s) or the field of education in general
- Faculty development presentation or other in service presentation or workshop at the university level
- Award or honor received for service rendered

Level II

- Committee member/chair of a department/college committee when the task, time, and contribution are less substantial than in Level I
- Professionally related community service
- Faculty development session, instruction session, in-service presentation, or workshop at the departmental/college level
- A special project requested by the library or university administration
- Work with student organizations or groups
- Serve as an external peer reviewer for university library promotion and tenure committee

Requirements

General Requirements:

In supplying the documentation for a request of retention, tenure, or promotion, the faculty member must use the Department Criteria and the application forms provided by Office of the Provost.

Retention Requirements:

For retention in PY1-PY2, faculty members are evaluated on the performance of teaching/primary duties only. PY1 and PY2 faculty must have a minimum average of 3.0 out of 5.0 for all courses and library sessions taught. They are also required to submit plans for pursuit of scholarly/professional activities and demonstrate at least minimal service during each evaluation period. For retention in PY3-PY5, faculty members will show improvement in teaching/primary duties and increased quantity and quality of performance in scholarly/professional activities and service activities.

Educational Requirement for Promotion and Tenure:

The educational requirement/terminal degree for promotion and tenure in the library is an ALA accredited master's degree in Library Science with an additional advanced or professional degree.

An employee who does not satisfy the educational requirements for promotion may apply on the basis of exceptional teaching/primary duties or exceptional scholarly/professional activities. In addition to exceptional performance in the employee's chosen area, he or she will be expected to meet or exceed regular promotion requirements in each of the two other areas of responsibility. It is the responsibility of the faculty member to justify exceptionality. Accomplishments demonstrating exceptionality are:

- Exceptional performance of primary duties would be established by documenting a national reputation for excellence in librarianship
- Exceptional scholarly/professional activities would be established by documenting a sustained record of peer-reviewed activity in national venues.

Quantitative Criteria for Tenure and Promotion

To merit a recommendation, a faculty member must demonstrate accomplishment of the following:

	Student Evaluation Thresholds (avg.)	Scholarly/Professional Activities			University/Community Service Activities	
		A	B or Higher	C or Higher	Level I	Level II
Tenure/Promotion to Associate Professor*	3.75	2	3	4	3	3
Promotion to Professor**	3.75	5	6	9	7	7

*The minimum requirement for tenure/promotion to Associate Professor shall be at least two refereed journal publications. However, if an individual faculty member can demonstrate that another activity in the Scholarly/Professional area is of at least equal rigor and importance to the discipline, evaluators may consider this activity as substituting for one of the publications.

**The minimum requirement for promotion to Full Professor shall be at least four refereed journal publications, two of which must have been published since promotion to Associate Professor. However, if an individual faculty member can demonstrate that another activity in the Scholarly/Professional area is of at least equal rigor and importance to the discipline, evaluators may consider this activity as substituting for one of the publications.

Qualitative Criteria for Tenure and Promotion

Some specific questions which applicants will want to address in their narratives for the areas of scholarly/professional activities and service activities are listed below:

- What does it contribute to the field of academic librarianship?
- What does it contribute to an academic field of learning?
- What does it contribute to the effective use of the library by its clientele?
- What does it contribute to the prestige of the University?
- Does it show evidence that scholarly/professional and service activities are continuing parts of the individual's professional life?
- Does it show evidence of the ability to perform at an appropriate level of competence?

Unit B: Associate Faculty

Evaluation

Procedures for evaluation of Associate Faculty members are delineated in Article 33.1.a.-c. of the *WIU/UPI Agreement 2017-2021*.

Each faculty member's performance is evaluated on the basis of the primary duties as set forth in his/her ACE sheet(s). Performance standards include demonstrated leadership, currency, and initiative. Factors to be considered may include:

- Meeting the information needs of the university community
- Encouraging and enhancing the information literacy of library users
- Organizing, analyzing, and presenting knowledge or material
- Promoting and encouraging staff development
- Applying new methodologies and technologies to the field
- Participating in professional growth activities that enhance the performance of primary duties
- Working effectively with internal and external library users and personnel

Documentation of performance of primary duties must include:

- Copy of the ACE sheet(s)
- Description and elaboration of primary duties
- A self-evaluation addressing the effectiveness of the performance of the duties
- Student evaluations from all courses and library sessions taught (see appendix for evaluation questions and processes)
- Student assessment results will not be used in the evaluation of faculty performance

Documentation of performance of primary duties may include:

- Materials prepared and utilized in the course of primary duties
- Written comments from faculty, students, and other library users or recognition, e.g., an award for outstanding performance of primary duties
- Documentation of participation in professional growth activities
- A statement of goals and procedures for achieving those goals

Documentation of scholarly/professional and service activities is optional. Activities the department deems acceptable for effectiveness in the area of scholarly/professional and service activities are the same for Unit A and Unit B faculty.

Promotion

- Associate Faculty who, prior to fall 2018, have been promoted to Assistant Professor shall retain that title and be recognized by a Unit B Associate Faculty salary lane. Such promotion and title does not move the promoted member to Unit A.
- Associate Faculty who, prior to fall 2018, have been promoted to Senior Associate Faculty shall receive the title of Associate Instructor and be recognized by a Unit B Associate Faculty salary lane.
- Associate Faculty who have completed at least their seventh year of service and who have received highly effective ratings in the last three years will achieve Associate Instructor status. This title will be recognized by a salary lane/promotion.
- Except as outlined below, Associate Instructors who have completed at least eleven (11) years of service as an Associate Faculty and who have received highly effective ratings in the last three years will receive the title of Senior Instructor. This title will be recognized by a salary lane/ promotion.
- Associate Faculty must serve at least four (4) years in the title of Associate Instructor before becoming eligible for promotion to Senior Instructor. Provided, however, the four year requirement shall not be applicable to a Senior Associate Faculty who receives the title of Associate Instructor per Section (2) above, if he/she has already completed eleven (11) years of service.
- Associate Faculty receiving “satisfactory” ratings will be evaluated every year. Associate Faculty promoted to Senior Instructor and Unit B Assistant Professors will be evaluated every three years as long as they maintain a highly effective rating. A Senior Instructor and Unit B Assistant Professor who receives a satisfactory rating will be evaluated annually until receiving a highly effective rating, at which time they return to the three-year evaluation cycle.

Approved by the Library Faculty Committee of the Whole – November 16, 2018

Approved by the Dean of Libraries – November 16, 2018

Approved by the Provost's Office – August 2019

APPENDIX

Student Evaluation Questions – University Libraries (used in for-credit courses)

1. My Instructor displays clear understanding of course topics
2. My instructor has an effective style of presentation
3. My instructor talks at a good pace for maximum comprehension
4. My instructor displays enthusiasm when teaching
5. My instructor makes good use of examples and illustrations
6. Relationships among course topics are clearly explained
7. Instructor is actively helpful when students have problems
8. My instructor encourages me to keep up with the workload for this course
9. When I have a question/comment I know it will be respected
10. My instructor deals fairly and impartially with me
11. My instructor explains what is expected of me in this course
12. I can apply information/skills learned in this course
13. My instructor develops class discussion effectively
14. The format of this course is appropriate to course purposes
15. Class activities have instructional value
16. My instructor shows me how to access materials for this course.
17. My instructor encourages frequent attendance.
18. My instructor explains difficult material clearly
19. My instructor encourages me to do my best work
20. Overall, my instructor is effective at teaching this course

Student Evaluation Questions – University Libraries (used in library instruction sessions)

1. The goals of the library instruction session were made clear by the librarian
2. The lesson content was presented clearly and understandably
3. The session had practice activities that were useful for the assignment, if applicable
4. The librarian was knowledgeable about the material
5. The library session related to my class assignment/goals
6. The librarian's presentation used technology effectively, if applicable
7. The librarian encouraged student questions and participation
8. The librarian was sensitive to the class level and student progress
9. The librarian used relevant, engaging examples to describe the topic
10. Overall, how do you rate the librarian's teaching effectiveness

Process for Student Evaluation of Library Instruction Sessions

1. The questions and number of questions for student evaluations will be created and approved by the library faculty and dean of University Libraries.
2. The questionnaire will contain a 5 point rating scale. A “Not Applicable” option also will be available.
3. The questionnaire will be developed and made available for distribution online by the Center for Innovation in Teaching and Research. A paper option will be used when computers are not available.
4. Faculty shall submit student evaluations from the majority of sessions.
5. The questionnaire will contain the means for identification of the session taught by course prefix and the names of the library faculty instructor. Students will not be identified via the evaluation form.
6. The online evaluation will be conducted by the departmental faculty member within the library instruction session.
7. Library faculty being evaluated are not to be in the room at the time of the evaluation.
8. Questionnaire results will be tabulated through the Center for Innovation in Teaching and Research for each individual library session and will contain an average for each individual question, and an overall average for all questions.
9. An aggregate report containing a mean for individual questions and a mean for the total of all questionnaires will be compiled by each individual library faculty per semester.
10. Questionnaire results of evaluation data for each library faculty member will be generated and delivered via secure hyperlink to that individual and the dean of University Libraries at the conclusion of each semester.