RETENTION, TENURE AND PROMOTION GUIDELINES
FOR THE UNIVERSITY LIBRARY

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INTRODUCTION

This document conforms to S15-8 (3.3.1.2), which requires non-teaching departments to create guidelines for evaluating their faculty members' academic assignments. It also contains guidelines for evaluating the performance of librarian faculty in the areas of scholarly/artistic/professional achievement and service. Librarian faculty follow the university's guidelines for dossier preparation in documenting the activities described below.

I. Overview of the University Library

Librarian faculty uphold the mission of the University by offering resources and services that support the instructional and research needs of the University's departments, programs, and diverse user populations. Librarian faculty facilitate access to information, collaborate with instructional faculty on the teaching and learning process in the classroom, develop and implement information literacy curricula, and assist students, staff, and faculty with research.

The University Library is guided in its RTP considerations by S15-7 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures" and S15-8 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards." This document describes the application of those standards within the library.

Retention, tenure, and promotion decisions are based on an overall evaluation of the faculty member's effectiveness in academic assignment; scholarly/artistic/professional achievement; and service. A faculty member must demonstrate proficiency in all areas over time, though not necessarily in equal proportion. The goal is a well-rounded faculty member who contributes to the mission of the library, university, and profession.

Rank Equivalents for Librarian Faculty

Teaching Faculty	Librarian Faculty
Assistant Professor	Senior Assistant Librarian
Associate Professor	Associate Librarian
Professor	Librarian

Personnel Committee Equivalents for the University Library

Teaching Faculty	Librarian Faculty
Department Committee	First Level Personnel Committee (FLPC)
College Committee	Second Level Personnel Committee (SLPC)

The University Library is considered a College with one department for the purposes of retention, tenure, and promotion procedures. The terminal degree for librarians is the Master's degree in library science or equivalent (MSLS, MLIS, MALS, etc.) from a library school program accredited by the American Library Association, and librarians usually serve as 12-month faculty members.

II.   Effectiveness in Academic Assignment

A. Introduction

Academic Assignment is the specific role given to a faculty member to support the educational mission of San José State University. Academic Assignment is the primary, but not the only, consideration in evaluating a faculty member's performance and is the essential condition for continuation and advancement within the university. The scope of the librarian faculty member's assignment is documented in the Letter of Appointment and the Chair's Description.

B. Effectiveness in Librarianship

An evaluation of effectiveness in librarianship requires consideration of the *scope* and *quality* of performance and achievement. The candidate is required to show increasing effectiveness in the academic assignment for retention, tenure, and promotion. Effectiveness in librarianship can be demonstrated by, but is not limited to, the examples given in Section C below.

C. Criteria for Evaluation of Achievements in Academic Assignment

Personnel committees and administrators shall write an evaluation of a candidate's achievements in academic assignment and rate the overall performance in this category according to the following descriptive scale.

Unsatisfactory. The candidate has not documented accomplishments that meet the baseline level as described below.

Baseline. The candidate:

A. Communicates with faculty in assigned departments to learn the students' research needs
B. Creates appropriate resources for instructional support
C. Meets assigned classes promptly at the scheduled times
D. Keeps accurate and timely statistics of classes taught
E. Attends education- and/or instruction-related conferences or workshops
F. Selects resources consistent with faculty and student needs
G. Meets ordering deadlines for library resources
H. Develops research guides for assigned subject areas
I. Meets accreditation schedules and departmental collection needs
J. Possesses requisite knowledge of print and online research resources needed to support assigned department(s)
K. Uses the library management system to review usage data and budget information
L. Adheres to scheduled reference hours and works effectively with the reference team
M. Ensures that students, faculty, staff, and public patrons receive information and guidance in a courteous and professional manner
N. Keeps accurate and timely statistics of reference transactions
O. Applies appropriate techniques, resources, or tools relevant to the delivery of reference and user services
P. Receives positive evaluative letters produced from direct observation by peers. Peers who conduct these observations may include individuals from the library and/or individuals from areas the candidate serves

Good. In addition to the baseline as described above, the candidate demonstrates increasing effectiveness. Examples of increased proficiency may include, but are not limited to, the following:

A. Receives positive feedback from students

B.   Engages in a formal course of study in a subject area that enhances the librarian's effectiveness in his/her academic assignment

C.   Participates with faculty in developing recommendations for library resources for new programs or classes

D.   Applies advanced techniques, resources, or tools relevant to the delivery of reference and user services

E.   Development of digital resources that support the mission of the library/university (e.g., tutorials, interactive services)

F.   F. Identifies the impact of library services delivery on student and faculty success.

Excellent. In addition to a good performance as described above, the candidate demonstrates increasing effectiveness. Examples of increased proficiency may include, but are not limited to, the following:

A.   Participates in instructional, reference and user services, or collection development activities at a regional, statewide, or national level

B.   Employs pedagogical improvements as demonstrated by a unique or new approach to instruction

C.   Completes a formal course of study in a subject area that enhances the librarian's effectiveness in the academic assignment. Academic programs must be passed with a cumulative 3.0 GPA.

D.   Creates course materials, pedagogical approaches, or media that are used by librarians or other educational professionals outside of the institution

E.   Is awarded a grant aimed at improving collection development, reference, or instructional services

F.   Contributes in a significant way to the assessment of courses or programs at the university level

G.   Contributes to curriculum development with faculty and/or departments

H.   Mentors or trains librarians, other faculty, or students in collection development, instructional, or reference and user services techniques

I.   Uses analytics to enhance user services

J.   Conducts surveys, interviews, or focus groups to utilize information about users' information needs

D. Librarian Profiles in Academic Assignment

Baseline
The typical candidate has worked with assigned departments to schedule research instruction sessions and provide specialized reference services to the students and faculty in those areas.

The candidate has sought from students, teaching faculty, or librarians evaluative feedback for his or her instruction and reference services in order to improve how those services are delivered. The candidate has used the funds allotted for those subject areas to purchase resources that meet the needs of the departments, making sure to have met the ordering deadlines. The candidate also provided reference services through scheduled hours at the reference desk or online, serving both the university and public library patrons.

Good

In addition to the above, the typical candidate has shown evidence that evaluative feedback for his or her instruction and reference services has been used to produce improvements in how those services are delivered. In the ever-changing information environment, the librarian would identify the evolving needs of library users and adapt services so that those needs are met. The librarian has collaborated with faculty to provide recommendations for library resources for both current and new programs or courses and provided documentation of this collaboration.

Excellent

In addition to the above, the typical candidate has made significant contributions to the library and university through improvements that he or she brought about in areas such as information literacy, scholarly communication, reference and user services, or collection development. Significant contributions might be in the form of new or improved approaches to teaching, learning, assessment, or implementing innovative library services that support student success, such as providing non-traditional reference services or completing substantial collection management projects to improve collection usability.

III. Scholarly/Artistic/Professional Achievement

A. Scholarly Achievement

A record of scholarly and professional activities in a subject discipline and/or in librarianship is required for retention, tenure, and promotion. Collaboration is characteristic of the profession of librarianship. Both individual and collaborative efforts in research and publication are important and valued. It is the faculty member's responsibility to provide evidence of the significance, type, and degree of participation in a collaborative effort and this must be documented by the candidate.

Monographs, books, and book chapters undergoing a standard editorial selection process and peer-reviewed journal articles (print or online) carry the greatest weight. Conference papers that are both peer-reviewed and published in proceedings are also important. The award of a grant by an agency, organization, or a scholarly association is also an indication of the quality of a scholar's work.

In the field of librarianship, reviews of books, databases, and other scholarly resources are regarded as important tools that contribute to the profession. Other achievements that indicate that the librarian faculty is a contributing member of the discipline may include, but are not limited to, conference presentations, the creation of digital resources, or publications in their area of expertise. These will be evaluated on an individual basis. To be important in the tenure or promotion decision, any such publications must be substantive, original contributions to knowledge.

It is the faculty member's responsibility to provide evidence of the significance of any works which have not been refereed. The evidence may take the form of explanation in the text of the dossier; it may also, but need not necessarily, take the form of a review or assessment by other scholars in the field. Such outside review is not needed for peer-reviewed publications.

B. Criteria for Evaluation of Scholarly/Artistic/Professional Achievement

Personnel committees and administrators shall write an evaluation of a candidate's achievements in scholarly/artistic/professional achievement and shall rate the overall performance in this category according to the following criteria:

Unsatisfactory. The candidate has not documented accomplishments that meet the baseline level as described below.

Baseline. The candidate has, over the course of the period of review, created a body of completed scholarly/professional achievements and shows the promise of continued growth and success. This may include, but is not limited to:

A.   Scholarly/professional editorials, blogs, newsletters, and similar publications
B.   Publications in non-peer-reviewed but widely recognized periodicals, such as *The Chronicle of Higher Education* or *Library Journal*.
C.   Panel participation or presentations at local, state, or regional meetings/conferences
D.   Peer-reviewed abstracts
E.   Contributions to reference works
F.   Receipt of internal funding from the University Library for research or scholarly activities beyond that of travel funding
G.   Grant applications, successful or otherwise (These should be appropriately credited as stated in S15-8, 2.3.5.2.)
H.   Peer-reviewed conference proceedings

Good. In addition to the baseline as described above, the candidate has created scholarly/professional achievements that constitute important contributions to the discipline

and that help to enhance the scholarly/professional reputation of the library, SJSU, or the CSU more generally. This may include, but is not limited to:

A.   Scholarly/peer-reviewed case studies or technical reports
B.   Publications in scholarly/peer-reviewed journals
C.   Translations of scholarly materials
D.   Substantial contributions to peer-reviewed reference works
E.   Publication of annotated bibliographies or bibliographic essays
F.   Curation of an exhibit or other public project
G.   Book chapters
H.   Reviews of books, databases, and other scholarly resources
I.   Invited presentations (regional and state)
J.   Panels or presentations at national meetings
K.   Internal award or honor for research or scholarship
L.   Receipt of external awards for research or scholarship

Excellent. In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation. Excellence in scholarly/professional achievement requires a body of work that is recognized as significant. This may include, but is not limited to:

A.   Scholarly monograph or book
B.   Editor of a scholarly book
C.   Editor of, or referee for, peer-reviewed journals
D.   Publication of a peer-reviewed chapter in a scholarly book
E.   Panel or presentations at international meetings
F.   Keynote presentations (international and national)
G.   Invited presentations (international and national)
H.   Publications in leading peer-reviewed journals within the specific area of scholarship. (Due the breadth of scholarship in our discipline, the faculty member should make the case for a journal being a leading peer-reviewed journal within their part of the discipline.)
I.   Frequent citation or other demonstration of significant impact of publications
J.   External award or honor for research or scholarship
K.   Completion of funded research resulting in presentation or publication.
L.   Development of digital resources that support the mission of the library/university and receive professional recognition (e.g., tutorials, interactive services)

C. Librarian Profiles in Scholarship and Professional Achievement

Baseline

The typical candidate has participated in a panel or presentation at a local, state, or regional level. The candidate has published in professional, but not necessarily peer-reviewed, outlets such as trade publications or the popular press. The candidate may have published items such as peer-reviewed abstracts or contributed to reference works such as encyclopedias.

Good

In addition to the above, the typical candidate has a publication in scholarly, peer-reviewed journals; book chapters; or substantial contributions to peer-reviewed reference works. Scholarship may also take the form of peer-reviewed conference proceedings and panels or presentations at national meetings.

Excellent

In addition to the above, the typical candidate has a research agenda that resulted in a record of scholarly publications with significant, demonstrable impact.

IV. Service

Librarian faculty will be evaluated for significant service to the students, community, University, or profession. Evidence of student service includes, but is not limited to, advising student organizations, spearheading student-oriented events, participating in educational equity activities, and other related activities.

Librarian faculty shall demonstrate leadership and a commitment to the University Library and SJSU through active participation on committees, special assignments, task force groups, and other voluntary or elected activities. All tenure-track faculty are expected to attend and participate in University Library governance. They are also expected to participate in and contribute to university committees. Serving on committees of scholarly associations, serving as judges for awards given by a scholarly association, and so on. These provide evidence that the faculty member is contributing to the discipline, but do not substitute for publication of original scholarship and research. Professional outreach activities related to the faculty member's professional or scholarly expertise will also be considered within this category.

A.   Criteria for Evaluation of Achievements in Service

Personnel committees and administrators shall write an evaluation of a candidate's achievements in service and shall rate the overall performance in this category according to the following criteria:

Unsatisfactory. The candidate has not documented accomplishments that meet the baseline level as described below.

Baseline. The candidate has undertaken a fair share of the workload required to maintain University Library operations and services. This includes, but is not limited to:

A.   Serves as a member on department committees
B.   Participates in library outreach activities
C.   Participates in library faculty meetings

Good. In addition to the baseline described above, the candidate has also actively participated in one or more of the following activities (in no order of importance). In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements:

A.   Serves in a leadership capacity in campus organizations and clubs of benefit to faculty or students (S15-8, 2.4.2.2)
B.   Serves in a leadership capacity in public interest groups sponsored by or affiliated with the University (S15-8, 2.4.2.3)
C.   Demonstrates active participation in disciplinary or professional associations (S15-8, 2.4.2.4)
D.   Organizes panels, activities or workshops benefitting students, the community, the profession, or the University (S15-8, 2.4.2.4)
E.   Serves as reviewer for publishers or other agencies and associations (S15-8, 2.4.2.4)
F.   Serves as editor of a professional newsletter (S15-8, 2.4.2.4)
G.   Serves on university-level search committees (S15-8, 2.4.2.2)
H.   Serves in a leadership capacity of a department-level committee
I.   Develops programming that supports the library's mission

Excellent. In addition to a good performance as described above, the candidate has documented significant influence at a high level, whether it is service to students, the community, the University, or the profession. Candidates who achieve an evaluation of "excellent" in service will be able to demonstrate at least one of the following (in no order of importance):

A.   Participates in activities to enhance student success beyond the primary academic assignment (S15-8, 2.4.2.1)
B.   Serves in a local or state community as a representative of SJSU (S15-8, 2.4.2.3)
C.   Demonstrates leadership in disciplinary or professional associations (S15-8, 2.4.2.4)

D. Provides service to K-14 educational segments (S15-8, 2.4.2.4)
E. Serves in national or international community organizations as a representative of SJSU (S15-8, 2.4.2.3)
F. Participates in the Academic Senate or its committees (S15-8, 2.4.2.2)
G. Serves in leadership role in the California Faculty Association (S15-8, 2.4.2.2)
H. Works on system-wide committees and task forces that are not part of the primary academic assignment (S15-8, 2.4.2.2)
I. Serves on editorial boards of a professional journal or newsletter (S15-8, 2.4.2.4)
J. Serves as editor of a professional journal (S15-8, 2.4.2.4)
K. Provides public lectures, newspaper editorials, television or radio analysis (S15-8, 2.4.2.4)
L. Receives honors or awards for service-related activities (S15-8, 2.4.2.4)
M. Serves in a leadership capacity at the college level
N. Serves in a leadership capacity in local or state community organizations as a representative of SJSU (S15-8, 2.4.2.3)

B. Librarian Profiles in Service

Baseline
The typical candidate has regularly participated as a member of a department committee. The candidate has engaged in outreach activities such as tours or staffing tables at orientation events for the library or the university.

Good
In addition to the above, the typical candidate served in a leadership capacity in the department, a campus organization that benefits student success, or public interest groups affiliated with the university. There is evidence of organizing panels, activities, workshops, or the development of library programs. The typical candidate has demonstrated active participation in professional associations and possibly served as a reviewer for publishers or associations.

Excellent
In addition to the above, the typical candidate has served on university level or system-wide committees, worked to enhance student success well beyond the primary academic assignment, and may have provided leadership in disciplinary or professional associations. The candidate may have served as an editor, or as part of an editorial board, for a professional journal.