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Faculty Affairs

**California State University, Dominguez Hills
University Library
Definitions & Standards for Reappointment,
Tenure, & Promotion**

DEFINITIONS OF TEACHING, SCHOLARSHIP, & SERVICE

INTRODUCTION

This document outlines the policies and procedures for retention, tenure, and promotion (RTP) for the University Library. These standards supplement the university's official "Policy for Reappointment, Tenure and Promotion Procedures" ([AAP 010.001](#)), which state that faculty will be evaluated on their teaching, scholarship, and service. This document identifies core activities in each of the three categories and offers guidelines about their evaluation. However, while most library faculty teach, they also perform a variety of other roles that differ from those of disciplinary faculty. The type of work librarians perform also often varies among librarians depending upon their functional specializations within the library. The "teaching" category has therefore been broadened in the library's RTP criteria to "teaching and instructional support" in an effort to better capture the range of activities that librarians perform in support of teaching, learning, and research at CSUDH. This document also outlines the performance standards that librarians under review should meet for reappointment, tenure, and promotion.

The library recognizes the symbiotic relationship between scholarship and teaching as well as between scholarship and other aspects of librarianship (including service). Librarians are thus encouraged to explore how their research interests can inform and improve their work as well as how questions and issues in their work and service responsibilities can be pursued in their scholarship. The library also recognizes that collaborating with departments and programs across campus allows librarians to have a greater impact on student learning and success. Librarians are thus expected to engage in a variety of outreach activities in order to promote awareness among students, faculty, staff, and administrators of the ways that library resources and services can enhance teaching, learning, and research.

TEACHING & INSTRUCTIONAL SUPPORT

Activities

Teaching and instructional support activities include but are not limited to:

- **Teaching**
 - Leading well-designed information literacy sessions and workshops that enhance students' research skills.
 - Curriculum mapping and instruction program planning, including identifying key courses in assigned liaison departments and developing a scaffolded instruction plan.
- **Instructional Resources**
 - Developing research guides, handouts, brochures, tutorials, DLOs, videos, etc. tailored to meet the information literacy and library learning needs of specific audiences.

- Developing information literacy assignments and curriculum in collaboration with individual faculty, committees, programs, and departments.
- **Research Assistance**
 - Helping students and faculty with research questions and information needs in a variety of ways, including in person, and via email, chat, phone, SMS, and other media as appropriate.
 - Developing and enhancing knowledge of a variety of technologies, information sources, search tools, and search strategies in an effort to enhance the library's research assistance services.
- **Assessment**
 - Engaging in formative assessment to improve student learning and library services.
 - Engaging in summative assessment to provide internal and external stakeholders with information about and evaluation of library resources, services, and programs.
- **Planning:** Contributing to visioning and planning efforts at the service and departmental levels (Serving on a strategic planning committee for the library or the university would fall under service to the library and service to the university respectively).
- **Collections**
 - Researching, selecting, and acquiring resources that support teaching, learning, and research.
 - Developing and implementing collection policies.
 - Applying appropriate standards and practices to the description and classification of library materials.
 - Collecting, describing, digitizing, preserving, displaying, promoting, and making accessible materials that have unique historical, artistic, or scholarly value to the campus and community.
- **Outreach:** Reaching out to liaison departments as well as to other significant populations, units, and campus activities (such as new student and new faculty orientations) to promote the library's resources, spaces, services, and personnel using a variety of strategies and media.
- **Technology**
 - Troubleshooting library systems, databases, networks, and the library's online web presence.
 - Researching, recommending, and implementing new information technologies as appropriate.

Evidence

Evidence of effectiveness in teaching and instructional activities includes but is not limited to:

- A reflective statement articulating the librarian's teaching philosophy and its relationship to his/her teaching practices.

- Student evaluation of instruction results as well as thoughtful responses to them.
 - All librarians providing library instruction sessions are required to conduct student evaluations using the library's standard "Student Evaluation of Information Literacy Instruction" form.
 - The candidate must summarize and analyze student evaluation scores in the Working Personnel Action File (WPAF) and may include selected comments from the open-ended questions as well.
 - The discussion of the evaluations should include a plan for how the librarian intends to continue improving as an instructor.
 - Candidates should NOT include all results from all individual students in their file, but they should keep copies of them in the event that the RTP committee requests them.
- Peer evaluation(s) of instruction as well as thoughtful responses to them.
 - The faculty member includes the evaluation(s) and any response in the Supplemental Information Form (SIF) and discusses the evaluation(s) in the WPAF.
- Written feedback on any of the librarian's primary job responsibilities from faculty and/or students.
- Examples of instructional materials, such as sample lesson plans, activities, assessments, research guides, tutorials, displays, etc.
- A discussion of the alignment between student learning outcomes and any activities and assessments used in instruction sessions and workshops.

SCHOLARSHIP

Library faculty members are expected to show evidence of growth in research and scholarship and are encouraged to engage with scholarly issues relevant to the profession in a variety of ways.

Activities

Research and scholarly activities include but are not limited to:

- Scholarly Publications
 - A scholarly article published in a peer reviewed journal.
 - A scholarly book published by a reputable publisher.
 - A textbook or other educational materials published by a reputable publisher.
 - An invited chapter in an edited book published by a reputable publisher.
- Popular Publications

Articles and opinion pieces published in library magazines and blogs, etc. that offer meaningful contributions to ongoing conversations in the profession.
- Presentations
 - Presenting research at an academic conference.
 - Serving on a panel discussion.

- Presenting professional expertise in other forums, such as an invited lecture at a workshop or for a library school course.
- Editing and Reviewing
 - Serving as an editor for a book published by a reputable publisher.
 - Serving as a peer reviewer for a scholarly journal.
- Grants
 - Securing an external grant that supports the library's goals.
 - Securing a local (CSUDH) grant.
- Professional Development

Extending one's professional knowledge through educational opportunities, such as attending conferences, workshops, symposia, etc. and/or earning certificates, badges, degrees, etc.
- Curating

Engaging in curatorial work on exhibits or other public projects.
- Software and Coding

Developing library related software or code that improves library systems, processes, services, and/or access to library resources.

The above list does not exhaust the possibilities. The librarian under review may decide to include other types of items, but it is wise to consult with colleagues about them prior to inclusion.

Evidence

Evaluation of the candidate's scholarship is based on a variety of factors, including but not limited to:

- The editorial selection process (peer review, invitation to contribute, edited book, reputation of the publisher, etc.).
- The audience addressed (librarians, faculty, the general public, national, state, local, CSU, CSUDH, scholarly/popular, etc.).
- The impact of the contribution (usage data/downloads, written feedback from other scholars, recognition/awards, number of times cited by other publications, impact on the library's mission, etc.).
- The relationship between the scholarly activity and the librarian's professional responsibilities/job description.
- The amount of the librarian's productivity.

Scholarly works that have been accepted for publication and/or published are considered the strongest evidence, but the librarian may also submit works that are under review or in progress.

Note: in the case of co-authored works, the faculty member should explain his or her participation to the department so that the department can determine how much credit to give.

Peer Review

For this policy, peer review is defined as a process by which qualified experts evaluate the quality, importance, and originality of research, scholarship, and creative activities. Official review bodies may include but are not limited to:

- Editors working for a publisher
- External reviewers working with a specific journal or publisher
- Professional societies
- Granting agencies
- Conference organizers

While a variety of scholarly endeavors are valued, documented evidence of peer-reviewed publications must be provided as candidates progress toward tenure and/or promotion.

Juried conference papers (i.e., papers/proposals that have gone through a competitive peer review selection process) are valued more highly than presentations at conferences where all papers are accepted.

Candidates are responsible for providing proof of peer review, which can include but is not limited to:

- A printout of the venue's editorial policy.
- Copies of feedback from peer reviewers.
- Letters from editors in which the editorial policy is stated.
- Evaluation by granting agency.
- For presentations, emails or communications from conference organizers indicating the acceptance rate.

SERVICE

Librarians are expected to participate in activities that benefit the library, the campus, the profession, and the community.

Activities

Service activities include but are not limited to:

- Library Service
 - Actively participating on library committees and working groups and contributing to discussions in library-wide and departmental meetings as well as online discussions.
 - Authoring or revising library policies and procedures.
 - Representing the library at campus wide events and public functions.
 - Collecting/analyzing data that assists in decision making.
 - Undertaking special projects/activities at the request of the dean.
- University Service
 - Serving as an Academic Senator.
 - Serving on a campus-wide or CSU system-wide committee.
 - Chairing a University-level committee.
 - Serving on a committee for an outside department.
 - Serving on a task force created by the president or president's delegate.

- Teaching classes outside of the library discipline.
- Serving as an advisor to a student organization.

- Community Service

Ideally, evidence submitted will document activities that in some way relate to libraries and librarianship and/or promote the mission and goals of the library, campus, or CSU system.

 - Holding office in a community organization.
 - Volunteering for a community organization
 - Serving as a consultant/expert for community groups or mass media outlets.
 - Coordinating symposia, workshops, panels, lectures, or readings for the public or specific community groups.
 - Consultation with K-12 educational programs/schools.

- Professional Service
 - Holding an elected office in a relevant professional organization.
 - Actively participating on a committee or taskforce in a professional organization.
 - Serving as a consultant for a relevant professional organization.
 - Holding an unelected position in a relevant professional organization (e.g., editor, web administrator, etc.).

Evidence

Letters of appointment, appreciation, or recommendation highlighting the librarian's contributions serve as strong evidence for all of the above. Honors, awards, and evidence of continuing education, such as transcripts, certificates, and diplomas also apply

Progression through the RTP Process

The review schedule outlined below for the convenience of the librarian under review is reproduced from AAP 010.001, "Policy for Retention, Tenure, and Promotion Procedures" (February 14, 2012), which outlines the following procedures:

First Probationary Appointment: The initial probationary appointment of a full-time tenure-track faculty member shall be for a period of two years. In the first year, the faculty member shall develop a written Professional Plan that includes teaching, scholarship or creative activity, and service which will serve as the first year WPAF.

Second Probationary Year: The faculty member shall prepare a complete SIF and WPAF for the second year performance review.

Third Probationary Year: For a faculty member awarded a two-year appointment during the previous year's review, the faculty member shall prepare a brief written report summarizing progress in their activities since the prior review and if necessary any modification of the Professional Plan. If a faculty member was awarded a one-year appointment during the second year review, the member shall prepare a complete SIF and WPAF for a third year performance review.

Fourth Probationary Year: The faculty member shall prepare a complete SIF and WPAF for the fourth year performance review; such files shall provide complete supporting evidence of the member's activities covering the prior year and any prior year in which an abbreviated review was conducted.

Fifth Probationary Year: For a faculty member awarded a two-year appointment during the previous year's review, the faculty member shall prepare a brief written report summarizing progress in their activities during the prior year and if necessary any modification of the Professional Plan. If a faculty member was awarded a one-year appointment during the fourth year review, the member shall prepare a complete SIF and WP AF for a fifth year performance review.

Sixth Probationary Year: The faculty member shall prepare a complete SIF and WPAF for the sixth year performance review; such files shall provide complete supporting evidence of the member's activities covering the prior year and any prior year not already covered in a full SIF and WPAF.

Standards for Reappointment, Tenure, and Promotion

An updated CV should be provided for every review period.

STANDARDS FOR REAPPOINTMENT

The standards below present the minimum expectations for reappointment during a librarian's pre-tenure and/or pre-promotion period. During the probationary period, candidates for reappointment must demonstrate a record of performance and ongoing improvement in teaching and instructional support, scholarship, and service. Retention during this period is contingent upon such development. It is expected that the librarian will make progress in each category throughout the probationary period, and that the progress made is consistent with achieving the level of a tenured faculty member by the end of the probationary period. The review by the department RTP Committee should include guidance or suggestions for improvement in any identified area of weakness.

Candidates self-assessments should highlight the scope and quality of their activities and achievements, and not simply reiterate what is listed on their CV. Over the years, self-assessments should describe the candidate's evolution as a librarian, addressing lessons learned, shifting goals and strategies, and the candidate's response to assessment data.

Teaching and Instructional Support

In each probationary year, librarians should provide ample evidence of successful performance of their primary job responsibilities. Based on those responsibilities, evidence of effectiveness in teaching and instructional support may include but is not limited to:

- A satisfactory reflective statement articulating the librarian's teaching philosophy and its relationship to his/her teaching strategies, and/or a philosophy of librarianship containing a discussion of how the librarian's work supports teaching, learning, and research at CSUDH.
- Instructional materials, such as sample lesson plans, activities, assessments, research guides, tutorials, etc., and a discussion of the alignment between student learning outcomes and any activities and assessments used in instruction sessions and workshops.
- Positive written correspondence from students or faculty regarding the provision of an instruction session or research assistance.
- Written correspondence, evaluative letters, or other materials documenting the librarian's role in researching, recommending, and/or facilitating access to/use of library materials (including books, journals, databases, entire collections, art, etc).
- Written correspondence or other materials documenting the librarian's role in researching, recommending, and/or selecting technology, furniture, and other equipment that supports teaching, learning and research.

- A thoughtful response to student evaluations of instruction as well as an overall rating of “agree” or better on student evaluations.
- Thoughtful and substantive responses to peer evaluation of instruction reports.
- Positive written feedback on any of the librarian’s primary job responsibilities from faculty and/or students.
- Documented examples of outstanding solutions to library problems (reports, correspondence, etc.)

Scholarship

- In each probationary year, librarians should provide evidence of at least two research and scholarly activities.
- Librarians should provide evidence of at least one peer-reviewed publication within the first three years of the probationary process.

The department RTP Committee may recommend against retaining a faculty member who does not meet the following standards of scholarly activity.

It is understood that certain activities and publications, such as a book, can take more than one year to produce. In such cases the librarian may point to the work as an example of scholarly activity for two different years. However, ample evidence must be provided indicating significant progress since the last review period.

Service

- Librarians must provide evidence of two instances of service to the library in each probationary year.
- By the end of the fourth probationary year, librarians must provide evidence of at least two instances of university level service and at least one instance of service to the profession or the community.

Note: some instances of service last more than one academic year; in such cases the faculty member can point to the same service activity for more than one year.

STANDARDS FOR TENURE & PROMOTION TO ASSOCIATE LIBRARIAN

Introduction

The Library endeavors to only hire people who are capable of meeting its tenure standards within the normal timeframe. Candidates for tenure and promotion to Associate Librarian must demonstrate a record of sustained high quality performance and improvement over multiple years in teaching and instructional support, scholarship, and service.

Teaching and Instructional Support

Librarians’ overall performance related to teaching and instructional support during the entire probationary period will be considered. The latter period will be weighed more heavily, with due consideration given to improvements and any corrective actions taken in response to previous reviews.

Scholarship

In order to receive tenure and promotion to Associate, librarians must provide evidence of:

- A consistent record of at least two instances of research and scholarly activities as for every year under review.

- A minimum of two peer-reviewed publications (total).

Service

In order to receive tenure, librarians must provide evidence of:

- A consistent record of at least two instances of service to the library for each year under review.
- A minimum of three instances of university level service and at least two instances of service to the profession or the community.

Early Tenure and Promotion

A library faculty member may be considered for early tenure and promotion to Associate Librarian if s/he demonstrates "unusually meritorious" performance in teaching and instructional support and at least one other area (Scholarship or Service) and "satisfactory" performance or better in the third area ([AAPS041.001](#)). A pattern of outstanding achievement evidenced over three years or more will usually be necessary for early tenure to be considered.

Teaching and Instructional Support

Consistent outstanding reviews by peers, supervisors, and as appropriate, students indicating that the candidate's work is of the highest quality.

Scholarship

Outstanding performance in scholarship consists of:

- At least one scholarly peer-reviewed publication every other year.
- At least one presentation at a conference with a juried selection process per year.

Service

Outstanding performance in service consists of at least one service activity per year in 3 out of the 5 categories:

- Service to the Library
- Service to the University
- Service to the CSU System
- Service to the Profession
- Service to the Community

STANDARDS FOR PROMOTION TO LIBRARIAN

Candidates for promotion to librarian must demonstrate a significant record of high quality achievement and consistent growth since tenure and promotion to Associate Librarian. The evaluation of a librarian for promotion to Full normally takes place during the fifth year as an Associate Librarian. Candidates for Full should be able to provide examples of their positive impact on the library, the campus community, and the field of librarianship. They should also demonstrate leadership in a variety of ways, including mentoring new librarians, taking responsibility and initiative for initiating new services or resolving crucial issues in the library, making significant contributions to campus-wide and CSU system initiatives, etc.

Teaching and Instructional Support

Evaluation of teaching and instructional support will be based on evidence of consistent performance in the same standards established for tenure and promotion to Associate Librarian but applied to the years since the candidate received tenure and was promoted to Associate.

Scholarship

In order to be promoted to Full Librarian, librarians must provide evidence of:

- A consistent record of at least two instances of research and scholarly activities a year for every year since tenure and promotion to Associate.
- A minimum of two peer-reviewed publications since tenure and promotion to Associate.

Service

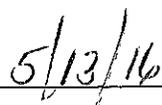
In order to be promoted to full librarian, librarians must provide evidence of:

- A consistent record of at least two instances of service to the library for every year since receiving tenure and promotion to Associate.
- A minimum of three instances of university level service and at least two instances of service to the profession or the community since receiving tenure and promotion to Associate.

Approved April 22, 2016



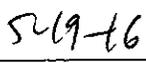
 Dean, University Library



 Date



 Provost & Vice President, Academic Affairs



 Date