

Consortium Library

Faculty Evaluation Guidelines

University of Alaska Anchorage

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Dated 2/14/18

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INTRODUCTION

The Library faculty of the University of Alaska Anchorage and its community campuses have established the *Library Faculty Evaluation Guidelines* (Library FEGs) as a basis for the evaluation of its tenure-track faculty. They meet the goals and standards of the profession and provide a fair and equitable means to govern the Library promotion and tenure process. The Library FEGs were developed with the basic assumption of trust that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

The Library FEGs are to be used in conjunction with the current contract provisions and policies listed below. In the event of conflicts, the contract provisions and policies will prevail in descending order as stated.

- United Academics AAUP/AFT Local collective bargaining agreement and any applicable memorandums of agreement
- UA Board of Regents' policy on faculty appointment, review, promotion, tenure, and sabbatical leave
- UAA Policies and Procedures Relating to Appointment, Review, Tenure, and Promotion, including the *UAA Faculty Evaluation Policies and Procedures* (UAA FEPPs)

This revision of the Library FEGs conforms to the UAA FEPPs as revised July 12, 2016.

I. TERMINAL DEGREE STATEMENT

Librarianship is defined in this document as including the work of both librarians and archivists. The minimum requirement for initial faculty appointment is the terminal degree, described as follows.

The terminal degree for librarians is a Master's Degree in Library Science from an American Library Association-accredited school of Library Science as specified in the American Library Association's Standards for College Libraries or an equivalent international standard.

The terminal degree for archivists is a Master's Degree that meets the Society of American Archivists Guidelines for a Graduate Program in Archival Studies.

II. QUALITY AND SIGNIFICANCE OF SCHOLARSHIP

Scholarship may take many forms for Library faculty, including discovery, integration, application, engagement, and transformation/integration.

The criteria for the evaluation of scholarship include the following:

- Reflects a high level of discipline-related expertise
- Establishes clear and relevant goals
- Uses appropriate methods and resources
- Documents and communicates activities effectively
- Results in positive impact or outcomes
- Upholds professional ethical standards

Over time, Library faculty must demonstrate marked strength or expertise, usually in the area of their primary responsibility, or through the integration of scholarly accomplishment across their responsibilities. A candidate's area of marked strength is one that draws on his or her particular talents and skills to significantly advance the mission or reputation of the unit and institution.

A. Teaching/Librarianship

The Library and its faculty are central to the teaching and academic research mission of the University. In evaluating Library faculty, teaching/librarianship encompasses the basic work responsibilities of a librarian or archivist. These responsibilities include the development, promotion, and use of resources and collections, as well as the operation of the Library.

Depending upon a Library faculty member's workload agreement, he or she may further the instructional, academic research, and/or service mission of the Library in a variety of ways and may incorporate to varying degrees the six aspects of teaching expounded in the UAA FEPPs (Section IV, a. Teaching and Learning). These six aspects are Instruction and Learning Experiences, Librarianship, Building and Developing Curriculum and Learning Resources, Mentoring Students, Advancing Teaching Excellence, and Advancing Student Excellence. Such work also falls within the definition of scholarship set forth in the UAA FEPPs (Section III).

Activities of Library faculty include but are not limited to those enumerated in the UAA FEPPs (Section IV, a. Teaching and Learning), as well as:

- Selecting, acquiring, and preserving collections and resources to support the University's curriculum, programs, and research
- Gaining intellectual control of materials through classifying, cataloging, describing, and creating metadata
- Identifying, selecting, and applying technologies for information retrieval; creating bibliographies, websites, finding aids, and other research tools; managing, employing, and adapting content management systems, e.g. ScholarWorks@UA and LibGuides
- Encouraging and facilitating cooperation between Library and departmental faculty to improve and enrich teaching, academic research, and cultural pursuits
- Consulting with students, faculty, and other Library users to help them determine appropriate tools and direction for individual Library research needs
- Overseeing Library operations
- Creating and maintaining specialized systems that support the organization and retrieval of information in the Library environment
- Promoting the Library and its resources; promoting literacy and lifelong learning

- Providing group instruction through credit courses, workshops, and seminars; developing curriculum materials; and providing information literacy instruction through course-integrated sessions, Library orientations, tutorials, and websites
- Providing reference service and individual instruction by teaching Library users to find and evaluate information
- Assessing Library collections, facilities, and/or services

B. Academic Research/Creative Activity

Library faculty members on tripartite contracts conduct academic research and are involved in creative activities of many types; such activities may be in Library Science or Archival Management, as well as in other academic subjects. Academic research may consist of collaborative or individual work and may occur in print as well as online format. Some academic research is expected to result in publication by an independent publisher of appropriate academic quality.

The fulfillment of the academic research/creative activity component may include but is not limited to:

- Writing, editing, or compiling books or book chapters, case studies, journal articles, bibliographies, guides, handbooks, reviews of published works, or indexes
- Publishing in peer-reviewed publications or in publications having a high-impact readership, e.g., essays or reviews in *Choice*, *Library Journal*, *Archival Outlook*, *CRL News*, etc.
- Publishing in emerging media formats of appropriate academic quality, e.g., blogs, digital spaces, etc.
- Editing scholarly or professional publications, including journals, newsletters, or electronic media
- Fulfilling a major editorial role for scholarly or professional publications, e.g., being on an editorial board or committee
- Authoring grant proposals, or supervising and/or participating in externally funded research projects that relate to the faculty member's academic research or creative activity
- Receiving grant awards, fellowships, or contracts that support the faculty member's academic research or creative activity
- Preparing and/or presenting exhibits or poster sessions for conferences that relate to the faculty member's academic research or creative activity
- Presenting papers, giving workshops, or participating on panels that relate to the faculty member's academic research or creative activity
- Developing creative projects that benefit the profession or academic field

C. Service

The service requirement for Library faculty includes participation in all of the following categories. Service by category may vary from year to year, but faculty are expected to contribute in every category at some point during a review period. Extensive service in one or two categories may offset limited participation in another area(s). The examples below are representative and not exhaustive.

University Service includes all activities that help achieve the mission of the Library or University, e.g.,

- Serving on University, college, school, Library, or departmental committees
- Participating in faculty governance, task forces, special projects, and some union activities
- Serving as a representative of the Library or University
- Developing outreach and/or programs to support student engagement with curriculum and/or campus activities and/or in answer to other student needs

Professional Service includes all professional activities contributing to the development or advancement of librarianship or archival management, e.g.,

- Participating in professional organizations
- Serving as an officer of a professional organization
- Maintaining active memberships in professional organizations
- Organizing and/or chairing conferences, symposia, seminars, or workshops
- Serving on an editorial committee or a grant or accreditation review board
- Managing the online presence of a professional organization
- Presenting at, or serving as chair or member of a panel for, a professional conference
- Contributing to technical projects, including those created in conjunction with other libraries or related institutions (e.g., museums)
- Serving as an outside reviewer or copy editor of manuscripts for professional publications

Public Service is divided into the broad categories of Service to Society and Community-Engaged Service. It includes all activities in which the candidate's professional, academic, or leadership competence is made available beyond the University but not to professional associations. Examples of activities in each of these categories are given below.

Service to Society

- Serving on private, government, or public committees

- Serving as an editor or on editorial committees for publications outside the profession
- Providing teaching/librarianship and professional services beyond the University
- Writing for popular and non-academic publications directed to audiences outside the profession
- Providing consulting services beyond the University

Community-Engaged Service

- Developing and participating in community reading or literacy programs that advance understanding of important societal issues
- Providing regular instruction to community groups in the use of information sources such as Alaska’s Statewide Library Electronic Doorway (SLED)
- Demonstrating the use of freely available business, government, health, or other information to groups of community patrons (e.g., social service agencies)
- Identifying, classifying, describing, and preserving important community archives and collections

III. LIBRARY PEER REVIEW COMMITTEE EVALUATION AND PROCEDURES

It is the responsibility of each member of the Library Peer Review Committee to read and adhere to the appropriate guiding documents (i.e., CBAs, any memorandums of agreement, UA Board of Regents policy, UAA FEPPs, Library FEGs). The Library Peer Review Committee will be established and operate in accordance with guidelines set forth specifically in this document, in the UAA FEPPs, (Section VIII. Roles and Responsibilities of Reviewers and Candidates), and in the CBAs. Reviewers must attend a mandatory training in accordance with the UAA FEPPs, Section VIII, Mandatory Training.

Before July 1 each year, the Library faculty will elect by simple majority a Library Peer Review Committee whose charge is to evaluate the work and contributions of candidates under consideration for comprehensive fourth-year, tenure, promotion, and post-tenure review (see UAA FEPPs, Section VI. Evaluation Process and Review Cycle, and Appendix I. The Scholarly Agenda).

The Peer Review Committee will be drawn from tenured Library faculty, including those at UAA’s community campuses. The Committee will be composed of five tenured faculty and one alternate, excluding the Library Dean and any non-represented administrative faculty. When promotion is under consideration, the Committee will consist of Library faculty who are at or above the rank to which the candidate aspires. If this is not possible, the Committee will notify the Dean and the Provost to determine appropriate action. If a regular member finds it impossible to review one or more files, the alternate member will take the regular member’s place in reviewing the file(s) in question. Otherwise, the alternate member will only participate in the Committee’s administrative meetings.

Should any candidate have concerns about the composition of the elected Committee, these concerns should be addressed in writing to the Dean and the Provost within five working days from the announcement of the election results.

The Committee will convene an orientation meeting in July or early August, during which it will choose a chair and notify the candidates who are under review of its meeting schedule. The meetings will be held in accordance with the CBA and University policies.

A. Consideration

The Committee will examine and discuss the candidate's file in the context of the candidate's bipartite (teaching/librarianship and service) or tripartite (teaching/librarianship, academic research/creative activity, and service) workload. The candidate's contributions to the University will be evaluated according to the UAA FEPPs and the Library FEGs (see Section II this document: Quality and Significance of Scholarship) as evidenced in the candidate's file. For a definition and examples of leadership within the context of workload activities, see Appendix A this document. It is the candidate's responsibility to document his or her contributions in the file.

During the review process, only the candidates and reviewers shall have access to information contained in the candidates' files.

Reviewers will respect the candidate's right to privacy by treating the contents of the evaluation file and the deliberations of review committees as privileged information to be held in confidence. The review is restricted to material in the candidate's file, evaluations by reviewers in this process, and the candidate's written responses.

B. Action

After appropriate deliberation, each member of the Committee will vote by ballot for each of the candidate's performance areas (teaching/librarianship, academic research/creative activity, service). A tally will be made for each performance area. The outcome is determined by simple majority. A Committee member may request that another vote be taken, following the same procedures as in the first vote. Each subsequent vote supersedes the prior vote, and all ballots are to be destroyed.

The decision of the Committee when reviewing for comprehensive fourth-year, tenure, promotion, and post-tenure must be based on the evidence presented in the candidate's file. Significant contributions of the candidate will be noted in the review as well as areas for possible improvement. The review will include a final recommendation and must clearly indicate what the candidate could do to attain tenure, reach the next highest rank, or continue to meet rank expectations.

The review is written as a "Findings and Recommendations" document, in the format specified by the Office of Academic Affairs, and must be accepted by the entire Committee. The Committee Chair, or if that is not possible a Committee member designated by the Chair, is responsible for adding the review to the candidate's file. If the review and file are in paper format rather than electronic, the Chair will ensure

that the candidate receives the review in a manner that affords privacy. The Chair will see to it that the candidate receives a copy once he or she signs the original and that the signed original is placed in the file and submitted to the Library Dean.

At each stage of the review process, upon receipt of the written evaluation the candidate may respond to the review within the period of time specified in the appropriate CBA. Any written response will become part of the candidate's file. If the response is in paper format, it is entered in the front of the file. A candidate's response is always directed/addressed to the next higher level of review. The candidate's response may include supporting documentation as specified in the UAA FEPPs, Section 4, Evaluation Process.

Once the Dean completes his review of the candidate's file, the review process within the Library is concluded. Files for comprehensive fourth-year, tenure, and promotion are forwarded on to the next level for review. If the overall evaluation of a comprehensive post-tenure review by the Library Peer Review Committee and the Dean is satisfactory, the review proceeds no further and is complete. An unsatisfactory post-tenure review by the Library Peer Review Committee or by the Dean proceeds to the University-wide Faculty Evaluation Committee.

IV. REVIEW

Except in the case of a mandatory review, it is the candidate's responsibility to notify the Library Dean, or community campus Director or designee, of his or her intent to stand for tenure and/or promotion in accordance with established deadlines in the CBA.

The candidate is responsible for 1) submission of a review file appropriate to the purpose of the review as outlined in the CBA and UAA FEPPs, and 2) timely submission to the Library Dean of names and contact information when external reviewers are required.

For Library faculty, external reviewers are professionals outside the UA system who can evaluate the candidate's teaching/librarianship, academic research/creative activities, or service. An external reviewer, for example, may be but is not limited to a librarian, archivist, business, healthcare, or other professional from an academic or nonacademic institution outside the UA system.

In addition to the UAA FEPPs, see this document (Section V) for applicable Library criteria for each type of review, broken out by workload assignment (bipartite or tripartite) and faculty rank. For comprehensive fourth-year, tenure, promotion, and post-tenure review, the candidate submits a full file (see the CBA and UAA FEPPs).

A. Annual

Tenure-track and tenured faculty undergo annual review as outlined in the CBA and UAA FEPPs. The evaluation is conducted by the Dean, Director, or designee.

B. Comprehensive Fourth-Year

In their fourth year tenure-track faculty undergo a comprehensive and diagnostic review peer-review committees and administrators. This review provides the candidate with a full assessment of his or her progress towards tenure and promotion, including strengths that should be sustained or built upon, as well as gaps or areas that need to be strengthened. Once the file has been submitted, the candidate may not request that the review be converted to a tenure or promotion review.

C. Tenure

Tenure-track faculty undergo a tenure review as specified in his or her letter of appointment and in accordance with the CBA and the UAA FEPPs. Tenure review is conducted to determine whether a faculty member's work has demonstrated a consistent pattern of high-quality and significant scholarly achievements across all areas of responsibility. To achieve tenure, the candidate must show that he or she has met or exceeded the criteria appropriate to his or her faculty rank, that he or she has contributed to the Library and University missions, and that these contributions are likely to continue.

The awarding of tenure is a serious decision affecting both the individual faculty member and the University. Tenure is a privilege, not a right, and the standards demanded in achieving it are rigorous. Tenure assures the academic community of an environment that will nurture academic freedom by providing employment security to faculty members, as well as faculty continuity to the University. Tenure gives the faculty member freedom to teach, conduct academic research, or engage in community service, while maintaining high standards of professional competency, performance, leadership, and conduct.

D. Promotion

Promotion recommendations for eligible faculty members will be based on whether or not the candidate has met Library and University criteria. The review period is the time since the candidate's file submission for his or her last tenure or promotion decision. The promotion review is a summative assessment of the candidate's achievements, as appropriate to his or her appointment and position.

The range and quality of a faculty member's leadership accomplishments are expected to progress over time (see Library FEGs, Appendix A). The candidate must demonstrate through the promotion file that each component (teaching/librarianship, academic research/creative activity, service) of his or her workload meets the applicable requirement. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewers shall objectively state how the candidate fails to meet the applicable requirements.

E. Post-Tenure

Tenured faculty are subject to periodic and formative post-tenure review for continued development and achievement. The post-tenure review file should document a record of continuing success, contributions,

and leadership indicating that the candidate continues to meet promotion criteria appropriate to his or her current rank during the period under review.

See the CBA and UAA FEPPs for types and frequency of post-tenure review.

F. Distinguished Professor and Professor Emeritus

Refer to UAA FEPPs, Section V, Academic Rank, Appointment and Tenure, for the definitions and requirements of these two ranks, and for the nomination and review process.

V. CRITERIA

A. Bipartite Assignment

Assistant Professor:

1. Terminal degree
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree
2. Documented clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained growth and an increasing development of leadership or innovation contributing to the mission of the Library.
 - b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree

2. Documented evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

B. Tripartite Assignment

Assistant Professor:

1. Terminal degree
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Academic Research/Creative Activity: Demonstrated contribution(s) to Library Science, Archival Management, or other academic fields (see Section IIB).
 - c. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree
2. Documented clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained growth and an increasing development of leadership or innovation contributing to the mission of the Library.
 - b. Academic Research/Creative Activity: Performance should exceed that of the previous rank. There should be demonstrated commitment shown by a continuing record of activities as described in Section IIB.

- c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree
2. Documented evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Academic Research/Creative Activity: Performance should exceed that of the previous rank. There should be a sustained record of academic research/creative activity as described in Section IIB. It should include works of original academic research, original conceptualization, unique design, and/or extensive works involving the diffusion of knowledge or information.
 - c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

APPENDIX A: LEADERSHIP

Candidates for promotion in rank are expected to demonstrate leadership in the areas of teaching/librarianship, academic research/creative activity (for those in tripartite assignments), and service. While there are many definitions of leadership, its essence is about setting agendas, identifying problems, and initiating changes that make for substantive improvements in the organization. The scope and quality of leadership accomplishments are expected to progress over time

Fulfillment of leadership for Library faculty may be via *formal* means (e.g., chairing committees or other groups; editing scholarly publications; serving as a principal investigator on a grant) or via *informal* means, where an individual does not hold power or formal authority, but still influences or leads others based on the ability of that person to evoke respect, confidence, and trust through high-quality teaching/librarianship, academic research/creative activity, service, and/or other scholarly pursuits.

Teaching/Librarianship

Accomplishments may include but are not limited to the following examples listed in no particular order.

- Demonstrates leadership in course and curriculum development; in designing, developing, and/or evaluating materials which enhance the teaching process
- Demonstrates leadership by designing, developing, and/or teaching or facilitating credit/non-credit workshops, seminars, and/or short courses
- Receives recognition and honors for teaching/librarianship excellence; receives significant fellowship(s)
- Contributes regionally, nationally, or internationally to the body of knowledge related to librarianship
- Is widely recognized by reputation for expertise in his/her specialized area of librarianship (e.g., reference, archives, collection development, etc.) by colleagues both within the Library and beyond
- Serves as an evaluator, consultant, or visiting lecturer

Academic Research/Creative Activity

Accomplishments relating to or supporting the faculty member's academic research/creative activity may include but are not limited to the following examples listed in no particular order.

- Publishes or edits works of significance, including monographs or articles in peer-reviewed publications
- Edits scholarly or professional publications, including journals, newsletters, or electronic media
- Fulfills a major editorial role for scholarly or professional publications, e.g., is on an editorial board or committee
- Authors or serves as principal investigator for grant proposals or externally funded academic research projects
- Is invited to speak or present at state, regional, national, or international conferences
- Serves as an evaluator, consultant, or visiting lecturer in areas related to academic research or creative activity
- Receives recognition and honors for academic research contributions; receives research fellowship(s)
- Writes or edits unpublished papers of significance (e.g., project reports, position papers, etc.) that are widely disseminated
- Is widely recognized or cited by colleagues both within and external to the Library for expertise or contributions to the field

Service

Accomplishments may include but are not limited to the following examples listed in no particular order.

- Represents the Library/University at state, regional, national, or international meetings
- Chairs or provides a leadership role on a Library or University committee
- Chairs and/or serves on special review groups, task forces, and policy-making bodies
- Is a recognized leader in state, regional, national, or international organization(s)
- Serves as a consultant to colleagues or communities in area of expertise at local, state, regional, national, or international level
- Takes an active role in mentoring newer faculty members
- Makes a positive impact by engaging with the community or community partners in reading programs, literacy, lifelong learning, using resources (e.g., SLED, PubMed), or by preserving community archives, collections, stories, etc.

APPENDIX B: HISTORY

A Library committee composed of Tohsook Chang, William Siemens Jr., and Dennis Walle drafted this document, which was approved by the Library faculty in 1981. In 1985, a committee composed of Catherine Innes-Taylor, William Siemens Jr., and Dennis Walle made further revisions.

In January 1989, the Library Director charged three subcommittees chaired by Ronald Lautaret, William Siemens Jr., and Dennis Walle to rewrite the *Library Peer Review Criteria* in light of new UA and UAA policies and procedures relating to review, promotion, and tenure.

In 1999, a committee composed of Julianna Braund-Allen, Susan Elliott, Leza Madsen, Kathleen Murray, and Dennis Walle began additional revisions. The Library faculty approved these revisions in January 2001.

Modifications have also been approved since then, notably in 2002, 2004, and 2007. Significant revisions were made in 2010 by the committee consisting of Julianna Braund-Allen, chair; Daria O. Carle; Christina Carter; Judith Green; and Kathleen Murray. Additional changes to this document were proposed in 2012 by the committee consisting of Julianna Braund-Allen, chair; Daria O. Carle; Christina Carter; Judith Green; Jodee Kuden; and Ralph Courtney.

In 2013 and 2014, co-chairs Julianna Braund-Allen and Jodee Kuden, along with committee members Daria O. Carle and Ralph Courtney retitled and revised the document to conform to the newly adopted (June 6, 2012, as revised April 28, 2014) UAA FEPPs.

The committee made revisions in 2015, in part to conform to the most current CBAs and UAA FEPPs. The 2015 revisions were approved by the Library faculty, Dean, and University-wide Faculty Evaluation Committee and forwarded to the Provost in spring 2016. They were not considered further.

In 2017, a new CBA was ratified. In addition, the Interim Provost requested that all unit criteria be revised in preparation for UAA's 2018 accreditation review, as well as to reduce redundancy and conform generally to the UAA FEPPs, as revised July 16, 2016.