

## Reappointment, Tenure, and Promotion Policy

### Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Special Collections (University Libraries)

#### Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six

QRF members in Special Collections have an allocation of effort based exclusively on Librarian Effectiveness and Service (e.g., 90% Librarian Effectiveness and 10% Service). While service is part of the allocation of effort, scholarly and creative activities are not. Evaluation of QRF shall take the faculty member's allocation of effort into account.

#### Librarian Effectiveness

Evaluation of librarian effectiveness will be based upon the duties outlined in the candidate's position responsibilities and allocation of effort. Successful candidates will evidence strong librarian effectiveness from the outset and/or demonstrate sustained improvement over time, using their efforts to develop and organize collections and provide access to a wide range of information resources that directly support the University's roles of teaching, research, and service through instruction, public service, and/or cataloging and description. Candidates should make annual progress toward the successful completion of a variety of complex and simple projects as defined in the criteria and standards for promotion. Many complex projects will be divided over multiple years; for APRs, candidates should illustrate how their annual work contributes to a long-term project.

Broadly, librarians will be evaluated on:

- ongoing development of knowledge required to do their job effectively and mastery of professional skills that reflects evolving changes in librarianship and professional practice, as well as subject and/or collection expertise;
- effective service to internal and external clientele, such as patrons, donors, scholars, and vendors; and
- effective communication inside and outside the library.

More specifically, librarians will be evaluated on a variety of criteria, based on their specific duties.

#### Core Criteria for All Librarians

Core Criteria will be evident in all library work and will be reflected in documentation of specialized work, based on position responsibilities. These criteria are evidenced by:

- Effective interactions with patrons who use library services, as indicated by direct user feedback, indirect measures as appropriate (transcripts, statistics, etc.), or peer evaluation.
- Output that demonstrates subject and collection expertise as well as application of contemporary library and/or archival practices. Such evidence might include policies,

white papers, planning documents, instructional materials, correspondence, or related materials.

- Participation in library and university governance, including contributions to peer reviews and assessments, merit processes, and policy formation.
- Establishment of collaborations and partnerships with assigned departments and subject areas to facilitate student learning and collection access.
- Demonstrated support of unit's and/or department's mission and strategic initiatives.
- Representation of the unit and/or department at appropriate meetings
- Collaboration with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, circulation, and document delivery, as appropriate.
- Mastery and maintenance of professional skills and knowledge.

### Specialized Criteria Based on Position Responsibilities

Candidates will provide evidence of a selection of the following accomplishments, dependent on their role in their unit and/or department and their position responsibilities. Balance among specialized criteria will also be dependent on the unit and/or department annual strategic goals.

#### Cataloging, Metadata, and Description

- Production of high-quality original and copy cataloging records, metadata, loading of records, editing of loaders, and /or archival finding aids that meet national standards.
- Creation of Name Authority Cooperative Program (NACO) and/or Subject Authority Cooperative Program (SACO) records that have been approved through appropriate funnel or workflow.
- Creation of name authority records in repositories, such as Wikidata, following national standards and best practices.
- Accurate and timely database maintenance for cataloging records in the integrated library system, discovery layer, consortia catalogs, and/or newly emerging platforms, including monitoring, correcting, troubleshooting, and providing quality control of records.
- Maintenance of current documentation, policies, and other materials that support the processing of materials or the training of students and peers in cataloging.
- Answer questions on cataloging, metadata, or description best practices.
- Participation in library-wide decision-making about cataloging policy, projects, and procedures.
- Effective interaction with vendors.

#### Outreach, Instruction, and Reference

- Contributions to unit and/or department efforts to improve visibility of collections through social media, web presence, face-to-face interactions, exhibits and/or other appropriate outlets.

- Effective reference service in face-to-face and virtual environments as evidenced by peer review and patron satisfaction.
- Creation and maintenance of learning objects, such as LibGuides, modules for Canvas Commons, tutorials, etc., in keeping with instruction needs of the unit and/or department.
- Positive quantitative and qualitative course evaluations that are equal to or greater than the average scores for the department for which the course is taught, for all credit-bearing courses taught as part of your assigned load.
- Positive student reviews of and faculty feedback for instruction and library sessions.
- Participation on graduate thesis and dissertation committees and direction of independent study courses, practicum projects, and internships.

### Digitization

- Collaboration with colleagues to identify and prioritize collections for digitization, as well as to plan and assess digitization projects.
- Evidence of adherence to digitization standards, policies, and norms within the digitization community.
- Production of metadata records for digitized items that meet national standards.
- Maintenance of current documentation, policies, and other materials that support the training of students or peers in metadata and digitization practices.
- Maintenance of current documentation, policies, and other materials that support the training of students and peers in metadata and digitization practices.
- Answers questions about digitization or metadata best practices.
- Successful publication of digitized collections and the ongoing and timely maintenance of the project site and associated metadata, including migration, to support the discovery and accessibility of the project over the long term.
- Effective interaction with vendors.

### Collection Development

- Responsible management of the collection, including identifying, selecting, and acquiring materials for the instructional and research needs of the unit's and/or department's patrons, as well as weeding or deaccessioning materials that are out-of-scope, beyond repair, better suited at other institutions, or otherwise no longer suitable for continued preservation.
- Timely acknowledgement of all gifts received.
- Active solicitation of new materials in coordination with unit and/or department employees.
- Promotion and stewardship of effective relationships with appropriate donors and stakeholders.

### Processing, Organization, and Preservation

- Physical or digital and intellectual organization of collections according to library and archival standards, including judicious rehousing of materials, training and evaluation of staff, students or interns who may assist in processing, and the development of processing plans, where appropriate.

- Assessment of collections for preservation or conservation treatment, including recommendations for outsourcing of such work.
- Appropriate reformatting (or making recommendations for reformatting) of materials for preservation and access, where necessary.
- Constructive contributions to unit and/or department policies and procedures for processing and organization.

Evidence that may be used in the QRF member's record of librarian effectiveness includes:

- annual reviews from department, Chair, and Dean (required);
- documentation of projects and services (required);
- a peer-review from a department or UL colleague of at least one area of librarian effectiveness each year (required);
- philosophical statements of librarianship and pedagogy (optional);
- self-evaluation of librarian effectiveness (optional);
- examples of workflow or policy documents written in whole or in part by the candidate (optional);
- examples of work product like websites, research guides, metadata records, or finding aids edited in whole or in part by the candidate (optional);
- licensure or professional examinations, awards, and distinctions (optional); or
- Unsolicited written statements from colleagues, students, and others concerning performance, preparedness, and librarian effectiveness (optional).

Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. **By the time of the EPR, the candidate should demonstrate completion in the most recent three years of at least one complex project and two simple projects.**

## Service

The successful candidate's scope and level of service will increase over time, expanding from solely department-level service to university and possibly even professional service beyond the university. The candidate's service record should assure reasonable expectation of continued capability to serve and take on increasing leadership responsibilities in this area. Members may also lend their professional expertise to support community organizations, projects, and programs, but the service must draw upon a faculty member's professional expertise in order to be viewed as qualified, professional service. **Candidates must show evidence of service on at least one committee, task force, or working group per year. By years four and five, candidates should show evidence of chairing or taking a leadership role on at least one committee, task force, working group, or project.**

Evidence that may be used to represent service includes:

- description of significance and scope of activities (required);
- documentation of significant contributions and achievements (required);
- documentation of leadership positions held (required if relevant);
- professional recognitions (required if relevant);
- documentation demonstrating organization of professional conferences and/or symposia (required if relevant);
- records of membership or affiliation and attendance (optional); or
- testimonials from colleagues, committee chairs, or others (optional).

### Academic Unit Procedures for Creation and Submission of QRF APR and EPR Materials

#### Annual Performance Review (APR)

APRs shall be based on the following list of documents, all of which the candidate will submit for review:

1. Current curriculum vitae
2. Annual Data Outlines, including activity up to the date of review (unscored)
3. Annual review evaluation letters and reports from all levels
4. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence
5. Service Documentation
  - a. Narrative
  - b. Evidence

Each narrative is to be no more than two pages, single spaced, and should (1) provide a philosophy for understanding how the materials represent the candidate's career goals; (2) explain the rationale for selecting evidence of accomplishments included in the section; and (3) mention additional evidence that may not be included in the dossier. Evidence should include any letters or other supporting materials that document the quality of professional performance. Documentary evidence should be representative rather than all encompassing.

#### Enhanced Performance Review (EPR)

The Enhanced Performance Review (EPR) occurs according to the dates specified in the Evergreen calendar. The candidate submits a dossier of materials for review. The core of the portfolio focuses on the candidate's philosophies of and accomplishments in the areas of librarian effectiveness and service. Enhanced Performance Reviews shall require that the QRF member compile a dossier consisting of the following:

1. Current curriculum vitae
2. Annual Data Outlines, including activity up to the date of review (unscored)
3. Approved unit Reappointment, Tenure, and Promotion Policy (part II)
4. Annual performance review evaluation letters and reports from all levels

5. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence
6. Service Documentation
  - a. Narrative
  - b. Evidence

Each narrative is to be no more than two pages, single spaced, and should (1) provide a philosophy for understanding how the materials represent the candidate's career goals; (2) explain the rationale for selecting evidence of accomplishments included in the section; and (3) mention additional evidence that may not be included in the dossier.

Evidence should include any letters or other supporting materials that document the quality of professional performance. Documentary evidence should be representative rather than all-encompassing.

The candidate is encouraged to consult with other more senior faculty to identify effective narrative styles and types of evidence for the dossier.

#### Unit Faculty Involvement in the QRF APR Process

For APRs of QRF members, Bargaining Unit faculty above the rank of the candidate shall provide feedback to aid the candidate's annual evaluation and progress toward promotion. The following procedure will be followed:

1. The Department Chair shall notify the candidate and the eligible bargaining unit faculty members of the upcoming APR and request that the candidate submit their documentation, including activity completed according to the dates specified in the Evergreen calendar. The candidate should include any evidence that they think will help peers understand their progress toward promotion in the areas of librarian effectiveness, and service.
2. The Special Collections Faculty Facilitator, a tenured department faculty member, convenes a meeting of department bargaining unit faculty eligible to participate in the APR review to discuss the candidate's annual evaluation and progress toward promotion.
3. The group of eligible department faculty submits a written evaluation of the candidate to the Department Chair via the electronic dossier system, summarizing the group's feedback.
4. The Department Chair submits an independent evaluation of the candidate to the Dean via the electronic dossier system.

#### Academic Unit Criteria and Standards Used in QRF Promotion Review

I. Criteria for Promotion from QRF-Assistant Professor to QRF-Associate Professor  
Candidates for promotion from QRF-Assistant Professor to QRF-Associate Professor shall:

- a. Typically have a minimum of six years' experience as a QRF-Assistant Professor.
- b. Demonstrate ability as an effective librarian, with evidence of sustained, high-quality performance and continued professional development. Specifically, librarians will be

evaluated on their cumulative mastery of the core and specialized criteria, as relevant, outlined under "Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six" above. Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. Using the following examples as a guide, **the candidate should demonstrate completion of at least two complex projects and four simple projects by the time of promotion to QRF-Associate Professor.**

The following project descriptions and outcomes represent hypothetical activities that would, in concert with a broad selection of activities, model success in the different areas of librarian effectiveness. These examples are not exhaustive or prescriptive but illustrate activities a successful candidate for promotion to QRF-Associate Professor might have undertaken and what evidence could be used to represent those activities in their dossier.

#### Cataloging, Metadata, and Description

##### Complex Example

After initial training in local practices related to cataloging, the candidate works independently to create original and copy catalog records for a variety of collection formats. Using this expertise, the candidate works with the head librarian to develop a multi-year project to address a backlog of 20,000 items that need cataloging. Together, and in consultation with current cataloging standards for the format, they develop a list of core fields to be addressed, consider who should be doing the work (dividing between a work force that includes student assistants, classified staff, and the faculty librarian), and outline specific goals and milestones for the project. The candidate then develops documentation for the project and trains appropriate staff. The candidate initially reviews all work of others contributing to the project and helps staff to correct work as appropriate, gradually working with each individual to catalog independently, with only occasional spot checks by the candidate. As the project progresses, the candidate revises procedures and documentation to allow for changes in best practices and to facilitate smoother flow of the work. By the conclusion of the project, all items in the backlog have been cataloged, a majority of milestones were met on schedule, and the records created meet national standards for cataloging of that

particular format. (evidence: project plan, including milestones; training documentation; sample catalog records annotated to show candidate's input)

### Simple Example

The candidate has a database of digitized images with more than 14,000 entries that needs to be moved into a new system. Much of the metadata is unusable as is, so will need to be reconfigured to match current metadata standards, both at the local and national levels. The candidate first cleans up some of the metadata in Excel, then works with library IT personnel to clean up additional fields in order to prepare the metadata to be cross-walked over to the new digital platform. (evidence: samples of metadata before and after cleanup; screenshot of one or two records on display in the new platform)

## Outreach, Instruction, and Reference

### Complex Example

The candidate notices that many undergraduate users in the collection's subject area are visiting the collection for the first time in their third and fourth years and that they commonly express regret that they did not know of the library's resources earlier in their academic careers. As a result, the candidate coordinates efforts with the appropriate teaching faculty, and head librarian, as applicable to map the curriculum of the academic unit to existing information literacy frameworks. The candidate develops a plan to integrate library instruction into three entry level courses and two intermediate courses, with planned individual research appointments for students in a senior capstone project. Faculty members in the liaison areas support this project and work with the candidate not only to allow for the in-class instruction but also to require for-credit assignments that serve as assessment to judge the effectiveness and timing of the instruction. The candidate uses the information gathered in assessment to restructure the instruction program further for subsequent years and also to create two new library guides to provide different facets of off-site research support for students in this discipline. (evidence: project proposal; curriculum map; instruction plan; correspondence with faculty; sample assignments; student feedback in aggregate; summation of assessment gleaned from assignment; new instruction plan; library guides)

### Simple Example

Candidate provides several instruction sessions each year at the request of teaching faculty members who sought short introductions to collection resources and services for their students. Student feedback on average is positive, and candidate uses this feedback to improve teaching further. (evidence: instruction notes/outline; student feedback; selected peer reviews)

## Digitization



### Complex Example

The candidate coordinates a project to digitize a collection of 1,534 postcards documenting a more productive era from an abandoned town near the university, as a part of a larger digitized collection of resources documenting the history of Northwest Ohio. They work with the head librarian on access and discoverability, consult with the library IT department on ingestion procedures, and supervise 2 student assistants in digitizing the collection and inputting metadata. The candidate performs quality control of the digital image files and metadata before ingestion, then double-checks the collection in the digital platform before making the collection public. They then work with the library outreach personnel to publicize the collection to researchers, who begin using the collection widely. The library's web site use counts, as a whole, go up 15% as a result of this collection being available for use, and two classes begin using this collection for class projects, one studying early 19<sup>th</sup> century industry in Northwest Ohio and one studying short-form correspondence.

(evidence: rationale for digitizing the collection and for the standards used; metadata schema/fields to use; a sample of the spreadsheet used to input metadata; rationale for hiring student assistants; process workflow from digitization of the images to making the collection public; examples of outreach strategies; snapshot of use statistics from web site)

### Simple Example

A user identifies materials needed for digitization for research purposes. The candidate performs the digitization according to library's digitization and metadata standards, delivers digital files, and stores the digital masters appropriately for preservation. (evidence: correspondence with patron)

## Collection Development

### Complex Example

A new donor offers a large gift of materials to the unit. The gift includes books, manuscripts, three-dimensional objects, and other materials. First, the candidate evaluates the gift and how it would fit the collection development policies with the head librarian if applicable. The candidate communicates with the donor, the dean and the Development Office on the terms of the gift—including exploring the possibility of the donor issuing a cash gift to offset processing costs--records the agreement using the Instrument of Gift, and makes arrangements for the delivery of the materials, followed by a letter of formal acknowledgement for the receipt of the materials. The candidate then decides how the gift will be processed and stored and eventually creates the finding aid. Following the creation and publication of the finding aid, the candidate works collaboratively with appropriate people to arrange publicity for the gift to promote usage. (evidence: correspondence with donor; Instrument of Gift; finding aid; promotional materials)

### Simple Example

The candidate reviews the department's periodical subscription and decides

what subscriptions to maintain or cancel. (evidence: communication to patrons about potential cuts; rationale used to make decisions)

### Collection Processing and Organization

#### Complex Example

Working with a committee that spans several departmental units, the candidate helps to select a new archival management tool, taking into account the number and complexity of finding aids available in each unit. The committee assesses and prioritizes the needs related to each collection and configures the management tool to accommodate the most pressing needs. Once the selected tool is implemented locally, the candidate conducts a pilot test by loading two finding aids from their unit's collections and gets feedback from other unit staff and from users. Taking this feedback into account, the candidate works with the committee to make modifications to the system. (evidence: project plan indicating candidate's contributions; screenshots of completed management system with unit's finding aids)

#### Simple Example

Candidate assesses a processed collection for preservation. The collection turns out to be in good condition, but the candidate realizes that it would be better housed in new boxes, so they assign and train a student intern to complete the work. (evidence: summary of preservation assessment; training materials)

c. The candidate for promotion to QRF-Associate Professor must provide evidence of substantive service to BGSU or the profession. The scope and level of the candidate's service should increase over the review period or remain steady if the candidate's service was strong in the first few years. The candidate's service record should assure reasonable expectations of continued capability to serve and take on increasing leadership responsibilities in the area. QRF may also lend their professional expertise to support community organizations, projects, and programs, but the service must draw upon a faculty member's professional expertise in order to be viewed as qualified professional service.

For promotion:

- Candidates must show evidence of service on at least one committee, task force, or working group per year.
- Candidates should show evidence of chairing or taking a leadership role on at least one committee, task force, working group, or project.

## 2. Criteria for Promotion from QRF-Associate Professor to QRF-Professor

Candidates for promotion from QRF-Associate Professor to QRF-Professor shall:

- a. Typically have a minimum of six years' experience as a QRF-Associate Professor.

- b. Have an established reputation in the library and on campus as an effective librarian according to criteria above, as evidenced by patron feedback and peer evaluation. The candidate should provide evidence of sustained performance and continued professional development as a QRF-Associate Professor. Specifically, librarians will be evaluated on their cumulative mastery of the core and specialized criteria, as relevant, under "Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six" above. Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be largely represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. Using the above librarian-effectiveness examples as a guide, **the candidate should demonstrate completion, since last promotion, of at least two complex projects and six simple projects by the time of promotion to QRF-Professor.**
- c. Additionally, candidates for promotion to QRF-Professor should also assume leadership within the unit, department, and the UL in achieving those criteria.
- d. The candidate shall give evidence of substantive service, including evidence of leadership roles to the department, UL, university, and/or the profession. They may also lend their professional expertise to support community organizations, projects, and programs, but the service must draw upon a faculty members' professional expertise in order to be viewed as qualified, professional service. For promotion to Professor:
- Since the previous promotion, the candidate must have served on at least one committee, task force, or working group per year at the department and/or UL level.
  - Since the previous promotion, the candidate must have served on at least two committee, task force, or working group at the university and/or professional level.
  - Since the previous promotion, the candidate must show evidence of significant leadership roles in service contributions.

#### Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

The dossier shall be assembled by the candidate and shall contain the documents listed below:

1. Curriculum Vitae
2. Annual Data Outlines since last promotion, including activity up to the date of review (unscored)
3. Approved unit Reappointment, Tenure, and Promotion Policy (part II)
4. Annual and Enhanced Performance Review evaluation letters and reports from all levels
5. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence

6. Service Documentation
  - a. Narrative
  - b. Evidence

The faculty member is encouraged to consult with other more senior faculty to identify effective narrative styles and types of evidence for the dossier.

### Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

TTF members in Special Collections have an allocation of effort that is based exclusively on Librarian Effectiveness, Scholarship, and Service (70% Librarian Effectiveness, 20% Scholarship, and 10% Service). Evaluation of TTF shall take the faculty member's allocation of effort into account.

#### Librarian Effectiveness

Evaluation of librarian effectiveness will be based upon the duties outlined in the candidate's position responsibilities and allocation of effort. Successful candidates will evidence strong librarian effectiveness from the outset and/or demonstrate sustained improvement over time, using their efforts to develop and organize collections and provide access to a wide range of information resources that directly support the University's roles of teaching, research, and service through instruction, public service, and/or cataloging and description. Candidates should make annual progress toward the successful completion of a variety of complex and simple projects as defined in the criteria and standards for promotion. Many complex projects will be divided over multiple years; for APRs, candidates should illustrate how their annual work contributes to a long-term project.

Broadly, librarians will be evaluated on:

- ongoing development of knowledge required to do their job effectively and mastery of professional skills that reflects evolving changes in librarianship and professional practice, as well as subject and/or collection expertise;
- effective service to internal and external clientele, such as patrons, donors, scholars, and vendors; and
- effective communication inside and outside the library.

More specifically, librarians will be evaluated on a variety of criteria, based on their specific duties.

#### Core Criteria for All Librarians

Core Criteria will be evident in all library work and will be reflected in documentation of specialized work, based on position responsibilities. These criteria are evidenced by:

- Effective interactions with patrons who use library services, as indicated by direct user feedback, indirect measures as appropriate (transcripts, statistics, etc.), or peer evaluation.
- Output that demonstrates subject and collection expertise as well as application of contemporary library and/or archival practices. Such evidence might include policies,

white papers, planning documents, instructional materials, correspondence, or related materials.

- Participation in library and university governance, including contributions to peer reviews and assessments, merit processes, and policy formation.
- Establishment of collaborations and partnerships with assigned departments and subject areas to facilitate student learning and collection access.
- Demonstrated support of unit and/or department mission and strategic initiatives.
- Representation of the unit and/or department at appropriate meetings.
- Collaboration with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, circulation, and document delivery, as appropriate.
- Mastery and maintenance of professional skills and knowledge.

### Specialized Criteria Based on Position Responsibilities

Candidates will provide evidence of a selection of the following accomplishments, dependent on their role in their unit and/or department and their position responsibilities. Balance among specialized criteria will also be dependent on the unit and/or department annual strategic goals.

#### Cataloging, Metadata, and Description

- Production of high-quality original and copy cataloging records, metadata, loading of records, editing of loaders, and/or archival finding aids that meet national standards.
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- Creation of name authority records in repositories, such as Wikidata, following national standards and best practices.
- Accurate and timely database maintenance for cataloging records in the integrated library system, discovery layer, consortia catalogs, and/or newly emerging platforms, including monitoring, correcting, troubleshooting, and providing quality control of records.
- Maintenance of current documentation, policies, and other materials that support the processing of materials or the training of students and peers in cataloging.
- Answer questions on cataloging, metadata, or description best practices.
- Participation in library-wide decision-making about cataloging policy, projects, and procedures.
- Effective interaction with vendors.

#### Outreach, Instruction, and Reference

- Contributions to unit and/or department efforts to improve visibility of collections through social media, web presence, face-to-face interactions, exhibits, and/or other appropriate outlets.
- Effective reference service in face-to-face and virtual environments as evidenced by peer review and patron satisfaction.

- Creation and maintenance of learning objects, such as LibGuides, modules for Canvas Commons, tutorials, etc., in keeping with instruction needs of the unit and/or department.
- Positive quantitative and qualitative course evaluations that are equal to or greater than the average scores for the department for which the course is taught, for all credit-bearing courses taught as part of your assigned load.
- Positive student reviews of and faculty feedback for instruction and library sessions.
- Participation on graduate thesis and dissertation committees and direction of independent study courses, practicum projects, and internships.

### Digitization

- Collaboration with colleagues to identify and prioritize collections for digitization, as well as to plan and assess digitization projects.
- Evidence of adherence to digitization standards, policies, and norms within the digitization community.
- Production of metadata records for digitized items that meet national standards.
- Maintenance of current documentation, policies, and other materials that support the training of students or peers in metadata and digitization practices.
- Answers questions about digitization and metadata best practices.
- Successful publication of digitized collections and the ongoing and timely maintenance of the project site and associated metadata, including migration, to support the discovery and accessibility of the project over the long term.
- Effective interaction with vendors.

### Collection Development

- Responsible management of the collection, including identifying, selecting, and acquiring materials for the instructional and research needs of the unit's and/or department's patrons, as well as weeding or deaccessioning materials that are out-of-scope, beyond repair, better suited at other institutions, or otherwise no longer suitable for continued preservation.
- Timely acknowledgement of all gifts received.
- Active solicitation of new materials in coordination with unit and/or department employees.
- Promotion and stewardship of effective relationships with appropriate donors and stakeholders.

### Processing, Organization, and Preservation

- Physical or digital and intellectual organization of collections according to library and archival standards, including judicious rehousing of materials, training and evaluation of staff, students or interns who may assist in processing, and the development of processing plans, where appropriate.
- Assessment of collections for preservation or conservation treatment, including recommendations for outsourcing of such work.
- Appropriate reformatting (or making recommendations for reformatting) of materials for preservation and access, where necessary.

- Constructive contributions to unit and/or department policies and procedures for processing and organization.

### Additional Core Criteria for Head Librarians

In addition to success in Core Criteria for All Librarians and Specialized Criteria Based on Position Responsibilities above, Head Librarians should also demonstrate success in all the following areas.

- Establishment of unit and/or department goals and objectives and long-range plans in concert with UL's strategic plan with assistance from the unit/department's staff.
- Preparation and maintenance of operating budget requests for personnel, equipment, supplies, and materials.
- Preparation of reports, and other assessment and evaluations of the unit and/or department operations, programs, and services as requested.
- Completion of the unit and/or department's portion of accreditation reports in cooperation with other library staff.
- Maintenance of the unit and/or department's sections of library-wide policies on safety and security.
- Clear and timely communication to unit and/or department staff about larger UL developments and external constituent group activities as appropriate.
- Coordination of the processing of materials to be added to the collection, including establishment and maintenance of unit and/or department policies and standards for these activities.
- Supervision and evaluation of classified or administrative employees of the unit.
- Representation of the unit and/or department at appropriate UL meetings.
- Coordination with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, circulation, and document delivery, as appropriate.

Evidence that may be used in the TTF member's record of librarian effectiveness includes:

- annual reviews from department, Chair, and Dean (required);
- documentation of projects and services (required);
- a peer-review from a department or UL colleague of at least one area of librarian effectiveness each year (required);
- philosophical statements of librarianship and pedagogy (optional);
- self-evaluation of librarian effectiveness (optional);
- examples of workflow or policy documents written in whole or in part by the candidate (optional);
- examples of work product like websites, research guides, metadata records, or finding aids edited in whole or in part by the candidate (optional);
- licensure or professional examinations, awards, and distinctions (optional); or
- unsolicited written statements from colleagues, students, and others concerning performance, preparedness, and librarian effectiveness (optional).

Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. **By the time of the EPR, the candidate should demonstrate completion, since hire, of at least one complex project and two simple projects.**

### Scholarly/Creative Activities

Candidates are launching their scholarly/creative activity during the first two Annual Performance Reviews, manuscripts under review or revision are demonstrative of scholarly/creative activity which signals likely research productivity (e.g., publications in peer-reviewed journals). **For the Enhanced Performance Review, candidates should have at least one peer reviewed article accepted for publication, if not published.** Following a successful Enhanced Performance Review, successful candidates for the subsequent annual reviews will show sustained (or increased) scholarly/creative activity productivity, including the publication of peer-reviewed journal articles.

In assessing scholarly/creative activity success, the greatest weight will be given to articles published or accepted for publication since the initial hire. Journal quality is an important factor. Books and book chapters are also desirable, as are presentations at the regional, state, multi-state, or national levels. Refereed publications and presentations are given greater weight than non-refereed publications. Grant activity (submission or receipt) is desirable but not necessary for a successful EPR as it is secondary to publication activity. Evidence that may be used to support scholarly/creative activities includes:

- peer-reviewed articles;
- book chapters;
- selected non-peer-reviewed publications;
- selected presentations (slides and scripts/notes, if relevant);
- indications of the TTF member's reputation in the discipline, as demonstrated by external feedback, research dossiers, honors and awards received, and acknowledgements and/or citations in publications; and
- information about the TTF member's activities in the area of securing extramural support, such as grant applications submitted, notice of research funds awarded, and documentation of performance of duties as principal investigator for funded projects.

### Service

It is expected that the scope and level of service engaged in by successful candidates will increase over time. The candidate's service record should assure reasonable expectation of continued capability to serve and take on increasing leadership responsibilities in this area. Members may also lend their professional expertise to support community organizations, projects, and programs, but the service must draw upon a faculty member's professional



expertise in order to be viewed as qualified, professional service. **Candidates must show evidence of service on at least one committee, task force, or working group per year. By years four and five, candidates should show evidence of chairing or taking a leadership role on at least one committee, task force, working group, or project.**

Evidence that may be used to represent service includes:

- description of significance and scope of activities (required);
- documentation of significant contributions and achievements (required);
- documentation of leadership positions held (required if relevant);
- professional recognitions (required if relevant);
- documentation demonstrating organization of professional conferences and/or symposia (required if relevant);
- records of membership or affiliation and attendance (optional); or
- testimonials from colleagues, committee chairs, or others (optional).

### Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

#### Annual Performance Review (APR)

APRs shall be based on the following list of documents, all of which the candidate will submit for review:

1. Current curriculum vitae
2. Annual Data Outlines, including activity up to the date of review (unscored)
3. Annual review evaluation letters and reports from all levels
4. Hiring letter (if prior service credit granted)
5. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence
6. Scholarly/Creative Activity Documentation
  - a. Narrative
  - b. Evidence
7. Service Documentation
  - a. Narrative
  - b. Evidence

Each narrative is to be no more than two pages, single spaced, and should (1) provide a philosophy for understanding how the materials represent the candidate's career goals; (2) explain the rationale for selecting evidence of accomplishments included in the section; and (3) mention additional evidence that may not be included in the dossier.

Evidence should include any letters or other supporting materials that document the quality of professional performance. Documentary evidence should be representative rather than all-encompassing.

#### Enhanced Performance Review (EPR)

The Enhanced Performance Review (EPR) occurs according to the dates specified in the Evergreen calendar. The candidate submits a dossier of materials for review. The core of the portfolio focuses on the candidate's philosophies of and accomplishments in the areas of librarian effectiveness, scholarly/creative work, and service. Enhanced Performance Reviews shall require that the TTF member compile a dossier consisting of the following:

1. Current Curriculum Vitae
2. Approved unit Reappointment, Tenure, and Promotion Policy (part II)
3. Annual Data Outlines, including activity up to the date of review (unscored)
4. Annual review evaluation letters and reports from all levels
5. Hiring letter (if prior service credit granted)
6. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence
7. Scholarly/Creative Activity Documentation
  - a. Narrative
  - b. Evidence
8. Service Documentation
  - a. Narrative
  - b. Evidence

Each narrative is to be no more than two pages, single spaced, and should (1) provide a philosophy for understanding how the materials represent the candidate's career goals; (2) explain the rationale for selecting evidence of accomplishments included in the section; and (3) mention additional evidence that may not be included in the dossier.

Evidence should include any letters or other supporting materials that document the quality of professional performance. Documentary evidence should be representative rather than all-encompassing. The candidate is encouraged to consult with other more senior faculty to identify effective narrative styles and types of evidence for the dossier.

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#### Unit Faculty Involvement in the TTF APR Process

For APRs of TTF members, tenured departmental faculty shall provide feedback to aid the candidate's progress toward tenure and promotion.

The following procedure will be followed:

1. The Department Chair shall notify the candidate and the eligible bargaining unit faculty members of the upcoming APR and request that the candidate submit their documentation, including activity completed according to the dates specified in the Evergreen calendar. The candidate should include any evidence that they think will help peers understand their progress toward promotion in the areas of librarian effectiveness, scholarship, and service.
2. For Head Librarians, the Department Chair will solicit annual feedback from the employees in the Librarian's unit. This feedback will be summarized, not quoted, and shared with tenured department bargaining unit faculty.

3. The Special Collections Faculty Facilitator, a tenured department faculty member convenes a meeting of department bargaining unit faculty eligible to participate in the APR review to discuss the candidate's annual evaluation and progress toward promotion.
4. The group of eligible department faculty submits a written evaluation of the candidate to the Department Chair via the electronic dossier system, summarizing the group's feedback.
5. The Department Chair submits an independent evaluation of the candidate to the Dean via the electronic dossier system.

### Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

#### 1. Criteria for Tenure and Promotion to Associate Professor

##### Librarian Effectiveness

Candidates for tenure and promotion to Associate-Professor should have a demonstrated record of progressive librarian effectiveness throughout their probationary period. In addition to achieving success in the core criteria and specialized criteria below, to gain tenure and promotion to Associate Professor, a TTF member must have a cumulative set of skills in the following areas:

- ongoing development of knowledge required to do their job effectively and mastery of professional skills that reflects evolving changes in scholarship and professional practice, as well as subject and/or collection expertise;
- effective service to internal and external clientele, such as patrons, donors, scholars, and vendors; and
- effective communication inside and outside the library.

More specifically, librarians will be evaluated on a variety of criteria, based on their specific duties.

##### Core Criteria for All Librarians

Core Criteria will be evident in all library work and will be reflected in documentation of specialized work, based on position responsibilities. These criteria are evidenced by:

- Effective interactions with patrons who use library services, as indicated by direct user feedback, indirect measures as appropriate (transcripts, statistics, etc.), or peer evaluation.
- Output that demonstrates the subject and collection expertise as well as application of contemporary library and archival practices. Such evidence might include policies, white papers, planning documents, instructional materials, correspondence, and related materials.
- Participation in library and university governance, including contributions to peer reviews and assessments, merit processes, and policy formation.

- Establishment of collaborations and partnerships with assigned departments and subject areas to facilitate student learning and collection access.
- Demonstrated support of unit's and/or department's mission and strategic initiatives.
- Representation of the unit and/or department at appropriate meetings.
- Collaboration with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, circulation, and document delivery, as appropriate.
- Mastery and maintenance of professional skills and knowledge.

### Specialized Criteria Based on Position Responsibilities

Candidates will provide evidence of a selection of the following accomplishments, dependent on their role in their unit and department and their position responsibilities. Balance among specialized criteria will also be dependent on the unit's annual strategic goals.

#### Cataloging, Metadata, and Description

- Production of high-quality original and copy cataloging records, metadata, loading of records, editing of loaders, and/or archival finding aids that meet national standards.
- Creation of Name Authority Cooperative Program (NACO) and/or Subject Authority Cooperative Program (SACO) records that have been approved through appropriate funnel or workflow.
- Creation of name authority records in repositories, such as Wikidata, following national standards and best practices.
- Accurate and timely database maintenance for cataloging records in the integrated library system, discovery layer, consortia catalogs, and/or newly emerging platforms, including monitoring, correcting, troubleshooting, and providing quality control of records.
- Maintenance of current documentation, policies, and other materials that support the processing of materials or the training of students and peers in cataloging.
- Answer questions on cataloging, metadata, or description best practices.
- Participation in library-wide decision-making about cataloging policy, projects, and procedures.
- Effective interaction with vendors.

#### Outreach, Instruction, and Reference

- Contributions to unit and/or department's efforts to improve visibility of collections through social media, web presence, face-to-face interactions, exhibits, and/or other appropriate outlets.
- Effective reference service in face-to-face and virtual environments as evidenced by peer review and patron satisfaction.
- Creation and maintenance of learning objects, such as LibGuides, modules for Canvas Commons, tutorials, etc., in keeping with instruction needs of the unit and/or department.
- Positive quantitative and qualitative course evaluations that are equal to or greater than the average scores for the department for which the course is taught, for all credit-bearing courses taught as part of your assigned load.

- Positive student reviews of and faculty feedback for instruction and library sessions.
- Participation on graduate thesis and dissertation committees and direction of independent study courses, practicum projects, and internships.

### Digitization

- Collaboration with colleagues to identify and prioritize collections for digitization, as well as to plan and assess digitization projects.
- Evidence of adherence to digitization standards, policies, and norms within the digitization community.
- Production of metadata records for digitized items that meet national standards.
- Maintenance of current documentation, policies, and other materials that support the training of students or peers in metadata and digitization practices.
- Answer questions about digitization and metadata best practices.
- Successful publication of digitized collections and the ongoing and timely maintenance of the project site and associated metadata, including migration, to support the discovery and accessibility of the project over the long term.
- Effective interaction with vendors.

### Collection Development

- Responsible management of the collection, including identifying, selecting, and acquiring materials for the instructional and research needs of unit's and/or department's patrons, as well as weeding or deaccessioning materials that are out-of-scope, beyond repair, better suited at other institutions, or otherwise no longer suitable for continued preservation.
- Timely acknowledgement of all gifts received.
- Active solicitation of new materials in coordination with unit and/or department employees.
- Promotion and stewardship of effective relationships with appropriate donors and stakeholders.

### Processing, Organization, and Preservation

- Physical or digital and intellectual organization of collections according to library and archival standards, including judicious rehousing of materials, training and evaluation of staff, students or interns who may assist in processing, and the development of processing plans, where appropriate.
- Assessment of collections for preservation or conservation treatment, including recommendations for outsourcing of such work.
- Appropriate reformatting (or making recommendations for reformatting) of materials for preservation and access, where necessary.
- Constructive contributions to unit and/or department policies and procedures for processing and organization.

### Additional Core Criteria for Head Librarians

In addition to success in Core Criteria for All Librarians and Specialized Criteria Based on Position Responsibilities above, Head Librarians should also demonstrate success in all of the following areas.

- Establishment of unit and/or department goals and objectives and long-range plans in concert with UL's strategic plan with assistance from the unit/department's staff.
- Preparation and maintenance of operating budget requests for personnel, equipment, supplies, and materials.
- Preparation of reports, and other assessment and evaluations of the unit and/or department operations, programs, and services as requested.
- Completion of the unit and/or department's portion of accreditation reports in cooperation with other library staff.
- Maintenance of the unit and/or department's sections of library-wide policies on safety and security.
- Clear and timely communication to unit and/or department staff about larger UL developments and external constituent group activities as appropriate.
- Coordination of the processing of materials to be added to the collection, including establishment and maintenance of unit and/or department policies and standards for these activities.
- Supervision and evaluation of classified or administrative employees of the unit.
- Representation of the unit and/or department at appropriate UL meetings.
- Coordination with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, circulation, and document delivery, as appropriate.

Evidence that may be used in the TTF member's record of librarian effectiveness includes:

- annual reviews from department. Chair, and Dean (required);
- documentation of projects and services (required);
- a peer-review from a department or UL colleague of at least one area of librarian effectiveness each year (required);
- philosophical statements of librarianship and pedagogy (optional);
- self-evaluation of librarian effectiveness (optional);
- examples of workflow or policy documents written in whole or in part by the candidate (optional);
- examples of work product like websites, research guides, metadata records, or finding aids edited in whole or in part by the candidate (optional);
- licensure or professional examinations, awards, and distinctions (optional); and
- unsolicited written statements from colleagues, students, and others concerning performance, preparedness, and librarian effectiveness (optional).

Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. **Using the following examples as a guide, the candidate should demonstrate**

**completion, since hire, of at least three complex projects and six simple projects by the time of applying for tenure.**

The following project descriptions and outcomes represent hypothetical activities that would, in concert with a broad selection of activities, model success in the different areas of librarian effectiveness. These examples are not exhaustive or prescriptive but illustrate activities a successful candidate might have undertaken and what evidence could be used to represent those activities in their dossier.

### Cataloging and Description

#### Complex Example

After initial training in local practices related to cataloging, the candidate works independently to create original and copy catalog records for a variety of collection formats. Using this expertise, the candidate works with the head librarian to develop a multi-year project to address a backlog of 20,000 items that need cataloging. Together, and in consultation with current cataloging standards for the format, they develop a list of core fields to be addressed, consider who should be doing the work (dividing between a work force that includes student assistants, classified staff, and the faculty librarian), and outline specific goals and milestones for the project. The candidate then develops documentation for the project and trains appropriate staff. The candidate initially reviews all work of others contributing to the project and helps staff to correct work as appropriate, gradually working with each individual to catalog independently, with only occasional spot checks by the candidate. As the project progresses, the candidate revises procedures and documentation to allow for changes in best practices and to facilitate smoother flow of the work. By the conclusion of the project, all items in the backlog have been cataloged, a majority of milestones were met on schedule, and the records created meet national standards for catalog in of that articular format. (evidence: project plan, including milestones; training documentation; sample catalog records annotated to show candidate's input)

#### Simple Example

The candidate has a database of digitized images with more than 14,000 entries that needs to be moved into a new system. Much of the metadata is unusable as is, so will need to be reconfigured to match current metadata standards, both at the local and national levels. The candidate first cleans up some of the metadata in Excel, then works with library IT personnel to clean up additional fields in order to prepare the metadata to be cross-walked over to the new digital platform. (evidence: samples of metadata before and after cleanup; screenshot of one or two records on display in the new platform)

### Outreach, Instruction, and Reference

#### Complex Example

The candidate notices that many undergraduate users in the collection's subject area are visiting the collection for the first time in their third and fourth years and that they commonly express regret that they did not know of the library's resources earlier in their academic careers. As a result, the candidate coordinates efforts with the appropriate teaching faculty, and head librarian as applicable, to map the curriculum of the academic unit to existing information literacy frameworks. The candidate develops a plan to integrate library instruction into three entry-level courses and two intermediate courses,



with planned individual research appointments for students in a senior capstone project. Faculty members in the liaison areas support this project and work with the librarian not only to allow for the in-class instruction but also to require for-credit assignments that serve as assessment to judge the effectiveness and timing of the instruction. The candidate uses the information gathered in assessment to restructure the instruction program further for subsequent years and also to create two new library guides to provide different facets of off-site research support for students in this discipline. (evidence: project proposal; curriculum map; instruction plan; correspondence with faculty; sample assignments; student feedback in aggregate; summation of assessment gleaned from assignment; new instruction plan; library guides)

#### Simple Example

Candidate provides several instruction sessions each year at the request of teaching faculty members who sought short introductions to collection resources and services for their students. Student feedback is positive, and candidate uses this feedback to improve teaching further.

(evidence: instruction notes/outline; student feedback; selected peer reviews)

#### Digitization

##### Complex Example

The candidate coordinates a project to digitize a collection of 534 postcards documenting a more productive era from an abandoned town near the university, as a part of a larger digitized collection of resources documenting the history of Northwest Ohio. They work with the head librarian on access and discovery, consult with the library IT department on ingestion procedures, and supervise 2 student assistants in digitizing the collection and inputting metadata. The candidate performs quality control of the digital image files and metadata before ingestion, then double-checks the collection in the digital platform before making the collection public. They then work with the library outreach personnel to publicize the collection to researchers, who begin using the collection widely. The library's web site use counts, as a whole, go up 15% as a result of this collection being available for use, and two classes begin using this collection for class projects, one studying early 19th century industry in Northwest Ohio and one studying short-form correspondence.

(evidence: rationale for digitizing the collection and for the standards used; metadata schema/fields to use; a sample of the spreadsheet used to input metadata; rationale for hiring student assistants; process workflow from digitization of the images to making the collection public; examples of outreach strategies; snapshot of use statistics from web site)

##### Simple Example

A user identifies materials needed for digitization for research purposes. The candidate performs the digitization according to library's digitization standards, delivers digital files, and stores the digital masters appropriately for preservation. (evidence: correspondence with patron)

#### Collection Development

### Complex Example

A new donor offers a large gift of materials to the unit. The gift includes books, manuscripts, three-dimensional objects, and other materials. First, the candidate evaluates the gift and how it would fit the collection development policies. The candidate communicates with the donor and the Development Office on the terms of the gift—including exploring the possibility of the donor issuing a cash gift to offset processing costs—records the agreement using the Instrument of Gift, and makes arrangements for the delivery of the materials, followed by a letter of formal acknowledgement for the receipt of the materials. The candidate then decides how the gift will be processed and stored and eventually creates the finding aid. Following the creation and publication of the finding aid, the candidate arranges publicity for the gift to promote usage. (evidence: correspondence with donor; Instrument of Gift; finding aid; promotional materials)

### Simple Example

The candidate reviews the department's periodical subscription and decides what subscriptions to maintain or cancel. (evidence: communication to patrons about potential cuts; rationale used to make decisions)

## Collection Processing and Organization

### Complex Example

Working with a committee that spans several departmental units, the candidate helps to select a new archival management tool, taking into account the number and complexity of finding aids available in each unit. The committee assesses and prioritizes the needs related to each collection and configures the management tool to accommodate the most pressing needs. Once the selected tool is implemented locally, the candidate conducts a pilot test by loading two finding aids from their unit's collections and gets feedback from other unit staff and from users. Taking this feedback into account, the candidate works with the committee to make modifications to the system. (evidence: project plan indicating candidate's contributions; screenshots of completed management system with unit's finding aids)

### Simple Example

Candidate assesses a processed collection for preservation. The collection turns out to be in good condition, but the candidate realizes that it would be better housed in new boxes, so they assign and train a student intern to complete the work. (evidence: summary of preservation assessment; training materials)

## Additional Core Criteria for Head Librarians

### Complex Example

The candidate identifies the need for reallocation of duties amongst classified and administrative staff and seeks input from a peer in another department to assess workflows. The two communicate with staff as a group, meet individually with each member, and identify areas for change or training. (evidence: documentation of

information gathering; workflow overview; communication about training opportunities; staff feedback from annual review)

#### Simple Example

Each year, the candidate completed all annual reports, strategic plans, and budget requests accurately and completely. (evidence: annual reports; strategic plans; budget requests)

### Scholarly/Creative Activities

Making significant contributions to the knowledge base or the creative practice of one's discipline is an essential responsibility of all TTF members. Such contributions are important both in their own right, and because they are an essential qualification for meaningful participation in the university learning community and the profession at large. Thus, achievement in this area is vital to the department's evaluation of TTF members who are under review for tenure and/or promotion.

Candidates should have a demonstrated record of continuous scholarly achievement throughout their probationary period. To gain tenure and promotion to Associate Professor, a TTF member must author or co-author and publish or have accepted for publication at least one of the following since hire:

- Two professional articles in peer-reviewed academic journals with a national audience;
- A peer-reviewed academic book with a recognized publisher;
- A professional textbook with a recognized publisher.

In the interest of balancing their dossiers and establishing a reputation in the field, candidates must also achieve some combination of at least two of the following:

- Publish a chapter in a peer-reviewed academic book;
- Present at least twice at peer-reviewed conferences at the regional, state, multi-state, national, or international level;
- Serve as a primary writer on a major grant;
- Edit a book, journal issue, or journal;

The combination of activities will vary greatly from one candidate to the next. Successful scholarship for tenure and promotion to Associate Professor could be demonstrated by each of the following sets of accomplishments during the probationary period, assuming a 20% allocation of effort for scholarly/creative activities. These scenarios are meant as examples, not as prescriptive plans or checklists, and each candidate will have a different combination of activities.

Publish two peer-reviewed academic journal articles and one book chapter; deliver two presentations at refereed conferences at the regional, state, multistate, national or international levels;

Publish two peer-reviewed academic journal articles; edit a journal issue; and serve as a primary author for a successful grant proposal;

Publish a scholarly book; deliver three presentations at refereed conferences at the regional, state, multi-state, national or international levels; present a webinar distributed by a national library organization.

### Service

The candidate for tenure must provide evidence of substantive service to BGSU or the profession. The scope and level of the candidate's service should increase over the review period or remain steady if the candidate's service was strong in the first few years. The candidate's service record should assure reasonable expectation of continued capability to serve and take on increasing leadership responsibilities in this area. TTF may also lend their professional expertise to support community organizations, projects, and programs, but the service must draw upon a faculty member's professional expertise in order to be viewed as qualified professional service.

For tenure:

- Candidates must show evidence of service on at least one committee, task force, or working group per year.
- Candidates should show evidence of chairing or taking a leadership role on at least one committee, task force, working group, or project.

### 2. Criteria for Promotion from Assistant Professor to Associate Professor

Promotion from Assistant Professor to Associate Professor typically occurs concurrently with granting of tenure. Thus, the standards for promotion to Associate Professor are the same as those for tenure. In rare cases, a faculty member may be hired at the Associate Professor level without tenure. Consistent with the discipline, a Bargaining Unit Faculty Member shall meet all of the requirements outlined under "Criteria for Tenure" above for promotion to Associate Professor.

### 3. Criteria for Promotion from Associate Professor to Professor

Candidates for Professor shall demonstrate continuous success in librarian effectiveness, scholarly and creative activities, and service. Typically, candidates for Professor should

show consistent achievement for at least 6 years at the Associate Professor rank before seeking promotion.

Candidates for promotion from Associate Professor to Professor shall:

- A. Shall have an established reputation as an effective librarian, which should include: making continuous growth in librarianship, regularly suggesting and implementing enhancements for their own work and the work of the unit, taking an increasing role in library and university governance, and being a leader in the library. Specifically, candidates for promotion to Professor will be evaluated on the core and relevant specialized criteria outlined under "Criteria for Tenure" above. Candidates should achieve a significant number of the above accomplishments and demonstrate active, sustained leadership in the Library community, and their work should reflect increasing complexity. Activities marking successful librarian effectiveness will depend on a candidate's position responsibilities and will be largely represented by projects that are closely aligned to the strategic goals of the unit, the department, the University Libraries, and the University. Complex projects typically involve collaboration, development of expertise, and substantive contribution to a layered work product. Simple projects may be done independently, use existing expertise, and be shorter in duration. They may be a single part of a larger complex project. **Using the examples in this document as a guide, the candidate should demonstrate completion, since their last promotion, of at least five complex projects and six simple projects by the time of applying for promotion to Professor.**
- B. Shall have maintained a productive research record while an Associate Professor, and in the years leading up to promotion to Professor, the successful candidate will have, at the minimum, published an average of a peer-reviewed article every 3 years in journals with a national audience, authored a peer-reviewed academic book with a recognized publisher, or authored a professional textbook with a recognized publisher. In addition, a candidate should have a balanced portfolio with at least three of the following:
- Publish a chapter in a peer-reviewed academic book;
  - Present at least twice at peer-reviewed conferences at the state, multi-state, national, or international level;
  - Serve as a primary investigator on a major grant;
  - Edit a book, journal issue, or journal;

Research success for promotion to Professor is indicated not solely by publications but also the broader effect of the faculty member's work on the field. External reviewers will assess the candidate's prominence in the field and the department will use these external assessments as one measure to gauge the candidate's scholarly influence.

- C. Shall give evidence of substantive service, including evidence of leadership roles to the department, UL, university, and/or the profession. They may also lend their professional expertise to support community organizations, projects, and programs,

but the service must draw upon a faculty member's professional expertise in order to be viewed as qualified, professional service. For promotion to Professor:

- Since the previous promotion, the candidate must have served on at least one committee, task force, or working group per year at the unit, department and/or UL level.
- Since the previous promotion, the candidate must have served on at least two committee, task force, or working group at the university and/or professional level.
- Since the previous promotion, the candidate must show evidence of significant leadership roles in service contributions.

#### Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

All bargaining unit faculty applying for tenure and/or promotion shall undergo an Enhanced Performance Review (EPR). This typically occurs by the 6<sup>th</sup> year for candidates applying for tenure and promotion to Associate Professor; the timeline will vary for candidates applying for promotion to Professor. These reviews recommending tenure and/or promotion shall be based on a dossier documenting evidence of progress toward tenure and/or promotion with respect to stated criteria for librarian effectiveness, research and creative work, and service at the rank for which the candidate is eligible upon being granted tenure or promotion. The dossier shall be assembled by the candidate and shall contain the documents listed below:

1. Current curriculum vitae
2. Annual Data Outlines, including activity up to the date of review (unscored)
3. Annual and Enhanced Performance Review evaluation letters and reports from all levels (for tenure and promotion to associate professor)
4. Approved unit Reappointment, Tenure, and Promotion Policy (part II)
5. Librarian Effectiveness Documentation
  - a. Narrative
  - b. Evidence
6. Scholarly/Creative Activity Documentation
  - a. Narrative
  - b. Evidence
7. External reviews for Scholarly/Creative Activity (and Service, for candidates applying for full Professor)
8. Curriculum vitae for each external reviewer, if available
9. List of external reviewers and explanation of selection process
10. Letters sent to reviewers soliciting evaluations
11. Service Documentation

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- a. Narrative
- b. Evidence

The faculty member is encouraged to consult with other more senior faculty, including their Chair to identify effective narrative styles and types of evidence for the dossier.

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Approved by the Special Collections Department on December 7, 2022.

*Stefanie Hunker*

Stefanie Hunker (Jun 28, 2023 10:07 EDT)

06/28/2023

Stefanie Hunker, Chair

Date

Approved: *Sara A. Bushong*

06/28/2023

Sara A. Bushong, Dean, University Libraries

Date

Approved: *Joe B. Whitehead*

Joe Whitehead (Jun 29, 2023 08:29 EDT)

06/29/2023

Joe B. Whitehead, Provost  
and Senior Vice President for Academic and Student Affairs

Date