Merit Policy

Part II: Academic Unit Criteria, Standards, and Processes

Academic Unit: <u>University Libraries, Special Collections</u>

<u>Merit Criteria, Performance Indicators and Expectations</u>

Overview

Merit will be based on meeting or exceeding unit performance expectations that are assigned to the department/school member on the following performance criteria: Librarian Effectiveness, Scholarly/Creative Work, and Service. Each of the aforementioned criteria will be evaluated using a number of performance indicators. Bargaining Unit Faculty Members will review each peer's Annual Data Outline/Merit Form to derive component scores for each of the relevant performance criteria and report scores to the Faculty Facilitator using the summary form provided. The component scores may include any range of values, but they must clearly identify whether the assigned score on the criteria (e.g., librarian effectiveness) reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.
The levels on each of the performance indicators should capture how the unit defines exceeding expectations, meeting expectations, and failing to meet expectations for performance:

Exceeds expectations for merit: Activities in area cumulatively exceed expectations and reflect a clear and significant level of accomplishment beyond what is normal for an individual with a given faculty rank in the department, school, unit, and discipline.
Meets expectations for merit: Activities in area cumulatively meet expectations and reflect standard levels of performance for the department, school, unit, and discipline.
Fails to meet expectations for merit: Activities in area cumulatively do not meet expectations and fall below the standard levels of performance for the department, school, unit, and discipline.
Unacceptable: Activities in area are consistently poor, faculty member simply does not do them, or faculty member fails to report activities.

The following criteria will be used to assess librarians in the Special Collections Department. See the Merit Rubric for examples of specific activities that represent successful performance in each area.

Librarian Effectiveness

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:

- High-quality 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 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 mission and strategic initiatives.

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.

Cataloging and Description

- Production of high-quality original and copy cataloging records and/or archival finding aids that meet national standards, at a pace commensurate with collection needs.
- Creation of Name Authority Cooperative Program (NACO) and/or Subject Authority Cooperative Program (SACO) records that have been approved through appropriate funnel or workflow.
- Accurate and timely database maintenance for cataloging records in the integrated library system and/or consortial catalogs, including monitoring, correcting, troubleshooting, and providing quality control of records.
- Maintenance of current documentation, policies, and other materials that support the processing of materials and the training of students and peers in cataloging.
- Participation in library-wide decision-making about cataloging policy, projects, and procedures.

Outreach, Instruction, and Reference

- Contributions to unit's efforts to improve visibility of collections through social media, web presence, face-to-face interactions, 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.
- Positive quantitative and qualitative course evaluations that are typically equal to or

greater than the average scores for the department for which the course is taught, for all credit-bearing courses taught.
- 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.
- Successful publication of digitized collections.

Collection Development

- Responsible management of collection, including identifying, selecting, and acquiring of materials for the instructional and research needs of unit's patrons, as well as the weeding or deaccessioning of materials that are out-of-scope, beyond repair, better suited at other institutions, or otherwise no longer suitable for continued preservation. This management is evidenced through reference and instruction transactions that demonstrate patron success with locating relevant materials in the collection, collection use, and collection analysis.
- Timely acknowledgement of all gifts received.
- Active solicitation of new materials in coordination with unit staff.
- Promotion and stewardship of effective relationships with appropriate donors.

Collection Processing and Organization

- Physical 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 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 goals and objectives and long-range plans in concert with UL's strategic plan with assistance from the unit'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 operations, programs, and services as requested.
- Completion of the unit's portion of accreditation reports in cooperation with other library staff.
- Maintenance of the unit's sections of library-wide policies on safety and security.
- Clear and timely communication to unit 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 policies and standards for these activities.
- Supervision and evaluation of employees of the unit, as evidenced through the timely submission of annual reviews.
- Representation of the unit at appropriate UL meetings.
- Collaboration with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, serials, circulation, and document delivery, as appropriate.

Scholarly/Creative Activities

Making significant contributions to the knowledge base or the creative practice of one's discipline is an essential responsibility of all faculty 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.

Candidates should balance their efforts between high-impact and lower-impact activities each year, while recognizing that higher impact activities often require more effort than can be achieved in a single merit year.

High Impact Scholarly/Creative Activities:
- Publish professional articles in peer-reviewed academic journals;
- Author a peer-reviewed academic book;
- Author a professional textbook with a recognized publisher.

Lower-Impact Scholarly/Creative Activities:
- Publish a chapter in a peer-reviewed academic book;

- Present at peer-reviewed conferences at the regional, national, or international level;
- Serve as a primary investigator on a major grant;
- Edit a book, journal issue, or journal;
- Other equivalent activities as outlined in the Merit Rubric.

Service

Faculty should have a demonstrated record of continuous service represented at library, university, regional, and/or national levels. Activities might include committee participation and service to the profession, such as playing key roles in project work and report writing in professional organizations; membership alone does not represent sufficient service to qualify for merit.

Merit criteria are limited to three areas: Librarian Effectiveness, Scholarly/Creative Work, and Service. To determine whether faculty members have failed to meet, met, or exceeded expectations for merit, a merit system should identify performance indicators and expected levels of performance for each of the relevant areas noted above. The merit system should also describe how information on the various performance indicators are combined to calculate the relevant component merit scores (i.e., Librarian Effectiveness, Scholarly/Creative Work, and Service).

Merit Committee Composition and the Election/Appointment Process
The department merit committee is responsible for assigning an overall merit score to every bargaining unit faculty member. Special Collections faculty may act as a committee of the whole or choose to elect a representative committee of Special Collections faculty members who will serve as a departmental merit committee. The committee must be made up of faculty members in Special Collections and consist of at least 3 people elected by the department faculty. If there is an election held for a merit committee, ties will be resolved by drawing lots.
- The merit process will be initiated by the Special Collections Faculty Facilitator (see the departmental reappointment, promotion, and tenure document for details on this role) who will take responsibility for forwarding merit information to the department chair and making sure that each member of the merit committee has access to each faculty member's dossier.
- Bargaining Unit Faculty Members, in this set of procedures, will refer both to tenure-track and non-tenure-track faculty members in the Department of Special Collections, unless otherwise stated.

Elements of the Merit Dossier
The submitted merit dossier must include the following elements:
- completed Annual Data Outline/Merit Form listing activities completed during the previous calendar year (and not submitted to the merit committee in previous years)
- position responsibilities
- copies of (or links to) publications during the calendar year
- allocation of effort agreement (if different than 70% Librarian Effectiveness, 20% Scholarly/Creative Work, and 10% Service).
- Documentation of special circumstances (see section 4 below), if applicable.

Calculation of Overall Merit Score

Each Committee Member will mark the Merit Rubric for each of the other Bargaining Unit Faculty Members in the department, assigning a score from 1 to 7 for each criterion (Librarian Effectiveness, Scholarly/Creative Work, and Service), using the associated performance indicators to guide the scoring; the merit committee of the academic unit is urged to work informally with all faculty being reviewed to resolve any factual or interpretive issues in advance of assigning scores. The committee members will complete and submit a Peer Summary Form with weighted scores for each Bargaining Unit Faculty Member to the Faculty Facilitator, who will compile and average all scores and share with each individual faculty member their average score from the Committee. A copy of the Faculty Facilitator Summary Form reflecting the average score for each Bargaining Unit Faculty Member from Merit Committee Members will be submitted to the department chair, after each faculty member has had an opportunity to resolve informally any factual or interpretive issues.

- The department chair will independently evaluate the Special Collections Bargaining Unit Faculty members using the same steps described above in calculating the overall merit score. The department chair will inform each Bargaining Unit Faculty Member of his or her evaluation. Upon completion of the merit process, the department chair submits weighted scores and a three-year average score for all BUFMs, along with the dossiers and the Faculty Facilitator Summary Form to the dean.
- The individual component merit scores for librarian effectiveness, scholarly/creative work, and service are combined to arrive at an overall merit score. Allocation of effort is taken into account when determining overall merit score.
- An academic unit may report its merit score recommendation to no greater than one-tenth decimal place (for example, a unit using 1-7 categories or rating levels may assign a score of 3.1 or 5.9 but may not assign a score of 3.15 or 5.975).
- With the exception of external peer review, the same performance indicators described in the department's reappointment, promotion, and tenure policies are to be used for merit review, and they are to be consistent with those criteria found in Article 14 of the Collective Bargaining Agreement and the individual faculty member's allocation of effort.
- The Special Collections Chair and Special Collections Faculty Facilitator will ensure that all forms used in the merit process are taken to the UL Administrative Office to be kept in compliance with the UL Dean's Office record retention schedule.

Determining Overall Merit Score Recommendations

- The individual component merit scores for librarian effectiveness, scholarly/creative work, and service are combined to arrive at an overall merit score. Allocation of effort is taken into account when determining overall merit score. The overall merit may include a greater number of values or rating levels than seven, but it must clearly identify whether the overall merit rating reflects performance that fails to meet expectations, meets expectations, or exceeds expectations for merit.

Weighted Allocation of Effort Algorithm

- Once each Bargaining Unit Faculty Member has completed the Merit Rubric for each peer, the overall merit score is computed using the Weighted Allocation of Effort:

  [Librarian Effectiveness Merit Score * Allocation of Effort]
  + [Scholarly/Creative Work Merit Score * Allocation of Effort]
  + [Service Merit Score * Allocation of Effort]
  = Overall Merit Score

- Scores are interpreted according to the following ranges:

Overall Merit Score	Interpretation (assumes component performance ratings made on 7-point scale)
0-.9	Unacceptable; Recommendation for no merit
1.0 – 2.49	Fails to meet basic expectations for merit; Recommendation for no merit
2.5 – 5.49	Meets basic expectations for merit; Eligible for merit
5.5 – 7.0	Exceeds expectations for merit; Eligible for merit

After the Faculty Facilitator compiles and reports the scores for each faculty member in each area, the Department Chair will pull previous years' scores and create a three-year average for each faculty member. This will be submitted to the Dean, along with the Chair's annual merit report and the three-year average of the Chair's assigned scores.

Additional Academic Unit Merit Policy Information

Merit Rubric

Instructions
For each activity that is included in the BUFM's position responsibilities, determine if the faculty member performs unacceptably, does not meet, meets, or exceeds the stated expectations. Within the range of points for the appropriate threshold, assign a single score for each activity. Record the score for each activity in the far right column. Assign only one score criterion. Upon completion of each section, review the scores for each activity and derive a comprehensive score for that section (sum of relevant scores divided by number of relevant criteria).

For example, if the faculty member meets expectations in the first category, "Core Criteria for All Librarians," you would assign a score between 2.5 and 5.49 and record that score in the far right column of the "Meets expectations for merit" row under that activity. Continue this process for each successive category that is included in that faculty member's position responsibilities. Add all numbers in the column labeled "Assigned Merit Score for Librarian Effectiveness," and

divide by the number of categories for which a score was assigned (i.e. for which the faculty member had responsibility according to their position responsibilities).

Evaluation Rating Category	LIBRARIAN EFFECTIVENESS Expected levels of accomplishment on librarian effectiveness performance indicators (or their equivalent)	Possible Merit Score for Librarian Effectiveness	Assigned Merit Score for Librarian Effectiveness
	Core Criteria for All Librarians		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in unit, department, college, or university activities • Actively searches for and implements emerging practices for the benefit of unit and/or department • Engages in projects and endeavors to improve library services through regular assessment activities • Establishes new collaborations within the UL, the university, or the community • Makes significant improvements to existing collaborative endeavors	5.5 – 7.0	
Meets expectations for merit	Regularly completes activities in the following categories: • Engages in high-quality interactions with patrons who use library services, as indicated by direct user feedback, indirect measures as appropriate (transcripts, statistics, etc.), or peer evaluation. • Creates output that demonstrates 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, or related materials. • Participates in library and university governance, including contributions to peer reviews and assessments, merit processes, and policy formation. • Establishes collaborations and partnerships with assigned departments and subject	2.5 – 5.49	

	areas to facilitate student learning and collection access. • Demonstrates support of unit's mission and strategic initiatives.		
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Is often unprepared for work-related activities • Rarely participates in special unit projects and activities, including collaborative activities • Provides poor service to patrons • Does not keep current knowledge of UL resources (i.e. research databases, LibGuides, reference tools) • Does not adhere to national standards where appropriate • Frequently fails to respond or responds ineffectively to patrons and colleagues in a timely manner • Is often unreceptive to and does not implement pertinent feedback	1.0-2.49	
Unacceptable	• Demonstrates a pattern of incompetence in any of these areas • Refuses to respond to mentoring • Fails to submit materials for review	0 − .9	
Activity	**Cataloging and Description**		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in special unit projects and activities • Assists other librarians with cataloging and description problems • Actively searches for and implements emerging cataloging and description practices for the benefit of department and/or unit • Actively searches for new innovations to improve department and/or unit	5.5 − 7.0	

	• Acquires substantial funds ($5,000+) from an external funding source to use for cataloging and description		
Meets expectations for merit	Regularly completes activities in the following categories: • Produces of high-quality original and copy cataloging records and/or archival finding aids that meet national standards, at a pace commensurate with collection needs. • Creates Name Authority Cooperative Program (NACO) and/or Subject Authority Cooperative Program (SACO) records that have been approved through appropriate funnel or workflow. • Provides accurate and timely database maintenance for cataloging records in the integrated library system and/or consortial catalogs, including monitoring, correcting, troubleshooting, and providing quality control of records. • Maintains current documentation, policies, and other materials that support the processing of materials and the training of students and peers in cataloging. • Participates in library-wide decision-making about cataloging policy, projects, and procedures.	2.5 – 5.49	
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Rarely participates in special projects and activities related to cataloging and description. • Is unaware of emerging practices in specialization. • Provides poor service to internal patrons • Seldom provides access and maintenance to materials in a timely manner • Infrequently follows prescribed standards for access and maintenance • Does not adhere to national standards where appropriate	1.0-2.49	

Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	
Activity	**Outreach, Instruction, and Reference**		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in special unit projects and activities related to outreach, instruction and reference • Assists other librarians with difficult patron questions • Actively searches for and implements emerging outreach, instruction and reference practices for the benefit of department and/or unit • Initiates contacts with outside entities and follows through with action items and/or implementation • Actively promotes collection at local, regional, state, or national meetings/conferences • Acquires substantial funds ($5,000+) from an external funding source to use for outreach, instruction, or reference	5.5 – 7.0	
Meets expectations for merit	Regularly completes activities in the following categories: • Contributes to unit's efforts to improve visibility of collections through social media, web presence, face-to-face interactions, and/or other appropriate outlets. • Effectively conducts reference service in face-to-face and virtual environments as evidenced by peer review and patron satisfaction. • Creates and maintains learning objects, such as LibGuides, modules for Canvas	2.5 – 5.49	

	Commons, tutorials, etc., in keeping with instruction needs of the unit. • Earns positive quantitative and qualitative course evaluations that are typically equal to or greater than the average scores for the department for which the course is taught, for all credit-bearing courses taught. • Earns positive student reviews of and faculty feedback for instruction and library sessions. • Participates on graduate thesis and dissertation committees and direction of independent study courses, practicum projects, and internships.		
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Infrequently contributes to unit efforts to improve visibility of collections through social media, web presence, face-to-face interactions, and/or other appropriate outlets • Is often not prepared for or does not arrive on time for desk shifts, as applicable • Provides poor service to patrons during reference encounters • Does not keep current knowledge of UL resources (i.e. research databases, LibGuides, reference tools) • Does not respond to research requests regarding collections in a timely manner • Regularly exhibits lack of subject expertise during outreach, reference and instruction interactions • Consistently fails to create or update learning objects or discovery tools • Consistently earns feedback for credit-bearing courses that falls below the average in the department for which the course is taught • Regularly receives poor student reviews of and faculty feedback for instruction and library sessions.	1.0-2.49	

	• Does not provide sufficient feedback or direction when participating on graduate thesis and dissertation committees or when directing independent study courses, practicum projects, or internships.		
Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	
Activity	**Digitization**		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in digitization projects and activities • Assists other librarians with digitization problems • Implements emerging digitization practices for the benefit of department and/or unit • Promotes/establishes a new collaboration within the UL, the University, or the community, or makes substantial improvements to existing collaborations • Acquires substantial funds ($5,000+) from an external funding source to use for digitization	5.5 – 7.0	
Meets expectations for merit	Regularly completes activities in the following categories: • Collaborates with colleagues to identify and prioritize collections for digitization, as well as to plan and assess digitization projects • Adheres to digitization standards, policies, and norms within the digitization community • Successfully publishes digitized collections	2.5 – 5.49	

Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Rarely participates in special projects and activities related to digitization • Provides poor service to internal and external patrons • Is unaware of emerging practices in specialization • Does not adhere to digitization standards, policies, and norms within the digitization community.	1.0-2.49	
Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	
Activity	**Collection Development**		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in special unit projects and activities related to collection development • Assists other librarians with collection development problems • Actively searches for and implements emerging collection development practices for the benefit of unit and/or department • Succeeds in acquiring substantial funds ($5,000+) from an external funding source	5.5 – 7.0	
Meets expectations for merit	Regularly completes activities in the following categories: • Responsibly manages the collection, including identifying, selecting, and acquiring of materials for the instructional and research needs of unit's patrons, as well as the weeding or deaccessioning of materials that are out-of-scope, beyond repair, better suited at other institutions, or otherwise no longer suitable for continued preservation.	2.5 – 5.49	

	• Acknowledges all gifts received in a timely manner. • Actively solicits new materials in coordination with unit staff. • Promotes and stewards effective relationships with appropriate donors		
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Rarely participates in special projects and activities related to collection development • Regularly fails to maintain effective relations with existing donors • Provides poor service to patrons • Is unaware of emerging practices in specialization • Does not adhere to national standards where appropriate	1.0-2.49	
Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	
Activity	**Collection Processing and Organization**		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Initiates or takes a lead role in special unit projects and activities • Assists other librarians with cataloging and description problems • Actively searches for and implements new innovations to improve department and/or unit • Acquires substantial funds ($5,000+) from an external funding source to use for collection processing or organization	5.5 – 7.0	
Meets expectations for merit	Regularly completes activities in the following categories: • Performs physical and intellectual organization of collections according to library and archival standards, including	2.5 – 5.49	

	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. • Assesses collections for preservation or conservation treatment, including recommendations for outsourcing of such work. • Reformats appropriately (or makes recommendations for reformatting) of materials for preservation and access, where necessary. • Makes constructive contributions to unit policies and procedures for processing and organization.		
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Does not participate in special projects and activities related to collection processing and organization • Provides poor service to internal patrons • Is unaware of emerging practices in specialization • Does not adhere to appropriate standards in collection processing and organization	1.0-2.49	
Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	
	Additional Requirements for Collection Heads		
Exceeds expectations for merit	In addition to meeting expectations, also completes activities such as: • Actively seeks to develop new policies and procedures or refine existing ones in order to improve service to users and/or increase work effectiveness	5.5 – 7.0	

	• Solicits, implements, and promotes ideas by staff members • Looks for ways to improve unit cohesiveness, including mentoring employees and responding to conflicts with diplomacy • Consistently advocates for needs of unit and unit staff throughout the library • Succeeds in acquiring substantial funds ($5,000+) from an external funding source for the unit • Maintains positive relationships with donors • Establishes new partnerships with other UL departments, other entities on campus, or the community		
Meets expectations for merit	Regularly completes activities in the following categories: • Establishes unit goals and objectives and long-range plans in concert with UL's strategic plan with assistance from the unit's staff • Prepares and maintains operating budget requests for personnel, equipment, supplies, and materials • Prepares reports, and other assessment and evaluations of the unit operations, programs, and services as requested • Completes the unit's portion of accreditation reports in cooperation with other library staff • Maintains the unit's sections of library-wide policies on safety and security • Communicates clearly and in a timely manner with unit staff about larger UL developments and external constituent group activities as appropriate • Coordinates the processing of materials to be added to the collection, including establishing and maintaining unit policies and standards for these activities	2.5 – 5.49	

	• Supervises and evaluates employees of the unit, as evidenced through the timely submission of annual reviews • Represents the unit at appropriate UL meetings • Collaborates with others in areas of collection development, cataloging, acquisitions, systems, reference, instruction, serials, circulation, and document delivery, as appropriate		
Fails to meet expectations for merit	Regularly performs poorly in a number of areas, such as: • Does not routinely participate in assessment of programs and services as needed • Does not participate in developing and implementing policies and procedures • Rarely cultivates and supports activities of unit staff, including encouraging them to acquire professional development to meet unit goals and objectives and personal growth • Does not delegate unit representation when appropriate • Does not communicate with or solicit feedback from unit staff to keep their interests represented • Fails to respond to information requests from library administration in a timely way • Is unwilling to hear new ideas by staff members • Does not recognize staff contributions appropriately • Does not keep unit staff informed of current and upcoming activities in the unit and in the UL • Does not coordinate the activities of the unit to resolve conflicts of resources, time, or personnel • Has ineffective relationships with donors • Disregards stewardship of collection	1.0 – 2.49	

Unacceptable	• Demonstrates a pattern of incompetence in this area • Refuses to respond to mentoring • Fails to submit materials for review	0 – .9	

Merit Score for Librarian Effectiveness
(far right column added and divided by the number of categories relevant to faculty member; to be completed by merit committee member): _____

Evaluation Rating Category	SCHOLARLY/CREATIVE WORK Expected levels of accomplishment on scholarship/creative work performance indicators (or their equivalent)	Possible Merit Score for Scholarly Work	Assigned Merit Score for Scholarly Work
Exceeds expectations for merit	• Completes four or more activities from the Meets Expectations category. • Publishes a peer-reviewed academic book • Publishes a professional textbook with a recognized publisher • Publishes a book-length index, bibliography, manual, handbook, or report • Edits or co-edits books, proceedings, collections or other edited books • Edits a professional journal • Publishes a professional article in a peer-reviewed journal • Publishes a chapter or an essay in a peer-reviewed book • Obtains a significant external grant • Presents at a multistate or national conference (poster session or presentation) • Plans and/or organizes a conference or workshop for state, multistate, or national audience • Holds membership on a state-level or above grant review panel • Achieve sequivalent (such as media production or discipline-specific creative work).	5.5 – 7.0	
Meets expectations for merit	Completes at least two activities from the following:	2.5 – 5.49	

	• Engages actively in ongoing scholarship and writing, such as submitting conference proposals or writing drafts of articles with strong publication potential • Presents at a local or state conference (including poster sessions) • Delivers a local lecture or presentation on ongoing scholarship • Serves as a panelist or moderator • Chairs a panel • Plans and/or organizes a conference or workshop for local audience • Publishes an article in a non-refereed publication • Submits a grant application and/or secures a grant • Serves on a local grant review panel • Publishes a book review or another type of professional review • Submits an academic article, book chapter, or the equivalent for review • Publishes a section(s) of an index, bibliography, manual, handbook, or report • Publishes web-based publications (at least statewide audience) such as: web guides, pathfinders, bibliographies, professional blog posts (external to BGSU) • Edits a newsletter or journal column • Reviews journal manuscripts • Serves on a journal editorial board • Publishes technical reports for a regional, national, or international audience • Grants interviews for externally distributed media • Teaches an uncompensated for-credit course that is not required in the position responsibilities		
Fails to meet expectations for merit	• Fails to complete at least two activities from Meets Expectations or Exceeds Expectations categories	1.0 – 2.49	

Unacceptable	• Completes one or fewer activities from Meets Expectations or Exceeds Expectations categories; activities in area are consistently poor, faculty member simply does not do them, or faculty member fails to report activities	0 – .9	

Merit Score for Scholarly/Creative Work (to be completed by merit committee member):

_____

Evaluation Rating Category	SERVICE Expected levels of accomplishment on service performance indicators (or their equivalent)	Possible Merit Score for Service	Assigned Merit Score for Service
Exceeds expectations for merit	• Leads a major aspect of the department's academic life beyond the day-to-day activities; for example, leads a student organization, directs a departmental program, leads a search, chairs a significant and productive committee, or the equivalent • Takes a leadership role in some aspect of university work, e.g. assisting with a search, developing a new course, leading an assessment activity for the department or the university, developing a student-centered activity, or the equivalent • Takes a leadership role in a state or national professional organization, or function in a central capacity in the publication of a professional journal, or the equivalent • Takes a leadership role in a local or community organization based upon professional expertise	5.5 – 7.0	
Meets expectations for merit	• Serves on one or two committees at the department level and/or at the college or university level • Chairs an active department committee or serves on two or more active committees at the department, college or university level or the equivalent	2.5 – 5.49	

	• Takes an active role in some aspect of university work, e.g. assisting with a search, developing a new course, leading an assessment activity for the department or the university, developing a student-centered activity, or the equivalent • Serves on a network or consortial committee • Serves on a committee for a professional organization • Responds to requests for activity reports, workload plans, etc. in a timely fashion. • Performs some community or professional service based upon professional expertise			
Fails to meet expectations for merit	• Fails to complete at least two activities from Meets Expectations or Exceeds Expectations categories	1.0 – 2.49		
Unacceptable	• Completes one or fewer activities from Meets Expectations or Exceeds Expectations categories; activities in area are consistently poor, faculty member simply does not do them, or faculty member fails to report activities	0 – .9		

Merit Score for Service (to be completed by merit committee member): _____

Reporting Results

After each faculty member scores each Bargaining Unit Faculty Member in the department, they will complete the Peer Summary Form and submit it to the Faculty Facilitator.

<div align="center">

PEER SUMMARY FORM
(to be completed by each faculty member, listing individual scores and submitted to the Faculty Facilitator):

</div>

A	B	C	D	E
Name	Librarian Effectiveness-weighted score (raw score * .7)	Scholarly/Creative-weighted score (raw score * .2)	Service-weighted score (raw score * .1)	Total weighted Score (B+C+D)
1 *Faculty member 1*				

2	Faculty member 2				
3	Faculty member 3, etc.				

The Faculty Facilitator will compile the results of decisions in the following form and send to the department chair. The Faculty Facilitator will also report to each faculty member their cumulative score from peers, taken from column E below.

FACULTY FACILITATOR SUMMARY FORM
(to be completed by the Faculty Facilitator, listing average scores for each individual and submitted to the Department Chair)

A	B	C	D	E
Name	Librarian Effectiveness-average	Scholarly/Creative-average	Service-average	Total average
Faculty member 1	Sum of B1 from each form ÷ number of faculty reviewers	Sum of C1 from each form ÷ number of faculty reviewers	Sum of D1 from each form ÷ number of faculty reviewers	B+C+D
Faculty member 2	Sum of B2 from each form ÷ number of faculty reviewers	Sum of C2 from each form ÷ number of faculty reviewers	Sum of D2 from each form ÷ number of faculty reviewers	B+C+D
Faculty member 3, etc.	Sum of B3 from each form ÷ number of faculty reviewers	Sum of C3 from each form ÷ number of faculty reviewers	Sum of D3 from each form ÷ number of faculty reviewers	B+C+D

The chair will include a copy of the completed Faculty Facilitator Summary Form along with his or her own reviews and a three-year average for each faculty member when submitting merit information to the Dean of the University Libraries.

Annual Data Outline/Merit Form

[Name]

Annual Data Outline
[date range]

Instructions

In Faculty 180, under "Vitas and Biosketches," choose StandardCV, click on the eye, then export your vitae in the Institutional type for the merit year as a Word document. Remove the content at the top of this document (BGSU Work Experience through Prior Work Experience) and replace with Librarian Effectiveness. Insert your Librarian Effectiveness activities in the criteria sections under which they appear in your position responsibilities. To the information that remains in the categories below, insert any further detail that is outlined in the instructions for that category. Include activities from the last academic year that have not been recorded in previous years. Upload your completed form to Faculty 180 for peer review.

Librarian Effectiveness
Input data only for relevant categories, according to your position responsibilities.

1. Core Criteria for All Librarians
2. Cataloging and Description
3. Outreach, Instruction, and Reference
4. Digitization
5. Collection Development
6. Collection Processing and Organization
7. Additional Core Criteria for Head Librarians

Teaching
Include number of credit hours and number of enrolled students.

Graduate Student Supervision/Mentoring

Undergraduate Student Supervision/Mentoring

Curriculum Development

Professional Development

Grants

Do not list pending or unsuccessful applications. Any special or local research, equipment, or travel grants should also be included under this heading, e.g., Faculty Research Grant, Speed Grants, Sandra Sandor Kerbel Librarian Professional Development Award, other.

Scholarly Contributions and Creative Productions
Indicate if peer-reviewed, in-press, etc.; include co-authors as appropriate; list only articles published or accepted for publication and/or books published or assigned a publication date. Indicate in-press items. For presentations, indicate geographic scope (local, regional, state, multi-state, national, international).

Institutional Committees

Professional Service
Indicate geographic scope.

Community Engagement

Other Service

Consulting

Memberships

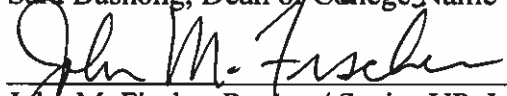Approved by the Department of University Libraries, Special Collections on August 20, 2018.

Susannah Cleveland, Chair/Director   Date _August 24, 2018_

Approved: Sara Bushong, Dean of College Name   Date _8/25/18_

Approved: John M. Fischer Provost/ Senior VP, Interim   Date _8/28/18_