Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Collections & Technical Services, University Libraries

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

1. QRF in the Department are evaluated according to the domains specified in their allocation of effort. The weight given to each should reflect the proportion of that domain in the position responsibilities. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his/her total contribution in librarian effectiveness and service.

Reappointment of QRF is to be granted or denied solely on the basis of the following criteria:

1.1 Master’s degree in Library Science from an ALA-accredited institution.

1.2 Librarian Effectiveness

1.2.1 Criteria & level of accomplishment for rank

Criteria for all CATS QRF:
All CATS QRF should be successfully fulfilling their position responsibilities and showing evidence of:
• Mastery and maintenance of professional skills and knowledge
• Effective interaction and collaboration with library faculty, staff, student assistants, users, library stakeholders and/or service providers
• Provision of timely and consistent access to resources and regular assessment and improvement of access

Specific level of accomplishment for Instructors in years 1 & 2:
In years one and two:
• All faculty should be documenting evidence pertaining to items b, c, d, and e of primary evidence for librarian effectiveness (1.2.2)

Specific level of accomplishment for Instructors at reappointment EPR (typically 3rd year):
For the reappointment EPR, the librarian should:
• Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness (1.2.2)
• Demonstrate continuous achievement in areas c & d of primary evidence (1.2.2)

1.2.2 Evidence

Primary evidence for librarian effectiveness:
a) Narrative outlining the librarian’s philosophy of librarianship and how it relates to work done to date.

b) Primarily positive peer assessment memos (1 per year at rank) completed by a faculty member at higher rank when possible and showing the librarian’s success in fulfilling assigned position responsibilities.

c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian’s role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.

d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.

e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:

- Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGSU students/faculty).

- Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.

- Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating prompt responsiveness to requests, problems, and/or unavailability of resources.

- Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated and maintained adequately and that changes lead to improvements in access/service.

- Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.
1.3 Service

1.3.1 Criteria and level of accomplishment for rank

Criteria for all CATS QRF
For all CATS QRF, service may be to the University or the profession and should be performed in a quantity consistent with the assigned workload, whether by assignment, election, or self-nomination. For example, a faculty member with a 10% service assignment should serve actively on 1-2 committees or the equivalent each year. Service commitments include participation in any of the following:

- Departmental, College, or University committees including governing bodies, councils, special task forces, and review teams.
- Professional organizations connected to the discipline at the local, state, and/or national levels.
- Community service and external activities that draw upon professional expertise.

QRF at the rank of Instructor should show consistent, effective and active involvement with service assignments.

1.3.2 Evidence

List participation in the following types of activities. Include role (member, chair, etc.) and description of committee activities and individual contributions. Rosters/appointment letters/election results may be included as evidence if available. If committee activity results in a report or other deliverable, this may also be included as evidence. Examples are not listed in order of significance/value for portfolio.

UL Service
a. UL standing committee membership
b. UL screening committee
c. UL Friends Board
d. Faculty secretary
e. Presiding officer of the library faculty
f. CATS or other UL department committee/service position (Merit Coordinator, etc.)

University Service
a. Faculty Senate membership
b. Graduate or Undergraduate Council membership
c. University committee, task force, etc. membership
d. Advisor to University social or recreational group

Networks, Consortia, etc. (where BGSU Libraries is a member; e.g., OhioLINK)
a. International/national consortium committee membership
b. Multistate consortium committee membership
c. OhioLINK standing committee membership
d. OhioLINK task force or other state, region of the state, or local consortium committee membership

Professional Organizations (May be library or other position-related associations.)

a. Officer (any position elected or appointed to the organization's executive board) of international/national/regional/statewide organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS, ALAO, etc.)

b. Membership in a committee of an international/national professional organization

c. Membership in a committee of a multistate professional organization

d. Membership in a committee of a state, region of the state, or local organization

1.3.3 Assessment of evidence

- Service is evaluated by the degree to which responsibilities are performed in an effective, thorough, and timely manner.
- Service in a leadership role (committee chair or officer) is considered more significant than other participation.
- Service at the state/regional/national level may be considered more significant than department/university/local service, depending on scope of assignment and impact of service.
- Peer observation/assessment
- Chair assessment
- Efficient, successful completion of projects/goals (were service projects completed and in a timely manner?)

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

2 Procedures for Creation and Submission of QRF APR and EPR Materials

2.1 Procedures for creation and submission of APR documents for QRF

QRF shall meet with Department Chair who outlines the APR process, including the timeline, criteria to be used, and the materials needed for the dossier.

For the APR, QRF shall submit an electronic dossier containing the following:

- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outline for the current/most recent year
- Peer assessment memos
- Other evidence supporting annual accomplishments with respect to librarian effectiveness and service criteria (optional)

2.2 Procedures for creation and submission of reappointment EPR documents for QRF
It is the responsibility of the candidate to make sure that documentation supplied for review is error free and complete by the submission due date.

For the EPR, QRF shall submit an electronic dossier containing the following:
- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outlines for current year to date and all years since last EPR (or since date of hire if no previous EPR)
- Previous Annual and Enhanced Performance Review evaluation letters and reports from all levels of review (if applicable)
- Unit Reappointment, Tenure and Promotion Review document
- Librarian Effectiveness Narrative
- Peer assessment memos
- Descriptions of projects
- Record of cataloging, licensing, etc.
- Record of professional conferences/training
- Secondary evidence for librarian effectiveness as required
- Service Narrative
- Evidence supporting accomplishments with respect to service criteria

Unit Faculty Involvement in the QRF APR Process

3. The Department Chair shall request evaluative comments from faculty eligible to participate in the review process as per the CBA. Faculty may contribute comments at their own discretion; any comments shall be submitted to the chair in writing, and the chair will integrate those comments into their letter.

Academic Unit Criteria and Standards used in QRF Promotion Review

QRF in the Department are evaluated according to the domains specified in their assigned workload. The weight given to each should reflect the proportion of that domain in the workload. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his/her total contribution in librarian effectiveness and service.

4.1 Reappointment and promotion of QRF from Instructor to Lecturer are to be granted or denied solely on the basis of the following criteria:

4.1.1 Master's degree in library science from an ALA-accredited institution.

4.1.2 Librarian effectiveness

4.1.2.1 Criteria & level of accomplishment for rank:

Criteria for all CATS QRF:
All CATS QRF should be successfully fulfilling their position responsibilities and showing evidence of:

- Mastery and maintenance of professional skills and knowledge
- Effective interaction and collaboration with library faculty, staff, student assistants, users, library stakeholders and/or service providers
- Provision of timely and consistent access to resources and regular assessment and improvement of access

Specific level of accomplishment for Lecturers:
For promotion to Lecturer, the librarian should:

- Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness (4.1.2.2)
- Demonstrate continuous achievement in areas c & d of primary evidence (4.1.2.2)
- Provide representative examples of achievement in two areas of secondary evidence for librarian effectiveness (4.1.2.2)

4.1.2.2 Evidence
Primary evidence for librarian effectiveness:

a) Narrative outlining the librarian’s philosophy of librarianship and how it relates to work done to date.

b) Primarily positive peer assessment memos (1 per year at rank) completed by a faculty member at higher rank when possible and showing the librarian’s success in fulfilling assigned position responsibilities.

c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian’s role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.

d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.

e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:
• Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGSU students/faculty).

• Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.

• Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating prompt responsiveness to requests, problems, and/or unavailability of resources.

• Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated and maintained adequately and that changes lead to improvements in access/service.

• Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.

4.1.3 Service

4.1.3.1 Criteria & level of accomplishment for rank:

Criteria for all CATS QRF
For all CATS QRF, service may be to the University or the profession and should be performed in a quantity consistent with the assigned workload, whether by assignment, election, or self-nomination. For example, a faculty member with a 10% service assignment should serve actively on 1-2 committees or the equivalent each year. Service commitments include participation in any of the following:

• Departmental, College, or University committees including governing bodies, councils, special task forces, and review teams.

• Professional organizations connected to the discipline at the local, state, and/or national levels.

• Community service and external activities that draw upon professional expertise.

QRF at the rank of Lecturer should show consistent, effective and active involvement with service assignments as well as some evidence of leadership and initiative, such as organizing programming or leading committee projects.
4.1.3.2 Evidence

List participation in the following types of activities. Include role (member, chair, etc.) and description of committee activities and individual contributions. Rosters/appointment letters/election results may be included as evidence if available. If committee activity results in a report or other deliverable, this may also be included as evidence. Examples are not listed in order of significance/value for portfolio.

UL Service
a. UL standing committee membership
b. UL screening committee
c. UL Friends Board
d. Faculty secretary
e. Presiding officer of the library faculty
f. CATS or other UL department committee/service position (Merit Coordinator, etc.)

University Service
a. Faculty Senate membership
b. Graduate or Undergraduate Council membership
c. University committee, task force, etc. membership
d. Advisor to University social or recreational group

Networks, Consortia, etc. (where BGSU Libraries is a member; e.g., OhioLINK)
a. International/national consortium committee membership
b. Multistate consortium committee membership
c. OhioLINK standing committee membership
d. OhioLINK task force or other state, region of the state, or local consortium committee membership

Professional Organizations (May be library or other position-related associations.)
a. Officer (any position elected or appointed to the organization’s executive board) of international/national/regional/statewide organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS, ALAO, etc.)
b. Membership in a committee of an international/national professional organization
c. Membership in a committee of a multistate professional organization
d. Membership in a committee of a state, region of the state, or local organization

4.1.3.3 Assessment of evidence
- Service is evaluated by the degree to which responsibilities are performed in an effective, thorough, and timely manner.
- Service in a leadership role (committee chair or officer) is considered more significant than other participation.
• Service at the state/regional/national level may be considered more significant than department/university/local service, depending on scope of assignment and impact of service.
• Peer observation/assessment
• Chair assessment
• Efficient, successful completion of projects/goals (were service projects completed and in a timely manner?)

4.1.4 Time at rank of Instructor: Instructors may apply for promotion to Lecturer during the candidate's sixth year.

4.2 Criteria for Promotion from Lecturer to Senior Lecturer: Reappointment and promotion of QRF from Lecturer to Senior Lecturer are to be granted or denied solely on the basis of the following criteria:

4.2.1 Master's degree in library science from an ALA-accredited institution.

4.2.2 Librarian effectiveness

4.2.2.1 Criteria & level of accomplishment for rank: Criteria for all CATS QRF: All CATS QRF should be successfully fulfilling their position responsibilities and showing evidence of:
• Mastery and maintenance of professional skills and knowledge
• Effective interaction and collaboration with library faculty, staff, student assistants, users, library stakeholders and/or service providers
• Provision of timely and consistent access to resources and regular assessment and improvement of access

In addition to what was included in the candidate's dossier for promotion to Lecturer, librarians applying for the rank of Senior Lecturer should:
• Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness (4.2.2.2)
• Demonstrate continuous achievement in areas c & d of primary evidence, including evidence that demonstrates the librarian has taken a leadership role on several occasions (4.2.2.2)
• Provide examples of achievement in three areas of secondary evidence for librarian effectiveness, including evidence showing continuous achievement throughout the 5-6 years leading up to application for promotion to Senior Lecturer in at least one area (4.2.2.2)

4.2.2.2 Evidence

Primary evidence for librarian effectiveness:
a) Narrative outlining the librarian's philosophy of librarianship and how it relates to work done to date.

b) Primarily positive peer assessment memos (1 per year at rank) completed by a faculty member at higher rank when possible and showing the librarian's success in fulfilling assigned position responsibilities.

c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian's role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.

d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.

e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:

- Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGUSU students/faculty).

- Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.

- Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating prompt responsiveness to requests, problems, and/or unavailability of resources.

- Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated
and maintained adequately and that changes lead to improvements in access/service.

- Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.

4.2.3 Service

4.2.3.1 Criteria and level of accomplishment for rank:
Criteria for all CATS QRF
For all CATS QRF, service may be to the University or the profession and should be performed in a quantity consistent with the assigned workload, whether by assignment, election, or self-nomination. For example, a faculty member with a 10% service assignment should serve actively on 1-2 committees or the equivalent each year. Service commitments include participation in any of the following:
- Departmental, College, or University committees including governing bodies, councils, special task forces, and review teams.
- Professional organizations connected to the discipline at the local, state, and/or national levels.
- Community service and external activities that draw upon professional expertise.

QRF at the rank of Senior Lecturer should show consistent, effective and active involvement with service assignments as well as active leadership. Senior Lecturers shall have had at least two experiences chairing committees at the UL or University level, participating on committees for state, regional or national organizations, or holding elected office in a state, regional or national organization.

4.2.3.2 Evidence
List participation in the following types of activities. Include role (member, chair, etc.) and description of committee activities and individual contributions. Rosters/appointment letters/election results may be included as evidence if available. If committee activity results in a report or other deliverable, this may also be included as evidence. Examples are not listed in order of significance/value for portfolio.

UL Service
  a. UL standing committee membership
  b. UL screening committee
  c. UL Friends Board
  d. Faculty secretary
  e. Presiding officer of the library faculty
  f. CATS or other UL department committee/service position (Merit Coordinator, etc.)

University Service
  a. Faculty Senate membership
  b. Graduate or Undergraduate Council membership
c. University committee, task force, etc. membership

d. Advisor to University social or recreational group

Networks, Consortia, etc. (where BGSU Libraries is a member; e.g., OhioLINK)

a. International/national consortium committee membership

b. Multistate consortium committee membership

c. OhioLINK standing committee membership

d. OhioLINK task force or other state, region of the state, or local consortium committee membership

Professional Organizations (May be library or other position-related associations.)

a. Officer (any position elected or appointed to the organization’s executive board) of international/national/regional/statewide organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS, ALAO, etc.)

b. Membership in a committee of an international/national professional organization

c. Membership in a committee of a multistate professional organization

d. Membership in a committee of a state, region of the state, or local organization

4.2.3.3 Assessment of evidence:

- Service is evaluated by the degree to which responsibilities are performed in an effective, thorough, and timely manner.

- Service in a leadership role (committee chair or officer) is considered more significant than other participation.

- Service at the state/regional/national level may be considered more significant than department/university/ local service, depending on scope of assignment and impact of service.

- Peer observation/assessment

- Chair assessment

- Efficient, successful completion of projects/goals (were service projects completed and in a timely manner?)

4.2.4 Time at rank of Lecturer: Lecturers may apply for promotion to Senior Lecturer during the candidate’s sixth year as Lecturer.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

5.1 QRF members interested in applying for promotion should meet with Department Chair, who outlines the promotion process, including the timeline, criteria to be used, and the materials needed for the dossier.
5.2 It is the responsibility of the candidate to make sure that documentation supplied for review is error free and complete by the submission due date.

5.3 QRF shall submit an electronic dossier containing the following:
- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outlines for all years since the last promotion (or date of hire, if never previously promoted)
- Annual and Enhanced performance review evaluation letters and reports from all levels for all years since last promotion (or date of hire, if never previously promoted)
- Unit Reappointment, Tenure and Promotion Review document
- Librarian Effectiveness Narrative
- Peer assessment memos
- Descriptions of projects
- Record of cataloging, licensing, etc.
- Record of professional conferences/training
- Secondary evidence for librarian effectiveness as required
- Service Narrative
- Evidence supporting accomplishments with respect to librarian service criteria

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

6. APRs and EPRs of TTF

The APR and reappointment EPR are the primary means for ensuring that a TTF is making sufficient progress toward tenure and promotion; therefore, it is important that the progress is evaluated in a manner that is consistent with the probationer meeting the criteria for tenure and promotion within the allotted time.

Reappointment of TTF is to be granted or denied solely on the basis of the following criteria:

6.1 Master's degree in Library Science from an ALA-accredited institution.

6.2 Librarian effectiveness

6.2.1 Criteria & level of accomplishment for rank:

Criteria for all CATS TTF:
All CATS TTF Faculty should be successfully fulfilling their position responsibilities and showing evidence of:

- Mastery and maintenance of professional skills and knowledge
- Effective interaction and collaboration with library faculty, staff, student assistants, users, library stakeholders and/or service providers
• Provision of timely and consistent access to resources and regular assessment and improvement of access

Specific level of accomplishment for Assistant Professors in years 1 & 2:
In years one and two:
• All TTF faculty should be documenting evidence pertaining to items b, c, d, and e listed in primary evidence for librarian effectiveness (6.2.2).

Specific level of accomplishment for Assistant Professors at reappointment EPR (typically 3rd year):
For the reappointment EPR, the TTF librarian should:
• Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness (6.2.2.)
• Demonstrate continuous achievement in areas c & d of primary evidence (6.2.2)

Specific level of accomplishment for Assistant Professors in years 4 & 5:
The librarian should continue to progress towards the level of librarian effectiveness required for the rank of Associate Professor.

6.2.2 Evidence
Primary evidence for librarian effectiveness:
a) Narrative outlining the librarian’s philosophy of librarianship and how it relates to work done to date.
b) Primarily positive peer assessment memos (1 per year at rank) completed by a faculty member at higher rank when possible and showing the librarian’s success in fulfilling assigned position responsibilities.
c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian’s role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.
d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.
e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:
• Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of
position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGSU students/faculty).

- Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.
- Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating prompt responsiveness to requests, problems, and/or unavailability of resources.
- Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated and maintained adequately and that changes lead to improvements in access/service.
- Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.

6.3 Scholarly/Creative Activity

6.3.1 Level of accomplishment for rank

Level of accomplishment for Assistant Professors, years one and two:
During years one and two, when librarians are just starting their research careers, it is understood that there may be little in the way of substantive research products. By the end of the second year of employment, the librarian shall:
- have completed at least two items of scholarship, at least one of which should be a work of Supporting Scholarship (or above) (6.3.2)
- be able to show evidence of work towards publication of a peer-reviewed article (such as evidence of data gathering, data processing, and draft writing).

Level of accomplishment for Scholarly/Creative Activity for Assistant Professors at reappointment EPR (typically 3rd year):
For the reappointment EPR, the librarian might still be developing substantive scholarship, but the librarian shall:
- have completed at least two items at the level of Supporting Scholarship (or above) (6.3.2)
- have a peer-reviewed article under review (submitted to a journal) or published

Level of accomplishment for scholarly/creative work for Assistant Professors in years 4 & 5:
The librarian should continue to progress towards the level of scholarly achievement required for the rank of Associate Professor, accelerating scholarship activity in order to meet the criteria for tenure and promotion.
6.3.2 Evidence

Work classified as Substantive Scholarship:
- Publication of professional academic book (as author)
- Publication of professional article in a peer-reviewed academic journal
- Receiving a substantial, competitive external grant as Principal Investigator or co-Principal Investigator (over $10,000 and from an international, national or state agency)

Work classified as Supporting Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of supporting scholarship:
- Textbook (as author)
- Editor of professional academic book
- Serving as editor of a journal for at least one year
- Editor of journal issue
- Article in peer-reviewed conference proceedings
- Editor of journal column or assistant/associate editor of journal for at least one year
- Chapter in a scholarly book
- Author of research/technical report/white paper, not self-published, intended for a multistate, national or international audience
- Receiving a competitive external grant of $2500-$9999 as Principal Investigator or co-Principal Investigator
- Peer-reviewed or invited presentation at international/national, multistate, state, or regional/local conference (listed in order of significance)
- Non-peer-reviewed periodical article
- Peer-reviewed or invited poster session at an international/national, multistate or state conference (listed in order of significance)
- NACO-certified authority record creation
- International/national conference or conference program/workshop planned/organized

Work classified as Additional Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of additional scholarship:
- Panelist or commentator at international/national, multistate, state, or regional/local conference (no paper presented) (listed in order of significance)
- Serving as a manuscript or grant reviewer/evaluator beyond the local level
- Receiving any other external grant
- Author of journal column or post in nationally recognized professional blog
- Poster at a regional/local conference
- Book reviews
- Other conference or conference program/workshop planned/organized

6.3.3 Assessment of evidence
• Peer-reviewed articles and presentations are more significant than non-peer-reviewed ones.
• Items of international/national scope (such as conference presentations) are more significant than those of state/local scope.
• The quality of journal articles/journals edited/journal publications may be gauged by journal impact factor, number of citations and downloads, and other alt-metrics, in addition to the judgment of external reviewers and the department and college faculty, Chair and Dean.
• The quality of presentations may be gauged in part by the prestige of their venue. Presentations at ALA, ACRL, LOEX, NASIG, ER&L, RBMS, the Charleston Conference, and the Acquisitions Institute are especially significant for CATS faculty. Size of audience/size of conference may also be used to indicate significance of conference presentations.
• The quality of books may be gauged by the prestige of the publishing press, number of copies sold and professional reviews, in addition to the judgment of external reviewers and the department and college faculty, Chair and Dean.

6.4 Service

6.4.1 Criteria & level of accomplishment for rank:

Service criteria for all CATS TTF
Service may be to the University or the profession and should be performed in a quantity consistent with the assigned workload, whether by assignment, election, or self-nomination. For example, a faculty member with a 10% service assignment should serve actively on 1-2 committees or the equivalent each year. Service commitments include participation in any of the following:
• Departmental, College, or University committees including governing bodies, councils, special task forces, and review teams.
• Professional organizations connected to the discipline at the local, state, and/or national levels.
• Community service and external activities that draw upon professional expertise.

Assistant Professors should show consistent, effective and active involvement with service assignments.

6.4.2 Evidence

List participation in the following types of activities. Include role (member, chair, etc.) and description of committee activities and individual contributions. Rosters/appointment letters/election results may be included as evidence if available. If committee activity results in a report or other deliverable, this may also be included as evidence. Examples are not listed in order of significance/value for portfolio.

UL Service
  a. UL standing committee membership
b. UL screening committee
c. UL Friends Board
d. Faculty secretary
e. Presiding officer of the library faculty
f. CATS or other UL department committee/service position (Merit Coordinator, etc.)

University Service
a. Faculty Senate membership
b. Graduate or Undergraduate Council membership
c. University committee, task force, etc. membership
d. Advisor to University social or recreational group

Networks, Consortia, etc. (where BGSU Libraries is a member; e.g., OhioLINK)
a. International/national consortium committee membership
b. Multistate consortium committee membership
c. OhioLINK standing committee membership
d. OhioLINK task force or other state, region of the state, or local consortium committee membership

Professional Organizations (May be library or other position-related associations.)
a. Officer (any position elected or appointed to the organization’s executive board) of international/national/regional/statewide organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS, ALAO, etc.)
b. Membership in a committee of an international/national professional organization
c. Membership in a committee of a multistate professional organization
d. Membership in a committee of a state, region of the state, or local organization

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

7. Internal Procedures for Creation and submission procedures for the Annual Performance Review (APR):

7.1 All probationary bargaining unit faculty shall undergo an annual performance review (APR) on progress toward tenure and promotion in the years in which they are not undergoing the reappointment EPR. This review shall be based upon a dossier documenting evidence of progress toward tenure with respect to stated criteria for librarian effectiveness, scholarly/creative activity, and service.

7.2 Deadlines for the Annual Performance Review (APR) are established in the current RTP calendar provided by the Dean’s Office. The Department Chair will meet with faculty to outline the APR process, including the timeline, criteria to be used, and the materials needed for the dossier. (Article 14, Section 5.2.1)

7.3 It is the responsibility of the candidate to make sure that documentation supplied for review is error free and complete by the submission due date. For the APR, faculty
member(s) shall submit an electronic dossier to the Department Chair containing the following:

- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outline for the current/most recent year
- Peer assessment memos
- Annual and Enhanced Performance Review evaluation letters and reports from all levels (if applicable).
- Other evidence supporting annual accomplishments with respect to librarian effectiveness, scholarly/creative activity, and service criteria.

7.4 Creation and submission procedures for reappointment Enhanced Performance Review (EPR) (typically 3rd year)

7.4.1 The reappointment EPR shall be based upon a portfolio documenting evidence of progress toward tenure with respect to stated criteria for librarian effectiveness, scholarly/creative activity, and service.

7.4.2 Each year, the UL Administrative Office will provide detailed procedures and an expanded calendar for candidates seeking promotion and/or tenure. These dates and procedures, including those for external review, shall comply with the timelines required by the Office of the Provost.

7.4.3 It is the responsibility of the candidate to make sure that documentation supplied for review is error free and complete by the submission due date. Faculty member(s) shall upload a dossier to the University review system containing the following materials:

- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outline for the current/most recent year
- Previous Annual and Enhanced Performance Review evaluation letters and reports from all levels of review (if applicable)
- Unit Reappointment, Tenure and Promotion Review document
- Librarian Effectiveness Narrative
- Peer assessment memos
- Descriptions of projects
- Record of cataloging, licensing, etc.
- Record of professional conferences/training
- Secondary evidence for librarian effectiveness as required
- Scholarly/creative activity Narrative
- Scholarly/creative activity Evidence
- Service Narrative
- Evidence supporting accomplishments with respect to librarian service criteria
Unit Faculty Involvement in the TTF APR Process

8 The Department Chair shall request evaluative comments from faculty eligible to participate in the review process as per the CBA. Faculty may contribute comments at their own discretion; any comments shall be submitted to the chair in writing, and the chair will integrate those comments into their letter.

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

9 Tenure and promotion to Associate Professor and Professor for TTF Faculty

9.1 Criteria for Tenure & Promotion to Associate Professor:

Criteria for promotion from Assistant Professor to Associate Professor are the same as for the granting of tenure, and it is expected that both tenure and promotion to Associate Professor will be granted concurrently. Tenure and promotion to Associate Professor requires demonstrated achievement in the areas of librarian effectiveness, scholarly/creative activity, and service consistent with the role of the faculty member in the Department.

Tenure and promotion to Associate Professor is to be granted or denied solely on the basis of the following criteria:

9.1.1 Master's degree in Library Science from an ALA-accredited institution

9.1.2 Librarian effectiveness

9.1.2.1 Criteria & level of accomplishment for rank:

Criteria for all CATS TTF:
All CATS TTF Faculty should be successfully fulfilling their position responsibilities and showing evidence of:
• Mastery and maintenance of professional skills and knowledge
• Effective interaction and collaboration with library faculty, staff, student assistants, users, library stakeholders and/or service providers
• Provision of timely and consistent access to resources and regular assessment and improvement of access

Specific level of accomplishment for tenure & promotion to Associate Professor:
For tenure and promotion to Associate Professor, the librarian should:
• Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness
• Demonstrate continuous achievement in areas c & d of primary evidence (9.1.2.2)
- Provide representative examples of achievement in three areas of secondary evidence for librarian effectiveness. (9.1.2.2)

9.1.2.2 Evidence:

Primary evidence for librarian effectiveness:

a) Narrative outlining the librarian's philosophy of librarianship and how it relates to work done to date.

b) Primarily positive peer assessment memos (1 per year at rank) completed by a faculty member at higher rank when possible and showing the librarian's success in fulfilling assigned position responsibilities.

c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian's role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.

d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.

e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:

- Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGSU students/faculty).

- Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.

- Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating
prompt responsiveness to requests, problems, and/or unavailability of resources.

- Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated and maintained adequately and that changes lead to improvements in access/service.
- Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.

9.1.3 Scholarly/Creative Activity

9.1.3.1 Criteria & level of accomplishment for rank:

Specific level of accomplishment for tenure & Associate Professor:
- A minimum of two (2) items of Substantive Scholarship that make a distinctive contribution to the field and whose high quality is validated by external reviewers. Typically this would be two high-quality peer-reviewed journal articles, but an article and a book as described in Substantive Scholarship or an article and a grant as described in Substantive Scholarship would also be acceptable. (9.1.3.2)
- At least five (5) additional examples of high-quality scholarship, four of which must be at the Supporting Scholarship level or above (9.1.3.2)

9.1.3.2 Evidence:

Work classified as Substantive Scholarship:
- Publication of professional academic book (as author)
- Publication of professional article in a peer-reviewed academic journal
- Receiving a substantial, competitive external grant as Principal Investigator or co-Principal Investigator (over $10,000 and from an international, national or state agency)

Work classified as Supporting Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of supporting scholarship:
- Textbook (as author)
- Editor of professional academic book
- Serving as editor of a journal for at least one year
- Editor of journal issue
- Article in peer-reviewed conference proceedings
- Editor of journal column or assistant/associate editor of journal for at least one year
- Chapter in a scholarly book
• Author of research/technical report/white paper, not self-published, intended for a multistate, national or international audience
• Receiving a competitive external grant of $2500-$9999 as Principal Investigator or co-Principal Investigator
• Peer-reviewed or invited presentation at international/national, multistate, state, or regional/local conference (listed in order of significance)
• Non-peer-reviewed periodical article
• Peer-reviewed or invited poster session at an international/national, multistate or state conference (listed in order of significance)
• NACO-certified authority record creation
• International/national conference or conference program/workshop planned/organized

Work classified as Additional Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of additional scholarship:
• Panelist or commentator at international/national, multistate, state, or regional/local conference (no paper presented) (listed in order of significance)
• Serving as a manuscript or grant reviewer/evaluator beyond the local level
• Receiving any other external grant
• Author of journal column or post in nationally recognized professional blog
• Poster at a regional/local conference
• Book reviews
• Other conference or conference program/workshop planned/organized

9.1.3.3 Assessment of evidence:
• Peer-reviewed articles and presentations are more significant than non-peer-reviewed ones.
• Items of international/national scope (such as conference presentations) are more significant than those of state/local scope.
• The quality of journal articles/journals edited/journal publications may be gauged by journal impact factor, number of citations and downloads, and other alt-metrics, in addition to the judgment of external reviewers and the department and college faculty, Chair and Dean.
• The quality of presentations may be gauged in part by the prestige of their venue. Presentations at ALA, ACRL, LOEX, NASIG, ER&L, RBMS, the Charleston Conference, and the Acquisitions Institute are especially significant for CATS faculty. Size of audience/size of conference may also be used to indicate significance of conference presentations.
• The quality of books may be gauged by the prestige of the
publishing press, number of copies sold and professional reviews, in
addition to the judgment of external reviewers and the department
and college faculty, Chair and Dean.

9.1.4 Service

9.1.4.1 Criteria & level of accomplishment for rank:

Service criteria for all CATS TTF
Service may be to the University or the profession and should be
performed in a quantity consistent with the assigned workload, whether
by assignment, election, or self-nomination. For example, a faculty
member with a 10% service assignment should serve actively on 1-2
committees or the equivalent each year. Service commitments include
participation in any of the following:
• Departmental, College, or University committees including
governing bodies, councils, special task forces, and review teams.
• Professional organizations connected to the discipline at the local,
state, and/or national levels.
• Community service and external activities that draw upon
professional expertise.

TTF at the rank of Associate Professor should show consistent, effective
and active involvement with service assignments as well as some
evidence of leadership and initiative, such as organizing programming or
leading committee projects.

9.1.4.2 Evidence

List participation in the following types of activities. Include role
(member, chair, etc.) and description of committee activities and
individual contributions. Rosters/appointment letters/election results
may be included as evidence if available. If committee activity results in
a report or other deliverable, this may also be included as evidence.
Examples are not listed in order of significance/value for portfolio.

UL Service
a. UL standing committee membership
b. UL screening committee
c. UL Friends Board
d. Faculty secretary
e. Presiding officer of the library faculty
f. CATS or other UL department committee/service position (Merit
   Coordinator, etc.)

University Service.
a. Faculty Senate membership
b. Graduate or Undergraduate Council membership
c. University committee, task force, etc. membership
d. Advisor to University social or recreational group
   Networks, Consortia, etc. (where BGSU Libraries is a member; e.g.,
   OhioLINK)
   a. International/national consortium committee membership
   b. Multistate consortium committee membership
   c. OhioLINK standing committee membership
   d. OhioLINK task force or other state, region of the state, or local
   consortium committee membership

Professional Organizations (May be library or other position-related
associations.)
   a. Officer (any position elected or appointed to the organization’s
   executive board) of international/national/regional/statewide
   organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS,
   ALAO, etc.)
   b. Membership in a committee of an international/national
   professional organization
   c. Membership in a committee of a multistate professional
   organization
   d. Membership in a committee of a state, region of the state, or local
   organization

9.2 Criteria for Promotion from Associate Professor to Professor.

Candidates for promotion to Professor shall demonstrate continuous success and
achievement in librarian effectiveness, scholarly/creative activity, and service. A
continuous record of scholarly/creative activity for 5-6 years preceding application for
promotion to Professor is required.

Tenure and promotion to Associate Professor is to be granted or denied solely on the
basis of the following criteria:

9.2.1 Master’s degree in Library Science from an ALA-accredited institution

9.2.2 Librarian effectiveness

   9.2.2.1 Criteria & level of accomplishment for rank:

   Criteria for all CATS TTF:
   All CATS TTF Faculty should be successfully fulfilling their position
   responsibilities and showing evidence of:
   • Mastery and maintenance of professional skills and knowledge
   • Effective interaction and collaboration with library faculty, staff,
     student assistants, users, library stakeholders and/or service
     providers
   • Provision of timely and consistent access to resources and regular
     assessment and improvement of access
In addition to what was included in the candidate's dossier for promotion to Associate Professor, librarians applying for the rank of Professor should:

- Provide evidence pertaining to each item listed in primary evidence for librarian effectiveness
- Demonstrate continuous achievement in areas c & d of primary evidence, including evidence that demonstrates the librarian regularly takes a leadership role
- Provide representative examples of achievement in three areas of secondary evidence for librarian effectiveness, including evidence that demonstrates the librarian regularly takes a leadership role in at least one area, and evidence showing continuous achievement throughout the 5-6 years leading up to application for promotion to Professor in at least one area

9.2.2.2 Evidence:

Primary evidence for librarian effectiveness:

a) Narrative outlining the librarian's philosophy of librarianship and how it relates to work done to date.

b) Primarily positive peer assessment memos completed by a faculty member at higher rank (when possible) and showing the librarian's success in fulfilling assigned position responsibilities. The dossier should include 5-6 peer assessment memos covering years while the candidate is at the rank of associate professor.
   a. Peer assessment memos are not required for the years prior to the approval of this document, June 2019.
   b. If candidate has been at rank for fewer than 5 years, submit peer assessment memos for every year at rank of associate professor.
   c. If candidate has been at rank for fewer than 5 years since the approval of this document, submit peer assessment memos for every year at rank of associate professor since the approval of this document.

c) Descriptions of projects undertaken to date, including the scope and impact of the project as well as the librarian's role in the project and skills and technology used. Evidence should show projects were successfully completed in a timely manner and supported department/UL/University mission and goals.

d) Record of cataloging, licensing, instruction activities, collection development work, and/or reference work, as applicable to position responsibilities, with examples as appropriate. Evidence should demonstrate that resources supporting the teaching & research mission of the University are regularly acquired, deaccessioned and evaluated; are made accessible in a timely manner and in a way that supports ease of access; are maintained with minimal disruption of access; and that information about resources, including instructional information, is shared with users.
e) Record of professional conferences attended and/or training/workshops completed, showing that the faculty member regularly acquires new skills to support their teaching/librarian effectiveness and is committed to keeping abreast of developments in their area(s) of librarianship.

Secondary evidence for librarian effectiveness:

- Examples of positive formal and informal communication with colleagues and others leading to successful outcomes related to the fulfillment of position responsibilities and/or organizational mission. Examples can include record of meetings regularly attended, examples of contributions to meetings, and evidence of meeting and/or communicating with stakeholders (vendors, donors, and/or BGSU students/faculty).

- Record of assessment activities related to position responsibilities showing improvements in or upgrades to library collections and access, user services, or systems and software. May include examples of collection/usage statistics that show collections are being used effectively or adjustments to collections are being implemented to make collection use more effective.

- Evidence of completion of goals related to resource acquisition, access, or software implementation/upgrades, demonstrating prompt responsiveness to requests, problems, and/or unavailability of resources.

- Examples of policies, procedures or workflows developed showing policies and procedures are being created, updated and maintained adequately and that changes lead to improvements in access/service.

- Examples of positive user/stakeholder feedback in the form of letters, emails, survey/evaluation responses, or teaching evaluations.

9.2.3 Scholarly/Creative Activity

9.2.3.1 Criteria & level of accomplishment for rank:

Specific level of accomplishment for promotion to Professor:
In addition to what was included in the candidate’s dossier for promotion to Associate Professor:

- a minimum of two (2) high-quality items of Substantive Scholarship that make a distinctive contribution to the field and whose high quality is validated by external reviewers, completed while in rank if one is a book; otherwise, a minimum of three (3) high-quality items of Substantive Scholarship that make a distinctive contribution to the field and whose high quality is validated by external reviewers completed while in rank.
• at least five additional examples of high-quality scholarship, four of which must be at the Supporting Scholarship level or above

9.2.3.2 Evidence

Work classified as Substantive Scholarship:
• Publication of professional academic book (as author)
• Publication of professional article in a peer-reviewed academic journal
• Receiving a substantial, competitive external grant as Principal Investigator or co-Principal Investigator (over $10,000 and from an international, national or state agency)

Work classified as Supporting Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of supporting scholarship:
• Textbook (as author)
• Editor of professional academic book
• Serving as editor of a journal for at least one year
• Editor of journal issue
• Article in peer-reviewed conference proceedings
• Editor of journal column or assistant/associate editor of journal for at least one year
• Chapter in a scholarly book
• Author of research/technical report/white paper, not self-published, intended for a multistate, national or international audience
• Receiving a competitive external grant of $2500-$9999 as Principal Investigator or co-Principal Investigator
• Peer-reviewed or invited presentation at international/national, multistate, state, or regional/local conference (listed in order of significance)
• Non-peer-reviewed periodical article
• Peer-reviewed or invited poster session at an international/national, multistate or state conference (listed in order of significance)
• NACO-certified authority record creation
• International/national conference or conference program/workshop planned/organized

Work classified as Additional Scholarship, in order of significance. This list is not exhaustive; items of scholarly production not listed below may also be submitted as evidence of additional scholarship:
• Panelist or commentator at international/national, multistate, state, or regional/local conference (no paper presented) (listed in order of significance)
• Serving as a manuscript or grant reviewer/evaluator beyond the local level
• Receiving any other external grant


- Author of journal column or post in nationally recognized professional blog
- Poster at a regional/local conference
- Book reviews
- Other conference or conference program/workshop planned/organized

9.2.3.3 Assessment of evidence

- Peer-reviewed articles and presentations are more significant than non-peer-reviewed ones.
- Items of international/national scope (such as conference presentations) are more significant than those of state/local scope.
- The quality of journal articles/journals edited/journal publications may be gauged by journal impact factor, number of citations and downloads, and other alt-metrics, in addition to the judgment of external reviewers and the department and college faculty, Chair and Dean.
- The quality of presentations may be gauged in part by the prestige of their venue. Presentations at ALA, ACRL, LOEX, NASIG, ER&L, RBMS, the Charleston Conference, and the Acquisitions Institute are especially significant for CATS faculty. Size of audience/size of conference may also be used to indicate significance of conference presentations.
- The quality of books may be gauged by the prestige of the publishing press, number of copies sold and professional reviews, in addition to the judgment of external reviewers and the department and college faculty, Chair and Dean.

9.2.4 Service

9.2.4.1 Criteria & level of accomplishment for rank:

Service may be to the University or the profession and should be performed in a quantity consistent with the assigned workload, whether by assignment, election, or self-nomination. For example, a faculty member with a 10% service assignment should serve actively on 1-2 committees or the equivalent each year. Service commitments include participation in any of the following:

- Departmental, College, or University committees including governing bodies, councils, special task forces, and review teams.
- Professional organizations connected to the discipline at the local, state, and/or national levels.
- Community service and external activities that draw upon professional expertise.

Professors should show consistent, effective and active involvement with service assignments as well as active leadership. Professors shall have had at least two experiences chairing committees at the UL or University level, participating on committees for state, regional or
national organizations, or holding elected office in a state, regional or national organization.

9.2.4.2 Evidence:

List participation in the following types of activities. Include role (member, chair, etc.) and description of committee activities and individual contributions. Rosters/appointment letters/election results may be included as evidence if available. If committee activity results in a report or other deliverable, this may also be included as evidence. Examples are not listed in order of significance/value for portfolio.

UL Service
a. UL standing committee membership
b. UL screening committee
c. UL Friends Board
d. Faculty secretary
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University Service
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d. Advisor to University social or recreational group

Networks, Consortia, etc. (where BGSU Libraries is a member; e.g., OhioLINK)
a. International/national consortium committee membership
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Professional Organizations (May be library or other position-related associations.)
a. Officer (any position elected or appointed to the organization's executive board) of international/national/regional/statewide organization (e.g. ALA, ALA Divisions - ACRL - or sections - STARS, ALAO, etc.)
b. Membership in a committee of an international/national professional organization
c. Membership in a committee of a multistate professional organization
d. Membership in a committee of a state, region of the state, or local organization

Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials
All probationary bargaining unit faculty shall undergo review for tenure and promotion to Associate Professor. This review shall be based upon a dossier documenting evidence of progress toward tenure with respect to stated criteria for librarian effectiveness, scholarly/creative activity, and service.

It is the responsibility of the candidate to make sure that documentation supplied for review is error free and complete by the submission due date.

Faculty member(s) shall upload a dossier to the University review system containing the following materials:
- Current CV
- Description of position responsibilities
- Allocation of effort as approved by the Dean
- Annual Data Outline for the current/most recent year
- Previous Annual and Enhanced Performance Review evaluation letters and reports from all levels of review (if applicable)
- Unit Reappointment, Tenure and Promotion Review document
- Hiring letter if credit for previous years of service was negotiated
- Librarian Effectiveness Narrative
- Peer assessment memos
- Descriptions of projects
- Record of cataloging, licensing, etc.
- Record of professional conferences/training
- Secondary evidence for librarian effectiveness as required
- Scholarly/Creative activity Narrative
- Scholarly/Creative activity Evidence
- Service Narrative
- Evidence supporting annual accomplishments with respect to librarian service criteria

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Approved by the Department of Collections & Technical Services at the June 17 faculty meeting:

Julie L. Rabine, Chair

Date: 6/18/2019

Approved: Sara A. Bushong

Sara A Bushong, Dean of University Libraries

Date: 6/19/19

Approved: Joe B. Whitehead Jr.

Joe B Whitehead, Jr, Provost and Senior VPAA

Date: 8/28/17