

**University Libraries
Western Illinois University**

**Department Criteria
2007-2011**

Library faculty members are evaluated in three areas: teaching/performance of primary duties, scholarly/professional activities, and university/community service. The most important of these areas is primary duties. Employees initiate the evaluation process by submitting the evaluation portfolio for retention, tenure, or promotion to the Dean of Libraries by the date established by the Academic Vice President.

Faculty members in probationary years one and two must demonstrate effectiveness in teaching/primary duties only. Candidates in probationary years three through five and candidates for tenure and/or promotion must demonstrate effectiveness in all three areas. (See *Summary* below)

While preparing evaluation files, applicants should review this document, the instructions for the portfolio issued by the Office of the Provost, and the *WIU/UPI Agreement 2007-2011* for detailed, specific evaluation criteria and for requirements for portfolio preparation.

Summary of Portfolio Guidelines
(See Article 20.3 for details)

	Evaluation Period	Evaluated on: Primary Duties?	Evaluated on: Schol/Prof Activities?	Evaluated on: Serv Activities?	Include Previous Yrs?
PY1	Fall PY1	Yes	No, but must submit plans	No, but must demonstrate at least minimal service	No
PY2	Spring PY1	Yes	No, but must submit plans	No, but must demonstrate at least minimal service	Yes, outline from PY1
PY3-5	First day of fall semester to day before next fall semester	Yes	Yes	Yes	Yes, all previous outlines
Tenure & Promotion	Entire record from initial hiring date to date of portfolio submission	Yes	Yes	Yes	Yes, all previous outlines

Department Personnel Committee

Election:

The Library Faculty Committee of the Whole elects members for its five person Department Personnel Committee (DPC) during its September meeting. Bargaining Unit A librarians elect the committee members, who must be tenured faculty, for two-year terms, with two members elected during even years and three members elected during odd years.

At the same time, the Library Faculty Committee of the Whole elects an alternate member of the DPC to serve on the committee whenever a DPC member is excused from evaluating an applicant. The alternate is elected for a one-year term. The alternate is invited to the first meeting of the DPC committee when the timetable for the year's work is discussed. In the event that a committee member is excused from the evaluation of a candidate or cannot be present during the discussions of a candidate's application, the Chair invites the alternate to fill in with the hope of retaining a five-member committee. The alternate is considered a full voting member of the committee during the decision making for the individual applicant(s) only and does not participate in all the decisions made by the committee during his/her term.

Procedures:

Faculty on the Department Personnel Committee may not evaluate themselves or members of their immediate families. The elected alternate fills in for the excused committee member during all deliberations concerning the relevant application.

When an applicant submits a file, the Chair of the DPC notifies all Unit A faculty members that the file is available for study. The Chair of the DPC invites faculty to submit their personal evaluations of the applicant, based on the department criteria, to the committee. These evaluations/recommendations from individual library faculty remain in the DPC file and are not sent forward with the applicant's file. Copies of the evaluations are given to the applicant.

The members of the DPC review the entire file and the comments from library faculty members. The committee members then meet to discuss the applicant's file and vote to recommend or not recommend. The opinion of the majority of the committee is written into the evaluation. Although the narrative evaluation may include phrases to indicate that the vote of the committee was unanimous, other outcomes are not reflected in the narrative. In the event of a tie vote, the DPC does not forward any recommendation to the Dean of Libraries.

Committee members select a recorder to write the narrative evaluation, which is based on the observations of committee members and on submitted evaluations. The recorder writes the evaluation and submits the draft to the other members for their review. Once the committee reaches consensus on the text of the narrative evaluation, the recorder adds the text to the official evaluation forms. The recorder delivers the completed form to the committee Chair. The Chair of the DPC shares the evaluation form with the applicant, obtains his/her signature, and forwards the file to the Dean of Libraries.

Applicants may submit a written request for reconsideration of a negative evaluation from the DPC. Requests for reconsideration must be filed with the appropriate evaluator no later than five work days after receipt of the negative evaluation recommendation. DPC may invite the applicant to submit additional materials according to the guidelines set forth in Articles 20.5.c and 20.6 of the *WIU/UPI Agreement 2007-2011*. The outcome of the reconsideration is determined by a majority vote.

The Department Personnel Committee creates a file for each applicant for retention, promotion, or tenure each time they apply. The DPC chair is responsible for seeing that all files are completed during the year.

Contents of each file:

- Applicant's Table of Contents (copy from applicant's file)
- Applicant's Outline (copy from applicant's file)
- Recommendations/evaluations from library faculty not on DPC
- DPC evaluation
- List of DPC members with chair noted
- Student evaluations

Label of each file:

- DPC File and Fiscal Year
- Applicant's name
- Reason for application (PY year, tenure, promotion, etc.)

Example: DPC File FY08
 Sarducci, Antonio PY4

Location:

- Files will be stored in the Library Administration Office.

Other:

- A folder with application criteria and current procedures will be permanently placed with the DPC Files.

Evaluation

Teaching/Primary Duties

Performance of primary duties is the most important component of the three areas of evaluation. Each faculty member's performance is evaluated on the basis of the primary duties recorded on the ACE sheets. Performance standards include demonstrated leadership, currency, and initiative. Factors to be considered may include:

- Meeting the information needs of the university community
- Encouraging and enhancing the information literacy of library users
- Organizing, analyzing, and presenting knowledge or material
- Promoting and encouraging staff development
- Applying new methodologies and technologies to the field
- Participating in professional growth activities that enhance the performance of primary duties
- Working effectively with internal and external library users and personnel

Documentation of performance of primary duties must include:

- Copy of the ACE Sheet
- Description and elaboration of primary duties
- A self-evaluation addressing the effectiveness of the performance of the duties
- Student evaluations from all courses and library sessions taught. The Libraries' lists of student course and library session evaluation questions and processes are appended to this document. [Article 20.11]
- Note: Student assessment results will not be used in the evaluation of faculty performance. [Article 20.4.b.(1)(c)]

Documentation of performance of primary duties may include:

- Materials prepared and utilized in the course of primary duties
- Written comments from faculty, students, and other library users or recognition, e.g., an award for outstanding performance of primary duties
- Documentation of participation in professional growth activities
- A statement of goals and procedures for achieving those goals

Scholarly/Professional Activities

Activities the department deems acceptable for effectiveness in the area of scholarly/professional activities are listed below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (A,B,C) reflect the relative importance of the activity. However, the order in which items are listed within Groups A, B, and C are not intended to reflect priority. The applicant should assign a level to each activity and indicate in his/her file into which group each activity falls. The groups are to be considered flexible so that an item or items in Group C, if outstanding, may make an equally substantial contribution as the items in Group A and B. The request for upgrading of an item(s) from Groups B and/or C, or for an item to be worth 2 "A's" must be accompanied by a written justification.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in scholarly/professional activities. It is expected that a faculty member will display some variety of scholarly/professional activities, both within and between groupings. Works in progress may be discussed in the narrative, but should only be included in the outline of activities to be counted when it has been completed or at least accepted for publication. In general, ongoing activities are counted as one item per year, so activities such as editing a journal, abstracting a journal, writing a regular column, serving on an ongoing committee, count as one item per year.

Group A

- Book or bibliography published by a non-vanity press
- Article in a refereed/peer-reviewed journal (2 required for tenure; 4 required for full professor, 2 of which are published since promotion to Associate Professor)
- Chapter or article in a book published by a non-vanity press
- Principal investigator of an externally-funded competitive grant that has significant impact
- Competitive national fellowship/internship
- Paper or substantial presentation at a state, national, or international conference, institute, or workshop
- Elected office holder of state, national, or international professional organization
- Award by a state, national, or international professional organization or institution
- Translation of a scholarly/creative book published by a non-vanity press
- Editor or co-editor responsible for the intellectual content of a book or journal
- Creator of a professional national or international level workshop
- Visiting professor, lecturer, or scholar (in one's area of expertise) at another college, university, or professional institute

Group B

- Indexer or abstractor for an entire volume of a professional publication
- Presentation at a state, national, or international conference, institute, or workshop, e.g., a poster session, discussion group, roundtable, or moderator
- Contributor to an externally-funded competitive grant
- Article in a nationally-recognized magazine or journal
- Developer of or responsible for the intellectual content of a professional website (not part of one's primary duties), moderator of an electronic discussion group, or producer of a multimedia work
- Award by a west central Illinois professional organization
- Translation of a scholarly journal article
- Professional contribution to other publications, e.g., encyclopedia, national newspaper, partial book chapter
- Committee chairperson for a state, national, or international professional organization
- Committee member of a national or international professional organization
- Creator of a professional state or regional level workshop

Group C

- Member of editorial board/advisory committee for a book or journal
- Professional contribution to a newsletter or regional newspaper
- Submission of an unfunded external grant
- Awarded internal university-level competitive grant
- Office holder or chairperson for a west central Illinois professional organization
- Paper or presentation at a west central Illinois professional organization
- Book, film, or software review
- Translation of an article or book, film, or software review and summary
- Committee member of an in-state professional organization
- Successfully-completed for-credit course work related to professional development beyond the terminal degree requirement
- Substantial in-house publication (not part of one's primary duties)
- Major computer application (not part of one's primary duties)
- Substantial internal research related to library operations (not part of one's primary duties)

University/Community Service

Activities the department deems acceptable for effectiveness in the area of university/community service are given below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (I and II) reflect the relative importance of the activity. However, the order in which items are listed within Level I and Level II are not intended to reflect priority. The groups are to be considered flexible to reflect the idea that item(s) in Level II, if outstanding, may make an equally substantial contribution as the items in Level I. The request for upgrading of an item(s) from Level II to Level I must be accompanied by a written justification. In general, ongoing activities are counted as one item per year, so serving on an ongoing committee or being an officer for multiple years counts as one item per year.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in university/community service. It is expected that a faculty member will display some variety in university/community service.

Level I

- Officer/Board member for a community organization related to one's professional area(s) or the field of education in general
- Committee member/chair of a university committee
- Committee member/chair of a department/college committee when the magnitude of the member's task is significant and the contribution is substantial
- Community presentation or workshop related to one's professional area(s) or the field of education in general
- Faculty development presentation or other in service presentation or workshop at the university level
- Award or honor received for service rendered

Level II

- Committee member/chair of a department/college committee when the task, time, and contribution are less substantial than in Level I
- Professionally related community service
- Faculty development session, instruction session, in-service presentation, or workshop at the departmental/college level
- A special project requested by the library or university administration
- Work with student organizations or groups

Requirements

General Requirements:

In supplying the documentation for a request of retention, tenure, or promotion, the faculty member must use the Department Criteria and the application forms provided by Office of the Provost.

Retention Requirements:

For retention in PY1-PY2, faculty members are evaluated on the performance of teaching/primary duties only. PY1 faculty must have a minimum average of 3.0 out of 5.0 for all courses and library sessions taught. They are also required to submit plans for pursuit of scholarly/professional activities and demonstrate at least minimal service during each evaluation period.

For retention in PY3-PY5, faculty members will show improvement in teaching/primary duties and increased quantity and quality of performance in scholarly/professional activities and service activities.

Educational Requirement for Promotion and Tenure:

The educational requirement/terminal degree for promotion and tenure in the library is an ALA accredited master's degree in Library Science with an additional advanced or professional degree; or the ALA accredited master's degree in Library Science with a sixth-year specialist degree in librarianship.

An employee who does not satisfy the educational requirements for promotion may apply on the basis of exceptional teaching/primary duties or exceptional scholarly/professional activities. In addition to exceptional performance in the employee's chosen area, he or she will be expected to meet or exceed regular promotion requirements in each of the two other areas of responsibility. It is the responsibility of the faculty member to justify exceptionality. Accomplishments demonstrating exceptionality are:

- Exceptional performance of primary duties would be established by documenting a national reputation for excellence in librarianship
- Exceptional scholarly/professional activities would be established by documenting a sustained record of peer-reviewed activity in national venues.

Quantitative Criteria for Tenure and Promotion

To merit a recommendation, a faculty member must demonstrate accomplishment of the following:

	Student Evaluation Thresholds	Scholarly/Professional Activities			University/Community Service Activities	
		A	B or higher	C or higher	Level I	Level II
Tenure/Promotion to Associate Professor*	3.75	2	3	4	3	3
Promotion to Professor**	3.75	5	6	9	7	7

*The minimum requirement for tenure/promotion to Associate Professor shall be at least two refereed journal publications. However, if an individual faculty member can demonstrate that another activity in the Scholarly/Professional area is of at least equal rigor and importance to the discipline, evaluators may consider this activity as substituting for one of the publications.

**The minimum requirement for promotion to Full Professor shall be at least four refereed journal publications, two of which must have been published since promotion to Associate Professor. However, if an individual faculty member can demonstrate that another activity in the Scholarly/Professional area is of at least equal rigor and importance to the discipline, evaluators may consider this activity as substituting for one of the publications.

Qualitative Criteria for Tenure and Promotion

Some specific questions which applicants will want to address in their narratives for the areas of scholarly/professional activities and service activities are listed below:

- What does it contribute to the field of academic librarianship?
- What does it contribute to an academic field of learning?
- What does it contribute to the effective use of the library by its clientele?
- What does it contribute to the prestige of the University?
- Does it show evidence that scholarly/professional and service activities are continuing parts of the individual's professional life?
- Does it show evidence of the ability to perform at an appropriate level of competence?

Unit B: Associate Faculty

Evaluation

Procedures for evaluation of Associate Faculty members are delineated in Article 33.1.a.-c. of the *WIU/UPI Agreement 2007-2011*.

Each faculty member's performance is evaluated on the basis of the primary duties as set forth in his/her ACE sheet(s). Performance standards include demonstrated leadership, currency, and initiative. Factors to be considered may include:

- Meeting the information needs of the university community
- Encouraging and enhancing the information literacy of library users
- Organizing, analyzing, and presenting knowledge or material
- Promoting and encouraging staff development
- Applying new methodologies and technologies to the field
- Participating in professional growth activities that enhance the performance of primary duties
- Working effectively with internal and external library users and personnel

Documentation of performance of primary duties must include:

- Copy of the ACE sheet(s)
- Description and elaboration of primary duties
- A self-evaluation addressing the effectiveness of the performance of the duties
- Student evaluations from all courses and library sessions taught. First year Associate Faculty must have a minimum average of 3.0 out of 5.0 for all courses and library sessions taught, and a minimum average of 3.75 out of 5.0 by year six and for promotion to Assistant Professor. The Libraries' lists of student course and library session evaluation questions and processes are appended to this document. [Article 20.11]
- Note: Student assessment results will not be used in the evaluation of faculty performance. [Article 20.4.b.(1)(c)]

Documentation of performance of primary duties may include:

- Materials prepared and utilized in the course of primary duties
- Written comments from faculty, students, and other library users or recognition, e.g., an award for outstanding performance of primary duties
- Documentation of participation in professional growth activities
- A statement of goals and procedures for achieving those goals

Promotion

- To Assistant Professor: Associate Faculty who meet Department Criteria may apply for promotion to Assistant Professor. [Article 33.1.d.(1)] Activities the department deems acceptable for effectiveness in the area of scholarly/professional and service activities are the same for Unit A and Unit B faculty. Numbers of activities required for promotion to Assistant Professor are noted in the Quantitative Criteria chart below.

- To Senior Associate Faculty: Associate Faculty in their ninth year of service who have received highly effective ratings in the last three years will achieve Senior Associate Faculty status. [Article 33.1.d.(2)-(3)]

Scholarly Professional Activities

Group A

- Book or bibliography published by a non-vanity press
- Article in a refereed/peer-reviewed journal
- Chapter or article in a book published by a non-vanity press
- Principal investigator of an externally-funded competitive grant that has significant impact
- Competitive national fellowship/internship
- Paper or substantial presentation at a state, national, or international conference, institute, or workshop
- Elected office holder of state, national, or international professional organization
- Award by a state, national, or international professional organization or institution
- Translation of a scholarly/creative book published by a non-vanity press
- Editor or co-editor responsible for the intellectual content of a book or journal
- Creator of a professional national or international level workshop
- Visiting professor, lecturer, or scholar (in one's area of expertise) at another college, university, or professional institute

Group B

- Indexer or abstractor for an entire volume of a professional publication
- Presentation at a state, national, or international conference, institute, or workshop, e.g., a poster session, discussion group, roundtable, or moderator
- Contributor to an externally-funded competitive grant
- Article in a nationally-recognized magazine or journal
- Developer of or responsible for the intellectual content of a professional website (not part of one's primary duties), moderator of an electronic discussion group, or producer of a multimedia work
- Award by a west central Illinois professional organization
- Translation of a scholarly journal article
- Professional contribution to other publications, e.g., encyclopedia, national newspaper, partial book chapter
- Committee chairperson for a state, national, or international professional organization
- Committee member of a national or international professional organization
- Creator of a professional state or regional level workshop

Group C

- Member of editorial board/advisory committee for a book or journal
- Professional contribution to a newsletter or regional newspaper
- Submission of an unfunded external grant
- Awarded internal university-level competitive grant

- Office holder or chairperson for a west central Illinois professional organization
- Paper or presentation at a west central Illinois professional organization
- Book, film, or software review
- Translation of an article or book, film, or software review and summary
- Committee member of an in-state professional organization
- Successfully-completed for-credit course work related to professional development beyond the terminal degree requirement
- Substantial in-house publication (not part of one's primary duties)
- Major computer application (not part of one's primary duties)
- Substantial internal research related to library operations (not part of one's primary duties)

University/Community Service

Activities the department deems acceptable for effectiveness in the area of university/community service are given below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (I and II) reflect the relative importance of the activity. However, the order in which items are listed within Level I and Level II are not intended to reflect priority. The groups are to be considered flexible to reflect the idea that item(s) in Level II, if outstanding, may make an equally substantial contribution as the items in Level I. The request for upgrading of an item(s) from Level II to Level I must be accompanied by a written justification. In general, ongoing activities are counted as one item per year, so serving on an ongoing committee or being an officer for multiple years counts as one item per year.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in university/community service. It is expected that a faculty member will display some variety in university/community service.

Level I

- Officer/Board member for a community organization related to one's professional area(s) or the field of education in general
- Committee member/chair of a university committee
- Committee member/chair of a department/college committee when the magnitude of the member's task is significant and the contribution is substantial
- Community presentation or workshop related to one's professional area(s) or the field of education in general
- Faculty development presentation or other in service presentation or workshop at the university level
- Award or honor received for service rendered

Level II

- Committee member/chair of a department/college committee when the task, time, and contribution are less substantial than in Level I
- Professionally related community service
- Faculty development session, instruction session, in-service presentation, or workshop at the departmental/college level
- A special project requested by the library or university administration

- Work with student organizations or groups

Quantitative Criteria for Promotion

	Student Evaluation Thresholds	Scholarly/Professional Activities			University/Community Service Activities	
		A	B or higher	C or higher	Level I	Level II
Promotion to Assistant Professor	3.75	0	1	2	0	2
Promotion to Senior Associate Faculty*	3.75	*NA				

* Associate Faculty in their ninth year of service who have received highly effective ratings in the last three years will achieve Senior Associate Faculty status. [Article 33.1.d.(2)-(3)]

Approved by the Library Faculty Committee of the Whole – January 17, 2008

Revised with input from Faculty – April 24, 2008

Approved by the Dean of Libraries

Approved by the Provost

Student Evaluation Questions – University Libraries
(used in for-credit courses)

- 002 My Instructor displays clear understanding of course topics
- 006 My instructor has an effective style of presentation
- 008 My instructor talks at a good pace for maximum comprehension
- 018 This course supplies me with effective challenges
- 041 My instructor makes good use of examples and illustrations
- 042 Relationships among course topics are clearly explained
- 044 Instructor is actively helpful when students have problems
- 064 I was able to keep up with the workload in this course
- 069 When I have a question/comment I know it will be respected
- 077 My instructor deals fairly and impartially with me
- 084 I understand what is expected of me in this course
- 092 I can apply information/skills learned in this course
- 105 My instructor develops classroom discussion skillfully
- 121 Exams are reasonable in length and difficulty
- 134 Assignments are related to the goals of this course
- 162 The format of this course is appropriate to course purposes
- 168 Handouts are valuable supplements to this course
- 178 Lab assignments have instructional value
- 184 I have easy access to equipment / tools required in the course
- 190 Frequent attendance has been essential to good learning
- UCore My instructor explains difficult material clearly
- UCore Course assignments are interesting and stimulating
- UCore My instructor motivates me to do my best work
- UCore Overall, this course is among the best I have ever taken
- UCore Overall, my instructor is among the best teacher I have had

**Student Evaluation Questions – University Libraries
(used in library instruction sessions)**

The goals of the library instruction session were made clear by the librarian

The lesson content was presented clearly and understandably

The session had practice activities that were useful for the assignment, if applicable

The librarian was knowledgeable about the material

The librarian's presentation used technology effectively, if applicable

The librarian encouraged student questions and participation

The librarian was sensitive to the class level and student progress

The librarian used relevant, engaging examples to describe the topic

Overall, how do you rate the librarian's teaching effectiveness?

Yes/No Did the library session relate to your class assignment/goals?

Process for Student Evaluation of Library Instruction Sessions

1. The questions and number of questions for student evaluations will be created and approved by the library faculty and dean of University Libraries.
2. The questionnaire will contain a 5 point rating scale. A “Not Applicable” option also will be available.
3. The questionnaire will be developed and made available for distribution online by Institutional Planning. A paper option will be used when computers are not available.
4. Faculty shall submit student evaluations from the majority of sessions.
5. The questionnaire will contain the means for identification of the session taught by course number and the names of the departmental faculty and library instructor. Students will not be identified via the evaluation form.
6. The online evaluation will be conducted by the departmental faculty member within the library instruction session.
7. Library faculty being evaluated are not to be in the room at the time of the evaluation.
8. Questionnaire results will be tabulated by Institutional Planning for each individual library session and will contain an average for each individual question, and an overall average for all questions.
9. An aggregate report containing a mean for individual questions and a mean for the total of all questionnaires will be compiled by each individual library faculty per semester.
10. Questionnaire results of evaluation data for each library faculty member will be generated and delivered via secure hyperlink to that individual and the dean of University Libraries at the conclusion of each semester.

Subject: final fnial departmental criteria

Sent by: P-Self@wiu.edu

On: Wednesday, May 07, 2008 2:20:01 PM

To: KA-Bowers-Sharpe@wiu.edu; F-Chu@wiu.edu; BF-Clark@wiu.edu; CS-Cordes@wiu.edu; IH-Dunlap@wiu.edu; JL-Hancks@wiu.edu; DA-Howd@wiu.edu; C-Malone@wiu.edu; JG-Matlak@wiu.edu; JP-Stierman@wiu.edu; JD-Stierman@wiu.edu; WA-Thompson@wiu.edu; TE-Finley@wiu.edu; RL-Sharpe@wiu.edu; JU-Darensbourg@wiu.edu; hd-richmond@wiu.edu; A-Falcone@wiu.edu; LR-Zellmer@wiu.edu

Cc: DE-Edwards@wiu.edu; NE-Burg@wiu.edu

Attachments: approvedfinaldepartment criteria.docx (65.3KB)

Dear Colleagues:

Today Jeanne and I received a letter from Provost Thomas approving our Departmental Criteria pending two corrections. Jeanne and I have made the necessary changes to our document. Please find attached the final final University Libraries Departmental Criteria.

Fondly,

Phyllis

Phyllis C. Self, Ph.D

Dean of Libraries

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