

FGCU Library Faculty Promotion Policy
February 2005

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Background on the Role of Librarians

The FGCU Library faculty is composed of reflective practitioners who apply their knowledge and expertise toward achieving the vision of FGCU as a university of national prominence in undergraduate education with expanding recognition for selected graduate programs. Every day, library faculty members create intellectual and physical access to the library's resources, build collections, design and deliver instruction, and provide reference and research assistance. Each librarian balances those central responsibilities with service to Southwest Florida, continual professional development, and contributions to librarianship. Through these efforts, the librarians make their unique contribution to the intellectual life of the University and the transformation of students' lives and the southwest Florida region.

As information professionals and faculty, librarians operate in an ever-evolving, technology-oriented, and information-intense work environment. At the same time, their core knowledge, skills, and values, which are traditionally associated with the profession, remain integral parts of their duties in this present information age. There are several components that form the basis for defining the role of library faculty at FGCU, contribute to the librarian's role as educational practitioner, and vary in emphasis among individual librarians. Possession of the appropriate degree, knowledge and abilities, and recognition of the interdependent nature of teams and personal assignments are central, foundational components of the librarian's role.

Additional components include leadership; an awareness of the organization, ownership, and access issues related to library collections; the providing of reference service and instruction; the application of technology to the profession and to the educational endeavor; partnering with other institutions, marketing and public relations, fiscal responsibility, and expressing support for the profession as a whole. These components are evaluated in accordance with the Library Faculty Evaluation Criteria (Appendix 1) in relationship to individual job assignments and Professional Development Plans. The four evaluation areas are Learning Centered Service, Promotion of Academic Information & Research, Community Building & Service, and Scholarly/Professional Activities. The first two categories loosely translate to the category of Teaching in other university units, while the third and fourth categories are equivalent to Service and Scholarship, respectively.

Eligibility for Promotion

Promotion is to be awarded on the basis of quality librarianship. The candidate for promotion shall have a documented record of outstanding job performance, which shows increasing responsibility and continuing growth in the profession. Promotion presupposes the ability to perform, at a highly professional level, library activities that support the educational, service, and research mission of the University. Considerations of how faculty are progressing toward regional and national recognition will be included in all promotion decisions at every faculty rank.

All candidates must have a master's degree in library science from an accredited school and conform to the other general requirements set forth by the University and the extant

Collective Bargaining Agreement. Minimum time in rank is determined by FGCU faculty evaluation requirements (i.e., the FPED). Candidates must have this number of years with an overall rating of "Satisfactory" in order to be eligible for promotion. The total number of years need not be consecutive. Under exceptional circumstances, a faculty member may petition her/his supervisor for a waiver of this requirement. All previous years in the current rank at FGCU and any previous years of service that are credited to the faculty member, if necessary to meet time-in-rank requirements, will be considered for the promotion.

Time requirements must be fulfilled before the application for promotion, unless University policy devised through the faculty governance process deems otherwise. Although there is a minimum time in rank required, no maximum time-in-rank is implied by the guidelines. Application for promotion is a voluntary action on the part of the individual librarian. Skipping of ranks is not allowed.

Promotion Review Process

Application for Promotion

Multi-year faculty may request promotion from assistant to associate university librarian or from associate to full university librarian. The candidate must meet the criteria as described in the Collective Bargaining Agreement (CBA) extant during the relevant years of performance.

The Promotion review process is normally conducted during the spring semester, with promotion occurring in the fall semester immediately thereafter. To apply for promotion, the candidate must send a letter of intent to the Vice President of Academic Affairs (Provost) and send copies to his/her supervisor, the Library Director, and the Dean for Planning & Evaluation. The supervisor forwards the application to the Director of Library Services. The Director of Library Services officially begins the review process by publishing the promotion schedule in a memorandum to library faculty, forwarding the letter of intent to the Vice President for Academic Affairs, and establishing a Peer Review Committee (PRC).

The timeline for the promotion process is that given in the most recent FGCU Faculty Promotion and Evaluation Document (FPED).

The participants in the process include the librarian applying for promotion, his or her supervisor, associate and full university librarians in unit, the PRC, the Director of Library Services, and the University's Joint Promotion Committee (JPC). The faculty member may request in writing that a colleague participate in the review process. This colleague may examine all submitted material and make recommendations to the faculty member regarding his or her documentation and the review process. Neither the faculty member nor the colleague participates in the PRC's final decision.

External Review Process

External reviewers may also be employed, only at the discretion of the applicant for promotion or with the express consent of the applicant. The Library Director's office

shall assume responsibility for contacting the reviewers and obtaining the reviews in accordance with these procedures:

1. The candidate may submit the names of two or three external reviewers. The PRC will select one or two reviewers from those submitted.
2. Reviewers will be provided with a copy of the latest version of the Library Faculty Evaluation Criteria.
3. Reviewers will be asked to comment on the scope and value of the candidate's work as displayed in the portfolio, or on a specific subset of the candidate's work selected from the portfolio. The PRC will provide the text of the questions for the reviewer.
4. Reviewers will be specifically instructed not to remark on the promotability of candidates.
5. Candidates will receive copies of all external reviews, which will be anonymous to the candidate.

Preliminary Notification of External Reviewer(s)

The candidate who intends to apply for promotion shall indicate an intention to seek external peer evaluation by providing the names, title, and affiliation of two or three external reviewers. Such indication shall be made in writing to the Library Director. The candidate, at his/her discretion, may ask library colleagues to recommend external reviewers. The candidate must approve all external reviewers.

Selection of External Reviewer(s)

The PRC shall meet with the candidate to discuss the qualifications of the reviewers and the nature of the candidate's relationship to the reviewer. Because outside evaluations are to be independent, objective, and disinterested, selected reviewers should not have a special relationship with the candidate or conflict of interest (for example, a former supervisor, or a departmental colleague.) The PRC shall respond to the candidate's list by selecting the names of one or two reviewers. If the committee cannot select two names from the candidate's list, the committee shall solicit from the candidate an additional name for each of those rejected and make a new selection.

Contacting the External Reviewer(s)

The Library Director shall contact the reviewers to find out if these individuals are willing to serve as reviewers.

Review of Documentation

All documentation must be submitted to the supervisor by the deadline stipulated in the most current FPED. The supervisor will notify the PRC in timely fashion when the materials are ready to be reviewed. At this point the candidate may request an initial meeting to review the documentation.

The PRC will conduct its review of the documentation and pass its evaluation to the candidate's supervisor by the deadline stipulated in the most current FPED. The remaining review process will follow the current FPED.

Evaluation Weights

Candidates for promotion must provide evidence of activities that represent contributions to:

Learning Centered Service/Teaching
Promotion of Academic Information & Research,
Community Building & Service, and
Scholarly / Professional Activities

These activities should show a record of increased responsibility, show a record of continued growth, and show evidence of a collegial spirit.

The unique and professional skills required by Library Faculty to complete the tasks in the first two categories (Learning Centered Service and Promotion of Academic Information & Research) are the essence of FGCU Library Faculty activities. Category three, Community Building, is the essential attitude of team building, resource sharing, and mutual respect that is required for the effective and efficient accomplishment of activities in categories one and two. Therefore, in a Library Faculty evaluation, an emphasis is placed upon activities from the first two categories, along with an evaluation of the consistent behaviors that comprises the spirit of category three. Less emphasis is placed upon activities in category four.

In recognition of the variety of work assignments performed by Library Services Faculty, the candidate must include activities from every area in the application for promotion. The candidate's record of achievement should reflect the emphasis placed on certain areas within his or her PDP. These activities would include, but not be limited to, the following examples:

Area 1: Learning Centered Service/Teaching

Concept: Learning Centered Service is providing services, and supporting services, that sustain the learning needs of our users. These activities include, but are not limited to the following examples:

1. Designing classroom instruction that is centered around student success and independence.
2. Creating classroom instruction that addresses the information literacy needs of specific courses and the overall FGCU curriculum.
3. Supporting the continuous free sharing of professional learning with peers and FGCU colleagues.
4. Supporting the FGCU distance education mission with instructional and research assistance.
5. Outreach to the FGCU community concerning services, collections, and instruction.
6. Providing individualized library instruction for FGCU students, faculty, and staff.
7. Providing individualized library instruction for special events and community partnerships.

8. Developing, refining, supporting, and participating in an information literacy plan that supports the FGCU student learning goals and outcomes.
9. Development of instructional materials that assist in the use of recorded knowledge and information.
10. Utilizing the latest information technologies in the development of instructional materials.
11. Developing, refining, supporting, and participating in continuous and comprehensive assessment of library services and collections.
12. Encouraging, supporting, designing, and participating in collaborative and team building activities for library effectiveness.
13. Conducting specialized research consultation.
14. Teaching a course.

Area 2: Promotion of Academic Information & Research

Concept: Promotion of Academic Information and Research consists of collecting, conserving, managing, organizing, and facilitating the use of information by utilizing professional standards and integrating the latest information technologies. It is a process of adding value to information. These activities include, but are not limited to the following examples:

1. Researching and designing selection processes that aid in the analysis, development, and management of a library collection that supports the FGCU curriculum.
2. Developing procedures and policies for maintaining an accurate public service catalog.
3. Maintaining and updating information, in an effective and efficient manner, for a variety of databases and aggregated services.
4. Providing patron assistance that, at a minimum, meets the American Library Association Reference and Adult Services Division's Guidelines for Behavioral Performance of Reference and Information Services Professionals.
5. Willingly sharing specialized library skills, knowledge, and expertise with local community when possible.
6. Designing policies and procedures for tracking renewable fiscal obligations.
7. Designing procedures and maintaining up-to-date and accurate fiscal records for daily operations, library material budget expenditure, and long term planning.
8. Researching, designing, modifying, and applying a process for evaluating vendor relationships and special partnerships.
9. Providing cross-training opportunities for more efficient and effective Interlibrary Loan, Reference, Circulation, Systems, and Technical Service operations.
10. Providing support and training for effective problem resolution.
11. Managing library equipment, personnel, supplies, and data systems in a manner that supports the Library mission statement.
12. Continuous research and development of Library web page and web tutorials.
13. Analysis of everyday workflow for improved institutional effectiveness.
14. Demonstrating accuracy, currency, and concern for the user perspective in providing service, creating, and maintaining databases.
15. Takes an active role in finding solutions to faculty, students', and co-workers information needs through up-to-date knowledge of the Library collections, search engines, and State University System of Florida shared resources.

16. Assists patrons in forming search strategies for the retrieval of credible and authenticated information.
17. Assists distance learners and teaching faculty in procuring scholarly materials that support their curriculum needs.
18. Assists patrons with developing information literacy skills through the development of handouts, instructional sessions, one-on-one consultations, and other instructional activities.
19. Evidence of the use of additional relevant skills and competencies, such as languages, computer technology, graphic arts, etc., in support of the Library's mission.

Area 3: Community Building & Service

Concept: At the heart of community building is a professional attitude of team building, resource sharing, and mutual respect. It includes fostering effective communications with FGCU Library co-workers while building successful relationships outside of the Library. These activities include, but are not limited to the following examples:

1. Actively participating in committee work associated with a wide variety of essential networking partnerships such as FCLA, FLIN, SWFLN, SOLINET, and OCLC.
2. Working cooperatively with representatives from other SUS Libraries concerning consortia management and special projects.
3. Supporting and promoting a system of collaborative governance and operations.
4. Chairing a professional, team or university committee.
5. Preparing special reports or white papers associated with professional, team, or university committee work or community building and service activities.
6. Consistently exhibiting behaviors concordant with the spirit and the specifics of the American Library Association's Code of Ethics.
7. Consistently exhibiting behaviors concordant with the spirit and the specifics of the American Library Association's Association for Library Collections and Technical Services Division's Statement on Principles and Standards of Acquisitions Practice.
8. Fostering vendor relationships and special partnerships in compliance with the ALA Code of Ethics.
9. Actively participating in committee work associated with professional societies such as the American Library Association.
10. Service as a consultant or as a member of a team of experts, task force, review committee, or similar body. Service to the external community should further the basic mission of the University and should utilize the librarian's special professional expertise.

Area 4: Scholarly / Professional Activities

Concept: Scholarly / Professional Involvement is the active pursuit of professional development and sharing of professional knowledge and skills. These activities include, but are not limited to the following examples:

1. Actively pursuing an advanced degree or certification.
2. Attending professional conferences / presentations / workshops.
3. Sharing information learned at professional conferences / presentations / workshops with faculty peers and co-workers.
4. Developing and sharing expertise as a workshop presenter, poster presenter, facilitator, author of an article or review.
5. Editing materials that are published in professional publications.
6. Researching professional issues for future publishing or information sharing.
7. Publishing professional-level articles, book chapters, books, opinion pieces, book reviews.
8. Taking college or graduate level courses for credit that supports the Library mission.
9. Attending continuing education courses that support the Library mission.
10. Serving on a master's or doctoral committee.
11. Presenting as a guest speaker / expert in an educational situation.
12. Organizing workshops, institutes, or similar professional meetings.
13. Completion of projects associated with professional development leave, or receipt of grants, awards, special honors, or recognition by the University and/or community.
14. Participation in other learned and non-library professional societies as a member, officer, or committee member.
15. Research and creative activities in fields other than librarianship if they relate to subject fields in which library faculty have collection development responsibilities, professional assignments, or subject expertise. Examples include, but are not limited to, the following:
 - a. Published reports, such as ERIC documents,
 - b. Published audiovisual media,
 - c. Published computer software,
 - d. Contributions to the educational and administrative functions of the Library and the University, through quality in-house documents or original uses of technology or media, such as published web pages,
 - e. Creative professional endeavors such as development of library instructional media programs, booklets, pamphlets, brochures, or guides for external distribution; initiating or revising internal professional practices; or innovative library-related projects either assigned or self-initiated,
 - f. Evidence of research in progress.
16. Being recognized statewide and nationally as an accomplished practitioner, as evidenced by appointment to state and national task forces or committees.
17. Fostering the aspirations of library science students and novice librarians as a formal mentor, internship supervisor, etc.

Progression in Rank

Instructor to Assistant University Librarian:

At least the minimum years in rank as determined by the current FPED plus one year at FGCU.

Overall Satisfactory performance in fulfilling job responsibilities as recorded by annual review

Record of increased responsibility

Record of continued growth

Evidence of appropriate scholarly activities

Evidence of appropriate library/university/community activities

Evidence of collegial spirit (e.g., Areas 1.3, 1.12, 2.10, 3.3)

Assistant to Associate University Librarian:

At least the minimum years in rank as determined by the current FPED plus one year at FGCU.

Overall Satisfactory performance in fulfilling job responsibilities as recorded by annual review

Record of increased responsibility

Record of continued growth

Evidence of appropriate scholarly activities

Evidence of appropriate library/university/community activities

Evidence of collegial spirit (e.g., Areas 1.3, 1.12, 2.10, 3.3)

Associate to University Librarian:

At least the minimum years in rank as determined by the current FPED plus one year at FGCU.

Overall Satisfactory performance in fulfilling job responsibilities as recorded by annual review

Record of increased responsibility

Record of continued growth

Evidence of appropriate scholarly activities

Evidence of appropriate library/university/community activities

Evidence of collegial spirit (e.g., Areas 1.3, 1.12, 2.10, 3.3)

AND Evidence of recognized distinction in at least one of the four areas from the Performance Evaluation Document.

Documentation Portfolio

FGCU Library Services In-Unit Faculty has determined additional portfolio criteria:

- a) Portfolios must include a table of contents.
- b) Portfolio contents will be evaluated on quality, not quantity.
- c) Portfolio contents may include electronic files posted to a share drive.

The Peer Review Committee (PRC)

The PRC 's responsibility is to serve as an objective professional review committee. Members of this committee use their knowledge of the discipline of library science and the documentation furnished in the candidate's portfolio to evaluate the candidate for promotion. The PRC 's duties include:

- To help implement the promotion guidelines,
- To assist the candidates who are assembling their promotion portfolios,
- To advise the Director of Library Services by reviewing and making recommendations, either positive or negative, concerning specific promotions and the promotion process, and
- To prepare a written and signed letter to the candidate's supervisor stating whether the committee recommends promotion.

The PRC will consist of library faculty members, as required by the FPED and selected by their peers. Anyone who is eligible but unable to serve should notify the Director of Library Services. Serving on the Committee is considered a librarian's professional responsibility. The Library Administrative Office will be responsible for maintaining records of committee membership.

The faculty will elect, by secret ballot, the individuals who will serve on the Library PRC. All members will be elected to serve for a period of two years. Faculty members may be reelected to the PRC.

The chair of the committee will be a member of the committee, elected as chair by fellow committee members. The chair will serve a one-year term and can be reelected for subsequent terms. The chair will be responsible for convening meetings and coordinating reviews with the faculty member to be evaluated, the faculty member's supervisor, and any other individuals authorized to participate in the review. The chair is responsible for appointing a committee member to act as secretary. If minutes are taken, they should deal with procedural and policy matters and not record the details of deliberation concerning an individual candidacy. At the conclusion of the process, the chair will transfer the minutes to a confidential central file in the Library Administrative Office. At the conclusion of its review, the PRC will provide a written analysis and evaluation of each candidate's professional achievements as presented in the portfolio.

Portions of this document have been adopted from the following institutions:

University of Idaho. *Provost Office Guidelines for External Peer Review*. Available from <http://www.webs.uidaho.edu/provost/pdf/external.pdf>. Accessed 3 December 2004.

Technical College of New Jersey. *Promotion Document for Librarians*. Available from <http://www.tcnj.edu/~fhb/libpromdoc.html>. Accessed 3 December 2004.

Appendix 1: The Role(s) of FGCU Librarians

The Role(s) of FGCU Librarians

Approved March 22, 2002

Background

As information professionals and faculty, Florida Gulf Coast University (FGCU) Librarians operate in an ever-evolving, technology-oriented, and information-intense work environment. At the same time, their core knowledge, skills, and values which are traditionally associated with the profession remain integral parts of their duties in this present information-age. While the role of Librarians emphasizes both consistency and change, it can be more fully understood and operationalized in terms of the following components that form the basis for defining the role of FGCU Librarians. These components should be viewed as contributing to the role holistically and will, of course, vary in emphasis according to job assignment.

FOUNDATIONAL COMPONENTS

In order to succeed in the workplace, FGCU Librarians possess these foundational components which transcend specific categorization and are the underpinnings upon which other roles and components are based. These components also empower the Librarian with the responsibility to positively shape and develop the organizational culture.

- Possession of an ALA-accredited MLS or its foreign equivalent
- Knowledge of the history, philosophy, trends, ethics, values, and major issues of the profession as well as the ability to apply the theories, principles and best practices of the profession
- The ability to analyze issues logically, think creatively, generate ideas, and exercise good judgment in making decisions
- Responsibility for all aspects of the successful delivery of advanced and sophisticated service to users.
- The ability to communicate effectively
- Modeling of professional deportment with co-workers and customers
- Faithful adherence to the American Library Association's Code of Ethics, Library Bill of Rights, Freedom to Read Statement, and other professional standards
- The willingness to be flexible, take risks, and be a self-starter
- Recognition of the interdependent nature of teams and personal assignments within Library Services and foster an environment which supports shared decision-making, but also respects the judgment, autonomy, and primary responsibility of other teams and individuals.
- Contribute to an organizational climate, which fosters effective teamwork and shared expertise to provide caring quality service.

- Adherence to the values of:

Courtesy	Innovation	Competence
Helpfulness	Kindness	Excellence
Objectivity	Shared Expertise	Service

LEADERSHIP COMPONENTS

Effective leadership is an area to be cultivated in the FGCU Librarian as a matter of professional and personal development.

- In order to lead successfully, FGCU Librarians understand the Library and University's organization, culture and alliances.
- FGCU Librarians exhibit effective communication skills, political savvy, and vision.
- FGCU Librarians actively contribute to the expeditious formulation of policy in the operation of the Library.
- FGCU Librarians understand the dynamics of teams/small groups, and are able to operate within, develop, maintain, and manage teams as well as promote inter-team communication.
- FGCU Librarians demonstrate superior "followership" as well as leadership.
- FGCU Librarians will participate in University leadership activities.
- FGCU Librarians are responsible for and have the authority to ensure observance of the "Public Service Expectations for Library Employees" (AALB: Procedures) across the organization. They also are empowered to enforce the maintenance of a proper study environment in the Library, particularly during non-business hours when the building is open.

COLLECTIONS COMPONENTS: Organization and Ownership & Access

FGCU Librarians provide professional judgment on the organization of resources in the Library's collection.

- FGCU Librarians apply their knowledge and skills to organize information resources so as to be systematically identified and located by users.
- FGCU Librarians provide and manage physical, electronic, and virtual collections primarily to meet the University's general and curricular needs and to a lesser degree its research activities. Resources are selected which most cost-effectively and efficiently meet the needs of both local and remote University users.
- Collections are assessed as to how well they are meeting the preceding criteria
- FGCU Librarians decide which resources to acquire, preserve, and de-accession.

REFERENCE SERVICE COMPONENTS

The FGCU Librarian serves as mediator between the user and the information universe and employs a variety of media and methodology to effectively and appropriately facilitate users in identifying, locating, evaluating, and using information successfully. FGCU Librarians provide both general reference service and in their areas of selection responsibility, advanced assistance.

- FGCU Librarians conduct effective reference interviews, make a thorough inquiry and analysis of the user's information needs, develop an appropriate search strategy, and effectively utilize appropriate resources.
- The FGCU Librarians provide users with: current and accurate knowledge of resources and collections and how to best use them; alternative resources, if necessary; appropriate referrals e.g. to ILL, another Library, etc.; correct interpretation and enforcement of Library Services policies.
- In providing reference service, FGCU Librarians emphasize teaching the users self-sufficiency in information seeking.
- FGCU Librarians are responsible for assessing the quality of reference service

INSTRUCTIONAL COMPONENTS

As part of the collegiate educational experience, the FGCU Librarian seeks to produce graduates who are "prepared for lifelong learning, because they can always find the information needed for any task or decision at hand."^{*}

- Beyond conducting tours and training, FGCU Librarians teach users to become information literate using appropriate pedagogy/andragogy and technology for both on-campus and remote students.
- FGCU Librarians are responsible for the development, delivery, and assessment of information literacy curricula.
- FGCU Librarians seek to infuse information literacy requirements into courses and programs and will develop curricula, which include critical thinking, information literacy competency, and student learning outcomes.
- Not only are FGCU Librarians responsible for educating users, they are also responsible for imparting the benefits of their skill, knowledge, and experiences through effective formal and informal training of Library personnel.

^{*} American Library Association. *Report of the Presidential Committee on Information Literacy*, <http://www.ala.org/acrl/nili/ilit1st.html>

TECHNOLOGICAL COMPONENTS

Not only does technology serve as a tool in helping to fulfill traditional Librarian roles, but it also offers many new opportunities, not only to improve access, but also to create new ways for users to interact with information. For FGCU Librarians, however, technology is not an end in-and-of itself.

- FGCU Librarians effectively operate in an environment in which there is ever-greater access to a range of information; greater speed in acquiring information; more complexity in locating, analyzing and linking information; and continually changing technology.
- FGCU Librarians successfully utilize technology to manage information to present a user-centric view of information including user guides, metadata creation, data mining, and portals, which will facilitate the processes of information seeking.

PARTNERING COMPONENTS

FGCU Librarians are engaged with the University, particularly its academic endeavors, as well as the outside world. Cooperation with the members of the university and its stakeholders is indispensable for developing a healthy and thriving academic environment. Consultation, cooperation, collaboration are the essential components of partnering.

- The FGCU Librarians with subject responsibilities serve as the Library's liaison to their assigned departments.
- As liaisons and members of the community of scholars, FGCU Librarians collaborate with other faculty, staff, students, and appropriate groups and organizations to advance use of Library Services, information literacy, knowledge creation, and the greater good in areas of mutual interest and concern.
- FGCU Librarians seek to develop and maintain understanding and cooperation among Libraries of all types.
- FGCU Librarians may also partner with other individuals, agencies, and organizations in endeavors of mutual benefit.

MARKETING & PR COMPONENTS

Academic Libraries once operated as a virtual monopoly—no longer. Competition, principally in the form of the Internet, is even leading some in the academy to question the need for Libraries.

- In order to ensure continued interest and viability and to deliver exceptional service, FGCU Librarians endeavor to analyze and predict, the expectations and needs of their constituents. Based on this information, the-FGCU Librarian provides appropriate value-added services.

- FGCU Librarians are the representatives of Library Services across campus and, as appropriate, into the community as well.
- FGCU Librarians take the leadership role in raising awareness of Library Services and make the Library a physical, electronic, and virtual destination.

FISCAL COMPONENTS

FGCU Librarians ~~to~~ exercise responsible stewardship of financial resources.

- FGCU Librarians monitor and expend funds in a timely and responsible manner.
- FGCU Librarians ~~will~~ seek grants, contracts, and additional funding sources in conjunction with appropriate University offices as time and other resources permit.

COMPONENTS FOR SUPPORTING THE PROFESSION

While primarily engaged with matters centering on the University, FGCU Librarians also contribute to the profession.

- FGCU Librarians participate in professional associations (local, state, regional, and/or national).
- FGCU Librarians advocates for Libraries in areas of professional interest and concern, *e.g.* access to information, predatory publishing, intellectual freedom, etc. in appropriate forums.
- FGCU Librarians understand research principles and techniques and apply these to projects designed for presentation and/or publication to further advance the knowledge of the profession.

CONTINUING EDUCATION COMPONENTS

Continual upgrading of skills, expansion of knowledge, and exposure to new ideas are an essential aspect of this profession.

- FGCU Librarians seek to remain current through reading professional literature, participating in conferences, attending training/seminars, taking classes, among other things as ways of staying up-to-date in the rapidly changing professional world.
- FGCU Librarians take an active role in applying their continuing education in order to develop their new skills, knowledge, and ideas toward the improvement and advancement of Library services.

Appendix 2: Library Faculty Evaluation Criteria, approved 3/17/03

Library Faculty Evaluation Criteria, Standards, & Procedures

Revised 2/18/00, 9/15/00, 3/17/2003 (approved)

As information professionals and faculty, Florida Gulf Coast University Librarians operate in an ever-evolving, technology-oriented, and information-intense work environment. We are responsible for all aspects of the successful delivery of basic and advanced library services to the faculty, staff and students of FGCU, as well as to the broader Southwest Florida community. To that end, library faculty model and teach excellent practice to library paraprofessional staff. We are daily engaged in teaching Library users effective research practices, as well as in a multitude of other instructional and service activities.

As faculty, librarians expect the privilege of academic and intellectual freedom and the opportunity to practice our profession in a diverse, respectful, and collaborative environment free from discrimination and divisiveness. In return, we accept the professional responsibility to be active, informed, and productive members of the FGCU community and of our chosen academic field. We take responsibility for our own professional career development paths and for being informed as to appropriate evaluation criteria and processes.

Evaluation Situations:

Library Faculty evaluation will be conducted for annual reviews, Continuing Multi-year Appointment Preliminary Peer Review, Continuing Multi-year Appointment Probation Review, Continuing Multi-year Appointment Sustained Performance Review, Fixed Multi-Year Successive Contract Review, merit, and promotion.

Relationship to the Professional Development Plan:

Each Library Faculty Member will create in collaboration with his or her supervisor a Professional Development Plan (PDP) (see Definitions) , that reflects both the Librarian's professional goals and the needs of the Library and / or University. The PDP will have a multi-year perspective and serve as the cornerstone for all faculty evaluations at FGCU. The Peer Review Committee may provide guidance and assistance to the Librarian in developing the goals identified in the PDP and the Letter of Assignments in preparing documentation for performance reviews if requested.

Evaluation Types:

Library Faculty evaluation for Continuing Multi-year Appointment Preliminary Peer Review, Continuing Multi-year Appointment Probation Review, Continuing Multi-year Appointment Sustained Performance Review, Fixed Multi-Year Successive Contract Review, merit, and promotion will consist of self-evaluation, constructive peer review (done by the Library Faculty Peer Review Committee using an agreed upon process, student / FGCU Faculty evaluation (when appropriate), supervisor evaluation, and a memo stating the final recommendation of the Dean. Annual Library Faculty evaluation, and Continuing Multi-year Appointment Extension review will consist of self-evaluation and supervisor evaluation.

Evaluation Areas:

The four areas to be considered in each of these evaluation situations are Learning Centered Service, Promotion of Academic Information & Research, Community Building, and Scholarly / Professional Involvement.

Evaluation and Measurable Behaviors:

For each of the four evaluation areas mentioned above, the Library Faculty will be evaluated by measurable behaviors that:

- Promote and actively support the FGCU student learning goals and outcomes
- Promote and actively support the FGCU Library Mission
- Promote and actively support the guiding principles for Library Services
- Promote and actively support individualized Letters of Assignment
- Promote and actively support individualized Professional Development Plans

Grandfather Clause:

In-Unit Library Faculty who exceeded expectations on an annual evaluation in any area in Fiscal Years 1997/1998 and 1998/1999 shall be eligible for promotion notwithstanding promotional criteria set from Fiscal Year 1999/2000.

Evaluation Weights:

The unique and professional skills required by Library Faculty to complete the tasks in the first two categories (Learning Centered Service and Promotion of Academic Information & Research) are the essence of FGCU Library Faculty activities. Category Three, Community Building, is the essential attitude of team building, resources sharing, and mutual respect that is required for the effective and efficient accomplishment of activities in categories one and two. Therefore, in a Library Faculty evaluation an emphasis is placed upon activities from the first two categories, along with an evaluation of the consistent behaviors that comprises the spirit of category three. Less emphasis is placed upon activities in category four.

Area 1: Learning Centered Service

Concept: Learning Centered Service is providing services, and supporting services, that sustain the learning needs of our users. These activities include, but are not limited to the following examples:

15. Designing classroom instruction that is centered around student success and independence
16. Creating classroom instruction that addresses the information literacy needs of specific courses and the overall FGCU curriculum
17. Supporting the continuous free sharing of professional learning with peers and FGCU colleagues
18. Supporting the FGCU distance education mission with instructional and research assistance
19. Outreach to the FGCU community concerning services, collections, and instruction
20. Development and delivery of individualized library instruction for FGCU students, faculty, and staff
21. Development and delivery of individualized library instruction for special events and community partnerships
22. Developing, refining, supporting, and participating in an information literacy plan that supports the FGCU student learning goals and outcomes
23. Development of instructional materials that assist in the use of recorded knowledge and information
24. Utilizing the latest information technologies in the development of instructional materials
25. Developing, refining, supporting, and participating in continuous and comprehensive assessment of library services and collections
26. Encouraging, supporting, designing, and participating in collaborative and team building activities for library effectiveness
27. Conducting specialized research consultation

Area 2: Promotion of Academic Information & Research

Concept: Promotion of Academic Information and Research consists of collecting, conserving, managing, organizing, and facilitating the use of information by utilizing professional standards and integrating the latest information technologies. It is a process of adding value to information. These activities include, but are not limited to the following examples:

20. Researching and designing selection processes that aid in the analysis, development, and management of a library collection that supports the FGCU curriculum
21. Developing procedures and policies for maintaining an accurate public service catalog
22. Maintaining and updating information, in an effective and efficient manner, for a variety of databases and aggregated services
23. Providing patron assistance that, at a minimum, meets the American Library Association Reference and Adult Services Division's Guidelines for Behavioral Performance of Reference and Information Services Professionals
24. Willingly sharing specialized library skills, knowledge, and expertise with local community when possible
25. Designing policies and procedures for tracking renewable fiscal obligations
26. Designing procedures and maintaining up-to-date and accurate fiscal records for daily operations, library material budget expenditure, and long term planning
27. Researching, designing, modifying, and applying a process for evaluating vendor relationships and special partnerships
28. Providing cross-training opportunities for more efficient and effective Interlibrary Loan, Reference, Circulation, Systems, and Technical Service operations
29. Providing support and training for effective problem resolution
30. Managing library equipment, personnel, supplies, and data systems in a manner that supports the Library mission statement.
31. Continuous research and development of Library web page and web tutorials
32. Analysis of everyday work flow for improved institutional effectiveness
33. Demonstrating accuracy, currency, and concern for the user perspective in providing service, creating, and maintaining databases
34. Takes an active role in finding solutions to faculty, students', and co-workers information needs through up-to-date knowledge of the Library collections, search engines, and State University System of Florida shared resources
35. Assists patrons in forming search strategies for the retrieval of credible and authenticated information
36. Assists distance learners and teaching faculty in procuring scholarly materials that support their curriculum needs
37. Assists patrons with developing information literacy skills through the development of handouts, instructional sessions, one-on-one consultations, and other instructional activities

Area 3: Community Building & Service

Concept: At the heart of community building is a professional attitude of team building, resource sharing, and mutual respect. It includes fostering effective communications with FGCU Library co-workers while building successful relationships outside of the Library. These activities include, but are not limited to the following examples:

11. Actively participating in committee work associated with a wide variety of essential networking partnerships such as FCLA, FLIN, SWFLN, SOLINET, and OCLC
12. Working cooperatively with representatives from other SUS Libraries concerning consortia management and special projects
13. Supporting and promoting a system of collaborative governance and operations
14. Chairing a professional, team or university committee
15. Preparing special reports or white papers associated with professional, team, or university committee work or community building and service activities
16. Consistently exhibiting behaviors concordant with the spirit and the specifics of the American Library Association's Code of Ethics
17. Consistently exhibiting behaviors concordant with the spirit and the specifics of the American Library Association's Association for Library Collections and Technical Services Division's Statement on Principles and Standards of Acquisitions Practice
18. Fostering vendor relationships and special partnerships in compliance with the ALA Code of Ethics
19. Actively participating in committee work associated with professional societies such as the American Library Association

Area 4: Scholarly / Professional Activities

Concept: Scholarly / Professional Involvement is the active pursuit of professional development and sharing of professional knowledge and skills. It is more than paying dues in an association, attending a conference or training session, or being a member on a committee. These activities include, but are not limited to the following examples:

18. Actively pursuing an advanced degree or certification
19. Attending professional conferences / presentations / workshops
20. Sharing information learned at professional conferences / presentations / workshops with faculty peers and co-workers
21. Presenting / speaking on a professional level at conferences / workshops
22. Editing materials that are published in professional publications
23. Researching professional issues for future publishing or information sharing
24. Publishing professional-level articles, book chapters, books, opinion pieces, book reviews
25. Taking college or graduate level courses for credit that support the Library Mission
26. Attending continuing education courses that support the Library Mission
27. Serving on a master's or doctoral committee
28. Presenting as a guest speaker / expert in an educational situation

Evaluation Procedures

Whereas the FGCU FPED requires that faculty be rated annually by supervisors on a 3-point scale of Exceeds, Meets, or Does not Meet stated objectives, in-unit Library Faculty will be evaluated on this scale based on existing Library Faculty Evaluation Criteria and Standards. Ratings of "Overall Satisfactory" and "Overall unsatisfactory" are defined below under "Definitions." In rating activities in the PDP, the supervisor and peer review committee will apply the "Measurable Behaviors" listed above, and the performance standards that are included in the four evaluation areas, specifically

- Items 1.1, 1.2, 1.3, 1.12
- Items 2.3, 2.4, 2.14, 2.15
- Items 3.3, 3.6, 3.7

Annual evaluations will consist of self-evaluation and supervisor evaluation. The evaluation will follow the procedures established by the FGCU Faculty Performance Evaluation Document currently approved by the Faculty Senate.

Merit evaluations will be handled as a separate criteria document to be created, as needed, based upon the specific guidelines and / or criteria established by the Board of Trustees, United Faculty of Florida, and/or Florida Gulf Coast University Administration. The evaluation will follow the procedures established by the Florida Gulf Coast University Administration and / or the FGCU Faculty Performance Evaluation Document currently approved by the Faculty Senate.

Fixed Multi-Year Successive Contract Review, all Continuing Multi-year Appointment Reviews, and Promotion Reviews will follow the procedures established by the FGCU Faculty Performance Evaluation Document currently approved by the Faculty Senate. However at no time will Library faculty be subject to criteria that were not in place during the performance period under review. The documentation, where prescribed in the FPED, will be reviewed by the Peer Evaluation Team, Supervisor, and the Library Director.

Rated Unsatisfactory or Does Not Meet

If the faculty member received an overall unsatisfactory (or does not meet objectives) on the annual evaluation during the previous year in any of the four areas, the PDP will also contain a list of constructive activities to be undertaken during the next successive academic year, developed jointly by the faculty member and his or her supervisor. The list will include specific **performance targets** that will be achieved in order to remedy the current year's unsatisfactory evaluation, as well as any resources or assistance needed to facilitate improvement. If a faculty member requests its participation, the unit's Peer Review Committee will assist the faculty member and his or her supervisor in developing the list.

Criteria and Standards for Performance Targets

Performance Targets will include the resources and assistance necessary to the faculty member for their successful completion.

Performance Targets will include specific, measurable outcomes, as well as a timeline, agreed upon between the faculty member and the supervisor.

Performance Targets will be comparable to the objectives listed in the area of the previous year's PDP for which the faculty member received the rating "does not meet expectations". Although they may be similar in nature to the original objectives, this is not a requirement as the needs of the Library may have changed during the course of the year. They must, however, be similar in terms of time- and labor-intensiveness to the original objectives.

Performance Targets are part of the faculty member's regular workload and not supplemental tasks listed in addition to a complete PDP. Scheduled hours will not normally exceed 40 hours per week. Time will be allowed within the normal work week for learning centered service, promotion of academic information and research, and other activities required of the faculty member when a part of the assigned duties.

Performance targets will be assessed using the same criteria, definitions, and practices used for any other item on the PDP.

Additionally, a one-year Performance Improvement Contract (PIC) will be required of any Continuing Multi-year Appointment faculty member receiving an overall unsatisfactory annual evaluation ("below stated objectives"). The PIC is designed to help remedy the deficiencies responsible for the overall unsatisfactory annual evaluation and to identify specific performance targets for the following academic year. The PIC must be finalized by September 30. The Performance Improvement Contract is defined below under "Definitions."

Definitions

1. The Professional Development Plan (PDP)

The PDP is integral to all faculty evaluations at FGCU. “While teaching is central to the university’s mission, individual faculty members may engage in the activities of teaching, scholarship, and service in different degrees and intensities. The expectations in each of these areas will be documented in the Professional Development Plan, and the faculty member will be evaluated in accordance with how well he or she has fulfilled the objectives agreed upon in the Professional Development Plan.” (FPED, p. 5)

“Key Components of the Professional Development Plan” (FPED, pp 3-4)

The PDP will have a multi-year perspective and serve as the cornerstone for all faculty evaluations at FGCU. The content of the PDP, which includes faculty goals and objectives, will be developed through collaboration between the individual faculty member and the faculty member’s supervisor and may include peer input with written consent of the faculty member. Rank, experience, labor and time-intensive activities shall be given appropriate consideration when negotiating goals and objectives. The PDP is intended to be flexible and can be amended as needed; these amendments must be signed by the supervisor and the faculty member and included in the faculty member’s personnel file. Faculty members will identify professional goals and objectives. As with the PDP itself, goals will have a multi-year perspective while objectives will serve as intermediate aims that may be attained within a semester or academic year. Long-term goals will contribute to the faculty member’s broader professional growth and, should a faculty member request reappointment (appropriate only for faculty on fixed MYAs), tenure, and/or promotion, provide a foundation for evaluating performance across the length of service.

- The PDP will contain a clear statement of the professional activities in which the faculty member will engage to achieve each of his or her professional objectives. Successful completion of these objectives is the responsibility of the individual faculty member.
- The PDP will clearly identify the evidence for evaluating the faculty member’s achievement of the agreed-upon professional objectives and progress towards accomplishing goals.
- The PDP will contain a statement of commitment concerning the allocation of time and other resources necessary for the faculty member to successfully achieve the agreed-upon goals and objectives. It is the administration’s responsibility to see that the agreed-upon resources are available.
- The PDP will include a statement identifying whether the listed objectives are intended to serve as performance targets whose achievement will signal an overall assessment of “meets expectations” or, alternatively, one of “exceeds expectations.”

For consistency, the goals and objectives on the PDP will be written to specify that activities will “Meet expectations.” Guidelines on developing the goals, objectives, and planned activities in the PDP will be devised using a standard method agreed upon by Library faculty.

Amendments to the PDP

Changes in objectives of the PDP, assignments, or responsibilities made during the course of the year, whether initiated by the Library faculty member or by the supervisor, will be documented as amendments to the PDP and considered when evaluating the individual’s performance. The faculty member should include these amendments, along with a statement of the way in which the objectives of the PDP have been met, will be included in the Annual Professional Development Report submitted to the supervisor for the evaluation process.

Amendments to the PDP do not follow a particular format. They may be emails between the faculty member and the supervisor, a formal memo, or any other written document stating that an objective, assignment, or responsibility is changing and why. Amendments should indicate acceptance by both the faculty member and the supervisor of the change made to the PDP.

- Should the faculty member anticipate applying for promotion within the next two years, his or her PDP will include a statement to this effect so as to inform the supervisor’s preliminary review of the faculty member’s proposed objectives for the coming year.
- Unanticipated changes in assignments and responsibilities will be documented as amendments to the PDP and considered when evaluating the individual’s performance. These amendments, along with a statement of the way in which the objectives of the PDP have been met, will be included in the Annual Professional Development Report (APDR) submitted to the supervisor for the evaluation process.

2. Evaluative Ratings

a. Meets stated objectives

Faculty may be said to meet stated objectives by performing a preponderance of the duties, functions or activities in their PDPs according to the standards in the Library Faculty Evaluation Criteria.

b. Exceeds stated objectives

Faculty may be said to exceed who go beyond specified points in the PDP by performing duties, functions or activities not assigned in the PDP and in addition to the activities that were.

Examples would include, but would not be limited to, serving on committees, publishing scholarly work, mentoring/training new employees, updating pathfinders or subject guides, developing new Library Instruction, or any other Library-related activity which is not already assigned in the PDP.

Faculty may also be said to exceed who perform at a level above the norm. Assignments may have been executed skillfully in the eyes of the supervisor and peers, completed prior to an assigned deadline, or be broader in scope or deeper in coverage than indicated in the PDP and not at the expense of other activities assigned in the PDP.

c. Does not meet stated objectives

Faculty do not meet stated objectives when they fail to perform, or poorly perform, a preponderance of the duties, functions or activities assigned in their PDPs according to the standards in the Library Faculty Evaluation Criteria.

d. Overall Satisfactory

“Overall satisfactory” is defined as receiving an annual evaluation of “Meets stated objectives” or “Exceeds stated objectives” in at least 51% of the job assignment, including at least one of the first two evaluation areas.

e. Overall unsatisfactory

“Overall unsatisfactory” is defined by Library Faculty as receiving an annual performance rating of “Does not meet stated objectives” for at least 3 out of 4 of the evaluative areas for librarians.

2. Performance Improvement Contract

The PIC is designed to help remedy the deficiencies responsible for the overall unsatisfactory annual evaluation and to identify specific performance targets for the following academic year. The PIC must be finalized by September 30.

Key Components of the Performance Improvement Contract

Based on deficiencies identified in the annual evaluation, the faculty member will draft the Performance Improvement Contract. The content of the PIC will be developed through collaboration between the individual faculty member and the faculty member's supervisor. The faculty member has the option of consulting with the unit's Peer Review Committee in developing the PIC. At a minimum, a copy of the signed PIC shall be provided to the Peer Review Committee.

- As is the case for development of a PDP, rank, experience, and labor and time-intensive activities shall be given appropriate consideration when negotiating activities and objectives.
- The PIC will contain a clear statement of the professional activities in which the faculty member will engage to successfully meet agreed-upon performance targets and professional objectives. Successful completion of these activities is the responsibility of the individual faculty member.
- The PIC will clearly identify the evidence for evaluating the faculty member's achievement of the agreed-upon performance targets and professional objectives.
- The PIC will contain a statement of commitment concerning the allocation of time and other resources necessary for the faculty member to successfully achieve the agreed-upon performance targets and professional objectives. It is the supervisor's responsibility to see that the agreed-upon resources are available.
- The activities and objectives listed on the PIC should be achievable in a normal forty-hour workweek.
- The PIC will identify intermediary dates for review and possible modification of the Contract.
- Both the faculty member and the supervisor will sign the PIC.
- The PIC may be adjusted as agreed upon and signed by both parties to indicate completed portions, changes in available resources, etc.

4. Portfolios {to be decided in March/April 2003}

- a. The Promotion portfolio will include, but will not be limited to, the following items:
- b. Portfolios for **Fixed Multi-Year Successive Contract Review**, **Continuing Multi-year Appointment Probation Review**, and **Continuing Multi-year Appointment Preliminary Peer Review** will include, but will not be limited to, the following items: