FGCU Library Faculty Criteria and Standards for Evaluation and Promotion

Approval by FGCU Library Official Faculty Affairs Team

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FGCU Library Faculty Criteria and Standards for Evaluation and Promotion

I.   Introduction

A. Preamble

The FGCU Library Faculty is composed of reflective practitioners who apply their knowledge and expertise toward achieving the mission of FGCU. Every day, Library Faculty members create intellectual, physical, and virtual 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 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.

B. Library Faculty Ranks and Performance Expectations

Assistant Librarian — has the potential for a promising career in librarianship and possesses basic competencies in assigned responsibilities.

- Engages in reflective self-assessment of performance
- Meets service commitment within the Library, University, and/or community-at-large
- Develops a record of scholarly or creative activity

Associate Librarian—is an experienced librarian with established records of effective librarianship.

- Has a record of scholarly/professional activities and service contributions
- Begins to take on leadership roles within the university and participates in library statewide or national organizations

University Librarian—possesses outstanding achievements in librarianship, research, and other professional endeavors.

- Serves as a mentor to Library faculty and staff
- Assumes leadership roles
- Shares original scholarly research in areas of expertise through publications and presentations
- Has an expanded commitment to service, with emphasis on leadership

II.   Annual Evaluation

A. Framework and Process

This document serves as the framework for the annual evaluation process and includes standards for performance to assist librarians in developing and understanding their career paths and expectations.   Each librarian will be given a *Letter of Assignment* annually by his/her supervisor, which indicates assigned duties and responsibilities.   Individuals will then create in collaboration with his or her supervisor a *Professional Development Plan* (PDP) that contains activities the faculty member intends to pursue. The PDP will have a multi-year perspective and serve as the cornerstone for all faculty evaluations at FGCU and reflect both the Librarian's professional goals and the needs of the Library and University. For key components of the PDP, see the most recent version of the FGCU Faculty Senate's *Faculty Performance Evaluation Document* (FPED). The Peer Review Committee may provide guidance and assistance to the Librarian in developing the goals identified in the PDP.   At the end of the evaluation year, the in unit librarians submit their *Annual Professional Development Report* (APDR) which contains a self-evaluation and summary of the attainment of objectives, goals and accomplishments for the year.

This document contains the evaluation criteria and standards established by the Library Faculty for the Library Faculty as prescribed in the current FPED and CBA. For complete details of the evaluation process see the FPED and the CBA.

B. Evaluation Types & Situations

Library Faculty Evaluation will be conducted for annual reviews, Continuing Multi-year Appointment Probation Review, Fixed Multi-Year Successive Contract Review**,** merit, and promotion. For procedures and process related to the various types of annual evaluations, see the current Collective Bargaining Agreement (CBA).

C. Evaluation Criteria

The three criteria to be considered in each of these evaluation situations are:

- **1: Academic Librarianship & Teaching**
- **2: Community Building and Service**
- **3: Scholarship and Professional Activities**

Criterion 1: Academic Librarianship & Teaching

FGCU Library Faculty members provide instruction and services that support the learning needs of the FGCU community and the curricular needs of the University. Librarians can have wide and varied areas of responsibility, including but not limited to: teaching, reference and research assistance, collection development and management, acquisitions, cataloging, web development, electronic resource management, digital collections management, instructional technology development, and supervisory and administrative skills. Library Faculty teach in a variety of contexts including classroom instruction in course related sessions, workshops, embedded library instruction through the course management system, one on one consultations, reference desk interactions, asynchronous instruction through tutorials and websites, and training and development for faculty, staff, interns and students. Individual faculty members may have assigned responsibilities in only some of these areas depending on their *Letter of Assignment*. Together, all of these areas make up the practice of Academic Librarianship, which is the core focus of all professional activity of FGCU Library Faculty. Each faculty member will have a unique balance of activities in the realm of librarianship as determined by their *Letter of Assignment* and *PDP*. Faculty members will be evaluated on the specific activities, goals and objectives that are present on their *PDPs.*

Standards

The following are standards to help guide the evaluation of a faculty member's performance. Each standard does not necessarily apply to every individual librarian, nor is it expected that they are to be equally weighted for each librarian.

a) Impact on FGCU students, FGCU faculty, and University community
b) Impact on furthering the goals of Library Services and the University
c) Creativity and initiative shown: designs or develops new service, instruction, technology, or other resource; uses new technology in performance of assigned duties; implements knowledge gained from workshops, seminars, conferences, articles, etc.
d) Collaboration and teamwork: recognizes the expertise of others; seeks and uses suggestions appropriately; shares professional learning with peers and FGCU colleagues
e) Skill in meeting user needs and stimulating wider use of resources
f) Leadership or initiative demonstrated when resolving problems
g) Quality of work performed: maintains knowledge of current practices in each one's area of work; performs duties effectively and efficiently; uses appropriate methods; adheres to professional standards as applicable.
h) Contributions to the continuous and comprehensive assessment of library services and collections

Measures

Library Faculty members must provide supporting evidence that demonstrates how the above standards were met in order to assess the quality of their performance. The following list provides examples of measures that can be used as evidence when applicable to the activities on a faculty member's PDP. An additional partial list of activities in Academic Librarianship & Teaching is provided in *Appendix B* as a guide for faculty and evaluators.

a) Competence in librarianship and/or teaching, as measured by:
   i. Adherence to best practices and/or professional standards as they relate to one's areas of responsibility. For specific professional standards or competencies, see *Appendix A: Standards, Guidelines, and Competencies for Librarians*
   ii. Evidence of successful completion of activities listed on PDP
   iii. Currency of knowledge in relevant disciplines and areas of responsibility
b) Effectiveness in librarianship and/or teaching, as measured by:
   i. Student or faculty feedback
   ii. Supervisor evaluations
   iii. Peer evaluations
   iv. Self-assessment
c) Development and application
   i. Creation of new services, courses/workshops, instructional materials, technological applications, or digital collections
   ii. Substantial revisions to existing services, courses, or workflows
   iii. Implementation of innovations in student learning or library services and collections
d) Advance the missions of the Library and University
e) Improvement of librarianship and teaching through the application of assessment results

Criterion 2: Community Building & Service

At the heart of community building is a professional attitude of team building, resource sharing, and mutual respect. Library Faculty members are expected to foster effective communications with FGCU Library co-workers while building successful relationships outside of the Library.

Standards

The following are standards to help guide the evaluation of a faculty member's performance.

a) Service to the University and academic governance
b) Service to the profession. Contributions that support the work of professional organizations affiliated with the faculty member's discipline.
c) Impact on the advancement of the profession
d) Significance of the individual's contribution. Contributions that support organizations, programs, and activities beyond the University that nonetheless connect with the mission of the University/College or with the profession
e) Level of intellectual work involved
f) Leadership demonstrated
g) Creativity and initiative shown
h) Evidence of collaboration and teamwork
i) Quality of activities performed
j) Quantity of activities performed

Measures

Library Faculty members must provide supporting evidence that demonstrates how the above standards were met in order to assess the quality of their performance. The following list provides examples of measures that can be used as evidence when applicable to the activities on a faculty member's PDP. An additional partial list of activities in service is provided in *Appendix C* as a guide for faculty and evaluators.

a) Level of responsibility
   i. Leadership roles (Chairperson, President, etc.)
   ii. Organizational roles (Secretary, Treasurer, etc.)
b) Scope of contributions
   i. Writes or compiles reports
   ii. Performs research on behalf of organization
   iii. Organizes a conference or workshop
   iv. Reviews articles/proposals
c) Degree of commitment
   i. Regular and ongoing meetings have higher value than sporadic meetings or short-term service
   ii. Amount of time spent performing committee work
d) Mission or scope of the committee or organization to which service is rendered
   i. Local association
   ii. State association
   iii. National association

Criterion 3: Scholarship and Professional Activities

The FGCU Library Faculty use the model of scholarship presented in Ernest Boyer's 1990 *Scholarship Reconsidered: Priorities of the Professoriate,* where scholarship is broadly defined as having four functions: discovery, integration, application and teaching. Library Faculty not only highly value the creation, sharing, and application of knowledge as products of our own work, but also as a commodity to be used to improve ourselves and our understanding of the fields in which we work. Together, scholarship and professional activities form a complete cycle of contributions to the field and involvement in the profession.

Standards

The following are standards to help guide the evaluation of a faculty member's performance in the area of scholarship and professional activities.

a) Impact on the development of the librarian
b) Impact on the advancement of the profession
c) Level of intellectual work involved
d) Quality of activities
e) Quantity of activities
f) Professional reputation
g) Impact on student learning
h) Impact on faculty research

Measures

Library Faculty members must provide supporting evidence that demonstrates how the above standards were met in order to assess the quality of their performance. The following list provides examples of measures that can be used as evidence when applicable to the activities on a faculty member's PDP. An additional partial list of scholarship and professional activities is provided in *Appendix D* as a guide for faculty and evaluators.

Measures for evaluating scholarship:

a) Clear goals
   i. Is the purpose of the work clearly stated?
   ii. Does the work identify important questions in the field?
b) Adequate preparation
   i. Does the work display understanding of existing knowledge in the field?
   ii. Were the resources used appropriate for the work?
c) Appropriate methods
   i. Were the methods used appropriate to the goals of the work?

d) Significance of results
   i. Did the work achieve the goals originally planned?
   ii. Does the work add consequentially to the field?
e) Effective presentation
   i. Is the message of the work presented with clarity?
   ii. Is the style and/or organization of the work effective and appropriate?
f) Scope and results of peer review
   At what level was the work reviewed? External rigorous review is of higher value than internal or less rigorous review.
g) Level of exposure
   Is the work being shared locally or nationally? Broader exposure is of higher value than local exposure.
h) Originality
   i. Was the activity as result of original research or a review of research/literature?
   ii. Development of completely new services or programs is of higher value than updates or revisions to existing services or programs
i) Individual contribution
   How much work did the individual faculty member do in a collaborative effort?
j) Application of results
   How will the activity help to solve problems or advance the mission of the Library, University, or community?
k) Productivity
   Has the activity helped further the mission of the Library and/or University?

Measures for Evaluating Professional Activities:

a) Application and Relevance
   i. How will the activity help to solve problems or advance the mission of the Library, University, or community?
   ii. How will the activity prepare the librarian to innovate, to assume more responsibility or assume leadership roles within the Library, University, or community?
   iii. How will the activity contribute to the development of the faculty member?
   iv. How relevant is the activity to the faculty member's discipline, profession or area of expertise?
   v. How will the activity contribute new knowledge or encourage collaboration that will advance librarianship
b) Intensity
   Degree of involvement

D. Annual Review Ratings

Below stated objectives

Faculty member is rated below objective when they fail to perform, or perform poorly, the duties, functions or activities listed in their PDPs according to the standards in the Library Faculty Evaluation Criteria.

Meets stated objectives

Faculty members meet stated objectives by performing the duties, functions or activities in their PDPs according to the professional standards in the Library Faculty Evaluation Criteria.

Exceeds stated objectives

Faculty exceed objectives when they go beyond specified points in the PDP by performing duties, functions or activities not listed in the PDP and in addition to the activities that were.

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.

E. Overall Ratings

Overall Satisfactory

"Overall Satisfactory" is defined as receiving an annual evaluation of "Meets stated objectives" or "Exceeds stated objectives" in Criterion 1: Academic Librarianship & Teaching and at least one of the other two evaluation criteria. While not meeting stated objectives in either criterion 2 or criterion 3 does not necessarily result in "Overall Unsatisfactory", there is an expectation that an improvement will be demonstrated the following year in the annual evaluation (See the CBA, Article 10.3).

Overall Unsatisfactory

"Overall Unsatisfactory" is defined as receiving a performance rating of "Below stated objectives" in Criterion 1: Academic Librarianship & Teaching or receiving a rating of "below stated objectives" in at least 2 of the 3 evaluation criteria (Academic Librarianship & Teaching, Community Building and Service and Scholarship and Professional Activities).

F. Performance Improvement Plan

If a faculty member received an "Overall Unsatisfactory" on the annual evaluation during the previous year, a one year Performance Improvement Plan (PIP) is developed by the faculty member in collaboration with his or her supervisor to address the deficiencies that resulted in an overall unsatisfactory annual evaluation. See the CBA, and the FPED for rules and guidelines for the PIP.

III. Library Faculty Criteria for Promotion in Rank

Promotion in academic rank is dependent upon performance of professional level tasks that contribute to the educational and research mission of the University. All activities shall be judged by professional colleagues on the basis of their contribution to scholarship, the profession of librarianship, and library service.

- Promotion to the rank of **Associate University Librarian** requires evidence of significant professional contributions to the Library and to the institution as well as activity in research or other professional endeavors.

- Promotion to the rank of **University Librarian** requires outstanding achievements in librarianship and in research or other professional endeavors.

A. Eligibility for Promotion

Promotion is to be awarded on the basis of quality librarianship and the University standards set forth in the Faculty Performance Evaluation Document (FPED) and the evaluation criteria outlined in this document. 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 members are progressing toward regional and national recognition will be included in all promotion decisions at every faculty rank.

Application for promotion is a voluntary action on the part of the individual librarian. However, there is an expectation that an Assistant University librarian will engage in activities that will contribute to eligibility for promotion to the Associate rank.

B. Application for Promotion

The documentation and promotion review process are defined in the FPED and CBA.

C. Review of Promotion Portfolio

The promotion portfolio must be submitted to the supervisor by the deadline stipulated in the FPED. The supervisor will notify the Peer Review Committee (PRC) in timely fashion when the portfolio is ready to be reviewed.   At this point the candidate may request an initial meeting to review the documentation with the PRC. The PRC will conduct its review of the documentation and forward the document according to the FPED.

D. External Review Process

External reviewers of selected portions of the candidate's portfolio may also be employed, only at the discretion of the applicant for promotion or with the express consent of the applicant. The Library Dean'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 up to three external reviewers and indicate which portion of the portfolio will be reviewed. The PRC will select one or two reviewers from those submitted and will provide the text of the questions for the reviewer.

2. Reviewers will be provided with a copy of the latest version of the FGCU Library Faculty Criteria and Standards for Evaluation and Promotion. The reviewers will be asked to comment on the scope and value of the candidate's work.

3. Candidates will receive copies of all external reviews.

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 up to three external reviewers, in writing, to the Dean of Library Services. 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 and objective, 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 Dean of FGCU Library Services shall contact the reviewers to find out if these individuals are willing to serve as reviewers.

E. Criteria

The three criteria for promotion for Library Faculty are:

- **1: Academic Librarianship & Teaching**
- **2: Community Building and Service**
- **3: Scholarship and Professional Activities**

In recognition of the variety of work assignments performed by Library Services Faculty, the candidate must include activities from each criterion in the application for promotion. The candidate's record of achievement should reflect the emphasis placed on each criterion within his or her PDP.

F.   Promotion Standards for Library Faculty

Specific standards for Library Faculty moving between ranks are detailed below.

Standards for Promotion from Assistant University Librarian to Associate University Librarian

- Evidence of a high level of competence and effectiveness in the faculty member's areas of librarianship as demonstrated in self-evaluations and supervisor's evaluations. Evaluations from students and peers may also be used as evidence.

- Evidence of increased responsibility and continued growth over time in rank

- Demonstrated commitment to professional development and improvement in the faculty member's areas of librarianship

- Record of consistent service to the university, profession and/or community, where at least one activity is a sustained and active commitment

- Completion of scholarly and professional activities for the rank held with a collection of work that includes peer-reviewed articles that demonstrate a substantial body of evidence. See Appendix D for examples of Scholarship and Professional Activities.

Standards for Promotion from Associate University Librarian to University Librarian

- Evidence of outstanding achievements, a high level of competence and effectiveness in the faculty member's areas of librarianship as demonstrated in self-evaluations and supervisor's evaluations. Evaluations from students and peers may also be used as evidence.

- Evidence of increased responsibility and continued growth over time in rank

- Evidence of innovations or new services/programs/workflows implemented

- Record of consistent service to the university, profession, and/or community, where at least two activities represent active and sustained commitments

- Evidence of leadership roles in service activities

- Completion of scholarly and professional activities for the rank held with a collection of work that includes peer-reviewed articles that demonstrate a substantial body of evidence. See Appendix D for examples of Scholarship and Professional Activities.

- Evidence of mentoring of faculty colleagues as demonstrated through self-assessment, letters, or participation in formal mentoring programs

- Evidence of recognized distinction in at least one area. Examples of recognition could include, awards, invitations to participate in professional activities, invitations to contribute to professional publications, or appointments to office or leadership positions.

G. Portfolio Guidelines

Assistant Librarian Seeking Promotion to Associate Librarian Portfolio Guidelines

The portfolio of an Assistant University Librarian applying for promotion to the rank of Associate University Librarian should include essential portfolio materials as outlined in the FPED. Other documentation for promotion demonstrating excellence in the field of librarianship should be included when applicable. Illustrative examples are listed below:

1. A self-reflective narrative that demonstrates a substantial body of evidence. The narrative is an integral part of the portfolio.
2. Faculty support letters
3. Student evaluations
4. Teaching evaluations
5. Reviews submitted for publication (of books, databases, web sites, etc.)
6. Presentations, poster sessions, panel discussions or professional or scholarly papers
7. Articles published
8. Documentation of:
    a. Participation in extra projects and task forces
    b. Contributions to effective library services
    c. Development of new processes and procedures
    d. Project Management
    e. Accreditation-related work
    f. Individual contributions to committees or other service groups
    g. Workshop attendance
    h. Completed coursework
    i. Significant professional committee work at the local, state, or national level

Associate Librarian Seeking Promotion to University Librarian Portfolio Guidelines

The portfolio of an Associate University Librarian applying for promotion to the rank of University Librarian should include essential portfolio materials as outlined in the FPED. Other documentation for promotion demonstrating excellence in the field of librarianship should be included when applicable. Illustrative examples are listed below:

1. A self-reflective narrative that demonstrates a substantial body of evidence. The narrative is an integral part of the portfolio.
2. Faculty support letters
3. Student evaluations
4. Teaching evaluations
5. Reviews submitted for publication (of books, databases, web sites, etc.)
6. Presentations, panel discussions or professional or scholarly papers
7. Practice-based or research articles, chapters, or books published
8. Awards
9. Documentation of:
    a) Leadership in a task, project, department, staff
    b) Teaching a course or workshop
    c) Accreditation-related work
    d) Leadership of committees, task forces, and other groups
    e) Significant professional committee work at the state or national level
    f) External recognition of expertise (invitations to present, write, teach, etc.)
    g) Mentoring
    h) Directing a Library, University, or Professional service project
    i) Serving as a consultant or expert
    j) Developing professional standards or writing technical reports
    k) Completion of an advanced degree

Additional Portfolio Guidelines

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

a) Portfolios must include documentation of the years in current rank

b) Portfolios must include a table of contents

c) Portfolio contents will be evaluated on quality, not quantity

H. The Peer Review Committee (PRC)

The PRC's responsibility is to serve as an objective professional review committee as outlined in the FPED. 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 assist the candidates who are assembling their promotion portfolios;

- To advise the Dean of FGCU Library Services by reviewing and making recommendations, either positive or negative, concerning specific promotions and the promotion process;

- To prepare a written and signed letter to the Dean of Library Services stating whether the committee recommends promotion.

The PRC will consist of in-unit Library Faculty members, as required by the FPED and selected by their peers. Anyone who is eligible but unable to serve should notify the Dean of FGCU 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 re-elected to the PRC.

The chair of the PRC 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.

IV.   Definitions

Annual Professional Development Report (APDR) -- a yearly document created by each librarian that provides a self-evaluation and summary of the attainment of goals, objectives, and accomplishments.

Collective Bargaining Agreement (CBA) – the extant collective bargaining agreement that covers the time period under review

Faculty Performance Evaluation Document (FPED) – a document created by the FGCU Faculty Senate and approved by administration that contains the basic policies, procedures, and criteria for the various types of faculty evaluations at FGCU.

Letter of Assignment -- a document created annually by a librarian's supervisor which indicates assigned duties and responsibilities.

Professional Development Plan (PDP) -- a multiyear plan that includes a faculty member's professional long term goals and annual objectives and contains activities the faculty member intends to pursue as evidence of performance. Refer to the current FPED for a description of the key components of the PDP.

Performance Improvement Plan (PIP) – a document designed to help remedy the deficiencies responsible for the overall unsatisfactory annual evaluation and to identify specific performance targets for the following academic year. Please refer to the current FPED for a description of the key components of the PIP.

Peer Review Committee (PRC) – consists of in-unit library faculty members, selected by their peers as prescribed in the FPED. This group may provide assistance to librarians developing their PDPs or portfolio for promotion. Other duties include implementing the promotion guidelines and making official recommendations concerning faculty member promotion.

V.   **Appendices**

Appendix A: Standards, Guidelines, and Competencies for Librarians

A.   Standards for Proficiencies for Instruction Librarians and Coordinators
http://www.ala.org/acrl/standards/profstandards

B.   Guidelines for Liaison Work in Managing Collections and Services
http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/liaison-guidelines-3.pdf

C.   Guidelines: Competencies for Special Collections Professionals
http://www.ala.org/acrl/standards/comp4specollect

Guidelines for Behavioral Performance of Reference and Information Service Providers
D.   http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral

E.   ALA's Core Competencies of Librarianship (PDF)
http://www.ala.org/educationcareers/files/careers/corecomp/corecompetences/finalcorecompstat09.pdf

F.   ALA Code of Ethics
http://www.ifmanual.org/codeethics

G.   Statement on Principles and Standards of Acquisitions Practice
http://www.ala.org/ala/issuesadvocacy/proethics/explanatory/acquisitions.cfm

H.   Cataloging Rules and Standards:
   a.   RDA: Resource Description & Access Print
   b.   Anglo-American Cataloguing Rules, Second Edition, 2002 Revision

I.   Counting Online Usage of Networked Electronic Resources (COUNTER) Standards
http://www.projectcounter.org/

Appendix B: Examples of Academic Librarianship & Teaching

This list is intended as a guide to the spectrum of activities that can be used to evidence performance in the category of Academic Librarianship & Teaching, and is not exhaustive.

Reference and Individualized Instruction

The following guidelines provide behavioral objectives for the evaluation of performance in this area:

- Demonstrates excellent listening and communication skills to identify specific informational needs of patrons
- Provides patron assistance that, at a minimum, meets the *American Library Association Reference and User Services Association Guidelines for Behavioral Performance of Reference and Information Services Providers* with respect to such qualities as approachability, listening/inquiring, searching for information, and follow-up.
- Resolves informational requests to provide the best resources available in a timely manner
- Utilizes appropriate instructional techniques directed to the level of the patron
- Demonstrates understanding of advanced information retrieval techniques in order to assist patrons in forming search strategies for the retrieval of credible and authenticated information
- Recognizes the value of the expertise of colleagues and utilizes suggestions or provides referral to individual subject liaison or community resource when appropriate

Group Instruction

- Analyzes information gaps and/or the need for instruction
- Develops instruction and instructional materials reflecting the *ACRL Guidelines for Instruction Programs in Academic Libraries or* Standards for Proficiencies for Instruction Librarians and Coordinators
- Creates and delivers classroom instruction that is centered around student success and independence and addresses the information literacy needs of specific courses and the overall FGCU curriculum and supports the FGCU Learning Goals and Outcomes
- Utilizes student and faculty feedback to improve instruction and services

Additional Instructional Activities

- Provides individualized and/or specialized library instruction for faculty, students, staff, special events and community partnerships

- Contributes to the continuous free sharing of professional learning with peers and FGCU colleagues to enhance their personal development and to assist them in making informed decisions
- Supports the FGCU distance education mission with instructional and research assistance and procures scholarly materials that anticipate, support and meet their curriculum needs
- Markets library services, collections, and instruction to the FGCU community using specialized skills, knowledge and expertise

Collection Development and Related Activities

- Solicits, reviews, recommends and selects appropriate library resources to support academic programs
- Develops and maintains relationships with faculty to foster the exchange of ideas and information regarding library resources and services
- Develops and maintains an institutional repository for the publication and dissemination of university-generated scholarship
- Researches and designs processes that aid in the analysis, development and management of a library collection that supports the curriculum
- Contributes to accreditation documents and/or creates library impact statements for academic programs, degrees, and concentrations
- Develops, refines, supports, and participates in continuous and comprehensive assessment of library services and collections to ensure they meet the present and future needs of the University community
- Reviews the Library's and State University Libraries' shared resources to improve library collections to find solutions to faculty, students', and co-workers' information needs Identifies, acquires, and organizes collections of local importance or unique content for digital preservation and publication

Customer Services

- Institutes policies, training, scheduling and supervision of staff, that enhances equitable information assistance, and direct access to FGCU Library materials for library users.
- Provides access to research materials unavailable in FGCU Library through maintenance and implementation of resource sharing policies, and collaboration with colleagues in other academic institutions.
- Facilitates access to print collections through maintaining and scheduling staff, and utilizing "best practices" in the shelving of library materials.
- Maintain statistics, analyze work-flow, and develop procedures that improve efficiency of print and electronic course reserve services.
- Monitor and maintain integrity of the automated circulation and billing systems.

- Monitor and maintain physical space and equipment used to provide security for collections and support for library services.

Website Development

- Researches and develops instructional materials and content for the library website (including research guides, learning objects, and other tools) that support and enhance student and faculty learning, teaching, and scholarship
- In collaboration with the Library Computing & Technology Systems department, assists in the analysis, design, and development of the library website and web applications to support teaching, learning and scholarship activities.
- Participates in the development and deployment of web-based initiatives, and helps to maintain the functionality of library web site

Technical Services

- Provides access to collections and resources through the classification and cataloging of materials
- Maintains quality bibliographic control over records in the library catalog to facilitate access and retrieval by keeping current with changing technical skills and latest updates
- Designs processes and keeps accurate fiscal records for library material budget expenditure and long term planning
- Analyzes everyday workflow and develops procedures and policies for improved institutional effectiveness
- Provides leadership and oversight to Library staff to effectively serve the university community
- Sustains relations with vendors, in accordance with the *Statement on Principles and Standards of Acquisitions Practice* of the ALA Association for Library Collections and Technical Services Division, to resolve problems, streamline procedures, and ensure that specifications are met

Electronic Resource Management

- Manages e-resources collections through their life cycle "quotes-trials-acquisition-maintenance-cancellation"
- Assists in developing state-wide e-resources collection by serving on consortium committees
- Handles the license negotiation process related to e-resources in all formats (databases/journals/books/videos) for copyright compliance according to the consortia licensing guidelines

- Manages Electronic Resources Management Systems (ERMS) related software applications for providing services such as the E-journal portal, article linker, and discovery services
- Investigates and beta tests emerging software applications in the field of electronic resources management
- Provides e-resources usage statistics data in compliance with the *Counting Online Usage of Networked Electronic Resources (COUNTER) Standards*, http://www.projectcounter.org/
- Fosters vendor relationships and special partnerships in compliance with the *ALA Code of Ethics* and in accordance with the *Statement on Principles and Standards of Acquisitions Practice* of the ALA Association for Library Collections and Technical Services Division.

Appendix C: Examples of Community Building & Service

This list is intended as a guide to the spectrum of activities that can be used to evidence performance in the category of service, and is not exhaustive. Library Faculty actively participate in a variety of committees to promote a system of collaborative governance and operations and to advocate for the present and future curriculum needs of Florida Gulf Coast University.

Service to the Library and University: supporting and promoting a system of collaborative governance and operations through participation in

- Committees or task forces inside the Library
- Faculty Senate and Faculty Senate teams and committees
- Standing committees of the University
- Ad hoc committees of the University
- Student organizations as a faculty advisor

Service to the discipline: actively participating in committee work associated with a wide variety of essential networking partnerships such as

- Florida statewide and university library organizations
- Southwest Florida Library Network
- Association of College and Research Libraries
- American Library Association
- Florida Library Association

Service to the community: serving as a consultant or collaborating with regional organizations or agencies to further the basic mission of the university as related to professional expertise. Examples may include

- Community organizations
- Community events
- Education programs for the community

Appendix D: Examples of Scholarship and Professional Activities

This list is intended as a guide to the spectrum of activities that can be used to evidence performance in the category of scholarship and professional activities, and is not exhaustive. These examples address activities and scholarly products in the areas of scholarship broadly defined by Boyer (1990, *Scholarship Reconsidered: Priorities of the Professoriate),* as well as activities that fall into the category of professional activities. Many of the following examples and definitions of scholarship originally appeared in "Academic Librarianship and the Redefining Scholarship Project," a 1998 report from the Association of College and Research Libraries Task Force on Institutional Priorities and Faulty Rewards, found at http://www.ala.org/acrl/publication/whitepapers/academiclibrarianship.

Scholarship of Discovery: Using quantitative and qualitative research methodologies to discover new knowledge that will advance the profession. Scholarly products (see section of Examples of Scholarly Products at the end of this Appendix) are often the result of scholarship of discovery activities. Examples include:

- Conducting citation studies

- Analyzing how people seek and use information

- Constructing means for organizing bodies of data and information, and designing methods for precise and efficient information retrieval

- Establishing methods for evaluating the effectiveness of library services and processes

- Discovering the communication modes and related factors that lead to the most effective reference interaction that leads to the best chance of determining a user's precise information needs

- Preparing analytical bibliographies

- Establishing methods for evaluating the effectiveness of library services and processes

- Comparing and analyzing collection evaluation/assessment measures

- Researching or contributing to fields other than librarianship if they relate to subject fields in which Library Faculty have collection development responsibilities, professional assignments, or subject expertise.

Scholarship of Application: Application of disciplinary expertise with results that can be shared with and/or evaluated by peers. Academic librarianship applies the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meeting the research and learning needs of the academic community. Many of the regular activities of librarians fit this category. Examples include:

- Contributing 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

- Developing of library instructional media programs, booklets, pamphlets, brochures, or guides for external distribution

- Developing new or updating existing library-related projects or services

- Directing special projects to enhance the library's impact and effectiveness

- Creating original catalog records and bibliographic control methods

Scholarship of Integration: Integrating knowledge from other fields into the scholarship and practice of librarianship. Academic librarians frequently draw upon knowledge from other fields to accomplish their work, making librarianship a highly interdisciplinary profession. Examples of scholarship of integration include:

- Drawing upon learning theory in order to design effective instruction

- Employing communication theory to improve the reference interview and establish sound communication throughout the library organization

- Protecting for future generations of scholars the library's collections from environmental and usage-imposed dangers by means of preservation theory and techniques

- Assisting users by interpreting and analyzing the components of their information needs and helping construct efficient and comprehensive research strategies, often requiring a thorough knowledge of the literature of several disciplines

- Integrating administrative and management techniques into the operation of a complex service organization

- Advising fellow faculty about the constraint of copyright and the allowances for educational fair use of copyrighted materials in print and multimedia formats

Examples of Professional Activities

- Actively pursuing an advanced degree, certification or licensure
- Keeping abreast of new developments in the field by attending professional conferences, presentations, or workshops
- Taking college or graduate level courses for credit that support the Library mission
- Attending continuing education courses that support the Library mission
- Actively participating in professional organizations by assuming leadership roles or holding office
- Organizing workshops, institutes or similar professional meetings at the regional, state, or national level
- Serving as an editor or peer-reviewer for a professional publication
- Serving as external reviewer for professional performance reviews

Examples of Scholarly Products

- Books, monographs, textbooks, book chapters*
- Articles and essays*
- Published book reviews*
- Entries in encyclopedia or other published reference works*
- Websites
- Research aids and bibliographies*
- Conference/professional presentations or workshops
- Poster Sessions
- Information systems, computer programs, databases
- Technological innovations
- Publication of case study analyses*
- Metastudies*
- Edited collection of works
- Curating exhibits or collections
- Expository articles*
- Anthologies*
- Research on educational topics
- Commentary on teaching methodologies
- Teaching technologies
- Instructional aids
- Contracts or grants proposals
- Theses or dissertations produced during the completion of degree programs

    * evidence of peer-review where applicable

Appendix E: Peer Review Committee's Promotion Summary Checklist

This checklist has been created for the Peer Review Committee to make sure the candidate's portfolio contains the necessary documents as required by the *Faculty Performance and Evaluation Document* and the *FGCU Library Promotion Guidelines* and that each item in the portfolio is evaluated. This document is for internal use only, and will not become part of the candidate's portfolio.

Name of Candidate for Promotion _____

- ☐ Promotion to Associate Librarian
- ☐ Promotion to University Librarian

- ☐ The candidate has the necessary degree and years of experience
  (FPED: Eligible for promotion after completing 4 years in rank or level and at least one full year at FGCU)

Promotion Portfolio Checklist
(Please refer to the FPED and the FGCU Library Faculty Criteria and Standard for Evaluation and Promotion for detailed guidelines)

- ☐ The portfolio is well organized.
  - o If no, comment:

Required Documentation:
- ☐ FGCU Library Faculty Criteria and Standards for Evaluation and Promotion
- ☐ Candidate's up-to-date curriculum vitae
- ☐ Candidate's annual letter of assignment for each year under review (the years since last appointment or promotion)
- ☐ Candidate's cumulative information from previous annual evaluations for each year under review with supervisor's ratings
- ☐ Executive Summary of Accomplishments relevant to the FGCU Library Faculty Promotion Criteria
- ☐ Candidate's self-assessment
- ☐ Report with current year information similar to the Annual Professional Development Report
- ☐ Materials to support the employee's performance in the areas of Academic Librarianship & Teaching, Community Building and Service, and Scholarship and Professional Activities (letters, certificates, publications, reports, etc.)
- ☐ Review of service (this may include contacting the chairs or contact people listed on the annual reports)

Optional Documentation:
- ☐ Letters of Support (strongly recommended)
- ☐ Promotion appraisal, if requested, from Peer Review Committee and/or Department Chair/Immediate Supervisor
- ☐ External reviewer's report
- ☐ Peer assessment of teaching/learning centered practice
- ☐ Documentation of previous years of service credited toward promotion by unit dean/director, if applicable

Documentation to be added to the portfolio during review process:
- ☐ Peer Review Committee's Letter of Recommendation
- ☐ Supervisor's Letter of Recommendation
- ☐ Library Dean's Letter of Recommendation