

Consortium Library

Faculty Evaluation Guidelines

University of Alaska Anchorage

 Approved
Consortium Library, Dean
Steve Rollins

Dated 2/14/18

 Approved
University-wide Faculty Evaluation Committee
Co-Chairs, Elizabeth Dennison and Patricia Jenkins

Dated May 30, 2018

Reviewed by UNAC

July 2018

 Approved
Academic Affairs, Interim Provost John Stalvey

Dated July 31, 2018

CONTENTS

Introduction

1

INTRODUCTION

The Library faculty of the University of Alaska Anchorage and its community campuses have established the *Library Faculty Evaluation Guidelines* (Library FEGs) as a basis for the evaluation of its tenure-track faculty. They meet the goals and standards of the profession and provide a fair and equitable means to govern the Library promotion and tenure process. The Library FEGs were developed with the basic assumption of trust that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

The Library FEGs are to be used in conjunction with the current contract provisions and policies listed below. In the event of conflicts, the contract provisions and policies will prevail in descending order as stated.

United Academics AAUP/AFT Local collective bargaining agreement and any applicable memorandums of agreement

UA Board of Regents' policy on faculty appointment, review, promotion, tenure, and sabbatical leave

UAA Policies and Procedures Relating to Appointment, Review,

Over time, Library faculty must demonstrate marked strength or expertise, usually in the area of their primary responsibility, or through the integration of scholarly accomplishment across their responsibilities. A candidate's area of marked strength is one that draws on his or her particular talents and skills to significantly advance the mission or reputation of the unit and institution.

A. Teaching/Librarianship

The Library and its faculty are central to the teaching and academic research mission of the University. In evaluating Library faculty, teaching/librarianship encompasses the basic work responsibilities of a librarian or archivist. These responsibilities include the development, promotion, and use of resources and collections, as well as the operation of the Library.

Depending upon a Library faculty member's workload agreement, he or she may further the instructional, academic research, and/or service mission of the Library in a variety of ways and may incorporate to varying degrees the six aspects of teaching expounded in the UAA FEPPs (Section IV, a. Teaching and Learning). These six aspects are Instruction and Learning Experiences, Librarianship, Building and Developing Curriculum and Learning Resources, Mentoring Students, Advancing Teaching Excellence, and Advancing Student Excellence. Such work also falls within the definition of scholarship set forth in the UAA FEPPs (Section III).

Activities of Library faculty include but are not limited to those enumerated in the UAA FEPPs (Section IV, a. Teaching and Learning), as well as:

Selecting, acquiring, and preserving collections and resources to support the University's curriculum, programs, and research

Gaining intellectual control of materials through classifying, cataloging, describing, and creating metadata

Identifying, selecting, and applying technologies for information retrieval; creating

Providing group instruction through credit courses, workshops, and seminars; developing curriculum materials; and providing information literacy instruction through course-integrated sessions, Library orientations, tutorials, and websites

Providing reference service and individual instruction by teaching Library users to find and evaluate information

Assessing Library collections, facilities, and/or services

B. Academic Research/Creative Activity

Library faculty members on tripartite contracts conduct academic research and are involved in creative activities of many types; such activities may be in Library Science or Archival Management, as well as in other academic subjects. Academic research may consist of collaborative or individual work and may occur in print as well as online format. Some academic research is expected to result in publication by an independent publisher of appropriate academic quality.

The fulfillment of the academic research/creative activity component may include but is not limited to:

Writing, editing, or compiling books or book chapters, case studies, journal articles, bibliographies, guides, handbooks, reviews of published works, or indexes

Publishing in peer-reviewed publications or in publications having a high-impact readership, e.g., essays or reviews in *Choice*, *Library Journal*, *Archival Outlook*, *CRL News*, etc.

Publishing in emerging media formats of appropriate academic quality, e.g., blogs, digital spaces, etc.

Editing scholarly or professional publications, including journals, newsletters, or electronic media

Fulfilling a major editorial role for scholarly or professional publications, e.g., being on an editorial board or committee

Authoring grant proposals, or supervising and/or participating in externally funded research projects that relate to the faculty member's academic research or creative activity

Receiving grant awards, fellowships, or contracts that support the faculty member's academic research or creative activity

Preparing and/or presenting exhibits or poster sessions for conferences that relate to the faculty member's academic research or creative activity

Presenting papers, giving workshops, or participating on panels that relate to the faculty member's academic research or creative activity

Developing creative projects that benefit the profession or academic field

Serving as an editor or on editorial committees for publications outside the profession

Providing teaching/librarianship and professional services beyond the University

Writing for popular and non-academic publications directed to audiences outside the profession

Providing consulting services beyond the University

Community-Engaged Service

Developing and participating in community reading or literacy programs that advance understanding of important societal issues

Providing regular instruction to community groups in the use of information sources such as Alaska's Statewide Library Electronic Doorway (SLED)

Demonstrating the use of freely available business, government, health, or other information to groups of community patrons (e.g., social service agencies)

Identifying, classifying, describing, and preserving important community archives and collections

III. LIBRARY PEER REVIEW COMMITTEE EVALUATION AND PROCEDURES

It is the responsibility of each member of the Library Peer Review Committee to read and adhere to the appropriate guiding documents (i.e., CBAs, any memorandums of agreement, UA Board of Regents

and leadership indicating that the candidate continues to meet promotion criteria appropriate to his or her current rank during the period under review.

See the CBA and UAA FEPPs for types and frequency of post-tenure review.

F. Distinguished Professor and Professor Emeritus

Refer to UAA FEPPs, Section V, Academic Rank, Appointment and Tenure, for the definitions and requirements of these two ranks, and for the nomination and review process.

V. CRITERIA

A. Bipartite Assignment

Assistant Professor:

1. Terminal degree
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree
2. Documented clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained growth and an increasing development of leadership or innovation contributing to the mission of the Library.
 - b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree

2. Documented evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

B. Tripartite Assignment

Assistant Professor:

1. Terminal degree
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Academic Research/Creative Activity: Demonstrated contribution(s) to Library Science, Archival Management, or other academic fields (see Section IIB).
 - c. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree
2. Documented clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be

- c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree
2. Documented evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Academic Research/Creative Activity: Performance should exceed that of the previous rank. There should be a sustained record of academic research/creative activity as described in Section IIB. It should include works of original academic research, original conceptualization, unique design, and/or extensive works involving the diffusion of knowledge or information.
 - c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

APPENDIX A: LEADERSHIP

Candidates for promotion in rank are expected to demonstrate leadership in the areas of teaching/librarianship, academic research/creative activity (for those in tripartite assignments), and service. While there are many definitions of leadership, its essence is about setting agendas, identifying problems, and initiating changes that make for substantive improvements in the organization. The scope and quality of leadership accomplishments are expected to progress over time

Fulfillment of leadership for Library faculty may be via *formal* means (e.g., chairing committees or other groups; editing scholarly publications; serving as a principal investigator on a grant) or via *informal* means, where an individual does not hold power or formal authority, but still influences or leads others based on the ability of that person to evoke respect, confidence, and trust through high-quality teaching/librarianship, academic research/creative activity, service, and/or other scholarly pursuits.

Teaching/Librarianship

Accomplishments may include but are not limited to the following examples listed in no particular order.

Demonstrates leadership in course and curriculum development; in designing, developing, and/or evaluating materials which enhance the teaching process

Demonstrates leadership by designing, developing, and/

APPENDIX B: HISTORY

A Library committee composed of Tohsook Chang, William Siemens Jr., and Dennis Walle drafted this document, which was approved by the Library faculty in 1981. In 1985, a committee composed of Catherine Innes-Taylor, William Siemens Jr., and Dennis Walle made further revisions.

In January 1989, the Library Director charged three subcommittees chaired by Ronald Lautaret, William Siemens Jr., and Dennis Walle to rewrite the *Library Peer Review*.