

Stewart Library
POST-TENURE REVIEW POLICY
Approved by Faculty Senate 11/7/13

Introduction

The purpose of this document is to outline the procedures and criteria used in the post-tenure review of faculty in the Stewart Library. In keeping with PPM 8-11.II, post-tenure review is **not** a re-adjudication of tenure but an assessment of a tenured faculty member's performance during the duration of his/her tenure.

Purpose

Tenured faculty in the Stewart Library are expected throughout their employment to remain actively involved in their profession, to continually work to improve their performance in all areas of teaching and librarianship, to engage in scholarship and to provide meaningful professional and/or administrative service. The Stewart Library recognizes that tenure is an investment in the future of both the library and Weber State University, and this post-tenure review process is intended to serve as a measure of the success of that investment.

Timing of the Post-Tenure Review Process

Tenured faculty shall be reviewed every five years for the duration of their employment, or more often as defined later in this document under "Actions Resulting from Post-Tenure Review" or at the request of the faculty member and/or the University Librarian. Faculty earning tenure prior to the effective date of this policy shall have their first post-tenure review no later than five years after that date. Faculty earning tenure after the effective date of this policy will have their first post-tenure review no later than five years after earning tenure. A formal review for promotion to professor shall constitute a post-tenure review; the next post-tenure review for such faculty will occur no later than five years following this promotion review.

Post-Tenure Review File

In preparation for their post-tenure review, faculty members shall prepare a Post-Tenure Review File separate from their Professional File consisting of the following:

1. A concise narrative of their activities and accomplishments in each of the three categories listed below during the years under review.
2. A copy of their current Position Description.
3. Copies of their annual Faculty Activity Report for each of the years under review.

4. Copies of the University Librarian's Annual Reviews for each of the years under review; faculty may include comments on their annual reviews if they so desire.
5. Copies of previous post-tenure review evaluation summaries, if any, from the Post-Tenure Review Committee and the University Librarian.
6. Copies of student evaluation summaries for all courses taught during the years under review; faculty may include comments on these summaries if they so desire.
7. Copies of relevant supporting documentation, such as syllabi for new or revised courses, copies of publications or letters of acceptance, grant documents, conference presentations, letters of commendation, etc.
8. Any additional material the faculty member wishes to include in their file.

This file will be housed in the Library Administration Office. Faculty will be able to add items to their post-tenure review file at any time prior to the date the file is due as well as remove items which they personally placed in their file. The file shall be completed and available for review by February 1 of the year of the post-tenure review.

Adjustments to this deadline must be approved in advance by the University Librarian in consultation with the Post-Tenure Review Committee and the faculty member under review.

Post-Tenure Review Committee

In years when one or more library faculty members are scheduled to undergo post-tenure review, the University Librarian shall appoint a Post-Tenure Review Committee consisting of at least two tenured library faculty members in consultation with the faculty member(s) undergoing review and with the approval of the full Stewart Library faculty. This committee will review the faculty member's performance according to the competencies and criteria described below. Faculty members serving on the Stewart Library Ranking Tenure Evaluation Committee or the library Peer Review Committee during the same year are also eligible to serve on the Post-Tenure Review Committee.

Competencies

The competencies to be considered during post-tenure review fall into three categories:

Category I: Teaching

Category II: Scholarship

Category III: Administrative and/or Professionally Related Service

Faculty undergoing post-tenure review are to be rated as either **Adequate** or **Inadequate** in each of these categories. Criteria for ratings of **Adequate** are given at the end of the detailed discussions of each category given later in this document. During

the review process, tenured faculty members undergoing post-tenure review shall be presumed to have a rating of **Adequate** in all categories; the burden shall be on the reviewers to justify the reason(s), if any, why the faculty member should **not** be rated as **Adequate** in any of the categories.

Evaluation Summaries

A written evaluation summary including the rationale for the ratings in each category shall be submitted by the Post-Tenure Review Committee to the candidate with a copy to the University Librarian by February 15 of the year of the post-tenure review. The University Librarian will place a copy of this summary in the faculty member's Post-Tenure Review File. The University Librarian shall submit a separate written evaluation summary to the candidate by March 1 of the year of the post-tenure review and put a copy in the faculty member's Post-Tenure Review File. Adjustments to these deadlines must be approved in advance by the University Librarian in consultation with the Post-Tenure Review Committee and the faculty member under review.

Actions Resulting from Post-Tenure Review

Faculty who receive a rating of **Adequate** in **all three** categories from both the Post-Tenure Review Committee and the University Librarian will undergo another post-tenure review in five years (or less if requested by the faculty member and/or the University Librarian).

Faculty who receive a rating of **Inadequate** in **one or more** categories from the University Librarian will undergo post-tenure review in two years unless the faculty member or University Librarian requests an additional review at a period of less than two years. The faculty member will also meet with the University Librarian to find ways to improve their performance and will be provided the opportunity to improve their performance through a wide variety of faculty development activities which may include, but are not limited to, mentoring, sabbaticals, reduced work load and support of attendance at conferences. It is the responsibility of the faculty member to take advantage of these opportunities.

Faculty who receive a rating of **Inadequate** in **one or more** categories from the University Librarian in **two** consecutive post-tenure reviews will meet with the University Librarian to evaluate why development activities have not been successful and to address methods to resolve outstanding performance issues. This situation may also trigger reference to and subsequent action by the University Librarian in accordance with PPM 8-25 and PPM 9-3 through 9-17.

Definitions of Categories and Criteria

Category I: Teaching

In the Stewart Library, teaching includes librarianship and is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating

learning; and in general, transmitting content to students (see PPM 8-11.E). For purposes of post-tenure review, teaching is divided into three areas: 1) Instruction, 2) Reference /Information Services and 3) Collection Management/Faculty Liaison. The specific division of duties among these areas for each library faculty member is defined in her/his position description, which is included in the Post-Tenure Review File and should be consulted by evaluators during the review process. Some library faculty positions involve significant administrative duties. Evaluators should take this into account when reviewing the candidate's performance in this category.

1. Instruction: Library faculty may be assigned to teach one or more sections of for-credit Library Science courses during each semester of their contract. They may also be assigned to provide general instruction sessions for students in ENG 2010, UNIV 1105 and other general courses. Evidence of performance in this area includes:
 - a. A teaching portfolio, including but not limited to a statement of their teaching philosophy and a collection of sample course syllabi, assignments, exams, etc., along with comments on how these samples reflect and support their teaching philosophy.
 - b. Summaries of student course evaluations, which are administered each semester for each course taught by the candidate, along with a brief interpretation of these evaluations including comments on both positive results and areas of concern.
 - c. Participation on relevant library teams and committees.
 - d. Involvement in the evaluation and revision of existing library science courses and the design of new courses.
 - e. Pedagogical innovations for instruction.
 - f. Teaching general library-related workshops and training sessions.
 - g. Attendance at relevant workshops, seminars, etc.
 - h. Receipt of relevant certificates, awards, etc.
 - i. Other activities appropriate to this area.
2. Reference/Information Services: Library faculty may also be assigned to provide students and other library users with reference and information services both during scheduled hours at the Reference Desk and on a one-to-one basis as needed. Teaching students and other library users how to find and evaluate information instead of finding it for them is a basic principle of Reference/Information Services in the Stewart Library. Evidence of performance in this area includes:

- a. Providing proactive, user-oriented reference service.
 - b. Knowledge and application of the reference interview technique.
 - c. Knowledge of reference resources.
 - d. Design of web-based research and how-to guides.
 - e. Sharing of knowledge and expertise through workshops, training sessions, etc., and on a one-to-one basis.
 - f. Involvement on relevant library teams and committees.
 - g. Attendance at relevant workshops, seminars, etc.
 - h. Receipt of relevant certificates, awards, etc.
 - i. Other activities appropriate to this area.
3. Collection Management/Faculty Liaison: Finally, library faculty may be assigned collection management/faculty liaison duties in specific subject areas. A primary goal of these activities is to provide students and faculty with the most efficient and effective access possible to information resources necessary to support their instructional and research activities. Evidence of performance in this area includes:
- a. Consultation with faculty in assigned subject areas regarding library resources in support of existing courses, new courses, new programs, accreditation, etc.
 - b. Overseeing the development and management of information resources in assigned subject areas.
 - c. Delivering course-integrated subject-specific instruction sessions requested by faculty in assigned subject areas.
 - d. Design of web-based research guides in assigned subject areas.
 - e. Providing subject-specific library workshops and training sessions.
 - f. Involvement on relevant library teams and committees.
 - g. Attendance at relevant workshops, seminars, etc.
 - h. Receipt of relevant certifications, awards, etc.
 - i. Other activities appropriate to this area.

Faculty members under post-tenure review shall be rated **Adequate** in **Teaching** if they provide evidence of significant accomplishments/activities in instruction (include ratings of at least satisfactory on student course evaluations) and evidence of significant accomplishments/activities in at least **one** of the other areas of **Teaching** listed above.

Category II: Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the candidate's effectiveness as a professor. Faculty members undergoing post-tenure review are responsible for providing evidence of successful scholarly activities, which may include interdisciplinary scholarship. They are not expected to be equally active in all areas listed below; however, they must submit evidence of significant scholarship during the years under review. Evidence of performance in scholarship includes:

- a. Refereed publications.
- b. Non-refereed publications.
- c. Papers presented at professional conferences and workshops.
- d. Professional improvement, such as graduate education beyond the terminal degree, development of new areas of expertise, additional training in existing areas of expertise, or attendance at professional conferences and workshops.
- e. Projects such as group or individual grants and submission of reports as required.
- f. Other activities appropriate to this category.

Faculty members under post-tenure review shall be rated **Adequate** in **Scholarship** if they demonstrate a pattern of ongoing scholarly work including activities from a minimum of **three** of the performance areas listed above.

Category III: Administrative and/or Professionally Related Service

Administrative and/or professionally related service is defined as those activities which provide professionally related value to the community, the institution or professional organizations. It is the responsibility of the faculty member under post-tenure review to provide evidence of productive service during the years under review. However, they are not expected to be equally active in all areas listed below. Evidence of performance in service includes:

- a. Committee assignments at the university or library level with university assignments having more significance than library assignments. Leadership positions on committees are weighted more heavily than membership only.

- b. Administrative responsibilities within the Library or University above and beyond the duties described in the candidate's position description.
- c. Leadership positions and/or active participation in professional organizations and similar activities that enhance the reputation of the candidate, the Library, and/or the University.
- d. Involvement in the planning and organization of professional workshops, meetings, conferences, symposia, etc., that benefit the Library, the University, and/or the library profession.
- e. Participation in projects that benefit the Library, the University, and/or the library profession.
- f. Professionally-related community activities.
- g. Consulting or otherwise providing professional expertise.
- h. Student advisement activities or serving as an advisor to a student organization.
- i. Other activities appropriate to this category.

Faculty members under post-tenure review shall be rated **Adequate** in **Administrative and/or Professionally Related Service** if they accept and perform in a professional manner duties in at least **three** areas of service listed above, including at least **one** committee assignment at the university level (see item a. above).