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CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Date: November 27, 2023

To: Andre Avramchuk, Chair, Academic Senate

From: Sharon Ulanoff, Chair Faculty Policy Committee

Copies: A. Avramchuk, E. Heise, V. Green, R. Roquemore, V. Shih

Subject: **FPC 22-9.1: Proposed Modification to Evaluation of Permanent Library Faculty, Chapter VI of the Faculty Handbook**

Faculty Policy Committee reviewed FPC 22-9.1: Proposed Modification to Evaluation of Permanent Library Faculty at its meetings on September 18 and 25 and voted to approve a minor policy language change to address early tenure and promotion, which was approved by senate in January 2023 and signed by the President in July 2023. FPC waited until the policy was updated in the Faculty Handbook to submit.

The following describes the changes to FPC 22-9.1: Proposed Modifications to Evaluation of Permanent Library Faculty.

Line 60-64   Add language to include policies on early tenure and promotion. This language in the Evaluation of Permanent Instructional Faculty was revised last year to highlight requirements for early tenure and promotion and FPC wanted to highlight those change, even though early tenure and promotion is a sub-section of evaluation timelines.

1 **Evaluation of Permanent Library Faculty**

2 (Senate: 11/6/12; President: 12/11/12)

3 Governing documents: Articles 13, 14, and 15 of the Collective Bargaining Agreement between the
4 California State University and the California Faculty Association.

5 Librarians at California State University, Los Angeles are appointed as members of the faculty. In
6 keeping with the terminology utilized in the Collective Bargaining Agreement between the California State
7 University and the California Faculty Association, the term "permanent library faculty" shall refer to all
8 probationary (tenure-track) and tenured library faculty. This evaluation policy governs permanent library
9 faculty. Relevant evaluation policies for instructional faculty, counselors, and coaches can be found in
10 their respective evaluation policies elsewhere in this Handbook.

11 Overview

12 Library faculty members represent a vital and visible part of the intellectual life of CSULA. They contribute
13 to the fulfillment of the University's educational mission by providing access to knowledge resources,
14 teaching, collaborating with other campus faculty to integrate information literacy into the curriculum,
15 managing electronic resources, organizing information and data, developing collections and delivering
16 traditional library services to the University and the broader community. Library faculty work to foster the
17 development of students in seeking, evaluating, and synthesizing information seeking and ideas across
18 all disciplines.

19 Permanent library faculty members have the following classifications:

20 • senior assistant librarian
21 • associate librarian
22 • librarian

23 The purpose of this library faculty evaluation policy is to maintain and enhance the high quality of the
24 academic programs at CSULA by assuring that all permanent library faculty members meet and maintain
25 high standards of performance as library professionals, teachers, scholars, and members of the camps
26 community. The policy aims to achieve this objective by establishing criteria for fair, thorough, and
27 consistent evaluation of individual library faculty members at all levels of review.

28 Evaluations of tenure-track and tenured library faculty shall focus on the quality and effectiveness of
29 professional duties and responsibilities, professional achievement, and other contributions to the
30 University by the library faculty member under review.

31 The evaluation of a library faculty member is based upon a comprehensive review of the individual's
32 qualities, achievements, and promise during the year or years included in the review period. Attention
33 shall be given to forming a general "profile" or comprehensive estimate of the faculty member's
34 performance and special professional interests and accomplishments.

35 All reviews shall be based on evidence in the two-part personnel action file, which includes the permanent
36 personnel action file (PPAF) and the working personnel action file (WPAF). All evaluations will be
37 entered into the library faculty member's permanent personnel action file (PPAF). The permanent
38 personnel action file (PPAF) is maintained by the University. Reports of peer observations of instruction
39 and quantitative summaries of student opinion surveys are maintained in the PPAF. The candidate is
40 responsible for providing the following materials to his or her working personnel action file (WPAF) before
41 the published date of file closure: a current curriculum vitae, a personnel information form that

42 summarizes and describes the candidate's activities and accomplishments during the period under
43 review, and evidence of these activities and accomplishments.

44 **I. Types of Evaluation**

45 There are two types of evaluations for permanent library faculty members:

46 **performance reviews**, required for retention, tenure, and promotion of library faculty, and

47 **periodic evaluations**, conducted when an evaluation is required, but in periods in which a library faculty
48 member is not under consideration for retention, tenure, or promotion.

49 Performance reviews serve the dual purposes of determining whether or not a library faculty member's
50 performance warrants retention, tenure, or promotion, and of providing the library faculty member with
51 constructive feedback on his or her performance in the areas under review.

52 Periodic evaluations are aimed primarily at providing the library faculty member with feedback on his or
53 her performance. However, they may be considered in subsequent performance reviews.

54 Library faculty members shall undergo a performance review when under consideration for retention,
55 tenure, or promotion. A library faculty member undergoing a performance review shall be reviewed by
56 the Library Personnel Committee, the University Librarian, the Provost, and the President.

57 A library faculty member undergoing periodic evaluation shall be reviewed by the Library Personnel
58 Committee and the University Librarian. Periodic evaluations shall include review of a library faculty
59 member's performance in all of the same areas as during a performance review.

60 **II. Evaluative Standards, Evaluation Timelines, Post Tenure Performance Reviews, EARLY**
61 **TENURE AND PROMOTION REVIEWS, and Periodic Evaluations and Review Periods**

62 The policies for library faculty regarding evaluative standards, evaluation timelines, post tenure
63 performance reviews AND EARLY TENURE AND PROMOTION REVIEWS, and periodic evaluations,
64 and review periods are the same as those for the instructional faculty.

65 **III. Criteria Governing Evaluations of Library Faculty**

66 Reviews for retention, tenure, and promotion to associate librarian are cumulative in the sense that the
67 progress or growth of the library faculty member since joining the library faculty is a factor in
68 evaluation. Generally, the evaluation of a probationary library faculty member will take into account all
69 and only the activities and achievements since the initial probationary appointment. Reviews are
70 comparative in the sense that the library faculty member is evaluated against the quality and
71 effectiveness of performance of colleagues taking into account the broad range of activities in which
72 different members of the library faculty engage.

73 Performance reviews for promotion to the rank of librarian are similarly cumulative and comparative – i.e.,
74 the progress or growth of library faculty members while in their present rank is assessed against the
75 quality and effectiveness of colleagues' performance, taking into account the broad range of activities in
76 which different members of the library faculty engage.

77 Library faculty members are evaluated on the basis of their performance in the following categories:

78   A.   professional librarian responsibilities;

79   B. professional achievement; and

80   C. contributions to the University.

81   Of the three categories, category A normally shall have the greatest weight. A library faculty member
82   may choose to prepare an individualized professional plan when either his or her work assignment or
83   area of specialization warrants a departure from the usual evaluation criteria, or when the library faculty
84   member's work is of a nature that makes it difficult to apply the established evaluation criteria articulated
85   below. Such a plan must indicate the time period during which it will apply to the evaluation of the library
86   faculty member's performance.

87   The policies regarding individualized professional plans for library faculty are the same as those for
88   instructional faculty.

89   Although the criteria governing performance reviews are the same for retention, tenure, and promotion
90   cases, reviewers should recognize qualitative differences between these types of reviews. This
91   difference, however, is one of degree, not kind, and it may be summed up under the concept of growth or
92   progress. At the time of the performance review of the library faculty member for retention during the
93   probationary period, judgment is based on demonstrated growth, performance, and promise in categories
94   A, B, and C.

95   At the time of candidacy for tenure and/or promotion, however, a library faculty member is expected to
96   have demonstrated substantive achievements in each of the three areas; promise of future growth will not
97   be sufficient to warrant a positive recommendation for tenure or promotion. Special consideration will be
98   given to the continuity and growth of the activities comprising this total performance.

99   **Category A, Professional Librarian Responsibilities**, consists of two elements:

100   1. professional performance, and

101   2. related educational activities.

102   While library faculty members are distinct from instructional faculty members in their assigned
103   responsibilities, their primary mission is to support student learning. The contributions of individual library
104   faculty members represent significant diversity in terms of activities performed.

105   1. Professional performance includes those activities completed by the library faculty member that
106   contribute to student learning. These activities, listed in no particular order, include, but are not limited to:

107   • Accomplishing professional objectives and fulfilling responsibilities in support of University and
108   Library mission statements;
109   • Promoting student learning through the appropriate collection and classification of resources,
110   provision of reference or consultation, and/or implementation of effective delivery systems for
111   access;
112   • Providing instruction (e.g., teaching a course in the University's Catalog; or teaching course
113   integrated information literacy instruction sessions or conducting library workshops);
114   • Considering and initiating new ideas, new technologies, or alternative approaches to library
115   procedures;
116   • Applying bibliographic techniques effectively to the acquisition, development, classification, and
117   organization of selected information resources;
118   • Initiating and carrying to conclusion projects that contribute substantially to the Library mission;
119   • Performing effectively in terms of an individual library assignment of responsibility; and
120   • Creating library resources in a variety of formats.

121 For library faculty members who serve as course instructors, the policy governing student input in the
122 academic personnel process are the same as that for instructional faculty.

123 2. Related educational activities include but are not limited to: assisting faculty in curriculum/program
124 development, programmatic assessment of learning outcomes, and other academic support activities that
125 enhance student learning. Library faculty members provide significant outreach to liaison areas for the
126 purposes of instruction, for example, partnering in course integrated assignments, and curriculum
127 development with faculty outside the library. Library faculty also work with their liaison faculty in
128 departments/divisions/schools and colleges in the developing collections and may be involved in other
129 teaching related program liaison work (e.g., campus-wide information literacy efforts).

130 The evaluation of professional librarian responsibilities is based on the following activities, listed in no
131 particular order, which include but are not limited to:

132 • Project reports, logs, planning documents, self-studies, or other work product assessments;
133 • Faculty and/or student feedback related to a service area or product;
134 • Products created in support of student learning, including web pages, guides to web pages, and
135 tutorials, etc.;
136 • Feedback from faculty in the assigned liaison department related to collection development
137 and/or outreach; and
138 • Surveys of internal/external clients.

139 In evaluating these contributions in category A as to their relative merits, the quality and effectiveness,
140 and not only the quantity of the contributions shall be the primary consideration.

141 **Category B, Professional Achievement**, is defined as performance of discipline-related activities that
142 include, but are not limited to the following broad areas identified in no particular order:

143 • Academic and scholarly contributions to the library faculty member's profession and field that are
144 externally evaluated and published or formally accepted for publication, such as research,
145 critical essays, and theoretical analyses published as a book, chapter, or article;
146 • Development of technology, textbooks, and original teaching or testing materials that are adopted
147 for professional and/or instructional use outside the library;
148 • Presentations at meetings of scholarly and professional societies;
149 • Presentations as invited authority in the library faculty member's field before scholarly and
150 professional audiences;
151 • Participation in activities of scholarly or professional societies beyond membership, such as
152 elective office, fellowship status, committee membership, receipt of special awards,
153 organization of symposia, and chairing or moderating of conference sessions;
154 • Receipt of fellowships, grants, contracts, or other subsidies and commissions for scholarly
155 activities in the library faculty member's field;
156 • Holding special appointments such as visiting professorships, lectureships, or consultant
157 assignments in other academic, scholarly, professional, or government institutions;
158 • Editing or reviewing of scholarly or professional publications;
159 • Professional practice that utilizes the library faculty member's academic expertise;
160 • Service to one's profession, in such cases where the activity is based on one's disciplinary
161 expertise (for example, appointment to a granting agency's review board or service on a
162 professional board); and/or
163 • Community based participatory research, community service, and community based activities that
164 involve the academic expertise of the library faculty member.

165 In evaluating these contributions in category C as to their relative merits, the quality and effectiveness,
166 and not only the quantity of the contributions in Category B shall be the primary consideration.

167 **Category C, Contributions to the University**, is defined as all other service to the University,
168 profession, or community that contributes to the mission and governance of the University including but
169 not limited to the following broad areas as identified in no particular order:

170 • Contributing to academic governance, such as memberships and participation in the activities of
171 Library, University, and system committees, and service in administrative capacities;
172 • Participating in any student, faculty, professional, or community organization, engaging in any
173 service to colleges and/or the community, or engaging in other activities that bring positive
174 recognition to the library faculty member and to the University;
175 • Delivering speeches, conducting colloquia, or otherwise conveying information about the library
176 faculty member's scholarship, profession, field, and University to community groups; and/or
177 • Organizing and engaging in significant University, college, and Library activities that improve the
178 educational environment and/or student, staff, or faculty life, such as organization of retreats,
179 conferences, or orientations.

180 In evaluating these contributions in Category C as to their relative merits, the quality and effectiveness,
181 and not only the quantity of the contributions shall be the primary consideration.

182 **IV. Additional Evaluation Policies**

183 **A. External Review**

184 The policies regarding external review for library faculty are the same as those for instructional faculty.

185 **B. Evaluation of Library Faculty Active in Programs Outside the Library**

186 When a library faculty member's assignment includes significant instruction and activities in an academic
187 program outside the Library, that library faculty member may request an assessment of his or her
188 performance in the activities associated with the academic program. In that case, prior to the file closure
189 date, the chair/director/coordinator of the academic program shall provide a written assessment of the
190 contributions of the library faculty member to that program for the library faculty member's personnel file.
191 This assessment shall be part of the evidence upon which the evaluation is based.