

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY
UNIVERSITY LIBRARY¹**

Approved by Library Faculty: June 3, 2010

GUIDING PRINCIPLES

University Library Mission and Vision

The University Library at California State University, Long Beach was established to provide direct support for the educational mission of the University through selecting, organizing, preserving, and disseminating recorded knowledge in all its formats and manifestations. The organization also provides the human, print, and digital resources necessary for the campus community to locate, retrieve, and evaluate information effectively. The Library maintains collections that promote free inquiry and intellectual development, provides instruction in the information gathering and evaluation process, and thus has a lasting and beneficial impact on the lives of CSULB students.

Librarianship Philosophy

The Library faculty is committed to providing high quality information resources, teaching and information literacy activities, and other related research services to the constituents of California State University, Long Beach. The Library faculty is also actively engaged in research, scholarship and creative activities (RSCA), and professional, university, and community service that bring distinction to the University and the Library.² The Library faculty is further committed to provide services and access fairly and appropriately with respect to all library users.

Guiding Principles of Reappointment, Tenure, and Promotion (RTP)

The Library Reappointment, Tenure, and Promotion (RTP) Committee criteria for evaluation will be the same as those stated in the University Reappointment, Tenure and Promotion (RTP) policy (**PS 09-10**). Effectiveness in Library Assignment, as articulated in the annual assignment letter provided by the Dean, will be the umbrella term that is used for the three areas of evaluation: Instruction and Instructionally-Related Activities; Research, Scholarly and Creative Activities (RSCA); and Service.

The Library recognizes the importance of mentoring and collegial support in the success of RTP candidates and encourages candidates to participate in ongoing mentoring activities. The criteria outlined below also follow the principles outlined by the Association of College & Research Libraries (ACRL), a division of the American Library Association and the leading professional association for academic librarians.

¹ The Library is a College, therefore there is no department document.

² The University Library will from this point on be referred to as the Library.

Candidates for reappointment, tenure, and promotion will be reviewed in all three areas of evaluation: Instruction and Instructionally-Related Activities; Research, Scholarly and Creative Activities (RSCA); and Service. Candidates at all levels shall demonstrate ongoing achievement and growth in all three areas to receive a positive recommendation for any action. It is expected that faculty members will exhibit varied and well-rounded profiles of achievement.

For reappointment, probationary faculty must document a record of performance and ongoing improvement in their Library Assignment. It is expected that faculty members will exhibit varied and well-rounded profiles of achievement.

For tenure, a sustained record of high quality over multiple years and evidence leading to the belief that a candidate will continue being productive in all three areas of their Library Assignment must be documented. Tenure is generally awarded simultaneously with promotion to Associate Librarian.

For promotion to Associate Librarian, a successful, high quality record of performance and continuing improvement since reappointment must be documented. It is expected that faculty members will exhibit varied and well-rounded profiles of achievement.

Standards for promotion to Librarian shall be higher than standards for promotion to Associate Librarian. Candidates should document a significant record of achievement that demonstrates consistent growth in contributions and performance since promotion to Associate Librarian. It is expected that faculty members will exhibit varied and well-rounded profiles of achievement.

“High quality,” “successful,” and “significant,” as listed above, refer to the degree to which Instruction and Instructionally-Related Activities; Research, Scholarly and Creative Activities (RSCA); and Service contribute to the discipline, and enhance the Library’s goals.

EFFECTIVENESS IN LIBRARY ASSIGNMENT

Effectiveness in Library Assignment requires that faculty members demonstrate a record of growth in: 1) Instruction and Instructionally-Related Activities; 2) Research, Scholarly, and Creative Activities; and 3) Service at the Library, the University, in the profession, and in the community.

Evaluation of accomplishments and innovations must be based on documented evidence obtained from the candidates themselves, Library and University colleagues, and whenever possible, from students.

Instruction and Instructionally-Related Activities

Instruction and Instructionally-Related Activities are necessary components of performance in support of reappointment, tenure, and promotion. Teaching effectiveness shall be evaluated in lectures, workshops, orientations, and other instructionally-related activities such as Collection Management and Professional Development. Methods of evaluation may include but are not limited to, documented peer observation and written faculty and/or student evaluations. The Committee will consider achievements in subject areas outside of the library and information fields when such expertise supports the candidate's primary assignment. Evaluation will be linked to the candidate's documented evidence in this area.

Examples of areas of effectiveness for Instruction and Instructionally-Related Activities shall include but are not limited to:

- Instruction services, e.g., instructional lectures or workshops, identification of core classes and implementation of instruction to all sections of a targeted research class in assigned discipline(s); development of pedagogical improvements as demonstrated by a unique or new approach to instruction; curriculum development with faculty and/or departments
- Development and maintenance of instructional resources, e.g., discipline research guides, instructional handouts; tutorials
- Reference, e.g., interactions with patrons; knowledge and use of print and electronic sources and search techniques
- Research consultations with students or research support for discipline faculty
- Selection and acquisition of resources, e.g., curricular support, funds management, liaison with subject departments
- Outreach to special populations, e.g., campus orientations to parents, students in special programs, high school students, visiting scholars
- Technology responsibilities, e.g., troubleshooting integrated library systems, databases, networks
- Continuing study or formal course of study; attendance at professional conferences and workshops
- Applications for grants for professional activities

Research, Scholarly, and Creative Activities (RSCA)

Research, Scholarly, and Creative Activities are necessary components of performance in support of reappointment, tenure, and promotion. Librarians are expected to demonstrate engagement with scholarly issues. As the candidate progresses toward tenure and/or promotion, documented evidence of some peer-reviewed RSCA activities must be provided as outlined in the University RTP document.

Evaluation of contributions to RSCA are based on a variety of factors including, but not limited to, the selection process, the audience addressed, and the impact of the contribution as measured through factors such as documented feedback, recognition, and usage. The Committee will consider research and activities in fields of study beyond that of the library and information fields.

For example, the Committee will consider whether the contribution was peer-reviewed, refereed, juried, or invited; whether the contribution reached an international, national, state, or local audience; the impact of a particular forum and its relevance to the topic. When weighing the relative importance of a given contribution to the profession, the Committee will consider references and commentary in other published works, as well as citations in professional bibliographies and articles. Evaluation of digital projects will include professional reviews of content, design, and quality; acceptance from the academic library or subject expert community; number of links from other academic sites; and/or professional or scholarly user feedback.

Peer Review

Peer review is typically defined as a process by which qualified experts in the discipline impartially evaluate the merit, importance, and originality of research, scholarly, and creative activities. For the purposes of this policy, the term peer review encompasses the terms “juried” and “refereed” which may be used for all RSCA that are impartially evaluated by qualified experts in specific disciplines.

Candidates are responsible for providing proof of peer review. Proof of peer review can include, but is not limited to:

- a. A printout of the venue’s editorial policy.
- b. Copies of reader reports.
- c. Letters from editors or readers in which editorial policy is stated.

In addition to typical peer review, other qualified review may include:

- a. The process of selection of work for dissemination within the publishing venues of non-academic sectors.
- b. The process of evaluation of extramural RSCA grant proposals by granting agencies or organizations.
- c. A process leading to performances or exhibits.

Candidates are responsible to make the case for any review processes outside of typical peer review.

Research and Publication

Works that are complete and available carry greater weight than works in progress; works accepted or submitted for publication, are indications of professional contribution and should be included in the candidate's file.

Examples of areas of effectiveness for Research and Publication shall include but are not limited to:

- Articles or chapters in journals, books, or proceedings
- Book length treatises, bibliographies, or reference works
- Digital projects
- Peer reviewing, editorial or indexing for a journal or publisher
- Curating an exhibit or other public project
- Reviews
- Creative work
- Applications for grants for individual research, or for the Library

Presentations

Conferences, workshops, and professional meetings are important scholarly communication forums within the library and information fields. Evaluation criteria for poster sessions or presentations are based on a variety of factors, including but not limited to, the selection process, the audience addressed, and the impact of the contribution as measured through factors such as documented feedback, recognition, and usage. The Committee will consider whether a poster session or presentation was refereed, juried, or invited; whether the presentation was accepted at a highly competitive conference; whether the contribution reached an international, national, state, or local audience; the impact of a particular forum and its relevance to the topic. When weighing the relative importance of a given contribution to the profession, reviewers will consider references and commentary in other published works, citations in professional bibliographies and articles, and conference session evaluations. Examples of areas of effectiveness for Presentations shall include but are not limited to:

- Poster session or presentation
- Keynote address
- Developing or leading a workshop

Service

Service is a necessary component of performance in support of reappointment, tenure, and promotion. The Committee will consider a broad range of professional and community contributions. Direct relationship to the library and information field is not essential, as long as the service is such as to engage the professional and/or leadership skills of the candidate.

The following categories are the most common forms of service contribution. At all levels, quality and degree of participation in service will be weighted more heavily than the sheer number of activities.

Contributions to the Library

Librarians are expected to provide service to the Library. Evaluation criteria for this area are based on quality and degree of participation of service.

Examples of areas of effectiveness for Contributions to the Library shall include but are not limited to:

- Service on Library committees and/or service as a chair
- Service in a leadership position on the Library Faculty Council
- Authorship of Library policies and procedures
- Volunteering for additional assignments within the Library

Contributions to the University

Librarians are also expected to provide service to the University and/or the California State University (CSU) system. Shared governance is an important component of higher education, and as faculty, librarians have a direct stake in all elements of faculty life, including but not limited to curriculum development, creation and modification of University policy, and strategic planning. Evaluation criteria for this area are based on quality and degree of participation in service.

Examples of areas of effectiveness for Contributions to the University shall include but are not limited to:

- Direct and active participation in shared governance
- Contributions or leadership activities on University committees
- Conducting information workshops, educational or promotional activities
- Authorship of reports or other material pertinent to the University
- Participation on a graduate thesis or project committee

Professional Service

Librarians are also expected to provide service to professional organizations. Evaluation criteria for this area are based on quality and degree of participation of service including the level of commitment, leadership, and the impact of the contribution. The Committee will consider whether the service was for an international, national, state, or local organization or project. In addition, professional leadership in library and information associations at all levels is based on the development and implementation of policies, procedures, standards, and guidelines and in disseminating best practices.

Examples of areas of effectiveness for Professional Service shall include but are not limited to:

- Contributions or leadership activities for professional organizations
- Organizing a conference, workshop, panel, or symposium

Contributions to the Community

Evaluation criteria for this area are based on quality and degree of participation of service. Contributions to the Community have the highest value when combined with an individual's expertise and when it furthers the educational mission of the Library or University.

Examples of areas of effectiveness for Contributions to the Community shall include but are not limited to:

- Consulting in public school, local government, and community organizations
- Conducting external evaluations

Changes and Amendments to the Library RTP Policy

Changes to the RTP policy may occur as a result of changes to the CSU-CFA Collective Bargaining Agreement (CBA) and University policies. In general, changes to procedures do not require a vote of the faculty.

Amendment(s) to the Library RTP policy may be proposed to the Chair of the Library Faculty by petition of at least twenty (20) percent of the tenured and probationary faculty.

The proposed amendment(s) will be distributed in writing to the faculty. A meeting of the faculty will be called for discussion of these proposals at least seven (7) calendar days, but no later than thirty (30) calendar days after the distribution of the proposed amendment(s). This meeting could be part of a regularly scheduled Library faculty meeting.

Amendment(s) to this policy will become effective upon receipt of the favorable vote of a majority of the tenured and probationary faculty in a secret ballot distributed within thirty (30) calendar days of the designated meeting and upon approval of the Dean of Library Services and of the Provost.