Criteria and Standards for Retention, Tenure and Promotion
Humboldt State University Library

The University Library is committed to encouraging and helping faculty in the RTP process succeed in their librarianship, scholarly/creative activities, and service. This document represents criteria regarding standards for all three areas of the retention, tenure, and promotion (RTP) process.

The tenured and probationary faculty of the Library approved the following librarianship, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (revised June 2016).

Appendix J (Section IX. A. 2) requires periodic evaluation of candidates for retention, tenure, and promotion in three areas of performance:

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/librarian/counseling excellence, combined with an "Acceptable" level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

An "Acceptable" level of performance, defined in department/unit criteria and standards, shall recognize that a candidate's strengths may be concentrated in either scholarly/creative activities or service, and not suffer as a consequence. However, a candidate shall balance such concentrated ("Excellent") achievement in one of the two non-teaching areas with at least a "Minimum Essential" level in the other, in accordance with department/unit RTP criteria and standards. For example, an "Excellent" level of performance in service activities (in accordance with department/unit RTP criteria and standards) shall be balanced with at least a "Minimum Essential" level of performance in scholarly/creative activities (in accordance with department/unit RTP criteria and standards), or vice versa. Alternatively, a candidate may be "good" in both non-teaching areas.
As an example, "Acceptable" levels of performance for a positive promotion and/or tenure decision are reflected in the following combinations using "Minimum Essential," "Good," and "Excellent" as the evaluative terms:

<table>
<thead>
<tr>
<th>Scholarly/Creative Activities</th>
<th>Service</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Good</td>
<td>Good</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Excellent</td>
<td>Minimum Essential</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>Excellent</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Good</td>
<td>Minimum Essential</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Minimum Essential</td>
<td>Good</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the University, and from students, community members, and discipline-related professionals.

Candidates should demonstrate their active participation and the value and significance of their activities in their PDS and via letters from colleagues. Candidates may decide whether certain activities constitute "librarianship", "scholarly/creative activities" or "service" achievements and make the case accordingly, providing appropriate evidence in their WPAF. We recognize the "Cultural Taxation" of some faculty members of color, who may provide intensive student mentoring and/or are called upon to serve on multiple equity committees and institutional change initiatives.

**Teaching/Librarian/Counseling Effectiveness**

It is expected that librarian activities and accomplishments will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified.

**Activities Specific to Librarianship** may include, but are not limited to, the following:

- **Outreach** - Librarians provide effective outreach to and expert research consultation and services in support of learning, research, teaching, and scholarship to students, faculty, and staff; including collaborating on relevant programs
- **Reference Service** - Librarians provide one-on-one instruction and assistance in locating information in electronic and print resources, selecting databases and formulating search strategies for research, and/or referral to other resources.
- **Instruction** - Librarians work with faculty to design, teach, and assess instruction sessions and learning tools that integrate and support the curriculum at all levels of study, from general orientation to research methods in an online environment, to specialized instruction for upper-division and graduate courses. Librarians consult with faculty to identify and
integrate appropriate library resources and services, and open educational resources in the curriculum and projects. Preparation may include collaboration with classroom faculty and creation of instructional materials, activities and/or web pages. Librarians apply learning theory and outcomes, pedagogical methods, and assessment to create effective instruction, learning objects, that support face-to-face, hybrid and online courses.

- **Collection Development** - Librarians manage the print, media and electronic collections, working with faculty in departments and colleges. Collection development involves evaluating, selecting and acquiring information resources in a variety of formats, to support the evolving HSU curriculum.

- **Bibliographic Services** - Librarians interpret and apply nationally recognized professional standards and practices to the acquisition, description, cataloging, classification and organization of library collections and information resources.

- **Digital Media** - Librarians provide expertise, training, educational outreach programs, and assistance to enhance digital learning and develop digital media production skills among students, faculty, and staff; including accessibility strategies for learning objects and curriculum; and fostering innovation and creativity in learning environments.

- **Scholarly Communications** - Librarians provide leadership in the implementation and management of digital scholarship, publishing, and scholarly communication programs.

- **Systems** - Librarians participate in the selection or creation and implementation, customization, or configuration of the technological infrastructure and retrieval tools through which information resources and services are offered to students, faculty and staff.

- **Coordination** - Librarians coordinate major, highly collaborative programs or services of the library. Librarian coordinators are responsible for providing leadership in the development and delivery of programs and services that meet the goals of the Library and University and contribute to student learning. Examples include, but are not restricted to, integrating complex library systems, designing and maintaining collaborative programs, integrating the library into campus initiatives, managing a unit, etc.

Indicators of excellence in librarianship may include, but are not limited to, the following:

- Evidence of a rigorous, thoughtful and dynamic approach to the teaching and learning process.
- A consistent positive pattern of efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies.
- A continuing positive pattern of participation in and implementation of innovative activities designed to enhance librarian effectiveness.
- A consistent positive pattern of effective and substantive collaborations with faculty and/or staff.
- Engaging in ongoing mentoring of students, staff and/or faculty in teaching and learning activities.
- Showing leadership in advancing the university's ability to serve the needs of a diverse student body.
- Developing, managing and collaborating on innovative retrieval tools that facilitate the effectiveness of the collections as materials that enhance learning.
- Developing and managing Library collections that contribute significantly to student learning.
- Effectively representing and advocating for the library to the rest of the university and promoting efforts for cooperation and collaboration with other campus entities, the
community, and professional groups.

- Receiving a grant related to improvement of teaching methods or curriculum.
- Planning, organizing and leading workshops or seminars that enhance teaching and learning or curriculum within the library, university or profession.
- Effectively supervising students in their own and/or other faculty based original-research projects.

Criteria for the evaluation of librarianship include:

- Effectiveness, impact, and/or expertise in fulfillment of the candidate's area(s) of responsibility.
- Effectiveness, impact, and/or expertise regarding the candidate's leadership, supervision, administration, and/or mentorship.
- Impact of professional development and growth towards advancing the candidate's disciplinary knowledge and/or expertise in their area(s) of responsibility.

Evidence for librarianship: It is the responsibility of the candidate to provide effective evidence and documentation of their professional performance. The candidate will articulate the relevance of submitted items in the narrative.

Selected items representing librarianship might include:

- Samples of work demonstrating effectiveness, impact, and/or expertise in fulfillment of the candidate's area(s) of responsibility.
- Materials resulting from or demonstrating leadership, supervision, administration, or mentorship.
- Materials illustrating professional development and growth.

**Scholarship/Creative Activities**

It is expected that scholarship/creative activities and accomplishments will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified.

Given the range of scholarly/creative activities, and the inherent value of diverse activities, the Library has grouped such activities into categories I and II. In keeping with the Boyer Model of five interrelated dimensions of scholarship, the Library recognizes activities that demonstrate scholarship/creative activity when relevant to/within the discipline. As guiding principles and assumptions for work in both categories, we:

- Value scholarship that is peer-reviewed in both traditional or Open Access modes.
- Welcome work that may be disseminated across a range of fields and or audiences and will treat these fields as holding equal weight.
- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of interdisciplinary research.
- Understand that peer-reviewed digital and new-media venues may be equivalent to peer-reviewed print publications in terms of significance. We encourage Librarians to make a strong case with evidence of the contribution of their new media scholarship.
• Embrace the five dimensions of scholarship as proposed by Ernest Boyer in Scholarship Reconsidered (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J, Section IX.8.2.a-e.

For any co-authored publications, the specific role of the faculty member in generating the final product should be indicated. The greater the involvement of the faculty member, the more important the contribution.

Category 1
• Peer-reviewed publication, through an academically recognized peer-review process such as a journal article, scholarly book chapter, or digital scholarship of similar scale.
• Publishing or having accepted for publication a scholarly endeavor, such as a book manuscript or digital scholarship of similar scale.
• Receiving a substantial externally funded grant in support of original research.
• Presenting original work at external international, national or regional conferences, workshops, and forums.
• Organizing or curating a conference at which original research is presented at a national or international level.
• Serving as managing editor of a peer-reviewed journal or scholarly book in which original research is presented at a national or international level.

Category 2
• Publishing a short-form article, such as a listicle, book review, review essay, encyclopedia entry, and/or scholarly commentary in relevant area.
• Publishing a non-scholarly book, book review, book chapter, article, or other creative work.
• Participating in academic conferences, workshops and forums, for example by giving an informal talk or acting as a discussant on a panel.
• Organizing or curating a conference at which original research is presented at a local or regional level.
• Acting as a scholarly resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications.
• Presentation/performance of original creative work.
• Production of ancillary materials for textbooks.
• Receiving positive reviews for a proposal for an unfunded external grant from the funding agency.
• Receiving funded internal grants for research and scholarly activities (except for travel grants).
• Creating original multi-media (LibGuides, Research Guides, websites, videos) that are used/reused by colleagues at other institutions.

Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.
Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Promotion to **Associate Librarian**

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Minimum Essential</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>At least EIGHT distinct activities, at least THREE of which are distinct activities from Category 1, at least TWO of which are peer-reviewed</td>
<td>At least SIX distinct activities, at least TWO of which are distinct activities from Category 1, at least ONE of which is peer-reviewed</td>
<td>At least FIVE distinct activities, at least ONE of which is a distinct activity from Category 1 which is peer-reviewed</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Minimum Essential</strong></td>
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Minimum Combination of Activities Required (after submission of file for tenure to Associate Librarian) for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Promotion to **Librarian**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Minimum Essential</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>At least EIGHT distinct activities, at least FOUR of which are distinct activities from Category 1, at least TWO of which are peer-reviewed</td>
<td>At least SIX distinct activities, at least THREE of which are distinct activities from Category 1, at least ONE of which is peer-reviewed</td>
<td>At least FIVE distinct activities, at least TWO of which are distinct activities from Category 1, at least ONE of which is peer-reviewed</td>
</tr>
<tr>
<td><strong>Good</strong></td>
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<td><strong>Minimum Essential</strong></td>
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**Service**

Faculty service offers the opportunity to contribute to shared governance, faculty development, the organizational functioning of the University, collaborations with other CSU Libraries and the community at large.

While the amount of service may vary amongst faculty for a variety of reasons, service is a professional responsibility of all faculty. The faculty of the Library recognize that time and effort required for service can change from semester to semester, and from year to year. A strong and consistent pattern of service over time is important. It is the responsibility of the candidate to describe the workload for service activities so the LFPC can make the appropriate evaluation.

It is expected that service activities and accomplishments will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified.
Self-evaluation of *Service to the Profession, University, or Community* should be provided by the faculty member in their PDS. Faculty should describe all service contributions along with an estimate of the effort devoted to each contribution (a detailed log of hours is not required). Effort of more than a few hours on a specific service activity should be documented with a letter of support from an appropriate person.

The faculty of the Library recognizes that it is impossible to anticipate and list all possible forms of service. The following service expectations are not meant to be restrictive.

**Essential Service**

1. Regularly participates in library committees and meetings such as Library College, All Library Council and appropriate unit-level committees.
2. Participation in group projects directed toward accomplishing Library and University goals such as assessment development and implementation, strategic planning, etc.
3. Volunteering for non-committee duties necessary to accomplishing department goals.
4. Demonstrates a pattern of sustained service activity outside the Library.

**Breadth**

Service activities that demonstrate breadth typically involve substantive participation at the university, system, or professional level. Activities that demonstrate breadth may include, but are not limited to:

- Service on active university or system-wide committees typically requiring at least 10 hours per semester.
- Service on active committees of a professional organization.
- Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation.
- Reviewing or refereeing work in library or related disciplines, including journal articles, textbooks, grant proposals, and the like.
- Participating in faculty/staff search committees, organizing, directing and/or implementing faculty development activities, establishing and maintaining effective, collaborative working relationships with colleagues and other university personnel, and participating in academic program development.
- Sponsoring/advising relevant student organizations and student support initiatives.
- Collaborating throughout the campus community on projects, workshops, presentation, and other campus activities.
- Serve as a knowledge source for media outlets and community members/groups.
- Mentoring activities sponsored by the University.

**Leadership**

Service activities include leadership roles in either library or non-library activities that contribute directly to the library, university, CSU system, community and/or profession. Activities that demonstrate leadership may include, but are not limited to:

- Supervising staff, student assistants, interns who contribute to the success of the library or campus.
- Chairing an active committee at the department, college, university or system level.
- Chairing or leading a service activity in the community.
• Leading political/social change at the state, national or international level.
• Chairing a committee or holding office in a regional, state, or national organization.
• Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program.
• Organizing community-outreach events in library or relevant specialty.
• Organizing conferences or related professional activities.
• Develop and lead outreach activities and programs that enhance the university's ability to serve the needs of a diverse student body.

Evidence: The PDS should discuss the goals of the service and reflect on the quality of the contribution. A complete list of achievements in service should be effectively delineated in the WPAF, and items presented as evidence should be discussed.

Examples of evidence:
• Documents, reports or other evidence of the impact of the librarian's service achievement.
• Letters showing extent and level of contribution from appropriate organizers, officers, panel chairs, editors or similar officials of regional or national organizations.
• Documents describing candidate involvement as an officer, speaker, panelist, external reviewer, referee, consultant, visiting lecturer, etc.
• Programs or flyers describing the event and/or listing the candidate's contribution.
• Awards earned for the service (e.g., certificates, plaques).

For promotion to **Associate Librarian**, service will be evaluated as follows:

**Minimum Essential** - Minimum Essential performance in this category includes activity listed in Essential Service throughout the review period.

**Good** - Good performance in this category includes satisfaction of the criteria for "Minimum Essential" and the pattern of service activities should include at least 3 activities which show breadth or leadership during the review period.

**Excellent** - Excellence in service requires satisfaction of the criteria for "Minimum Essential" and the pattern of service activities needs to include at least 4 activities, at least 2 of which reflect breadth and at least 1 of which reflect leadership during the review period.

For promotion to **Librarian**, service will be evaluated as follows:

**Minimum Essential** - Minimum Essential performance in this category includes all activity listed in Essential Service throughout the review period, and the pattern of service activities should include at least 1 activity which shows leadership during the review period.

**Good** - Good performance in this category includes satisfaction of the criteria for "Minimum Essential" and the pattern of service activities should include at least 4 activities which show breadth or leadership during the review period, with at least two showing leadership.

**Excellent** - Excellence in service requires satisfaction of the criteria for "Minimum Essential" and the pattern of service activities needs to include at least 5 activities, at least 3 of which reflect leadership during the review period.
Exceptional Situations
The Library acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for the awarding of tenure. For example, such situations may arise when faculty Librarians are specifically hired to conduct activities in addition to instruction, such as program development. Accordingly, the specific requirements for scholarly and service activities may be modified on a case-by-case basis, in consultation with the Library Faculty Personnel Committee (LFPC) and the Library Dean, so long as faculty Librarians have met the primary requirement of demonstrating excellence and effectiveness in their librarianship assignments. Any requested modifications of tenure criteria should be specifically itemized and presented to the LFPC by the faculty member at least one year prior to the submission of personnel files for the tenure decision. The modifications of tenure criteria for service or scholarship must be formally approved by the LFPC and then the Library Dean. These modifications shall be valid for one review cycle only and any subsequent review cycle will be based upon the unmodified standards unless modifications are approved for that cycle.
The attached RTP Standards and Criteria have received majority approval from the tenured and probationary faculty of the University Library:

Approve

Brianne Hagen
Date: 12/6/18 Yes No

Katia Karadjova
Date: 12/6/18 Yes No

Carly Marino
Date: 12/6/18 Yes No

Tim Miller
Date: 12/6/18 Yes No

Kyle Morgan
Date: 12/6/18 Yes No

Jeremy Shellhase
Date: 12/6/2018 Yes No

George Wrenn
Date: 12/6/18 Yes No

Document forwarded to the Committee on Faculty RTP Criteria and Standards ______ Date

Document approved by the Committee on Faculty RTP Criteria and Standards ______ Date