Collegial Review Document
2015-2016

Research and Instruction Services Department
Hunter Library (University Library)
Western Carolina University

Policies, Procedures, and Criteria for Faculty Evaluation: Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review
I. Overview

This document describes the policies, procedures, and criteria for librarian performance evaluation for the Research and Instruction Services (RIS) Department of the University Library. These policies and procedures are intended to be comprehensive and precise; however, librarians should also be familiar with the University of North Carolina (UNC) Code of the Board of Governors and the Western Carolina University (WCU) Faculty Handbook. The RIS department adheres to the "University Standards for Collegial Review" (Faculty Handbook, Sections 4.04 and 4.08). RIS faculty should also use the "Guidelines for the Preparation of the Dossier," which is a separate document developed and provided annually by the Office of the Provost.

Temporary, fixed-term, and part-time librarians are not tenure track, and therefore adhere to different standards of evaluation. They will be evaluated annually by departmental peers and the department head on the areas of responsibility described in their hiring documentation.

The purpose of evaluation is to ensure that the services of the librarians and the University Library are of the highest quality possible. To that end, the University Library seeks to attract and retain librarians who are knowledgeable, professional, collaborative, productive, cooperative, committed to service, and current in the discipline. RIS librarians are expected to engage in continuous growth and improvement, and they must demonstrate competency in librarianship and share knowledge within forums where it is subject to the scrutiny and assessment of peers.

The most important consideration for annual evaluation, reappointment, tenure, and promotion is the individual's teaching/librarianship equivalent. RIS librarians are also expected to engage in scholarly activities, which generally derive from their professional roles. RIS librarians traditionally engage in a high level of service to the department, the library, the university, the community, and the profession, as well. Such service is highly valued.

II. Domains of Evaluation

A. Teaching/Librarianship

1. Expectations for RIS librarians

RIS librarians contribute to WCU's mission by serving as liaisons to academic departments across the university (see Appendix B). In this role they accomplish the following:
• Assist students, faculty, staff, and the community in the use of library services and collections by providing direct research assistance and instruction in finding, evaluating, and using information
• Identify and develop the library's collections and resources to ensure they meet the teaching, learning, and research needs of the university
• Apply and/or develop technology to enhance library services
• Acquire, organize, and create means of access to intellectual content and information resources
• Assess, evaluate, and continuously enhance library operations, resources, and services; strategic and operational planning; and library educational and promotional materials
• Seek out and participate in relevant professional development activities and training

2. Methods of Evaluation and Sources of Evidence

• Self-report and evaluation statement of a library faculty member's accomplishments as related to areas of responsibility
• Peer assessment both within RIS and by faculty and staff colleagues in other departments. Specific types of peer assessment are outlined for each procedure under Section III
• External peer assessment by appropriate non-library faculty, staff, and professional colleagues
• Department Head's Annual Faculty Evaluation (AFE) Summary Report

B. Scholarship and Creative Works

1. Forms of Scholarship

WCU recognizes and values the four types of creative activity described by Boyer (1990) as legitimate forms of scholarship. The RIS department acknowledges that different librarians might emphasize one of these forms of scholarship more than another; however, all Boyer categories — as defined in the Faculty Handbook (Section 4.05C) — are valued equally.

• Scholarship of Discovery: Original research that advance knowledge
• Scholarship of Integration: Synthesis of information across disciplines, across topics, or across time
• Scholarship of Application: Application of disciplinary expertise with results that can be shared with and/or evaluated by peers
• Scholarship of Teaching and Learning: Systematic study of teaching and learning process.

See Appendix D for examples of each category of scholarship and examples of scholarly products.

2. Methods of Evaluation

As calendar-year employees, librarians engage in professional activities throughout the year. In fact, many of the activities that RIS librarians perform on a daily basis may result in scholarly products for the purposes of annual evaluation, reappointment, tenure, promotion, and post-tenure review. The relative weights and values suggested for different forms of scholarship take this fact into account. All such activities, regardless of category, are assessed against the following general criteria. These criteria assist in differentiating the scholarship inherent in the practice of academic librarianship:
• The scholarship is subjected to external peer review.
• The scholarship results in significant and substantive outcomes.
• The outcomes are effectively disseminated to a professional audience or scholarly community.

Peer reviewers can be journal reviewers, editorial board members, editors, conference proposal reviewers, and grant committee members—or they can be from a broader community of librarians and scholars outside the library with appropriate expertise and objectivity. Scholarship that has no obvious external peer review structure will undergo the following process: The librarian who has produced the scholarship, along with the RIS department head, will identify at least two qualified library professionals with recognized standing in the relevant area of scholarly or professional activity. The RIS department head will send requests for the external reviewers to send a written assessment of the quality and impact of the scholarship in question. The department head will provide the identified reviewer with the faculty member’s scholarship under review, the department’s collegial review document, and the definitions of scholarship for librarians as outlined in Appendix D. If the librarian chooses to submit the activity as part of her/his tenure, promotion, or reappointment record, the written assessments must be included in the librarian’s dossier.

Value is placed on a sustained scholarly focus with special emphasis given to the quality and impact of scholarship on the mission and services of the University Library, WCU, the Western North Carolina Library Network (WNCLN), the UNC system, and the profession of librarianship.

The Collegial Review Committee (CRC) will use the guidelines below to determine the value of scholarly work.

• Initiatives and enhancements that have a beneficial impact on a larger number of patrons will have greater value than those affecting fewer patrons.
• Published scholarship is more highly valued than unpublished.
• Work published in a peer-reviewed journal is valued more highly than work published in a journal publication that is not peer-reviewed.
• Activity published in a discipline-recognized journal is more highly valued than work published in internal publications.
• Presentation at a national conference is more highly valued than presentations at regional, state-wide, or local conferences.
• Conference addresses/presentations are more highly valued than poster presentations.
• Development of wholly new services and service aids is valued more highly than updating, revising, or adapting established services and programs.
• Technical documents, reports, training manuals, “white papers,” and other internally focused documents will be differentially evaluated based on such factors as their scope, service impact, size, etc.
• Published books will be more highly valued than published articles, bibliographies, and book chapters.
• External grants are more highly valued than internal grants.
• Applying for grants, even when unsuccessful, is more highly valued than not applying for grants.
• Scholarship based on service, operational methods, and program initiatives and enhancements will be judged differently based on the degree to which they foster and improve abilities to
discover and deliver information, information sources, and information instruction, as well as on the scope of impact of the initiatives.

Scholarship in RIS is measured in “units.” Individuals are expected to accomplish at least one unit of scholarly work each year. For the purposes of evaluation, RIS categorizes accomplishments by unit. Although what constitutes a “unit” cannot be determined with absolute certainty in advance, the following rough equivalencies should prove helpful with regard to informing the candidate, the Collegial Review Committee, and the process itself. Scholarship of especially high value (Category A) will normally equate to three units, while others will normally equate to two units (Category B), one (Category C), or one-half (Category D). For tenure or promotion, at least one scholarly endeavor must fall within Category A or Category B.

It is important to understand and recognize that the following equivalencies are approximate examples and do not represent all the possible ways in which units can be obtained. Please see section III.D for expectations of accomplishments for review actions.

Category A – three units

- Authorship of an article in a peer-reviewed or professional journal relevant to the discipline that is widely regarded as having high scholarly or professional status
- Authorship of the first edition of a scholarly or professional monograph within the discipline
- Editorship of a book, professional journal, or peer-reviewed journal related to the discipline

Category B – two units

- Authorship in a peer-reviewed or professional journal other than those described in Category A
- Presentation or address at a national or international conference
- Authorship of a book chapter
- Awardee of a significant successful external grant proposal
- Presenting evidence of the demonstrable quality and effect that one’s original policy, practice, technological development, or library service has had outside of WCU

Category C – one unit

- Presenter or speaker for a state-wide or regional conference
- Awardee of a selective university grant
- Creator of a new information literacy instruction module submitted to peer review venue such as Multimedia Educational Resource for Learning and Online Teaching (MERLOT) or the American Library Association’s Peer-Reviewed Instructional Materials Online (PRIMO)
- Author of a scholarly, essay-length resource review
- Developer of a new Web-based application that enhances university-wide discovery and delivery of information resources
- Developer of a new operational method/process that significantly enhances discovery and delivery of information resources

Category D – one-half unit
- Author of brief review of scholarly resources in professional sources such as *Choice* or *Library Journal*
- Presenter at a local conference, symposium, seminar
- Developer of library and/or university publications and reports based on original research or an analysis of research conducted by others

3. Guidelines for Scholarship

These guidelines and examples are neither absolute, nor exhaustive, and are intended to be illustrative, serving as typical examples of scholarship within the library profession. The RIS department recognizes that because of the varied nature of librarian roles there may be many specific scholarly activities of high quality and impact that are not included and that constitute legitimate library scholarship. It is the responsibility of candidates to defend their activities as scholarship, especially if these activities are extraordinary in nature, form, or extent. A candidate may request a prior review of proposed activities in order to get feedback from the department head. This request, review, and feedback can be part of the annual review process. In all cases, presented scholarship must have undergone some appropriate form of external peer review (See section II.B.1).

C. Service

The department greatly values service; RIS librarians are expected to participate in service activities as described *Faculty Handbook*, Sections 4.04.C.3 and 4.05.D. Service is any professional activity that is not scholarship or teaching/librarianship but is related to the discipline and that serves the institution, the region, or the profession.

1. Forms of Service

a) Library

Examples include:

- Serving on department or library committees including appointed, elected, or ad-hoc groups
- Developing and/or revising major policy documents
- Mentoring other faculty and staff
- Collaborating with other units to develop programs that support library
- Serving on search committees

b) University

Examples include:

- Serving on university committees or other appointed, elected, or ad-hoc groups at the university level
- Developing and/or revising major policy documents
- Participating in faculty governance
- Mentoring other faculty and staff
• Mentoring students
• Recruiting students
• Serving on university-level search committees
• Facilitating workshops for institutional groups

c) Community engagement or service to the discipline of librarianship

Examples include:

• Holding a leadership position in organizations related to the profession of librarianship
• Facilitating workshops for professional groups
• Serving on accreditation bodies
• Writing reviews of external colleagues’ work in support of tenure, promotion, or professional awards or acknowledgments
• Participating on committees of professional organizations
• Writing summaries of research, policy analyses, or position papers for the general public and targeted audiences
• Editing newsletters or columns in one’s field or discipline
• Serving as an expert for the press or other media
• Developing solutions to meet the information needs of external communities
• Collaborating with schools, other libraries, or civic agencies to develop policies or programs that advance the library’s or university’s mission
• Organizing and managing community conferences

2. Methods of Evaluation and Sources of Evidence

• Official documents and reports resulting from the activity
• Documentation of the number of people served or benefited
• Analysis of work accomplished, possibly to include self-appraisal of career goals, development, and achievement in service
• Documentation of the activity’s visibility (e.g. newspaper clippings, program announcements, conference schedules, etc.)
• Evaluations and letters from receivers of service; sponsoring organizations, faculty colleagues, and other peers
• Honors or awards recognizing service
• Election or appointment as an officer in an organization

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation

1. Overview
All RIS faculty and fixed-term (both full and part-time) librarians are evaluated each spring as stated in the Faculty Handbook, Sections 4.04.C.3 and 4.05.D. For faculty undergoing post-tenure review, the AFE process is replaced by the library’s post-tenure review (PTR) process.

The Office of the Provost determines deadlines for completion of the AFE process. The purpose of the AFE is to:

- Communicate peers’ evaluation of a librarian’s work
- Prompt librarians to improve the quality of their work
- Promote continuing scholarship
- Provide an assessment tool for reappointment, tenure, or promotion decisions
- Provide a basis for distribution of merit funds

2. Procedures and Preparation of Documentation

Those undergoing the AFE process will prepare a dossier that includes the following:

- **Self-report and Evaluation.** This report documents the previous year’s accomplishments in teaching/librarianship, service, and professional development and documents the most recent five years of scholarship. The format of the accomplishments in the teaching/librarianship section will be organized using the domains of evaluation of teaching/librarianship outlined in the RIS CRD (see II.A)
- Appendix A. Self-evaluation of the completion of previous year’s goals
- Appendix B. Completed teaching observation forms
- Appendix C. Completed external peer assessment forms

3. Methods of Evaluation

a) Peer Assessments

For all peer assessment types listed, the RIS department head may request follow-up information or in-person meetings from any reviewer to clarify submitted information. The department head also has the authority to request feedback from additional peers - both internal and external to the library.

(1) Teaching/Instruction Assessment

Teaching observations are conducted twice during the academic year. One observation is conducted by the RIS department head; the other is conducted by a full-time, tenure/tenure-track RIS faculty member. The RIS department head makes observation assignments for the academic year at the beginning of the fall semester. The department develops peer assessment criteria and rubrics; a simple majority vote is required for approval.

(2) Internal Peer Assessment

Peer assessments within the library -- excepting the instruction assessment -- are based on materials included in the AFE dossier as well as the peer’s own observations. Reviewers
should refer to the *Characteristics for Accomplishments* (Appendix A) when providing feedback.

(a) RIS Departmental Peer Assessment

RIS librarians assess each other and provide written feedback to the department head who will use it to create a *Summary of Peer Review* that is shared with the faculty member during the AFE process.

(b) Library Faculty and Library Staff Peer Assessment

Each librarian submits two non-RIS library faculty names and one library staff name to the department head for peer review; the department head will request feedback from these individual and incorporate it into the *Summary of Peer Review*. Peer assessment will include at least one of the three sections listed below, based on the recommendation of the RIS librarian submitting the names and the determination of the department head:

- Review of teaching/librarianship
- Review of scholarship
- Review of service

(3) External Peer Assessment

External peer assessments are used to solicit feedback from appropriate non-library faculty, staff, or professional colleagues about the performance of individual librarians.

Each librarian is required to solicit feedback from no fewer than five colleagues external to the library about his or her performance in teaching/librarianship, service, or scholarship. At least three external (*i.e. non-library*) colleagues must be WCU faculty or staff. Peer assessment for the year under review must be submitted via an online feedback form distributed by the librarian under review. The assessment form itself is maintained by the RIS department head.

Completed assessments will be collected by the RIS department head who will de-identify the source(s). Assessments are then placed in the RIS librarian’s AFE dossier; librarians may view completed assessments at any time, but may not remove or delete them from an AFE dossier. Copies of completed assessments are available to faculty members to include in their reappointment, tenure, or promotion dossier.

b) Department Head’s Evaluation and AFE Conference

The department head will write a summary of each faculty member’s overall performance, including the results of peer assessments, teaching observations, and the department head’s evaluation. The department head’s written assessment of goal accomplishment will also be included. This written summary, the *AFE Statement*, will be reviewed with each faculty member during the AFE conference. During the conference, the department head and the RIS faculty member will discuss peer assessments, the department head’s review, and progress toward
accomplishment of the year's goals. The department head and the faculty member will also agree upon a set of goals for the coming year.

B. Reappointment, Tenure, and Promotion

1. Overview

The Office of the Provost will generate an annual list of faculty eligible for reappointment, tenure, and promotion; the dean will confirm and/or correct this list and notify the Office of the Provost and the department head. RIS conducts reappointment, tenure, and promotion according to the guidelines in the *Faculty Handbook*, Sections 4.06 and 4.07.

2. Composition of Review Committees

The departmental CRC shall be constituted according to the *Faculty Handbook*, Section 4.07.D1.

The library CRC shall be constituted according directions of the *Faculty Handbook*, Section 4.07.D2.

3. Procedures and Preparation of Documentation

a) Dossier and Timetable

Each candidate for reappointment, tenure, or promotion, uses the Office of the Provost's detailed instructions for preparing an application (1st, 3rd, 5th year) or dossier (2nd, 4th, 6th year). In the *Self-evaluation and Report* section of the dossier, accomplishments in the teaching/librarianship section will be further organized using the domains of evaluation of teaching/librarianship outlined in the RIS CRD (see II.A). Due dates and the review process timetable is set by the Office of the Provost.

b) Review Process

Each candidate will undergo review as set forth by the *Faculty Handbook*. For all reappointment, tenure, or promotion reviews, the RIS CRC will review each application or dossier in timetable order. For reappointment (2nd and 4th year), tenure, and promotion reviews, the library CRC will meet after the RIS CRC review; the library CRC will review each group of files in timetable order.

c) Recommendation and Votes

At each review level, the recommendations and votes will be communicated to the candidate as mandated by the *Faculty Handbook*.

C. Post-Tenure Review

1. Overview

According to Section 4.08 of the *Faculty Handbook*, post-tenure review is a comprehensive, formal, periodic evaluation of all tenured faculty. Post-tenure review shall be consistent with the UNC Board of Governors' policy of giving teaching (in this case, teaching/librarianship) primary consideration.
2. Composition of Review Committees

The departmental CRC shall be constituted according to the Faculty Handbook, Section 4.07.D1.

3. Procedures and Preparation of Documentation

Each candidate for post-tenure review will compile a PTR dossier that will include the following:

- **Self Report.** This report will document accomplishments from teaching/librarianship, scholarship, and service for the most recent five years or since the last formal review action (tenure, promotion)
- The most recent five years of the candidate’s AFE Statements
- An up-to-date curriculum vitae

Due dates and the review process timetable is set by the Office of the Provost.

D. The Criteria for Meeting Expectations

1. Annual Faculty Evaluation, Reappointment, and Tenure

In addition to following AFE, reappointment, and tenure guidelines as detailed in the Faculty Handbook, Sections 4.05, 4.05, and 4.07, RIS criteria for evaluation includes the following:

A RIS librarian must have a terminal degree (Master’s degree) from an ALA-accredited program and show evidence of achievement and promise for sustained contributions in the areas of professional competency, scholarship, and service.

A RIS librarian’s teaching/librarianship is the most important consideration. RIS librarians should be able to demonstrate the characteristics and qualities in the accomplishment of their individual goals and responsibilities as described in Appendix A. First-year, tenure-track faculty members in RIS are expected to devote a majority of their effort to Teaching/Librarianship.

A RIS librarian should have continuing and regular scholarly activity and production with documented outcomes. See Section II.B for a full description of the methods of evaluation, expectations, criteria, and categories of accomplishment regarding scholarship requirements.

The RIS department greatly values service; all librarians are expected to participate in service activities. Service is expected to increase over a department member’s employment; tenure and tenure-track RIS faculty are expected to participate in service activities at all levels, though they are not expected to serve on all in each year. See Section II.C for a description of methods of evaluation and documentation.

2. Promotion

a) Promotion to Associate Professor
Promotion to associate professor is detailed in the *Faculty Handbook*, Section 4.07. In the RIS department, promotion to the rank of Associate Professor requires a sustained record of excellence in teaching/librarianship, scholarship, and service. Baseline scholarship expectations are exceeded in promotion to this rank. RIS faculty should also demonstrate, at a high level of proficiency, all characteristics described in Appendix A as they relate to accomplishing goals and responsibilities.

b) Promotion to Full Professor

Promotion to the rank of full professor is detailed in the *Faculty Handbook*, Section 4.07. For promotion to full professor, RIS requires superior and sustained teaching/librarianship, scholarship, and service. RIS faculty must also demonstrate, at a superior level, all characteristics described in Appendix A as they relate to accomplishing goals and responsibilities.

3. Post-tenure Review

Post-tenure review is outlined in the *Faculty Handbook*, Section 4.08. RIS faculty undergoing post-tenure review will demonstrate continuing achievement at normal expectation levels in teaching/librarianship, scholarship and service, barring other agreements made by the faculty member with the RIS department head. RIS faculty must also demonstrate, at a satisfactory level, all characteristics described in Appendix A as they relate to accomplishing goals and responsibilities.
IV. Research and Instruction Services, University Library: Collegial Review Document Approval

Approved by:

Research and Instruction Services departmental vote on

[Signature]

Research and Instruction Services Faculty Secretary (Acting)

[Signature]

Department Head, Research and Instruction Services

1/29/2015

(Day and Date)

03/03/2015

Date

3/3/2015

Date

3/16/2015

Date

4/29/15

Date
APPENDIX A
Evaluative Characteristics for Accomplishments

RIS librarians must demonstrate the following characteristics which will guide assessments and comments for peer review in regard to the manner in which responsibilities are executed.

Collaborative and cooperative within the organization
Works well with groups such as committees, colleagues, etc., and is an active participant. Makes connections and creates partnerships with others outside the department and the library (e.g., university faculty, the community, the library profession). Demonstrates a commitment to the service of all library users and colleagues and has a willingness to help others.

Creative problem solver
Demonstrates creative problem-solving and adapts well to change. Generates new ideas.

Demonstrates leadership abilities
Uses good judgment in dealing with others. Follows through on tasks and meets deadlines. Deals effectively with administrative problems. Reacts quickly and appropriately to solve problems.

Effective communicator
Communicates clearly and thoughtfully, listens actively, and adapts communication/presentation style (both written and spoken) to particular audiences and users.

Strategic
Recognizes one’s role within the “bigger process of making informed decisions.” Demonstrates good planning, defines goals (based on departmental and institutional mission, strategic plan, and core values), sets priorities, establishes a focus, and periodically evaluates goals.

Knowledgeable
Demonstrates knowledge in one’s area of librarianship. Shares expertise with colleagues readily. Up-to-date with trends, developments, literature, and theories in the fields of librarianship, higher education, and, if applicable, one’s area of liaison responsibility.

Respectful and concerned
Shows respect, courtesy, and concern for both users and colleagues. Encourages and supports others. Aware of one’s own strengths and weaknesses. Faces problems with colleagues realistically.

This appendix is inspired by documentation from Association of Southeastern Research Libraries, Special Libraries Association, and the Reference and User Services Association division of the American Library Association, and previous versions of the University Library TPR document.
APPENDIX B
The Role of the Liaison

The role of the liaison is to be an information resource to the assigned academic department(s); its faculty and students. This role includes selecting appropriate library materials, keeping current on departmental plans, concerns, information needs, and curricular and discipline trends. The liaison will be the department’s primary point person in the library as well as the library’s primary point person on matters related to that department. This role requires that the library faculty member maintain an active engagement with the academic department.

There are many ways to achieve these aims, among them are:

- Be familiar with the library’s holdings that support the department’s curriculum. Share information with the department and the library about the collection’s strengths and weaknesses
- Be familiar with the trends and concerns of the academic department and its programs
- Attend departmental functions, such as symposia, colloquia, presentations, etc.
- Be familiar with the areas of specialty and the research interests of the departmental faculty
- Be familiar with the major issues in the discipline (scan major publications, subscribe to discussion groups, etc.)
- Be familiar with the course requirements and their relationship to the library
- Be responsible for getting the appropriate library staff involved in meeting the needs of the department (e.g. the liaison is not expected to do all the library-related work for the department). For example, the liaison may or may not be the most appropriate person to do BI for a particular course
- Establish a rapport with members of the department
- Provide consultative services such as advising on how to incorporate information literacy assignments into classes or doing mediated searches
- Co-publish or team teach with departmental faculty members
- Be appropriately involved
APPENDIX C
The Roles and Responsibilities of the RIS Department Head

Strategic Planning
- Translates and communicates the library vision, mission, and values into department goals and objectives
- Develops a yearly departmental Action Plan and evaluates progress
- Identifies short and long term operational needs and develops appropriate options to fulfill needs in an effective manner
- Effectively leads department through change

Management
- Communicates department goals to dean, department heads, and the library
- Provides data and analysis of data for statistical reporting and assessment purposes
- Implements action plan
- Chairs regular department meetings
- Effectively uses physical space assigned to the department. Reports facilities needs and concerns of the department to the dean
- Effectively represents the department on library and consortia committees
- Keeps abreast through participation on appropriate listservs and reading literature on trends and developments in libraries as it relates to the department
- Cooperates with and considers other departments in the accomplishment of their department responsibilities
- Establishes and communicates policies and procedures related to their departments
- Prepares an annual report of department activities
- Provides appropriate information and reports requested by the dean and other administrative offices

Budget
- Effectively manages department budget and personnel allocations
- Oversees expenditures and prioritizes demands on resources
- Prepares department financial, personnel, travel, etc. requests and submits them by the deadline
- Understands the library’s overall budget and how the department resource needs relate to it
- Effectively communicates the library’s budget decisions and the rationale behind them to the department

Leadership
- Represents the department to all library staff
- Recruits high-quality staff for the library
- Initiates, encourages and provides opportunities for staff development and growth
- Encourages staff participation in library activities
- Where appropriate, participates in library governance
- Where appropriate, seeks opportunities for external funding
- Shares information and ideas with the wider library community
- Participates in academic or professional associations related to department needs
- Delegates tasks and responsibilities appropriately including actively grooming staff to step into roles of greater responsibility
- Demonstrates interpersonal relations that foster a professional environment
- Reports unsafe and hazardous conditions

Personnel
• Coordinates and provides leadership in the recruitment, appointment, training and placement of permanent and temporary employees to ensure optimal functioning of the department
• Orient new staff members to their responsibilities, introduces them to their peers
• Manages interpersonal conflict and relations in a fair, equitable and professional manner
• Provides fair assessment of each staff member’s performance. Documents performance issues promptly and thoroughly so they can be handled appropriately.
• Prepares recommendations for in-range salary increases and for staff reclassification when appropriate
• Ensures that all personnel related monthly and annual documentation are completed correctly and meet library and university deadlines
• Supervises and evaluates department staff providing feedback for development
• Deals with underperformance and incompatibility according to university policy and guidelines
• Arranges effective and equitable distribution of staff responsibilities
APPENDIX D
Forms of Scholarship
Definitions and Examples

The following is adapted from the Association for College and Research Libraries white paper "Academic Librarianship and the Redefining Scholarship Project" http://www.ala.org/acrl/publications/whitepapers/academiclibrarianship

A. Scholarship Types

Scholarship of Discovery
Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical or literary works.

The scholarship of discovery is defined as the contribution of new knowledge to the discipline of librarianship through systematic methods and the dissemination of findings. RIS library faculty members apply a wide range of quantitative and qualitative research methodologies in advancing the discipline's knowledge base. They engage in the scholarship of discovery by applying their findings to the everyday challenges of providing services. Examples of important types of discovery and their outcomes for RIS library faculty members might include:

- Establishing methods for evaluating the effectiveness of library services and processes, using such methods as user satisfaction surveys and user/usage statistics, and producing a position paper on those methods
- Researching the effects of environment and library practices on the "life span" of the various information media found in libraries and crafting a presentation on these findings
- Analyzing how people use information and then presenting that information in a forum such as a conference presentation, network or state committee meeting, publication, position paper, etc.
- Preparing and disseminating within the library community analytical bibliographies on topics relevant to future policy-making in librarianship, historical understanding of the profession, or current issues of concern within librarianship
- Comparing and analyzing collection evaluation/assessment measures and preparing a report of those findings to cause policy change or provide a professional resource for librarians external to WCU
- Conducting citation studies to discern how information is used and then publishing those findings in a format accessible to the wider field of librarianship and related individuals
- Carrying out a detailed investigation of the history of the book, recorded knowledge, or the social impacts of information access and use and then presenting those findings

Scholarship of Integration
Synthesis of information across disciplines, across topics, or across time.

The scholarship of integration is viewed as making connections across disciplines, placing specialties in the larger context. This work is a natural extension of research that closely relates to or overlaps with other academic areas. Academic librarianship draws upon a wide range of other disciplines for knowledge that informs and transforms library work. The considerable extent to which academic library faculty members integrate knowledge from other fields makes for a highly interdisciplinary profession.

Activities embedded in the practice of librarianship itself are often capable of being transformed into scholarship as defined earlier in II.B.1. Examples of the integration of knowledge from other fields into the scholarship of librarianship include:

- Drawing upon learning theory in order to design effective instruction
• Employing communication theory to improve the reference interview and establish sound communication throughout the library organization
• Applying the findings of ergonomic studies to the design of space for library users and personnel that will be conducive to human work and comfort
• Protecting for future generations of scholars the library’s collections from environmental and usage-imposed dangers by means of preservation theory and techniques
• Assisting users by interpreting and analyzing the components of their information needs and helping construct efficient and comprehensive research strategies, often requiring a thorough knowledge of the literature of several disciplines
• Integrating administrative and management techniques into the operation of a complex service organization
• Advising fellow faculty about the constraints of copyright and the allowances for educational fair use of copyrighted materials in print and multimedia formats
• Employing behavioral and social psychology in the construction of libraries and knowledge and information management methods and systems

Scholarship of Application
Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

The scholarship of application is defined as the application of new knowledge within the context of librarianship. By employing the results of the scholarship exemplified in previous sections, RIS library faculty members strive to improve and refine their processes and programs. Such improvements include developing new models of practice, based on specialized research, that contribute new knowledge or question old assumptions. Many of the typical activities of research and instruction librarians, catalogers, bibliographers, and other librarians, when fully described, fit this Boyer category.

A RIS library faculty member applies the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meeting the research and learning needs of the academic community. Examples of knowledge application that are capable of being transformed into scholarship as defined in II.B.1 may include:

• Developing new or updating existing library-specific initiatives
• Preparing significant library or university resources
• Directing special projects to enhance the library’s impact and effectiveness

Scholarship of Teaching
Systematic study of teaching and learning processes.

The scholarship of teaching and learning is viewed as the transformation or extension of existing knowledge through engagement in teaching and learning activities. The scholarship of teaching for librarians involves developing, testing, and improving pedagogical techniques for meeting library instruction and information literacy objectives, and communicating to peers the results of testing the techniques.

B. Scholarly Products

Because the scope of scholarly activity within librarianship is broad, it can be exemplified in numerous tangible forms. Generally, these forms are of three broad types: scholarly presentation and writing; editing; and contract and grant preparation and management. The following list of examples within each broad type is intended to be illustrative, not exhaustive, of the forms that scholarly/creative activity might take.

Scholarly Writings and Presentations

• Books, monographs, textbooks, book chapters

Research and Instruction Department, University Library
Collegial Review Document
• Articles or bibliographies relating to librarianship or other academic disciplines
• Presentations at professional meetings
• Encyclopedia entries
• Development of information systems, computer programs, databases
• Library, and/or university, or government white papers and reports
• Scholarly or professional book reviews

Editing

• Books
• Journals or other learned publications

Grants and Contracts

• Developing and submitting proposals
• Obtaining funding
• Directing research teams or managing grant projects
• Preparing reports
Glossary

RIS: Research and Instruction Services
CRC: Collegial Review Committee
CRD: Collegial Review Document
AFE: Annual Faculty Evaluation
RIS faculty: A member(s) of the RIS department who is tenured or tenure-track in a full-time, permanent position
RIS librarian: any non-SPA-staff member of the RIS department in a full-time position
WNCLN: Western North Carolina Libraries Network
TPR: Tenure, Promotion, Reappointment
PTR: Post-tenure Review