Library Faculty Handbook

Contents

The primary governing document for library faculty is the Valparaiso University Faculty Handbook (FH). This Library Faculty Handbook (LFH) supplements that document. There are numerous policies described in the FH that are not duplicated in the LFH (and vice versa). When looking for policies affecting library faculty, readers must consult both handbooks.

The library faculty approved the adoption of the LFH on January 9, 2020. Amended April 2020, December 2021, February 2022, June 2022, February 2023, and June 2023.

Timeline towards Tenure and Promotion

Tenure Service Year	Fall	Spring	Summer
1	Submit work plan		Submit FAR; review with supervisor Cambridge New Faculty Program
2			Submit FAR; review with supervisor
3			Submit FAR; review with supervisor
4	Submit third year review; department conducts review		Submit FAR; review with supervisor
5			Submit FAR; review with supervisor Prepare Tenure & Promotion application Submit notification of intent to apply for T&P
6	Submit T & P application	Receive T & P results	Submit FAR; review with supervisor
7	Promotion conferred (if awarded)	Employment ends if tenure denied	Submit FAR; review with supervisor
8	Tenure conferred (if awarded)		Submit FAR; review with supervisor

Standards for Evaluating Library Faculty

Tenure-Track and Tenured Library Faculty

The purpose of this section is to develop performance standards for librarianship in accordance with section 2.3.8 of the Faculty Handbook, "The colleges shall prepare interpretations of the Standards for Evaluating Faculty which take into account the special features of these units." This section defines for librarianship sections 2.3.4 and 2.3.5 of the Faculty Handbook regarding evaluation standards, principles, expectations and substandard performance.

All regular library faculty are evaluated on the following criteria as described in section 2.3.4 of the Faculty Handbook and further defined below: Effectiveness in the Performance of Librarianship, Scholarship, Professional Development, and Campus Citizenship. Professional effectiveness and scholarship for librarians are weighted more heavily than the other areas. Failure to meet these standards defines substandard performance. Other library faculty as defined in section 2.3.1.2 of the Faculty Handbook will have different evaluation criteria than regular faculty.

    I. Effectiveness in the Performance of Librarianship **(Faculty Handbook 2.3.4.1 and 2.3.5.2)**

A. Effectiveness in the performance of librarianship "carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it."—Faculty Handbook 2.3.4.1. The evaluation of this criterion applies to both pre-tenured and tenured librarians.

B. For Valparaiso University library faculty, professional academic librarian performance carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it. Library faculty are responsible for the library collection (in all formats): its access, dissemination, and preservation; and for students' information literacy instruction: teaching them how to access information intelligently, efficiently, and with integrity. Faculty use their knowledge and skills "to perform professional level tasks that contribute to the educational and research mission of the institution." (ACRL Guideline for the Appointment, Promotion and Tenure of Academic Librarians.) Effective faculty advance the library's educational mission and have a positive impact on identified constituencies, the library, the University, the community, or the profession. Effective professional academic librarian performance assumes faculty maintain a high level of professionalism, while continually improving through growth and innovation. Effectiveness includes the use of initiative, critical thinking, intellectual rigor, creativity, leadership, collaboration and teamwork in the course of one's work. (2.3.4.1 Standards for Evaluating Faculty, applicable portion of *Teaching* section)

C. Academic librarianship is the primary area of professional activity for library faculty in considering their professional effectiveness. Additionally, faculty are evaluated based on their effectiveness within a variety of academic contexts including scholarship, professional development, and campus citizenship. Library faculty should therefore provide annual evidence, via the Faculty Activities Report (see Section 2.3.5.3.1), of all of the following:

- Advancing the library's educational mission.
- Active attention to the stated Student Learning Objectives throughout the university as they are supported by the library's information literacy program, collections, resources, and services.
- Positively impacting identified constituencies, the library, the university, the community, and the profession.
- Demonstrating initiative, critical thinking, creativity, and intellectual rigor to create opportunities and solve problems.
- Demonstrating leadership, collaboration, and teamwork in the course of one's work.
- Exhibiting continual improvement through growth and innovation.

(2.3.5.2 Performance Expectations for Faculty, applicable portion of *Teaching* section)

II. Scholarship **(Faculty Handbook 2.3.4.2 and 2.3.5.2)**

A. "All scholarship . . . must deploy disciplined learning, closely informed by thorough research, to edify and serve audiences that extend beyond the boundaries of the immediate University community. . . Scholarship will be assessed in terms of both its audience and its quality."—(Faculty Handbook 2.3.4.2)

B. "Scholarship, including creative work, is second only to [librarianship] in importance . . ."—(Faculty Handbook 2.3.5.2)

C. For library faculty, at least fifty percent of their scholarly activities must be addressed to or be of interest to the profession of librarianship.

D. Pre-tenured library faculty will have a minimum of two manuscripts accepted for publication or published under their Valparaiso University faculty affiliation before tenure review.

Articles, book chapters or full-text published conference papers should be either peer-reviewed or published in a highly regarded professional journal, or published by a highly regarded commercial or scholarly press. Monographs (including exhibition catalogs) should be published by a reputable commercial publisher or scholarly press. Self-published works are not acceptable as a public manifestation of scholarship. Primary authorship is not required to count toward tenure or promotion as long as the candidate can demonstrate that he or she has contributed significantly to the research, data analysis and final writing of the publication. Identifiable unpublished projects (including presentations and displays) that demonstrate continual engagement and involve scholarly research count toward scholarship for the purpose of annual evaluation only. These activities do not replace published works for the purpose of tenure. Similarly, book reviews, grant proposals, editorial publications and poster sessions are scholarly activities that can round out a portfolio, but cannot substitute for major publications as described above.

To achieve tenure, the candidate will demonstrate the ability and willingness to continually engage in scholarly activities.

E. Tenured library faculty will demonstrate continual engagement with the profession through scholarship. As members of the scholarly community, librarians will advance this community through both publication and presentation.

Identifiable unpublished projects (including presentations and displays) that demonstrate continual engagement and involve scholarly research count toward scholarship for the purposes of annual evaluation only. These activities do not replace published works for the purpose of promotion. Similarly, book reviews, grant proposals, creative work, editorial publications and poster sessions are scholarly activities that can round out a portfolio, but cannot substitute for major publications as described above.

For promotion, a tenured faculty member must have a minimum of two public manifestations of scholarship (articles, book chapters, books, etc.- per Faculty Handbook 2.3.4.2) accepted for publication since the last promotion. Monographs should be published by a reputable commercial publisher or scholarly press. Self-published works are not acceptable as a public manifestation of scholarship. Primary authorship is not required to count toward promotion as long as the candidate can demonstrate that he or she has contributed significantly to the research, data analysis and final writing of the publication.

A tenured faculty member's contributions should be based on a rolling three-year record of productivity. This provides a sufficiently long period of time to allow for year-to-year variations. Mutually agreeable scholarship goals should be made with the immediate supervisor, but all library faculty will produce some scholarship.

III. Professional Development **(Faculty Handbook 2.3.4.3, 2.3.5.2, and 2.3.5.3.1)**

A. "Professional development includes all activities, other than scholarship, that involve faculty in the current conversation of their disciplines and professions. . . . [Professional development activities cannot] compensate for deficiencies in [librarianship] or scholarship, which will weigh more heavily than professional development for purposes of faculty advancement."—(Faculty Handbook 2.3.4.3)

B. All regular library faculty must keep up with advances in the library field by reading appropriate journals and attending conferences. In order to network with others in the field, library faculty will attend at least one non-university sponsored conference or workshop a year. In addition, it is recommended that librarians participate in regional, state, or national committees. Other professional development activities include: serving on as a member of an editorial board, appraising manuscripts submitted for publication or reviewing grant applications, etc.

C. Pre-tenured librarians are supported and especially encouraged to serve on a regional, state, or national committee.

D. As mutually agreed upon with their immediate supervisor, all library faculty must strive to meet core competency standards from professional organizations.

E. Professional service activities should be included in this section.

IV.   Campus Citizenship **(Faculty Handbook 2.3.4.4, 2.3.5.2, and 2.3.5.3.1)**

A. "The University also values and expects a collegial relationship among its faculty. This includes civility in discourse and a willingness to 'carry one's share of the load.' The quality of contributions . . . remains a significant consideration." The University also values other essential elements of campus citizenship, including contributions to planning, governance and extending the resources of the University to the church and the wider community. —(Faculty Handbook 2.3.4.4)

B. Faculty will develop positive professional relationships across campus. As eligible, pre-tenured and tenured library faculty will seek nomination on university committees. Other opportunities to contribute not mentioned above include, but are not limited to: serving as an exploratory student advisor, serving as an advisor to a student organization, or participating in campus community service activities. Faculty should also demonstrate involvement in community service and commitment to social responsibility, such as membership in community organizations and volunteer work.

Non-Tenure Track Library Faculty

The purpose of this section is to develop performance standards for librarianship in accordance with section 2.3.4 of the Faculty Handbook, "It is incumbent on each college . . . to articulate the expectations . . . to guide the fair evaluation of their faculty members." This section defines for librarianship sections 2.3.4 and 2.3.5 of the Faculty Handbook regarding evaluation standards, principles, expectations and substandard performance.

All non-tenure track library faculty are evaluated on the following criteria as described in section 2.3.4 of the Faculty Handbook and further defined below: Effectiveness in the Performance of Librarianship, Scholarship, Professional Development, and Campus Citizenship. Professional effectiveness and scholarship for librarians are weighted more heavily than the other areas. Failure to meet these standards defines substandard performance.

I. Effectiveness in the Performance of Librarianship **(Faculty Handbook 2.3.4.1 and 2.3.5.2)**
   A. Effectiveness in the performance of librarianship "carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it."—Faculty Handbook 2.3.4.1.
   B. For Valparaiso University library faculty, professional academic librarian performance carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it. Library faculty are responsible for the library collection (in all formats): its access, dissemination, and preservation; and for students' information literacy instruction: teaching them how to access information intelligently, efficiently, and with integrity. Faculty use their knowledge and skills "to perform professional level tasks that contribute to the educational and research mission of the institution." (ACRL Guideline for the Appointment, Promotion and Tenure of Academic Librarians.) Effective faculty advance the library's educational mission and have a positive impact on identified constituencies, the library, the University, the community, or the profession. Effective professional academic librarian performance assumes faculty maintain a high level of professionalism, while continually improving through growth and innovation. Effectiveness includes the use of initiative, critical thinking, intellectual rigor, creativity, leadership, collaboration and teamwork in the course of one's work.
   (2.3.4.1 Standards for Evaluating Faculty, applicable portion of *Teaching* section)
   C. Academic librarianship is the primary area of professional activity for library faculty in considering their professional effectiveness. Additionally, faculty are evaluated based on their effectiveness within a variety of academic contexts including scholarship, professional development, and campus citizenship. Library faculty should therefore provide annual evidence, via the Faculty Activities Report (see Section 2.3.5.3.1), of all of the following:
      • Advancing the library's educational mission.
      • Active attention to the stated Student Learning Objectives throughout the university as they are supported by the library's information literacy program, collections, resources, and services.
      • Positively impacting identified constituencies, the library, the university, the community, and the profession.
      • Demonstrating initiative, critical thinking, creativity, and intellectual rigor to create opportunities and solve problems.
      • Demonstrating leadership, collaboration, and teamwork in the course of one's work.
      • Exhibiting continual improvement through growth and innovation.
   (2.3.5.2 Performance Expectations for Faculty, applicable portion of *Teaching* section)

II. Scholarship **(Faculty Handbook 2.3.4.2 and 2.3.5.2)**
   A. "All scholarship . . . must deploy disciplined learning, closely informed by thorough research, to edify and serve audiences that extend beyond the boundaries of the immediate University community. . . Scholarship will be assessed in terms of both its audience and its quality."—(Faculty Handbook 2.3.4.2)
   B. "Scholarship, including creative work, is second only to [librarianship] in importance . . ."—(Faculty Handbook 2.3.5.2)

C. For library faculty, at least fifty percent of their scholarly activities must be addressed to or be of interest to the profession of librarianship.

D. Scholarship goals and outcomes will vary with each non-tenure track position. Mutually agreeable scholarship goals will be made with the immediate supervisor and the faculty member will be evaluated on the outcomes.

III. Professional Development **(Faculty Handbook 2.3.4.3, 2.3.5.2, and 2.3.5.3.1)**

A. "Professional development includes all activities, other than scholarship, that involve faculty in the current conversation of their disciplines and professions. . . . [Professional development activities cannot] compensate for deficiencies in [librarianship] or scholarship, which will weigh more heavily than professional development for purposes of faculty advancement."—(Faculty Handbook 2.3.4.3)

B. All library faculty must keep up with advances in the library field by reading appropriate journals and attending conferences. In order to network with others in the field, all library faculty will attend at least one non-university sponsored conference or workshop a year.

C. The need and nature of other professional development activities with vary with each non-tenure track position. Mutually agreeable professional development goals will be made with the immediate supervisor and the faculty member will be evaluated on the outcomes.

D. As mutually agreed upon with their immediate supervisor, all library faculty must strive to meet key core competency standards from professional organizations.

E. Professional service activities should be included in this section.

IV. Campus Citizenship **(Faculty Handbook 2.3.4.4, 2.3.5.2, and 2.3.5.3.1)**

A. "The University also values and expects a collegial relationship among its faculty. This includes civility in discourse and a willingness to 'carry one's share of the load'. The quality of contributions . . . remains a significant consideration." The University also values other essential elements of campus citizenship, including contributions to planning and governance . . . and extending the resources of the University to the church and the wider community. — (Faculty Handbook 2.3.4.4)

B. All library faculty will develop positive professional relationships across campus. The need and nature of other campus citizenship activities with vary with each non-tenure-track position. Mutually agreeable campus citizenship goals will be made with the immediate supervisor and the faculty member will be evaluated on the outcomes. Other opportunities to contribute not mentioned above include, but are not limited to: serving as an exploratory student advisor, serving as an advisor to a student organization, or participating in campus community service activities. Faculty should also demonstrate involvement in community service and commitment to social responsibility, such as membership in community organizations and volunteer work.

Mentoring Program
Purpose

To provide assistance to tenure-track and non-tenure-track faculty pursuing their goals of excellence in librarianship, preparing for a successful tenure and promotion application (if applicable), and becoming familiar with the workings and environment of the Christopher Center Library, Valparaiso University, and the community. This program is intended to supplement, not replace, the supervisor as the expected mentor of the new faculty member.

Participation

Participation in the program is voluntary for mentors and mandatory for tenure-track and non-tenure-track faculty.

Guidelines

- The mentors should initiate the first meeting, with the goal of meeting (minimally) with the mentee three times/academic year.
- The mentor and mentee should reach agreement on topics to cover, on how much time the mentoring activities should receive, and on how to reach the mentoring program goals.
- If mutually desired, the mentor and mentee can articulate shared goals for activities within the relationship.
- If at any time, the mentor or mentee has concerns about the mentoring relationship, or wishes to terminate the mentoring relationship, the mentor or mentee should approach both library administration and the mentee's direct supervisor to consider other options.

Responsibilities of Mentors

- Collaborate with the mentee to create a program and schedule tailored to the needs of the mentee. Modify as needed.
- Maintain confidentiality of issues discussed with mentee.

Responsibilities of Mentees

- Collaborate with the mentor to create a program and schedule tailored to the needs of the mentee. Modify as needed.
- Ask specific questions about professional activities, your career and goals, the promotion and tenure criteria and process, the faculty calendar, etc.
- Use your mentor and supervisor to help focus career activities in appropriate ways. Pursue committee opportunities and networking activities suggested by your mentor and participate in any other activities as appropriate.
- Maintain confidentiality of issues discussed with mentor.

Disclaimer

- The mentoring program does not remove from the mentee the responsibility for meeting the criteria for promotion and tenure at Valparaiso University and the Christopher Center Library. The mentee must be accountable for his/her levels of performance, professional development, research, creativity, and service. The mentee is also accountable for the quality of his/her annual evaluations and portfolios.
- Mentors will not be held responsible for the outcome of any personnel actions involving tenure, promotion, or continuing appointment of their mentees.

Tenure and Promotion to Associate Professor Application

Faculty members attain tenure after completing seven years of full-time service on the tenure track at Valparaiso University. Ordinarily, this means that faculty members apply for tenure in the fall of their sixth year of service, receiving notification of the results of this application early the following semester. The University formally confers tenure on these individuals at the beginning of their eighth year of service.

Faculty members are urged to be thorough and careful in the preparation of their application, which will provide much of the data upon which a tenure or promotion decision will be based. This task may seem burdensome, but candidates are reminded that without this document, a decision would have to be made using partial and often indirect information.

The candidate is encouraged to consult the Faculty Handbook (subsections under Section 2.3) regarding policies concerning criteria and procedures for reappointment, promotion in rank, and advancement to tenure.

Guidelines for an Application by Candidate

Promotions in rank or advancements to tenure will be based, in large part, on an evaluation of the information submitted by the candidate to the Dean of the Library and the review committee appointed by the dean.

The candidate shall prepare an application assessing his or her practice of librarianship, scholarship, professional development and service contributions. Note that supporting documentation for specific sections of the application may be included in an appendix if desired. The application shall be no longer than 15 pages including CV, but not including appendix. An appendix must be clearly separated from the application. The organization of the application should follow the outline below; each area should be clearly marked.

Organization of Application

I. **Curriculum Vitae**
   A. Submit a Curriculum Vitae that contains the following information: education (note dates of graduation and areas of specialization), professional honors and associations, professional experience, including present status at Valparaiso University, and tenure credit from other universities (when appropriate).
   B. As appropriate, include publications, and references to other public manifestations of scholarly or creative work. Reprints and actual text materials may be included in the appendix.

II. **Effectiveness in the Performance of Librarianship (Faculty Handbook 2.3.4.1, 2.3.4.4, and 2.3.5.2)**
   A. Write a statement which presents a picture of yourself as a librarian describing, where appropriate:
      i. your responsibilities to the library as an organization
      ii. your responsibilities to the campus as a member of the library faculty
   B. Where appropriate, comment on:
      i. methods you use to evaluate yourself as a member of the library faculty
      ii. what you regard as your main strengths as a librarian
      iii. your leadership in helping the library achieve its goals
      iv. how do you see your work and future plans contributing to the library
      v. ways you have cultivated a collegial relationship with others in the library

   vi. what you regard as areas of librarianship that challenge you and what you are doing to meet these challenges

  C. What evidence do you have that others you interact with on campus (faculty, staff, and/or students) rate you as effective in the performance of librarianship?

  D. Comment on how you relate to the objectives of the University as a Christian university in the Lutheran tradition (as described in the Valparaiso University *General Catalog* and other official publications). (It is not assumed, of course, that all faculty identify themselves as Christians.)

III. **Scholarship (Faculty Handbook 2.3.4.2 and 2.3.5.2)**

  A. Comment on your scholarly or creative work over the course of your academic career. What is your current involvement? What are your plans for future scholarship or creative work?

  B. Comment on the relationship between your scholarship and your librarianship.

IV. **Professional Development (Faculty Handbook 2.3.4.3 and 2.3.5.2)**

  A. How have you developed yourself professionally in your discipline since coming to Valparaiso University? What is your plan for maintaining and enhancing your professional skills in the future?

  B. Comment on your membership in professional/learned societies. Do you attend their meetings? What offices have you held or do you presently hold? What presentations have you made at professional meetings? Have you ever served as a referee on behalf of a scholarly publication? Have you made professional contributions of any other nature?

V. **Campus Citizenship (Faculty Handbook 2.3.4.4 and 2.3.5.2)**

  A. In what ways have you cultivated a collegial relationship with others in the University community?

  B. Comment on your leadership in helping the University achieve its goals. In what ways do you see your work and future plans contributing to it?

  C. Comment on additional contributions to the university as a campus citizen.

  D. Comment on any other noteworthy service activities that support the university's "extended community." (Faculty Handbook 2.3.5.2)

VI. **Appendix**

The appendix should contain the materials that are referred to above and other materials that you wish to have as part of the document. Your application will be judged on the basis of the materials presented in the main section and no new ideas should be in the appendix. The appendix is not considered to be part of the 15 page limit. It may include copies of publications, copies of papers and presentations delivered at meetings of professional or learned societies, abstracts, pamphlets, reviews, and so on.

None of the above is meant to preclude the submission of other evidence in support of your application. In all cases, the candidate should label each item to correspond to the section of the application which it supports. The label should include the section title.

Library Chair

If there is no Associate or Assistant Dean, the library faculty will vote to determine a Library Chair for Promotion and Tenure, hereafter called "Library Chair." To be eligible, the faculty member needs to be an Associate Professor or higher and will serve a two-year term.

Third-Year Tenure-Track Review
Purpose

These procedures describe the activities and responsibilities of library faculty completing their third year of faculty service in the tenure track.

Overview

Library faculty have determined the best process for a Third-year Tenure Track Review is based within the Library's Tenure and Promotion to Associate Professor application guidelines. While providing pre-tenured faculty with a realistic experience involving dossier creation, it serves as foundational work for the future tenure and promotion experience. It also provides library administration with an appropriate evaluation tool for measuring the faculty's progress towards tenure and promotion. Library faculty completing their third year of service in the tenure track should use the following guidelines in completing their Review application.

Third-year Tenure Track Review Administrators: Mentor, Supervisor, Library Chair, Dean

University Documentation: Valparaiso University Faculty Handbook 2.3.5 in its entirety as applies to library faculty completing their third year of faculty service in the tenure track, especially the following:

[E]ach college shall develop a third-year review, which will provide a cumulative progress report for pre-tenured faculty members that goes beyond the scope of the annual reviews. The third-year review should address such items as the faculty member's fit with the University mission, his/her progress on stated tenure and promotion standards, development as a teacher, and success in forging a sustainable scholarly program. VUFH 2.3.5.5

Library faculty completing their third year of faculty service in the tenure track will complete a draft Tenure and Promotion Application, following that section's Organization of Application outline.

Third-Year Review Committee
Committee membership will include:

- All tenured and approved-for-tenure library faculty at the rank of associate professor or above.
- The Dean of the Library is not a member of the Committee.
- The Library Chair will chair the committee.

Timeline

Late Spring – ongoing	Faculty write a third-year review dossier.
Early September	Mentor receives the third-year draft dossier. Mentor alerts Library Chair to upcoming Third-Year Tenure-Track Review. The Library Chair organizes a time and location for the tenured librarian review meeting which should take place early- to mid-October.
Mid-September	Mentor meets with faculty to discuss the third-year draft dossier.

Early October	Mentor and Library Chair receive the updated third-year draft dossier from the faculty. The Library Chair creates a folder restricted for access and review by committee members. This folder will provide access for all committee members and the dean. Library Chair emails the committee to let them know when files are ready for their review.
Early to mid-October	Library Chair creates and saves meeting agenda and notes within the restricted folder. The agenda should note the third-year faculty's name and type of review. If there is other faculty business to attend to, the agenda should reflect that as well. Library Chair will chair the meeting. Faculty dossiers should be reviewed in order of tenure-track year, most-recent first, then by hire date order if within the same year. Review format covers the dossier and considers the faculty's progress towards tenure. Committee members share evaluative comments for incorporation into the review. The faculty's direct supervisor and Library Chair take notes during the review. The Library Chair's official meeting notes should state the meeting type, date, place, those committee members present, and the third-year faculty's name and type of review. Notes in regards to the faculty reviews should be only whether or not the review occurred; no evaluative content should be included. Following completion of the meeting, the Library Chair will save a copy of the meeting notes to the restricted folder and also email them to all committee members.
Mid-October to mid-November	The Library Chair and direct supervisor complete a review of the third-year dossier and progress toward tenure, incorporating committee members' comments as appropriate. If the Library Chair and the direct supervisor are the same person, the faculty's mentor will serve as the second author. Once the review is complete, the Library Chair arranges for a meeting with the faculty member and the direct supervisor to discuss the review and provide suggestions (if applicable) for dossier. If the Library Chair and the direct supervisor are the same person, the faculty's mentor will serve as the second committee member involved. The review may be emailed to the faculty prior to the meeting. The third-year faculty member may choose to incorporate suggestions for dossier. Library Chair notifies the dean by email that the meeting has taken place and that the faculty will be sending the final version of the dossier. A copy of the review accompanies the email.
Early December	The dean receives the final version of the third-year dossier directly from the faculty.

Early to mid-December	The dean arranges for a meeting with the faculty and the direct supervisor and/or Library Chair to review progress towards tenure. The mentor may also attend at the request of the faculty.
	The Dean's Office will preserve a copy of all materials in the faculty's permanent file. This will include signed copies of the review and dossier narrative.

Library Standards for Promotion to Full Professor

To be a full Professor of Library Science at Valparaiso University affirms that a faculty member has exhibited meaningful activity and performance, as outlined below, across all areas of faculty work since the promotion to Associate Professor. None of the areas should show an absence of activity in the years leading up to the promotion application. Nor, however, does one need to demonstrate the same level of performance across all four areas. The Faculty Handbook states, "For tenure-track faculty, teaching commands more weight in the lead up to tenure, while scholarship becomes increasingly important as one advances in rank to full professor."

The standards described in this section further extend those listed in the Valparaiso University Faculty Handbook (Article 2.3) and the general Library Faculty Performance Standards.

Minimum Degree Requirements to Apply for Promotion to Full Professor

The appropriate terminal degree for Library faculty is a Master's degree in librarianship awarded by a program accredited by the American Library Association.

Librarianship

> *The candidate is an accomplished librarian, demonstrating both ongoing and future commitment to excellence in librarianship, teaching, and learning.*

Excellent librarianship is the area of primary importance when evaluating Valpo library faculty. Librarians are responsible for the collection (in all formats); its access, dissemination, and preservation; and for teaching students how to access information intelligently, efficiently, and with integrity.

As librarians have diverse areas of specialization and responsibility, evidence of commitment to excellence in these areas will vary. However, candidates must be able to demonstrate excellence via examples of significant impact on the library, university, or profession. A non-exhaustive list of examples that might be included follows:

- Receipt of an award (campus or national)
- Acknowledgement of a successful implementation/project in the library science literature
- Adoption of a local program or service on another campus
- Positive feedback from students or faculty peers
- Documented efforts to grow in teaching effectiveness
- Demonstrated effective work with patrons, colleagues, and subordinates
- Growth and leadership in area of primary responsibility
- Knowledge of current trends in librarianship in general and continued growth in the mastery of the methodology and content of one's area of specialization
- Critical reflection evident in work and accomplishments with evidence of growth and innovation

- Advocacy for the library, information literacy, and programming to those outside the library
- Using knowledge of campus standards, curriculum, pedagogy, and practices to inform departmental decisions
- Effective problem-solving using innovation and critical thinking
- Demonstrated deep knowledge of Library Services policies, procedures, and operation thus allowing one to interpret, promote, and navigate departmental concerns and questions
- Effective management (departments, committees, projects, direct reports, etc.)
- Positive inter-departmental collaboration
- Securing grants and outside funding for library activities

- Serving on (and chairing at least one) committees
- Participating in department outreach activities (e.g. new faculty socials, FOCUS, etc.)
- Drafting departmental documentation
- Mentoring junior faculty
- Serving on search committees
- Attending library-sponsored programs whenever possible
- General willingness to help out as needed

Scholarship and Accomplishment in National or International Conversation

The candidate is engaged in the national or international conversation within his/her domain of study, demonstrating notable accomplishments and recognition in scholarly, artistic, or other relevant communities.

Scholarly activity is important for advancing our knowledge of the discipline of library science, our understanding of the field's relationship to Valpo's campus, and an essential activity at an academic institution such as Valpo. There are many legitimate activities that can be considered as scholarship, although some are regarded more highly than others. Both quality and audience are assessed when evaluating scholarship. Publishers must be reputable. Below is a non-exhaustive list of activities that count as scholarship. The lists below are ranked in order of importance, but the items within the lists are in no particular order.

Examples of First-Tier Scholarship:

- Authorship of a book in the faculty member's area of specialization
- Peer-reviewed research article in a scholarly journal
- Peer-reviewed book chapter
- Presentation at a national or international conference
- Peer-reviewed systematic review in a scholarly journal or published by a systematic review publisher

Examples of Second-Tier Scholarship:

- Invited presentation on campus or at another university
- Campus-wide or university-sponsored (Valpo or another university) invited presentation requiring research
- Peer-reviewed case study/ practical communication article
- Non-refereed article in a journal/trade publication
- Non-refereed book chapter published by a reputable publisher
- Poster presentation at a conference or meeting
- Authoring an annual or literature review
- Editing a monograph of previously unpublished work

Examples of Third-Tier Scholarship:

- Book reviews
- A blog/online presence with a large following (audience can be shown using altmetrics or something similar)
- Creative work beyond what is required for candidate's position
- White papers involving research written in the course of university service
- Compiling a monograph of previously published work for publication as a collection

In order to show reach and impact of scholarship, the candidate can include citation metrics, altmetrics, other quantifiable statistics, and qualitative measures (e.g., research awards). Also included as scholarship, but not ranked, is successfully obtaining research grants/ funding. Larger grants from national or international agencies will count more than campus grants.

The Faculty Handbook states that for promotion to full professor, one must be "engaged in the national or international conversation … with notable accomplishments and recognition." We interpret this with the following standard:

The candidate will have produced at least four successful scholarly projects since the time of promotion to Associate Professor. In all cases, items completed and accepted for publication count the same as those already published. Items in tier one count as three (3) points, tier two as two (2) points, and tier three as 1 (one) point. These lists are not exhaustive, so the candidate can make a case for another example of scholarship and argue under which category it should fall. Candidates should have at least two projects from the first-tier list, but at least 10 points total. At least 50 percent of scholarly activities for the initial 10 points must be addressed to or be of interest to the profession of librarianship. Once the 10 points are attained, candidates can publish on whatever discipline they choose without penalty. Examples of how this could be accomplished follow (in all cases, at least half of these points must come from the field of librarianship):

- Four projects from the first-tier scholarship list. 3x4=12
- Three projects from the first-tier scholarship list, and the fourth item from the third-tier list. 3+3+3+1 =10
- Two projects from the first-tier scholarship list, and two projects from the second-tier list. 3+3+2+2=10

The Library requires an external reviewer to evaluate scholarship on quality and impact on the field for promotion to this rank. External reviewers should be librarians with full professor status at other universities (preferably peer institutions) who have expertise in the same area as the candidate. This listing of institutions with librarians eligible for faculty status and tenure may be helpful in identifying external reviewers.

Professional Development

The candidate demonstrates sustained growth, maturity, and advancement within his/her profession and, more broadly, within the academy.

Evidence of sustained growth may be provided by attending conferences, courses, seminars, or workshops which enhance the candidate's librarianship, scholarship, or other skills. Evidence of maturity and advancement may be provided by the roles the candidate plays in the professional library community such as organizing conferences, serving as an editor or on the editorial board of a peer-reviewed journal, reviewing manuscripts for a peer-reviewed journal, or holding officer positions in professional organizations.

The candidate is expected to:

- Attend conferences at least yearly
- Be active in at least one professional organization related to his/her area of expertise
- Show examples of leadership within the field

Campus Citizenship

The candidate demonstrates a deep commitment to the welfare of the campus community as well as, when appropriate, the local community and/or region.

Library Faculty are expected to represent the department and university well and participate in the activities necessary for the successful functioning of both. All library faculty are expected to use civility in discourse and to be good campus citizens, but for promotion to full professor, excellence is expected in this area.

Candidates should show significant involvement in the life and work of the university: through committee /task force membership and leadership, advising of student organizations, academic advising, and leading/contributing to strategic initiatives.

Service outside the university within the surrounding community is also valued, but does not replace campus service.

Annual Evaluation Timelines

Overview

Library faculty have adapted the University guidelines for faculty evaluation within the context of their professional work and their 12-month contracts. Standards, evaluative criteria, and timelines are specific within the CCL Referral Documentation.

Annual Evaluation Administrators: Supervisor
Annual Evaluation Participants: All Library Faculty

University Documentation: Valparaiso University Faculty Handbook 2.3.5 Faculty Evaluation

Referral Documentation

Appendix A: Library Faculty Activities Report (FAR) Template

Purpose

All library faculty will produce an annual self-evaluation. The self-evaluation serves as the basis for the department chair/supervisor performance evaluation and review of the faculty.

Self-Evaluation Documentation and Process

Referencing the appropriate standards and using the template provided in Appendix A, faculty conduct a self-evaluation for the just-completed fiscal year. The faculty activities report (FAR) includes a proposed annual work plan for the just-beginning fiscal year, and a complete-to-date CV.

Final-Step Process: By the end of the day due (see current *Faculty Evaluation Timetable*), send FAR via email to direct supervisor.

First Year Faculty

For first year faculty members starting at the beginning of the fiscal year or in the Fall Semester, the faculty member will write and submit their first-year work plan to their supervisor before the end of that fall semester. The supervisor will provide the signed and dated copy of the faculty work plan to the Dean's office. This will provide the basis for the first year's evaluation and performance review.

For first year faculty members starting in the Spring Semester, the faculty member will write their first work plan the summer after hire and first FAR the following summer.

Purpose

This timeline describes the activities and responsibilities of library administration and supervisors regarding evaluation of **Pre-Tenure Faculty** and **Non-Tenure Track Faculty** Library faculty.

Review Timeline for Pre-Tenure Faculty and Non-Tenure Track Faculty

Late spring to mid-July	Faculty conduct a self-evaluation for the just-completed fiscal year. The self-evaluation consists of a faculty activities report (FAR), which includes a proposed annual work plan for the just-beginning fiscal year and a complete-to-date CV. Library Fellow faculty in their terminal year will instead participate in an exit review process with their direct supervisor.
Mid-July	Supervisor receives FAR from faculty. Supervisor emails tenured and approved-for-tenure (hereafter referred to as tenured) faculty to solicit feedback regarding the pre-tenured/ non-tenure track faculty member. The supervisor does not share the faculty member's FAR with the tenured group.
Mid-July to early August	Using the FAR template, the supervisor writes a performance evaluation of the faculty, incorporating tenured faculty comments as appropriate and summative. Supervisor also considers the proposed work plan.
Early to mid-August	Supervisor requests a review meeting time with the faculty; the performance evaluation may be emailed to the faculty prior to the review meeting. When the supervisor and faculty reach consensus on the evaluation and work plan, each sign and date a printed copy of the evaluation.
Late August	Supervisor provides a signed and dated copy of the faculty performance evaluation and FAR to Dean's Office for the faculty's file.

Purpose

This timeline describes the activities and responsibilities of library administration and supervisors regarding evaluation of **Pre-Tenure Sixth Year Faculty** and **Tenured** Library faculty.

Review Timeline for Tenured Faculty and Pre-Tenure Sixth Year Faculty

Late spring to mid-July	Faculty conduct a self-evaluation for the just-completed fiscal year. The self-evaluation consists of a faculty activities report (FAR), which includes a proposed annual work plan for the just-beginning fiscal year and a complete-to-date CV.
Mid-July	Supervisor receives FAR, CV, and work plan from faculty.
Mid-July to early August	Using the FAR template provided in Appendix A, supervisor writes a performance evaluation of the faculty. Supervisor also considers the proposed work plan.
Early to mid-August	Supervisor requests a review meeting time with the faculty; the performance evaluation may be emailed to the faculty prior to the review meeting. When the supervisor and faculty reach consensus on the evaluation and work plan, each sign and date a copy of the evaluation.
Late August	Supervisor provides a signed and dated copy of the faculty performance evaluation and FAR to Dean's Office for the faculty's file.

Review of Application for Tenure and Promotion to Associate Professor
Purpose

These procedures describe the activities and responsibility of library administration and tenured faculty regarding Library faculty applications for tenure and promotion to Associate Professor.

Overview

These procedures align with and expand upon Section 2.3.8 of the Faculty Handbook, which states "Each college will have a tenure and promotion committee that the dean shall consult." Hereafter, this committee is named the Library Tenure and Promotion Committee.

All faculty who are applying for tenure must simultaneously apply for promotion to associate professor, if not already at that rank. If a library faculty member is appointed at the associate professor level (i.e., when hired) without tenure, this process will still apply without the promotion consideration.

University Documentation: Valparaiso University Faculty Handbook 2.3.6 Promotion in Rank, 2.3.7 Tenure, 2.3.8 Procedures for Granting Tenure and Promotion, and Appendix K: Faculty Evaluation Time Line

Review of Application Administrators: Mentor, Library Chair, Dean

Library Tenure and Promotion Committee
    I.   Committee membership will include:

A. All tenured and approved for tenure library faculty at the rank of associate professor or above, plus one tenured Valparaiso University faculty member outside of the library at the rank of associate professor or above.
B. The outside member is chosen by the dean from a list of three names given by the candidate.
C. The Dean of the Library is not a member of the Committee.

II. The Library Tenure and Promotion Committee chair:

A. The committee chair must be at the rank of Associate Professor or above.
B. The committee will be chaired by the Associate/Assistant Dean of the Library or the Library Chair.
C. The chair will be a full voting member.
D. The chair will make arrangements for all members to review applications against pre-determined standards, set meeting dates, reserve meeting spaces, set meeting agendas, run meetings, tally votes, and compose the final recommendation of action letter to the dean.

III. The Library Tenure and Promotion Committee discussion and voting:
1. All committee work, including the final recommendation of action to the dean, must be completed by January 20 (Faculty Handbook 2.3.8 #5).
2. Referencing Standards for Evaluating Library Faculty, all committee members will discuss the applicant's suitability for being granted tenure and for promotion to associate professor.
3. Voting for tenure will be done by secret ballot. Ballots will be tallied at the meeting and the numerical outcome reported immediately to the committee. The numerical vote must be included in the recommendation of action letter to the dean. (Faculty Handbook 2.3.8 #5 for supporting details.)
   1. If the vote is unanimous, the chair will solicit the main points to be included in the recommendation of action letter to the dean.
   2. If the vote is not unanimous, the chair will solicit the main points and additionally include minority opinions in the recommendation of action letter to the dean.
   3. If there is a tie vote, the committee will resume discussion at that time and try to achieve a majority opinion in the second vote. If there is still a tie after a second vote, the committee will not forward a recommendation either for or against tenure and promotion. Instead, the committee will communicate the main pro and con points regarding tenure and promotion within the recommendation of action letter to the dean. In this case, the final recommendation will be entirely the purview of the dean.

Timeline

Late Spring – September of sixth year	Faculty write a draft dossier.
Late July to early August	The mentor, supervisor, and dean receive an email from the faculty notifying them of the faculty's intent to apply for tenure and promotion in this academic year.

Early September	The library faculty elect a chair of the Tenure & Promotion Committee if there is no Associate Dean or s/he is unable to serve as such. Mentor receives the draft dossier. Mentor confirms this work with dean and Library Chair.
Mid-September	Mentor meets with faculty to discuss the draft dossier. The faculty provides the dean with the names (3) of non-library Valparaiso University faculty who are at the rank of associate professor or above. The dean solicits from the list and makes the request to the chosen non-library faculty. Upon confirmation of the name, the dean informs the Library Chair. The Library Chair creates a folder restricted for access and review by committee members. This folder will provide access for all committee members and the dean. The folder will contain the faculty's final dossier.
Late September	Dean submits the faculty's name and notice of intention to apply for tenure and promotion to the provost.
Late October	Dean receives the final dossier from the faculty. Dean provides final list of applications for tenure and promotion to the provost. Dean formally appoints the T & P Committee and provides them with a written charge. Dean provides the dossier to the T & P Committee chair who enters the dossier in designated faculty-named folder in the restricted-access network drive. T & P Committee chair emails the committee members to let them know when files are ready for their review.
Early to mid-November	T & P Committee chair organizes a time and location for the committee to meet (generally in December or early January).
Early November to early January	The T&P Committee members review dossier.
December to mid-January	The T & P Committee meets to conduct review as previously noted in this section. The committee provides commentary while will be included in the "recommendation of action" letter.
Mid-January	Dean receives the recommendation of action letter from the Committee chair.

Late January	Dean "drafts a letter setting forth a recommendation and forwards it along with all documents received from the previous step[s], as organized in a uniformed manner set for the by the Provost, to the Provost no later than February 1." *Faculty Handbook 2.3.8 #6.* Concurrently, the dean provides the provost with access to the electronic dossier either through instructions in the letter or via a separate email noted as such.
Mid- to late February	The provost's decision is to be "rendered and communicated by late-February." *Faculty Handbook Appendix K.* The dean will share the provost's decision to the applicant as soon as possible after it is communicated from the provost, and before there is a public announcement. The Dean's Office is responsible for securing hard/print copies of all materials that need to be preserved for the faculty's permanent file. This includes but is not limited to the dossier narrative.

Review of Application for Promotion to Full Professor
Purpose

These procedures describe the activities and responsibility of library administration and tenured faculty of full professor rank regarding Library faculty applications for promotion to full Professor.

Overview

These procedures align with and expand upon Faculty Handbook Section 2.3.6 Promotion in Rank and procedures already in place within Library.

University Documentation: Valparaiso University Faculty Handbook 2.3.6 Promotion in Rank

Review of Application Administrators: Promotion Committee Chair, Dean

Library Promotion Review Committee
I. Membership:

    A. The committee will include all tenured library faculty at the rank of professor.
    B. Promotion to the rank of professor requires at least four (4) professors. When the library does not have four, the dean, in consultation with the committee chair, shall enlist the contributions of professors from other departments or from other campuses.
    C. An external reviewer will be solicited to review only the candidate's scholarship. The external reviewer is not a full voting member of the committee.
    D. The dean is not a member of the committee.

II. Committee chair:
    A. The committee chair must be at the rank of Professor.
    B. A library faculty member will chair the committee, assuming there is someone at the rank of professor. If there are multiple library faculty members at the rank of professor, the dean will appoint the chair from this group. If there are no library

faculty members with professor rank, the dean will solicit a chair from outside the library.

    C. The committee chair will be a full voting member.

    D. The committee chair will make arrangements for all members to review applications against pre-determined standards, set meeting dates, reserve meeting spaces, set meeting agendas, run meetings, tally votes, and compose the final recommendation of action letter to the dean.

III.   The Library Promotion Review Committee discussion and voting:

    A. All committee work, including the final recommendation of action to the dean, must be completed by January 20 (Faculty Handbook 2.3.8 #5).

    B. Referencing the library's Standards for Promotion to Professor, all committee members will discuss the applicant's suitability for being granted promotion to full professor.

    C. Voting for promotion will be done by secret ballot. Ballots will be tallied at the meeting and the numerical outcome reported immediately to the committee. The numerical vote must be included in the recommendation of action letter to the dean. (Faculty Handbook 2.3.8 #5 for supporting details.)

        i. If the vote is unanimous, the chair will solicit the main points to be included in the recommendation of action letter to the dean.

        ii. If the vote is not unanimous, the chair will solicit the main points and additionally include minority opinions in the recommendation of action letter to the dean.

        iii. If there is a tie vote, the committee will resume discussion at that time and try to achieve a majority opinion in the second vote. If there is still a tie after a second vote, the committee will not forward a recommendation either for or against promotion. Instead, the committee will communicate the main pro and con points regarding promotion within the recommendation of action letter to the dean. In this case, the final recommendation will be entirely the purview of the dean.

Timeline

Late Spring – ongoing	Faculty write a draft dossier.
Late July to early August	Supervisor and dean receive an email from the candidate notifying them of the candidate's intent to apply for promotion in this academic year.
Early September	Dean appoints a chair of the Promotion Review Committee.
Mid-September	The candidate provides the dean with the names (3) of non-Valparaiso University library faculty, preferably from peer institutions, who are at the rank of full professor and who have expertise in the candidate's area of librarianship. The dean solicits from the list and makes the request to the chosen external reviewer. The committee chair creates a folder restricted for access and review by committee members. This folder will provide access for all committee

	members and the dean (unless the dean is the applicant). The folder will contain the candidate's final dossier.
Late September	Dean submits the faculty's name and notice of intention to apply for promotion to the provost.
Late October	Dean receives the final dossier from the candidate.

Dean provides name(s) of applicant(s) to the provost.

Dean formally appoints the Promotion Review Committee and provides them with a written charge.

Dean provides the dossier to the Promotion Review Committee chair who enters the dossier in designated faculty-named folder in the restricted-access network drive.

Dean provides the external reviewer with a written charge regarding review of the candidate's scholarship, standards, and access to the candidate's scholarly work, and

Promotion Review Committee chair emails the committee members to let them know when files are ready for their review. |
Early to mid-November	Promotion Review Committee chair organizes a time and location for the committee to meet (generally in December or early January).
Early November to early January	Promotion Review Committee members review dossier.
December to mid-January	Promotion Review Committee meets to conduct review as previously noted in this section. The committee provides commentary while will be included in the "recommendation of action" letter.
Mid-January	Dean receives the recommendation of action letter from the committee chair.
Late January	Dean "drafts a letter setting forth a recommendation and forwards it along with all documents received from the previous step[s], as organized in a uniformed manner set for the by the provost, to the provost no later than February 1." *Faculty Handbook 2.3.8 #6*
Mid- to late February	The Provost's decision is to be "rendered and communicated by late-February." *Faculty Handbook Appendix K.* The dean will share the provost's decision to the applicant as soon as possible after it is communicated from the provost, and before there is a public announcement.

	The Dean's Office is responsible for securing hard/print copies of all materials that need to be preserved for the faculty's permanent file. This includes but is not limited to the dossier narrative.

Electronic Submission of Documentation

General Procedure Overview

All library faculty who will be engaged in faculty-status changing reviews (Third Year, Tenure, Promotion) will submit their materials digitally. For all materials that need to be preserved or delivered to the Provost's Office in hard/print copy, the Dean's Office will take care of those arrangements.

For tenure and promotion materials, "dossier" refers to both the application narrative written by the faculty and the supporting documentation.

Submitting the Dossier Electronically: Documentation and Process

The narrative is a 15-page document, which includes an up-to-date CV within the page count. It should be a PDF or Google Doc.

The best practice for sharing dossiers is to use Google Drive, Dropbox, or another similar platform. Google Drive is preferred since that is the platform supported by the university. If the applicant would like to use another platform/ procedure, s/he should consult with her/his mentor and direct supervisor.

The applicant should create a parent folder named "[Candidate Last Name] [Tenure / Promotion] Application" and provide read-only access to the appropriate people. Access can be granted in stages: first to the mentor for initial review, second to the dean, third to the T&P Committee. Members of the Provost's Office may eventually need access. The applicant can arrange files as it makes sense to him or her, but make sure that the narrative document is easily identifiable. A best practice would be for the narrative to reside as the sole document in the parent folder, with an appendix folder housing all the supporting materials. The narrative should include links to files contained within the appendix.

Sabbatical or Leave of Absence Application

Administrators: Supervisor, Dean. If the dean is also the direct supervisor, the dean will serve in both roles.

Referral Documentation: Faculty Handbook 2.3.12 Leaves, Appendix B (VU Sabbatical Leave Policy) and Appendix C (Application for Leave of Absence…)

First of October	The dean and direct supervisor are informed by faculty of faculty's *intention* to apply for sabbatical or leave of absence. This notification should be in writing and sent via email. Library faculty are supported with 16 weeks of sabbatical leave; specific dates of sabbatical/leave should be noted within intent.

Mid-October	Dean provides provost with names of faculty *intending* to apply for sabbatical/leave.
Mid-October through mid- to-late November	Direct supervisor works with faculty as requested until both are satisfied with the final application packet (application form, rationale, updated CV). The supervisor should sign the form, indicating approval or not.
Late November	The faculty should submit the application packet to the dean (electronically).
First of December	Dean reviews application and submits application form and documentation to Provost's Office, indicating approval or not, and whether or not the leave will require a temporary hire for position responsibility coverage.
Mid-to-late February	The dean and faculty are notified by the Provost's Office as to the outcome of the sabbatical/leave application. If affirmative, the faculty will receive the sabbatical/leave as indicated by the provost. If negative, the sabbatical/leave will not be awarded.

Regular Meetings

Regular meetings of the library faculty are scheduled once a month. The Dean of the Library is the chair. The dean may, however, cancel a meeting if there is not sufficient or urgent enough business to warrant meeting and if no members have submitted agenda items at least two days in advance of the scheduled meeting.

A quorum for the transaction of business at meetings of the library faculty shall consist of one-half (1/2) of the members of the library faculty. Except as noted in the Amendments section of this document, a majority vote of those librarians present with a proper quorum shall be sufficient to approve any actions at such a meeting.

Amendments

Amendments to this instrument may be proposed by any library faculty member or the Dean of the Library. Amendments must be emailed to the library faculty at least ten (10) days prior to the vote, using the Amendment Proposal Template (Appendix D). Library Faculty will discuss and vote on or amend any proposed amendments; if an amendment is not voted on, it may be reconsidered at a later Library Faculty meeting. If the amendment is approved by a two-thirds vote of all of the Library Faculty and the Dean of the Library, the amendment shall go into effect the following academic year.

Amendment Timeline

Late May	The Library Chair will send any approved amendments to the Dean of the Library for ~~final~~ codified approval. If the Dean of the Library does not approve the amendment, it may be reconsidered and revised by the Library Faculty at its next meeting. If the Dean of the Library does not approve the amendment a second time, then the amendment is referred to the Provost Office for guidance.
Early June	The Library Chair and/or Administrative Assistant to the Dean of the Library will update the Library Faculty Handbook with new amendments.
Late June	The Library Chair and/or Administrative Assistant to the Dean of the Library will notify the Library Faculty that the Library Faculty Handbook has been updated as well as where it is accessible.
July 1	New amendments to the Library Faculty Handbook officially go into effect.

Appendix A: Library Faculty Activities Report (FAR) Template

Name, Rank
Faculty Activities Report: Year-Year

Update your Curriculum Vitae (CV) *(separate file)*

Update your CV as appropriate. Include any changes in job title or responsibilities. List new publications, works accepted for publication, conferences attended since the last updated and new service activities. The updated CV should include a list of current professional memberships. A full copy of the updated document should be included as a separate file with your Faculty Activities Report (FAR) when electronically sent to your supervisor.

Professional Goals and Objectives: Reflection

   (1- 2 pages)

Summarize your activities for the last year. Note each major goal as written (in the Work Plan context) and describe progress made towards achieving those goals. Include any new, unanticipated goals added during the year. Please specifically reflect on any work done in support of the University's and/or Library's Diversity, Equity, Inclusion, and Accessibility (DEIA) initiatives. Explain overall what was completed, what was not and why. Note: Inability to complete some goals does not necessarily mean a negative evaluation.

Effectiveness in the Performance of Librarianship (Faculty Handbook 2.3.4.1 and 2.3.5.2)

   (1- 2 pages)

Assess your professional effectiveness in meeting your library responsibilities. This includes your departmental responsibilities, teaching and collection work. Consider these questions: How have you moved the library forward? How have you made a difference in the academic life of students or faculty? What are your strengths as a librarian? What are your weaknesses? How has your performance improved? If you have used methods of assessment, include what you've learned from those here.

Scholarship (Faculty Handbook 2.3.4.2 and 2.3.5.2)

   (1 page or less)

Comment on your involvement in creative work and research over the last year. What progress has been made on your projects? How have these activities contributed to your professional effectiveness as a librarian? A list of formal papers published or accepted for publication, along with a list of recent presentations, should be included in your updated CV.

Professional Development (Faculty Handbook 2.3.4.3, 2.3.5.2, and 2.3.5.3.1)

   (1 paragraph)

Summarize what you have done this past year to develop yourself and grow professionally. Have you met the criteria of attending one non-VU sponsored workshop or conference? Professional service activities should be included in this section. A list of impactful conferences attended or training completed should be included in your updated CV. All other conferences, webinars, or like-training completed should be in a bulleted list at the end of this FAR section.

Campus Citizenship (Faculty Handbook 2.3.4.4, 2.3.5.2, and 2.3.5.3.1)

(1-2 paragraphs)

See the above noted sections of the Faculty Handbook and briefly assess how well you meet these guidelines. A current list of formal service activities should be included in your updated CV. Use this space for additional comments on those activities that may be unique for this year. Describe any specific work that took an extraordinary amount of time or made a significant difference. This should also include activities demonstrating involvement in community service and commitment to social responsibility, such as membership in community organizations and volunteer work. Note: routine service activities are acceptable and will not result in a negative evaluation.

Work Plan for 20__ / 20__ *(separate file)*

(1 page or less)

Propose a few key goals for the next fiscal year and describe some steps to take that may help you achieve each goal. (Your final list of goals will be determined jointly between you and your supervisors.) Explain briefly how your proposed goals support the mission of the library and how they relate to specific library goals and objectives. Please identify which of your goals specifically support the Library's Diversity, Equity, Inclusion, and Accessibility (DEIA) initiatives. Describe what library administration or your supervisor can do to support you and make you more effective in your work. This document should be included as a separate file with your Faculty Activities Report (FAR) when electronically sent to your supervisor.

A key step in the faculty evaluation process is the development and submission of an annual work plan. The expectation is that faculty will set attainable annual goals that allow them to make progress toward larger career goals. Faculty should also develop discrete goals within each of the four categories of faculty work: librarianship, scholarship/creative work, professional development, and campus citizenship. Immediate supervisors are charged with reviewing these plans and providing feedback.

Library faculty members whose larger goal is attaining tenure or promotion should set specific annual goals reflecting the Standards for Evaluating Library Faculty, with greatest emphasis on improving or maintaining professional effectiveness as a librarian, then on developing and disseminating scholarship or creative work, then lastly on professional development and campus citizenship. Goals that do not help the faculty member achieve this weighted profile should be revised. For library faculty at the rank of Professor, the larger career goals may be more varied, and goals relating to the four categories may be weighted more equally.

The annual work plan should follow the outline below. The plan should be a statement of goals and may or may not include key objectives for the year. It should not be a list of every step or task, but should focus on the most important steps that must be taken to move toward completing the goal.

1. Current career goal
   - e.g., attaining tenure, promotion to Professor, eventually be an academic library administrator.
2. Goals for Librarianship
   - Goals and objectives for librarianship work best if they complement individual career goals, respond to supervisor, peer-review or user feedback, or the

University and/or Library strategic plans. However, no goal has to complement all of them at the same time.

- o e.g., increase number of information literacy sessions; further integrate x resources into existing LibGuides; improve a x faculty workshop; develop a new information literacy instruction module; complete a major collection-related project; implement a new service; infuse new technology into an existing service. Other action verbs to consider using: construct, update, grow, further, refine, deliver.

3. Goals for Scholarship / Creative Work
   - o Goals listed here work best if they complement individual career goals, respond to supervisor, peer-review or user feedback and respond to Library Faculty Performance Standards for tenure or promotion.
   - o e.g., begin a gathering data for x research project; complete final data analysis for x project; submit article manuscript; initiate a study on x; present poster at x conference; deliver a presentation at x conference; draft a case study report on x, document the application of x theory to problem y. Other action verbs to consider in addition to appropriate verbs listed in #2: analyze, investigate, solve

4. Goals for Professional Development
   - o e.g., maintain membership in professional association; contribute a book review; volunteer for a professional committee. Other action verbs to consider: learn, participate, join, chair, lead, engage, grow, expand.

5. Goals for Campus Citizenship
   - o e.g., serve on a library or University committee; become an exploratory academic adviser; continue as faculty advisor for x student group; participate in a community service event. Other action verbs to consider: join, chair, lead, engage.

6. Longer Range Plans (3-7 year horizon)
   - o e.g., identify new research project, develop further expertise in a new liaison subject or another area of librarianship.

Appendix B: Valparaiso University Sabbatical Leave Policy

Adapted from College of Engineering policy

"The sabbatical leave shall not be regarded as a reward for services already rendered, but as an opportunity for faculty members to prepare themselves through study and research for improved service to the University. Good and sufficient reasons for such a leave include the following:

1. To research or write a scheduled or planned publication;
2. To research and read for new curricular initiatives; and
3. To participate in a semester of structured study or reading as preparation for research, a new course, or new directions in teaching.

Other proposals not fitting the above three (3) criteria will be considered." (Valparaiso University Faculty Handbook)

To aid faculty in composing their sabbatical proposal, the following items of information should be included:

A. One-page cover sheet containing: name, rank, and department; sabbatical leave period of performance; descriptive title of the proposed project including, if applicable institution(s), location(s), and collaborator(s); signature of department chair, if applicable, endorsing the project; and signature of dean endorsing the project. Signature of agreement to return to teaching will be required upon receipt of approval letter from the President.

B. A written statement of the sabbatical project should be attached and should contain the information specified below and such additional information as needed to support the request.
   1. Explain the nature of the proposed work. Describe what is to be accomplished during the period of performance and describe your creative work plan (i.e., the courses or activities in which you will participate).
   2. Define and describe the deliverable intended to be the outcome of this leave. Examples could include a book, chapter, article, creative work, complete plan for a new course/teaching direction, or a grant proposal. A copy of the deliverable is to be submitted within six months of the end of the period of sabbatical along with a brief report on activities, to the department chair, dean, and provost.
   3. If applicable, state the name and location of the institution (e.g., university, industry, governmental agency, etc.) and the scholar with whom you will work or the programs and activities in which you will participate and the reasons for their selection. Describe arrangements that have been made for working at the chosen site, including documentation such as permission or invitations, if possible.
   4. Describe the preliminary professional work you have accomplished in anticipation of the sabbatical leave in initiating and planning the research, creative activity, or study.
   5. Explain how the sabbatical leave will benefit you and support the curricular, research/creative, or service efforts of your department.

C. A current, complete professional resume.

D. An endorsement by the chairperson of the department chair or dean indicating how the applicant's usual duties will be performed in his or her absence, and assigning a priority to the applicant's proposal if more than one proposal is being sent forward.

Proposals due to Dean by October 31 – Proposals due to Provost by December 15
(These dates differ slightly from library deadlines- use library timeline for deadlines.)

Adopted by Council of Deans: November 30, 2011 – Due dates revised May 30, 2012

Appendix C: Application for Leave of Absence (including sabbatical) Template

Christopher Center Library		
(Name)	(Department)	(Rank)

I am applying for (check one):   ____ sabbatical leave (full or half pay as noted below)
____ research leave (full pay as University Research Prof.)
____ professional development leave (no pay)
____ leave of absence (no pay)

During the academic year _____ for 16 weeks during the (check one):
____ Fall semester
____ Spring semester
____ summer sessions
____ entire year (1/2 pay)

Specific Dates: _____

For Sabbatical Requests

If this will be your first sabbatical at Valparaiso University:

Have you served for 6 years at or above the rank of assistant professor? _____

Have you served a minimum of 6 years, including the current year?   _____

If you have had a sabbatical previously at Valparaiso University:

In which academic year did you take your last sabbatical?   _____

Did you notify the dean and your supervisor by the early October deadline of your intent to apply? (see library faculty calendar for exact date)   _____

Please attach a description of the use of this leave. If the application is for a sabbatical, please attach a detailed proposal including the following information:

- Descriptive title of proposed project
- Nature of Proposed Work
- Deliverable Product/Outcome
- Associated institution(s), Location(s), and Collaborator(s)
- Preliminary Preparation Work
- Benefit to your professional development, the library, and the university

For other leaves, a one-page description should be sufficient.

Please complete the items above and submit to your supervisor.	

I have reviewed this application, and I __ approve / __ do not approve the request.

Supervisor (if not the dean): _____   _____
                                      (Signature)   (Date)

After signing, please submit to the dean with the applicant's proposal by the deadline.

I have reviewed this application, and I __ approve / __ do not approve the request.

Dean: _____   _____
                                (Signature)   (Date)

Appendix D: Amendment Proposal Template

For Any Proposed Changes to the Library Faculty Handbook

Title:

Short Description:

Library Faculty Handbook sections and pages:

Proposed by:

Date Submitted for Review (at least 10 days prior to vote):

Rationale:

Current Library Faculty Handbook wording:

Proposed amendment (track changes on):

Date and Result of Vote: