



LIBRARY GUIDELINES FOR EVALUATING FACULTY

ACADEMIC AFFAIRS • PROVIDENCE COLLEGE

Providence College Library Faculty

Library Non-Teaching Faculty

Library faculty contribute in unique ways to the College's teaching, learning and research mission. While library faculty occasionally teach credit-bearing classes, most of library faculty's teaching related contributions are in research education and the creation of effective educational and research resources, services and spaces. Library faculty are 12-month faculty and as such plan, research and complete scholarly activities, products and projects during the 12-month work schedule, while also performing professional position responsibilities.

When reading the following guidelines or interpreting the Faculty Handbook vis-à-vis library faculty, "faculty member" shall be construed to mean "librarian" or "library faculty"; "teaching" means "teaching/performance of professional responsibilities; "department" or "departmental" to mean "library"; and "Chair" to mean "Library Director".

ANNUAL REVIEW OF PROBATIONARY FACULTY

Each probationary faculty member is required to maintain throughout the probationary period an ongoing dossier of information pertinent to his/her activities in the areas of teaching/performance of professional responsibilities, scholarship, and service as described in the **Faculty Handbook** (see § 3.4.1-3.4.2). These dossier materials for review by the Library Director (or his/her designate) may include but are not limited to:

1. copies of instruction- and education-related materials (such as research guides, finding aids, research education curricula, online tutorials and other documents created to take advantage of "teachable opportunities"); professional goals; specific task force, standing and ad hoc committee projects designed, implemented, managed and/or assessed (including written formative and summative reports);
2. a copy of the faculty member's position description and typical working hours;
3. evaluations by students, fellow PC faculty and other professional colleagues, and external letters and evaluations from peers (e.g., HELIN, local, regional, national and international);
4. an up-to-date copy of the faculty member's *curriculum vitae* (teaching/professional position responsibilities; examples or evidence of scholarly projects, activities and/or products; service and other pertinent information); complementary professional Website presences, such as Digital Measures, Selected Works, Academia.edu, ResearchGate, and Vitae, are also encouraged.

On an annual basis, the Library Director (or his/her designate) will provide the probationary faculty member with feedback on the dossier. This feedback is designed to be primarily advisory and developmental and to nurture faculty development and growth. It will highlight both areas of strength and opportunities for improvement. No formal evaluation will take place in the first semester of a faculty member's appointment at the College. In lieu of formal evaluation, during the first semester, new library faculty should consult with tenured members of the library faculty about teaching/performance of professional responsibilities, pedagogy, scholarly evaluation standards, and advising and collaboration responsibilities. Beginning in the second semester of the probationary library faculty member's first academic year, and on a yearly basis thereafter, the Library Director will arrange for tenured library faculty members (or a designated committee thereof) to evaluate the teaching/professional responsibilities of the probationary faculty member. Written evaluations of classroom visits, observations, interviews, project reviews and other pertinent documents will be shared with the probationary faculty member and will become part of the dossier.

THIRD YEAR REVIEW OF PROBATIONARY FACULTY

A thorough review of the probationary faculty member's (the candidate's) record of teaching/performance of professional responsibilities, scholarship, and service will be conducted by the Library Director in consultation with the tenured members of the library in the fall of the candidate's third contract year. For those faculty who were awarded a full two years of credit toward tenure or tenure with promotion at the time of initial appointment, the review will take place in their second contract year at Providence College. Prior to the review, the candidate will make a presentation, based on research or creative activity to the library faculty. The Library Director, following a meeting of the tenured members of the library, should determine which



advisory and developmental recommendation(s) to make to the candidate. The library faculty's recommendations shall be shared with the Provost / Senior Vice President for Academic Affairs (hereafter The Provost) **only** if the Library faculty plan to initiate a non-renewal of contract for the probationary faculty member. In its third year pre-tenure review, library faculty will follow the criteria for either tenure or tenure with promotion as outlined below in making its recommendation(s). The candidate will be informed of the library faculty's advisory and developmental recommendation(s) and rationale in a reasonable amount of time. The Library faculty may request to the Provost initiation a non-renewal of contract pursuant to its recommendation(s).

EVALUATING PROBATIONARY FACULTY FOR TENURE OR TENURE WITH PROMOTION TO ASSOCIATE

Each candidate for tenure or tenure with promotion is required to maintain throughout the probationary period an on-going dossier of information pertinent to his/her activities in the areas of scholarship, teaching/performance of professional responsibilities, and service as described below. This dossier should be available to faculty who will be eligible to vote on tenure or tenure with promotion cases upon their request. It is expected that the Library Director (or his/her designate) will review this dossier annually and will discuss it informally with the candidate in order to inform the him/her of the library faculty's perception of her/his success in meeting the library's performance expectations for the awarding of tenure or tenure with promotion.

Consistent with procedures required in the **Faculty Handbook**, the candidate has the opportunity to submit materials he/she believes to be helpful to the tenure or tenure with promotion decision by the date specified by the Provost of the academic year in which a tenure or tenure with promotion decision is made. The candidate's statement should be accompanied by a supporting dossier addressing all of the criteria relevant to tenure or tenure with promotion (scholarship, teaching/performance of professional responsibilities and service). The Office of the Provost provides advice on assembling the dossier in print and electronically ("Guidelines for Tenure Candidates"). In addition to the electronic dossier (uploaded into Sakai or current LMS/learning management system), the candidate should provide one print copy of the complete dossier to the Library Director for review by the tenured faculty and two print copies to the Office of the Provost and supply 12 print copies of the curriculum vitae for distribution to the members of CART. Although the candidate may consult with the Library Director and other members of the library faculty in compiling the dossier, he/she is fully responsible for developing, maintaining, and submitting these materials on time and in the correct format/s.

Upon receiving the application and dossier in a timely manner, the Library Director will inform the library faculty of the candidate's intention and will make the dossier available to the faculty in print and electronically. The Library Director will also consult with the library faculty to set a date for a meeting at which the faculty will be able to discuss their evaluations of the candidate and her/his dossier prior to executing a secret ballot on the elements relevant to the candidate's tenure, tenure with promotion to associate. An official record of this meeting shall minimally include a list of those faculty present, the vote of the faculty and an approved deliberations report, which will be sent to the Office of the Provost by the prescribed date. The Library Director will, in a timely manner, inform the candidate of the date of the meeting and the outcome of the vote.

PROCEDURES FOR EVALUATING FACULTY FOR PROMOTION

The Provost shall review the status of all faculty members and determine which faculty members are eligible for promotion in rank. Faculty members who have served as an **assistant professor** for either **three full years** (for those faculty who opted to remain under the old terms of service) or **five full years** (for those faculty hired after September 1, 2014 under the new terms of service), and faculty members who have served as an **associate professor** for four full years, are informed of their eligibility for consideration of promotion in rank to take effect in the ensuing academic year in compliance with the provisions of the **Faculty Handbook** (see S 3.4.5). Faculty are only notified once of their eligibility for promotion to a given rank.



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Faculty who wish to be considered for promotion in rank shall present their request and all materials relevant to their promotion to the Library Director by the date specified by the Provost. The Office of the Provost provides advice on assembling the dossier (“Guidelines for Promotion Candidates”). Prior to the date specified by the Provost, the promotion evaluations by the Library Director and eligible members of the library shall be completed utilizing the evaluation scheme outlined in Appendix E of the **Faculty Handbook** and forwarded to the Provost.

CRITERIA FOR EVALUATING TENURE, TENURE WITH PROMOTION OR PROMOTION

The **Faculty Handbook** specifies the qualifications for tenure (§ 3.5.3), tenure with promotion and promotion (§ 3.4.2). It is the responsibility of eligible voters in the library to evaluate the faculty member’s achievements in teaching/performance of professional responsibilities, scholarship, and service. The College assumes the following expectations:

Teaching/Performance of Professional Responsibilities

For library faculty, the College highly values demonstrated excellence in teaching/performance of professional responsibilities. While library faculty occasionally teach credit-bearing classes, the majority of library faculty’s teaching related contributions are in the performance of professional responsibilities as outlined in the positions description/s. This includes, but is not limited to, research education and the creation and delivery of effective educational and research resources and services. Library faculty’s teaching/performance of professional responsibilities includes, but is not limited to, the following activities:

1. plan, create and implement teaching, learning and research services for students, faculty and staff;
2. plan, create and implement an articulated professional development curriculum for Providence College library faculty, non-faculty professionals and support staff; library faculty serve as both professional development providers/presenters and consumers/learners at Providence College (cf. a “Center for Teaching Excellence” for library faculty, non-faculty professionals and support staff);
3. acquire, create and make useful information and technological research resources maximally accessible and usable for students, faculty and staff;
4. design, create and maintain spaces/facilities which facilitate and enhance teaching, learning and research;
5. take lead roles in facilitating scholarly communication in traditional, current and emerging formats, and
6. assess and evaluate services, resources and facilities in an ongoing way in order to ensure that these are maximally effective for the College’s teaching, learning and research needs.

In the dossier, the candidate will provide any forms of information that he/she believes to reflect on the effectiveness of his/her teaching/performance of professional responsibilities. These materials may include, but are not limited to:

1. research education-related documents or Websites;
2. collaboration in research assignments and exercises;
3. descriptions of teaching-related activities and methods used;
4. indications of changes made to up-date research education materials;
5. evaluations from faculty, students or peers,
6. evidence of involvement in student and faculty research;
7. evidence and data indicating positive impact on teaching, learning and research activities;
8. receipt of a professional honor or award.

The candidate will also be evaluated by eligible tenured members of the faculty as described above. A written evaluation of the candidate’s performance of teaching/professional responsibilities will be shared with the candidate and will become part of the dossier. In addition, the candidate is expected to accept visitations, observations, interviews and reviews by other members of the faculty, who may wish to observe teaching/performance of professional responsibilities for the purpose of the tenure, tenure with promotion and/or promotion decision. Such visitation, observation, reviewing or interviewing is usually preceded by an agreement on performance expectations and material as described above. If an agreement about performance dimensions cannot be reached, the evaluation may still take place at the visiting faculty member’s discretion. The evaluation report must include a statement noting that agreement had not been reached.



It is the responsibility of each candidate, with possible assistance from the Library Director, and the library faculty to seek pertinent evaluations (patron, peer, supervisor, external professional) for inclusion in the candidate's dossier.

After the eligible library faculty have reviewed and discussed the material in the dossier and other information available on the candidate's teaching/performance of professional responsibilities, the Library Director will take a secret ballot in accord with the procedures described in the **Faculty Handbook** on the question: Does the candidate's teaching record justify the award of tenure, tenure with promotion or promotion in rank?

Scholarship

Providence College values ongoing, active scholarship in one's primary and related disciplines as an integral and important part of a faculty member's role at the College. It is concrete scholarly activity, which nurtures teaching/performance of professional responsibilities and service to the College. Concrete scholarship consists of projects, activities and products, which have been successfully vetted by the scholarly community (peer reviewed, refereed, invited or otherwise explicitly vetted). Concrete scholarship is required for tenure. Concrete and promotable scholarship is required for tenure with promotion and for promotion. These projects, activities and products may be of a traditional nature (e.g., print scholarly research and case-study publications) or of more recent, current and emerging varieties (digital / technology-based publications; text and multimedia Websites; Web-based commentaries like blogs; Web-based teaching and research tools and materials; curated digital research collections; multimedia teaching and research collections). In addition to these criteria, the library expects demonstrated evidence in quantity and quality of ongoing and continued scholarly development, which has been vetted by the scholarly community.

Teaching, workshop, seminar and other applied activities, when they can be shown to contribute to the knowledge base in the discipline, may be included in the scholarship portion of the dossier. Additionally, candidates may present data indicating the importance of their work in the discipline; these data can include the nature of the peer review process, acceptance rates, citation Indices (including quantity of citations and impact factor), and article downloads from digital repositories. Statistical evidence, such as that available on professional Website presences, e.g., Digital Measures, Selected Works, Academia.edu, ResearchGate, and Vitae, may also serve as evidence of professional importance and impact.

Scholarship may consist of the presentation of empirical/quantitative or qualitative research, theoretical positions, scholarly case studies or reviews of these in a variety of forms and media. These forms include, but are not limited, to the following common examples. In the forms of scholarship listed below, Tier One forms of scholarship are deemed of highest rank in terms of substance and impact.

Tier One:

- Author of a scholarly book (print or electronic);
- Author of an academic textbook (print or electronic);
- Author of article in scholarly vetted (peer reviewed, refereed, invited content) journal (print or electronic);
- Author of an invited article in the proceedings of a scholarly conference (international, national, regional);
- Author of an essay or chapter in a scholarly book (print or electronic);
- Author of published research note;
- Author of scholarly book review or resource review in scholarly vetted (peer reviewed, refereed, invited content) journal (print or electronic);
- Author of commissioned/invited essay for public education;
- Author or editor of College publication, film/video;
- Author of preface, introduction, annotated bibliography or other (print or electronic) scholarly book component (international, national, regional);
- Editor of a scholarly book (print or electronic);
- Editor of a scholarly journal (print or electronic);
- Invited presenter of paper at scholarly conference (international, national, regional).



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Tier Two:

Presenter of paper at scholarly conference (international, national, regional);
Recipient of international or national honor or award;
Author of scholarly blog/s (online);
Member of journal editorial board;
Reviewer/referee of peer-reviewed scholarly journal;

Editor of scholarly conference proceedings (print or electronic);
Author of scholarly resource review in a journal (print or electronic);
Creator of scholarly database/digital research collection/s;
Author of column in professional publication;
Curator (sole, lead, co-curator) of digital teaching, learning and research collection/s;
Creator (sole, lead, co-creator) of scholarly research Website/s for teaching, learning and research;
Creator (sole, lead, co-creator) of annotated scholarly bibliography (print or electronic);
Scholarly grant writer (sole, lead or co-writer), especially if funded;
Conference planning and leading (sole, lead, co-planner/-leader);
Moderator or chair of, or discussant on, a scholarly conference panel (international, national, regional);
Scholarly consultant (international, national, regional);
Invited referee scholarly journal (international, national, regional);
Provider of teaching, workshop, seminar and other applied activities, which contribute to the knowledge base in the discipline.

Tier Three:

Provider of professional interview/s for publication and/or live Web-based broadcast;
Subject of profile featured in scholars blog (international, national, regional), e.g., Academia.edu, ResearchGate, Vitae;
Recipient (sole, lead or co-recipient) of regional or College award;
Guest lecturer in scholarly forum or seminar (international, national, regional);
Presenter of conference poster session.

Tier Four:

Scholarly listserv founder/moderator/consultant (international, national, regional);
Scholarly Interest Group founder/moderator/consultant (international, national, regional);
Scholarly media/image archive founder/administrator/consultant (international, national, regional).

The eligible faculty will review the scholarly work presented by the candidate and will discuss their evaluation of this work at the meeting set by the Library Director. In general and as made explicit in the four tiers above, the greatest weight will be given to materials vetted by the scholarly community (peer reviewed, refereed, invited). The primary focus of the meeting will be to determine the quality, quantity and recognition/impact of the work submitted. On the topic of quantity, the faculty will not set an arbitrary standard but will evaluate the work in the context of quality and recognition/impact. Critical in this evaluation, however, will be that the scholarship is active and continuing with an appropriate level of productivity being documented.

After the eligible tenured library faculty have reviewed and discussed the candidate's scholarly work, a secret ballot will be taken in accord with procedures described in the **Faculty Handbook** on the question: Does the candidate's scholarly work justify the award of tenure, tenure with promotion / or promotion in rank?

Service

The College recognizes service to the library, the College, the discipline, and the community as relevant to the candidate's tenure, tenure with promotion, or promotion considerations.

Library service may include but is not limited to:

1. service on library committees;
2. service as interim Library Director;
3. support of and participation in library scholarly and social functions;
4. service as a mentor of junior faculty/non-faculty professionals;



5. participation in events such as Family Day and the Major/Minor Fair;
6. facilitating the library's mission;

College service may include but is not limited to:

1. representation on college committees;
2. Faculty Senate involvement;
3. directing an academic or administrative program (in some cases, *e.g.*, Center for Teaching Excellence service, might also represent scholarship in the form of professional development);
4. participation in college sponsored events.

Service to the discipline may include but is not limited to:

1. office holding or committee activity in regional or national professional associations;
2. Library liaison to a professional organization;
3. receipt of an international or national honor or award;
4. planning, creating and implementing an articulated professional development curriculum for College, Higher Education Library Information Network/HELIN and regional library faculty, non-faculty professionals and support staff; library faculty serve as both professional development providers/presenters and consumers/learners within College, state and regional professional development networks.

Service to the community may include but is not limited to:

1. charitable work;
2. speaking to community groups;
3. advising civic organizations and government groups;
4. receipt of an international or national honor or award; and
5. other activities in which the candidate's knowledge or skills are shared with community groups.

PROCEDURES FOR VOTING AND REPORTING RESULTS

After the eligible tenured faculty have reviewed and discussed the candidate's service record as presented in the dossier, the Library Director will take a secret ballot in accord with the procedures described in the **Faculty Handbook** on the question: Does the candidate's record of service justify the award of tenure, tenure with promotion / or promotion in rank?

After these procedures have been followed, the Library Director will count the ballots on all three areas, informing the eligible library faculty and the candidate of the result. The Library Director will then report the result of this vote and an adequate and detailed report of the deliberation discussion to the Provost, including his/her own recommendation.

Evaluation of Term Faculty

Special Lecturers (part-time) and Adjunct library faculty (full-time) should be evaluated in each semester of their first two years of appointment at Providence College; thereafter, they should be evaluated once each year, unless they are assigned to teaching/professional responsibilities not previously part of their workload at Providence College. Special Lecturers and Adjunct library faculty are always to be evaluated in the first semester in which they teach a course/perform professional responsibilities that have not been their responsibility at Providence College.

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