

Faculty Performance Expectations LIBRARY

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2		2 — OR —	
Associate	1	1	1
Tenure	2	2 — OR —	
Professor		3 — OR —	
	1	1	1

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Teaching Performance Levels - LIBRARY (LIS)

Acceptable	Preferred	Exceptional
<p>Student evaluations</p> <ul style="list-style-type: none"> ● Instructor’s teaching effectiveness rated at “very good” or higher (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> ● Evidence of a commitment to improve instruction, such as <ul style="list-style-type: none"> ○ Professional development activities that impacted instruction ○ Work with colleagues that impacted instruction ● Evidence of effective practices, such as <ul style="list-style-type: none"> ○ Reflection and self-improvement ○ Engaging teaching methods ○ Providing meaningful classroom experiences <p>Research Instruction:</p> <ul style="list-style-type: none"> ● Provides effective information instruction: <ul style="list-style-type: none"> ○ at the Reference Desk ○ in one-on-one private sessions ○ via e-mail and chat ● Evidence of effective practices such as: <ul style="list-style-type: none"> ○ Creation of well-designed web-based guides ○ Creation of effective aids to research in a variety of media <p>Curricular Development</p> <ul style="list-style-type: none"> ● Integrates courses into departmental programs, such as <ul style="list-style-type: none"> ○ Effectively prepares students for subsequent courses ○ Effectively builds on students prior learning ○ Effectively addresses dept’l learning outcomes <p>Departmental Needs</p> <ul style="list-style-type: none"> ● Cooperates with program faculty in meeting departmental loading needs ● Performs knowledgeable selection of print and electronic materials ● Performs competently in appropriate area of responsibility (e.g., metadata creation, systems, selection, etc.) ● Engages in professional development activities in area of responsibility 	<p>Student evaluations</p> <ul style="list-style-type: none"> ● Rate instructor’s teaching effectiveness at or near “outstanding” (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> ● Evidence of a commitment to improve instruction (see acceptable column) ● Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues <p>Research Instruction</p> <ul style="list-style-type: none"> ● (see acceptable column) ● Creates more substantial aids to research such as multimedia tutorials. ● Develops or applies new technologies that enhance instruction. <p>Curricular Development</p> <ul style="list-style-type: none"> ● Beyond integrating courses into departmental programs (see acceptable column), also is an effective partner in curricular and program design and delivery <p>Mentoring</p> <ul style="list-style-type: none"> ● Actively involved in some student mentoring activities <p>Departmental Needs</p> <ul style="list-style-type: none"> ● (see acceptable column) ● Shows exemplary performance in appropriate areas of responsibility ● Demonstrates effective leadership of professional development activities in area of responsibility. 	<p>Student evaluations</p> <ul style="list-style-type: none"> ● Rate the instructor’s teaching effectiveness in the “outstanding” category (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> ● Recognized by colleagues as a highly skilled and knowledgeable instructor ● Models excellent teaching ● Demonstrates attention and responsiveness to student needs <p>Research Instruction</p> <ul style="list-style-type: none"> ● (see acceptable and preferred columns) ● Creates guides, search aids, or other instructional technologies that are used by other institutions. <p>Curricular Development (see preferred column)</p> <p>Mentoring</p> <ul style="list-style-type: none"> ● Significant student mentoring activities (either in quantity or quality of work with students) ● Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.) <p>Departmental Needs</p> <ul style="list-style-type: none"> ● (see acceptable and preferred columns) ● Designs and completes a major project (e.g., creation of substantive websites that further the teaching mission of the University, administers a grant, etc.) ● Demonstrates outstanding performance in appropriate areas of responsibility ● Leads and/or provides statewide or multi-state professional development activities in area of responsibility.

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Scholarship Performance Levels - LIBRARY (LIS)

Acceptable	Preferred	Exceptional
<p>Originality</p> <ul style="list-style-type: none"> • A combination of at least three publications, presentations and/or grant applications is required. • Each print or online publication, presentation, and/or grant application includes some original content from this faculty member <p>Meaningfulness</p> <ul style="list-style-type: none"> • Must include at least one publication • May include one or more presentations • May include external grant application(s), even if not funded <p>Review All publications, presentations, and/or grant applications passed a review process</p> <p>Dissemination Three publications, presentations, and/or grant applications received at least multi-state dissemination</p>	<p>Originality</p> <ul style="list-style-type: none"> • Each print or online publication, presentation, and/or grant application includes some original content from this faculty member, some of which included significant original content • A combination of at least four print or online publications, presentations, and/or grant applications. <p>Meaningfulness</p> <ul style="list-style-type: none"> • Must include at least one national publication or two regional publications • May include one or more presentations • May include modest external grant award(s) (e.g. \$10K one-time grant) <p>Review One publication, presentation, and/or grant application passed at least a moderately competitive review process</p> <p>Dissemination At least one publication, presentation, and/or grant application was nationally disseminated</p>	<p>Originality</p> <ul style="list-style-type: none"> • The quantity and/or quality of publications, presentations, and/or grant applications were well above average with significant original content, some as lead author <p>Examples:</p> <ul style="list-style-type: none"> ○ A combination of at least five publications, presentations and/or grant applications, including at least two publications ○ A single pivotal publication in the field, widely recognized for its impact, which results in invitations to conferences, workshops or other follow-up activities <p>Meaningfulness</p> <ul style="list-style-type: none"> • Recognized as a scholar/expert in field (either in a multi-state region or nationally) <p>Examples:</p> <ul style="list-style-type: none"> ○ Significant national publication ○ Invited speaker at major conference ○ Consultant for significant state or national body ○ Sizable external grant award(s) (e.g. multi-year grant above \$500K) ○ See examples under originality regarding quantity and/or quality of publications, presentations, and grant applications. <p>Review Most publications, presentations, and/or grant applications passed at least a moderately competitive review process, including at least one formally refereed article that underwent a highly competitive review process</p> <p>Dissemination At least three publications, presentations, and/or grant applications were nationally disseminated</p>

- *Three published book reviews are considered to be the equivalent of one published article.*
- *Presentations can also include conducting a workshop for other professionals at a state or national meeting.*
- *Online Northwest, Computers in Libraries, Choice Reviews, and Library Journal are examples of entities with moderately competitive review processes.*

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Service Performance Levels - LIBRARY (LIS)

Acceptable	Preferred	Exceptional
<p>Departmental Service</p> <ul style="list-style-type: none"> ● Active participant in departmental work: <ul style="list-style-type: none"> ○ Advising students in departmental programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities ○ Effective contributor on his/her fair share of departmental committees ○ Effectively carrying out his/her fair share of individual departmental tasks <p>University/Professional Service</p> <ul style="list-style-type: none"> ● Some activity beyond department or program (e.g. serve on active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee. 	<p>Departmental Service (see acceptable column)</p> <p>University/Professional Service</p> <ul style="list-style-type: none"> ● University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee. ● Effective partner in accomplishing assignments <p>Leadership</p> <ul style="list-style-type: none"> ● Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.) 	<p>Departmental Service (see acceptable column)</p> <p>University/Professional Service (see preferred column)</p> <p>Leadership</p> <ul style="list-style-type: none"> ● Recognized as a faculty leader on campus ● Served in multiple leadership roles ● Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

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