SJSU SAN JOSÉ STATE UNIVERSITY

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TO: Ann Agee
Chair, University Library

FROM: Magdalena Barrera
Vice Provost for Faculty Success

DATE: 10 May 2023

SUBJECT: Approved Department RTP Guidelines

On behalf of Provost Vincent Del Casino, I am pleased to report that the Library departmental RTP Guidelines (dated April 14, 2023) have been provisionally renewed, pending the following changes:

1. Change the first Baseline RSCA bullet ("*Presented or co-presented at one or more regional or internal conferences*") to "Presented or co-presented at more than one regional conferences";
2. Add to list of Baseline RSCA accomplishments, "Publish an article in a peer-reviewed journal"; and
3. Split the final bullet of Excellent ("*Received an external or university-level grant and award for research and scholarship*"), moving a university-level grant or award to the category of Good and leaving an external grant or award within Excellent.

Per University Policy S15-7, these guidelines have been reviewed by the Professional Standards Committee of the Academic Senate, the University Library leadership, and the Office of the Provost. The implementation date for these approved guidelines is August 17, 2023, and the document will come up for review again in five years.

A copy of these guidelines must be included in the dossier of all RTP candidates from the University Library.

C: Michael Meth, Dean, University Library
Christina Mune, Associate Dean of Innovation & Resource Management
James Lee, Senior Director, UP-Faculty Services
Rachael French, Chair, Professional Standards Committee of the Academic Senate

Effective Date: August 19, 2024 (first duty day)
Review Cycle: AY 28-29 (review/revise/renew)
Expiry: Fall 2029* (first duty day)
James Lee, Senior Director, Faculty Services
**Per S15-7, 4.3.3, Guidelines that display a date more than five years old calculated from the time of the submission of the dossier shall be considered invalid, except as provided below in "Continuity of guidelines throughout review period."*

RETENTION, TENURE AND PROMOTION GUIDELINES FOR THE UNIVERSITY LIBRARY

Vote completed on April 14, 2023

For: 14
Against: 2
Abstain: 0

Introduction
The University Library is guided in its RTP considerations by S15-7 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures" and S15-8 "University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards."

Retention, tenure, and promotion decisions are based on an overall evaluation of librarians' effectiveness in three categories: 1. academic assignment; 2. scholarly/artistic/professional achievement; and 3. service. The University Library has determined that the standard criteria for service will serve the needs of our department, but that the range of academic assignments and scholarly achievements within our discipline warrants specific guidelines.

I. Overview of the University Library

Librarians uphold the mission of the University by offering resources and services that support the instructional and research needs of the University's departments, programs, and diverse user populations. The University Library is considered a college with one department for the purposes of retention, tenure, and promotion procedures. The terminal degree for librarians is the Master's degree in library science or equivalent (MSLS, MLIS, MALS, etc.) from a library school program accredited by the American Library Association, and librarians usually serve as 12-month faculty members.

A. Rank Equivalents for Library Faculty

Teaching Faculty	Library Faculty
Assistant Professor	Senior Assistant Librarian
Associate Professor	Associate Librarian
Professor	Librarian

II. Academic Assignment

Driven by new technologies and the changing needs of library users, the field of librarianship is evolving. While the academic assignments of individual librarians vary, the discipline's foundation rests on core values such as access, service, education and lifelong learning, intellectual freedom, preservation, and the public good. The scope of a librarian's assignment is documented in the Letter of Appointment and the Chair's Description. Librarians are encouraged to further describe their roles and responsibilities in their dossier narrative, and provide documentation(s) as evidence of their performance and achievements.

A. Documentation of Effectiveness in Library Assignment

Depending upon the librarian's particular role and library assignment, effectiveness in librarianship can be demonstrated by, but is not limited to, the examples given below.

1. *Assessment of Library Resources and Services*
   Librarians may include assessments of library resources, services, and functions that impact teaching, learning, research, and operations of the library. Librarians may also include statistics documenting the impact of library services, such as usage statistics for online resources, collections and exhibits or statistics about the use of library services, along with analysis or explanation of those statistics.

2. *Instructional Materials and Usage Data*
   Librarians with asynchronous and synchronous instructional responsibilities must provide instructional materials that may include sample learning outcomes, lesson plans, informational handouts, activity worksheets, research guides, online tutorials, and student feedback instruments. Librarians may provide instructional statistics including research guide use, research question analysis or explanation and interpretation of collected teaching assessment data.

3. *Teaching Evaluations*
   Librarians with asynchronous and synchronous instructional responsibilities must provide documentations of peer-observation and student evaluation of teaching. Librarians may include evaluative letters from course instructors.

4. *Evaluative Letters from Faculty Peers or Administrators*
   Librarians must include assessments of their roles in activities that impact student success (S15-8, 2.2.3).

5. *Continuing Education and Professional Development*
   Librarians may provide supporting documentation of participation in continuing study and describe how that participation helped improve their professional practice.

6. *Philosophy of Teaching*
   Librarians may include a teaching narrative that demonstrates their knowledge and implementation of teaching strategies as well as assessment strategies for evaluating student learning and teaching methods.

7. *External Reviews*
   Librarians may seek evaluative letters from non-SJSU collaborators, and experts in areas relevant to the librarian's academic assignment who can attest to the quality and significance of the librarian's academic assignment.

B. Criteria for Evaluation of Achievements in Academic Assignment

The University Library provides these sample profiles, remaining acutely aware that they should be "inclusive and not exclusive in nature." The two profiles below are examples that signify growing diversity in librarianship and do not represent a comprehensive list of different types of librarians. If a candidate from the University Library has achievements that are roughly parallel with the kinds and levels of achievement outlined below, these hypothetical profiles serve as a fair scale to assist in the evaluation and level of achievement attained by a candidate. We anticipate, however, that some candidates will have types and combinations of achievements not anticipated in these guidelines. Such achievements should be assessed using the more general language of the policy on Criteria and Standards in University Policy S15-8.

<table>
<tr><td colspan="2">Baseline in S15-8:
Baseline in academic assignment is achieved when a librarian fulfills the responsibilities as identified in the Letter of Appointment and Chair's Description. This may include, but is not limited to:</td></tr>
<tr><td>Example Profiles A</td><td>Example Profiles B</td></tr>
<tr><td>• Provided reference and research consultation in assigned subject areas in addition to providing reference services to campus and community library users, and/or
• Delivered information literacy in the classroom, in online environments, and through faculty partnerships, and/or
• Participated in developing library collections</td><td>• Assisted researchers with the review of data management plans, and/or
• Provided instruction in data management tools and techniques required by faculty, researchers, and students to find, describe, preserve, and visualize data, and/or
• Procured digital collections</td></tr>
<tr><td colspan="2">Good in S15-8:
In addition to the baseline as described above, Good in academic assignment is achieved when a librarian demonstrates increasing effectiveness. Examples of increased proficiency may include, but are not limited to, the following:</td></tr>
<tr><td>Example Profile A</td><td>Example Profile B</td></tr>
<tr><td>• Trained or mentored new professionals, and/or
• Created learning objects or new information literacy sessions, and/or</td><td>• Mentored students and interns, and/or
• Analyzed and assessed campus data management needs, current initiatives, and future directions, and/or</td></tr>
</table>

• Designed and coordinated the library's programming, workshops, and/or events to communicate the library's value to stakeholder	• Developed and implemented plans for the Libraries to provide and sustain data services for the University community
Excellent in S15-8: *In addition to good as described above, excellence in academic assignment is achieved when a librarian exhibits an achievement. This may include, but is not limited to:*	
Example Profile A	Example Profile B
• Mentored other librarians, and/or • Received recognition or awards related to academic assignments, and/or • Created curriculum adopted in other departments or institutions	• Mentored other professionals, and/or • Received recognition or awards related to academic assignments, and/or • Developed a focused program or curriculum adopted in other departments or institutions

III. Scholarly/Professional/Artistic Achievement

A record of scholarly and professional activities in a subject area and/or in librarianship is required for retention, tenure, and promotion. Both individual and collaborative efforts in research and publication are important and valued. It is the librarian's responsibility to provide evidence of the significance, type, and degree of participation in a collaborative effort.

Books, monographs, peer-reviewed journal articles, book chapters, and conference proceedings are highly valued. Following the recommendation of the Association of College & Research Libraries (ACRL), librarians are encouraged to publish in non-predatory, open access venues to support equity in information access.

Other achievements that indicate that the librarian is a contributing member of the discipline may include, but are not limited to, conference presentations, and the award of a grant by a professional organization or a scholarly association. To be important in the tenure or promotion decision, any such products must be substantive, original contributions to knowledge. Reviews of books, databases, and other scholarly resources are regarded as important contributions to the profession. These will be evaluated on an individual basis.

A. Criteria for Evaluation of Scholarly/Artistic/Professional Achievement

The following sample candidate profile illustrates the types of achievements for each level in RSCA:

Baseline in S15-8: The candidate has, over the course of the period of review, created a body of completed scholarly/artistic/ professional achievements and shows the promise of continued growth and success within his/her discipline.

This level of achievement may be met by multiple similar items or a combination of items. Items may include, but is not limited to:
• Presented or co-presented at one or more regional or internal conferences • Published in professional newsletter or blog • Published reviews for professional publications (book, database, web resources, etc.)
Good in S15-8: In addition to the baseline as described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/ artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally. *This level of achievement may be met by multiple similar items or a combination of items. Items may include, but is not limited to:*
• Presenter or co-presenter at one or more national or international conferences, peer reviewed or not • Articles in peer-reviewed journals, peer-reviewed book-chapters, peer-reviewed conference proceedings, and edited collections. • Individual or collaboratively curated exhibitions • Published research and creative works through other forms of dissemination, including online contributions, original professional practice, and professional association publications, and published reviews • Applied expertise in advancing equitable practices and reforms in the broader public or global communities
Excellent in S15-8: *In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline.* *This level of achievement may be met by multiple similar items or a combination of items. Items may include, but is not limited to:*
• Invited speaker at a national or an international event such as keynote and plenary • Invited and accepted exhibitions at a national or an international venue • Articles in peer-reviewed journals, peer-reviewed book-chapters, and peer-reviewed conference proceedings that demonstrate growing reputation of the candidate's work within the discipline • Authored or co-authored books and monographs • Edited/co-edited books and monographs • Recognized and/or invited as an expert by the broader public or global communities to advance equitable practices and reforms for public good • Received an external or university-level grant and award for research and scholarship

IV. Service

The University Library has determined that the standard criteria for service as outlined in S15-8 will serve the needs of our department.

A. Criteria for Evaluation of Achievements in Service

Personnel committees and administrators shall write an evaluation of a librarian's achievements in service and shall rate the overall performance in this category according to the following criteria:

Baseline in S15-8: *The candidate has undertaken a fair share of the workload required to keep the Department functioning well. This includes activities such as work on department committees, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department planning, accreditation, outreach, and advising. A baseline level of achievement for promotion to Professor [Librarian] will also include at least some service at the University level..*
Good in S15-8: *In addition to the baseline described above, the candidate has also participated in significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.*
Excellent in S15-8: *In addition to a good performance as described above, the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. Candidates who achieve an evaluation of "excellent" in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college.*