

WEST VIRGINIA UNIVERSITY LIBRARIES

CRITERIA FOR LIBRARY FACULTY APPOINTMENT, RETENTION, PROMOTION, AND MERIT

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Document Revision Taskforce:

Alyssa Wright, Chair
Anna Crawford
Kelly Diamond
Michelle Echols
Nicholas Gardner
Elizabeth James

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I. INTRODUCTION

For purposes of faculty evaluation, promotion, governance, and locus of rank, the University Libraries is a discrete unit like a college but unique in structure and educational intent. Faculty appointed to a position with the West Virginia University Libraries including the libraries at Potomac State College, WVU Tech, and the College of Law Library are defined as library faculty and, therefore, covered by the criteria within this document. Other library faculty within West Virginia University are covered by this document through their appointment letter, as agreed to by the Dean of University Libraries.

A. Purpose

The purpose of this document is to describe and explain West Virginia University's policies and procedures for the appointment, evaluation, retention, and promotion of, and award of merit to library faculty, hereinafter referred to as faculty. These policies and procedures are in accordance with the *West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure [accepted 2014]*.

The West Virginia University Libraries' evaluation process is intended to provide faculty with a guide toward increased success and a path for advancement. It is thus both evaluative and developmental. Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention and promotion. This document provides clear guidelines for promotion, and criteria for performance-based salary increases. Awards of merit are based on ratings received each year in librarianship, professional development or research, and service.

B. Academic Rank and Affiliation with Academic Departments

Faculty appointed on or after July 1, 2023, at West Virginia University Libraries, are appointed or promoted to the ranks of Assistant University Librarian, Associate University Librarian, University Librarian, Visiting Librarian, or Adjunct Librarian. Faculty rank is totally separate and not contingent upon an administrative position. Library faculty may also affiliate with, and/or hold faculty rank in, an academic department. In the case of an appointment to an academic department and to the Libraries, each unit may be responsible for an appropriate share of the faculty member's total salary.

Faculty appointed prior to July 1, 2023 are appointed or promoted to the ranks of Staff Librarian, Assistant University Librarian, Associate University Librarian, University Librarian, Visiting Librarian, or Adjunct Librarian.

C. Application of Guidelines

The requirements in this document shall apply to all faculty appointed at West Virginia University Libraries, Potomac State College Library, WVU Tech Library, and the College of Law Library. Upon final approval by the Provost and Vice President for Academic Affairs, changes or revisions of the requirements in this document shall apply to all library faculty. Information about the document shall be provided to candidates for faculty positions during their second-round interviews.

II. APPOINTMENT

A. Terms and Conditions of Appointment

1. The appointment shall be offered in accordance with the provisions of *West Virginia University Board of Governors Faculty Rule 4.2*. The general terms of the faculty member's major responsibilities shall be defined in the approved letter of appointment. Thereafter, the terms of the appointment are to be reviewed periodically and may be changed from time to time. Within the terms of this general appointment of responsibilities, the details of a faculty member's specific assignments are subject to joint consultation but are determined by the appropriate administrator.

2. Library faculty hold appointments which are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such an appointment. Faculty have all rights and privileges of academic freedom and responsibility. Continued appointment depends upon funding and the faculty member's fulfillment of the responsibilities specified in the letters of appointment, assignment documents, or subsequent documents.

B. Qualifications for Appointment

1. Minimum qualifications

a. A master's degree from a program accredited by the American Library Association (ALA) is normally required. A graduate degree commonly recognized in the field of appointment may be acceptable in lieu of the ALA accredited degree, to be determined by the Dean of University Libraries, the Director of the College of Law Library, the Dean of Potomac State College or the Dean of WVU Tech. Additional graduate education (subject master's, Ph.D., J.D., etc.) may be required for appointment to certain positions.

b. Indication of the ability to provide excellent performance as a faculty member.

2. Prior Experience

The WVUL Faculty Evaluation Committee will consider any relevant experience using the following procedure and guidelines:

- a. The Committee will recommend to the Dean an initial assignment of rank based on evidence from the candidate's application materials, input from the search committee, and the position description.
- b. Part-time professional experience will be considered on a prorated basis, e.g., 12 months halftime professional library employment will be considered equivalent to 6 months full-time experience.
- c. To receive credit, professional experience outside an academic librarian position should have similar responsibilities and performance expectations to an academic librarian, requiring work in all three mission areas of librarianship, professional development and/or research, and service.
- d. Any relevant experience to receive credit will be identified in the letter of appointment for the initial assignment of rank. Up to three years of credit given for prior experience may be used toward the first promotion.

3. Appointment to Administrative Positions and Academic Ranks

Persons assigned full-time or part-time administrative duties may (if qualified) be appointed to or may retain faculty rank. Promotion to an administrative position does not qualify an individual for promotion in faculty rank. Correspondingly, promotion in faculty rank does not qualify an individual for promotion in an administrative position.

C. Definitions of Part-Time and Temporary Appointments

1. Visiting Librarian

Appointment to Visiting Librarian is a temporary appointment with an ending date. A visiting appointment may initially be for up to three years. A visiting appointment may be extended on a year-to-year basis for up to six years with Provost Office approval. A visiting appointment will not exceed six years.

The Visiting Librarian assists with day-to-day operations; there are no expectations for professional development, research, or service. Visiting librarians are not eligible for promotion in rank but may be eligible for merit raises if their appointment is for more than one year. The Visiting Librarian is reviewed annually by their director or department head. The Visiting Librarian is not reviewed by the Faculty Evaluation Committee.

If the Visiting Librarian is later appointed to a non-visiting Library Faculty Appointment, time spent as a Visiting Librarian will be considered as prior professional experience and may be counted toward rank or promotion.

2. Adjunct Librarian (.79 FTE or less)

Appointment to Adjunct Librarian (.79 FTE or less) is a year-to-year appointment with no promise of an increase in FTE. The Adjunct Librarian (.79 FTE or less) assists with day-to-day operations; there are no expectations for professional development, research, or service. Adjunct Librarians (.79 FTE or less) are not eligible for promotion in rank but are eligible for merit raises proportionate to their FTE appointment. The Adjunct Librarian (.79 FTE or less) is reviewed annually by their director or department head. The Adjunct Librarian is not reviewed by the Faculty Evaluation Committee.

If the Adjunct Librarian (.79 FTE or less) is later appointed to a non-adjunct Library Faculty position, time spent as an Adjunct Librarian (.79 FTE or less) will be considered as prior professional experience and may be counted toward rank or promotion.

III. QUALIFICATIONS FOR RETENTION AND PROMOTION IN ACADEMIC RANK

A. Evaluation Areas and Guidelines

Promotion and retention decisions are based upon the evaluation of a faculty member's record of achievement since appointment or the previous promotion in three areas: librarianship, professional development or research, and service. It is recognized that appropriate levels of achievement in each area may vary considerably according to the duties and goals of faculty members in varying assignments.

In the assignment document, the percentages of time allocated to each of these three areas will normally fall within the following ranges:

- Librarianship 70-90%
- Professional Development or Research 5-20%
- Service 5-20%

All faculty members must demonstrate a clear and distinct development in each area as they advance through the ranks. The three areas of evaluation are described below.

1. Librarianship

Librarianship is the single most important consideration in determining whether or not a faculty member merits retention or promotion. In all cases, evidence of a high level of competence within assigned areas of responsibility is required. Parameters of librarianship and responsibilities will be defined by the West Virginia University *Library Faculty Position Description* and the *Library Faculty Assignment Document* with all necessary signatures.

While some essential elements of each faculty member's performance will differ according to individual assignments and units (and these differences will be respected in evaluation) certain key qualities and abilities are required in all. Effective faculty should demonstrate intelligence,

creativity, initiative, accuracy, and dependability. They must be able to work independently and to judiciously assign priorities to various position-related tasks, projects, and goals. They should be alert to new ideas, methods, and technological changes in library and information science, and must be flexible in adapting to changes both within the profession and the institution. They should possess the ability to identify current and potential needs and problems within the Libraries and be able to formulate solutions by successfully integrating theory into planning and practice. Finally, they must be able to work cooperatively with Library staff, and users of Library services, be willing to accept opportunities to mentor other faculty colleagues, and they must possess a sound understanding of the education, service, and research missions of the Libraries and the University. Librarianship can include, but is not limited to the following:

- Consulting with faculty, students and other researchers regarding research or other scholarly needs
- Maintaining and improving electronic access to resources
- Preserving and organizing materials for patron discovery and access
- Serving as a department head
- Supervising librarians, staff, GAs, or undergraduate student workers
- Supporting donor relations and fundraising as needed
- Teaching, developing curriculum for credit-bearing courses** or workshops
- Working with library consortia, vendors or donors for increased access to materials through purchase, lending or donation
- Active participation on graduate committees of other colleges

** Sometimes librarians teach courses that are listed in other colleges or departments, such as an Honors course. Such teaching assignments are considered overload and are normally compensated through a salary supplement.

2. Professional Development or Research

a. Professional Development. Library faculty members are expected to undertake a continuing program that maintains or enhances their professional expertise or teaching abilities. As library and information science is an interdisciplinary field drawing upon many different skills and subject specialties, this requirement may be fulfilled through the study of appropriate academic discipline(s) which should be related to the needs of the Libraries and the University. A faculty member may elect to meet this requirement either through enrollment in an additional graduate degree program or through an appropriate program of relevant professional development as stipulated in the annual assignment document.

b. Relevant professional development may include short courses, full-term courses, institutes, workshops, conferences, and other educational activities. Professional development should be related to the individual's assignment and/or the needs of the Libraries and the University.

c. Research. Research is defined as scholarly, creative, or professional work in library and information science or another academic discipline resulting in the dissemination of results to an appropriate professional audience. Examples of acceptable research include,

but are not limited to, authorship and publication of books, book chapters, journal articles and reviews, editorship of scholarly or professional publications, authorship of grant proposals and implementation of grant projects, and preparation for, and presentation at, conferences. Presentation of poster sessions or preparation of exhibits may also be counted as research. The research should be related to the individual's assignment and/or the needs of the Libraries and the University.

In evaluating research, quality is considered more important than mere quantity. Accordingly, books, book chapters, and articles in national or international refereed journals are granted more weight than oral presentations or articles in regional publications reaching only a limited audience.

Credit for publication as it relates to promotion will be given the year the work was officially and unequivocally accepted for publication. However, citations may be listed on the yearly evaluation as *submitted*, *accepted*, or *published* to show the progression of the work. Thus, a publication can be listed one year as *submitted* or *accepted*, and the next year as *published*.

Publications receiving continuing recognition or awards after the year of publication may be given consideration for merit recognition.

3. Service

In keeping with the University's tradition as a land-grant institution, the Libraries are committed to the performance and recognition of service activities on the part of its faculty as essential components of its mission. Enlightened perspectives, technical competence, and professional skills are indispensable resources in coping with the complexities of modern civilization. Service of faculty members to West Virginia is of special importance to the University mission.

Faculty are expected to be active members of the academic community through participation in appropriate forms of service. Service activities involve the application of the benefits and products of professional expertise, education, and research to address the needs of society and the profession. These activities include service to the University, state, region, and at national and international levels. The appropriate degree or amount of activity required for attainment to each rank is specified below in Section III, B. At all levels of evaluation, greater emphasis is placed upon the significance and quality of accomplishments than on the sheer number of activities undertaken.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the profession, University, or society. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on societal problems and issues. Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member and performed with one's University affiliation identified. Long-term compensated projects are normally not considered service. The nature and extent of acceptable service for purposes of retention and promotion for faculty of the University Libraries are defined as follows:

a. Service to the profession. Includes memberships and involvement in professional organizations at local, state, regional, national and international levels. Forms of participation include formal involvement in meetings and/or workshops, committee appointments, holding positions of responsibility, and other service activities performed in support of professional organizations and societies.

b. Service to the University. Includes service as a Faculty Senator, service on Library and University committees, and participation in other appropriate projects. Teaching activities outside of the librarian's position description can be considered service.

c. Service to society. Activities that draw upon the faculty member's professional knowledge and contribute to the betterment of society such as service on local, state or national library boards or commissions, organization of cultural or recreational programs which utilize library resources, provide library orientation, or draw upon the faculty member's specialized knowledge, and consultation regarding library resources.

B. QUALIFICATIONS FOR ACADEMIC RANK

The minimum qualification is a master's degree from a program accredited by the American Library Association, or an appropriate graduate degree commonly recognized in the field of appointment. Appointment, retention, and promotion for specific academic ranks are based upon the criteria outlined below.

1. Staff Librarian *Applies only to faculty hired prior to July 1, 2023

The rank of Staff Librarian is assigned to faculty who are just beginning their professional careers or who have served only a brief period of time in a professional capacity. The Staff Librarian is required to apply for promotion to Assistant University Librarian at the conclusion of three years of service at WVU Libraries.

Throughout the year, a continuing dialogue between the director, department head, or appropriate administrator and Staff Librarian should be maintained. A Staff Librarian, in the fourth year or critical year, must either be awarded promotion or given notice of termination of appointment and a one-year terminal contract.

Annual faculty evaluation until promotion is based upon the following criteria:

	Excellent	Good	Satisfactory	Unsatisfactory
Librarianship	File demonstrates successful performance of the duties and responsibilities as outlined in the position description and	File demonstrates successful performance of the duties and responsibilities as outlined in the position description	File demonstrates successful performance of the duties and responsibilities as outlined in the position description	File shows little or no evidence of dependable performance of the duties and responsibilities as outlined in the position description

	workload document. Librarianship exemplars show evidence of consistent and dependable performance of these duties and responsibilities as well as professional initiative.	and workload document. Librarianship exemplars show evidence of consistent and dependable performance of these duties and responsibilities.	and workload document. Librarianship exemplars show evidence of dependable performance of these duties and responsibilities.	and workload document.
Professional Development / Research	File shows evidence of relevant professional development and / or research activities which support the librarian's professional growth. The file demonstrates some application of these activities to librarian's professional growth.	File shows evidence of professional development activities which support the librarian's professional growth. Any research activities or products may support the librarian's professional growth.	First year files show evidence of one relevant professional development activity. Subsequent files show evidence of relevant professional development or research activities.	File shows little or no evidence of a relevant professional development activity in the first year or of professional development activities in the subsequent years.
Service	File shows evidence of active and significant participation in a service activity or	File shows evidence of active participation in relevant service activity or activities which benefit(s) the	In the first year, Staff Librarians are not required to	File shows little or no evidence of participation in a relevant service activity in the

	activities which benefit(s) the Libraries, the University or institution, the profession, society, or the librarian's professional growth.	Libraries, the University or institution, the profession, society, or the librarian's professional growth.	participate in service activities. In the subsequent years, file shows evidence of membership or attendance in a relevant service activity or activities which benefit(s) the Libraries, the University or institution, the profession, society, or the librarian's professional growth.	second or third years.
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2. Assistant University Librarian

The rank of Assistant University Librarian is assigned to faculty who have served five or fewer years in a professional capacity.

This suggested promotion cadence reflects the standards for Librarians hired after July 1, 2023; legacy hires should refer to Appendix A for a recommended cadence.

Promotion to Assistant University Librarian is based upon the following criteria:

Librarianship. Must receive a preponderance of good or excellent ratings in annual reviews.

Professional Development or Research. Relevant professional development or research activity. A preponderance of ratings must be satisfactory or above.

Service. Active participation in one of the service areas in the second and subsequent years: profession, University, or society. A preponderance of ratings must be satisfactory or above.

Annual faculty evaluation until promotion is based upon the following criteria:

	Excellent	Good	Satisfactory	Unsatisfactory
Librarianship	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars from early career or newly hired librarians show evidence of consistent and dependable performance of these duties and responsibilities as well as professional initiative.</p> <p>Librarianship exemplars from librarians in their third or subsequent years at this rank must show evidence of professional initiative and creativity.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars from early career or newly hired librarians show evidence of consistent and dependable performance of these duties and responsibilities.</p> <p>Librarianship exemplars from librarians in their third or subsequent years at this rank also show evidence of professional initiative.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of dependable performance of these duties and responsibilities.</p>	<p>File shows little or no evidence of dependable performance of the duties and responsibilities as outlined in the position description and workload document.</p>
Professional Development / Research	File shows evidence of relevant professional development and/or research	File shows evidence of relevant professional development activities and/or research activities	File shows evidence of relevant professional development and/or research activities.	File shows little or no evidence of relevant professional

	<p>activities which support the librarian's professional growth or align with the librarian's position.</p> <p>The file demonstrates some application of these activities to the librarian's professional growth or position.</p>	<p>which support the librarian's professional growth.</p>		<p>development and/or research activities.</p>
<p>Service</p>	<p>File shows evidence of active and significant participation in service activities which benefits the Libraries, the University or institution, the profession, society, or the librarian's professional growth.</p>	<p>File shows evidence of active participation in relevant service activity or activities which benefits the Libraries, the University or institution, the profession, society, or the librarian's professional growth.</p>	<p>File shows evidence of membership or attendance in a relevant service activity or activities which benefit the Libraries, the University or institution, the profession, society, or the librarian's professional growth.</p>	<p>File shows little or no evidence of participation in a relevant service activity.</p>

3. Associate University Librarian

The rank of Associate University Librarian is one of distinction conferred only upon those with a proven record of progressive accomplishment within library and information science. Six years of professional library experience or its equivalent are normally required for appointment at this rank.

Five completed annual reviews at the rank of Assistant University Librarian are normally required before applying for promotion to Associate University Librarian in the sixth or subsequent years.

This suggested promotion cadence reflects the standards for Librarians hired after July 1, 2023; legacy hires should refer to Appendix A for a recommended cadence.

Promotion to Associate University Librarian is based upon the following criteria:

Librarianship. Must receive a preponderance of good or excellent ratings in annual reviews.

Between Professional Development or Research and Service, librarians at this rank should demonstrate significant contribution in one, and at least reasonable contributions in the other.

Professional Development or Research. Relevant professional development or research activity with a preponderance of ratings at the level of satisfactory or above. Research activities may include, but are not limited to, scholarly or creative works, such as publication of books, chapters in books, articles, bibliographies and book reviews, editorships, presentation of papers and poster sessions, authorship of grant proposals, and implementation of grant projects.

Service. Contributions to at least one of the service areas; profession, University, or society, with a preponderance of ratings at the level of satisfactory or above. Professional service at this rank must go beyond mere memberships and attendance. Other forms of service could include serving on a committee and holding offices in professional organizations. University service includes service as a Faculty Senator, on Libraries and University committees, and participation in other appropriate projects. Service to society is an activity that draws upon the faculty member's professional knowledge. Service at this rank should be characterized by leadership or significant participation of high quality.

The performance criteria for Associate University Librarian are higher than that required for Assistant University Librarian. In addition to sustained good and effective performance and a record of significant contributions to the Libraries, evidence of leadership, resourcefulness, innovation, and dedication are required. While librarianship continues to be of primary importance in this rank, the faculty member must demonstrate fulfillment of the professional development or research activity and service requirements as well.

Annual faculty evaluation until promotion is based upon the following criteria:

	Excellent	Good	Satisfactory	Unsatisfactory
Librarianship	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of consistent and dependable performance as well as professional initiative and creativity.</p> <p>Exemplars also show evidence of proactive work, identifying current or potential needs, problems, or issues, and / or addressing them with appropriate solutions.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of consistent and dependable performance of these duties and responsibilities as well as professional initiative and creativity.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of dependable performance of duties and responsibilities.</p>	<p>File shows little or no evidence of successful and dependable performance of the duties and responsibilities as outlined in the position description and workload document.</p>

<p>Professional Development / Research</p>	<p>File shows evidence of relevant professional development and/or research activities which support the librarian's professional growth, align with the librarian's position, or support institutional goals.</p> <p>Any research products support the librarian's professional growth, or align to their position, or contribute to a pertinent body of knowledge.</p> <p>The file clearly demonstrates the application of these activities to the librarian's professional growth, to their position, or to support institutional goals.</p>	<p>File shows evidence of relevant professional development activities and/or research activities which support the librarian's professional growth or align with the librarian's position.</p> <p>Any research products support the librarian's professional growth or align with their position.</p> <p>The file clearly demonstrates the application of these activities to the librarian's professional growth or position.</p>	<p>File demonstrates relevant professional development and/or research activities which support the librarian's professional growth or align with the librarian's position.</p>	<p>File shows little or no evidence of relevant professional development and/or research activities which support the librarian's professional growth or align with the librarian's position.</p>
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<p>Service</p>	<p>File shows evidence of active membership, participation, and/or effective leadership in service activities. These activities benefit the Libraries, the University or institution, the profession, or society.</p> <p>Activities align with librarian’s position or professional expertise or institution’s goals.</p>	<p>File shows evidence of active and significant membership and participation in service activities which benefits the Libraries, the University or institution, the profession, society, or the librarian’s professional growth.</p>	<p>File shows evidence of membership or attendance in a relevant service activity or activities which benefits the Libraries, the University or institution, the profession, society, or the librarian’s professional growth.</p>	<p>File shows little or no evidence of membership and participation in service activities.</p>
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4. University Librarian

The rank of University Librarian is conferred upon individuals who exemplify leadership, innovation, and dedication to the Libraries, the University, and the profession. 12 or more years of professional library experience or its equivalent are normally required for appointment at this rank.

Five completed annual reviews at the rank of Associate Librarian are normally required before applying for promotion to University Librarian in the sixth or subsequent years.

This suggested promotion cadence reflects the standards for Librarians hired after July 1, 2023; legacy hires should refer to Appendix A for a recommended cadence.

Candidates for promotion to University Librarian can solicit letters of recommendation to support their candidacy. These letters are highly encouraged, but not a requirement for promotion. Letters solicited should come from persons outside the candidate’s reporting line who can speak to the quality and nature of one or more areas of the candidate’s work (whether Librarianship, Professional Development or Research, or Service).

Promotion to University Librarian is based upon the following criteria:

Librarianship. Must receive sustained performance reviews of good or excellent.

Significant contribution in both professional development or research and service:

Professional Development or Research. Relevant professional development or research activity judged to be good or excellent. The University Librarian is expected to show evidence of significant and relevant professional development or research. Research activities may include, but are not limited to scholarly or creative works, such as, publication of books, chapters in books, articles, bibliographies and book reviews, editorships, presentation of papers and poster sessions, authorship of grant proposals, and implementation of grant projects. These activities must go beyond the occasional and reflect expertise recognizable by others in the library and information science profession or appropriate subject discipline.

Service. Contribution to at least one of the service areas: profession, University, or society, judged to be good or excellent. Professional service at this rank must include such activities as holding a major office, chairing committees, or similar activities which contribute to the vitality of the profession of library and information science. Participation should be of significant value and the level of involvement, effort, and contribution must be of sufficient magnitude to be recognized by others in the profession. University service includes service as a Faculty Senator, on Libraries and University committees, and participation in other appropriate projects. Service to society is an activity that draws upon the faculty member's professional knowledge. Service activities should be characterized by consistent leadership and reflect concrete accomplishments directed at solving significant problems and improving the profession, university, and society. The ongoing quality and significance of the contribution should be consistently high.

The University Librarian's performance is characterized by sustained good or excellent performance reviews, extensive professional knowledge, a broad grasp of current issues and developments, and a deep commitment to library and information science. While librarianship remains the single most important factor, the faculty member must accomplish significant professional development or research activity and service.

Annual faculty evaluation is based upon the following criteria:

	Excellent	Good	Satisfactory	Unsatisfactory
Librarianship	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of consistent and dependable performance as well as professional initiative and creativity.</p> <p>File also shows evidence of independent, strategic, and proactive work, identifying current or potential needs, problems, or issues, and addressing them with appropriate solutions.</p> <p>The file demonstrates librarianship which makes a significant contribution to the Libraries, the University, and / or the institution.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of consistent and dependable performance as well as professional initiative and creativity.</p> <p>Exemplars also show evidence of proactive work, identifying current or potential needs, and / or addressing them with appropriate solutions.</p> <p>The file demonstrates librarianship which makes a contribution to the Libraries, the University, and / or the institution.</p>	<p>File demonstrates successful performance of the duties and responsibilities as outlined in the position description and workload document.</p> <p>Librarianship exemplars show evidence of dependable performance of duties and responsibilities.</p>	<p>File shows little or no evidence of successful and dependable performance of the duties and responsibilities as outlined in the position description and workload document.</p>

<p>Professional Development / Research</p>	<p>File shows evidence of relevant and strategic professional development and / or research activities which support the librarian's professional growth, align with the librarian's position, and support institutional goals.</p> <p>Any research products clearly align with the librarian's position, institutional goals, or contribute to a pertinent body of knowledge.</p> <p>The file clearly demonstrates the application of these activities to the librarian's professional growth, to their position, or to support institutional goals.</p>	<p>File shows evidence of relevant professional development and / or research activities which support the librarian's professional growth, align with the librarian's position, or support institutional goals.</p> <p>Any research products may support the librarian's professional growth or align their position. or contribute to a pertinent body of knowledge.</p> <p>The file demonstrates the application of these activities to the librarian's professional growth, to their position, or to support institutional goals.</p>	<p>File demonstrates relevant professional development and / or research activities which support the librarian's professional growth or align with the librarian's position.</p> <p>The file demonstrates some application of these activities to the librarian's professional growth, to their position, or to support institutional goals.</p>	<p>File shows little or no evidence of relevant professional development and / or research activities which support the librarian's professional growth or align with the librarian's position.</p>
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<p>Service</p>	<p>File shows evidence of active membership, participation, and / or effective leadership in service activities. These activities have a significant impact on the Libraries, the University or institution, the profession, or society.</p> <p>Activities align with librarian's position description, professional expertise, or institutional goals.</p>	<p>File shows evidence of active membership, participation, and / or effective leadership in service activities. These activities benefit the Libraries, the University or institution, the profession, or society.</p> <p>Activities align with librarian's position or professional expertise or institution's goals.</p>	<p>File shows evidence of active membership, participation, and / or leadership in service activities which benefits the Libraries, the University or institution, the profession, society, or the librarian's professional growth.</p>	<p>File shows little or no evidence of active membership, participation, and / or leadership in service activities.</p>
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The [University Salary Enhancement for Continued Academic Achievement program](#) establishes a reward and incentive plan for faculty members at the rank of University Librarian and can be found on WVU's faculty webpage. Salary enhancements provided under this program are in addition to any performance-based increase for which a faculty member may be eligible in the year of application. See BOG Faculty Rule 4.4.

5. Emeritus

Emeritus appointments are granted selectively to faculty members upon their retirement in recognition of their meritorious contributions to West Virginia University. To be recommended for Emeritus status, the faculty member must have a distinguished career at the University, a record of significant professional development or research activity, and a history of service to the profession, University, or society. The faculty member must normally have served the University for at least ten years for such consideration.

Candidates for Emeritus appointment must submit a completed application for Emeritus status in lieu of an annual file but are accorded the same review that governs retention and promotion. The review begins in the departments and ends with the President or designee. Faculty members awarded Emeritus status retain their professional titles; Deans also retain their administrative titles.

IV. FACULTY PRODUCTIVITY REPORT AND DOCUMENTATION

Any and all evaluations and recommendations must be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty evaluation file (Digital Measures). To it are added the professional judgments as to the quality of the faculty member's librarianship, professional development or research, and service. If such evidence has not been provided, the readers' response should be, "In the absence of evidence to the contrary, I/we must conclude that the faculty member's work is unsatisfactory."

Documentation shall be established and maintained for each faculty member in the evaluation file. In principle, the record in the faculty productivity report should be sufficient to document and to support all evaluation decisions. Letters of appointment are saved in Digital Measures

A. Annual Evaluation Contents in the Evaluation File

Each year the faculty members evaluation file includes the following items:

1. A current position description on the Libraries' form with signatures of the faculty member and the director, department head or appropriate administrator, and dated for the year under review.
2. A current vita outlining dates of education, employment, changes in status, promotions, leaves of absence, etc.
3. The faculty member's Report Narrative.
4. The assignment document for the year under review. The assignment document must be signed and dated by the faculty member and the director, department head or appropriate administrator.
5. Exemplars of librarianship, professional development or research activity, and service activities.
6. Letters of recommendation. (optional)

The faculty member is solely responsible for assuring the completion of items 2, 3, 5 and 6. The director, department head or appropriate administrator shares responsibility for items 1 and 4, the only items for which both parties are jointly responsible.

Each year, the director, department head, or appropriate administrator adds to the faculty evaluation file the following items:

1. Evaluation from the director, department head, or appropriate administrator.
2. Additional information and records which the Dean of University Libraries or the faculty member's director, department head or appropriate administrator may wish to include. Faculty members must be notified of such additions and may respond to the additions within ten working days, which may be after the closing date.

B. Completion of and Access to the Faculty Productivity Report and Documentation

The annual faculty productivity report and documentation shall be prepared and submitted to the faculty evaluation file for the director, department head, appropriate administrator, or Office of the Dean of Libraries for review. The report and documentation must be completed and submitted according to the official deadline for updating evaluation files established by the Provost's Office. (See Calendar for Annual Review of Library Faculty.) On the appropriate deadline date, the report and documentation shall be closed for the review period. Only documents generated by the Faculty Evaluation Committee or appropriate campus dean or provost as a consequence of the evaluation process shall be added to the evaluation file after the deadline date.

Faculty members have the right of access to their faculty productivity report and documentation at any time through their faculty evaluation file. All others shall have access to faculty evaluation files only on the basis of a need to know. Members of the Faculty Evaluation Committee, University Promotion and Tenure Advisory Panel, evaluation file administrator or administrative officers charged with making evaluation recommendations are assumed to have a need to know. The Dean of University Libraries, or their designee, shall determine whether an individual has a need to know and what material is necessary to fulfill the need to know. All persons will treat the materials from the evaluation file as confidential. The security of all evaluation reports and documentation is to be assured. The confidentiality of each evaluation report and documentation is to be respected. Disclosure of faculty productivity reports and documentation materials to those outside the evaluation process shall occur only under valid legal process or order of a competent court of jurisdiction. However, individual faculty members may release copies of any or all parts of the reports and documentation, at their discretion.

V. ANNUAL EVALUATION AND RETENTION

A. General Description.

The performance of individual faculty members is evaluated annually throughout their career with West Virginia University Libraries. All full-time and continuing part-time faculty members are required to participate in annual evaluations. A faculty member's director, department head, or appropriate administrator is responsible for reviewing the annual evaluation process with an appointee within one month of hiring. The primary purpose of these evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers. These written evaluations will be based on assignments as described in the letter of appointment, the position description, the assignment document, and other relevant documents, and will be supported by documents placed in the faculty productivity report and documentation by the faculty member, the director, department head or appropriate administrator, or the dean or other appropriate campus administrator. These evaluations will focus primarily on strengths and weaknesses, on the best use of the faculty member's talents to meet the Libraries' needs, and on specific recommendations for improvement and professional

development. Annual evaluations support recommendations and decisions concerning retention, non-retention, promotion, and salary increases.

The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative expectations and progress toward the next appropriate rank. While not all promotable faculty may attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and may lead to notices of non-retention or termination of appointment. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the library system and the university.

B. Methodology

The annual written evaluation, position description, and assignment document are the only mandated documents of the review process for which faculty and their director, department head or appropriate administrator are jointly responsible.

The assignment document is the linchpin in the faculty evaluation process and, therefore, must be prepared carefully and thoroughly. Its importance lies in the fact that most decisions in the review process stem from the items and percentages given in the assignment document.

Careful consideration should be made about what percentages are in each category based on the faculty member's individual position. If teaching is a major component of that position, for example, then that should be reflected in the percentage and description of teaching under librarianship in the assignment document. If the faculty member is providing extra teaching that will be designated as service, this designation needs to be made clear in the service section of the assignment document.

The formal evaluation serves as a cumulative instrument to document the faculty member's performance over the past year. Throughout the year, a continuing dialogue between director, department head, appropriate administrator, or dean and faculty member should be maintained and documented as appropriate.

Performance evaluation is an administrative responsibility normally carried out by a faculty member's immediate director, department head, or appropriate administrator. Evaluations of faculty members whose responsibilities cross departmental lines should include comments from the secondary director, department head, or appropriate administrator. In preparation for the annual review, it is the responsibility of the faculty member to provide written documentation in the faculty evaluation file for review by the director, department head, or appropriate administrator and the Faculty Evaluation Committee.

C. Faculty with Less than One Year of Service

Library faculty members in their initial year are required to prepare an annual faculty productivity report and documentation for review and evaluation by their director, department

head, or appropriate administrator and for submission to the Faculty Evaluation Committee. Submissions to the faculty evaluation file shall be made according to the established calendar for annual evaluation.

Faculty commencing employment between January 1 and August 15 shall be evaluated for and be eligible for the salary increase granted to faculty during the year following their first review by the Faculty Evaluation Committee. Recently employed library faculty whose first day of employment falls on or between August 16 and December 31 will be defined as “first-year faculty” unless otherwise defined in the letter of appointment. As stipulated in the Faculty Salary Policy, “first-year faculty members will receive salary increases that are equal to the average percentage increase of all other fulltime regular faculty members in that unit, as defined by the college or school,” unless otherwise justified by evidence indicating either an unsatisfactory performance or a performance that is clearly at a high level, in which case the salary increase will be adjusted accordingly by the Dean.

D. Descriptors for Annual Review

In accordance with the University guidelines, specific terms shall be used by the director, department head, or appropriate administrator and the Faculty Evaluation Committee in judging the faculty member’s performance.

Excellent: characterizing performance of high merit

Good: characterizing performance of merit

Satisfactory: characterizing performance sufficient to justify continuation but when applied to an area in which significant contributions are required, not necessarily sufficient to support promotion, especially if used as a descriptor of librarianship.

Unsatisfactory: characterizing performance insufficient to justify continuation

Based on these descriptors, a faculty member with a preponderance of satisfactory or unsatisfactory ratings over time, particularly in an area in which a significant contribution is required, would not qualify for promotion. A faculty member with a preponderance of unsatisfactory ratings over time would not qualify for retention.

E. Non-Retention

The annual review is intended to assist with the improvement of the faculty member. In the instance where the faculty member does not respond to advice or recommendation for improvement, or meet the terms of appointment or subsequent changes to the terms, non-retention may be recommended. Throughout the year, a continuing dialogue between the director, department head, appropriate administrator, or dean and faculty member should be maintained and documented in writing as appropriate. Evidence to be weighed for non-retention must be derived from the faculty member’s faculty productivity report and

documentation and evaluations. Procedures for rebuttals or petitions against non-retention decisions are discussed below under each step of Section VIII, Evaluation Process.

VI. PROMOTION

Access to the document shall be given to candidates for faculty positions during their interviews on campus. The faculty member's director, department head, or appropriate administrator is responsible for reviewing the annual evaluation process with the appointee within one month of hiring.

Consideration for first promotion will be based on the faculty member's contributions since appointment at West Virginia University. Promotions thereafter will be based on achievement since the previous promotion.

A. Candidate's Letter of Intent

A brief letter of intent from the candidate shall be written to the current Chair of the Faculty Evaluation Committee by October 1. The letter should be copied to the candidate's director, department head or appropriate administrator and the Dean of University Libraries.

B. Promotion Requirements of Staff Librarian *Applies to faculty hired prior to July 1, 2023

The Staff Librarian is required to apply for promotion to Assistant University Librarian at the conclusion of three years of service at WVU Libraries. The Staff Librarian, during the fourth year or critical year, must either be awarded promotion or given notice of termination of appointment and a one-year terminal contract.

C. Early Promotion

Per the University Procedures, "[o]rdinarily, the interval between promotions at West Virginia University will be at least five years." If a faculty member believes they have met the promotion guidelines for a rank, they may elect to apply for promotion with fewer than recommended completed annual reviews at their discretion. If they so elect, candidates must provide a written rationale for applying for promotion earlier than the recommended promotional cadence. The rationale should be included in their promotion file narrative and should show a continuous record of professional growth.

D. Denial of Promotion

A faculty member whose application for promotion is unsuccessful must wait at least one annual review cycle after the decision is rendered before submitting another application. For example, if an application for promotion was submitted at the end of December 2020, and the denial of

promotion decision rendered in spring of 2021, the next date when the applicant could submit a new application for promotion would be December 2022. This rule does not apply to the Staff Librarian in their critical year. A faculty member may appeal a denial of promotion as described below in Section VIII, E.

VII. FACULTY EVALUATION COMMITTEE

The evaluation of faculty for retention, promotion and salary increase is conducted at the peer level by the Faculty Evaluation Committee. The Committee shall always consist of an odd number of members with no less than five members, with additional members added as needed, at the discretion of the Dean of the Library and the Chair of the Committee. Additional members may be considered when there are a large number of promotional files. Consideration should also be made to enable librarians to participate in the peer review process before their first promotion. On an annual basis, the Library Faculty Assembly Executive Committee shall conduct an election for the Faculty Evaluation Committee. All Committee members will serve for one year. A second consecutive term for a Faculty Evaluation Committee member is allowed. A Faculty Evaluation Committee election ballot, with a link to the record of past committee members, will be sent out by October 15. The names of the current year Faculty Evaluation Committee members will not appear on the ballot but may be appointed by the Dean of Libraries as needed. Candidates for promotion shall not be eligible to serve on the committee and, therefore, shall not appear on the ballot. Department heads and library directors may serve on the committee. To serve on the Faculty Evaluation Committee, faculty members must have a minimum of one year of service with the Libraries at the time service on the Committee begins.

The results of the election will be submitted to the Dean no later than one week after the elections (see Calendar for Annual Review of Library Faculty). From those receiving the most votes, the Dean shall appoint the Committee balancing its membership by rank, function, and location. A chairperson will be designated by the Dean and shall hold the rank of Associate University Librarian or University Librarian. The Committee shall be appointed at least one month prior to the beginning of the annual review process as established by the calendar that accompanies this document.

The Faculty Evaluation Committee shall be consulted as needed throughout the year by the Dean of University Libraries regarding recommendations for rank for all new appointments, as well as any years of professional credit toward the next promotion. The Faculty Evaluation Committee will invite a representative from the Search Committee to discuss a recommendation based on the qualifications stated in this document.

The Faculty Evaluation Committee shall conduct an annual information session in the fall, or as needed, for librarians at the staff rank and/or for those new to the WVU Libraries. An announcement with the date and time will be made to all library faculty, and any librarian may attend these sessions.

VIII. EVALUATION PROCESS

A. Peer Level: Faculty Evaluation Committee

It is the responsibility of the Faculty Evaluation Committee to review all annual faculty productivity reports and documentation and promotion applications except for University Librarians (unless they choose to be evaluated by the Committee), Assistant or Associate Deans unless they are applying for promotion to the next faculty rank. Committee members must not evaluate themselves, family members, or significant others, and shall not sign those evaluation letters. The committee members shall be supplied by the Dean's Office with the following:

- a. a roster of current faculty with their ranks and dates of appointment,
- b. a list of candidates for promotion or emeritus status and the dates of their last promotion or the date of appointment as appropriate, and
- c. copies of all faculty members' annual evaluation letters from the Faculty Evaluation Committee for the preceding year(s) under review.
- d. a copy of this document.

The Faculty Evaluation Committee will carefully note the percentages outlined on the assignment document when evaluating the performance of the faculty member. If the faculty member allotted 35% of their time to a certain part of the position, then that percentage needs to be reflected in the faculty productivity report and documentation. For example, if someone allots 20% of their time to book selection, the evidence in the system should be of equal weight. -Looking at the quality of documents in the system, combined with the percentages in the assignment document, should give the committee an idea of how well the faculty member performed.

The Committee will prepare a written evaluation for each faculty member, together with an unequivocal recommendation for or against retention, promotion, or emeritus status as applicable. The Committee is expected to comment in detail on their perceptions of any discrepancies in an annual evaluation between a director, department head or appropriate administrator's evaluation of a faculty member's performance and the documentation in the evaluation file.

The Committee's evaluation must be signed by all non-recused members, with the total number of positive and negative votes recorded for promotional files. Any Committee member may include a minority statement in the recommendation. Each written evaluation for annual review, promotion, or emeritus status is forwarded by the Committee chair to both the Dean of University Libraries and the faculty member and placed in the evaluation file. Written evaluations for Potomac State College faculty are sent to both the Dean of Libraries and the Dean of the Potomac State College; WVU Tech faculty are sent to both the Dean of Libraries and the Dean of WVU Tech; Law Library faculty are sent to the Dean of Libraries, the Dean of the College of Law, and the Director of the Law Library, as well as to the faculty member.

When the Committee recommends continuing appointment instead of promotion or denies emeritus status or recommends a termination of appointment/employment the recommendation must be mailed “Certified Mail-Return Receipt” to the faculty member.

When a recommendation for denial of promotion, or termination of appointment has been made, the faculty member may include a rebuttal to the departmental head or supervisor evaluations for review at the Faculty Evaluation Committee level. The rebuttal must be forwarded to the Dean within five (5) days or receipt of the evaluations.

Responses to annual reviews may be submitted at any time and will be added to the evaluation file.

Errors of fact should normally be corrected by the department head with an additional memo to the system. If the faculty member disagrees or otherwise takes issue with the evaluations or the assignment of descriptors the faculty member may work informally with the department chair or ask the Dean to review the evaluations or descriptors. However, any informal efforts to resolve any such issue will not serve to suspend or otherwise delay the statutory time requirements set forth in the West Virginia Public Employees Grievance Procedure for the filing of grievances. After considering the faculty member’s request, the Dean may direct the department chair or committee to reconsider their action, based on a written justification that would be placed in the evaluation file. Any subsequent adjustments would be documented in an additional memo in the system.

B. Dean Level

The Dean of University Libraries or appropriate campus administrator shall review all recommendations from the Faculty Evaluation Committee. The Dean or administrator shall make an assessment, in writing, with recommendations for each faculty member. The Dean or administrator’s recommendation for annual review, promotion, or emeritus status shall be sent to the faculty member and placed in the evaluation file.

If either the Faculty Evaluation Committee or the Dean of University Libraries supports a positive recommendation for promotion of a faculty member, the candidate’s faculty productivity report and documentation, including the Committee’s and the Dean’s recommendations, are forwarded to the Provost. When the Dean recommends termination of appointment/employment, continuing appointment instead of promotion, or denies emeritus status, the recommendation must be mailed “Certified Mail Return Receipt” to the faculty member. A promotion candidate may include a rebuttal to a negative recommendation for promotion by the Dean for review by the Provost. The rebuttal must be received by the Provost within five (5) working days of receipt of the recommendation.

A faculty member may include a rebuttal to a negative annual recommendation or recommendation for termination by the Dean of University Libraries for review by the Provost.

A faculty member may petition the Provost for a review of negative recommendations at the Dean’s Level (i.e., when both the Committee and the Dean render negative decisions). The

petition should reach the Provost within (5) working days of receipt of notification by the Dean of the negative recommendations.

The Dean of University Libraries shall have the responsibility for determining whether the Committee evaluations have been conducted fairly and the criteria applied uniformly.

C. University Promotion and Tenure Advisory Panel Level

The promotion recommendations from the Dean's Level review, including candidates' appeals of Dean's Level decisions, will be reviewed by the Advisory Panel. Primary attention will be given to four questions:

- a. Has each recommendation been supported by evidence to ensure that no candidate is being treated capriciously or arbitrarily?
- b. Have the review procedures been followed?
- c. Is each recommendation consistent with University policies and unit policies and objectives?
- d. Are the recommendations consistent with the Library and University criteria for promotion?

The Advisory Panel will prepare written statements addressing these issues. The statement will be signed by all members of the panel, dated, and added to the evaluation file. Panel members may include minority statements with the general statement.

D. Provost Level

Decisions on promotion and termination of employment/appointment recommendations are made by the Provost and Vice President of Academic Affairs after reviewing the faculty productivity report and documentation and the recommendations by the Faculty Evaluation Committee and the Dean of University Libraries. The candidate, Dean of Libraries, and appropriate campus administrator will be notified in writing of the decision rendered.

E. Denial of Retention, Promotion, or Emeritus Status

Under each step of the evaluation and promotion process, provisions have been made for rebuttal of recommendations within stated time limits. A faculty member desiring to appeal non-retention, non-promotion, or other evaluation decisions may appeal by using West Virginia Code §6C-2, as described in the WVU Board of Governors Faculty Rule 4.2. The appeal should reach the office of the President within fifteen (15) working days after receipt of the written decision.

IX. AMENDMENTS

Amendments to this document may be recommended by the current Faculty Evaluation Committee. Requests for amendments may be made by faculty members to the Committee who will review them and recommend for or against these proposals.

When an amendment is recommended by the Committee, the Chair of the Library Faculty Assembly is responsible for calling a meeting of the faculty to discuss it. The proposed amendment should be distributed to all faculty members ten (10) days prior to the meeting. A two-thirds vote of the faculty is required to amend this document.

Amendments are subject to approval by the Dean of Libraries and the Provost's Office.

IX. APPENDICES

Appendix A WEST VIRGINIA UNIVERSITY LIBRARIES: Calendar for Annual Review of Library Faculty

September 15	Office of the Dean of Libraries will issue annual calendar to all faculty (including College of Law, Potomac State College, and WVU Tech faculty).
October 1	Letter of intent to apply for promotion due from candidate to the Dean of Libraries, copying the candidate's chair.
October 15	Faculty Evaluation Committee election ballot is sent out
November 1	Election of new Faculty Evaluation Committee completed
December 31	Annual faculty evaluations and assignment documents for promotional candidates must be completed by Department Heads, Directors, Associate Dean, and Dean (for direct reports only). All promotional files must be in the Dean of Libraries office by the end of the working day.
	Deadline for updating or adding additional documents to all files (WVU Libraries and College of Law); files for all non-promotional faculty must be in the possession of the person to whom they report.
January 15	Annual faculty evaluations and assignment documents for non-promotional staff, assistant and associate candidates must be completed by Department Heads, Directors, Associate Dean, and Dean or other appropriate campus administrator by this date and uploaded to the evaluation file. Assignment documents for the coming year shall be added to the evaluation file.
February 7	Deadline for Faculty Evaluation Committee to forward promotion recommendations to the Dean of Libraries and promotion candidates. <ul style="list-style-type: none"> • Law Library faculty promotion recommendations need to be sent to both the Dean of Libraries and the Dean of the College of Law, as well as to promotion candidates. • Potomac State College promotion recommendations need to be sent to both the Dean of Libraries and the Dean of Potomac State College • WVU Tech promotion recommendations need to be sent to both the Dean of Libraries and Dean of WVU Tech as well as to promotion candidates.

- March 1 Annual faculty evaluations for university librarians who are not reviewed by the Faculty Evaluation Committee must be completed by Department Heads, Directors, Associate Dean, Dean, or Provost (as appropriate) by this day.
Deadline for Faculty Evaluation Committee to forward annual evaluations with merit recommendations, and emeritus recommendations to the Dean of Libraries and faculty members. Law Library faculty evaluations and merit recommendations need to be sent to both the Dean of Libraries and the Dean of the College of Law, as well as to the faculty member. Potomac State library faculty evaluations and merit recommendations need to be sent to both the Dean of Libraries and the Dean of Potomac State College, as well as to the faculty member. WVU Tech library faculty evaluations and merit recommendations need to be sent to both the Dean of Libraries and the Dean of WVU Tech, as well as to the faculty member.
- March 15 Deadline for Dean of Libraries, Dean of College of Law, Dean of Potomac State, and Dean of WVU Tech to forward recommendations for promotion or non-retention to the faculty and to the Provost as appropriate.
- May 15 Deadline for the Provost to provide written notice of promotion decision.

Note: when a deadline falls on an official holiday or weekend, the due date will be the previous University working day.

Appendix B. WEST VIRGINIA UNIVERSITY LIBRARIES: Promotion Cadence Examples

Note: These example cadences reflect the recommended number of evaluations between ranks and assumes each promotion application is approved. Individual cadences may vary. With the exception of Staff Librarians, Librarians are not required to apply for promotion and/or may elect to apply for promotion with fewer completed reviews at their discretion.

Date of hire on or after July 1, 2023

Rank	Appointment	Promotion file submitted	# Files reviewed at this rank
Assistant	July 1, 2023	December 2028	6 (5 annual + 1 promotional)
Associate	July 1, 2029	December 2034	6 (5 annual + 1 promotional)
University	July 1, 2035	N/A*	

Date of hire prior to July 1, 2023

Rank	Appointment	Promotion file submitted	# Files reviewed at this rank
Staff	June 30, 2023	December 2025	3 (2 annual + 1 promotional)
Assistant	July 1, 2026	December 2030	5 (4 annual + 1 promotional)
Associate	July 1, 2031	December 2035	5 (4 annual + 1 promotional)
University	July 1, 2036	N/A*	

*Two optional salary enhancements for continued academic achievement are available 5 and 10 years after promotion to University Librarian. See the BOG Faculty Rule 4.4 for procedure. - <https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/salary-enhancement-for-continued-academic-achievement>

Note: Librarians hired on or after August 16th are not required to submit an evaluation file the December of that calendar year. The first annual file would be submitted the following December and count as a single annual review.

Appendix C. WEST VIRGINIA UNIVERSITY LIBRARIES: Library Faculty Workload Guidelines Approved by the Office of the Provost on May 24, 2022

WVU Librarians are expected to be active in librarianship, professional development or research, and service. Expectations at each rank are outlined in the Criteria for Library Faculty Appointment, Retention, Promotion, and Merit. The balance of an individual librarian's activities among these areas should, and will, vary within and across departments to provide the highest quality experience for our students, faculty, staff, fellow library workers, and external users/partners. These activities should support departmental, Library, and University strategic initiatives, mission, and values.

Although department heads are given broad flexibility when assigning workloads, workloads should be equitable across the Libraries, and policies for approving workload should be transparent. These recommendations are intended to provide guidelines to department heads and librarians in approving librarianship workloads to librarian-track faculty members. The expectation is that all librarian workloads are normally allocated as:

Librarianship 70-90%
Professional Development or Research 5-20%
Service 5-20%

Each librarian's designated effort should total 100%. Each librarian works with their department head annually to set their particular percentages in a workload assignment document that is uploaded into Digital Measures.

Librarianship is defined generally as the individual and collaborative professional activities of librarians, including strategic planning and management. This work aligns with the Libraries' mission and vision as well as the mission and values of the University and of the profession. Unlike colleges in which faculty workload is centered on the classroom, librarians have a variety of functional specialties that may or may not include instruction. The diversity of effort makes outlining equivalencies among and between librarians nearly impossible; however, the Libraries draw heavily on practices within the profession to determine and develop equitable position descriptions. While all elements of librarianship require independent and collaborative work, specific positions require particular abilities and responsibilities as laid out in position descriptions.

Librarians may take on **Service or Professional Development or Research** projects that would require more than the normal maximum of 20%. Such projects must be aligned with the librarian's position description, serve to further the mission and values of the University and of the Libraries, and represent a substantial impact for the Libraries, the University, the community, or the profession. Examples of such projects include, but are not limited to, completing additional graduate degrees, managing large grants, conducting research and publishing articles in peer reviewed journals, public scholarship, publishing a book, or serving in the leadership position of a regional or national professional organization. Librarians can investigate other avenues for allocating time for Service or Professional

Development or Research projects, such as the Libraries' Flexible Assignment for Scholarly Projects program or University sabbatical.

The success of the Libraries depends on both the innovative and creative contributions by librarians to advance the educational mission of the Libraries as well as their ability to work within the Libraries' operational requirements; therefore, annual conversations between librarians and their supervisors regarding allocation of workload are essential.

Appendix D. WEST VIRGINIA UNIVERSITY LIBRARIES: Library Faculty Salary Guidelines

The salary guidelines for West Virginia University Libraries rewards meritorious performance. In the context of these guidelines, “meritorious performance” is defined as “the quality of a faculty member’s performance as it relates to assigned responsibilities.”

In the event of promotion, the faculty member will be awarded a ten percent salary increase in recognition of their performance over time. This will occur regardless of any additional increase.

Based on available resources, a pool of funds may be set aside by the University annually for other salary increases. The WVU Libraries may receive an amount to be used to recognize relative degrees of faculty contribution. This amount may be based on the personnel budget for the Libraries.

Determinations of the relative quality of a faculty member’s annual performance will be made in accord with the Libraries’ evaluation procedures, and will use the descriptors **excellent, good, satisfactory** or **unsatisfactory**. Assessment of the quality of one’s annual performance will be distinct from assessment for promotion, which is based upon long-term performance. Thus, a faculty member might not satisfy all the conditions for a favorable recommendation for promotion but might nevertheless receive a salary increase based upon quality of performance in assigned areas of responsibility for a given year. In other words, a faculty member’s annual contributions in various assigned areas will be evaluated and may be rewarded. On that basis, a faculty member awarded a ten percent salary increase because of promotion would still be eligible for a merit-based increase.

Under this evaluation procedure, a faculty member will be evaluated annually in the areas of **librarianship, professional development or research**, and **service**. Performance-based salary increases will apply proportionally to each assigned mission area. In the assignment document, the percentages of time allocated to each of these three areas will normally fall within the following ranges:

Librarianship 70-90%
Professional Development or Research 5-20%
Service 5-20%

At the beginning of each year, the faculty member and the director or department head will discuss the percentages for the upcoming year, and the percentage for each category should be explicitly stated in the assignment document, which the director or department head approves. When evaluation is performed at the end of each year, the percentages may be reconsidered and adjusted to determine whether the actual activity matched the anticipated percentages. The adjusted or final percentages will be used for calculating the recommended salary increase.

Analysis and adjustment of the percentages is an essential step in the evaluation process. When conducting each annual evaluation, the Faculty Evaluation Committee will make an assessment of performance. Committee members will assign the descriptors **excellent**, **good**, **satisfactory** or **unsatisfactory** to characterize a faculty member's performance in each of the areas of librarianship, professional development or research, and service. The Committee will then reach a consensus and assign a whole number score based on the descriptor in each of the three areas. Merit scores are based on the performance rating assigned by the Faculty Evaluation Committee in their evaluation letter. Each individual member of the committee will be evaluated by the remaining members of the committee. A numerical score is assigned to each of these performance rating terms:

Excellent - 4 Good - 3 Satisfactory - 1 Unsatisfactory - 0

In awarding performance-based salary increases, the assignment of the librarian and the corresponding merit scores will guide the amount of the award. Performance-based salary increases will apply proportionally to each performance area. A librarian who receives a rating of excellent will receive the highest performance-based salary increase for that portion of their assignment. A librarian whose performance is deemed good will receive a smaller increase for that portion of their assignment. A librarian whose performance is deemed satisfactory will receive a still smaller increase for that portion of their assignment. A librarian whose performance is deemed unsatisfactory will receive no performance-based salary increase for that portion of their assignment. The total of the merit scores for all three performance areas will comprise the final, composite score. Scores in each category (librarianship, professional development or research, and service) will be noted in the faculty member's merit letter from the Faculty Evaluation Committee.

Two examples of how these totals appear in the merit letter:

Librarianship	Good	$3 \times 0.80 = 2.40$
Professional Development or Research	Good	$3 \times 0.10 = 0.30$
Service	Good	$3 \times 0.10 = 0.30$
		Total = 3.00

Area	Score	Percent on AD	Total
Librarianship	3	80%	2.40
Professional Development or Research	3	10%	0.30
Service	3	10%	0.30
Composite Score:			3.00

Librarianship	Excellent	$4 \times 0.75 = 3.00$
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Professional Development or Research	Good	$3 \times 0.10 = 0.30$
Service	Satisfactory	$1 \times 0.15 = 0.15$
		Total = 3.45

Area	Score	Percent on AD	Total
Librarianship	4	75%	3.00
Professional Development or Research	3	10%	0.30
Service	1	15%	0.15
Composite Score:			3.45

The Dean of Libraries will review the annual performance evaluations and use the scores to determine salary increases. The Dean of Libraries will use an algorithm developed by the Provost's Office which would provide the same percent increase to faculty members who obtain the same score. A percentage of the annual salary pool may be set aside for adjustments made at the Dean's discretion according to University policy. Salary adjustments for library faculty in the first year of appointment are also made according to stated University policy.

If the Dean chooses to assign a salary increase at variance with the score determined by the Faculty Evaluation Committee, the Dean will notify the library faculty member in writing.

The Dean of Libraries will review all recommendations, make adjustments if necessary, and forward them to the Provost. The Provost reviews the Dean's decisions for consistency with University policy.

The first-year annual review of a faculty member, as noted in the University guidelines, likely includes "limited evidence," since the faculty productivity report and documentation closes on December 31. Thus, first-year faculty may be at a disadvantage in the assignment of performance-based salary increases that would be effective during their second year. To rectify this situation, and unless otherwise justified by evidence indicating either an unsatisfactory performance or a performance that is clearly at a high level, first-year faculty members will receive salary increases that are equal to the average percentage increase of all other full-time regular faculty members in that unit, as defined by the Libraries.

The *Library Faculty Salary Guidelines* are based on West Virginia University's *BOG Faculty Rule 4.4 - Faculty Salary Policy and Salary Enhancement for Continued Academic Achievement*, adopted April 20, 2018.

Appendix E. WEST VIRGINIA UNIVERSITY LIBRARIES: Exemplar Guidance & Examples

Librarianship

Librarianship is the single most important consideration in determining whether a faculty member merits retention or promotion, therefore a high level of evidence should be used to demonstrate work in this area. However, it is not recommended to include exemplars for each librarianship activity listed in the annual file. Rather, exemplars should highlight examples of the year's most effective, important or influential work.

Exemplars should ideally demonstrate the depth, or amount of knowledge or skill required for an activity, and breadth or scope of the activity. However, they do not need to highlight every step or action taken for an activity. Instead, they should highlight the faculty member's most important contributions or provide an overview of how their work contributed to the activity. Formal or informal assessments or statistics of the activity should be used whenever possible to demonstrate the impact of the work. The quality of the exemplars is more important than the quantity of exemplars included in the file.

Considerations

Librarianship can include a wide variety of activities that will be dependent on the librarian's position description and assignment document. Librarians in different roles will not have the same exemplars showcasing their work. Ideally exemplars should reflect the percentages used in the assignment document, with activity that has a higher percentage demonstrating the amount of work of the activity. The file narrative should provide important context for exemplars to better explain the activity.

This document lists a variety of potential exemplars for many kinds of librarianship activity but is not prescriptive or exhaustive.

Instruction

Types of instruction

Library instruction typically falls into three categories: course-related instruction, course-integrated instruction, and credit-bearing instruction.

Course-related instruction focuses on “aspects of library use and the resources needed to support the objectives of or accomplish the assignments for the course. It supports the objectives of the course but does not constitute an integral part of them.”¹ One-shot sessions are the most common form of course-related instruction and can be in the format of workshops, presentations, or online tutorials if there are learning objectives or assessment measures.

Course-integrated instruction involves teaching about library resources and their use to students in a course; however, the instruction is “an integral part of the objectives of the course. It is considered essential for the student to learn and be tested on both their understanding of the course concepts and their ability to successfully complete library-related assignments.”² Course-integrated instruction is more commonly known as course-embedded instruction or embedded librarian instruction.

Credit-bearing instruction occurs when the librarian serves as the instructor of record for a credit-bearing course. ULIB 101 and ULIB 102 are the two most common courses taught by WVU Librarians.

Other Types of Instruction: Librarians can perform other instructional activities, such as mentoring interns. To count as instruction, these activities should include planned objectives or assessment.

Contributions

Exemplars for course-related and course-integrated instruction should reflect thoughtful design, teaching, or assessment. Instructional materials should be appropriate to the context and audience and reflect appropriate design choices. Assessments can fulfill three functions: to assess student learning, to assess student or faculty satisfaction, or to assess the librarian’s instruction. Exemplars may include lesson plans or session slides, teaching observations from colleagues, polls, surveys, quizzes, minute papers, etc.

Exemplars for credit-bearing instruction represent a greater challenge as the course content is standardized across sections for ULIB 101 and ULIB 102. Librarians who teach these courses may choose to include relevant exemplars that demonstrate engagement with students or their individual impact on student learning. Such exemplars can include anonymized student communication or work, such as emails, discussion posts, or text from assignments. Librarians can also include teaching observations from colleagues.

See the table below for possible exemplars. Please note that this list is not exhaustive nor prescriptive.

Considerations

Librarian instruction duties are determined by position description and / or annual workload document. The Committee should read these documents carefully before reviewing instruction exemplars.

Successful instruction exemplars demonstrate a range of activities. However, the quality of exemplars is more important than the quantity.

When evaluating instruction exemplars, the Committee should consider:

- The librarian’s position description and/or workload document, as well as relevant passages in the narrative.

- Librarians typically allocate 10% of their workload for teaching ULIB 101 or ULIB 102 [5% per credit hour].
- The availability of exemplars: for example, librarians teaching ULIB 101 and ULIB 102 have fewer opportunities to collect exemplars.
- The time, effort, and expertise represented. For example, course-integrated instruction requires more time and effort than a single one-shot session that is taught every year.
- The impact on students.
- Evidence that the librarian assesses their own teaching.

NOTE: While SEIs are included in Digital Measures for librarians who teach credit-bearing courses, the Committee is encouraged to carefully consider these evaluations, particularly noting the student response rate, and weighing them within the context of other exemplars.

Professional Development and/or Research

Librarians at WVU are expected to meet the requirements of this area through professional development, research activity, or a combination of the two. While professional development and research at WVU take a range of diverse and multifaceted forms, activities should show evidence of overall planning or rationale, as opposed to isolated, ad hoc projects.

Year-to-year variations in quantity are to be expected as projects are planned, developed, and completed. Extraordinary circumstances, such as significant understaffing in the individual's department during a given year, which divert time and energy from scholarship, should be considered in appropriate cases. Such circumstances, if applicable, should be explained in the annual narrative and documented in assignment document percentages.

Contributions

A librarian's professional development and/or research activities will be guided by their position description and professional gaps or needs. These activities should be described in the annual workload document and aligned with the position description.

While some products of professional development or research activity are obvious, like publications, posters, and submitted grant proposals, not all professional development or research activity is as easily demonstrated by an exemplar within an annual file. Exemplars should ideally be substantive rather than submitted as proof of attendance, and activities that are adequately described in the narrative or activity description may not require an exemplar. Evaluation should be contextualized by the workload agreement, the position description, and especially the narrative.

See the table below for possible exemplars. Please note that this list is not exhaustive or prescriptive.

Considerations

Because professional development and/or research can take a range of different forms, not all professional development and/or research activities will be evaluated according to the same metrics (e.g., some departments count presentations as professional development and/or research and others as librarianship).

Evaluations should consider the immediate and the potential impact of the professional development and/or research activities on the librarian's work and their professional growth. Evaluations should also consider the professional needs of the librarian, and/or the needs of the Libraries or University.

Service

Service is a core value at WVU, and faculty engage in service in a range of ways. Evaluation of service activity should be responsive to the unique service contributions of each faculty member. At the same time, differentiated evaluation should be mediated by some shared expectations.

This document describes four areas of service contributions: Library, university, community, and the profession. The appropriate distribution of an individual's service contributions will be determined by a range of factors and should be explicitly laid out in the annual workload document and align with the position description.

Importantly, this document is not prescriptive or exhaustive. Not all service activities will be undertaken by the same faculty member, nor will the same activity be categorized by all units in the same way (e.g., some departments count presentations and workshops as service and others as teaching).

Considerations

Because service takes a range of different forms, not all service activities will be evaluated according to the same metrics. Evaluations should consider the range of factors that contribute to the demands of the service task.

An important consideration, especially for those who have service as outstanding or significant contributions in their workload, is the leadership involved in the service activity. For example, serving as a committee chair or as professional organization administrator is an important demonstration of leadership in service. Another consideration is the faculty member's entry into the service activity. Being nominated by other committee members, voted on by their peers, or nominated by their chair or dean demonstrates that the faculty member has earned recognition among their peers, which should be recognized.

LIBRARIANSHIP ACTIVITIES & EXEMPLARS		
Activity	Considerations	Types of Exemplars
Acquisitions		<ul style="list-style-type: none"> • Budget updates • Ordering statistics • Communications to vendors • Communications to stakeholders • eResource management
Administration	<ul style="list-style-type: none"> • Number of FTE • Employee privacy • Leadership • Collaborations • Expertise leveraged 	<ul style="list-style-type: none"> • Communications to employees or collaborators • Project plans • Reports • Program assessments • Meeting minutes
Archives and Manuscripts	<ul style="list-style-type: none"> • Size and scope of the collection • Amount of processing necessary 	<ul style="list-style-type: none"> • Statistics on records processed • Project plans or documentation • Examples of A&M records
Cataloging	<ul style="list-style-type: none"> • Size and scope of the collection • Amount of processing necessary 	<ul style="list-style-type: none"> • Cataloging Statistics • Project plans or documentation • Examples of records created or improved • Examples of code written
Collection Development		<ul style="list-style-type: none"> • Statistics of resources acquired • Communications on collections
Digital Projects		<ul style="list-style-type: none"> • Project plans • Communication to collaborators • Project documentation • Project screenshots

Liaison Activities	<ul style="list-style-type: none"> • Size of the department(s) served 	<ul style="list-style-type: none"> • Communications to department including emails • Student outreach • Presentations to faculty/student groups (outside of instruction) • Resource requests
Outreach	<ul style="list-style-type: none"> • Outreach to groups outside of liaison departments • Library/University Goals • Reach of the activity 	<ul style="list-style-type: none"> • Outreach communications • Presentations to faculty/student groups (outside of library instruction) • Outreach materials • Participant evaluations
Research Services		<ul style="list-style-type: none"> • LibAnswers statistics report • Sample chat or email reference questions • Search strategies • Follow up emails of reference consultations
Technology Management		<ul style="list-style-type: none"> • Project plans • Communication to collaborators • Project documentation • Project screenshots
Web Services		<ul style="list-style-type: none"> • Project plans • Communication to collaborators • Project documentation • Project screenshots

INSTRUCTION ACTIVITIES & EXEMPLARS		
ACTIVITY	CONSIDERATIONS	TYPES OF EXEMPLARS
Course-related & Course-Integrated instruction	<ul style="list-style-type: none"> • Number of information literacy sessions taught per semester • Number of repeat information literacy sessions • Amount of time spent per information literacy session • Amount of original instruction materials generated 	<ul style="list-style-type: none"> • Lesson Plans • Emails or other communication with faculty • PowerPoints or other presentation aides • LibGuides created for the session • Tutorials or other online or digital learning objects • Assessment of Student Learning • Assessment of Student and / or Faculty Satisfaction • Teaching observations from colleagues. • Assignments or assessments created for the course
Credit-Bearing Instruction (Standardized ULIB classes)	<ul style="list-style-type: none"> • Number of sections taught per semester • Number of students taught per semester 	<ul style="list-style-type: none"> • Anonymized emails with students • Anonymized discussion board conversations • Anonymized text from reflective memos or other student writing which demonstrates engagement or impact • Teaching observations from colleagues
Credit-Bearing Instruction (Non-Standardized ULIB classes)	<ul style="list-style-type: none"> • Number of courses taught per semester • Number of students taught per semester 	<ul style="list-style-type: none"> • Documents listed above for Credit-Bearing Instruction (Standardized ULIB

	<ul style="list-style-type: none"> Amount of original instructional materials generated per semester 	<p>classes) and Course-Integrated instruction</p> <ul style="list-style-type: none"> Course Syllabi
Student Mentoring	<ul style="list-style-type: none"> Number of students mentored per year 	<ul style="list-style-type: none"> Anonymized emails between mentor and mentee Anonymized meeting notes Anonymized final evaluation or assessment

PROFESSIONAL DEVELOPMENT AND RESEARCH ACTIVITIES & EXEMPLARS		
Activity	Considerations	Types of Exemplars
<p>Professional Development (as a participant/attendee)</p> <ul style="list-style-type: none"> Certification/ Continuing education course Conference Workshop/ Webinar Roundtable/ Discussion group Internal development opportunities (WVUL Mentee, TLC, Talent & Culture, etc.) 	<ul style="list-style-type: none"> Library/Unit Needs Increased professional knowledge/capabilities Relevance of activity to assignment document and job responsibilities Impact, and selectivity of program/organizer Conditions of attendance (e.g. scholarship, invited) 	<p>Exemplars from PD activities are not strictly needed if the activity is adequately described in the narrative. In cases where more context or detail might aid peer review evaluation, exemplars should be included such as:</p> <ul style="list-style-type: none"> Evidence of required professional development for certifications Representative work completed for the course/ certification Work that benefitted from the PD activity

<p>Publishing</p> <ul style="list-style-type: none"> • Journal article • Invited article • Book, book chapter • Review • Conference proceedings • Other publishing (Blog posts, Newsletters, etc.) 	<ul style="list-style-type: none"> • Author's role (e.g. sole author, first author) • Selectivity and recognition of the journal, Peer review • Time dedicated to research represented in the article • Manuscript length • Originality/novelty 	<ul style="list-style-type: none"> • Published manuscript • Acceptance letter • Reviews • Evidence of citations • Abstracts
<p>Grant Activity</p>	<ul style="list-style-type: none"> • Success of submission (funded or unfunded) • Amount of funding awarded • Selectivity of award and recognition of granting agency • Faculty member's role on grant • Internal vs. External • New vs. Renewal • Competitive vs. non-competitive 	<ul style="list-style-type: none"> • Grant contract/proposal • Reviews • Acceptance letter • "Green sheet"
<p>Presentations</p> <ul style="list-style-type: none"> • Scholarly presentation • Workshop • Public lecture about expertise • Media production 	<ul style="list-style-type: none"> • Reach of lecture (attendance, recording views) • Level of expertise used in presentation • Audience (scholars, general public) • Invited, keynote or plenary • Peer review • Co-author, sole-author, corresponding author • Feedback from attendees 	<ul style="list-style-type: none"> • Link to recording • Slides/Lecture transcript or notes • Notes of appreciation • Link to publication/proceeding

SERVICE ACTIVITIES & EXEMPLARS		
ACTIVITY	CONSIDERATIONS	TYPES OF EXEMPLARS
Committee membership (Library, University, community, or professional)	<ul style="list-style-type: none"> • Leadership roles • Scope/ impact of committee work • Time devoted 	<p>Exemplars of service to the college/university are not strictly needed, however, if available, documents that provide more detail for evaluation of the service contribution should be included in the file such as:</p> <ul style="list-style-type: none"> • Committee reports • Thank you letters from Committee chairs detailing the work of the Committee • Representative work produced by the Committee
Other public service, community engagement & outreach	<ul style="list-style-type: none"> • Service activities should relate to professional knowledge or skills • Leadership roles • Impact on the community • Time devoted 	<p>Documents that give context for or describe the service contribution such as:</p> <ul style="list-style-type: none"> • Board of director reports • Thank you letters from community groups • Representative work such as presentation slides
Faculty mentorship	<ul style="list-style-type: none"> • Time devoted • Length of mentorship 	<p>Given the confidential nature of mentorship, exemplars are not needed for participation in formal mentoring programs. The work should be adequately described in the narrative.</p>
Peer review for journal, conference, or colleague	<ul style="list-style-type: none"> • Time devoted • Number of reviews completed 	<p>Given the confidential nature of peer review, exemplars are not needed for participation in review programs. The work should be adequately described in the narrative.</p>
Student recommendation letters	<ul style="list-style-type: none"> • Time devoted • Number of recommendations completed 	<p>Given the confidential nature of recommendations, exemplars are not needed. The work should be adequately described in the narrative.</p>

Appendix F. WEST VIRGINIA UNIVERSITY LIBRARIES: Forms

1. Position Description
2. Assignment Document
3. Annual Performance Evaluation

**WEST VIRGINIA UNIVERSITY LIBRARIES
FACULTY POSITION DESCRIPTION**

Name:

Rank:

Position Title:

SUMMARY OF RESPONSIBILITY: [summary; purpose]

QUALIFICATIONS: [basic or special competencies]

REPORTING RELATIONSHIPS: [line of supervision]

SPECIFIC DUTIES: [day to day; supervisory]

PERFORMANCE STANDARDS: [more specific criteria may be added to the following]

Evaluation is based on *West Virginia University Libraries: Criteria for Library Faculty Appointment, Retention, Promotion, and Merit*, the current Position Description, and the Assignment Document for the year under review.

Signatures:

Faculty Member:

Date:

Director / Department Head:

Date:

**West Virginia University Libraries:
Assignment Document for Library Faculty**

Evaluation Cycle:

Name:

Position Title:

Librarianship	% Assigned	% Actual
Professional Development or Research	% Assigned	% Actual
Service to the Profession, the University or Society	% Assigned	% Actual
Total % Time (Should equal 100% unless otherwise contracted)	% Assigned	% Actual

PRELIMINARY AGREEMENT

Faculty Member:

Date:

Director / Department Head:

Date:

FINAL AGREEMENT FOR YEAR UNDER REVIEW

Faculty Member:

Date:

Director / Department Head:

Date:

Please note: Decisions regarding promotion, tenure, and salary adjustments will be based on these expectations, the quality of one's work, and the extent to which department, college and university guidelines, policies, and procedures, are met

**WEST VIRGINIA UNIVERSITY LIBRARIES: DEPARTMENT CHAIR'S
EVALUATION – PERFORMANCE EVALUATION FOR LIBRARY FACULTY**

Evaluation Cycle:

Name:

Rank:

Position Title:

Librarianship Rating: Choose an item.

Professional Development/Research Rating: Choose an item.

Service Rating: Choose an item.

Department Chair Recommendation:

- Approved for promotion to the rank of:
- Continue at present rank
- Terminate as of:

DEPARTMENT CHAIR'S STATEMENT

(Evaluation of individual on basis of position description, attainment of previous year's objectives, and accomplishments including, but not limited to, all categories from the year's assignment / assignment document)

Faculty Member:

Date:

Director / Department Head:

Date:

The signatures above indicate that the Faculty Member has submitted their Performance Evaluation in Digital Measures, and the Department Chair has provided a copy of their evaluation to the Faculty Member.

Faculty Member's Signature _____ **Date** _____
Department Chair's Signature _____ **Date** _____

The signatures above indicate that the Faculty Member has submitted their Performance Evaluation in Digital Measures, and the Department Chair has provided a copy of their evaluation to the Faculty Member.