San Francisco State University Library
Criteria for Retention, Tenure, and Promotion

Approved by library faculty Feb. 28, 2019

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Introduction

While library tools and technologies have changed dramatically over time, there are core library activities and values that not only endure but also remain vitally important to the institutions and communities in which libraries are situated. Librarians continue to collect and preserve knowledge and help people in their communities find, evaluate, and use it to succeed in their personal, educational, and professional lives. This is a time of unprecedented access to information, the sheer volume and amplification of which can make it difficult to distinguish truth from fiction. Consequently, academic librarians' contributions to teaching, learning, and research are more essential than ever before. San Francisco State librarians are committed to the J. Paul Leonard Library's mission: "to empower its University constituency with lifelong learning skills to identify, find, evaluate, use and communicate information in promotion of excellence in scholarship, knowledge and understanding." In accomplishing this mission, the library expects its librarians to operate at a high intellectual level, with professionalism and a strong service ethos.

As delineated in the Academic Senate's Retention, Tenure, and Promotion Policy, librarian faculty unit employees who are being considered for retention, tenure, and promotion (RTP) will be evaluated in three categories: (1) Effectiveness in Primary Assignment, (2) Professional Achievement and Growth, and (3) Contributions to Campus and Community. Candidates for tenure and/or promotion are expected to meet the criteria in all three areas.[1]

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[1] See section 1.8, "Retention, Tenure, and Promotion Criteria," of the Academic Senate's Retention, Tenure, and Promotion Policy.

If a revision is made to the library's RTP criteria, faculty who are probationary at the time of the revision may choose once between the RTP criteria in effect and the new RTP criteria. At the time of the candidate's review, the RTP Committee will ask probationary faculty to submit in writing which RTP criteria version they choose for their review.[2] Once candidates have formally selected a version, they cannot change versions later in the probationary period unless another revision to the criteria is made. If another such revision is made, they can stay with their current selection or select the new version. They cannot revert to previous versions.

Process and Documentation

The Working Personnel Action File (WPAF) represents the candidate's case for retention, tenure, and/or promotion as it moves through the library and university review process. Candidates should provide "self-statements" of approximately 750 words per statement for each of the three sections of the WPAF. The purpose of the self-statements is to frame and contextualize materials in each section in an effort to make them intelligible not only to librarians but also to other faculty or those unfamiliar with the candidate's area of specialization, library assignment, and/or areas of research or service.[3]

A variety of resources are available to assist candidates in preparing their WPAF, including:

● The Library's RTP Committee
The Library RTP Committee will meet with tenure-track faculty candidates annually and with tenured faculty who are up for review (retention and/or promotion) to ensure that faculty understand the retention, tenure, and promotion process and to maintain open channels of communication between the candidate and the committee. The RTP Committee chair is responsible for scheduling the meeting. Usually, pre-promotion meetings will take place in the semester prior to the submission of the file, but any candidate may request a meeting with the RTP Committee at any time.

● The Retention, Tenure, and Promotion Policy and WPAF Guidelines as listed in the SFSU Faculty Manual:
https://facaffairs.sfsu.edu/sites/default/files/FacManual_F2017.pdf

● Curriculum Vitae (CV)
Following Senate Policy, candidates are encouraged to use the most recent curriculum vitae format. However, since librarians' primary assignments are very

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[2] See section 1.2, "General Principles and Procedures for Retention, Tenure, and Promotion (RTP)," of the Academic Senate's Retention, Tenure, and Promotion Policy (F16-241).

[3] See section 1.2, "General Principles and Procedures for Retention, Tenure, and Promotion (RTP)," of the Academic Senate's Retention, Tenure, and Promotion Policy (F16-241).

different from instructional faculty's, the library faculty modified the format of the CV template to reflect their primary library assignments. The modified template is available on the library's intranet on the "Forms" page under "Faculty Forms": https://library.sfsu.edu/intranet/forms

Effectiveness in Library Assignment

As per Academic Senate Policy, "for faculty whose primary assignment is other than teaching, excellence in the primary assignment is required."[4] The library recognizes that San Francisco State University is predominantly focused on teaching and learning, to which librarians contribute in a variety of ways. Many librarians teach information literacy, a set of research and critical thinking skills involving the discovery, evaluation, dissemination, and ethical use of information,[5] but also perform a variety of other roles, many of which can be described in terms of their instructional support functions. The type of work librarians perform can both vary widely and change over time depending upon their specializations; the library's operational needs; and changes in technology, the library profession, and higher education. As such, it is not possible to produce either a core list of roles that all librarians perform nor an exhaustive list of all the activities that librarians might perform in their primary assignments. Instead, multiple indices should be considered. The American Library Association (ALA) and the Association of College and Research Libraries (ACRL), the leading professional organizations for academic librarians, have published several documents outlining performance standards, core competencies, and best practices for librarians in various roles. These documents inform as well as provide more specific details regarding librarian performance expectations in different roles and contexts.[6] Librarians are responsible for identifying

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[4] See section 1.8, "Retention, Tenure, and Promotion Criteria."

[5] The Association of College and Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education* (2015) defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." http://www.ala.org/acrl/standards/ilframework

[6] Examples include but are not limited to: Framework for Information Literacy for Higher Education, Guidelines for Primary Source Literacy, Roles and Strengths of Teaching Librarians, Guidelines for Behavioral Performance of Reference and Information Service Providers, Proficiencies for Assessment Librarians and Coordinators, Competencies for Special Collections Professionals, Standards for Distance Learning Library Services, Core Competencies for Cataloging and Metadata Professional Librarians, Core Competencies for Electronic Resources Librarians, Core Competencies for Scholarly Communication Librarians, Core Competencies for Acquisitions Professionals, and Standards for Libraries in Higher Education. Additional core competency documents

the standards, guidelines, and best practices that are relevant to their areas of specialization and aligning these with their professional performance and corresponding primary assignment self-statements. They are also expected to include a separate document in their file that clearly outlines the duties and responsibilities of their specific primary assignment.

Library Assignment Activities

Examples of library assignment activities may include but are not limited to some combination of the following:

- Teaching
  - Teaching information literacy concepts and skills using pedagogically sound strategies.
  - Curriculum mapping and instruction program planning, including designing developmentally nuanced instruction plans for the strategic integration of information literacy learning outcomes into majors and programs.
  - Collaborating with faculty in the disciplines to embed research assistance and information literacy instruction into classes and the course management system.
  - Teaching for-credit courses.
  - Leading professional development workshops and programs designed to enhance faculty research and teaching.
  - Advising, mentoring, and supervising graduate student interns.
  - Serving as a thesis advisor.

- Instructional Materials and Resources
  - Developing research guides, handouts, brochures, tutorials, digital learning objects (DLOs), videos, etc. tailored to meet the information literacy and library learning needs of specific audiences.
  - Developing information literacy assignments, curriculum, and toolkits in collaboration/coordination with instructional faculty.

- Research Assistance
  - Advising students, faculty, and community members with research questions and information needs via a variety of mediums.
  - Providing in-depth research consultations on search strategies, approaches to methods and design, advanced resources and tools, and scholarly communications and metrics to students and faculty in areas of expertise.

- Assessment

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can be found on the following ALA website: http://www.ala.org/tools/atoz/library-competencies

- ○ Engaging in formative assessment of library resources and services and user experience research to improve student learning, library resources and services, and library users' experiences with our physical and virtual spaces.
- ○ Engaging in summative assessment of library resources and services to provide internal and external stakeholders with information about and evaluation of library resources, services, and programs, including their value and impact.

- ● Leadership and Planning
  - ○ Contributing to strategic planning efforts for the library as a whole or for individual library units and/or services.
  - ○ Providing lead work direction to staff.
  - ○ Coordinating a project, unit, or service.
  - ○ Initiating and implementing projects to improve library services, programs, processes, etc.
  - ○ Raising funds from community donors to support library activities (e.g., programs, exhibitions, etc.).

- ● Collections
  - ○ Utilizing disciplinary knowledge and familiarity with the curriculum to research, select, acquire, and make accessible resources that support teaching, learning, and research.
  - ○ Developing, implementing, assessing, and improving collection policies.
  - ○ Developing, utilizing, and applying collection management systems.
  - ○ Describing and classifying library materials utilizing subject analysis and controlled vocabulary with appropriate standards and practices.
  - ○ Collecting, describing, digitizing, preserving, and making accessible materials that have unique historical, artistic, or scholarly value to the campus and community.
  - ○ Developing, supporting, and promoting open access[7] initiatives.
  - ○ Enhancing the university's capacity to preserve and provide open access to digital materials.
  - ○ Assessing the currency, physical condition, and alignment with the curriculum of existing collections, and making consolidation, deselection, and/or storage decisions in order to enhance discoverability and use.
  - ○ Developing more efficient processes and workflows for cataloging and metadata creation.
  - ○ Developing documentation for projects and processes, including new systems or practices.
  - ○ Enhancing the catalog and bibliographic records to improve access to materials and information.

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[7] The Scholarly Publishing and Academic Resources Coalition (SPARC) defines open access as "the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment."

- Outreach and Collaboration
  - Reaching out to liaison departments as well as to other populations, units, and campus programs (e.g., new student and new faculty orientations) to promote and demonstrate the value of library resources, spaces, services, and personnel using a variety of strategies and media as well as to collaborate on teaching, learning, research, and other university initiatives.
  - Providing workshops or other educational training activities for faculty (e.g., workshops on open access, copyright issues, integrating information literacy into courses and assignments, etc.).
  - Developing and maintaining relations with collection donors and campus stakeholders.
  - Planning and executing programs and displays.
  - Developing collaborations with community organizations and educational institutions through projects, programs, presentations, and instruction to facilitate use and development of library collections and to educate the public.

- Technology
  - Troubleshooting library systems, databases, and networks.
  - Engaging in iterative testing and improvement of the library's website and discovery systems.
  - Researching, recommending, developing, implementing, and assessing information technologies that improve library resources, services, and workflows and/or enhance the user experience.
  - Collaborating with CSU campus and statewide leadership to identify and implement new technologies.
  - Developing, maintaining, and refining library catalogs, databases, and systems.
  - Identifying, developing, and/or advancing the infrastructure that supports digital collections.

- Continuing Study
  - Extending professional knowledge through educational opportunities, such as attending conferences, workshops, symposia, etc. and/or earning certifications, digital credentials and badges, degrees, etc.
  - Developing and enhancing knowledge of a variety of technologies, information sources, search tools, and search strategies and using that knowledge to enhance library services and programs.

Documentation of Effectiveness in Library Assignment

In their self-statements, candidates should describe a) the value and outcomes of their primary assignment activities, b) the role of the candidate in delivering those outcomes, and c) the impact of the candidate's work on students, faculty, and the university community. Depending upon the librarian's particular role and library assignment, the following types of evidence may be used to evaluate effectiveness in library assignment:

- Philosophy of Librarianship
  Librarians are expected to include a statement in their file that describes their primary work assignments in terms of how their work facilitates teaching, learning, and research at San Francisco State University.

- Philosophy of Teaching
  Librarians who teach information literacy are expected to include a reflective teaching effectiveness statement in their philosophy that articulates their teaching philosophy and its relationship to their teaching practices. The narrative should also provide a self-appraisal of their development as a teacher, including their strengths, areas for growth, and plans for continuous improvement.

- Instructional Materials and Usage Data
  Librarians who teach information literacy instruction sessions and/or provide research assistance to students in face-to-face or online environments are expected to include a variety of course materials in their WPAFs. Materials such as sample learning outcomes, lesson plans, activities, assessments, results of anonymous student feedback, research guides, online tutorials, and/or displays, etc. will be reviewed for evidence of expectations for student learning, instruction session organization, alignment of learning outcomes with class level (i.e., outcomes tailored to appropriate academic level) and/or student performance (i.e., evidence of student learning), currency of instructional approaches, clarity of communication, and/or knowledge and application of effective pedagogical strategies and best practices that facilitate student learning. Data documenting usage of items such as online guides and tutorials as well as the integration of instructional materials into courses and programs also constitute evidence of effectiveness.

- Peer Observations of Instruction and other Aspects of Library Primary Assignment
  Classroom observations by fellow librarians, and potentially by other faculty members in the disciplines, are important to faculty members' continued development as teachers and are vital for assessing the level of librarians' expectations of students, style of classroom activities, and methods of engagement with students. Peer observations of teaching shall be conducted for all library faculty who teach information literacy. Candidates should be observed at least once a year. The consistency of peer observation reports is facilitated through the use of the library's "Peer Visitation - Observation of Teaching" form and process. Candidates should craft and include in the teaching narrative section of their WPAF reflective responses to their peer observations of instruction reports that indicate how the feedback will be used to improve teaching and learning.

- Candidates may also solicit peer observations and evaluations of other aspects of their primary assignment as appropriate (i.e., the activity or work product can be unobtrusively observed and evaluated by a knowledgeable colleague). Examples include but are not limited to peer evaluations of exhibits, online tutorials, finding aids, workflows, policies, committee/workgroup participation, collection development, face-to-face or online research assistance interactions, including chat transcripts,

etc.

- Collections and Technology
  Documentation of workflows, processes, outcomes, and comparative evidence of improvement in systems, including examples of how technical issues are resolved and representative quantitative output measures, constitute evidence of effectiveness in library primary assignment.

- Assessment Results
  Data, data analysis, and any subsequent actions resulting from assessment activities and/or research projects designed to improve library resources, services, policies, student learning, workflows, processes, the user experience, etc. constitute evidence of effectiveness in library primary assignment.

- Written Comments and Letters
  Written evaluative feedback on any of the librarian's primary job responsibilities from identifiable faculty unit employees, students, and academic administrators are considered evidence of effectiveness in the candidates' primary library assignment, with the understanding that they may represent a smaller sample of student, patron, and colleague opinion than more systematic surveying via questionnaires and formal observation and evaluation processes.

- Documentation of Impact of Continuing Study
  Candidates should describe the methods used to maintain professional currency in appropriate fields as well as provide supporting documentation of how that participation helped improve their professional practice.

- Outreach and Collaboration Materials and Documentation
  As evidence of outreach effectiveness, librarians may provide examples of outreach materials, written responses to outreach materials, as well as data and discussion about the results of and responses to an outreach initiative. Correspondence, reports, instructional materials, and/or other documents delineating productive collaborative working relationships between the candidate and students, faculty (particularly those in the candidate's assigned liaison areas), staff, administrators, and/or community members that advance the library's mission and goals will also be considered as evidence of effectiveness.

- Leadership Documentation
  Librarians who provide lead work direction for or help coordinate the work of other librarians, staff, and/or student assistants should describe that work as well as provide examples of clear, organized, and well-written materials they produced as part of that role, such as training materials, policies, procedures, work flows, handbooks, manuals, meeting minutes, and/or reports. Descriptions, reflections, and written documentation regarding the candidate's ability to motivate, train, develop and guide employees of varying backgrounds and skills also constitute evidence of

leadership effectiveness.

- Outside Reviews
  Candidates for tenure and promotion whose primary assignments are significantly different from the majority of their librarian colleagues or that are difficult to define or understand by those outside of that particular specialization may benefit from an outside review of their primary assignment by reviewers who hold similar positions at institutions that are comparable to San Francisco State. The outside review process is described in greater detail at the end of this document.

Professional Achievement and Growth

The library expects all faculty considered for retention, tenure, and promotion to engage in a pattern of intellectual activity and growth that includes the presentation and/or publication of original scholarly research and/or contributions to the advancement of the profession. Being active within the profession and higher education and pursuing a research agenda stimulates innovative thinking, improves professional practice, and contributes to the creation of new knowledge. We believe that scholarship and librarians' primary assignments can often complement each other, and that research designed to address a problem of practice within the library can contribute meaningfully to ongoing data-informed assessment and improvement efforts that enhance teaching, learning, and research at San Francisco State. However, the library also values research and scholarship conducted in fields of study outside of library and information science, since such research can advance librarians' professional knowledge of the research process in general, deepen their knowledge of a specific subject area, and in many cases, support aspects of their primary assignments, most notably reference, instruction, collection development, and departmental liaison work. In their self-statements, faculty should provide a narrative that contextualizes their professional achievement and growth accomplishments and documents their quality, import, and impact.

Librarians often work collaboratively not only in their primary assignments but also on research projects. The library recognizes and values the significance of collaboration for libraries and librarians. As such, research collaborations not only with other librarians but also with faculty in academic departments and programs are valued as highly as those pursued on an individual basis. However, in some cases, individual contributions can vary widely, so candidates should explicitly describe the role they played in the research project so that the RTP Committee can determine how much weight to ascribe to their contribution.

Professional Achievement and Growth Activities

Peer-Reviewed Activities
The library expects candidates to engage in substantive, peer-reviewed professional achievement and growth activities. Examples of peer-reviewed achievement include but are not limited to the following:

- Books presenting original research published by academic or other reputable peer-reviewed trade presses.
- Articles published in scholarly, peer-reviewed journals.
- Chapters or essays in edited books published by academic or other reputable peer-reviewed trade presses.
- Editing a book or journal.
- Textbooks, reference works, or training/professional development focused materials that go through an editorial process.
- Presentations at conferences with a peer-review selection process or by invitation.
- Grants awarded through a peer-review selection process that serve to enhance teaching, learning, and/or research at San Francisco State.
- Independent projects: exhibitions, technological innovations, digital projects, and/or other innovative projects that advance teaching, learning, and/or research and that have undergone a peer-review process.
- Externally critiqued or juried creative works that relate to the candidate's primary assignment, service, and/or research agenda.
- Presenting a poster at a conference with a peer-review selection process.

Non-Peer-Reviewed Activities
While substantive peer-reviewed projects are more highly valued, the library also values and expects librarians to participate in a variety of other professional achievement and growth activities. These may include but are not limited to the following:

- Giving a presentation at a conference where all (or nearly all) submissions are accepted.
- Presenting a non-juried poster at a conference.
- Writing brief articles, book reviews, and opinion pieces published in library or subject liaison-related magazines and blogs, etc. that offer meaningful contributions to ongoing conversations in the profession.
- Writing brief articles published in reference texts, such as encyclopedia articles.
- Participating on a panel discussion that is not focused on presenting the results of original research.
- Moderating a panel discussion.
- Presenting professional expertise in other forums, such as by invitation at another library or in a library school course.
- Serving as a peer reviewer for a scholarly journal, academic conference, or grant.
- Authoring digital projects (e.g., digital humanities projects) that have not undergone peer-review.
- Curatorial work on exhibits or other public projects that have not undergone peer-review.
- Developing library related software or code that improves library systems, processes, services, and/or access to library resources that has not undergone peer-review.
- Creative works that relate to the candidate's primary assignment.
- Innovations in Library Assignment
  Librarians' responsibilities include comparatively limited classroom teaching and extend far beyond the classroom environment. Thus, the "Curricular Innovations"

referred to in the senate RTP policy may take very different forms, some of which may not be directly related to classroom teaching. The most important criterion for Innovation in Library Assignment is that the contribution should represent an innovative practice that may have an impact for the library, campus, CSU system, and beyond. Such activities may include innovations that significantly improve resources, services, student learning, library processes, the user experience, etc.

Librarians under review may include other types of items as evidence of professional achievement and growth, but candidates are encouraged to consult with the RTP Committee about them prior to inclusion.

Documentation of Professional Achievement and Growth Activities

The library expects professional achievement and growth activities to be of high quality, impact, and/or reputation, and evaluates these activities not solely according to quantitative measures of productivity. In the field of library and information science, conference presentations and independent projects can be of equal importance to journal articles. Book-length works would represent a very substantial professional contribution. As RTP reviewers may be unfamiliar with the venues at which candidates share their work, candidates should explain the value, quality, and impact of the conference and the presentation.

Evidence of quality, impact, and professional reputation may include but is not limited to:

● Peer review
  While the library values a variety of scholarly endeavors, peer-reviewed publications, presentations, and other scholarly projects are more highly valued than those that have not undergone a peer-review process. For this policy, peer review is defined as a process whereby qualified experts evaluate the quality, importance, and originality of research, scholarship, and creative activities and typically make decisions regarding acceptance/publication. Official review bodies may include but are not limited to:
    ○ Editors working for a publisher.
    ○ Outside reviewers working with a specific journal or publisher.
    ○ Professional societies.
    ○ Granting agencies.
    ○ Conference organizers.

  Candidates are responsible for providing proof of peer review, which may include but is not limited to:

    ○ A copy of the venue's editorial policy.
    ○ Copies of feedback from peer reviewers.
    ○ Letters from editors in which the editorial policy is stated.
    ○ Evaluation by granting agency.

- ○ Documentation on webpages, conference documents, emails, or communications from conference organizers indicating the acceptance rate.
- Post-publication/juried review
- Journal or conference acceptance rate.
- Impact factor, citation data (scholarly citations of one's published work), usage data/downloads, and other [altmetrics](#).
- Journal, publisher, conference, or granting agency reputation.
- The audience addressed (scholarly/popular, national, state, local, CSU, etc.).
- Formal recognition/awards
- Communication documenting the impact of the PAG activity on another's research or professional practice.
- Description and supporting data demonstrating impact of research on library resources, services, etc.
- Invitations to speak at conferences or other scholarly venues.
- Invitations to serve as an outside reviewer for faculty retention, tenure, or promotion reviews at other institutions.
- Invitations to review manuscripts for peer-reviewed journals or university presses.
- Innovations in library assignment can be documented by descriptions of the nature and extent of the innovation and data that shows its impact.
- Candidates for tenure and promotion whose scholarly work are significantly different from the majority of their librarian colleagues or that are difficult to define or understand by those outside of that particular specialization may benefit from an outside review of their scholarly work by reviewers who hold similar positions at institutions that are comparable to San Francisco State. The outside review process is described in greater detail at the end of this document.
- Works in progress but not yet officially published may be considered evidence of scholarly activity, yet such documents have lesser value than tangibly vetted work. Specifically, works in progress--a draft exists but has not been submitted--and submitted works constitute evidence for retention but not for tenure and promotion. Provisionally accepted works with reviewer comments may constitute evidence for tenure and promotion. Fully accepted works for publication with reviewer comments are weighted equally with published works.

Contributions to Campus and Community

Librarians are expected to participate in service to the library, the university, the profession, and the community with the impact of service gradually increasing as candidates progress through the RTP process.

Contributions to Campus and Community Activities

Service activities include but are not limited to:

- Library Service
  - ○ Serving on library committees and working groups.

- ○ Chairing a library committee.
  - ○ Serving on special projects and other temporary activities that are outside the normal primary assignment.

- University or CSU System-Wide Service
  - ○ Serving on a university-level or CSU system-wide committee.
  - ○ Chairing a university-level or CSU system-wide committee.
  - ○ Serving as an Academic Senator.
  - ○ Serving on a committee for an outside department.
  - ○ Serving on a task force created by the president or president's delegate.
  - ○ Teaching classes outside of the library discipline.
  - ○ Serving as an advisor to a student organization.

- Professional Service
  - ○ Holding an elected office in a relevant professional organization.
  - ○ Actively participating on a committee or task force in a professional organization.
  - ○ Serving as a consultant for a relevant professional organization.
  - ○ Holding an unelected position in a relevant professional organization (e.g., editor, web administrator, listserv moderator, etc.).
  - ○ Serving as a panel moderator or meeting facilitator at a conference.
  - ○ Organizing a conference, workshop, or symposium.
  - ○ Serving as an outside reviewer for a librarian seeking tenure and/or promotion at another institution.

- Community Service
  Librarians can make important contributions to the extra-university world in many ways, but this service is most highly valued when it has educational value, takes advantage of the librarian's special training or skills, and/or enhances the reputation of the library and/or university.

Documentation of Contributions to Campus and Community

In their self-statements, candidates should describe a) the value and outcomes of the service (e.g., policies, reports, resolutions, meaningful student participation, etc.), b) the role of the candidate in delivering those outcomes, and c) the impact of the candidate's service to students, the university, or the discipline. Supporting evidence of contributions to campus and community may include committee documents, letters from students and/or colleagues, project reports, letters or emails from committee chairs describing the candidate's specific contributions, etc. Assessment of candidates' contributions is based on a variety of factors, including the scope, quality, and impact of the candidate's participation. For example, serving as a committee chair generally constitutes a more significant commitment of time and effort than serving as a committee member. However, the work of an active committee participant who, for example, drafted a report for the committee, would be valued higher than that of a chair who failed to call meetings or to achieve any committee outcomes.

Criteria for Retention, Tenure, and Promotion

The library expects ongoing professional engagement and growth in Library Assignment, Professional Achievement and Growth, and Contributions to Campus and Community throughout librarians' careers. While librarians should always perform effectively in their primary library assignments, the library recognizes that in any given year, candidates might have opportunities that lead them to focus temporarily more on service or research. The thoughtful and judicious flow of one's professional development profile is expected to show growth over time.

All quantity requirements listed below for effectiveness in primary assignment, PAG, and service are expected to meet the quality and impact requirements outlined in the "Documentation" sections of this document.

Standards for Retention

Effectiveness in Library Assignment
The library recognizes that new faculty enter our institution with varying levels of library experience and related knowledge, skills, and abilities but expects all candidates for retention to exhibit a pattern of progress and ongoing improvement in their primary assignment during their probationary period. It is also expected that candidates' progress will ultimately be consistent with the standards for achieving tenure by the end of the probationary period. As such, after their first year review,[8] candidates are expected to provide ample evidence of successful performance of their primary job responsibilities. The library's RTP Committee is responsible for providing guidance and suggestions for improvement in any identified area of weakness, and in such cases, candidates should specifically discuss the ways in which they have improved/addressed the committee's concerns in the subsequent review period.

Professional Achievement and Growth
Librarians should articulate their research interests and show evidence each year of significant progress toward accomplishing professional achievement and growth activities.

- By the second year review, candidates should provide evidence of progress toward at least two activities from the Professional Achievement and Growth Activities lists above (i.e., peer-reviewed and/or non-peer reviewed activities).

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[8] Candidates will not need to provide evidence of performance during their first year review, since for many, the first year review occurs during their first semester of probation. According to the Academic Senate's Retention, Tenure, and Promotion Policy (F16-241), the purpose of the first year review is "to discuss with the faculty member the department's criteria for retention, tenure, and promotion, the content and organization of the WPAF, and this University RTP policy." Performance during the first year of probation is evaluated during the second year review.

- By the fourth year, candidates should provide evidence of significant progress (e.g., draft of nearly completed manuscript, evidence that work has been submitted for publication/presentation, etc.) toward at least one peer-reviewed project.

Contributions to Campus and Community
Candidates should show evidence of a gradual increase in service as they progress through their probationary period. Some instances of service last more than one academic year; in such cases, the faculty member can point to the same service activity for more than one year.

- Beginning with the second year review, librarians are expected to provide evidence of at least one instance of service to the library each year.
- By the end of the fourth probationary year, librarians are expected to provide evidence of at least one instance of university level service and/or at least one instance of service to the profession or the community.

Standards for Tenure and/or Promotion to Associate Librarian

Effectiveness in Library Assignment
Regardless of their qualifications in other categories (i.e., Professional Achievement and Growth and Contributions to Campus and Community), to be considered for tenure and/or promotion to Associate Librarian, candidates should demonstrate a record of sustained, high-quality performance in their primary assignment, or when needed improvements were suggested in previous reviews, a record of addressing the issues promptly and successfully improving performance.

Professional Achievement and Growth Standards
In order to receive tenure and/or promotion to Associate Librarian, librarians should provide evidence of:

- Beginning with the second year review, an average of at least two activities from the Professional Achievement and Growth Activities lists above (i.e., peer-reviewed and/or non-peer reviewed activities) for every year under review. Tenured librarians seeking promotion to Associate Librarian should provide evidence of at least eight activities total; the average per year does not apply.
- At least two completed (published, presented, etc.) activities from the peer-reviewed Professional Achievement and Growth Activities list above.

Contributions to Campus and Community
Candidates for tenure and/or promotion to Associate Librarian are expected to show evidence of active participation in service at the library, university, and professional levels. In order to receive tenure and/or promotion to Associate Librarian, librarians should provide evidence of:

- An average of at least one productive instance of service to the library a year, after the first year of review.
- A minimum of two instances of productive service to the university and/or the profession.

- At least one productive leadership role in any of the service areas (library, university, profession, community).

Standards for Associate Librarians Seeking Promotion to Librarian

Effectiveness in Library Assignment
For promotion to Librarian, candidates should demonstrate a record of high quality performance and growth in their primary assignment since achieving the rank of Associate Librarian. They also should demonstrate that they have assumed a leadership role within the library, as indicated by contributions such as mentoring junior faculty; leading an initiative; expanding departmental liaison roles; chairing a committee, task force, or working group; developing/implementing a new program, service, resource, workflow, policy etc.

Professional Achievement and Growth
In order to be promoted to Librarian, librarians should provide evidence of scholarly productivity and growth since achieving the rank of Associate Librarian. Their intellectual contributions need not follow the trajectories of earlier scholarship but should reflect greater maturity and have a greater or wider impact on their chosen intellectual sphere. Evidence should include:

- At least six substantive activities from the Professional Achievement and Growth Activities lists above (both peer-reviewed and non-peer-reviewed) since achieving the rank of Associate Librarian.
- At least four activities from the peer-reviewed Professional Achievement and Growth Activities list above since achieving the rank of Associate Librarian.
- Documentation of the import and impact of their scholarly contributions to the field .

Contributions to Campus and Community
In order to be promoted to Librarian, candidates should provide evidence of:

- Beginning with the second year review, an average of at least one productive instance of service to the library for every year since achieving the rank of Associate Librarian.
- A minimum of two productive instances (typically an annual commitment) of university level service and at least two instances of productive service to the profession or the community since achieving the rank of Associate Librarian.
- At this career stage, the candidate should provide evidence of productive leadership as part of service, such as university leadership positions and/or leadership in professional associations.

Early Tenure

Library faculty members may be considered for early tenure and promotion to Associate Librarian if they demonstrate outstanding achievement both in terms of quality and quantity in all three evaluation categories: primary assignment, professional achievement and growth, and contributions to campus and community. A pattern of

exceptional achievement evidenced over three years or more will usually be necessary for early tenure to be considered.

Effectiveness in Library Assignment

Candidates for early tenure should provide evidence of consistent outstanding reviews by peers, supervisors, and as appropriate, students indicating that the candidate's work is of the highest quality.

Professional Achievement and Growth

Candidates for early tenure should provide evidence of outstanding performance in scholarship, including at least two activities from the peer-reviewed Professional Achievement and Growth Activities list above every year beginning with the second year review.

Contributions to Campus and Community

Outstanding performance in service consists of at least one productive service activity in a total of three out of the four categories every year beginning with the second year review:

1. Service to the library
2. Service to the university or to the CSU System
3. Service to the profession
4. Service to the community

Outside Reviews

Candidates may request that the RTP committee seek outside reviews for primary assignment and/or professional achievement and growth. The candidate and the RTP committee should discuss the inclusion of outside reviews in the year prior to pursuit of tenure and/or promotion. In no case will an outside review be done without the prior written agreement of the candidate. The written agreement will also state whether the outside review pertains to Primary Assignment and/or Professional Achievement and Growth. The RTP Committee should use care in the discussion of the need for an outside review to avoid undue pressure and the unequal use of perceived power. The outside review process is described in greater detail in the following document from the Office of Faculty Affairs and Professional Development: "General Recommendations for Conducting Outside Reviews as Part of the WPAF": http://facaffairs.sfsu.edu/sites/default/files/outsidereview5-2013.pdf

Candidates for retention, tenure and/or promotion may submit to the RTP Committee the names of at least three potential outside reviewers who can address their performance in Primary Assignment or Professional Achievement and Growth. In addition to the reviewers named by the candidate, the RTP Committee may solicit assessments from other extra-institutional reviewers. The library recognizes the value of collaborative research and may solicit outside reviewers from co-authors, especially if

they are best equipped to assess the significance of the candidate's scholarly work in particular subfields. In such situations, the RTP Committee will ensure a balance of outside reviewers, so that the majority of reviews are not from collaborators. The RTP Committee will ultimately be responsible for the selection of the outside reviewers.

The RTP Committee Chair will inform each reviewer of the official closing date of the candidate's WPAF along with CSU policy allowing the candidate to read and respond to all documents, including those of the outside review placed in the WPAF. Reviews should be received by the RTP Chair for inclusion in the candidate's official WPAF.

Library Assignment

Candidates for tenure and/or promotion whose library assignments are significantly different from the majority of their librarian colleagues or that are difficult to define or understand by those outside of that particular specialization may benefit from an outside review of their primary assignment by extra-institutional reviewers who hold similar positions at institutions that are typically comparable to San Francisco State, or whose work is similar notwithstanding position titles and other institutional differences.

Professional Achievement and Growth

Candidates for tenure and/or promotion may have their professional achievements and growth evaluated by reputable scholars in appropriate fields. Candidates that have scholarly work that is significantly different from the majority of their librarian colleagues may benefit from an outside review of their professional achievement and growth by extra-institutional reviewers who hold similar positions at institutions that are comparable to San Francisco State and/or have similar research and scholarly interests.

Calendaring

In order to give reviewers ample time to complete the outside reviews, candidates should provide the names of potential reviewers no later than May 1 preceding the Fall semester in which the candidate's tenure or promotion file is due.

Outside Review Materials

In recognition that outside reviews require a considerable amount of effort by the reviewers and the RTP Committee, the RTP Committee and the candidate should agree on the timing of the review, the materials required, and the means of distribution of those materials to outside reviewers. The materials sent to outside reviewers need not be the entire WPAF, but they should contain:

1. A Primary Assignment and/or Professional Achievement and Growth self-statement.
2. The candidate's current CV.
3. A minimum of three examples of the candidate's work in Primary Assignment and/or Professional Achievement and Growth.