OREGON INSTITUTE OF TECHNOLOGY
Library Faculty Evaluation Policy
OIT-20-042

Introduction

A regular review of library faculty can improve the quality of the teaching, service and professional development functions of the university. In addition, it may benefit individual library faculty members by assuring that they are regularly informed of their status. Such a review shall include input from the library director, colleagues and students. With the exception of student numerical evaluations, no anonymous input will be accepted. The written summary of the review shall be provided to the faculty member and he or she shall have an opportunity to respond, if desired.

The library director plays a critical role in ensuring the Annual Performance Evaluation-Library (APE-L) is meaningful and useful to both the faculty and administration. Therefore, mandatory annual department chair and library director workshops will be facilitated by the Provost's Office in order to review the purpose and process of the APE and the APE-L. A key component for properly conducting the APE-L is the meeting in the summer term between the library director and the library faculty member at which time the Faculty Objectives Plan-Library (FOP-L) is completed and agreed upon.

Purpose

It is assumed that the library faculty member has basic competency, professional integrity and cooperates with colleagues in a civil and respectful manner. The goal of library faculty evaluation is to assess contributions over and above these basics that support him or her for consideration for reappointment, salary increases (OIT-20-015), or promotion (OIT-20-041). The focus of a library faculty member's professional activities may shift over time. As library faculty progress through their careers they may devote proportionately more time to different activities, such as departmental, institutional or consortial leadership. Consequently, the expectations for individual library faculty members may change.

Criteria

According to the Administrative Rules of the Board of Higher Education (OAR 580-021-0135), "criteria for faculty evaluation is [sic] established as a guide in evaluating faculty in connection with decisions on reappointment, promotion and tenure; and as a basis for assessing those aspects of the faculty member's performance in which improvement is desirable, whether the faculty member is tenured or nontenured, with a view to stimulating and assisting the faculty member toward improvement through the resources available under the institution's staff career support plan."

Library faculty will be evaluated in four areas: (1) instruction, (2) promotion of academic information and research, (3) professional development, and (4) institutional and professionally-related public service. The following guidelines are intended as an institution-wide standard to which each department and faculty member is held, yet allow for the flexibility to include other criteria warranted by the varying disciplines and professions represented at OIT.

Instruction

Given that the primary focus at Oregon Institute of Technology is teaching, library faculty will excel in instruction in the following ways:

- Demonstrate knowledge of subject matter.
- Develop and revise instructional session curricula to meet departmental and course objectives, as appropriate.
- Organize and deliver instruction session course materials to stimulate interest and discussion.
- Demonstrate growth in instruction.
- Employ a variety of assessment tools for evaluation of both teaching effectiveness and student learning.
- Provide instruction through reference and research guidance to the OIT and public communities.

Promotion of Academic Information and Research

Library faculty will promote academic information and research at OIT through various activities. Promotion of academic information and research is defined as adding value to information through the use of professional standards and information technology integration to collect, preserve, manage, organize and facilitate the use of the libraries' collections (print and electronic). These practices result in more effective use of information by users in the OIT and public communities. Examples include but are not limited to:

- Manage, develop and create the libraries' collections in support of academic initiatives.
- Create and maintain systems to ensure intellectual and physical access to the libraries' print and electronic collections.
- Manage library services in assigned unit, including budgets and personnel.
- Design and implement technological and environmental improvements in library services.
- Show leadership in carrying out library objectives.
- Assume initiative in carrying out consortial or cooperative objectives with other organizations as they affect the library.

Professional Development

Library faculty will advance knowledge in education and/or areas consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Write and publish scholarly papers based on relevant research.
- Participate in conferences and conventions in education and/or discipline.
- Participate in workshops and classes in education and/or discipline.
- Hold membership and participate in professional organizations within discipline.
- Participate in professionally relevant employment or consulting.
- Earn a higher degree.
- Earn continuing education units (CEUs).

Institutional and Professionally Related Public Service

Institutional Service: Library faculty will contribute to the advancement of the institution consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Serve on institutional or departmental committees and commissions, and/or faculty senate committees.
- Participate in student activities.
- Contribute to student recruitment and/or retention.
- Act as senior manager during library director absence.
- Serve on faculty senate.
- Coordinate and/or participate in special projects (i.e., grants, on-campus presentations and conferences, documentation development, etc.).
- Develop and/or provide distance delivery courses.
- Teach summer session courses.
- Write grants to support or participate in development of sponsored programs.
- Mentor less experienced library faculty as appropriate.

Professionally Related Public Service: Library faculty may choose to make connections in the public sector for no fee consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Provide consulting services in area of expertise.
- Serve on boards and committees.
- Hold office in professional organizations.
- Serve in field of expertise or education (i.e., high school mentoring, public speaking, math contests, fund raising, etc.).
- Participate in outreach programs (TWIST, Expanding Your Horizons, etc.).

Procedure

All library faculty with an FTE of 0.5 or more shall be reviewed annually. The Annual Performance Evaluation-Library will be based upon the following:

- Library Faculty Objectives Plan.
- Student and colleague evaluations.
- Library unit or organization assessments, when available.

Library Faculty Objectives Plan

The purpose of the Faculty Objectives Plan-Library (FOP-L) is to ensure that individual and departmental objectives support and address institutional objectives. The FOP-L accounts for the fiscal year from July to June.

The FOP-L (Attachment A) will be completed and a copy provided to the library director by the second Friday of July, unless otherwise arranged. The library director will meet with the library

faculty member by the last week in July to discuss objectives and, as necessary, to provide direction to assure contribution in the four areas of required criteria. The library faculty member's accomplishment of those objectives will be the basis of the Annual Performance Evaluation-Library (APE-L). The FOP-L will be signed by the library faculty member and the library director.

Library Annual Performance Evaluation

The APE-L form (Attachment B) will be completed by the faculty member and a copy provided to the library director by the Friday of the first week in June. The APE-L accounts for the fiscal year of July through June.

The library director will meet with the library faculty member to discuss

- The progress made toward meeting the objectives established in the FOP-L.
- Student and colleague evaluations or unit or organization assessments.

Based on the discussion with the library faculty member, the library director completes the APE-L and submits it to the library faculty member for concurrence or nonconcurrence, and comments, if any. The library faculty member signs the APE-L and returns it to the library director by Friday of the last week in June. Completed APE-Ls are due to the Provost's Office by Friday of the first week of July.

Recommended by:
    Faculty Senate – February 2, 2010
    President's Council – April 14, 2010

Approved: _____
          Christopher G. Maples, President

Date: _____
          August 13, 2010