

TO: Kathy Pollock, Chair, Executive Committee
FR: Faculty Affairs Committee
Lesa Rae Vartanian, Chair
RE: Revision of Helmke Library P & T documents
Date: April 26, 2017

DISPOSITION: To the Executive Committee for inclusion in the May 1, 2017 special senate meeting

WHEREAS, Helmke Library has revised their promotion and tenure documents following the passage of SD 14-35 and SD 14-36; and

WHEREAS, the Library is a unique unit on campus in terms of its structural organization and the professional work of our faculty colleagues who are librarians; and

WHEREAS, the Senate Faculty Affairs Committee has reviewed the Library's documents and finds them to incorporate the spirit of SD 14-35 and the majority of the procedures SD 14-36, and recognizes the need for Helmke Library to deviate from those documents when it comes to some conceptual and procedural matters; and

WHEREAS, the Senate Faculty Affairs Committee does not have the authority to approve such deviations from documents that have been voted on and passed by the Fort Wayne Senate; and

WHEREAS, the Library has provided justification for the deviations from the senate documents in memo form, as requested by the Senate Faculty Affairs Committee and attached here;

BE IT RESOLVED, the Senate consider and vote upon the revised promotion and tenure documents submitted by Helmke Library and attached to this resolution.



WALTER E. HELMKE LIBRARY

TO: Chair and members, Senate Faculty Affairs Committee

FROM: Helmke Library Faculty Council
Tiff Adkins, Chair

DATE: March 30, 2017

SUBJ: Request for SD 14-35 Exception for Helmke Library Faculty P&T Guiding Principles

WHEREAS, SD 14-36 created the procedures for promotion and tenure and third year review at IPFW; and

WHEREAS, SD 14-35 created guiding principles for promotion and tenure at IPFW; and

WHEREAS, Helmke Library's Faculty Council (LFC) have aligned and approved the Library's "Procedures for Librarians' Tenure and Promotion" document with that of SD 14-36; and

WHEREAS, members of the LFC have aligned (with noted deviations) and approved the Library's "Guiding Principles of Promotion and Tenure, Walter E. Helmke Library" document with that of SD 14-35;

BE IT RESOLVED, that the LFC respectfully requests the IPFW Faculty Affairs Committee (FAC) review and endorse the attached P&T documents with all considerations given for the rationale outlined below for the noted deviations;

BE IT FURTHER RESOLVED, that the LFC respectfully requests the FAC to submit the Library's P&T documents to the IPFW Senate for a vote of approval finding the "Procedures for Librarians' Tenure and Promotion" document in alignment with SD 14-36 and for a vote for approval, along with the rationale for the deviations, finding the "Guiding Principles of Promotion and Tenure, Walter E. Helmke Library" document in alignment with SD 14-35.

Rationale for the Library Guiding Principles of Promotion and Tenure, Walter E. Helmke Library, Document to Deviate from SD 14-35

Adopting Guiding Principles specific to Helmke Library will reflect the main tenets of SD 14-35, while recognizing that the nature of professional duties of librarians and teaching faculty are distinct, resulting in differences in criteria for tenure and promotion." The library's Guiding

Principles document deviates from SD 14-35 in four critical ways. The differences and our rationale are as follows:

1. Changing the category of “Teaching” to “Librarianship.”
 - a. Although teaching is a central mission of the library, the scope of librarianship is much broader than simply teaching. Performance in all aspects of librarianship is critical to success for each librarian and for the library as a whole.
 - b. The library’s Guiding Principles document specifies librarianship and describes the nature of librarianship, mirroring the language of SD 14-35 but tailoring it to the more inclusive category of “librarianship.” Specific standards are articulated in the library’s criteria document.

2. Deviating from the SD 14-35 policy which grants an option of showing excellence in “teaching or research and/or creative endeavor” to a more limited requirement that librarians demonstrate excellence in librarianship as the primary criterion, as well as competence in the areas of professional development, research, and/or creative endeavor, and service.
 - a. Each librarian in Helmke Library offers specific expertise to the IPFW community. It is essential that each librarian fulfill his or her areas of librarianship with excellence, since cross-functional specialization is not usually possible given staffing limits and the broad scope of librarianship. Continuity of service year-round from the librarians is necessary both for service to liaison departments, students and staff and for other library operational assignments.
 - b. The ongoing, specialized professional duties of librarianship and nature of the 12-month contract prohibit workload reductions or personnel substitutions to support long-term or ongoing research or service release time for librarians.
 - c. The library faculty (tenure and tenure-track) voted unanimously in support of requiring excellence in librarianship as the primary criterion for tenure and promotion in January of 2016.

3. Changing the category of “Research and/or Creative Endeavor” to “Professional Development, Research, and/or Creative Endeavor.”
 - a. Helmke Library requires that librarians maintain currency in their discipline (professional development) in addition to disseminating expertise through research and creative endeavor.
 - b. The library’s Guiding Principles document specifies “professional development, research, and/or creative endeavor” and describes the nature of this category, mirroring the language of SD 14-35 but tailoring it to include language that reflects the values and principles of librarianship. Specific standards are articulated in the library’s criteria document.

4. Incorporating language throughout the Guiding Principles document that reflects the mission, vision, goals, and values of IPFW and Helmke Library, specifically.

GUIDING PRINCIPLES FOR PROMOTION AND TENURE WALTER E. HELMKE LIBRARY

IPFW is a multi-system metropolitan university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

The most important decisions in the academic profession, for the individual and for the institution, regard the granting of tenure and the awarding of promotion. Promotion is recognition of past achievement; tenure, a statement of confidence in future achievement. The granting of tenure involves a commitment on the part of the University for the working lifetime of the faculty member. The granting of tenure has a significant impact on the faculty member, the University community, its students, and the citizens of the state. With tenure a faculty member receives the opportunity to teach, study, and serve for the duration of her/his professional career in a community which protects academic freedom, provides adequate material rewards, and encourages intellectual growth. The University benefits by retaining tenured faculty who engage in the confident and disciplined pursuit of excellence. “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society” (American Association of University Professors).

Significant diversity exists with respect to the needs and goals of programs, and the ways in which faculty contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university’s mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the mission, vision, goals, and values of both IPFW and Helmke Library.

As faculty members, IPFW librarians are entrusted with the responsibility of ensuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn (see *IU Academic Guide, Code of Academic Ethics, ACA-33*, <http://policies.iu.edu/policies/categories/academic-faculty-students/conditions-academic-employment/Code-of-Academic-Ethics.shtml>). Our librarians support the collection, dissemination, and preservation of information and source materials. They also provide direct and indirect services to support the teaching, research, and general learning functions of the University, with a special focus on information literacy instruction and resources. Librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information for present and future generations, following the *Code of Ethics* of the American Library Association and its *Library Bill of Rights*. The university recognizes that the nature of the professional duties of librarians and teaching faculty are distinct, resulting in differences in criteria for tenure and promotion.

The granting of tenure and/or promotion is the university's recognition that individual faculty members have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion and tenure criteria are the standards for summative judgment, and as such, must be guidelines for faculty development. The library has developed its own promotion and tenure criteria, defining excellence in librarianship and competence in professional development, research and/or creative endeavor, and service at all levels (*Criteria for Tenure and Promotion for Librarians*).

The guiding principles in this document define what the library means by "librarianship," "professional development, research and/or creative endeavor," and "service." The library's criteria document lists activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. The promotion and tenure criteria adopted by the librarians must be used uniformly as the only standard by which to judge cases for promotion and tenure from the library.

The decision to grant tenure, usually made at an early point in a librarian's career and/or after only a relatively short time has been spent at this university, must depend in part on what has been achieved in librarianship, professional development, research and/or creative endeavor, and service, and to a greater degree, on what the candidate can reasonably be expected to achieve in these areas in the future. Those responsible for recommendations and decisions regarding tenure must also pay due regard to the mission of the library and the candidate's contribution to it.

All candidates for promotion and tenure must demonstrate excellence in librarianship. All candidates must also demonstrate competence in professional development, research and/or creative endeavor, and service.

LIBRARIANSHIP

IPFW faculty librarians are expected to demonstrate a significant and ongoing commitment to advancing learning and fostering success in the academic community. Such a commitment is reflected, in part, by remaining current in the content and best practices appropriate in one's areas of responsibility and expertise, but is also reflected in the continual consideration of one's own effectiveness as a librarian.

According to the *IU Academic Guide*, "the prime requisites of an effective librarian are intellectual competence, integrity, proficiency and a willingness to cooperate with others in carrying out the responsibilities of his/her position in the library. Evidence must show that the librarian uses professional experience, knowledge of appropriate research and creativity to solve problems, improve services, innovate, and lead" (*Policy E-8, Criteria for Librarian Promotion*, https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_E-8). A range of activities that affect academic success – directly and indirectly – should be considered when documenting and evaluating one's effectiveness as a librarian. Documentation and formative evaluation should

take place over time, and be informed by multiple measures that represent multiple perspectives. Demonstrating excellence must include input from outside IPFW.

As the primary basis for promotion to Associate Librarian, excellence in librarianship must include significant and ongoing contributions toward the library and university's mission and/or goals, significant and ongoing improvements in performance and knowledge to provide quality services and resources, demonstrated expertise, innovation and impact in areas of position responsibility, and active participation in and making valuable contributions to library committees and/or team projects.

As the primary basis for promotion to Librarian, excellence in librarianship must also include important contributions on the IPFW campus, in the university system, and/or in their area of expertise, recognized as appropriate for a faculty librarian at a multi-system metropolitan university.

The specific standards for excellence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

PROFESSIONAL DEVELOPMENT, RESEARCH AND/OR CREATIVE ENDEAVOR

IPFW faculty librarians are expected to maintain currency in their discipline through professional development and to share their expertise with appropriate academic and/or non-academic communities through research and/or creative endeavor.

The library recognizes that a librarian's research and/or creative endeavor may focus on librarianship, teaching and learning, or other areas of academic or creative inquiry. This includes, but is not limited to, quantitative and qualitative study, rhetorical and critical analyses, and case studies relating to teaching and/or librarianship in practice. These works should reach an audience that extends beyond the campus.

While assessing the research and/or creative endeavor of a candidate, some of the factors which may be important are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's librarianship. Documentation concerning the stature of the publication, conference, place of exhibition, or performance venue, the selection process (e.g. refereeing, judging, competition), as well as sources of funding may also be important in evaluating quality. Depending upon the area of endeavor, some combination of several or all of these aspects may be involved in building a case for competence. While quantity of research and/or creative endeavor is a sign of productivity, quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. Demonstrating competence must include input from outside the library which might be on or beyond the campus.

While librarians are expected to engage in professional development, research and/or creative endeavor, they are not permitted to pursue promotion or tenure based on excellence in this category.

The specific standards for competence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

SERVICE

Librarianship has traditionally had a strong service ethos. IPFW librarians are encouraged to bring their intelligence, collaborative skills, and problem-solving abilities to a variety of venues during their career. Strong service enhances the reputation of the library, and can create bridges to entities and individuals outside the library both at the university and at the local, state, national or international levels. Contributions may include service on library committees, participation in committees and shared governance within the university and/or system, and service to professional and/or community organizations.

Assessment of service may include consideration of the scope and impact of the librarian's contributions. Service has the highest value when it combines an individual's expertise and vision, and furthers the mission of the library, university, or profession.

The library's criteria document distinguishes between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and other activities. If a candidate wishes to introduce evidence of service beyond the scope of the library's criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to his/her profession, disciplinary area, and/or role as a faculty member at IPFW.

While librarians are expected to perform service, they are not permitted to pursue promotion or tenure based on excellence in service.

The specific standards for competence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

General Criteria for Tenure and Promotion for Librarians

When considered for tenure and promotion the candidate will be assessed in three areas: librarianship; professional development, research, and/or creativity; and service.

This criteria document lists activities and achievements properly associated with those areas, along with qualitative standards by which they may be judged. These criteria must be used uniformly as the only standard by which to judge cases for promotion and tenure from the Library.

Favorable action should result when the individual has demonstrated a level of competence and distinction appropriate to the proposed rank.

Excellence in librarianship is the primary criterion. The candidate must demonstrate competency in the secondary areas of professional development, research, and/or creativity; and service.

Criteria for Tenure and Promotion to Associate Librarian

I. Suggested Standards for Evaluating Excellence in Librarianship for Tenure and Promotion to Associate Librarian

Excellence. The librarian rated excellent is proficient in the performance of professional responsibilities and thinks critically about his or her area of responsibility. The librarian uses professional experience, knowledge of appropriate research, and creativity to solve problems, improve services, and innovate. There is evidence of demonstrated impact on identified constituencies, the library and/or the university.

Indicators of quality of librarianship

The following indicators provide guidance for the assessment of the quality of librarianship. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the Library and the University
- impact on identified constituencies
- level of intellectual work involved
- creativity and initiative shown
- evidence of collaboration and teamwork
- skills in meeting user needs
- fosters wider awareness and effective use of resources
- demonstrates leadership skills
- quality of work performed
- quantity of work performed

Examples of documentation for librarianship

The list is not exhaustive. Not all examples will apply to every librarian.

- evidence of innovation, impact, and initiative in areas of responsibility

- description and/or supporting materials for a new or improved service, program, product, or project
- written reflection on the relevance, significance, and impact of activities
- feedback from identified constituencies
- peer review of librarianship
- metrics and/or supporting materials for online guides and tutorials
- metrics about the creation, development, and use of teaching materials
- evidence of instruction activities
- metrics and evaluations about research consultations

II. Suggested Standards for Evaluating Competence in Professional Development, Research, and/or Creative Endeavor for Tenure and Promotion to Associate Librarian

Competence. The librarian rated competent demonstrates a continuing program of relevant professional development, research, and/or creative endeavor. Quality is considered more important than quantity. Activities in this area fall into two general types:

Professional Development - those focused on advancing the education and knowledge of the individual librarian (e.g., academic coursework, workshops, etc.)

Research, and/or Creative Endeavor - those focused on the sharing of research and expertise (e.g., publication, participation on panels, etc.). The librarian must engage in at least five activities to disseminate expertise, research or creative endeavor; at least three of these activities must have passed a formal professional evaluation or selection process. A formal professional evaluation includes any type of competitive selection process where the work is peer-reviewed, refereed, juried, judged, curated, or invited for participation due to one's expertise. Both individual activities and significant contributions to collaborative endeavors are encouraged.

Indicators of quality of professional development

The following indicators provide guidance for the assessment of the quality of professional development. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on the development of the librarian
- significance and relevance of professional development activities (e.g. continuing education workshops, conferences, meetings, or institutes)
- a competitive selection process

Examples of documentation for professional development

The list is not exhaustive. Not all examples will apply to every librarian.

- copies of transcripts and certificates /degrees
- a written reflection on the relevance significance, and impact of the activities
- criteria about the competitive selection process

Indicators of quality of research, and/or creative endeavor

The following indicators provide guidance for the assessment of the quality of research, and/or creative endeavor. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- contribution to the discipline
- relevance to the candidate's librarianship
- originality
- scope, professional reputation, and significance of the venue
- professional reputation of the venue
- a competitive selection process

Examples of research, and/or creative endeavor

The list is not exhaustive. Not all examples will apply to every librarian.

- publication of an article, book chapter, proceedings paper, essay, or encyclopedia or other reference book article
- publication of a book
- submission of a research or project grant
- conference presentation or panel participation
- conference poster session
- regular contribution of reviews of books, databases, and/or exhibits
- preparation and mounting of exhibits
- development, preparation, and maintenance of a bibliographic tool
- for-credit course development and/or delivery
- publication, presentation, exhibition, or performance of creative works etc.

Examples of documentation for research, and/or creative endeavor

The list is not exhaustive. Not all examples will apply to every librarian.

- copy of published works or works in progress
- evidence of scope, professional reputation, acceptance rates, and significance of the venue
- comments from peer reviewers
- evidence of competitive selection process
- copy of research or project grants and/or proposals
- materials related to conference presentations, panel participations, and/or conference posters, exhibitions, performance of creative works etc.
- materials related to the development, preparation, and maintenance of a bibliographic tool
- materials related to a for-credit course development and/or delivery

III. Suggested Standards for Evaluating Competence in Service for Tenure and Promotion to Associate Librarian

Competence: The librarian rated competent regularly engages in activities that serve the Library, university, profession, discipline, and/or community and are outside the assigned

position responsibilities. Notable accomplishments in at least three of these activities are required. Each year of a multiple year commitment counts as an independent contribution.

Indicators of quality of service

The following indicators provide guidance for the assessment of the quality of service to the University. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the library, university, or profession
- relevance to the candidate's academic career
- impact on identified constituencies
- level of intellectual work involved
- demonstrates leadership skills
- scope of the librarian's contribution to a committee's work
- type of selection process such as invitation, election, etc.

Examples of documentation for service

The list is not exhaustive. Not all examples will apply to every librarian.

- self-reporting of one's contribution including what knowledge, skills or expertise were applied in the service activity
- products or outcomes of the activity and their significance
- third-party evaluation of the contribution
- recognition of service contributions in the form of an award
- evidence of an invitation, election, etc.

Criteria for Promotion from Associate Librarian to Librarian

I. Suggested Standards for Evaluating Excellence in Librarianship for Promotion from Associate Librarian to Librarian

Excellence. Promotion is based upon achievement beyond the level required for Associate Librarian. The librarian rated excellent is proficient in the performance of professional responsibilities and thinks critically about his or her area of responsibility. The librarian uses professional experience, knowledge of appropriate research, and creativity to lead others in solving problems and/or improving services. The librarian demonstrates exceptional innovation, initiative, and/or impact on identified constituencies, the library and/or the university.

Indicators of quality of librarianship

The following indicators provide guidance for the assessment of the quality of librarianship. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the Library and the University
- impact on identified constituencies
- level of intellectual work involved
- creativity and initiative shown
- evidence of collaboration and teamwork
- skills in meeting user needs
- fosters wider awareness and effective use of resources
- demonstrates leadership skills
- quality of work performed
- quantity of work performed

Examples of documentation for librarianship

The list is not exhaustive. Not all examples will apply to every librarian.

- evidence of innovation, impact, and initiative in areas of responsibility
- description and/or supporting materials for a new or improved service, program, product, or project
- written reflection on the relevance, significance, and impact of activities
- feedback from identified constituencies
- peer review of librarianship
- metrics and/or supporting materials for online guides and tutorials
- metrics about the creation, development, and use of teaching materials
- evidence of instruction activities
- metrics and evaluations about research consultations

II. Suggested Standards for Evaluating Competence in Professional Development, Research, and/or Creative Endeavor for Promotion from Associate Librarian to Librarian

Competence. The librarian rated competent demonstrates a continuing program of relevant professional development, research, and/or creative endeavor. Quality is considered more important than quantity. Activities in this area fall into two general types:

Professional Development - those focused on advancing the education and knowledge of the individual librarian (e.g., academic coursework, workshops, etc.)

Research, and/or Creative Endeavor - those focused on the sharing of research and expertise (e.g., publication, participation on panels, etc.). The librarian must complete at least five activities to disseminate expertise, research or creative endeavor; at least three of these activities must have passed a formal professional evaluation or selection process. A formal professional evaluation includes any type of competitive selection process where the work is peer-reviewed, refereed, juried, judged, curated, or invited for participation due to one's expertise. Both individual activities and significant contributions to collaborative endeavors are encouraged.

Indicators of quality of professional development

The following indicators provide guidance for the assessment of the quality of professional development. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on the development of the librarian
- significance and relevance of professional development activities (e.g. continuing education workshops, conferences, meetings, or institutes)
- a competitive selection process

Examples of documentation for professional development

The list is not exhaustive. Not all examples will apply to every librarian.

- copies of transcripts and certificates /degrees
- a written reflection on the relevance significance, and impact of the activities
- criteria about the competitive selection process

Indicators of quality of research, and/or creative endeavor

The following indicators provide guidance for the assessment of the quality of research, and/or creative endeavor. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- contribution to the discipline
- relevance to the candidate's librarianship
- originality
- scope, professional reputation, and significance of the venue
- professional reputation of the venue
- a competitive selection process

Examples of research, and/or creative endeavor

The list is not exhaustive. Not all examples will apply to every librarian.

- publication of an article, book chapter, proceedings paper, essay, or encyclopedia or other reference book article
- publication of a book
- submission of a research or project grant
- conference presentation or panel participation
- conference poster session
- regular contribution of reviews of books, databases, and/or exhibits
- preparation and mounting of exhibits
- development, preparation, and maintenance of a bibliographic tool
- for-credit course development and/or delivery
- publication, presentation, exhibition, or performance of creative works etc.

Examples of documentation for research, and/or creative endeavor

The list is not exhaustive. Not all examples will apply to every librarian.

- copy of published works or works in progress
- evidence of scope, professional reputation, acceptance rates, and significance of the venue
- comments from peer reviewers
- evidence of competitive selection process
- copy of research or project grants and/or proposals
- materials related to conference presentations, panel participations, and/or conference posters, exhibitions, performance of creative works etc.
- materials related to the development, preparation, and maintenance of a bibliographic tool
- materials related to a for-credit course development and/or delivery

III. Suggested Standards for Evaluating Competence in Service for Promotion from Associate Librarian to Librarian

Competence: The librarian rated competent regularly engages in activities that serve the university, profession, discipline, and/or community and are outside the assigned position responsibilities. Notable accomplishments in at least three of these activities are required. Each year of a multiple year commitment counts as an independent contribution.

Indicators of quality of service

The following indicators provide guidance for the assessment of the quality of service to the University. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the library, university, or profession
- relevance to the candidate's academic career
- impact on identified constituencies
- level of intellectual work involved

- demonstrates leadership skills
- scope of the librarian's contribution to a committee's work
- type of selection process such as invitation, election, etc.

Examples of documentation for service

The list is not exhaustive. Not all examples will apply to every librarian.

- self-reporting of one's contribution including what knowledge, skills or expertise were applied in the service activity
- products or outcomes of the activity and their significance
- third-party evaluation of the contribution
- recognition of service contributions in the form of an award
- evidence of an invitation, election, etc.

Procedures for Librarians' Tenure and Promotion

Preamble:

IPFW Librarians follow the "Criteria for Tenure and Promotion for Librarians" that conform to the Indiana University *Academic Handbook*, and with Fort Wayne Senate Documents addressing criteria for tenure and promotion.

With regard to promotion and tenure procedures on the IPFW campus, SD 14-36 (Section 1.1.2) requires that department procedures adhere to the guidelines and procedures laid out in college and Senate documents. Helmke Library is a college without departments. To address this unique structure, the library hereby presents amended procedures for Document Review and Approval, Decision Levels, Case Process, and Individual Participation, Review of Progress of Probationary Faculty to Tenure and Promotion, and Procedures for Non-reappointment of Probationary Faculty. This document is submitted to the Senate pursuant to SD 14-36.

1. Document Review and Approval:

1.1. Library documents:

- 1.1.1. The Library must include procedures and criteria for promotion and tenure in documents.
- 1.1.2. The Library procedures must adhere to the guidelines and procedures laid out in Senate documents.
- 1.1.3. The Library will include guiding principles in documents.
- 1.1.4. The Library procedures and guiding principles must be reviewed and approved by the Senate Faculty Affairs Committee.
- 1.1.5. Library criteria must include:
 - 1.1.5.1. Criteria for quality of performance (e.g. excellence in librarianship; competence in professional development, research, and/or creative endeavor; and competence in service) for all levels (e.g. associate librarian, librarian).
 - 1.1.5.2. An explanation of how the criteria align with the Library's guiding principles and credible evidence as to the appropriateness of the criteria for the discipline.
- 1.1.6. The library criteria must be reviewed and approved by the Senate Faculty Affairs Committee after approval by a majority of the tenure-track library faculty members.

2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated within the Library. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.

2.1. The Primary Library Committee on Promotion and Tenure (Library Committee).

- 2.1.1. Establishing the Library Committee: The Library Committee composition and functions shall be established according to a procedure adopted by the faculty of the Library and approved by the Senate Faculty Affairs Committee. The Senate shall have the right of review of this procedure. The Library Committee shall

follow procedures established by the faculty of the Library. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.1.2. Composition of the Library Committee:

2.1.2.1. The Library Committee will consist of all tenured librarians, excluding the candidate(s), the majority of which shall be persons possessing the same or higher rank to which a candidate aspires.

2.1.2.2. If fewer than three librarians are eligible to serve on the Library Committee, all of the tenured and tenure-track librarians will submit to the Vice Chancellor for Academic Affairs or her/his designee the names of three to five tenured faculty from other IPFW academic departments suitable to serve on the committee. From this list the Vice Chancellor for Academic Affairs or her/his designee will solicit and appoint enough faculty to bring the committee membership to a minimum of three.

2.1.2.3. Members of the Library Committee shall elect a chair from among its members.

2.1.2.4. The chief academic officer of the Library may not serve on the Library Committee or participate in meetings.

2.1.3. Primary Tasks: The Library Committee shall review the evidence presented in the case, compare the case to Library criteria, and make a recommendation to the chief academic officer of the Library in the form of a letter.

2.1.3.1 Each member's vote on a case will be openly declared. All committee deliberations and recommendations are confidential and only the committee chair shall report the summary vote and the recommendation.

2.1.4. Letter of Recommendation: The letter of recommendation from the Library Committee shall be based on the case and Library criteria and clearly state and explain the recommendation of the committee, including commenting on the candidate's professional standing. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion will be included.

2.1.5. Other:

2.1.5.1. Any Library faculty member subject to the procedures and guiding principles of promotion and tenure at IPFW shall have the opportunity to read and provide feedback on cases in the Library. Any document that is provided does not become part of the case and does not move forward with the case.

2.2. The chief academic officer of the Library:

2.2.1. Primary Tasks: The chief academic officer of the Library shall:

2.2.1.1. Review the case and compare the case to Library criteria.

2.2.1.2. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.2.1.3. Review the recommendation of the Library Committee.

2.2.1.4. Make a recommendation to the next level in the form of a letter.

2.2.2. Letter of Recommendation: The letter of recommendation from the chief

academic officer of the Library shall be based on the chief academic officer's review of the case in light of Library criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. Additional Decision Levels:

2.3.1. Additional Decision Levels will include those outlined in SD 14-36 and its successors: The Senate Promotion and Tenure Committee (a.k.a. the campus committee), and the chief academic officer of IPFW.

3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.

- 3.1. The candidate must identify the criteria document that should be used to judge the case. The Library criteria document used must have been in effect at some point during the six years preceding the submission of the case.
- 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels.
- 3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the Library level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the Library Committee should be included in the case or considered to be new evidence that should be excluded.
- 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
- 3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair. Any written response from the candidate must be submitted within 7 calendar days from the date of the recommendation and will become part of the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.
- 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation:

- 4.1. Only tenured faculty may serve as voting members of promotion and tenure committees at any level.
- 4.2. No person shall serve as a voting member of any promotion and tenure committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.

- 4.3. Tenured Librarians may serve and vote on the Library Committee and Campus Committee. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
- 4.4. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- 4.5. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

**REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO
TENURE AND PROMOTION**
(Procedures for Third Year Review)

The Library Committee will initiate a review of non-tenured librarians during the third year of faculty appointment at IPFW. This review will occur at the time of the fourth reappointment, that is, for reappointment for the fifth year of the probationary period, normally initiated during February of the third probationary year.

5. Review Procedure:

The third-year review, completed by the candidate at the mid-point of the third year in service, will be formative. The case will include documentation (including annual reviews and reappointments) in the areas of librarianship; professional development, research, and/or creative endeavor; and service. The case is to be presented according to the IPFW dossier guidelines (Office of Academic Affairs Memorandum 99-1) providing the candidate the opportunity to begin preparing his/her tenure and promotion dossier.

- 5.1. The Library Committee will review the candidate's case based on accepted Library criteria. The evaluation will detail the opinion of the committee on the documented progress of the candidate and note strengths and areas for improvement. The chair of the Library Committee, in collaboration with the committee members, will write an evaluation of the progress of the candidate for the chief academic officer of the Library and the candidate.
- 5.2. The Library Committee will vote on the final content of the written evaluation, with a simple majority of the ballots cast constituting approval of the review. Each member's vote on a case will be openly declared. All committee deliberations and recommendations are confidential and only the committee chair shall report the summary vote and the recommendation.
- 5.3. The candidate will be given the opportunity to respond to the review in person and in writing. Any written response from the candidate must be submitted within 7 calendar days from the date of the recommendation and will become part of the case.
- 5.4. The chief academic officer of the Library must comment in writing on both the case and the review from the Library Committee. The comments should detail the opinion of the chief academic officer of the Library on the documented progress of the candidate.
- 5.5. The candidate will be given the opportunity to respond to the comments from the chief academic officer of the Library in person and in writing. Any written response from the candidate must be submitted within 7 calendar days from the

date of the recommendation and will become part of the case.

PROCEDURES FOR NON- REAPPOINTMENT OF PROBATIONARY FACULTY

6. Review Procedure:

If, at any point during the probationary period, the chief academic officer of the Library does not recommend the reappointment of a probationary faculty, the input and vote of the Library Committee must be sought. The reappointment case will include all reappointment documentation (including previous annual reviews and reappointments) in the areas of librarianship; professional development, research, and/or creative endeavor; and service.

- 6.1. The chief academic officer of the Library must inform the candidate and the chair of the Library Committee of the non-reappointment in the form of a letter. The letter shall be based on the reappointment case and Library criteria and clearly state and explain the recommendation of the chief academic officer.
- 6.2. The candidate will be given the opportunity to respond to the comments from the chief academic officer of the Library in writing. The candidate may submit a written response to the statement to the chief academic officer of the Library within 7 calendar days of the date of the recommendation and the candidate's response will become part of the reappointment documentation.
- 6.3. The Library Committee will review both the candidate's reappointment documentation based on accepted Library criteria and whether the process has adhered to the documented procedures to ensure that the candidate has been afforded basic fairness and due process. All committee deliberations are confidential.
- 6.4. The chair of the Library Committee, in collaboration with the committee members, will report the outcome of the committee's review in writing to the chief academic officer of the Library and the candidate. The Committee's letter will become part of the reappointment case going forward.