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LIBRARY FACULTY EVALUATION PROCEDURES

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PROLOGUE

It is generally understood in a research university that the production of new knowledge is the paramount criterion for promotion and continuing appointment, even though this is not explicitly stated. The criteria for librarians cannot and should not share this emphasis.

In keeping with the Library's <u>mission</u>, Library faculty not only support students in their learning and research, but they also support the professorial faculty in their production of new knowledge. This is accomplished through selecting, acquiring, organizing, making accessible, and retrieving scholarly resources. In many cases, it is more appropriate and even crucial that librarians contribute to the improvement of the practice of academic librarianship than produce new knowledge. Therefore, most library faculty should demonstrate professional ability and contributions to the profession rather than be expected to exhibit a body of research.

The criteria for promotion and continuing appointment outlined herewith are designed to recognize that librarians constitute an academic unit within the university faculty.

EVANS LIBRARY
FLORIDA INSTITUTE OF TECHNOLOGY
LIBRARY FACULTY EVALUATION PROCEDURES

1. INTRODUCTION

1.1. The <u>Florida Tech Faculty Handbook</u> specifies that an evaluation of every faculty member's performance must be conducted annually. Also, the <u>Southern Association of Colleges and Schools Commission on Colleges</u> (Section CS 3.7.2) mandates that the institution must regularly evaluate the effectiveness of each faculty member. To this end, all library faculty shall prepare a Faculty Annual Report (FAR), citing professional accomplishments, activities, and recognitions during the evaluation period.

1.2. Faculty supervisors/directors/department heads are the evaluators for faculty in their departments. When there are subunits within these departments, the subunit supervisors are the evaluators for faculty in their subunits. When a faculty member has assignments that cross units or departments, the directors/department heads shall confer and develop an evaluation that reflects overall responsibilities. The Dean of Libraries evaluates the associate deans and/or the directors according to the organizational structure.

2. PRINCIPLES AND VALUES

2.1. The cultivation of library faculty as librarians who effectively serve the university community and mission is a fundamental goal underlying all Florida Tech library faculty personnel policies.

    2.1.1. Accordingly, the annual evaluation process serves as the basis for annual salary adjustments as specified by Florida Tech policies.

    2.1.2. The annual evaluation process serves as an opportunity for librarians to compile and document records of achievement and growth as they advance.

    2.1.3. FARs and evaluations shall address 1) achievements of goals identified on the previous FAR, 2) unanticipated achievements, and 3) any extenuating circumstances that contributed to goals that were not accomplished.

2.2. The Florida Tech Library and the community may reasonably expect all library faculty to meet standards of performance detailed in their position descriptions, evaluation criteria, library policies, and university policies, and to conduct their work in ways consistent with professional norms as expounded by the <u>Association of College and Research Libraries Statement on Faculty Status</u>.

    2.2.1. The evaluation criteria listed on the FAR form provide the fundamental criteria for faculty evaluation.

        2.2.1.1. Position responsibilities may be adjusted during the year. Any position responsibilities are discussed with the faculty member prior to adjustment.

    2.2.2. The application of these criteria should not be interpreted as an attempt to restrict academic freedom, protection of minority opinions, dissent from professional orthodoxies, or honest and civil disagreement with administrative actions.

    2.2.3. Library faculty are expected to adhere to the standards of conduct and ethical behavior as stated in the <u>Florida Tech Faculty Handbook</u>.

2.3. Evaluations necessarily involve the exercise of judgment. Accordingly, evaluators shall include in every faculty member's evaluation their rationales for assigning performance ratings.

2.4. While conciseness is a virtue, faculty members and evaluators alike should recognize that giving detailed accounts and rationales may be needed in order to understand each librarian's unique work, to enhance individual strengths, and to rectify deficiencies.

2.5. Because it is expected that a continuous dialogue on the faculty member's progress will take place throughout the evaluation period, FARs and written evaluations are not appropriate media for unanticipated assessments of a librarian's work.

2.6. In addition, the annual evaluation provides regular channels for library faculty to discuss with their supervisors their professional goals and any concerns.

3. EVALUATION OF NEW LIBRARY FACULTY

3.1. A new library faculty member, regardless of rank, will be evaluated after six months, and thereafter during the regular annual evaluation period.

3.2. The new faculty member and his/her evaluator will set goals for the first six months. The evaluator shall initiate this goal-setting process. Discussion during this initial period provides an opportunity for the faculty and the evaluator to review the faculty member's progress and set further goals.

4. PERFORMANCE EXPECTATIONS

4.1. Professional responsibilities are the fundamental criteria of the annual evaluation process. The minimal expectation is that each library faculty member shall fulfill his/her assigned professional responsibilities as detailed in his/her position description, guided by the criteria listed on the FAR form.

4.2. Librarians are also expected to demonstrate their ongoing engagement with the profession of librarianship and the larger communities of which the Florida Tech Libraries are a part. While low levels of professional activity during any particular year may lower the placement of a librarian in the relative rankings for recommended salary adjustment for that year (see section 7), they are not sufficient grounds to exclude that librarian from consideration for salary increases.

4.3 Scholarly and service activities completed during the evaluation period should be identified. Expectations of scholarly and service activity increase with the librarian's rank.

5. RATING SYSTEM

5.1. Evaluators shall assign ratings to the three individual categories, as defined in Appendix A, as well as to overall performance. Ratings complement narrative evaluations of accomplishments and deficiencies; they do not substitute for them.

5.2. The performance ratings are:
- **Exceeds Expectations**
- **Meets Expectations**
- **Needs Improvement**
- **Unsatisfactory** (See special requirements in section 5.3.)

5.3. A rating of **Unsatisfactory** indicates that a librarian's performance is so seriously deficient in minimally meeting expectations for his/her position that it puts his/her employment at risk.

5.3.1. The rating of Unsatisfactory shall be based entirely on the librarian's performance of explicitly assigned responsibilities as detailed in the position description, during the evaluation period.

5.3.2. Whenever a rating of Unsatisfactory is assigned, the burden lies with the evaluator to demonstrate and document how, when, and in what respects the librarian has failed to perform his/her obligations as contained in the position description. The evaluator will also document his/her own interventions during the course of the evaluation period that demonstrate attempts to help the librarian improve his/her performance.

5.3.3. When a library faculty member receives a rating of Unsatisfactory, he/she may devise a plan of remediation with his/her supervisor and the concurrence of the Dean of Libraries. This plan shall be filed along with his/her current FAR and must be completed before his/her next annual evaluation.

5.3.4. When a library faculty member with continued appointment receives a rating of Unsatisfactory in two consecutive evaluations, his/her case shall be governed by the university policies.

5.4. The rating **Needs Improvement** is appropriate when there are specific and remediable deficiencies,

even though the overall performance may minimally satisfy the performance expectations for a librarian at his/her rank. Whenever a rating of Needs Improvement is assigned, the evaluator shall provide specific recommendations for improvement in the evaluation.

5.5.   The rating **Meets Expectations** is appropriate when the faculty member adequately meets the expectations of performance and previously identified goals with no significant deficiencies.

5.6.   The rating **Exceeds Expectations** is appropriate when the faculty member meets the expectations in all categories and makes significant achievements in one or more performance categories.

5.7.   Disputes concerning evaluator procedures, ratings, comments, and recommendations of salary adjustments shall be handled according to the Faculty Grievance Resolution Procedures. (See Florida Tech Faculty Handbook.)

6. TIMETABLE

6.1.   The Florida Tech Libraries Planning Calendar, which will align with university requirements, shall include the dates for each stage of the evaluation cycle:
- **Submission of the FAR**
- **Completion of the evaluators' FAR reviews and evaluations**
- **Dean's review**
- **Submission and filing.**

6.2   Faculty Annual Report (FAR)

6.2.1   Reviewed by the faculty member's director/department head and the Dean of Libraries, the FAR becomes part of the basis for salary adjustments (per Florida Tech Faculty Handbook).

6.2.2   The faculty member shall prepare a FAR covering the evaluation period according to the format detailed in Appendix A, sign it, and forward it to his/her evaluator by the date specified in the Florida Tech Libraries Planning Calendar.

6.3   Evaluation

6.3.1   Evaluator's Role

6.3.1.1   The evaluator shall prepare a draft evaluation of the FAR according to the format detailed in Appendix B and notify the faculty member that a draft is available for discussion, if the faculty member desires.

6.3.1.2   The evaluator shall give a copy of the final draft of the evaluation to the faculty member and schedule a meeting with him/her at least three working days after providing the copy. The purpose of the meeting is to discuss the written evaluation and any recommendations it contains.

6.3.1.3   Evaluators who jointly evaluate the same faculty member(s) must provide a single evaluation and recommendation.

6.3.1.4   The written evaluation shall rate and discuss each of the performance categories, as defined in Appendix A, and conclude with an overall rating and narrative assessment.

6.3.1.5   If the dean supports the recommendations, he/she signs the report and forwards it to the Senior Vice President for Academics and Provost.

6.3.1.6   If the dean finds the report unsupportable, he/she will write an additional report and submit it to the Senior Vice President for Academics and Provost for final evaluation.

6.3.2   Faculty Member's Role
The faculty member may request a meeting with his/her supervisor to discuss the draft evaluation before it is finalized and sent to the Dean for final review and signature.

6.3.3   Dean's Role
The dean reviews the written evaluations and may request revisions before signing.

6.4 Response

    6.4.1   After reviewing his/her evaluation, the faculty member may respond in writing on a separate sheet. This response will be attached to the FAR and evaluation as one file.

    6.4.2   After the meeting with his/her evaluator, any faculty member may schedule a meeting with the Dean of Libraries to discuss the evaluation. All such discussion shall take place before the date the evaluations are due in the dean's office.

6.5 Submission and Filing

    6.5.1   To complete the evaluation file, a signature sheet, Appendix C, must be added as a cover to the FAR, the evaluation, and any written response to the evaluation. The signatures of the faculty member and the evaluator will signify that they have discussed the FAR and evaluation.

    6.5.2   The complete evaluation file shall be forwarded to the Dean of Libraries for a final review. The dean's signature on the cover page will signify that he/she has reviewed the file.

    6.5.3   Upon completion of the review process, all documents shall be forwarded to the Senior Vice President for Academics and Provost's office. A copy of all faculty evaluations will be kept in the library personnel file.

    6.5.4   No library administrator, faculty member, or other employee shall, without the consent of the librarian in question, share any annual evaluation with anyone other than the faculty member and his/her supervisor, except when that faculty member opts to include the annual evaluation in his/her dossier for promotion.

7. SALARY ADJUSTMENTS

7.1 Salary adjustments are determined annually, based both on the quality of the faculty member's response to assigned responsibilities and his/her professional development and contributions. Salary adjustments are based on merit; they are not automatic.

7.2 Recommendations for salary adjustments are determined by the Dean of Libraries and finalized by the Senior Vice President for Academics and Provost. The final decision rests with the university's Senior Vice President for Academics and Provost.

7.3 Salary adjustments are meant to reflect a range of merit. Individuals will be placed at points along this range. The university's Board of Trustees and administration determine the amount of funds available for salary increase.

7.4 Directors'/department heads' role

    Directors/department heads will recommend percentages to the Dean of Libraries.

7.5 Dean's role

    7.5.1   The Dean of Libraries shall make salary adjustments within the available range specified by the university and in relation to overall performance accomplishments of all library faculty.

    7.5.2   The dean shall consider the FARs and the written evaluations to compile an overall ranking of library faculty.

    7.5.3   If a faculty position is vacant, funds from the vacant position may be added to the library-wide salary adjustments budget.

    7.5.4   Once a budget for salary adjustments has been specified, the dean shall review evaluations, receive input from directors/department heads, and produce a listing of salary adjustments that ranks individual faculty on a percentage scale.

8. REAPPOINTMENT/TERMINATION

Library faculty who have uncontested, favorable (Exceeds Expectations, Meets Expectations, and Needs Improvement) evaluations shall be reappointed and may be considered for multi-year contracts.

A decision not to reappoint may be made by the Dean of Libraries with advice from the line of supervision. Per the Florida Tech Faculty Handbook, notice of intention not to reappoint shall be transmitted in writing by December 15, prior to the termination of his/her appointment. Any questions and requests for information should be addressed directly to the Dean of Libraries.

In considering an individual for appointment, reappointment, promotion, or termination, the factors that will be evaluated are those listed in this document.

If a library faculty member wishes to request information and understanding concerning the ranking decision, he/she should address any questions directly to the Dean of Libraries.

A library faulty member may be terminated by the university at any time per the <u>Florida Tech Faculty Handbook</u>.

Appeal Process

- A library faculty member who wishes to appeal pending non-reappointment or rank assignment should discuss the matter with the supervisor, director/department head, and/or dean in an attempt to reach an agreement through internal means.
- If a resolution is not found via internal processes, the library faculty member may use the Faculty Grievance Resolution Procedure (http://www.fit.edu/faculty/handbook/print.php#_ftn3), as stated in the Faculty Handbook.

APPENDIX A
FORMAT OF THE FACULTY ANNUAL REPORT

Individual faculty members should produce a concise Faculty Annual Report (FAR), preferably no more than six pages, that begins with a heading that includes:

- Name, Rank, Title
- Department
- Time period covered by report (month/year)

Attach any appendices that document or explain those items included in the summary. For each performance criterion, provide a description of your activities during the previous reporting period, comment on your performance, provide a progress report on any goals set the previous reporting period, and state any new goals for the upcoming year.

When discussing goals within each of these three sections:

- Describe your success in meeting the goals set at your last performance review.
- Discuss how you would correct any deficiencies or address difficulties encountered.
- Describe any projects and goals you would like to achieve for (a) yourself and (b) your department in the upcoming evaluation period.

Using the criteria/categories Professional Responsibilities, Engagement with the Profession, and University Activities, detail your receipt of awards, grants, and honors in the appropriate category. Activities and accomplishments in other appropriate areas beyond these may be included in the report and will be considered.

When writing your FAR, consider your activities and how they:

- Impact the entire organization;
- Impact your specific department;
- Improve the services provided to users;
- Increase your level of cooperation/collaboration with others; and
- Relate to your own professional goals as well as departmental goals.

When appropriate, describe any longer-term projects and goals you would like to achieve for (a) yourself and (b) your department. List any areas of responsibility for which you feel additional assistance, guidance, and/or training would enhance your professional development.

I.   Professional Responsibilities (70%)

These are the most important criteria for your annual evaluation. The activities on which you report will be in relation to your specific position responsibilities, especially your mastery of your subject area and effectiveness. The concept of effectiveness as a librarian comprehends a wide variety of individual abilities and achievements. In order to be effective, the library faculty, as a whole, must remain knowledgeable about the state of and trends in campus curricula, research, and technologies in order to collaborate, assess, anticipate, develop, organize, manage, interpret, and promote resources and services. Although every librarian must be able to demonstrate a general appreciation and understanding of all of the above, expectations of individual effectiveness may vary depending upon functional specialization within the libraries. Many position descriptions combine activities from more than one functional category, e.g., a government documents librarian may exercise selection, acquisition, cataloging, reference, and management responsibilities. In this context, it is important to note that some librarians may have opportunities for direct contact with students and professorial faculty, while others,

most notably catalog librarians, may interact exclusively with library faculty colleagues and/or counterparts at other institutions. In such cases, internal letters commenting on effectiveness may be appropriate substitutes for external letters from library users.

These activities should provide evidence of some or all of the following:

1. High level of performance, working independently and with initiative. Knowledge of the specifics of one's assigned responsibilities and demonstrated skill in performing those responsibilities. This includes judgment and decision-making abilities, quality of completed work assignments, and the ability to set and accomplish appropriate performance goals.

2. General knowledge of the profession, including trends, issues, new ideas, and technological changes in librarianship. This includes a demonstrated effectiveness in applying one's expertise to bibliographic techniques, developing timely access to research-level information sources, and offering user-centered library services to support research and teaching in order to meet the needs of the university community.

3. Commitment to the library's mission as a collaborative partner with members of the university community in meeting the information, curricular, and research needs of students, faculty, and staff of Florida Tech.

4. Understanding of the organization, policies, procedures, and services of the libraries, and a demonstrated ability to serve the clientele through interpretation of these policies and procedures.

5. Demonstrated ability to work cooperatively and collaboratively with library personnel to further the goals of the university.

6. Participation in library and/or university-wide diversity initiatives.

If you are in a supervisory position, you should provide evidence of all or some of the following:

7. Effectiveness in leadership, administration, and supervision of a unit or section of the Florida Tech Libraries. Ability to train, coordinate, and evaluate personnel, as well as to assist and delegate work in the performance of specific functions essential to the operations of the libraries.

II.   Engagement with the Profession (15%)

In the traditional academic setting, scholarly ability is usually evidenced by refereed published research, which increases the body of knowledge in a given discipline. In the field of librarianship, library school faculty who hold Ph.D.s and whose work situations closely parallel those of professorial faculty in other disciplines most commonly exemplify traditional modes of scholarship. Although "practicing" librarians normally have limited opportunities to engage in pure research, primarily because such activity is not usually a logical outgrowth nor an integral part of their assigned responsibilities, they make significant scholarly contributions to librarianship through participation in the work of local, regional, state, and national professional associations, the presentation of research or practice-related conference papers, the development and maintenance of technologies, data management tools, scholarly repositories, instructional courses and lectures, and the production of a wide variety of scholarly publications, which include bibliographies, finding aids, white papers, metadata, book reviews, and research guides.

It is essential that every librarian participate actively in at least one aspect of the broad range of individual and collegial achievements that constitute contribution to the profession. The growth of the profession depends upon librarians with "on-the-job" experience who can articulate needs and devise solutions to problems and thereby influence the future direction of librarianship and information science. A librarian who is involved in solving the problems of the profession brings to his/her assigned library tasks breadth of vision, awareness of

state-of-the-art practices at peer institutions, knowledge of current concepts of information service, and understanding of the process of change.

It is important to recognize that different expressions of scholarly activity may be appropriate to different librarians' specialties. Since quantitative limitations are imposed by the nature of a librarian's professional obligations (i.e. a 12-month year consisting of structured work days spent largely on assigned in-house library tasks), evaluations should be a mix of qualitative and quantitative measures.

Your report of engagement with the profession may include any of the following:

1. Research as evidenced by publications. Publications will be evaluated in light of purpose, audience, and potential contribution to the goals of Florida Tech Libraries. In general, works that undergo considerable scrutiny before publication (for example, by referees, editorial boards, anthology editors, etc.) will be deemed of highest value.
2. Presentations at professional meetings, such as papers, workshops, and poster sessions; organizing or chairing sessions at professional meetings.
3. Teaching and/or development of instructional services, curricula, and programs.
4. Enrollment in, and completion of, continuing education courses and professional certification programs; pursuit of additional graduate degrees bearing on your area of core responsibility: in-depth analyses of other libraries; development of professionally related skills; formal or informal course work.
5. Pursuing or receiving grants, awards, scholarships, internships, or other honors giving evidence of scholarly activity and achievement.
6. Consultative or service activities applying one's professional expertise.
7. Outreach activities that benefit local or regional community.
8. Participation in local, state, regional, national and international associations. Such participation might include holding office, serving on committees and organizing events at professional meetings.
9. Appropriate supplementary evidence might include additional earned degrees, certificates of advanced and/or specialized training, and language/subject expertise.

III.   University Activities (15%)

This criterion may be demonstrated by such activities as successful committee work, participation in departmental and university governance, special university administrative assignments and tasks, involvement with campus groups, work with students or community beyond the formal librarian-patron relationships, offices held in scholarly or professional organizations, refereeing proposals, local community services, and such.

Librarians are expected to actively participate in service activities. Service opportunities may include, but are not limited to the following:

1. University commissions and committees, college and departmental committees, or faculty governance positions.
2. Committees of the Florida Tech Libraries.
3. University-sponsored events.
4. Services to students that involve interactions beyond one's assigned responsibilities (e.g. advising a student organization).
5. A library faculty member's effectiveness in this regard will be judged, where appropriate, by considering a diverse range of publications and vehicles for service.

APPENDIX B
FORMAT OF THE EVALUATION

Evaluators will use the faculty member's Faculty Annual Report (FAR) as the basis for the evaluation, addressing the criteria outlined below. This evaluation is intended not merely to help evaluators and the dean with salary adjustment and/or short-term remediation decisions, but will also help individual librarians plan their advancement through continued appointment and promotion at Florida Tech and their pursuit of general professional development.

The faculty member under review may choose to include the evaluation in his/her dossier for promotion and/or continued appointment.

Evaluators must assign a rating for each of the three criteria/categories, as outlined in section 5 of the Library Faculty Evaluation Procedures, as well as a rating for overall performance.

For each rating, evaluators must explain how performance was above or below expectation.
Available ratings:

- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory (for use in extraordinary cases)

APPENDIX C
SIGNATURE SHEET

Overall Rating: _____ Exceeds Expectations
                                                         _____ Meets Expectations
                                                         _____ Needs Improvement
                                                         _____ Unsatisfactory

My signature indicates that this evaluation was discussed with me and that I was given the opportunity to comment. I understand that I may submit, if I wish, a written response to this evaluation. My signature <u>does not</u> <u>indicate</u> that I agree or disagree with this evaluation.

_____
Faculty Member   Date

We have seen and discussed this evaluation.

_____
Evaluator   Date

_____
Evaluator   Date

_____
Evaluator   Date

_____
Dean of Libraries   Date

APPENDIX D
LIBRARY FACULTY RANKING

The Library Faculty Review Committee (LFRC) oversees the Library's promotion and appointment processes. (See Appendix E.)

Promotion Process:

A library faculty member who wishes to be considered for promotion shall request review by the LFRC. The faculty member shall incorporate material from the FAR into a promotion dossier, per the Florida Tech Faculty Handbook.

The Library Faculty Review Committee will review the promotion dossier and report findings to the dean.

Ranking System

The ranking system allows the Florida Tech Libraries to recognize achievement and qualities in a librarian regardless of the position held by the individual. Advancement in rank requires an assessment of a librarian's professional ability, development, achievement, and potential, as well as an assessment of institutional needs and resources.

Upon initial appointment, librarians are given faculty status, with all associated rights and responsibilities, and are assigned the rank of Assistant Librarian, Associate Librarian, Librarian, or Librarian Emeritus.

1. **Assistant Librarian**

   Assistant Librarian is the beginning rank. Initially, an Assistant Librarian is employed for a stated term of one year and is reviewed annually by the director/department head.

   Qualifications
   - The rank of Assistant Librarian is normally assigned to a person who is new to the profession, but who shows the potential for a promising career based on documented evidence of academic excellence, personal development, and basic professional skills.
   - A librarian appointed to this rank possesses a graduate degree in library or information science or in a special field relevant to the position.
   - Although an Assistant Librarian may have little or no experience as a professional librarian, this individual may have several years of relevant paraprofessional experience or experience in another profession.
   - An Assistant Librarian may have little or no prior participation in professional organizations, meetings, conferences, committee service, research, and publications.

2. **Associate Librarian**

   Associate Librarian, the rank above Assistant Librarian, is a highly respected rank that can be attained only by those individuals with a sustained record of excellent job performance plus substantial professional accomplishments.

   Qualifications
   - The individual appointed to this rank possesses a graduate degree in library science or in a special field relevant to the position and a minimum of five years of professional experience.
   - Additional graduate degrees or course work enhancing general knowledge and special competence

are preferred.

- The individual in this rank must have demonstrated continual growth in specific areas of librarianship, including increasing specialization in a technical, subject, or administrative area, such as supervision, collection development, technical processing, systems planning, or specialized reference and bibliographical work.
- The individual in this rank has established considerable recognized expertise in a defined area of librarianship on a state, regional or national level.
- The individual in this rank should have made significant contributions to the profession through professional activity, publication, or research.

3. **Librarian**

Librarian, the rank above Associate Librarian, is the highest rank and is appropriate for individuals whose professional library performance and service have been consistently outstanding; who has established state, regional, or national leadership in library or scholarly organizations and whose prominence in his/her field of service or specialization reflects his/her superior achievements.

Qualifications
- The individual appointed to this rank possesses a graduate degree in library science or in a special field relevant to the position, and a minimum of ten years of professional experience.
- A second graduate degree or Ph.D. is desirable.
- The individual in this rank has established considerable recognized expertise in a defined area of librarianship or a field of scholarly endeavor, on a state, regional or national level.
- The individual in this rank must have demonstrated leadership in specific areas of librarianship, including increasing specialization in a technical, subject, or administrative area, such as supervision, collection development, technical processing, systems planning, specialized reference and bibliographical work, or a field of scholarly endeavor.
- The individual in this rank should have made significant contributions to librarianship or fields of scholarly endeavor, through professional activity, consulting, publication, or research.

4. **Librarian Emeritus**

A Librarian, Associate Librarian, or Assistant Librarian who has a minimum of 15 years of academic service, ten or more immediately prior to retirement from Florida Tech, will be considered for emeritus status, bestowed by the university president, as of the effective date of retirement. Librarians Emeriti are entitled to reasonable use of the facilities of the university, as indicated in the most current Professors Emeriti Handbook. They may serve on committees and perform such other occasional services as are in keeping with their desires and capabilities and with the needs of the university.

Appeal Process

- A library faculty member who wishes to appeal pending non-reappointment or rank assignment should discuss the matter with the supervisor, director/department head, and/or dean in an attempt to reach an agreement through internal means.
- If a resolution is not found via internal processes, the library faculty member may use the Faculty Grievance Resolution Procedure (http://www.fit.edu/faculty/handbook/print.php#_ftn3), as stated in the Faculty Handbook.

APPENDIX E
LIBRARY FACULTY REVIEW COMMITTEE

The Library Faculty Review Committee (LFRC) is composed of three members of the library faculty (25% representation) and reports to the Dean of Libraries. The purpose of LFRC is to oversee a fair and objective promotion and appointment process and to ensure the adherence to the library and university policies and procedures.

Election of Library Faculty Review Committee

1. Interested faculty members can nominate themselves or others for one of the three positions of the LFRC.
2. Voting shall be by secret ballot during the month of October.
3. The Dean of Libraries is ineligible to serve on the LFRC.
4. Nominees receiving the greatest number of votes win.
5. In case of a tie, there will be a runoff election.
6. The LFRC term of appointment shall be for two years.
7. The LFRC shall elect its chair by majority vote.
8. No member of the LFRC may serve more than two consecutive two-year terms. However, if a vacancy occurs, it will be filled based on the length of the time remaining in that term. If the remaining period is 6 months or more, an election will be held within three weeks. If the remaining period is less than six months, the Committee shall fill the vacancy by appointment.

Proposals to Library Faculty Review Committee

Proposal for action by the LFRC can be made by three mechanisms:

1. By any member of the LFRC;
2. By request of an individual library faculty member; or
3. By a petition signed by 25% of the voting faculty.

Meetings of the Library Faculty Review Committee

1. The LFRC shall meet as often as necessary but at least once per semester.
2. The LFRC shall provide a yearly report to the library faculty.

Responsibilities of the Library Faculty Review Committee

Library Faculty Review Committee shall:

1. Recommend criteria, policies, and procedures for initial appointments to the dean and the library faculty.
2. Review and evaluate qualifications and credentials of candidates for new faculty appointments and make recommendations to the Dean of Libraries.
3. Recommend criteria, policies, and procedures for renewal of faculty term appointments to the Dean of Libraries and the library faculty.
4. Review and evaluate qualifications and performance of faculty members under consideration for promotion and make recommendations to the Dean.
5. Report to the members of the faculty at least two times a year or as needed.

APPENDIX F
LIBRARY FACULTY EVALUATION
SUMMARY

Faculty Name:	Department:
Rank:	Evaluated by:
Years Current Position:	Years since Sabbatical:	Evaluation Period:

Scale: **(1) Unsatisfactory (2) Needs Improvement (3) Meets Expectations (4) Exceeds Expectations**

1. Professional Responsibilities (70%): Mastery of subject area & effectiveness in carrying own job

Evaluation (1-4):

2. Engagement with the Profession (15%): Participation in the work of local, regional, state & national professional activities

Evaluation (1-4):

3. University Activities (15%): Participation in university governance, committees, etc.

Evaluation (1-4):

Goals

Comments

Faculty Signature:	Dept. Head Signature:
Dean's Signature:	VPAA Signature:

APPENDIX G
LIBRARY PROMOTION DOSSIER FORMAT

Introduction

Section 2.7 of Florida Institute of Technology's Faculty Handbook entitled "Guidelines for Faculty Promotion" states "Colleges develop their own promotion guidelines to supplement the general academic rank requirements noted in "Academic Rank" (FH 2.1)." As such, the Evans Library Faculty Evaluation Procedures (FH Appendix 7) were created and approved by all appropriate parties. This document serves as Appendix G to the Evans Library Faculty Evaluation Procedures by providing details concerning the preparation of promotion materials for submission to the Evans Library Faculty Review Committee (LFRC).

Candidate Portfolio Structure

Each candidate for promotion shall complete and submit a comprehensive and uniformly formatted summary of his or her accomplishments titled, "Promotion Dossier"; the preferred format is PDF. The dossier should include the following sections:

   I.   **Preliminary Materials**

   1) Title page

   2) Table of contents

   3) A copy of Evans Library Faculty Evaluation Procedures – Appendix D, Library Faculty Ranking

   4) A copy of Evans Library Faculty Evaluation Procedures – Appendix G, Library Promotion Dossier Format

   5) Current curriculum vitae

   6) Copies of official Library Faculty Evaluation Summaries *(at least the previous two years)*

   7) Letters of support *(at least two)*
       The letters may be written by supervisors and/or relevant parties both inside and outside *(preferred)* of the Florida Institute of Technology community, with the exception of peers.

   8) Narrative statement *(maximum of two pages)*
       The narrative statement serves as an introduction to the dossier. It is an opportunity for the faculty member to provide a brief overview of responsibilities and accomplishments.

   II. **Sections of the Dossier Pertaining to Performance Expectations**

   Following the preliminary materials, the dossier should include three sections that reflect the Performance Expectations of the Evans Library Faculty Evaluation Procedures (Section 4). As outlined below, each section should include a narrative describing the candidate's fulfilment of the requirements for the desired rank, followed by any supporting materials. Qualifications for each rank can be found in the Evans Library Faculty Evaluations Procedures Appendix D.

   1) Professional Responsibilities

          a.   Narrative

          b.   Supporting materials

2) Engagement with the Profession

    a. Narrative

    b. Supporting materials

3) University Activities

    a. Narrative

    b. Supporting materials

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