A. Introduction

The University Libraries advance and support learning, research and service at The University of North Carolina at Greensboro and throughout the state of North Carolina. (Mission statement)

The goals of The University Libraries:

- Provide quality information services, systems, facilities and learning environments from which the University community will gather information and conduct research
- Build and preserve print, electronic resources and other unique collections that support the University's missions and programs
- Provide leadership in information literacy programs and instructional technologies
- Establish an environment for collaborative learning and individual reflection and ensure that the Libraries' services and resources support student activities and research in partnership with academic faculty
- Provide opportunities for professional development and training of librarians and staff to ensure that the Libraries' services and operations are efficient and current
- Embrace and enhance diversity throughout the University's constituencies, culture, curriculum and outreach activities
- Engage the Piedmont Triad in programs that enhance the life of the University and community and build long-term support for the Libraries
- Seek out and take advantage of appropriate entrepreneurial opportunities

Library faculty members are specialists in providing access to all types of information in all formats. They are leaders in the development, organization, and preservation of collections; bibliographic control; information literacy and instruction; reference and research services; creation and effective use of all relevant information systems; and administration and planning. These functions are crucial to supporting the research, teaching, and service missions of the University.

Central to all Library faculty roles is the scholarship required to interpret, integrate and apply knowledge from the following: a broad range of academic disciplines, education and organizational theory and practice, scholarly communications, and technical specialties; and to ensure the most effective provision of resources and services. The scholarly inquiries of library faculty members enable them to provide guidance for other scholars both within and outside of the University.

The following evaluation guidelines are based on the framework provided in the “Promotion, Tenure, Academic Freedom, and Due Process Regulation, The University of North Carolina at Greensboro,” "University-Wide Evaluation Guidelines for Promotions and Tenure," and UNC Code, Chapter VI, Section 600 – Freedom and Responsibility in the University Community (http://provost.uncg.edu/publications/personnel/pt.asp) All candidates for reappointment or tenure
should refer to these documents for clarification of the context in which the Libraries have developed a specific evaluation plan appropriate to its mission.

B. Criteria for evaluation of librarians

Excellence in librarianship is expected of each Libraries faculty member. The emphasis on evaluating an individual's performance at The University of North Carolina at Greensboro falls into three categories:

Teaching/Professional Responsibilities
Research, Creative Activities and Scholarship
Service
Directed Professional Activity*

1. Teaching/Professional Responsibilities

a. Activities:

Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including community-engaged teaching and other settings. Professional responsibilities within the University Libraries setting have a broader scope than classroom instruction. A successful librarian advances library service and access to resources. Teaching and professional activities may include, but are not limited to, the following:

- Instructs students, faculty, staff, or members of other communities in research skills necessary for the successful pursuit of life-long learning
- Plans and/or conducts staff development training
- Promotes library resources and services
- Develops learning activities and materials
- Translates knowledge of the University curriculum and programs into library services and resources
- Develops the Libraries’ resources and research collections
- Develops and uses information systems in order to facilitate acquisition of and access to needed information
- Provides authoritative descriptions of materials available in or through the University Libraries
- Creates and insures quality of metadata used for Libraries’ resources
- Participates in policy formulation at the departmental and library-wide levels
- Plans, organizes, and coordinates library services, facilities and resources
- Recruits, selects, trains, and supervises staff
- Develops networks to make resources available to the UNCG community and to the general public
- Budgets, including planning, requesting and allocating funds for library resources and services
- Develops and delivers community-based instruction, such as service-learning experiences
and professional internships

- Develops and delivers instruction to communities and other constituencies
- Develops curriculum design, program development or workflow design including successful collaboration across library units or with academic departments
- Provides assistance to less experienced faculty members through mentoring and other means
- Directs individual or collaborative student research or creative projects
- Contributes to interdisciplinary programs whether between library and academic units or within library departments
- Provides support, training and resources with copyright, licensing, and other rights issues to inform faculty, students, and other users of collections resources
- Provides support, training, and resources to facilitate faculty and student participation in open access opportunities within scholarly publishing and active participation in digital repositories
- Exposes the resources of the collections through the catalog, an online digital presence, and outreach events
- Administers and manages budgets, endowed accounts, and other gifts responsibly and based upon informed decision making

b. Examples of Documentation of Teaching/Professional Responsibilities

A candidate’s portfolio should document a commitment to and effectiveness in teaching/professional responsibilities. Documentation of teaching and professional activities may include, but is not limited to, the following:

- Documentation of work plans and student learning through practicums, internships, service learning and experiential learning activities
- Documentation of student and/or library staff and librarian supervision and mentoring
- Evaluations from students, peers and administration to improve teaching/professional responsibilities effectiveness
- Documentation of developing and implementing local, national, or international teaching/learning activities and/or developing and implementing at the local, national or international level information systems in order to facilitate access to needed information
- Documentation of curriculum design, program development or workflow design
- Documentation of participation in workshops and institutes and other professional development activities
- Descriptions of instructional technology and innovative pedagogies for faculty, students or library staff
- Instructional materials prepared for faculty, students or library staff including research guides and podcasts
- Documentation of grants or other types of external funding to support instruction, collections or technology
- Descriptions of bibliographic or information systems or other systems that enhance the work of the library to accomplish its mission
- Honors and recognitions from appropriate professional organizations or institutions
• Letters attesting to the effectiveness of mentoring individuals or groups

2. Research, Creative Activities, and Scholarship

a. Activities

The University Libraries promote research, creative activities, and scholarship collectively termed “research” in this document. Research may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. Both individual research and collaborative research is valued by the library. Research activities may include, but are not limited to the following:

• Demonstrates investigative engagement in an area of library science or archive management
• Disseminates research and other data-based findings on improving internal operations to support The Libraries’ mission
• Participates in scholarly opportunities with colleagues and students in the profession and in other disciplines
• Engages in creative activities such as writing, performance, presentation, mounting and documenting exhibitions, etc.
• Community engaged scholarship that produces research products such as publications or exhibitions and is undertaken in collaboration with community partners who help set the goals and methods of the project and join in creating the research project

b. Examples of Documentation of Research

A candidate’s portfolio should document a commitment to research. Documentation of research activities may include, but is not limited to, the following:

• Keynote speeches, major program presentations, panel presentations, poster sessions at conferences
• Grant proposals submitted
• Publications in refereed journals, invited publications in non-refereed journals
• Publications in professional organization journals, newsletters, etc. such as book reviews, letters to the editor, indexes, columns, abstracts
• Chapter(s) and/or editorship of monographic publications
• Development or enhancements of information systems, computer programs (computer software or databases), blogs or interactive tutorials on the web
• Documentation of exhibitions, creative writing, performances, or presentations, including judgments of peers, experts, and public
• Creation of research aids or online instructional tools: web pages, finding aids, indexes
• Results of community engaged research disseminated through any of the means listed above.
3. Service

a. Activities

Service includes activities that sustain the University and the Libraries, support the mission of those entities, contribute to the effectiveness of the faculty member’s profession, and that reach out to a variety of communities. Each faculty member is expected to engage in service in the University Libraries. Faculty should also provide service beyond the Libraries: in the University, the profession, and/or the community. This would be at levels of involvement negotiated with their supervisor. Service activities may include, but are not limited to, the following:

**University Libraries Service**

- Provides leadership to or makes significant contributions to a standing library committee
- Provides leadership to or makes significant contributions to a limited term group such as a task force or search committee
- Develops and revises major library policies
- Participates in library governance
- Represents the University Libraries for advancement of that entity

**University Service**

- Provides leadership to or makes significant contributions to department, unit, or University committees or other appointed or elected groups
- Develops and revises University policies
- Participates in campus governance
- Represents the University for its advancement

**Professional Service**

- Provides leadership to or makes significant contributions to professional organizations
- Election or appointment to a professional board, task force or committee organizing and managing conferences
- Serves on accreditation bodies
- Reviews grant applications
- Serves as editor or on the editorial board of a professional journal
- Reviews articles, books, and other creative works for journals and presses
- Writes external reviews of the works of colleagues for promotion and tenure or other professional awards and acknowledgments
- Contributes significantly to the planning of conferences and other professional meetings
- Mentors students, faculty, or staff in library and related professions
Community Service

- Provides leadership to or makes significant contributions to community organizations such as schools, citizen and public and private nonprofit charitable corporations
- Informs general audiences through seminars, conferences, and lectures
- Interprets technical information for a variety of audiences
- Assists organizations in being more creative and innovative through entrepreneurship
- Contributes to library or literacy related community projects, for instance cataloging a collection for a non-profit group, helping to organize a book festival, etc.
- Consults, collaborates and provides technical assistance and/or services to public and private organizations

b. Examples of Documentation of Service

A candidate’s portfolio should document a commitment to service. Documentation of service activities may include, but is not limited to, the following:

- Summary of responsibilities and activities
- Number of people served and benefited
- Official documents and reports resulting from an activity
- Illustrations of ways in which the activity enhanced the University or the community
- Changes in professional practice, institutional processes, or public policy
- Grant proposals, contracts, awards or receipt of grants, contracts or external funding related to service
- Evaluations and letters recognizing service
- Election or appointment as officer in professional organizations
- Documentation of changes in practice

4. Directed Professional Activity*

*As provided in the UNCG Guidelines the University Libraries recognize directed professional activity as a possible additional category but historically has not used this category. The faculty member, department head, and dean must discuss and agree upon the faculty member’s involvement in directed professional activity. Consult UNCG Guidelines http://provost.uncg.edu/documents/personnel/evaluationPT.pdf for more information

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