

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

DEPARTMENT:

Library Science

COLLEGE:

Library

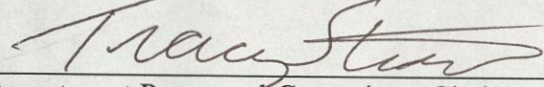
SEMESTER/YEAR OF CURRENT REVIEW:

Spring 2023- revised

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:

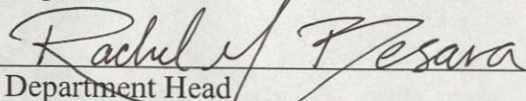
Spring 2026

DEPARTMENT ADOPTION SIGNATURES:


Department Personnel Committee Chair

2/21/25

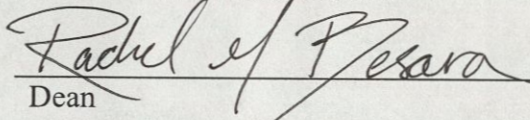
Date


Department Head

2/21/25

Date

APPROVAL SIGNATURES:


Dean

2/21/25

Date


Provost

3/25/2025

Date

THIS PLAN IS IN EFFECT FROM 2/21/2025 , THROUGH Spring 2026 .

Guidelines for Annual Review, Promotion, Tenure, and Performance Evaluation of Library Faculty

Introduction

The Missouri State University Libraries provides information resources, services, and spaces to advance the University's purpose to develop educated persons. The Missouri State University Libraries faculty carries out that mission by providing fundamental support to the University community for teaching, learning, research, scholarship, creative activities, and service. More specifically, Library faculty members provide information services through effective librarianship and teaching; through research; and through a broad array of professional service to the University, public constituencies, and the profession. In doing so, Library faculty members collaborate with others of the University community to enhance the learning environment for students, and facilitate the research efforts of the University community as noted in the Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians (<http://www.ala.org/acrl/standards/jointstatementfaculty>).

Authority

The policies governing the Guidelines for Annual Review, Promotion, Tenure, and Performance Evaluation of Library Faculty (Guidelines) are those stated in the most current edition of the Missouri State University Faculty Handbook (<http://www.missouristate.edu/provost/facultyhandbook>). If there is a conflict between the Guidelines and the MSU Faculty Handbook, the Faculty Handbook will supersede this document. Probationary tenure-track Library faculty members are evaluated for tenure based on the Guidelines in effect at the time of initial employment in the position for which they are being evaluated, unless the faculty member chooses to apply a subsequent edition to the tenure application. A new faculty member, the Dean of Library Services, the appropriate operational unit head, and the chair of the Promotion & Tenure Committee will document the receipt by the faculty member of the appropriate edition of the Guidelines, as well as a tenure timeline which will clearly state the decision year for tenure. A tenured faculty member pursuing promotion may utilize an earlier edition of the Guidelines, provided such guidelines are no more than five years old at the time the faculty member applies for promotion or for the Professor Salary Incentive Program.

Revision

Although revisions to the Guidelines may be proposed at any time, at a minimum they will be evaluated every three years by the Promotion & Tenure Committee with input from the Library faculty. Guidelines revision recommendations of the Committee will then be presented to the faculty for their consideration. Changes will be incorporated into the Guidelines upon approval by a simple majority of the entire Library faculty. All changes must subsequently be approved by the Dean. Approved changes will be incorporated into the evaluation document and forwarded to the Provost for the triennial review of departmental faculty evaluation guidelines.

Library Faculty

Tenure-Track Faculty

The tenure-track role in the Libraries stresses the combination of standard tenure-track responsibilities (Teaching, Research, and Service) noted in sections 3 and 4 of the Faculty Handbook. Through the practice of librarianship, Library faculty members have a significant additional role in facilitating and

enhancing the teaching and research efforts of other University faculty, supporting information needs of University staff, and in facilitating the education of students. The Libraries supports the basic purpose of the University to create educated persons by providing an appropriate educational environment, by providing information and resources, as well as by engendering and advancing information literacy. Librarianship, including the process of teaching, joins with research and service to create the three fundamental activities of tenure- track Library faculty members.

Appointment as a tenure-track faculty member in the Libraries is at the rank of Assistant Professor, Associate Professor, or Professor. The appropriate terminal degree is typically an ALA accredited master's degree as noted by the Association of College and Research Libraries (<http://www.ala.org/acrl/standards/statementterminal>).

- Assistant Professor: Appropriate terminal degree, demonstrated achievement or potential in the areas of librarianship, research, and service appropriate to the discipline.
- Associate Professor: Appropriate terminal degree; demonstrated sustained record of effectiveness in librarianship, peer reviewed scholarship, research, or creative activity, and service appropriate to the discipline. Appointment to the rank of Associate Professor may be accomplished through promotion from the rank of Assistant Professor, or by a minimum of four years of experience equivalent to academic service to the MSU Libraries.
- Professor: Appropriate terminal degree. A professor is a recognized leader, with a cumulative record of effective librarianship, of peer reviewed scholarship, research, or creative activity appropriate to the discipline, and of substantial service appropriate to the discipline. Appointment to the rank of Professor may be accomplished through promotion from the rank of Associate Professor, or by a minimum of five years of experience equivalent to academic service to the MSU Libraries.

Professor Salary Incentive Program (PSIP). To achieve this designation, a faculty member must have served at the Professor rank for five years or more in the MSU Libraries. Applicants must exceed the current departmental criteria for promotion to full professor in the area of research or scholarship by demonstrating consistent and sustained research productivity since the time of promotion to the rank of professor. Superior performance in research or scholarship can be evidenced by high degrees of productivity, widespread dissemination, and strong impact, including mentoring students at the undergraduate and/or graduate levels. Applicants must be able to demonstrate sustained, successful librarianship as determined by the mission of the MSU Libraries. Applicants must be able to demonstrate sustained, successful service to the university and/or community and to the profession commensurate with the rank of professor.

Emeritus Faculty

As noted in section 3.6.1 of the Faculty Handbook, Library faculty members may be appointed to emeritus status based on meritorious service to the University in the three areas of faculty evaluation: librarianship, research, and service. Upon retirement, if a Library faculty member meets the general eligibility requirements noted in the Handbook, the faculty member may request emeritus status in writing to the Dean of Library Services. Such a request will be referred to the Promotion & Tenure Committee for an initial recommendation. A majority vote of the tenured faculty members voting on such a recommendation will constitute the Library faculty's recommendation to the Dean of Library Services, who will subsequently make a recommendation to the Provost on the matter. The faculty member will be informed of the status of the application at each stage of the process.

Mentoring

The development and growth of a probationary tenure-track is supported and guided in three ways. The first and most fundamental of these is individual faculty effort. The basic responsibility for fulfilling one's faculty role lies with each faculty member. Second, each faculty member's operational unit head or direct supervisor in the Libraries contributes to the development of the faculty member, particularly one's day-to-day work and in one's integration into daily library operations. Finally, it is the responsibility of the Library faculty as a group to contribute to the development and success of individual colleagues. This collective responsibility, in part, is delegated to an individual who will act as a mentor or advisor to an individual faculty member.

Prior to the start of work by a new Library faculty member, the chair of the Promotion & Tenure Committee, the chair of the search committee for the faculty member, the new faculty member's operational unit head, and the Dean of Library Services will confer to assign an appropriate mentor from the ranks of the tenured faculty. In addition to the shared responsibilities noted above, it is the mentoring faculty member's responsibility to coordinate appropriate mentoring activities and concepts for the new faculty member.

The mentoring process will introduce the new Library faculty member to personnel, policies, practices, and other aspects of the Library environment as well as the broader University community. In addition, it is the responsibility of the mentor to provide guidance in the new faculty member's program in librarianship, research, and service.

Evaluation of Faculty

Pursuant to the principle of appropriately delegated shared governance noted in the Faculty Handbook, it is the collective responsibility of the Library faculty to implement the mission, goals, and objectives of the Libraries in support of the University's mission. In doing so, the Library faculty maintains standards of performance noted in these Guidelines, including a process of evaluation that relies on thoughtful and considered peer and administrative evaluation. There are several types of evaluations for Library faculty.

For tenure-track and tenured faculty they may include:

- Annual review of progress toward tenure
- Promotion review
- Professor Salary Incentive Program review (PSIP)
- Emeritus status review
- Annual peer performance evaluation review (compensation/merit review)

Evaluation Committees and Personnel

The MSU Faculty Handbook says that, "Each department is expected to have a personnel committee." The Libraries divide the responsibilities of that personnel committee into two, the Promotion and Tenure Committee and the Performance Evaluation Committee. Each has the set of responsibilities specified below. In addition, since the MSU Libraries has only one department, the Performance Evaluation Appeals Committee acts in the place of the Faculty Handbook's College Personnel Committee.

Promotion & Tenure Committee (P&T) – The P&T Committee includes all tenured faculty members at the rank of Associate Professor or higher. The committee triennially elects a chair from among its membership to facilitate the work of the committee and to coordinate evaluation activities with the Dean of Library Services and the chair of the Performance Evaluation Committee. The committee makes initial

recommendations on matters of annual review of appropriate progress toward tenure, tenure, promotion, PSIP, and emeritus status.

Performance Evaluation Committee (PEC) – A committee of five faculty members whose membership may include any Library faculty member who has completed at least six years of service to the MSU Libraries as a faculty member. PEC members are elected by a vote of a majority of the entire faculty to staggered two-year terms (three, two, three, etc.). At the time of election, the committee elects a chair from among its membership to serve a one-year term. The PEC performs annual peer review performance evaluations for all Library faculty members, based on the individual annual goals, and objectives as well as the personal data file (PDF) for the year under review.

Performance Evaluation Appeals Committee (PEAC) – A committee of three faculty members whose membership may include any Library faculty member who has completed at least six years of service to the MSU Libraries as a faculty member. PEAC members are elected by a vote of a majority of the entire faculty to staggered two-year terms (two, one, two, etc.). The PEAC hears appeals of the annual performance evaluation, which may be filed after the evaluation has been completed by both the Performance Evaluation Committee and the Dean of Library Services.

Dean of Library Services – The Dean of Library Services receives evaluations from the P&T, PEC, and PEAC Committees, and subsequently generates evaluations and recommendations on the prior actions of these committees, which are then forwarded, as appropriate, to the Provost's Office.

Evaluation Criteria

The evaluation of tenure-track faculty focuses on three areas of faculty activity: librarianship (including operational responsibilities and teaching); research and scholarly activity for all tenure-track faculty members; and service, and follows the general principles articulated in section 4 of the Faculty Handbook. A faculty member's record of activity in each of the three areas is measured against:

- a set of quality indicators indicative of appropriate performance in each of the three areas of evaluation
- subsequent criteria that employ the articulated quality indicators.

Criteria are designed to measure annual renewal, tenure, promotion, annual and/or contract renewal (in conjunction with other appointment conditions).

Unless indicated otherwise, an applicant cannot submit an effort indicator in one area

(Librarianship, Research, Service) and have that item counted as supporting evidence simultaneously in another area. As candidates for either tenure or promotion progress in their careers, their librarianship, research, and service portfolios should reflect an increasing depth and breadth among the various quality indicators. The quality indicators are not necessarily exhaustive. A faculty member may make a case for consideration of any activity in librarianship, research, or service not explicitly noted in the indicators or criteria. The decision to incorporate such activities into the evaluation and their weighting will be based on the strength of the candidate's case for inclusion.

The Faculty Handbook (sections 3.3.1.,3.3.2) provides an opportunity for early tenure and/or early promotion. Such instances are the exception rather than the rule. In the Libraries such performance is exemplified by fulfilling the requirements of the desired tenure/promotion action, as well as the additional requirements in the areas of librarianship and research as outlined under the criteria below.

Academic Freedom, Collegiality, Professionalism

The Libraries strives to foster an environment in which diverse opinions, diverse personalities, and diverse cultural preferences can be expressed freely. Both collegiality and professionalism are vital assets to all Library faculty members, particularly as they affect annual review, tenure, promotion, and performance evaluation. Collegiality and professionalism are not separate criteria, but are essential to a Library faculty member's efforts in librarianship, research, and service, as indicated by the Faculty Handbook, Section 1.1.3.4, and the AAUP's statement "On Collegiality as a Criterion for Faculty Evaluation," 1999 (<http://www.aaup.org/report/collegiality-criterion-faculty-evaluation>). Likewise, the fundamental concept of academic freedom is central to the educational environment the Libraries fosters and must be considered in the development, mentoring, and evaluation of Library faculty as noted in sections 3.1.1 and 3.1.2 of the Faculty Handbook.

Librarianship

Librarianship is a theoretical and practical field in which many types of knowledge, skills, and talents are valued. Evaluation for purposes of appointment, promotion, tenure, or annual performance shall necessarily include consideration of the unique requirements of each position. The quality of library operations is governed by distinctive professional performance in each of the various areas of responsibility. It is the intent of the tenure and promotion system to foster the professional development of the faculty member. Library faculty members are encouraged to develop and grow as scholars and participate in professional activities. The relative emphases on Librarianship, Research, and Service are established on an annual basis individually for each faculty member under review.

Advancement in rank is not automatic upon cumulation of years of experience but is based on appraisal of the performance of the applicant. The following indicators and criteria are used to measure the individual's ability and contributions as he/she progresses toward tenure and/or promotion to advanced rank, and as he/she is evaluated for compensation. Because of the disparate nature of appropriate professional work activity across many library units and functions, these criteria are not of equal significance, and the degree of importance given to any one of them may vary from one position or area of responsibility to another. Although talents, inclinations, and specialties of individuals may vary, high quality librarianship is an essential criterion which must be met for any appointment or promotion.

Librarianship Indicators

Primary effort indicators

The examples, following each primary effort indicator, illustrate appropriate performance. Such performance should be regular and ongoing.

1. **Appropriate performance must be exhibited in one's area of assigned responsibility**

- Effectively completes, in a timely manner, assigned library workload negotiated with and assigned by the unit head or Dean of Library Services.
- Effectively uses knowledge of one's specialization in librarianship in accomplishing one's work.
- Work in area of responsibility reflects a progressively growing understanding and application of information principles to Library services.
- Actively assists or educates the University community in the use of information resources.
- Demonstrates a broad understanding of a wide array of databases, websites, finding aids, and other information resources.

- Interacts and communicates effectively with colleagues, assigned liaison departments, the user community, and other partners and stakeholders.
 - Their teaching is peer-reviewed, using such variables as classroom performance, course syllabi, and other course materials. The peer review of teaching uses the rubric created by the curriculum committee (see appendix). A report will be provided by the peer reviewer.
2. **Active role in instruction and support functions of the Libraries.**
- Takes an active role in library liaison duties and maintains knowledge of assigned departments.
 - Develops or successfully teaches Information Literacy (IL) sessions.
 - Develops or successfully teaches for-credit courses.
 - Makes successful presentations at regional, state, national, or international conferences or settings.
 - Effectively advises or mentors other library colleagues and students, including practicum supervision.
 - Receives an institutional or professional award for teaching or librarianship.
 - Successfully communicates further understanding of the development, acquisition, organization, interpretation of, and access to the information resources of the MSU Libraries.
 - Participates in the identification of Library problems and opportunities and contributes to their solutions.
 - Makes effective contributions to functional Library operations such as implementing process improvements and/or cost efficiencies.
3. **Handling increased levels of responsibility**
- Provides leadership (chairs) and/or significantly contributes to committees and task forces.
 - Establishes new Library programs or services or significantly revises and improves current Library programs, services, spaces, or operations.

Secondary effort indicators:

1. Active participation in one's own professional development by participating in workshops, webinars, or conferences for the development of professional skills and knowledge.
2. Presents guest lectures and/or collaborates with a particular university course or program. Examples could include embedded librarianship, a guest video, digital efforts, guest assistance/instruction. (Activity in this category may count as either teaching or service, but not both.)
3. Significantly revises an existing course, initiates and/or participates in curriculum development and revision.
4. Leads or contributes significantly to assessment activities and/or process documentation.
5. Customized effort that ties into the candidate's particular professional role and/or cognate area that directly benefits interests of the libraries. Examples include but are not limited to initiating a new library program, organizing and hosting an author event, organizing the display of a traveling exhibit, or marketing or fundraising initiatives.

Librarianship Criteria for Reappointment, Tenure, and Promotion

1. Requirement for reappointment and tenure of untenured, ranked faculty
 - a. For the first year, and all years following, the first primary effort indicator (performance in area of responsibility) must be met.
 - b. For the second and following years, a second primary effort indicator also must be met.

2. Requirements for tenure and promotion from Assistant Professor to Associate Professor
 - a. Achievement of primary effort indicator one. Also, achievement of primary indicator two or three.
 - b. Demonstration of activity in two secondary indicator categories or additional activity in a primary effort category while at the Assistant Professor level.
 - c. After a minimum of three years of service to the MSU Libraries, a candidate may apply for early tenure and promotion to Associate Professor. This instance is considered the exception rather than the rule. The appropriate standard is achievement of all three primary effort indicators plus secondary indicators mentioned above.
 - d. Earns an annual average PEC evaluation score of 3.5 or higher in librarianship for tenure and/or promotion to Associate Professor during the probationary period in the case of untenured faculty, or during the period since tenure in the case of tenured faculty.
3. Requirements for tenure for individuals hired at the Associate or Professor rank
 - a. Achievement of two of three primary effort indicators while at the rank of Associate or Professor.
 - b. Demonstration of activity in two additional primary and secondary indicator categories or while at the rank of Associate or Professor.
 - c. After a minimum of two years of service to the MSU Libraries, a candidate whose initial appointment was at the rank of Associate Professor may apply for early tenure and promotion. This instance is considered the exception rather than the rule. Achievement of two examples of primary indicator 3, in addition to the secondary indicators.
4. Requirements for promotion from the rank of Associate Professor to full Professor Achievement of all primary effort indicators while at the rank of Associate Professor.
 - a. Achievement in three secondary effort indicator categories while at the Associate Professor level.
 - b. A candidate may apply for early promotion to the rank of Professor, but such a step is considered the exception rather than the rule. Achievement of two examples of primary indicator 3 in addition to the secondary indicators.
 - c. Earns an annual average PEC evaluation score of 4.0 or higher in librarianship for promotion from Associate Professor to Professor.

Research and Scholarship

Research and scholarship are part of the work of Library faculty. For the purpose of evaluation, research, including engaged public scholarship, is defined in section 4.2.2 of the Faculty Handbook.

Whether in librarianship or a faculty member's cognate discipline, research should be fully recognized and evaluated according to the standards of one of the five modes of research as articulated in section 4.2.2.1 of the Faculty Handbook (discovery, application, synthesis, criticism, and creation). Each mode should be considered of equal weight and importance in the evaluation process. Research includes scholarship of teaching and learning.

Research & Scholarship Indicators

Primary effort indicators

1. Publishing, as author or co-author, of a book.
2. Publishing, as author or co-author, of a book chapter
3. Publishing, as editor or co-editor, of a book.
4. Publishing, as an editor or co-editor, of a peer-reviewed, national or international journal.

5. Publishing, as author or co-author, of a peer-reviewed article in a journal of librarianship or cognate field.
6. Obtaining funding, as principal or co-principal investigator, of a substantive externally-funded, peer-reviewed grant or contract.
7. Presenting original research, as a paper or address at a state, national or international meeting.

Secondary effort indicators:

1. Presenting on library operations or services at state or national library conferences (Missouri Library Association, MASL, ALA, ACRL, AASL, etc.)
2. Publishing, as editor or co-editor, of a book chapter.
3. Publishing, as an editor or co-editor, of a journal.
4. Applying, as principal or co-principal investigator, for an externally-funded, peer-reviewed grant or contract.
5. Obtaining funding, as principal or co-principal investigator, of a substantive externally-funded, non-peer-reviewed grant or contract.
6. Demonstrating a scholarly manuscript under revision, but not yet accepted for publication in a refereed journal.
7. Publishing an article in non-refereed journals or popular magazine related to area of professional interest or cognate field.
8. Publishing or disseminating library or campus technical reports or RFP/RFI.
9. Presenting poster sessions at state or national library conferences (Missouri Library Association, MASL, ALA, ACRL, AASL, etc.).
10. Establishing a record of publishing book reviews in an edited or peer reviewed journal or online resource, and subsequently expanding expertise in topical literature of a discipline (For example: Choice, Booklist, Missouri Historical Review, discipline-based journals, or appropriate online resources, etc.).
11. Recipient of a scholarship or award or other honor selected in a highly competitive or peer-reviewed process.

Research Criteria

Clarifications

- For activities in a cognate field, an applicant can make a case for substituting an equivalent indicator (for example, a juried exhibition in place of a peer-reviewed article).
- Achievement of individual indicators can be repeated.

Criteria for Reappointment, Tenure, and Promotion

1. Requirement for reappointment of untenured tenure-track faculty.
 - a. Documentation of satisfactory progress toward achievement of primary and secondary indicators appropriate for tenure.
2. Requirements for tenure at the Assistant Professor rank.
 - a. Achievement of one primary effort indicators and three secondary effort indicators while at the rank of Assistant Professor.
3. Requirements for promotion to Associate Professor and tenure for individuals hired at the Assistant Professor rank.
 - a. Achievement of two primary effort indicators and three secondary effort indicators.
 - b. After a minimum of three years of service to the MSU Libraries, a candidate may apply for early tenure and promotion to Associate Professor. This instance is considered the exception rather than the rule. Achievement of three primary indicators and three secondary indicators.

4. Requirements for promotion to Professor, and requirements for promotion to Professor and tenure for individuals hired at the rank of Associate Professor.
 - a. Achievement of two primary effort indicators and four secondary effort indicators.
 - b. After a minimum of two years of service to the Missouri State University Libraries, a candidate may apply for early promotion to Professor; or after a minimum of two years of service to the MSU Libraries, if the candidate's initial appointment was at the rank of Associate Professor, a candidate may apply for early tenure and promotion. This instance is considered the exception rather than the rule. Achievement of four primary indicators and four secondary indicators.

Service

Service in the MSU Libraries supports the concept of shared governance in the Libraries and across the University; supports and encourages participation in the professional groups of Library Science and cognate disciplines; and, as part of the University's Public Affairs mission, supports and encourages Library faculty to share professional expertise among external constituencies.

Each full-time faculty member is expected to actively participate in the shared governance structure of the University by serving on departmental, college, and University committees, and by assuming an appropriate share of the requisite duties. Faculty members are encouraged to develop a sustained record of professional and public service in which their professional skills are employed to serve community, state, national, or international constituents. Service activities are expected to ebb and flow as responsibilities in librarianship and research shift.

Service Indicators

Primary effort indicators

1. **University Citizenship.** In accordance with the Faculty Handbook (4.2.3.2), the primary focus of service for Library faculty is University service. This includes:
 - Completing assigned duties as chair or as a member of library committee such as work for standing and ad hoc committees.
 - Appointment to University committees and task forces.
 - Elected positions such as Faculty Senate or CGEIP.
 - Providing professional development for MSU employees outside the Libraries.
 - Participating in campus discussions that further the mission of the university.

The examples listed after each effort indicator above are not exhaustive.

Secondary effort indicators

1. **Professional Service.** Service within professional organizations in librarianship or in one's cognate field goes beyond mere membership; it encompasses any of the following examples:
 - see above.
 - Evidence of committee or other significant service in professional organizations.
 - Conducts presentations at regional, state, or national conferences, and similar professional or public events.
 - Serving in professional programs in roles such as panel moderator, or respondent.
 - Meeting or conference organizer or facilitator.
 - Mentoring within the profession (outside of library faculty).
 - Involvement in student organizations or in providing opportunities for student experiences outside the expectations of teaching.

- Pro bono consultation in area of expertise.
 - Remunerated consultation in area of expertise.
2. **Public Service.** Public service within the broader communities of the University helps further MSU's Public Affairs mission; Examples include:
- Using professional skills or expertise in service to local, regional, state, or national boards.
 - Promoting or participating in activities that directly support students' involvement with the Public Affairs mission.
 - Active participation in community service organizations in the spirit of the Public Affairs mission of the University.
 - Pro bono consultation within the faculty member's professional expertise.
 - Remunerated consultation within the faculty member's professional expertise.
 - General presentations/workshops in areas of professional expertise for community/civic organizations.
 - Publishing non-research-based op eds or other articles.

The examples listed after each effort indicator above are not exhaustive.

Service Criteria

Clarifications

For promotion only, a secondary effort indicator may be repeated once annually, i.e., up to two different activities reflecting the same indicator can be used as evidence in a given year.

Criteria for Reappointment, and Promotion

- 1) Requirement for reappointment of untenured ranked faculty.
 - a) Achievement of one primary effort indicator.
- 2) Requirements for tenure for Assistant Professor.
 - a) Achievement of multiple instances of the primary effort indicator while at the rank of Assistant Professor.
 - b) Demonstration of activity in two secondary indicator categories.
- 3) Requirements for tenure and promotion from Assistant Professor to Associate Professor.
 - a) Achievement of multiple instances of the primary effort indicator while at the rank of Assistant Professor.
 - b) Demonstration of activity in three secondary indicators while at the Assistant Professor level.
- 4) Requirements for tenure for individuals hired at the Associate or Professor rank.
 - a) Achievement of multiple instances of the primary effort indicator while at the rank of Associate or Professor.
 - b) Demonstration of activity in four secondary indicators while at the rank of Associate or Professor.
- 5) Requirements for promotion from the rank of Associate Professor to Professor.
 - a) Achievement of multiple instances of primary effort indicator while at the rank of Associate Professor.
 - b) Demonstration of activity in four secondary effort indicators while at the rank of Associate Professor.
 - c) Demonstration of leadership in the primary indicator or the secondary indicator of professional service.

Tenure & Promotion Committee Process

For those tenure track faculty members undergoing annual tenure review or promotion review, the Promotion & Tenure Committee, upon review of the appropriate portions of the Faculty Handbook, the quality indicators and criteria in the Guidelines, and the faculty member's Personal Data Form (PDF), will write an evaluation to be forwarded to the Dean with a copy to the candidate. A majority vote of the tenured faculty members voting on such an action will constitute the Library faculty's recommendation to the Dean of Library Services, who will subsequently make a recommendation to the Provost on the matter. The faculty member will be informed of the status of the application at each stage of the process. Appeals regarding annual review of progress toward tenure, tenure, and promotion are typically made once recommendations have been forwarded to the Provost's Office in accordance with section 4.7 of the Faculty Handbook.

Annual Performance Evaluation for all Library Faculty

Apart from periodic review of tenure track faculty members that focuses on both past performance and potential for future success as a member of the Library faculty; apart from promotion reviews; and apart from the annual administrative reviews, all Library faculty members, regardless of rank or track, will engage in an annual performance review. The review provides the Library faculty member a review of the degree to which the faculty member's individual performance goals during a one-year period have been achieved. Ideally the evaluation and subsequent discussion will guide the faculty member into pursuing subsequent activity that matches his or her own professional agenda in librarianship, research, and service with the broader mission and goals of the Libraries. In years in which compensation increases are tied to performance, these reviews can subsequently be employed as defined by departmental and University compensation policies at that time.

Personal Data Form (PDF). Sections 3 – 5 of the *Faculty Handbook* (3- Academic Personnel Policies; 4 - Faculty Evaluation; 5 - Salary Policies) outline the process for regular performance review for every faculty member. During the annual planning period, typically from January to March, each operational Library unit head will confer with each faculty member in the unit to articulate appropriate workloads, goals, and objectives for the coming year, particularly as they relate to, or would affect, the library service functions of that unit. See the Compensation related policies linked from (https://www.missouristate.edu/policy/Op3_08_Compensation.htm). In addition, the faculty member will develop the weighted percentages in librarianship, research, and service that will be applied in the next annual performance evaluation for calculating merit pay in years that merit pay is available. These weights do not represent level of effort or time spent in the three areas. Upon agreement, the faculty member's plan will be forwarded to the Dean, who will then either recommend modifications, or approve the individual faculty member's plan. If necessary, the unit head, Dean, and faculty member will meet to articulate the individual faculty plan. The finalized performance weights and workload will be utilized, as appropriate, during the evaluation cycle in concert with other documentation the respective committees receive. If the faculty member reports directly to the Dean of Library Services, the articulation of goals and objectives for the coming year will be discussed directly with the Dean, and the subsequent steps noted above will also apply. The Personal Data Form for all faculty members, except those undergoing annual tenure review or review for promotion, is limited to four pages. Those undergoing annual tenure review or review for promotion have no limitations on the personal data form (i.e., documentation) other than any format limitations set by the Provost's Office. A faculty member may update the PDF up to the day that it is submitted to the Dean or to one of the committees for review, based on the annual unit work calendar. It is the responsibility of the applicant to fully document and make a case for tenure or promotion.

Performance Evaluation Committee Process. Upon review of the appropriate portions of the Faculty Handbook, the quality indicators and criteria in the Guidelines, the faculty member's performance goals and objectives for the year, and the faculty member's Personal Data Form (PDF), the Performance Evaluation Committee will assign each faculty member a rating of 1 – 5 in each of the three evaluative areas: librarianship, research, and service.

Administrative Review. These recommendations are then forwarded to the Dean of Library Services, who will then prepare an annual performance review on each of the three evaluative areas. A copy of the Dean's review and ratings on the three performance dimensions will be provided to the faculty member. If the Dean's rating on any of the three performance dimensions differs from that submitted by the Performance Evaluation Committee, the Dean will provide a brief written rationale to the faculty member explaining the distinction, with a copy to the PEC.

As a part of the annual evaluation, the Dean will also meet with each faculty member to assess the previous year's work. Depending upon the faculty member's status, these discussions may refer to an annual performance review; a review of annual progress toward tenure; tenure; promotion; PSIP. The faculty member may subsequently request a review of the annual performance evaluation by submitting a written appeal to the Dean stating reasons for questioning the rating. The appeal is forwarded to the Library Performance Evaluation Appeals Committee. After review by and a recommendation from the Appeals Committee, the Dean will provide the faculty member a written response to the appeal. Subsequently, the faculty member has the option to appeal the performance evaluation to the Provost and follow the remedies offered by Section 4.6.6.3 of the Faculty Handbook. All of the actions described above will follow the annual calendar from the Provost's Office as adapted by the Libraries.

PEC Annual Review Rubric – Librarianship

Performance Indicators	Librarianship Indicators Primary effort indicators: <ol style="list-style-type: none"> 1. Appropriate performance must be exhibited in one's area of assigned responsibility 2. Acting with an understanding of interdependency among units to achieve overall Library goals 3. Handling increased levels of responsibility 4. Active role in teaching functions of the Libraries Secondary effort indicators: <ol style="list-style-type: none"> 1. Active participation in one's own professional development 2. Presents guest lectures for courses in LIS or other units (Activity in this category may count as either teaching or service, but not both.) 3. Develops and teaches a new course, significantly revises an existing course, initiates and/or participates in curriculum development and revision
Level 1 Unacceptable	Performs significantly below expectations in primary area of job responsibility, in understanding of overall library goals, and in taking on increased levels of responsibility. No evidence of playing appropriate roles in the functions of the Libraries both inside and outside the University, nor of participating in professional development activities. ¹ No evidence of formalized Library Liaison activity.
Level 2 Development Needed	Development needed in primary area of job responsibility, in understanding of overall library goals, and in taking on increased levels of responsibility. Shows minimal evidence of playing appropriate roles in the Libraries and Library Liaison duties, may assist with workshops, makes minimum effort in professional development. ²
Level 3 Solid	Evidence of solid work in primary area of job responsibility, in understanding of overall library and university goals, meets basic expectations of Library Liaison outreach activities, and in taking on increased levels of responsibility. Evidence of playing appropriate roles in the functions of the Libraries, and of participating in professional development activities. ³
Level 4 Very Good	Exceeds expectations in area of job responsibilities, exhibits significant understanding of library and university goals and operations, demonstrates increased effort and connection building within Library Liaison responsibilities, eager to take on additional responsibilities, strong evidence of playing appropriate roles in the functions of the Libraries, develops and presents workshops. ⁴
Level 5 Exceptional	Evidence of significantly exceeding expectations in all areas of Librarianship including Library Liaison responsibilities. Pro-active as a leader in the Library and University, handles higher levels of responsibility in a variety of library functions, mentors newer library faculty, participates in professional development in order to use the information in library operations and teaching. ⁵

The notes below represent examples of outlets of expression for the six criteria as one progresses through the five rating levels

¹Little evidence showing focus on area of responsibility. Little evidence of possessing basic level knowledge of librarianship. Evidence of only minimal familiarity with information retrieval and resources. No evidence of involvement with university information needs. Little evidence of responding to library needs or of work accomplished. Shows little interest in understanding larger librarianship issues and in adjusting work practices to best serve the Libraries/University. Demonstrates almost no interest in, or ability to, take on increased levels of responsibility at the unit or the Libraries/ University level. Shows no evidence of teaching IL sessions, LIS courses, or assisting with IL or LIS classes. Shows no evidence of collaboration with Library Science and other University faculty. Shows no evidence of Library Liaison activity. Shows no evidence of mentoring or working with students. Does not present workshops or concurrent sessions. Does not participate in workshops/training/conferences or other professional development opportunities.

²Evidence of basic understanding of librarianship related to area of responsibility. Little evidence of dependability in accomplishing activities/work. Shows basic understanding of information retrieval and resources, but does not relate to rest of Libraries or University objectives. Little evidence of working with colleagues. Demonstrates some understanding of larger Libraries/University issues, but rarely contributes constructive ideas to solve problems. Demonstrates minimal effort in Library Liaison duties. May have introduced oneself to liaison departments, but does not regularly contact assigned liaison areas. Takes on increased levels of responsibility, but does not voluntarily do so. Success in assuming additional responsibilities is uneven. Shows minimal evidence of IL sessions/LIS courses in relation to overall workload responsibilities; receives mostly negative peer and/or student evaluations. Shows minimal evidence of collaboration with Library Science and other University faculty. Shows evidence of mentoring students to a minimal degree. Assists multiple presenters with workshop or concurrent session. Attends minimal professional development opportunities as explained in Level 1.

³Evidence of using knowledge of field(s) of specialization in librarianship in accomplishing work. Familiar with most information resources and how they can be used in the Libraries and University. Evidence of working well with colleagues on projects and daily operations. Interacts well with other members of the University community. Evidence of meeting basic Library Liaison outreach activities as outlined and provided by the Library Liaison Committee. Regularly sends mass emails set forth by the Library Liaison Committee. Accomplishes work in a timely fashion. Participates in the identification of Library/University problems beyond the unit level, and contributes to their solutions. Successfully handles increased levels of responsibility within one's unit or the Libraries/University. Maintains steady schedule of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives mostly positive peer evaluations and mostly positive student evaluations. Shows evidence of regular collaboration with LIS or other MSU faculty; specifically tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes. Shows evidence of mentoring students. Leads local or state workshop or concurrent session in area of expertise. Receives good evaluations. Participates in professional development opportunities such as attending a conference or workshop on teaching or librarianship. Shares information gained with others.

⁴Very good grasp of work as seen by accomplishments in area of responsibility. Meets Library Liaison expectations as explained in Level 3 and makes every effort to contact individual faculty members within each assigned Library Liaison area. Demonstrates further evidence of established Library Liaison connections. Examples include working with faculty members one on one through follow up emails, assisting faculty members with research, and communicating about course specific curricular needs. Proactive with new developments and initiatives to enhance library services. Proactive in suggesting joint projects and collaboration on daily work. Evidence of appropriately and regularly sharing information about information resources with other members of the University community. Always on time or ahead of schedule in accomplishing work. Always dependable. Participates at a significant level in Libraries/University issues, and has demonstrated strong problem-solving skills on several occasions. Demonstrates a strong ability and eagerness to handle, consistently and successfully, increased levels of responsibility beyond one's unit and within the larger Libraries/University. Shows evidence of large number of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives mostly positive peer evaluations and mostly positive student evaluations. Shows evidence of modifying content to better address student learning outcomes. Shows evidence of regular collaboration with LIS or other MSU faculty; specifically tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes, works with LIS colleagues to present in an LIS class or joint IL session. Shows evidence of regular contact with students interested in or involved in library science; shows evidence of mentoring students. Leads multiple (different) area/state workshops or concurrent sessions in area of expertise. Develops ideas for and is requested to present workshops. Workshop evaluations are very good. Actively participates in both teaching and librarianship workshops and other training. Attends conferences, and shares information gained with others.

⁵Excellent understanding of area of work and how it relates to the Libraries and University as shown by accomplishments. Colleagues seek this person out as the “go to” person. Work is done ahead of time and in a positive manner. Can be depended upon for help in any situation. Can lead discussions, evaluate potential new resources, can learn how to use any database or resource. Shows an understanding of needs of patrons in developing information retrieval strategies. Interacts very well with colleagues in and out of the Libraries. Evidence of significantly exceeding expectations set forth by the Library Liaison Committee. Examples include attending departmental faculty meetings, active consultation (or collaboration) on faculty research, active participation in specific course curriculum (creating or facilitating a service or resource), and other work that supports the mission of the library. Evidence of appropriately and regularly sharing information about information resources with other members of the University community. Relates well to students in Information Literacy (IL) sessions, as library employees, and/or in other University settings. Participates in leadership roles in major Libraries/Universities decision-making including planning, identifying and solving problems, and budgeting. Shows an exceptional ability to handle significantly higher levels of responsibility both within the Libraries and University; successfully seeks out leadership opportunities. Shows evidence of large number of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives positive peer evaluations and positive student evaluations; is sought after to teach specific sessions. Develops new LIS course/IL session. Shows evidence of modifying content to better address student learning outcomes. Shows evidence of extended collaboration with LIS or other MSU faculty; specifically, tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes, works with LIS colleagues to present in an LIS class or joint IL session. Shows evidence of regular contact with students interested in or involved in library science; shows evidence of mentoring students; helps students foster contacts within the field to better explore career/educational options. As appropriate, advises students in the development of their programs of study in, and professional preparation for, Library Science; shows evidence of supervising or assisting with internships, working with students or staff taking courses in library science. Leads multiple (different) area/state with additional regional/national workshops/concurrent sessions in area of expertise. Workshop evaluations are excellent. Provides opportunities for other faculty to assist. Actively participates in both teaching and librarianship workshops and other training. Attends conferences and special pre- and post- conference training sessions to increase area of expertise to train colleagues.

PEC Annual Review Rubric – Research

Performance Indicators	<p>Research & Scholarship Indicators</p> <p>Primary effort indicators:</p> <ul style="list-style-type: none"> a) Publishing, as author or co-author, of a book. b) Publishing, as author or co-author, of a book chapter or editorship or co-editorship of a book. c) Publishing, as author or co-author, of an article in a peer-reviewed journal of librarianship or cognate field (For example: College and Research Libraries, Reference and User Services Quarterly, School Library Media Research (SLMR), American Archivist, Cataloging and Classification Quarterly, Technical Services Quarterly, Journal of Information Science, etc.) d) Obtaining funding, as principal or co-principal investigator, of a substantive externally funded, peer-reviewed grant or contract. e) Presenting original research, as a paper or address at a state, national or international meeting. <p>Secondary effort indicators:</p> <ul style="list-style-type: none"> a) Presenting on library operations or services at state or national library conferences (Missouri Library Association, MASL, ALA, ACRL, AASL, etc.) b) Submitting application, as principal or co-principal investigator, for an externally funded, peer-reviewed grant or contract. c) Obtaining funding, as principal or co-principal investigator, of a substantive externally funded, non-peer-reviewed grant or contract. d) Demonstrating a scholarly manuscript under revision, but not yet accepted for publication in a refereed journal. e) Publishing an article in non-refereed journals or popular magazine related to area of professional interest or cognate field. f) Publishing or disseminating library or campus technical reports or RFP/RFI. g) Presenting poster sessions at state or national library conferences (Missouri Library Association, MASL, ALA, ACRL, AASL, etc.). h) Establishing a record of publishing book reviews in an edited or peer reviewed journal or online resource, and subsequently expanding expertise in topical literature of a discipline (For example: Choice, Booklist, Missouri Historical Review, discipline-based journals, or appropriate online resources, etc.).
Level 1 Unacceptable	No evidence. ¹
Level 2 Development Needed	Evidence of work in progress in any criteria. ²
Level 3 Solid	Evidence of substantial work in progress on a primary indicator and/or evidence of a completed secondary research indicator. Basic student involvement in research processes as appropriate. ³
Level 4 Very Good	Evidence of multiple completed secondary indicators. Evidence of acceptance of a primary indicator. Active student involvement in research processes as appropriate. ⁴
Level 5 Exceptional	Evidence of a completed primary indicator. Student participation in presentation or publication of research as appropriate. ⁵

¹No Evidence.

² See primary and secondary indicators. Submitted but denied grant applications; proposal letter or abstract.

³ See primary and secondary indicators. Presentations at local (Springfield or Southwest Missouri) professional associations, organizations, or libraries; publications in local newsletters, newsgroups, distributed online lists, local newspapers, local trade publications; awarded internal MSU grants.

⁴See primary and secondary indicators.

⁵See primary indicators. Other research journals in fields relevant to a particular librarian's position are also acceptable. For example, a music librarian or education librarian may publish relevant articles in journals of content areas such as the *Journal of the American Musicological Society* or the *Journal of Child Language*, respectively.

PEC Annual Review Rubric – Service

Performance Indicators	Service Indicators Primary Indicator: 1. University Citizenship. In accordance with the Faculty Handbook (4.2.3.2), the primary focus of service for Library faculty is University service Secondary Indicators (see P&T Guidelines for examples): a) Professional Service. Service within professional organizations in librarianship or in one's cognate field goes beyond mere membership. b) Public Service. Service within the broader communities of the University helps further MSU's Public Affairs mission.
Level 1 Unacceptable	No evidence. ¹
Level 2 Development Needed	Membership in the primary indicator and a secondary indicator. ²
Level 3 Solid	Active participation in the primary indicator and a secondary indicator. ³
Level 4 Very Good	Active participation in multiple instances of the primary indicator and multiple secondary indicators.
Level 5 Exceptional	Active participation in multiple instances of the primary indicator and multiple secondary indicators with evidence of leadership in primary indicator or professional service.

¹ No evidence.

² The degree of active participation as opposed to only membership differentiates level two from level three.

³ The degree of active participation as opposed to only membership differentiates level two from level three.

⁴ Leadership may be defined as elected position, board membership, journal editor, or sponsoring, mentoring, or advising an active student organization.

Peer Review of Teaching Rubric

LIS Course Peer Review

Instructor:

Course abbreviation and name:

Term reviewed:

Date of review:

Reviewer:

Course Design (including Accessibility & Support Resources)

The course within the University learning management system (LMS) is organized, easy to navigate, provides clear instructions, and is accessible for all students.

The course is arranged in a way that students can find what they need to complete each task efficiently. The course materials are organized into modules that make logical sense to students. It is clear where to find files, activities, due dates/schedule, resources, contacts, and other course information.

Course materials are accessible for students with disabilities. Captions and/or transcripts are available for all video content. Handouts have been made accessible.

Students can easily access support resources, including technical support, for each application and software used in the course. University resources are referenced in syllabus and/or students are given direct links to the resources.

Course Expectations- Syllabus and Learning Outcomes

The course syllabus is available in the course and can be downloaded or printed. The syllabus follows best practices by addressing all necessary policies and includes a course description, clear measurable learning objectives, required textbook and/or course materials, grading, assessment requirements, and [required university policies](#). Refer to the [University Policy Op3.09](#) page for a suggested online course syllabus. A course schedule must be included in the syllabus or elsewhere in the LMS.

Outcomes are the course foundation and should drive decisions concerning course content, assessment, format, and technology. All course elements should be aligned to allow student achievement of the course outcomes. Measurable outcomes are specific and incorporate action words such as list, identify, apply, compare, create, interpret, etc. All outcomes are designed and incorporated at an appropriate level.

Course Content

The content of the course encompasses all learning materials in the course including, but not limited to, textbooks, websites, and multimedia presentations. Students are given context around the course content, allowing them to make the connection between how it fits into the current topic and how it aligns with the assessments and activities. The content that is used in the course is considered up-to-date and shows current trends in the discipline. The sources of content are credible and reliable.

The content includes materials from multiple perspectives, creating a more globally aware student. Diversity and inclusion are valued and encouraged in the course. The content is presented in multiple formats as part of the best practices for Universal Design for Learning, adhering to the idea that everyone learns differently and has differing preferences and needs for how they intake and process information. When possible, content used aims to help reduce the financial barriers on students enrolled in the course.

Instructor Presence

Instructor presence includes the impact of instructor interactions on student learning as the course unfolds. Students may encounter this before a course launches via recorded introductions to materials. The faculty's online presence is demonstrated through frequent and timely faculty-student communication and contact.

Whether course material is created by this instructor or drawn from other sources, the instructor plays a clear role in mediating the content for students. The instructor maintains regular and substantive contact with students through some manner of communication. To whatever extent the course requires or allows students to interact with other students, the instructor takes an active role in maximizing the impact of these interactions on student learning and engagement with the course.

Assessment

Information can be collected from typical assessment formats such as essays and exams as well as from formative assessments such as problem sets, practice activities, discussions, and individual reflections. Assessment must take into account frequency (multiple opportunities, ideally on a weekly basis), variety (different formats to provide students with multiple means of expressing their knowledge), and active learning (includes students demonstrating the ability to apply course knowledge to real-world tasks).

Assessments are designed to encourage academic integrity by clarifying what behaviors are acceptable, such as working with other students or using Artificial Intelligence (AI).

Grading criteria is readily available either in the syllabus and/or Brightspace assignment pages. This could be rubrics and/or standalone text containing clear explanations of requirements

students must fulfill on the assessment. Assignments are clear and concise and are appropriate for the course level. Assessments are aligned with course learning outcomes.

Ratings & Comments

1. Does not meet expectations
2. Partially meets expectations
3. Meets or Exceeds Expectations

Category	Rating (1-3)	Comments/Suggestions/Examples
Course Design		
Course Expectations		
Course Content		
Instructor Presence		
Assessment		

Other Comments: