Unit Plan of Millikin University's Staley Library

First Approved by Vote of the Faculty 1/24/2007;
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THE MILLIKIN UNIVERSITY LIBRARY

Libraries began as organized repositories of recorded knowledge and have been in existence everywhere in the world for almost as long as the existence of portable recorded language. Academic libraries as we know them in North America today grew out of the monastic libraries of early Christianity, and developed further in the new medieval universities in Germany and throughout Europe. In the New World in North America, the first academic Library dates from the early 1600's when John Harvard willed his personal collection of about 400 volumes to the two-year-old Cambridge, Massachusetts, college that came to bear his name. And, all of these libraries from the beginning have been developed, nurtured, and promoted by people with special knowledge of and responsibility for those library collections and information services – that is, librarians.

At Millikin University, in accordance with the original plans for the university, "The Library occupied rooms on the south side of the main corridor, east of the central stairway in the Liberal Arts Building [now Shilling Hall]" (Gage, Daniel J. *The Millikin Story, 1900-1970*. Typescript, p.32.) The original plans also called for a professional librarian with a degree in library science to perform the library's professional work; and this has indeed been a fact from the very beginning: the first librarian, Eugenia Allin, had earned a degree in Library Science from the University of Illinois.

The role of academic libraries has evolved beyond collection storage and today Staley Library serves its user community with multiple resources and services:
- Almost 90 full-service hours each week
- A staff of five librarians, four paraprofessionals, and many student assistants
- 40,000 sq. feet of study, book shelving stacks, and service space on four floors
- Wireless internet access
- 350 study seats, distributed among tables, carrels, sofas, & easy chairs
- 14 public computer workstations with campus network and Internet access
- 2 printers, 2 scanners, and a copier for Millikin student use
- 6 wireless laptops for Millikin student use
- Library research instruction and assistance through many scheduled classes as well as one-on-one in the library and electronically
- A resource-rich Web site at http://www.millikin.edu/staley/
- Over 200,000 physical books, videos, recordings, microforms, and periodicals, located through the library's online catalog
- Over 1,000 titles of print periodicals, some going back to the early 1900's, as well as access to over 67,000 current electronic full-text journals
- A print reference collection of over 6,000 titles (topical encyclopedias, almanacs, indexes)
- Over 3,500 videos, over 9,000 musical recordings, over 9,000 musical scores, as well as close to 2,500 items of curriculum materials and 4,700 children's books
- Access to over 80 electronic databases, broad and subject-specific, as well as to more than 82,000 electronic books and streaming video and audio
- On-site use and borrowing of over 30 million additional information resource items in each of 86 other Illinois academic libraries
- Access to the world's collections of library materials through world-wide interlibrary loan agreements, the world-wide OCLC database, and consortially owned electronic books

The **Staley Library Mission Statement** supports Millikin University's mission and student learning goals,

Staley Library advances student learning through:

- Education: Leading the Millikin community in the effective use of information resources and technologies through instruction and collaboration.

- Resources: Collecting and making accessible resources important to academic research, while preserving them for the future Millikin community.

- Services and Spaces: Providing friendly, helpful service with accommodating spaces for individuals and groups.

This mission was revised by library staff in May 2011.

MILLIKIN UNIVERSITY LIBRARY FACULTY (LIBRARIANS)

Library faculty members (librarians) at Millikin University have 12-month faculty contracts and regularly scheduled five-day workweeks, with rotating weekend and weekday evening shifts. The master's degree in the field of library science (most commonly referred to as the MLS or MLIS) is the terminal degree for librarianship and for the Library faculty at Millikin University.

The professional responsibilities of the Millikin University librarians encompass a broad range of intellectual activities aimed at furthering Staley Library's and Millikin University's missions and goals. All of these responsibilities call for a mix of broad collaboration along with individual academic expertise and professional responsibility.

The following categorization of activities and rankings of accomplishments follows the patterns prescribed by the *Millikin University Faculty Policies and Procedures* (2013).

TEACHING

Millikin University Faculty Policies and Procedures (2013) Section 1.2.3.1: Teaching

It is the responsibility of the faculty member to provide an arena in which students can develop competency in skills, knowledge, and values. The faculty member should also aspire to instill in students a passion for learning, challenging each student at his/her own level, as relevant problems and issues are addressed.
Teaching effectiveness varies according to the interaction of subject matter, teaching methods, and students' learning styles. Therefore, it is the responsibility of the faculty member to seek to identify and pursue those teaching methods best suited to each situation, whether it be collaborative teaching, apprentice/mentor roles, service learning opportunities, seminar/discussions, or traditional lecture models. In all learning situations, the faculty member should place a high value on active learning in which each student is encouraged to integrate knowledge between courses, and connect learning to practices and problems in society.
All faculty are expected to maintain expertise in their discipline, including familiarity with scholarly publications, and to develop and revise courses on an ongoing basis. Continued professional growth will enable him/her to set forth divergent views fairly and accurately.

The Staley Library Instruction Program Mission Statement is linked from the library's home page:

Staley Library's instruction program exists to support the academic curriculum of Millikin University. Our mission is to empower students to become information literate adults who are confident in their information seeking abilities and able to apply critical thinking skills in the retrieval, evaluation, and ethical use of information. This is accomplished through:
- research instruction integrated into the first year core classes (University Seminar, Critical Writing, Reading, and Research 1 and 2)
- integration of research instruction into courses in the majors

- individualized research consultations provided at the Research Assistance desk or by appointment
- instructional information available via the library's web pages

Millikin University's mission is also reflected in the Library Instruction Program as students are prepared for professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

Millikin University's student learning goals are served by the library's learning goals in the following ways:

Millikin students will prepare for professional success: Students will identify the use and purpose of a range of information sources and formats and will implement effective search strategies using a variety of tools.

Millikin students will actively engage in the responsibilities of citizenship in their communities: Students will understand ethical aspects of information and information technology.

Millikin students will discover and develop a personal life of meaning and value: Students will learn to evaluate the information that they find to determine its context, value, and to identify bias or deception.

The librarians work with classroom faculty year-round (12 months, including fall semester, January immersion term, spring semester and summer sessions). Most, though not all, instruction is in the fall and spring semesters, and classroom-based instruction includes planning and preparation time, correction of assignments, and assessment activities.

The librarians' **teaching** responsibilities are four-fold. The first two demand that the librarians be generalists, familiar in overall terms with the entire Millikin University curriculum, while the second two call for more in-depth subject expertise.

Teaching research methods within the first year curriculum.
- Collaboration with English Department and University Seminar faculty in developing overall course content.
- Collaboration with librarians for unified teaching objectives and outcomes.
- Developing individual teaching approaches as well as teaching aids such as web pages.
- This teaching calls for significant preparation time, as well as correction of assignments, and assessment activities.

Teaching through research consultations at the Research Desk.
- In responding to specific research needs, help researchers learn how to formulate appropriate and useful inquiry strategies and how to evaluate results for accuracy.
- Librarians staff the Research Desk 57 hours per week during the fall and spring semesters and are also available by appointment year-round.

Teaching subject-specific research for individual academic classes.
- Coordination with requesting faculty to create customized course content.
- This teaching calls for in-depth preparation and at least one full class of contact time for each teaching instance.

Teaching for-credit courses, as appropriate.

Significant understanding and application of multiple aspects of information technology are necessary aspects of teaching activities of library faculty. Examples of such technologies include:

- Web pages/HTML
- Course management systems
- Research databases
- Instructional technology

- Library-specific programs

RATINGS FOR TEACHING

Criteria on which the evaluation of teaching will be based include, but may not be limited to, the following. Examples at each rating include but may not be limited to those listed. The rating of any additional achievements will be determined by the Library Director and possibly also by recognized peers within the profession.

Extraordinary: "A person assigned this ranking is outstanding among Millikin faculty" (P&P 4.10.2).

- Formal recognition of teaching excellence through a teaching award
- Designing scholarship, service learning, and/or creative achievement activities that will enhance instruction-related practices. Includes promoting such activities to the larger university by making presentations about pedagogical methods or engaging in the scholarship of teaching and instruction.
- Teaching or co-teaching a stand-alone, for credit course, which engages students in scholarship, service-learning, creative achievement, or performance learning, that measurably enhances student learning.
- Developing and implementing library-, archives-, or ed tech-related performance learning opportunities as long-term third-party stakeholder.

Excellent: "Teaching at this level is consistent with expectations at institutions with a national reputation for excellence in teaching" (P&P 4.10.2).

- Teaching multiple discipline-specific research instruction sessions
- Developing an effective new assignment/component for research instruction session(s)
- Creating and maintaining online research-related course guides
- Creating and implementing an informative assessment tool for research instruction
- Enhancing Research Desk services and/or related web page content
- Developing and implementing one-time performance learning opportunities in library instruction, archives, or educational technology.
- Acting as third-party stakeholder for other campus performance learning opportunities.

Competent: "A person assigned this rank is recognized as a clearly competent teacher" (P&P 4.10.2).
- Teaching required first year curriculum research instruction sessions
- Providing research instruction during scheduled hours
- Creating an environment of instruction that encourages the development of competency in information literacy skills
- Updating/maintaining web pages and/or other instructional materials
- Attending instruction-related programs, conferences, and webinars designed to enhance own effectiveness and to develop expertise in research instruction

Marginal: "A person assigned this ranking is recognized as, at best, marginally competent" (P&P 4.10.2). A marginal teacher has not successfully integrated her/his teaching within the expectations of the Library and/or University missions, does not develop key skills as reflected by student outcomes, and has a negative impact on student learning.

Unsatisfactory

SCHOLARSHIP

Millikin University Faculty Policies and Procedures (2013) Section 1.2.3.2: Scholarship

The Millikin faculty embraces the notion that it should be defined as a "community of scholars." Scholars produce scholarship. Therefore, the production of scholarship is a natural and necessary activity at Millikin University and its pursuit is expected of the faculty.

As do the Arts & Sciences Humanities Division and the Division of Natural Sciences and Mathematics, the Library faculty endorses the definition of scholarship given by Lee Shulman, President of The Carnegie Foundation for the Advancement of Teaching:

> For an activity to be designated as scholarship, it should manifest at least three characteristics: it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community.[1]

This definition includes basic and applied research within the discipline of librarianship; review of the scholarship of other professional colleagues; translation of texts; creation of positively peer reviewed original works in any academic discipline; and efforts to remain current in the fast-changing, highly technical field of librarianship. Scholarship may include activities that also meet the definition(s) of teaching and/or service.

One significant aspect of scholarship for librarians is Collection Development; that is, identifying, selecting and de-selecting materials in all formats (including monographic and serial, print and electronic, including databases) for the library in order to maintain the currency and usefulness of its collections, both owned and accessed.

- Collection Development includes analyzing the available collections' strengths, weaknesses, and gaps against the curricular and learning needs of students, faculty and staff and, as appropriate, external users.
- Collection Development requires general familiarity with overall library collection, and closer familiarity and currency with specialized subject sections. Collaboration between Library and other academic faculty is critical to developing high quality/high use collections.

From the *Staley Library Collection Development Policy*, July 2013:

> Staley Library's mission must be understood in the light of Millikin University's dedication to comprehensive education that includes liberal arts, fine arts, professional studies, and business. Hence, Staley Library's collections exist primarily to support the university's curriculum, teaching, and undergraduate research, and secondarily to support faculty research needs, institutional history, and recreational reading. This Collection Development Policy is intended as a guide to building and maintaining collections that continue to remain beneficial to the Millikin community by encouraging both structured research and serendipitous discovery, and engaging students and faculty with a variety of resources that spark creativity.

> Consistent with the American Library Association's Library Bill of Rights (http://www.ala.org/advocacy/intfreedom/librarybill), the Staley Library collection seeks to represent a broad range of viewpoints on current and historical issues.

Scholarship by librarians is valued in ongoing employment as well as expected and rewarded in the promotion process. By virtue of their year-round availability to students using the library's research services and resources, the nature of librarians' scholarship activities necessarily may differ from that of faculty with nine-month contracts, for one in that it supports professional practice.

RATINGS FOR SCHOLARSHIP

Criteria on which the evaluation of scholarship for librarians will be based include, but may not be limited to, the following. Examples at each rating include but may not be limited to those listed. The rating of any

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[1] Rothman, F.R. & Narum, J.L. *Then, Now, and in the Next Decade: A Commentary on Strengthening Science, Mathematics, Engineering, and Technology Education.* Washington, D.C.: Project Kaleidoscope, 1999, p.25.

additional achievements will be determined by the Library Director and possibly also by recognized peers within the profession.

Extraordinary: "A person assigned this ranking is outstanding among both Millikin faculty and faculty at nationally recognized undergraduate institutions in the amount and quality of Scholarship" (P&P 4.11.1).

- Establishment of collaborative collection development agreement with other libraries, whether through grants or other processes
- Publication in a peer-reviewed national journal
- Author of a professional book or chapter in a book published by a reputable press
- Presentation of a paper at a national or international conference
- Editorship/editorial board of a nationally reputable journal
- On-campus, local, or regional presentation evaluated favorably by nationally recognized peer reviewer(s)
- Document and present to appropriate body the outcomes of a collection assessment project to improve library collections support of curricular and faculty research needs
- Publication of an article or book chapter, or presentation at a national or international conference, on performance learning within libraries, archives, or educational technology.

Excellent: "A person assigned this ranking is perceived as having made strong contributions to Scholarship in his or her field" (P&P 4.11.1).

- Development of new sections of the library's resources, in support of new or changed University programs
- Analysis and evaluation of significant portions of the library's collections (traditional or electronic), for purposes of growth, de-selection or other enhancements
- Enhanced development of library collections to support accreditation applications or other special projects
- Creation and maintenance of online subject-based research guides
- Publication in a peer-reviewed regional or statewide journal
- Publication in a non-peer reviewed national, regional or statewide journal
- Presentation at a regional or statewide conference, meeting, or other official professional gathering
- On-campus, local, or regional presentation evaluated favorably by a regionally recognized peer reviewer
- Publication of book reviews, encyclopedia articles, or other brief writings
- Preparation, submission, and/or obtainment of external grants
- Development of useful instructional technology applications
- Publication of a web guide for implementing performance learning in libraries, archives, or educational technology.

Competent: "A person assigned this ranking is recognized as having made a smaller, but meaningful contribution to Scholarship in his or her field" (P&P 4.11.1).

- Ongoing satisfactory collection development collaboration with disciplinary faculty in assigned subject areas to support curricular and research needs
- Publication in a state or local journal
- Presentation at a local conference, meeting, or other official professional gathering
- Participation at state, regional, or national meetings
- Successfully soliciting gifts of books, films, music, digital files or other materials to enhance collections.

Marginal: "This ranking is assigned to a person who has made only minor contributions to Scholarship" (P&P 4.11.1). The marginal scholar demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful. This ranking reflects minor and infrequent scholarly or creative contributions in the field of librarianship.

Unsatisfactory

SERVICE: UNIVERSITY SERVICE

Millikin University Faculty Policies and Procedures (2013) Section 1.2.3.3: University Service

> Duties undertaken by faculty in governance, recruitment, public relations, program development, and program maintenance – all essential to the immediate health of the institution – are designated "university service." University service is expected of all full-time faculty …

A major assigned aspect of University Service for librarians is to **coordinate (that is, plan, innovate, assure accomplishment, and monitor quality of) one or more Library service specialty** (listed alphabetically):

- *Access services*: Coordinate activities that facilitate library user access to and use of library materials, including access to building itself and to the physical collection, as well as record management for library loan services
- *Acquisitions*: Monitor the locating, purchase and record maintenance for materials identified by librarians for addition to the library collection, at most advantageous cost
- *Archives*: Assure the collection, organization, preservation, exhibition of, and provision of service with, artifacts (documents, photographs etc.) of Millikin history
- *Cataloging*: Provide guidance in using national, consortial and local standards, such as Resource Description and Access (RDA) cataloging rules, Library of Congress classification and indexing systems, and metadata descriptive tools to provide full access to the Library collections
- *Departmental Liaison*: Coordinates and provides collection management and research instruction for multiple, assigned subject areas.
- *Educational Technology*: Coordinates and promotes educational technology services, training and support across campus. Collaborates with faculty in designing and implementing technology-rich courses using the university's virtual learning tools.
- *Instruction*: Coordinate and assess the library's instruction program of teaching research instruction sessions integrated into the first year core curriculum (University Seminar, CWRR I and II) and the provision of specialized research instruction to upper division courses
- *Interlibrary Loans*: Oversee the locating and borrowing for MU students, faculty and staff of needed materials (books, articles etc.) not available in Staley Library
- *Library Technology*: Coordinate library technology needs for access, upgrades, and administration of the statewide library catalog system and many online databases, as well as troubleshoot library technology problems, and liaise with campus information technology department
- *Management/supervision*: To fulfill its mission, the Library depends in part on the work of its support staff
    - It is the professional responsibility of librarians with supervisory assignments to hire, orient, train, and motivate support staff to perform specific tasks as well as to keep them abreast of current issues and practice within the support staff member's specialties
    - It is the responsibility of all librarians to inspire support staff to actively contribute to the Library's and the university's academic and intellectual mission
- *Preservation*: Provide guidance in the best techniques for preserving, caring for and repairing Library materials, including commercial binding and in-Library mending
- *Reference*: Coordinate library services for the provision of one-on-one research instruction as needed, including collection development responsibility for Reference resources
- *Serials (Periodicals)*: Coordinate services related to materials continuously published with no planned end date: check-in, claiming, ordering, invoicing, binding, shelving, catalog maintenance and display
- *Special Collections*: Assure the collection, organization, preservation, exhibition of, and provision of service with, materials either too valuable or too fragile to be placed in the open access circulating collection

RATINGS FOR UNIVERSITY SERVICE

In addition to qualitative evaluation by the Library Director of each librarian's coordination responsibilities, the following particulars will apply to the University Service activities of librarians. Note that each successively higher level includes the expectation of consistent performance also at the previous level(s).

Examples at each rating include but may not be limited to those listed. The rating of any additional achievements will be determined by the Library Director and possibly also by recognized peers within the profession.

Extraordinary: "Faculty receiving this ranking are recognized by their faculty peers and administrators as having made major contributions to university service" (P&P 4.12.1).
- Service in a leadership role of a university council, committee, or working group
- Creation of significant Library or university documents
- Leadership of a university-wide faculty development program, or workshops
- "Extraordinary" evaluation by the Library Director of the librarian's coordination responsibilities

Excellent: "Faculty receiving this ranking have gone beyond the level of contribution expected of all Millikin faculty. They have served with special distinction, or assumed a leadership role at the university, college, division, or departmental level" (P&P 4.12.1).
- Service as Chair of a university committee
- Service on several ad hoc council or university committees
- Leadership of Library faculty development and mentoring
- Service as faculty advisor to a student organization
- Preparation, submission, acquisition and/or management of external grants
- Participation in campus recruitment activities
- Development and implementation of performance learning opportunities for library student employees.
- "Excellent" evaluation by the Library Director of the librarian's coordination responsibilities

Competent: "The person receiving this ranking has made the level of contribution expected of Millikin faculty. This represents the conscientious performance of one's fair share of university service" (P&P 4.12.1).
- Annual service on at least one an ad hoc Library, council or university committee
- "Competent" evaluation by the Library Director of the librarian's coordination responsibilities

Marginal: "Represents less than the expected long-term level of university service, as defined by category 2 (competence)" (P&P 4.12.1). The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

SERVICE: SERVICE TO THE PROFESSION

Millikin University Faculty Policies and Procedures (2013) Section 1.2.3.4: Professional/Community Service

> Service to the profession and professional community service are integral parts of the vision of Millikin University. They are, therefore, highly valued for their intrinsic merit as service activities and because they may in some cases be scholarly in nature. Faculty members pursue these activities both for personal and professional development, and to support the overall institutional vision and goals. …

Service to the profession is defined as service that promotes the growth and development of the faculty member's particular disciplines, or, more broadly, higher education. The distinction from professional community service category is that service to the profession does not necessarily involve the personal application of the discipline, but rather the promotion of it (as a member of professional organizations) or presentation of it (as an adjudicator or presenter).

In addition to its commitment to the mission and goals of Millikin University and Staley Library, the librarians have a strong commitment to the profession of librarianship. This commitment is intricately interwoven with strong professional standards developed over many years by the 11,000+ membership of the Association of College and Research Libraries (ACRL), as well as by the code of ethics of the entire Library profession. **"**The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment." [2]

RATINGS FOR SERVICE TO THE PROFESSION

Criteria on which the evaluation of service to the profession will be based include, but may not be limited to, the following. Examples at each rating include but may not be limited to those listed. The rating of any additional achievements will be determined by the Library Director and possibly also by recognized peers within the profession.

Extraordinary: service to the profession requires outside documentation. Faculty in this category will typically be recognized through awards, invitations from professional groups, or similar mechanisms.

- Service as an editor for a professional journal or a series of books
- Service as keynote or plenary speaker at a state, regional, national, or international meeting
- Service as workshop leader or professional development consultant for professionals in the discipline
- Organization of a state, regional, or national meeting

Excellent: service to the profession exceeds the standards of competence, primarily through frequency of involvement and size of audience.

- Service as an officer in a state, regional, or national association
- Service as a panelist or organization of a symposium at a state, regional, or national meeting
- Service on a professional association committee or on an editorial board
- Organization of local events, including service-learning projects, which promote libraries or librarianship, or employ library skills in service to the community
- Review of manuscripts or textbooks for a professional journal or publisher
- Serving as judge of professional works for regional, national or international awards
- Preparation of multiple book reviews for a journal
- Evaluation of programs at other institutions or grants for a funding agency
- Professional consultation

Competent: service to the profession is defined as active involvement on a limited basis.

- Participation in local events, including service-learning projects, which promote libraries or librarianship, or employ library skills in service to the community
- Attendance at local and/or regional professional meetings, workshops, webinars, etc.
- Keeping current with professional literature and trends within the profession

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[2] American Library Association *Code of Ethics* (January 2008).

Marginal: service to the Library profession is defined as that which does not meet the standards of competence. The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

SERVICE: PROFESSIONAL SERVICE TO THE COMMUNITY

Millikin University Faculty Policies and Procedures (2013) Section 1.2.3.4: Professional/Community Service

> Professional community service activities are the direct application of the faculty member's professional expertise which benefit a firm, agency, community organization, or the community at large.

RATINGS FOR PROFESSIONAL SERVICE TO THE COMMUNITY

Criteria on which the evaluation of scholarship for librarians will be based on include, but may not be limited to, the following. Examples at each rating include but may not be limited to those listed. The rating of any additional achievements will be determined by the Library Director and possibly also by recognized peers within the profession.

Extraordinary: professional service to the community requires documentation. Faculty in this category will typically be recognized through awards, invitations from other communities to serve in a similar capacity, or similar mechanisms.

- Development of a model program of library services in the community that is recognized through regional or national or international news coverage or awards
- Publications, workshops or presentations guiding other communities to emulate a successful general library program

Excellent: professional service to the community exceeds the standards of competence, primarily through frequency of involvement and the extent of public participation.

- Development of sustained ongoing academic events, publications, exhibits designed for participation by the general public (speaker series, academic forums, writers fair)
- Sustained service on executive planning boards for libraries, literacy, intercultural exchange, literary arts or related programs in the community
- Organization of local events, including service learning projects, that promote librarianship, libraries, or employ library skills in service to the community

Competent: professional service to the community is defined as active involvement on a limited basis at the community level.

- Service as a judge for a local or amateur competition
- Participation in local events, including service learning projects, that promote librarianship, libraries, or employ library skills in service to the community
- Provision of expert opinion at the request of local media outlets
- Service as an officer in a local association of intercultural exchange, historical societies, or related library groups
- Professional consultation employing librarianship skills
- Volunteer service employing librarianship skills for non-profit organizations and schools

Marginal: professional service to the community in librarianship is defined as that which does not meet the standards of competence. The faculty member demonstrates effort in this area of responsibility, but the effort is limited, sporadic, and/or unsuccessful.

Unsatisfactory

Evaluation process

The primary purpose for annual performance evaluations for library faculty is to provide self-understanding, feedback, and goals for continuing professional learning and performance. In this sense, the performance evaluations are formative. A second purpose, when so desired by the individual librarian, is to provide a dossier for seeking promotion in rank. For this purpose, the evaluation is summative.

The evaluation of librarians will derive from the following sources: (1) the individual portfolio containing the narrative self evaluation and supporting materials, (2) the Library Director's evaluation, and (3) for promotions, a review of growth and most outstanding accomplishments over the previous six years, as well as peer evaluations from other MU faculty and/or from librarian peers at other academic institutions, in concordance with *Millikin University Faculty Policies and Procedures* 3.1.2.1.

Each librarian will be responsible for portfolio materials. The following items will be included for the annual evaluation process:
- Narrative self-evaluation, including review of how the specific goals and objectives of the previous year's growth plan were addressed
- Review of how the librarian's accomplishments served the Library's mission and the larger university mission in the areas of responsibility
- Representative examples of created documentation such as assignments and writings
- Examples of outside evaluations, commendations etc. as appropriate to activity
- Growth plan for the coming year

In the narrative self-evaluation, the librarians will assess both their areas of effectiveness and opportunities for growth. For example, in the instruction section of the portfolio, the librarian could discuss innovations and revisions in the instruction, including how these have improved the research instruction experiences for students in the courses. A further discussion should focus on proposed changes and the motives for these proposed changes.

Annually, the Library Director will then evaluate the librarian's performance, using the current portfolio as the primary though not sole evidence. The Library Director and the librarian faculty member will discuss this evaluation, and agree on the growth plan for the coming year. The evaluation document will then be included in the librarian's portfolio for that year.

The schedule for this evaluation process will be consistent with that for other faculty at Millikin University.

Millikin University Faculty Policies and Procedures (2013) Section 4.8: **Relative weights**

> The weightings correspond to importance in evaluation and not necessarily to proportions of faculty time. However, the weightings are not meant to be translated into absolute numerical equivalents for rating purposes.

The relative weights will be chosen within the following limits, and will sum to 100%. The weightings correspond to importance in evaluation and not necessarily to proportions of faculty time.

Component	Weight Minimum	Maximum
Teaching	55%	70%
Scholarship/Artistic Achievement	20%	35%

University service	10%	25%
Service to the Profession	0%	15%
Professional Service to the Community	0%	15%

Criteria for ranks of Millikin University library faculty (librarians).

Instructor: this rank is reserved 1) for the librarian (with MLS degree) in part-time professional position and 2) for the candidate appointed to full-time librarian position who has completed ¾ of MLS degree and whose contract calls for degree completion within specified time period (less that one year). This rank is not used for full-time Library faculty who have completed the MLS degree.

Assistant Professor: the rank at which Library faculty are typically hired absent additional professional qualifications or experience. Presumes completed MLS/MLIS degree.

Associate Professor: for promotion to this rank, librarian must have minimum of six years of full time library professional experience at the Assistant Professor rank, must have demonstrated excellent teaching skills, and must have demonstrated competence in University service, scholarship, and, to the degree to that they were evaluated, service to the profession and professional service to the community.

Professor: for promotion to this rank, librarian must have minimum of six years of full time professional experience at the Associate Professor rank and must demonstrate overall excellence, as well as excellence in teaching and scholarship, competence in University service, and, to the degree that they were evaluated, competence in service to the profession and professional service to the community.

These standards are consistent with the requirements given in *Millikin University Faculty Policies and Procedures* (2013) Section 3.3: Criteria for promotion by rank.

These standards are also consistent with the Association of College and Research Libraries (ACRL) *Guideline for the Appointment, Promotion and Tenure of Academic Librarians*:

> A. General Professional and Scholarly Qualifications of the Library Faculty
>
> All activities shall be judged by professional colleagues on and/or off the campus on the basis of their contribution to scholarship, the profession of librarianship, and library service. The basic criterion for promotion in academic rank is to perform professional level tasks that contribute to the educational and research mission of the institution.
>
> Evidence of this level of performance may be judged by colleagues on the library faculty, members of the academic community outside the library, and/or professional colleagues outside the academic institution.
>
> Additional evidence for promotion in rank may include:
> - Contributions to the educational mission of the institution: for example, teaching (not necessarily in a classroom); organization of workshops, institutes or similar meetings; public appearances in the interest of librarianship or information transfer.
> - Assessment by students and professional colleagues may contribute to this evaluation.
> - Contributions to the advancement of the profession: for example, active participation in professional and learned societies as a member.
> - Activities related to inquiry and research: for example, scholarly publication, presentation of papers, reviews of books and other literature, grants, consulting, service as a member of a team of experts, or other means of disseminating professional expertise.

Bibliography:

American Library Association *Code of Ethics* (January 2008):
http://www.ala.org/advocacy/proethics/codeofethics/codeethics

Association of College and Research Libraries (ACRL) Standards: http://www.ala.org/acrl/standards

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