



**LIBRARY FACULTY HANDBOOK
EVALUATION AND PROMOTION**

2015

Library Faculty Evaluation Committee

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ANNUAL EVALUATION OF LIBRARY FACULTY

GENERAL INFORMATION

LIBRARY FACULTY JOB DESCRIPTION

Nature of Work

The Library Faculty must provide high quality service within their area of responsibility; work cooperatively and collaboratively with faculty, staff, and students; remain accountable to co-workers and supervisors; utilize technology efficiently; work toward enhancing the learning process for students; and remain current in their discipline. Library Faculty members are expected to devote a minimum of 40 hours per week to the institution. Library Faculty must carry out their duties in a professional, ethical, and collegial manner that enhances the mission of the institution. The Library Faculty function under the general direction of the Director of Library Services or the Coordinator of Technical Services (Library Director/Coordinator).

Illustrative Examples of Work

- Responsible for particular areas of library service under the supervision of a Director of Library Services or Coordinator of Library Technical Services such as: cataloging, circulation, collection development and management, instructional design, interlibrary loan, library automation systems, library instruction, reference, non-print collection, and serials and microfilm collection and management.
- Maintains high level of excellence in all assigned tasks.
- Prepares and teaches courses in the LIST program and completes all other duties commensurate with teaching a credit-bearing course.
- Maintains a weekly on-campus schedule. Library Faculty with reference and circulation desk duties maintain scheduled desk hours as assigned.
- Counsels students regarding library resources for use in class assignments.
- Attends official college functions.
- Assumes committee responsibilities as assigned.
- Pursues professional development.
- Provides instruction in the use of equipment applicable to library services such as computers, photocopiers, and V-card machines.

Illustrative examples are not meant to be inclusive of all job responsibilities or to imply that all illustrative examples are included in each library faculty member's responsibilities.

Desirable Knowledge, Abilities and Skills

1. Possesses thorough knowledge of discipline.
2. Is able to consistently provide quality work.
3. Is familiar with College policies and procedures and applicable Regents' policies and procedures.
4. Demonstrates willingness to communicate with students, faculty, staff, and administration in a professional manner.
5. Initiates projects and makes decisions when necessary.
6. Applies appropriate technology in all areas of responsibility.

BOARD OF REGENTS POLICY ON EVALUATION OF FACULTY

POLICY

803.05 Evaluation of Faculty

Each institution shall establish definite and stated criteria, consistent with Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BR Minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52).

Each institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure. The criteria established for promotion and tenure, emphasizing excellence in teaching, shall be used as the focus for these reviews. The institution shall develop pre-tenure review policies, as well as any subsequent revisions (BR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007).

Institutions employing graduate teaching and/or laboratory assistants shall develop procedures to (a) provide appropriate training to support and enhance these assistants' teaching effectiveness, (b) conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of each assistant's teaching effectiveness and performance, and (c) assess competency in English and, if needed, provide training in English language proficiency.

Senior administrators shall be evaluated by the administrator's supervisor, using a performance management instrument which emphasizes leadership qualities, management style, planning and organizing capacities, effective communication skills, accountability for diversity efforts and results, and success at meeting goals and objectives. All senior administrators shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the senior administrator's development plan.

Each institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty member is to be reviewed five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. Administrators who have tenure and who also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. At such time as an administrator may return full-time to the faculty, she/he will be placed into the post-tenure review cycle and will be evaluated under those guidelines as a faculty member in the fifth year following the return to the faculty and at subsequent five year intervals (BR Minutes, August 2007).

The institution president shall review and approve institutional post-tenure review policies, as well as any subsequent revisions. These institutional policies must conform to the institution's mission and to System procedures for post-tenure review. Institutional policies also shall address cases in which a tenured faculty member's performance is deemed unsatisfactory (BR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007).

PROCEDURES

(Memoranda from Chancellor to Presidents, 6/22/81, 12/15/86)

The following steps should be made a part of all faculty evaluation systems:

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
2. The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation.
3. The faculty member will be given the opportunity to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
4. The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the records.

Last Updated: 04/02/2002

GEORGIA PERIMETER COLLEGE POLICY ON FACULTY EVALUATION

In keeping with Board of Regents' Policy, GPC has adopted the Annual Performance Review of Faculty described herein. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of GPC faculty, evaluations are completed on an annual basis. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the College. Because the results of this evaluation will be the sole determiner of the annual merit pay award made to each faculty member, the College recognizes the need for a consistent system for evaluating its faculty. However, the College also recognizes the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the College's success and growth.

All faculty members will be evaluated annually on the following components of their performance: performance effectiveness, teaching effectiveness (if applicable), practices and performance, service, and professional activities. Librarians at different points in their careers often find that they want or need to direct more effort to one component or another of their responsibilities.

Any academic year in which a leave is taken for three or more weeks in one semester or six or more weeks in an academic year cannot count as a year's service for purposes of promotion. Merit pay will not be awarded for any academic year in which leave is take for three or more weeks in one semester or six or more weeks in an academic year.

LIBRARY FACULTY EVALUATION OVERVIEW

The Library Faculty Evaluation establishes criteria for evaluating the performance of each full-time library faculty member. The criteria are based on the position description for full-time library faculty members. Salary increases for these faculty members shall be awarded on merit.

The Faculty Evaluation uses these broad categories:

Performance Effectiveness
Teaching Effectiveness (if applicable)
Practices and Performance
Service
Professional Activities

The Board of Regents receives an annual appropriation from the General Assembly for all phases of its operations. This appropriation may be increased or decreased by the Legislature or the Governor during the period of any fiscal year. Expenditures for operation of the University System are therefore necessarily contingent upon legislative appropriations. In the event that the General Assembly or the Governor at any time reduces the amount of funds appropriated to the Board, the compensation of all employees and other operating expenses may as a consequence be correspondingly reduced. It shall, however, be the intent of the Board to maintain current salary commitments in so far as possible to every employee and the Board will exert its composite influence and best efforts to that end. (*Academic Affairs Handbook, Section 4.14.01*).

Timetable for Library Faculty NOT SEEKING Promotion

The library faculty evaluation period begins January 1 and ends December 31, 2015.
Timetables below go through Spring Semester 2016.*

SPRING SEMESTER 2015

Completion of evaluation process from previous year is in blue. Beginning of building materials portfolio for next year's evaluation is in black.

Due Date	Action
Jan. 23, 2015	Any librarian teaching a course submits a copy of the syllabus for the course to the Library Director. Syllabi for all courses for the current semester shall be on file in the director's office.
Feb. 2- Mar. 27, 2015	<p>Library Director completes the Faculty Evaluation form from the previous evaluation year. The Directors also complete a first semester review for new librarian faculty. The Library Directors may meet jointly with the Executive Director of Library Services to discuss all the annual reviews for the librarians to ensure consistency in evaluation.</p> <p>Library Director holds individual discussions with each faculty member concerning performance. The Library Directors send faculty evaluations to the Executive Director of Library Services for signature.</p> <p>Student evaluations are administered during spring semester.</p>
March 30, 2015	<p>The Executive Director of Library Services signs and submits evaluations to the Director of Faculty Services. Recommendations for merit increases should be sent to the Vice President of Academic Affairs.</p> <p>The library faculty member updates and submits the LIBRARY FACULTY SEMESTER PROFILE with Service, Professional Activities, or other items that were added, deleted, or modified during the semester.</p> <p>The library faculty member updates the Materials Portfolio that is maintained in the faculty member's office by adding materials that were used during the semester.</p>
May-Aug. 2015	Library Directors complete a librarian faculty mid-year review and hold individual discussions with librarian faculty members. This document remains in the department, (except if applying for promotion).

Summer Semester 2015 (if applicable)

Due Date	Action
Jun. 8, 2015	Any librarian teaching a course submits a copy of the syllabus for the course to the Library Director. Syllabi for all courses for the current semester shall be on file in the director's office.
July 17, 2015	The librarian faculty member submits the LIBRARY FACULTY SEMESTER PROFILE with Service, Professional Activities for the semester, to the Library Director. The librarian faculty member updates the Materials Portfolio that is maintained in the faculty member's office by adding materials used during the semester.

Fall Semester 2015

Due Date	Action
Sept. 1, 2015	Any librarian teaching a course submits a copy of the syllabus for the course to the Library Director. Syllabi for all courses for the current semester shall be on file in the director's office.
Oct. 5, 2015	The librarian faculty member completes and submits the FACULTY SEMESTER PROFILE to the Library Director.
Nov. 2, 2015	(Optional) Librarian Faculty complete and submit Evaluation of Supervisor Form (available on HR website under Performance Management link). http://depts.gpc.edu/~gpchr/seed_forms/Performance%20Management/Evaluation%20of%20Supervisor.pdf
Dec. 4, 2015	If there are changes, faculty member submits an updated LIBRARY FACULTY SEMESTER PROFILE. The faculty member updates the Materials Portfolio that is maintained in the faculty member's office by adding materials used during the semester.

Timetable for Library Faculty SEEKING Promotion*

Apr. 2015	Selection of Promotion and Tenure Panel members for 2015-2016 academic year. Selection of Peer Committee Members and Committee Chair by Departments.
Apr. 17, 2015	Eligibility lists for promotion sent to Executive Director of Library Services.
May 1, 2015	Deadline to submit Intent to Apply for Promotion Form with Office of Academic Affairs for librarian faculty seeking promotion on May 1, 2015 is 5 p.m.
Aug. 3 – Aug. 21, 2015	Sharepoint access is open to librarian faculty to upload promotion portfolios (details begin on pg. 37 of librarian evaluation handbook). Librarian faculty Sharepoint access closes at 5 p.m. on Aug. 21, 2015.
Aug. 21, 2015	Meeting for members of the Peer Committees.
Aug. 24-28, 2015	Library Director uploads letters of recommendation into Sharepoint for librarian faculty seeking promotion.
Aug. 31 – Sept. 11, 2015	Peer review of portfolios. Department- or Campus-based Peer Committee makes recommendations of support or denial.
Sept. 14, 2015	Chair of Peer Committee uploads all reports into SharePoint no later than 5 p.m.
Sept. 18, 2015	The Promotion and Tenure Panel meets for review of criteria and elects a chair.
Sept. 18 – Oct. 2, 2015	Library Director reviews promotion portfolios and writes letters of support or denial. Library Director uploads all reports into SharePoint no later than 5 p.m. on Oct. 2, 2015.
Oct. 5 – Oct. 16, 2015	Executive Director of Library Services reviews portfolios, writes letters of support or denial, and uploads letters into SharePoint. Deadline for uploading reports is Oct. 16, 2015 at 5pm.
Oct. 16, 2015	Executive Director of Library Services notifies librarian faculty and Vice President for Academic Affairs in writing of intention to recommend or not recommend for promotion.
Oct. 23, 2015	Final date for librarian faculty appeal of the decision of the Executive Director of Library Services. This must be submitted in writing to the Executive Director of Library Services.
Oct. 30, 2015	Executive Director of Library Services will write a letter endorsing the appeal or explaining a denial within 5 working days after receipt of the appeal. Executive Director of Library Services sends letter of response to librarian faculty AND uploads a copy of the response into SharePoint.
Nov. 2, 2015 – Jan. 15, 2016	Promotion & Tenure Panel reviews portfolios. Panel may request an interview with candidate to clarify issues of concern. The Panel makes a recommendation of support or denial and adds recommendations to the files. Promotion & Tenure Panel completes work and uploads reports no later than 5 p.m. on January 16, 2015.

Jan. 18 – Feb. 19, 2016	Vice President for Academic Affairs reviews files in SharePoint.
Feb. 19, 2016	Vice President for Academic Affairs notifies library faculty member in writing of recommendation or non-recommendation to President for promotion.
March 4, 2016	President notifies library faculty members in writing of any recommendations that differ from those of the Vice President.
Mar. 11, 2016	Written appeal from non-recommended library faculty requesting a review due to the President.
Mar. 14, 2016	President will review appeal and will inform appealing library faculty member and the chair of the Promotion & Tenure Panel of his/her final decision.
Mar. 28, 2016	President sends affirmative promotion letters to library faculty.
Apr. 2016	Selection of Promotion and Tenure Panel members for 2016-2017 academic year.
Apr. 15, 2016	Eligibility lists for promotion sent to Library Directors.
May 2, 2016	Deadline to file Letter of Intent with Office of Academic Affairs for faculty seeking promotion in August 2016. Deadline for submission is May 2, 2016 is 5 p.m.

**Timetables and activities are subject to change after January 1, 2016, based on Georgia State University's evaluation and promotion timelines and activities.*

LIBRARY FACULTY SEMESTER PROFILE

NAME: _____ SEMESTER: _____ YEAR _____

DEPARTMENT: _____ CAMPUS: _____

PERFORMANCE EFFECTIVENESS AREAS (other than teaching academic courses)

Please check those which apply.	
	Cataloging
	Circulation
	Collection development and management (including electronic resources)
	--Selection
	--Acquisitions
	--Maintenance
	Instructional design
	Interlibrary loan
	Library automation systems
	Library instruction
	Non-print collection
	Reference service
	Research guides
	Serials and microfilm collection and management
	Supervision
	Technology Support
	Other: _____
	Other: _____
	If desired, the faculty member may list details relating to the checked performance effectiveness areas, or any noteworthy related accomplishments.
	<i>Use extra sheet if needed.</i>

TEACHING SCHEDULE (for Academic Courses including LIST)

COURSE REFERENCE NO. (CRN)	COURSE NAME AND SECTION (Ex. LIST 1101-101)	COURSE MEETING DAYS	COURSE MEETING TIME	
			FROM	TO

SERVICE

List committees and other service, including involvement with students, at Georgia Perimeter College or elsewhere.
<i>Use extra sheet if needed.</i>

PROFESSIONAL ACTIVITIES

List professional organizations, conferences attended, presentations given, presentations attended, workshops, courses and other discipline-related activities.
<i>Use extra sheet if needed.</i>

PRACTICES AND PERFORMANCE

Attends campus, departmental and discipline meetings, and official college functions. (List campus, departmental, discipline, and official college functions attended.)
<i>Use extra sheet if needed.</i>

LIBRARY DIRECTOR’S COMMENTS

GOALS FOR THE COMING YEAR

No later than the second week of spring semester, attach a separate sheet of paper and describe your goals for the coming year. In each area, describe the goal you plan to attain, the activities that you will undertake to achieve that goal, the methods you will use to evaluate your efforts, and the resources that you require to achieve the goals. All librarians must prepare a plan that includes performance effectiveness and either service or professional development. For those faculty teaching LIST courses, in addition to the above, goals should be included for teaching effectiveness.

Library Faculty Member’s Signature

Date

Library Director’s Signature

Date

COURSE MATERIALS

For Librarians Teaching LIST, Other Academic Courses, and Providing Library Instruction

Each faculty member shall maintain a Course Materials Portfolio on file in his or her office that provides examples of teaching style and course materials. The course materials should be kept in a three-ring binder. Each faculty member shall update the Course Materials Portfolio at least once each semester to keep it current. Faculty members need to retain materials that they intend to submit in their promotion portfolios. Faculty members are required to give their Library Director a current syllabus of each course they teach at the beginning of each term. Library Directors have the prerogative to ask to see the portfolio whenever they have a need.

Examples of course materials that might be included are:

(For any course materials that are not original, the source should be stated)

- Course syllabi for all courses for current academic year – mandatory
- Assignments
- Projects
- Writing activities
- Case studies
- Laboratory activities
- Problem-solving sets
- Examples of exercises using active learning
- Study guides
- Concept maps
- Quizzes and exams
- Support materials
- Annotated bibliographies
- Web page addresses – or first pages of pertinent web addresses
- CD-ROMs
- Samples of grading and feedback to students
- Description of uses of instructional technology
- Description of revisions of materials
- Brief explanations of materials and their uses

The Course Materials Portfolio will be reviewed by the Library Director at the Mid-Year Review and at the Annual Review. It may also be reviewed by the Promotion and Tenure Committee.

ANNUAL PERFORMANCE REVIEW OF FACULTY

CLASSROOM OBSERVATION

For Librarians Teaching LIST, Other Academic Courses, and Providing Library Instruction

Because Georgia Perimeter College values excellence in teaching, all faculty will have their classroom and library instruction teaching observed periodically. Satisfactory classroom observations are expected. Classroom observations will be an important component of the Faculty Review Process. Classroom observations and the discussions associated with them should also be used as an opportunity for faculty development.

During the first term that a librarian teaches, the librarian's class will be observed by the Library Director. The Library Director also should check the course syllabi, course materials, and other information and documentation as necessary.

After the first observation, classes taught by librarians will be observed annually for the first three years. After the first three observations, classes will be observed once every three years.

Faculty members applying for a personnel action (i.e., promotion) must be observed within the year prior to the application for that personnel action.

The observations should be discussed with the faculty member within two weeks of the observation. At that time, all forms dealing with the observation should be signed and copies provided to the faculty member. The originals should remain on file in the department in a secured location.

If a faculty member wants additional observations, the Library Director should make arrangements for those observations.

Distance learning classes must be observed in addition to face-to-face classes. Online Library Directors will observe a distance learning class for faculty who teach both. For distance learning courses, at numbers 11 and 12 on the classroom observation form, "communicates" should be substituted for "speaks".

CLASSROOM OBSERVATION FORM

Instructor: _____ Time: _____ Date: _____

Observer: _____ Course : _____

Number of students present: _____ Number of students enrolled: _____

Topic Covered: _____

Type of class: Face-to-face _____ On-line _____ Hybrid _____

	Descriptors	Needs-improvement	Expected	Exceptional	Not Observed	Comments
Course Design and Delivery	1. Presents material appropriate to course objectives					
	2. Presents material appropriate to student knowledge					
	3. Includes examples or illustrations to clarify concepts					
	4. Uses instructional aids where appropriate					
	5. Uses instructional time efficiently					
	6. Delivers lesson in a logical manner					
	7. Summarizes major concepts and checks for understanding					
	8. Provides up-to-date goals/objectives					
	9. Uses instructional methods effectively					
	10. Communicates the material with a sense of enthusiasm					
	11. Speaks about content with authority					
	12. Speaks clearly					
Interaction	13. Encourages student involvement					
	14. Demonstrates respect for students					
	15. Clarifies content when students fail to understand					
	16. Responds constructively to students					

Attach additional comments on separate sheets if necessary.

Faculty member's signature*: _____ Date: _____

Library Director's signature: _____ Date: _____

**Faculty member's signature indicates that this review form has been discussed with the faculty member and does not imply agreement with the conclusions.*

POST-CLASSROOM OBSERVATION REVIEW

Name: _____ Date: _____

Observer: _____ Course: _____

Topic covered: _____

Date of post-observation review: _____

Summary of observation (add additional pages as necessary)

Attachments:

Faculty Member's Signature*: _____ Date: _____

Observer's Signature: _____ Date: _____

Library Director's Signature: _____ Date: _____

** Faculty member's signature indicates that this review has been discussed with the faculty member and does not imply agreement with the conclusions.*

MID-YEAR AND ANNUAL LIBRARIAN REVIEW

The Mid-Year Faculty Review, to be held by the end of the spring semester, provides an opportunity for the faculty member and the Director/Supervisor to discuss Performance Areas Effectiveness, Teaching (if applicable), Practices and Performance, Service, and Professional Development. If the librarian is teaching a class, at this meeting the faculty member's course materials portfolio also should be reviewed and discussed.

Using the GPC evaluation form as a guide, each library faculty member will submit to his or her Library Director a description of performance effectiveness, service, and professional activities during that semester. To indicate his or her assessment of the library faculty member's performance at this point, the Library Director will write a brief narrative (one paragraph or so) for each area: performance effectiveness, practices and performance, service, and professional activities. That is, does the faculty member appear to be on target for what is expected? Are there any areas that need improvement? Does it appear at this point that a faculty member's work in some area(s) may lead to an exceptional rating during the final review?

The mid-year review process is intended to provide a forum for discussion about any potential areas of concern, helping the faculty member to make improvements before the end of the calendar year.

After the discussion, the Director/Supervisor will complete the GPC Library Faculty Evaluation form. This document remains in the department files and provides a reference for the annual faculty review. A copy is also given to the faculty member. For librarians applying for promotion, the mid-year review will be submitted at the time of application to complete the number of semesters of review required.

A. PERFORMANCE EFFECTIVENESS AREAS

Suggested topics for discussion regarding performance effectiveness at the mid-year review are listed below. Topics may include, but are not limited to:

- Cataloging
- Circulation
- Collection development and management (including electronic resources)
 - Selection
 - Acquisitions
 - Maintenance
- Instructional design
- Interlibrary loan
- Library automation systems
- Library instruction
- Non-print collection
- Reference service
- Research guides
- Serials and microfilm collection and management
- Supervision
- Technology Support
- Other: _____

TEACHING EFFECTIVENESS (Librarians Teaching Courses for Credit)

In order to demonstrate teaching effectiveness, faculty members need to show not only what they do, but how what they do enhances student learning. Effective teaching results in students developing thinking processes and learning skills and information that will lead to mastery of the course outcomes.

Suggested topics for discussion regarding teaching effectiveness at the mid-year review are listed below. Topics may include, but are not limited to:

1. Syllabi
Course syllabi are clearly written, complete, accurate, distributed on time and cover content as specified by the Common Course Outline.
2. Course Materials
Assignments are designed to enable the students to master the course outcomes.
Assessments are designed to demonstrate that students have developed thinking processes and have learned skills and information that show mastery of the course content.
3. Student Evaluations and Feedback
Student evaluations are satisfactory.
Student comments, if received, show that the students believe the course and professor have made a positive impact on their learning.
4. Classroom Observations
Classroom observations reveal satisfactory classroom management skills.
Faculty-student interactions are appropriate and encourage learning.
Classroom environment/atmosphere is conducive to learning.
Discussions are designed to enhance student learning of the course outcomes.
5. Enrollments
Class enrollments are within norms for courses taught.
Drops and withdrawals are within norms.
6. Grades
Grade distributions are within norms for courses taught.
7. Office hours
Faculty member is available to students during posted office hours.
8. Methodology
Faculty member uses appropriate teaching methodology in the instruction process.
9. Advising
Faculty member performs advising duties assigned.

C. SERVICE

Suggested topics for discussion regarding service at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member participates in committees and service to the College, Campus, and/or Discipline.
2. Faculty member contributes to the academic development of students outside the library.

D. PROFESSIONAL ACTIVITIES

Suggested topics for discussion regarding professional activities at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member participates in professional organizations.
2. Faculty member attends conferences.
3. Faculty member participates in discipline-related activities.
4. Faculty member participates in educational opportunities such as workshops or courses.

E. PRACTICES AND PERFORMANCE

Suggested topics for discussion regarding practices and performance at the mid-year review are listed below. Topics may include, but are not limited to:

1. Faculty member responds to requests for information.
2. Faculty member communicates in a timely fashion.
3. Faculty member follows established college policies and procedures.
4. Faculty member attends campus, departmental, and discipline meetings.
5. Faculty member attends official college functions.
6. Faculty member relates to students, faculty, staff and administrators in a professional manner.
7. Faculty member maintains records.

The Annual Faculty Review is held after the end of fall semester. This is the final evaluation for the year that will provide information for merit raises and promotion decisions. Using the GPC evaluation form as a guide, each library faculty member will submit to his or her Library Director a description of performance effectiveness, teaching (if applicable), service, and professional activities during that year.

The Library Director completes the Faculty Evaluation form after the end of the fall semester. All Library Directors and the Executive Director, Center for Teaching and Learning will meet jointly to discuss all the annual reviews for the library faculty members to ensure consistency in evaluation. Library Directors then hold individual discussions with each faculty member concerning performance.

EVALUATION OF FIRST-YEAR LIBRARY FACULTY

Because the Librarian Annual Review covers a calendar year and is completed at the end of fall term, librarians joining the institution in the fall will not have worked during the spring portion of that evaluation period and, therefore, will not have a complete report. However, the Library Director must evaluate the performance of new librarians to support a recommendation for contract renewal. New librarians will be required to turn in a Librarian Semester Profile at the beginning of their first semester and will begin a materials portfolio. New library faculty members will be evaluated by the Library Director at the end of fall semester.

**ALIGNMENT OF THE FACULTY EVALUATION
WITH GPC'S STRATEGIC PLAN**

Library Faculty: This section appears in the Faculty Evaluation Handbook and is copied below in its entirety. Some parts apply to classroom faculty only.

In each category for evaluation (Teaching Effectiveness, Practices and Performance, Service, and Professional Activities), what is expected in faculty performance is aligned with GPC's Strategic Goals as indicated at the top of each section. A faculty member can, however, address additional action items under these goals by choices they make in activities they pursue as a faculty member. Following is a comprehensive guide of what faculty activities support each of the strategic goals of the College:

WE WILL STRENGTHEN STUDENT SUCCESS

Actions to strengthen Student Success	Ways in which faculty strengthen Student Success
Support teaching excellence	<ul style="list-style-type: none"> • Serve as a mentor • Serve on P&T committees
Improve academic advising processes	<ul style="list-style-type: none"> • Offer ideas to improve advising • Attend advising training sessions
Develop an Academic Master Plan	<ul style="list-style-type: none"> • Serve on AMP committee • Address goals and actions in plan
Create a process to review and evaluate the relevancy and responsiveness of our curriculum	<ul style="list-style-type: none"> • Offer ideas to improve curriculum • Redesign courses for relevancy • Study needs of students and prepare courses that respond to those needs
Expand awareness of opportunities for students and faculty to become involved in college life, civically engaged in the community, and aware of local, national, and global perspectives	<ul style="list-style-type: none"> • Serve as club advisor • Assist Student Life with activities • Promote activities on campus • Oversee service learning activities • Coordinate internships or other civic engagement projects • Internationalize your courses

***WE WILL CREATE AND FOSTER A CULTURE OF TEAMWORK, LEADERSHIP,
QUALITY SERVICE AND CONTINUOUS IMPROVEMENT***

Actions to create and foster our culture	Ways in which faculty foster our culture
Establish an office of customer service	<ul style="list-style-type: none"> • Support efforts of OCS
Conduct college-wide open forum discussions	<ul style="list-style-type: none"> • Participate in open forums
Enhance the services we offer to our students	<ul style="list-style-type: none"> • Serve on Student Services committee
Develop a methodology to review and revise college policies and procedures	<ul style="list-style-type: none"> • Offer ideas to improve policies • Offer revised procedures
Identify and implement a rapid process improvement strategy	<ul style="list-style-type: none"> • Participate in a RPI
Examine and adjust organizational structures	<ul style="list-style-type: none"> • Serve on organizational committees • Offer ideas to improve structures
Develop and implement a comprehensive safety and security plan	<ul style="list-style-type: none"> • Serve on safety and security committee or Emergency training
Provide quality professional, faculty and staff development	<ul style="list-style-type: none"> • Participate in (or conduct) faculty development workshops, seminars, or programs
Align our performance management process to the college strategic plan	<ul style="list-style-type: none"> • Ensure all committees are relevant to the Strategic Plan

WE WILL ENHANCE THE ECONOMIC, SOCIAL, AND CULTURAL VITALITY OF OUR COMMUNITIES

Actions to enhance our communities	Ways in which faculty enhance our communities
Establish an office of civic engagement to link the college's human capital with the needs of our communities through service learning, internship and experiential learning opportunities	<ul style="list-style-type: none"> • Support service learning, internship, and experiential learning programs • Participate in civic engagement programs
Foster strategic partnerships through the continuation of community open forums	<ul style="list-style-type: none"> • Assist colleagues and administrators at community open forums • Identify potential strategic partners
Develop additional Transfer Admission Guarantees	<ul style="list-style-type: none"> • Be knowledgeable about and up-to-date on TAGs
Develop educational partnerships with institutions abroad	<ul style="list-style-type: none"> • Communicate interest in faculty exchanges to CIE
Encourage faculty, staff, and students to be more active in global education initiatives	<ul style="list-style-type: none"> • Participate in Study Abroad • Support events with global focus
Prepare students for careers in Georgia's critical areas	<ul style="list-style-type: none"> • Advise students about career opportunities and job fairs
Seek external funding opportunities to support college initiatives	<ul style="list-style-type: none"> • Identify funding opportunities to College Foundation
Effectively communicate to the community the role and contributions made by the college.	<ul style="list-style-type: none"> • Speak to community groups • Share GPC mission and goals

WE WILL EXPAND ACCESS AND ENROLLMENT CAPACITY

Actions to expand access and enrollment	Ways in which faculty expand access and enrollment
Maximize the use of facilities	<ul style="list-style-type: none"> • Teach hybrid classes • Incorporate iCollege in classes • Contribute to course redesign efforts
Schedule classes to meet the needs of all learners	<ul style="list-style-type: none"> • Teach overloads at night or on weekends
Implement energy conservation	<ul style="list-style-type: none"> • Join efforts for a greener college
Continue to expand our access to learners worldwide	<ul style="list-style-type: none"> • Teach online classes
Increase access to financial assistance	<ul style="list-style-type: none"> • Support College Foundation • Serve as scholarship sponsor
Enhance recruitment efforts and target under-represented groups	<ul style="list-style-type: none"> • Volunteer to help recruiters • Identify under-served areas
Improve services to students that promote their success.	<ul style="list-style-type: none"> • Provide effective advising • Participate in orientations

Georgia Perimeter College Library Faculty Evaluation Form

The evaluation of library faculty will draw on multiple sources of information, which may include, but are not limited to, observations of service; reports, guides, and other materials developed by the faculty member.

Name _____

Date _____

Performance Effectiveness

GPC Strategic Goal #1 We will strengthen student success (supports teaching)

Areas	Needs Improvement	Expected Performance	Exceeds Expectations	Exceptional	Comments
<i>Depending on one's job description, one or more of these will be addressed.</i>					
Cataloging		<p>Performs complex copy cataloging of library materials accurately using accepted standards.</p> <p>Performs original cataloging of library materials accurately, using accepted standards.</p> <p>Performs catalog database maintenance functions on a regular schedule.</p> <p>Completes routine and assigned tasks/projects in a timely and accurate manner.</p>			
Circulation		<p>Consistently demonstrates and applies knowledge of College and standard library circulation practices and procedures.</p> <p>Demonstrates effective use of circulation software and student information systems applicable to management of circulation.</p> <p>Assures that students, faculty, and staff receive services in a courteous and professional manner.</p>	<p>Contributes to the development of circulation policies by recognizing the need for changes in policies that leads to implementation.</p>		

Areas	Needs Improvement	Expected Performance	Exceeds Expectations	Exceptional	Comments
Circulation (contd.)		Completes routine and assigned tasks/projects in a timely and accurate manner.			
Collection development and management (including electronic resources)		<p>Reads and evaluates a variety of reviewing media to identify items that are appropriate to the collection.</p> <p>Selects material within the budget.</p> <p>Deselects items using appropriate library standards.</p> <p>Demonstrates good overall understanding of collection management principles and techniques.</p>			
Instructional design and maintenance		<p>Regularly creates, updates, and maintains the campus or overall library web pages.</p> <p>Completes routine and assigned tasks/projects in a timely and accurate manner.</p>			
Interlibrary loan		Demonstrates knowledge of interlibrary loan systems and expedites requests in an efficient and timely manner.			
Library instruction		<p>Organizes instruction in a logical sequence and proactively and clearly communicates to students.</p> <p>Uses appropriate delivery methods and materials to enhance student learning.</p> <p>Manages the Ex Libris© integrated library system, generates regular reports, and implements enhancements to the system in a timely manner. Analyzes and resolves problems proficiently.</p>		Establishes dynamic lesson framework using new and effective ways to provide instruction.	

Areas	Needs Improvement	Expected Performance	Exceeds Expectations	Exceptional	Comments
Library systems		Coordinates and troubleshoots patron loads and other recurring issues on a regular basis. Effectively manages electronic resources, LibGuides, and main webpages for the libraries.			
Non-print services		<p>Demonstrates proficient knowledge of Media Scheduling software.</p> <p>Assures that students, faculty, and staff receive services in a courteous and professional manner.</p> <p>Completes routine and assigned tasks/projects in a timely and accurate manner.</p>			
Reference service		<p>Adheres to scheduled reference desk hours and works effectively with the reference team.</p> <p>Assures that students, faculty, and staff receive information and guidance in a courteous and professional manner.</p> <p>Demonstrates substantial knowledge of reference sources and services.</p>			
Research guides		Creates practical and effective instructional guides and handouts.		Designs creative user-friendly online tutorials.	
Serials and microfilm collection and management		<p>Accurately manages serials and microfilm collections and maintains serial holdings.</p> <p>Analyzes the strengths and weakness of the serial holdings of the libraries.</p> <p>Appropriately manages full or part-time staff.</p> <p>Effectively oversees hiring, training, scheduling, and performance evaluations if requested to do so.</p>			

Elements	Needs Improvement	Expected Performance	Exceeds Expectations	Exceptional	Comments
		<p>Conscientiously provides procedural guidance and training for staff.</p> <p>Collaboratively creates and maintains campus library reference and/or circulation desk schedule on a regular basis.</p> <p>Assures that library staff provide students, faculty, and staff with quality services in a courteous and professional manner.</p>			
Teaching: Library instruction		<p>Organizes instruction in a logical sequence and proactively and clearly communicates to students.</p> <p>Uses appropriate delivery methods and materials to enhance student learning.</p>		Establishes dynamic lesson framework using new and effective ways to provide instruction.	
Technology support		Troubleshoots problems with equipment and software in a timely manner.			
Other:					
Other:					

Teaching Effectiveness

GPC Strategic Goal #1 We Will Strengthen Student Success (supports teaching excellence, addresses goals and actions in Academic Master Plan)

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Course Design		<p>Organizes instruction in a logical sequence in accordance with identified course outcomes.</p> <p>Articulates progression of concepts effectively to students.</p> <p>Develops clear syllabus; pro-actively and clearly communicates to students if changes are made to syllabus.</p> <p>Designs assignments to enable students to master concepts.</p> <p>Designs appropriate delivery technique.</p> <p>Updates and improves course materials to maximize learning.</p>		<p>Establishes dynamic course framework leading to new and innovative ways to provide instruction including specific plans to evaluate the effectiveness of the course design.</p>	
Course delivery		<p>Establishes clear expectations for the students.</p> <p>Uses appropriate delivery methods & materials to enhance student learning.</p> <p>Promotes or facilitates learning including ability to motivate students, generate enthusiasm, and encourage critical thinking.</p> <p>Creates an atmosphere that fosters a respectful and open learning environment.</p> <p>Summarizes major concepts and checks for understanding.</p>		<p>Engages students in learning beyond established expectations.</p> <p>Employs a variety of teaching methods to accommodate individual differences to meet course outcomes appropriately.</p> <p>Implements innovative learning materials for an assigned course.</p>	

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Assessment		<p>Aligns assessment with course objectives.</p> <p>Administers assessments in an effective manner.</p> <p>Conducts assessments that effectively measure the attainment of intended course outcomes.</p> <p>Provides relevant, timely feedback, including suggestions for improvement.</p> <p>Maintains high academic expectations and grading standards.</p>		<p>Goes beyond the scope of expected in evaluating student progress on a continuous basis.</p> <p>Increases understanding of student learning outcomes; increases retention/course pass rates – makes a difference, without compromising academic standards.</p>	

Practices and Performance

GPC Strategic Goal #2 We will create and foster a culture of teamwork, leadership, quality service, and continuous improvement (supports fostering a supportive culture)

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Knowledge/ ability to answer patrons' questions		<p>Possesses requisite knowledge of own discipline and awareness of others in order to appropriately direct students.</p> <p>Provides comprehensive advice in one's area of expertise.</p>			
Availability/ Access		<p>Meets assigned classes and labs promptly at the scheduled times.</p> <p>Is available to students during posted office hours.</p> <p>Responds to requests for information in a timely manner.</p>		Devotes significant time beyond scheduled class/lab/office hours to provide students additional instruction.	
Record Management		<p>Maintains appropriate student records and reports required information according to posted deadlines.</p> <p>Submits reports or other documents on or before due dates.</p>			
Collegiality		<p>Attends campus, departmental and discipline meetings, and official college functions.</p> <p>Relates to students, faculty, staff, and administrators in a professional manner.</p>		Voluntarily assumes additional responsibilities as needed by the department, discipline, college, etc. (without reassigned time)	

Service

- GPC Strategic Goal #1 We will strengthen student success (supports expanding awareness of opportunities for students and faculty to become involved in college life, civically engaged in the community)
- GPC Strategic Goal #2 We will create and foster a culture of teamwork, leadership, quality service and continuous improvement (supports the services we offer to our students)
- GPC Strategic Goal #3 We will enhance the economic, social, and cultural vitality of our communities (supports effectively communicating to the community the role and contributions made by the college)

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
College Committee Participation		Actively contributes to committees and service at the College.		<p>Devises and submits actionable, effective solutions to address problems discussed during meetings.</p> <p>Chairs major college-wide committee or taskforce, ensuring that tasks are completed in a timely manner.</p> <p>Leads an assessment project for the discipline.</p>	
Student and community service		<p>Contributes to the academic development of students outside the library by attending events honoring or recognizing students, serving as club advisor; or by other involvement with students.</p> <p>Participates in community service related to the discipline or to the College mission when possible.</p>		Leads and coordinates student and/or community events related to the discipline or to the College mission.	

Professional Activities

GPC Strategic Goal #1 We Will Strengthen Student Success

GPC Strategic Goal #2 We will create and foster a culture of teamwork, leadership, quality service and continuous improvement

Elements	Needs Improvement	Expected Performance (examples)	Exceeds Expectations	Exceptional (examples)	Comments
Current knowledge in discipline		<p>Stays abreast of latest topics and changes related to discipline.</p> <p>Maintains membership in professional organizations.</p> <p>Attends professional conferences</p> <p>Participates in other discipline-related activities (e.g., performances and exhibits) to expand relevant knowledge base.</p> <p>Participates in educational opportunities such as faculty development workshops or courses, attends presentations etc.</p>		Publishes books or professional papers in refereed journals to expand relevant knowledge base.	

Library Faculty Member's Signature

Date

Library Director's Signature

Date

LIBRARY FACULTY REBUTTAL OF ANNUAL PERFORMANCE REVIEW

Faculty evaluations by Library Directors (under oversight of the Executive Director, Center for Teaching and Learning) must be signed and dated by the faculty member and the Library Director at the time of evaluation. The faculty member's signature indicates review of the evaluation only. (Failure to sign the evaluation by the faculty member could become grounds for disciplinary action.) A faculty member who wishes to rebut an evaluation by a Library Director should follow the procedure outlined below.

1. The faculty member should review and discuss the evaluation with the Library Director before the evaluation is placed in the personnel file.
2. If the faculty member disagrees with the evaluation, the faculty member may write a memorandum of rebuttal or explanation of any parts of the evaluation with which there is disagreement. **Within five (5) working days** of the evaluation conference, the faculty member should send the memorandum to the Library Director with copies to the Executive Director, Center for Teaching and Learning.
3. Upon receipt of a memorandum of rebuttal from a faculty member, the Library Director will acknowledge receipt in writing.
4. The faculty member, in addition, may request a joint conference with the Executive Director, Center for Teaching and Learning and the Library Director. Any changes in the annual evaluation made as a result of either the conference or the faculty member's written rebuttal will be a joint decision of the Library Director and the Assistant Vice President and must be noted in writing by the Library Director. This written acknowledgment of change will be appended to the original evaluation, and all copies become a part of the evaluation record along with the memorandum of rebuttal. The faculty member will be notified of the decision within five (5) working days.
5. If the faculty member is dissatisfied with the outcome of the rebuttal, the faculty member has five working days to appeal the evaluation and any changes that have been noted to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.
6. The evaluation, the memorandum of rebuttal, the Library Director's response, and a summary of the conference/decision with the Executive Director, Center for Teaching and Learning, if any, and any changes to the evaluation that have been noted, will become a part of the faculty member's portfolio.
7. In addition to signing and dating the evaluation form, the faculty member is required to sign and date any attachments and return the signed evaluation and any attachments to the Library Director.
8. The Library Director will provide the faculty member with a copy of the evaluation, including any changes that have been noted. The Library Director will keep a copy of the evaluation and submit the original files through the Executive Director, Center for Teaching and Learning to the Vice President for Academic Affairs.
9. The Vice President for Academic Affairs will submit all completed annual evaluations of faculty to the Human Resources Department where they will become a part of the faculty member's permanent file.

PROMOTION

GEORGIA PERIMETER COLLEGE PHILOSOPHY ON PROMOTION

Rank at Georgia Perimeter College should indicate not only a faculty member's length of service at an institution, it must also reflect the contributions of the faculty member to the College as they relate to the College's mission and values. As stated in the Board of Regents' guidelines for promotion:

POLICY

803.08 CRITERIA FOR PROMOTION

Each University System institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the Senior Vice Chancellor for Academic Affairs for review.

1. Minimum for all three types of institutions in all professorial ranks:
 - a. Superior teaching
 - b. Outstanding service to the institution
 - c. Academic achievement
 - d. Professional growth and development

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

Last Updated: 04/15/2002

These guidelines set out qualitative measure for classroom faculty performance.

For library faculty at Georgia Perimeter College, promotion criteria and procedures emphasize excellence in performance effectiveness.

**GEORGIA PERIMETER COLLEGE
CRITERIA FOR PROMOTION FOR LIBRARY FACULTY**

Minimum for librarians at Georgia Perimeter College in all professorial ranks:

- a. Superior performance effectiveness (including teaching, if applicable)
- b. Outstanding service to the institution
- c. Academic achievement
- d. Professional growth and development

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

It is important to distinguish between eligibility criteria and the criteria used for recommending a faculty member for promotion. Eligibility implies a base level of performance allowing a faculty member to apply for promotion. Furthermore, eligibility should be based on completed years. Criteria for promotion should be based upon standards of excellence appropriate to the rank in question and should increase with increasing rank.

Promotion to Assistant Professor

Criteria for Promotion: Although we promote Instructors to the rank of Assistant Professor, the rank of Assistant Professor is *de facto* an entry level rank. As such, promotion to Assistant Professor should be based upon evidence of significant growth and development as a Librarian Instructor.

Eligibility: Candidates should have three (3) or more consecutive years* as a full-time librarian instructor at GPC, and three (3) or more years of “expected” performance at GPC. When a faculty member receives a doctorate he/she is immediately considered **eligible** for promotion to Assistant Professor and may apply at the next review date.

Degree/experience requirements: Earned doctorate in the field, or terminal degree in the discipline as defined by a national professional body, granted by a regionally accredited university.

The degree requirement must be met by the date on which formal request for consideration is submitted to the Library Director.

Or

Master’s degree plus thirty (30) semester graduate hours beyond the Master’s degree in an appropriate field, and six fully-evaluated semesters of full-time library experience at GPC as an Instructor in a full-time position.

Or

Master’s degree and award of at least two “exceptional” ratings in performance effectiveness over a period of ten fully-evaluated consecutive* semesters at GPC as a Librarian Instructor in a full-time librarian position.

Full-time library faculty experience is defined as an entire academic year on a library faculty contract.

* Consecutive years may include years before and after approved medical leaves, leaves of absence without pay, and professional enhancement leaves.

Promotion to Associate Professor

Criteria for Promotion: Promotion to Associate Professor indicates a faculty member's long-term commitment to the institution, and the institution's recognition of that faculty member's senior status. As such, promotion to Associate Professor should be based upon evidence of sustained accomplishment and demonstrated commitment to the institution and profession.

Eligibility: Candidates should have six years of full-time college librarian experience. At least five years must be at the Assistant Professor rank at GPC in consecutive* years as a full-time library faculty member at GPC and ten (10) or more semesters at GPC or more years of "expected" performance in all four categories for all items, with no stipulation of "needs improvement" as an Assistant Professor.

Faculty applying for promotion to Associate Professor should have received two or more ratings of "exceptional" in performance effectiveness, service, and professional activities which help to demonstrate sustained accomplishment and dedicated performance to the institution

Degree/Experience Requirements: Earned doctorate in the field, or terminal degree in the discipline as defined by a national professional body, granted by a regionally accredited university. The degree requirement must be met by the date on which formal request for consideration is submitted to the Library Director.

Or

Master's degree plus thirty (30) semester graduate hours in an appropriate field.

Or

Master's degree and award of two or more "exceptional" ratings in performance effectiveness for the three most recent evaluations.

Full-time library faculty experience is defined as an entire academic year on a library faculty contract.

* Consecutive years may include years before and after approved medical leaves, leaves of absence without pay, and professional enhancement leaves.

Promotion to Professor

Criteria for Promotion: Achieving the rank of Professor is a highly distinguished accomplishment for a senior faculty member, in recognition of truly exceptional performance beyond the expectations of the Associate Professor. As such, promotion to Full Professor should be based upon evidence of attaining the status of master librarian, notable scholar, and distinguished leader in the profession or at the institution.

Eligibility: Because of the exceptional nature of promotion to Professor, the criteria for eligibility should be more rigorous than eligibility criteria for other ranks. Candidates must have eight years of successful full-time college librarian experience with at least five (5) or more consecutive* years at the Associate Professor rank at GPC as a full-time library faculty member at GPC. Candidates must have ten or more years of above average performance (two or more ratings of “exceptional” for each of the five most recent evaluations in performance effectiveness, service, and professional activities, and “expected” in practices and performance).

Faculty applying for promotion to Professor should have received ratings of “exceptional” in performance effectiveness, service, and professional activities which help to demonstrate attaining the status of master librarian, notable scholar, and distinguished leader in the profession or at the institution.

Degree/Experience Requirements: Earned doctorate in the field granted by a regionally accredited university.

The degree requirement must be met by the date on which formal request for consideration is submitted to the Library Director.

Full-time library faculty experience is defined as an entire academic year on a library faculty contract.

Criteria for promotion should be based upon standards of excellence appropriate to the rank in question and should increase with increasing rank. Thus there is no set number of “exceptional” ratings required. Instead, a faculty member needs to demonstrate through their ratings and portfolio for promotion that they have earned the rank for which they are applying.

* Consecutive years may include years before and after approved medical leaves, leaves of absence without pay, and professional enhancement leaves.

Promotion Application Process

To apply for promotion, the faculty member must submit a promotion portfolio. Promotion portfolios should provide primary and secondary evidence of excellence in performance effectiveness, service, and professional activities. At a minimum they should contain:

1. A letter of application making the case for promotion
2. Annual evaluations from the previous five years at GPC.
3. A current curriculum vitae
4. Documentation consisting of evidence of:
 - a. Excellence in librarianship (in areas such as reference service, information literacy, collection development, creation of guides and tutorials, cataloguing, among others)
 - b. Excellence in service (such as committee work and other service to the department, college, and community)
 - c. Excellence in Professional Activities/activities (such as examples of publications, presentations, grants, performances, projects, etc.)
5. At least three letters of support, including one from a full-time librarian at GPC and at least one from another peer inside of Georgia Perimeter College are required. Librarians also may include letters from peers outside of GPC. Faculty members should inform their colleagues of the criteria that should be addressed in the letters. The authors of the letters send their letters to the faculty member in a sealed envelope with their signature across the closure at the back of the envelope.

Colleagues writing letters of support should address how the librarian demonstrates some or all (as appropriate) of the following:

- Exceptional performance
 - Outstanding service to the institution
 - Academic achievement
 - Professional growth and development
6. Qualitative evaluation of performance effectiveness (including evaluations/observations and student evaluations and classroom observations if teaching.)
 7. Goals for the next five years.

Promotion Review Process

1. Once the promotion portfolio is submitted, the faculty member will be evaluated by a layered process. The reviewers include a Peer Committee, Library Director, Executive Director, Center for Teaching and Learning and the Promotion and Tenure Panel. Their recommendations are forwarded to the Vice President for Academic Affairs who reviews the recommendations and submits a recommendation to the President.

The Library Peer Review Committee is comprised of a minimum of three (3) and a maximum of five (5) full-time library faculty chosen by the library faculty member's department on his or her campus. If there are not a sufficient number of librarians in the campus library department, then the Chair of the Committee may ask a full-time librarian or librarians from another campus or from other campuses to serve.

The Promotion and Tenure Panel is formed as follows: Faculty will vote for all tenured faculty and librarians at GPC whom they would find acceptable serving on the panel. The Academic Division Deans and Vice President for Academic Affairs will select 21 faculty from the group voted by the faculty as a whole to serve on the panel.

2. The librarian submits the promotion portfolio to the Library Director, who forwards the portfolio to a department- or campus-based Peer Committee.
3. The department- or campus-based Peer Committee reviews the portfolio and, using the form provided, sends a written recommendation of support or denial to the Library Director with a copy included in the portfolio.
4. The Library Director writes a letter of support or denial based on his/her independent review. The Library Director's letter is included in the portfolio and forwarded to the Executive Director, Center for Teaching and Learning.
5. The Executive Director, Center for Teaching and Learning reviews all documentation and writes a letter of support or denial to the faculty member. A copy of the letter is included in the portfolio.

Procedure for non-recommendation:

- a. The Executive Director, Center for Teaching and Learning notifies the faculty member in writing of his/her intention not to recommend the faculty member for promotion.
- b. The faculty member may appeal the decision in writing following these guidelines:
 - 1) The faculty member must submit a written appeal to the Executive Director, Center for Teaching and Learning by date in the Implementation Timetable for Faculty Seeking Promotion and /or Tenure for the current academic year.
 - 2) The written appeal (in the form of a summary statement with supporting evidence) must identify the specific criteria to be reconsidered.

- c. In the event of a written appeal, the Executive Director, Center for Teaching and Learning must review the letter and documentation and respond in writing to the faculty member either endorsing the appeal or explaining a denial. In the case of a denial, the letter to the faculty member will include specific reasons for the denial.
6. The Executive Director, Center for Teaching and Learning forwards all materials to the college-wide Promotion and Tenure Panel.
7. The Promotion and Tenure Panel reviews the portfolio. At this point, the Panel may request individual or joint interviews with the candidate and Library Director/Supervisor to clarify issues of concern. The Panel makes a written recommendation of support or denial to the Vice President for Academic Affairs.
8. The Vice President for Academic Affairs writes a letter of support or denial and forwards the application, including all letters and appeal documents, if any, to the College President.
9. The College President approves or denies promotion.
10. If the President does not wish to endorse an affirmative recommendation by the Vice President, then the President will notify the faculty member in writing with a copy to the Vice President within four (4) working days of receipt of the Vice President's recommendation.
11. Any faculty member receiving an adverse recommendation on promotion and/or tenure from the Vice President for Academic Affairs or from the President has a right to a review by a Promotion and Tenure Review panel, appointed by the President.

The purpose of the Promotion and Tenure Review Panel is to provide additional information to the President concerning a faculty member's appeal to an adverse recommendation by the Vice President for Academic Affairs regarding promotion. The Executive Director, Center for Teaching and Learning, a faculty representative (from the same discipline group as the appellant), and the chair of the Promotion and Tenure Panel will comprise the review panel.

12. Faculty members who wish a review of an adverse recommendation on promotion must submit a letter to the President requesting a review. The letter must meet the following guidelines:
 - a. The letter must state the basis of the review.
 - b. The letter should designate a faculty member from the same division as the appellant whom the appellant wishes to include in the review and who has agreed to serve in that capacity. The faculty member should also indicate if she/he wishes to appear before the Promotion and Tenure Review Panel.
 - c. The letter must be received by the President according to the Implementation Timetable for Faculty Seeking Promotion and/or Tenure.
13. After considering the evidence presented in the review, the President will make a decision within five (5) working days of the review and write a letter to the faculty member, the chair of the Promotion and Tenure Committee, the Executive Director, Center for Teaching and Learning, and the Vice President for Academic Affairs informing them of the President's final decision.

14. A faculty member dissatisfied with the decisions of the President may appeal to the Board of Regents in accordance with the policies of the Board.

**Report of the Peer Committee
Promotion Review**

Library faculty member: _____

By majority vote, the panel finds that the library faculty member is

_____ Recommended for promotion to _____

_____ Not recommended for promotion to _____

Attach a summary of the library faculty member's performance in each of the following areas:

- A. Superior performance effectiveness
- B. Outstanding service to the institution
- C. Academic achievement
- D. Professional growth and development

Attach a narrative statement of one page in length, addressing each of the four areas above with regard to meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Signatures of the Peer Committee:

_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
Chair of Committee	Date

**Report of the Promotion and Tenure Panel
Promotion Review**

Library faculty member: _____

By majority vote, the panel finds that the library faculty member is

_____ Recommended for promotion to _____

_____ Not recommended for promotion to _____

Attach a summary of the library faculty member's performance in each of the following areas:

- A. Superior performance effectiveness
- B. Outstanding service to the institution
- C. Academic achievement
- D. Professional growth and development

Attach a narrative statement of one page in length, addressing each of the areas with regard for meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Chair of Promotion and Tenure Panel

Date

(Members of Panel sign attached pages.)

Name of Library Faculty Member: _____

Signatures of Members of the Promotion and Tenure Committee:

_____	_____
	Date
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