



Summary Guide for SECOND-FIFTH YEAR Librarian Faculty

A **second-year file** is a Decision “Action” Review. If your performance is satisfactory, you will receive an additional two-year contract (years 3-4). If you are not adequately making progress towards tenure and promotion, you will receive a terminal one-year contract (employed in year 3 only). If your performance is exceedingly poor, your contract will terminate at the end of year two. A **third-year file** is a Feedback Review. No decisions will be made in year three; however, you will prepare a full file in the same manner as in year two. A **fourth-year file** is the same as a second-year file. A decision will be made to grant an additional two-year contract (years 5-6). If you are not adequately making progress towards tenure and promotion, you will receive a terminal one-year contract (employed in year 5 only). A **fifth-year file** is a **Tenure and Promotion file**. This file review will determine if you receive tenure/promotion. If granted tenure and promotion, your tenure will begin September 1st of your seventh year. If you are denied tenure, and meet certain requirements, you may choose to exercise the option for reconsideration in year 6.

[PERSONNEL CALENDAR:](#)

To access deadlines for closing of files, click on the Personnel Calendar link above. Underneath the colored checklist on the right side of the screen, click “none”. This will remove all the check marks. Find the year related to your file and click the check box. This will pull dates specific to your year.

Fall Term

- 1) Thoroughly read the locally-negotiated agreements: [Faculty Evaluation Policy \(2016\)](#) which outlines standards of excellence for faculty performance, and the [Faculty Evaluation Procedures \(MOA 2015\)](#) which outlines procedures for evaluating faculty performance and promotion.
- 2) Attend file construction workshops led by the CTLD in consultation with Faculty Review Committee members. **(Optional)**
- 3) For **second year faculty**, revise the draft of your **Faculty Plan** (if needed from your first year) and submit it to your LPC by the appropriate deadline. The LPC will review and forward it to your Director for approval. The Plan should be approved by the end of the fall semester of your second year. **(Required)**

DISCLAIMER: *This document provides a summary of information contained within the locally-negotiated [Memorandum of Agreement \(MOA\) Faculty Evaluation Procedures \(2015\)](#) and [Faculty Evaluation Policy \(2016\)](#). As such, it serves only as a resource from the Center for Teaching and Learning Design, and all faculty members have full responsibility for thoroughly reading and understanding the official terms. In addition, it is the responsibility of the employee to clearly understand the expectations of University, School, and Program Standards as it pertains to your position for potential tenure and/or promotion.*



Between Fall and Spring Terms

Before your file closing deadline, you should prepare your file for electronic upload (at least two weeks in advance). For the Review File, you should do the following:

- 1) Provide a copy of your approved Faculty Plan. **(Required)**
- 2) Provide a copy of your updated Curriculum Vitae. **(Required)**
- 3) Write a 1-2-page **Executive Summary** assessment of your achievements **(Required)**. Explain progress on goals as outlined in the approved Faculty Plan and [University](#) standards. *It is recommended that you write your Executive Summary after you have written your self-evaluation and reviewed your achievements in librarianship, scholarship, and service.
- 4) Write a **Self-Evaluation** (suggested 5 pages for second-year files, additional years may be lengthier) **(Required)**. Include activities since your Stockton hire date. Strive for brevity and clarity and address areas of concern brought up in previous personnel letters. The statement should be written as a single document and include the following:
 - a. **Librarianship** (connect what you say to the [University](#) standards for excellence in librarianship). **(Required)**
 - i. A thorough and current command of librarianship and best practices in library service.
 - ii. Promotion of student learning through the appropriate collection and classification of materials, through appropriate reference or consultation, and through design of effective delivery systems to make the University a learning resource rich environment.
 - iii. Sound design and application of assessment in one's area of librarianship.
 - iv. Ability to use technology appropriately in the provision of information and library services.
 - v. Contributions to the advancement of the profession through such activities as participation in professional organizations, presentation of papers, and scholarly publication.
 - vi. Excellence in librarianship entails respect for students as members of the Stockton academic community and the effective response to student questions, and may

DISCLAIMER: *This document provides a summary of information contained within the locally-negotiated [Memorandum of Agreement \(MOA\) Faculty Evaluation Procedures \(2015\)](#) and [Faculty Evaluation Policy \(2016\)](#). As such, it serves only as a resource from the Center for Teaching and Learning Design, and all faculty members have full responsibility for thoroughly reading and understanding the official terms. In addition, it is the responsibility of the employee to clearly understand the expectations of University, School, and Program Standards as it pertains to your position for potential tenure and/or promotion.*



also entail seeking opportunities outside the Library to enhance student learning.

- b. **Scholarship or creative activity** (connect what you say to the [University](#) standards for excellence in scholarship). **(Required)**
 - i. Compose a short statement briefly communicating your scholarly/creative program and a self-assessment of your progress.
 - ii. Make it clear what presentations and publications have been peer-reviewed, juried, invited, etc.
 - iii. Document the quality of the venues (e.g., selectivity/reputation of conferences, selectivity/reputation of journals) using reviews, citation indexes, and/or other sources.
 - iv. If applicable, clarify your contributions to collaborative projects.
 - c. **Service** (connect what you say to the [University](#) standards for excellence in service). **(Required)**
 - i. Compose a short statement demonstrating the contributions you specifically made to the University (i.e. Committees) and in broader arenas and provide a self-assessment of your effectiveness.
- 5) Prepare appendices for your file. **(Required)**
- a. **Documentation of Librarianship Effectiveness** - Prepare an appendix that includes representative evidence to support the applicant's self-evaluation of library service, including evidence of improvement. As each librarian position is unique in job responsibilities, documentation will vary. Examples might include:
 - i. Handouts, reports, web pages, catalog records, or finding aids related to your specific job responsibilities.
 - ii. Student and faculty feedback from library instruction or reference sessions.
 - iii. Assessments or evaluations of library services conducted.
 - iv. Collection development efforts.
 - v. Evidence of outreach.
 - vi. Other relevant documentation.
 - b. **Scholarship/Creative Activity** - Prepare an appendix with any of the following, as applicable: **(Required)**
 - i. Samples of scholarly/creative work (electronically, as PDF or .doc or other files on CD or flash drive, where possible—more detail is provided in the main [Procedures](#))

DISCLAIMER: *This document provides a summary of information contained within the locally-negotiated [Memorandum of Agreement \(MOA\) Faculty Evaluation Procedures \(2015\)](#) and [Faculty Evaluation Policy \(2016\)](#). As such, it serves only as a resource from the Center for Teaching and Learning Design, and all faculty members have full responsibility for thoroughly reading and understanding the official terms. In addition, it is the responsibility of the employee to clearly understand the expectations of University, School, and Program Standards as it pertains to your position for potential tenure and/or promotion.*



STOCKTON UNIVERSITY | CENTER FOR TEACHING & LEARNING DESIGN

- ii. Copies of reviews of publications, panels, etc. (electronically as described above)
- iii. Notifications of Awards for scholarly or creative work.
- iv. Letters of External Reviewers (if applicable): Typically, in year 5, you may choose to invoke the Formal Procedures for Soliciting External Reviews of your scholarly work. This process begins no later than three months before the closing of your file. If you would like to choose this option, meet with your Director and read Section II.B.c.1 (pg. 10) in the [Faculty Evaluation Procedures \(MOA 2015\)](#).
- c. **Service** - Prepare an appendix with letters from committee chairs, community partners, etc. to document service work (as needed and if applicable). **(Required)**

The Library Administrative Services Supervisor will have prepared the other required parts of your file (cover form, description of position, and copies of letters written by reviewers (and rebuttals). If you need help, please meet with this staff member.

Spring Term

- 1) Continue to implement your Faculty Plan by expanding your focus in librarianship, scholarship/creative activity, and service to the University, students, and community. **(Required)**

Do you need additional help? You may find additional assistance for file construction and tenure from assigned mentors, file reviewers, the CTLD, and the SFT. Please do not hesitate to utilize the many resources at your disposal!

[Center for Teaching and Learning Design \(CTL D\)](#)
[Stockton Federation of Teachers \(SFT\)](#)

DISCLAIMER: *This document provides a summary of information contained within the locally-negotiated [Memorandum of Agreement \(MOA\) Faculty Evaluation Procedures \(2015\)](#) and [Faculty Evaluation Policy \(2016\)](#). As such, it serves only as a resource from the Center for Teaching and Learning Design, and all faculty members have full responsibility for thoroughly reading and understanding the official terms. In addition, it is the responsibility of the employee to clearly understand the expectations of University, School, and Program Standards as it pertains to your position for potential tenure and/or promotion.*