

**COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE  
PERSONNEL PROCEDURES**

Library  
COLLEGE

RIS  
DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the change(s) you propose to your personnel procedures, please adhere to the format described below, and also fill out the Background Information. Attach this memo as a cover sheet for the written material you submit to PP&R. PP&R assumes that the initiating Department or College Committee has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

**FORMAT:** Please use a complete copy of your existing procedures as the starting point for the proposed revisions that you submit to PP&R for approval. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures.

**BACKGROUND INFORMATION:**

- Are proposed changes those of College  or Department  procedures? (check one)
- Date that current proposed changes were sent forward 5/5/08
- Department or College initiating proposed changes Ref + Instructional Services
- Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").  
Proposed changes were in response to PP+R's requirement to update procedures, and to clarify our dept's "minor dept." evaluation procedures.
- The proposed changes have been approved by the faculty of the College  or Department  (check one)

**FOR DEPARTMENT PERSONNEL PROCEDURES:**

Signature on file.

Chair, Department Personnel Committee

5/08/08  
Date

Signature on file.

Department Chair

5/08/08  
Date

**FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:**

Signature on file.

Chair, College Personnel Committee

5/8/08  
Date

Signature on file.

College Dean

5/12/08  
Date

Signature on file.

Chair, Personnel Planning and Review Committee

8/6/08  
Date

(for PP&R use only)

5/08  
Approval Date

F/08  
Effective Date (see attached )

F/12  
Date of Next Review

## **Reference and Instructional Services (RIS) Department Personnel Policies and Procedures**

*Librarianship is defined as the theory and practice of the organization, management, and delivery of knowledge resources and services to people with information needs. The primary responsibilities of Reference and Instructional Services (RIS) Department faculty are to provide library research and information competence instruction and efficient and effective access to information sources and services. Library and information competence instruction usually involves engaging students to learn how to identify appropriate information resources to match information needs; to select relevant resources; to formulate effective search strategies; to evaluate resources for authority and accuracy; and to understand the ethical and legal issues surrounding the use of information. RIS faculty assist students, faculty, staff, and community members at the Reference Desk, via various electronic media, as well as through individual consultations by determining information needs, recommending appropriate resources, and teaching effective and efficient search strategies. In addition, some Department faculty members have special assignments to oversee a library operation, service point, or project.*

### **I. RIS Criteria for the Evaluation of Effectiveness in Librarianship**

#### **A. Professional Responsibility**

*The RIS Department faculty member:*

1. Demonstrates a pattern of increasing levels of expertise and breadth of knowledge of librarianship as s/he progresses through the ranks.
2. Understands the educational mission of the University and the roles of the Library and Department in supporting that mission.
3. Evidences concern for and works to improve the quality of library services.
4. Understands the organization and operations of the Library and is cognizant of how his/her activities affect the workflow of other areas within the Library as demonstrated by productive interaction with other units and departments.

#### **B. Reference Services Criteria**

*The RIS Department faculty member:*

1. Possesses a thorough knowledge of reference sources and a broad background in a variety of academic disciplines as evidenced by effective use of library and other information resources.
2. Demonstrates an in-depth knowledge of reference sources in his/her assigned subject specialty as evidenced by facilitating the effective use of library and other information resources by colleagues and patrons.

3. Demonstrates the ability to analyze a reference question, evaluate a patron's level of knowledge in the discipline or area concerned, and translate the need into information for a patron.
4. Adds to students' basic knowledge of library materials and research strategies.

### **C. Library Instruction Criteria**

#### *The RIS Department faculty member:*

1. Provides students with learning experiences well-designed to increase their knowledge of library resources and bibliographic research strategies and/or information competence through the presentation of material relevant to students' work.
2. Actively engages in outreach to establish good relationships with assigned teaching departments and other appropriate campus units to encourage library instruction requests.

## II. RIS Procedures for Evaluation of Effectiveness in Librarianship

### A. Departmental Evaluation Procedures

1. The Chair of the Reference and Instructional Services Department shall provide recommendations and the Department Personnel Committee shall provide recommendations and vote on retention, tenure, and promotion actions only for faculty members with a major assignment in the Department.
2. The Department Personnel Committee shall solicit a written evaluation from the Chair of the faculty member's minor department, including a date by which the evaluation must be received. The minor chair's evaluation of a faculty member shall be forwarded to the Dean for inclusion in the faculty member's Personnel Action File at least ten days prior to the time when the RIS Department Chair and the Department Personnel Committee must complete their deliberations.
3. The Chair of the Department and the Department Personnel Committee will consult with one another and with tenured faculty regarding the retention, tenure, and promotion of faculty under consideration.
4. If the Department Chair or Department Personnel Committee receive oral or informal written comments about the faculty member under review that are deemed sufficiently substantive to affect personnel action, they shall request that the comments be submitted to the Department Chair in writing, including the signature of the source, prior to the due date for submitting recommendations to the faculty member. The faculty member shall receive a copy, and a copy shall be forwarded to the Dean for inclusion in the Personnel Action File. (See Section 600 Oral or Written Comments About Faculty)
5. The Department Personnel Committee or the Department Chair may solicit written comments from anyone outside the Department who has direct knowledge of the faculty member's academic or professional activities by using the "Request for External Comment" letter template (*Attachment A*). The Chair of the Department and the Department Personnel Committee may consult with the faculty member concerning names of individuals or agencies external to the Department from whom comments may be sought.
6. For faculty members with a minor assignment to the RIS Department, the Department Chair shall provide a written evaluation of the faculty member's performance based on observation and consultation with the Department Personnel Committee and tenured faculty in the Department. A copy of the written evaluation shall be forwarded to the Dean for inclusion in the faculty member's Personnel Action File at least ten days prior to the time when the Chair and Department Personnel Committee of the major department must complete their deliberations.

## B. Library Instruction Evaluation

1. Library Instruction Session Evaluation by Students
  - (1) Written student questionnaire evaluations, using the Department's standard Student Evaluation of Library Instruction form (*Attachment B*), shall be required for all faculty members providing library instruction sessions.
2. Class visits/evaluations by the Department Chair or the Chair's Designee and the Department Personnel Committee:
  - (1) At least one of the three Department Personnel Committee members and the Department Chair shall visit one of the faculty member's library instruction sessions.
  - (2) Pre-Visitation Meeting:
    - (a) The Chair and the Committee member(s) scheduled to observe the faculty member will normally contact the faculty member to discuss the content of the class session to be observed.
    - (b) The faculty member shall provide to the Department Chair and the Committee member(s) a copy of the session outline, course assignment, and any other relevant materials at least one day before the session to be visited.
  - (3) Should the Chair designate a tenured senior librarian for class visits and evaluation, that designee shall not be currently involved in the RTP process at any level.
  - (4) Evaluators shall observe. They shall not participate in class discussions or interfere with the faculty member's presentation.
  - (5) The Chair and the Department Personnel Committee shall use the following guidelines to evaluate the teaching effectiveness of library faculty during class visits:
    - (a) The librarian demonstrated knowledge of relevant resources and search strategies appropriate to the area of study, and/or the goals of information competence.
    - (b) The goals of the library instruction session were clearly stated.
    - (c) The pace of the session appeared easy for students to follow.
    - (d) The session was well-organized.
    - (e) The librarian clearly explained new terms or concepts.
    - (f) The librarian seemed interested in student learning.
    - (g) The librarian encouraged students to ask questions.
    - (h) The librarian provided students with opportunities for active learning when appropriate and feasible.
    - (i) Handouts, Web pages, and other support materials were relevant to the stated goals of the library instruction session.
    - (j) The stated goals of the library instruction session were met.

- (6) The Department Personnel Committee member providing the evaluation shall forward the original evaluation letter to the faculty member with a copy to the Department Chair. The Department Chair shall forward a copy of the evaluation letter to the Dean for inclusion in the Personnel Action File after the faculty member has had a chance to respond.

### **C. Equivalencies to Publication**

1. In addition to the definition of publication stated in Section 600, the Reference and Instructional Services Department recognizes as equivalencies to publication contributions in any format if the following three (3) conditions are met:
  - (1) It is subject to external peer review or reviewed by an editor(s) of a recognized professional publication.
  - (2) It is produced by a recognized professional or commercial organization engaged in the production and distribution of such materials, including trade and academic presses, professional societies, governmental agencies, or non-governmental organizations.
  - (3) It is a demonstration of professional expertise in librarianship or a closely related field, including the faculty member's subject specialization or special assignment.
2. A grant proposal/application is equivalent to publication if all the following conditions are met:
  - (1) The grant involved is an institutional grant benefiting the Library or California State University, Northridge.
  - (2) The grant is funded by an agency external to California State University, Northridge, which incorporates peer, scholarly, or expert review as part of the decision-making process on funding.
  - (3) The grant proposal includes a dissemination process whereby the results/output of the grant's project(s) or other grant reports will be available to others in the field.
  - (4) The grant proposal includes a statement regarding the significance of the proposed work to the field of study/profession and/or the proposal includes a review of applicable literature, research, or theory.
  - (5) The Department Personnel Committee and the Department Chair will specify in writing that the work/output of the grant is a contribution to the field of study and/or profession.

California State University  
**Northridge**

Library

Date

Name

Title

Institution

Address

Dear:

**REQUEST FOR EXTERNAL COMMENT**

(Name) \_\_\_\_\_ is being considered for (personnel action) \_\_\_\_\_ . In accordance with this Library's personnel evaluation policy, I am requesting comments from individuals who have first-hand knowledge of (name)'s \_\_\_\_\_ effectiveness in committee work, in team activities in specific independent or cooperative projects, etc. and/or professional activities, publication, scholarly achievements and contributions to the profession. Please comment as appropriate. Receipt of your response by (date) \_\_\_\_\_ would be greatly appreciated. The library faculty member will receive a copy of your response. Please send your written comments, including your name, signature, and the date to:

(Name), Chair  
(department name) \_\_\_\_\_  
Oviatt Library  
California State University Northridge  
18111 Nordhoff Street  
Northridge CA 91330-832\_

Sincerely,

(Signature)

Name

Title

**Attachment B**

**Student Evaluation of Library Instruction**

The faculty of the Oviatt Library would appreciate your cooperation in completing this form, which provides a written record of student assessment of the teaching performance of library faculty.

Please return the completed form to:  
Lynn Lampert, Chair  
Reference and Instructional Services Dept.  
Oviatt Library  
Mail Drop: 8327

Librarian: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

<b>Please indicate your level of agreement with the following statements by checking the appropriate box:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. The goals of the library instruction session were clearly stated.				
2. The pace of the session was easy for me to follow.				
3. The session was well organized.				
4. The librarian clearly explained new terms or concepts.				
5. The librarian seemed interested in student learning.				
6. The librarian encouraged students to ask questions.				
7. The information presented by the librarian will be useful for completing my assignments.				
8. The session increased my knowledge of information resources.				
9. The session increased my knowledge of library services.				

10. Please comment on what you liked best about the library instruction session and/or ways it could be improved.