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Introduction

In the spring of 2000 the faculty of Eastern Washington University voted to adopt a collective bargaining agreement between the University and the United Faculty of Eastern. This agreement stipulates that each college and the library will prepare a plan which states explicit goals to support the University’s mission and goals. In addition, the agreement mandates that each academic department and program within a college define outcome measures, productivity goals and means of assessment of progress in its own department plan. Because of the small number of Library Faculty and the way in which the work of individual Library Faculty members is closely integrated, the library acts as both a “college” and a department. Our Library Plan, therefore, performs the role of college plan and department plan as defined in the Collective Bargaining Agreement.

The Library Plan serves a number of functions, chiefly:

- to define the library’s mission and goals and how they support the University’s mission and vision;
- to define productivity goals and library performance measurement processes;
- to clarify responsibilities of the Dean, committees, and faculty;
- to guide expectations for performance of all Library Faculty and staff;
- to guide recruitment, selection and retention of probationary and special faculty;
- to determine expectations for tenure and for promotion for all Library Faculty.

With input from the entire EWU Libraries faculty and staff, this plan was written by the faculty as a whole. As prescribed by the Plan, the Library Faculty adopted the sections on goals, governance, the faculty and Library Faculty personnel procedures by ballot on March 20, 2001. The Library Plan 2000-2004 supersedes and renders ineffective any previous governance documents. Every effort has been made to ensure that the Library Plan brings our processes and policies into compliance with the Collective Bargaining Agreement between the Eastern Washington University Board of Trustees and the United Faculty of Eastern, agreements between the University and the Washington Federation of State Employees, the standards and rules of the Commission on Colleges of the Northwest Association of Schools and Colleges, and other state and university regulations. If discrepancies arise, then provisions of those higher documents prevail, and the Library Plan will be revised to comply.

The Library Plan will always be a document in progress. Our specific goals will change over time. We will find better performance measurement tools. Continuously we will change the way we work and the way we organize to do our work as our environment continually is transformed by political and economic forces and evolving technologies. Our one constant will be rapid change, so our Library Plan must reflect the flexibility required to greet new challenges successfully in the service of the students, faculty and staff of the university and to thrive in the Information Age.
Part I. The University

Eastern Washington University is a public comprehensive, regional university. Its primary purpose is to prepare individuals for successful contributions to society throughout their careers and in their leadership roles as citizens.

Vision Statement

Eastern Washington University’s vision is to be the student-focused university learning environment of choice.

Mission Statement

EWU Libraries stimulate and support intellectual inquiry.
Guiding Principles and Goal for Academic Affairs

Eastern Washington University’s student-centered mission is based upon the underlying principles of

- *Excellence* in faculty and programs;
- *Distinctiveness* in our urban and rural capability and our applied pedagogy; and
- *Opportunity* for our students to pursue the full development of their potential, regardless of age, race/ethnicity, gender, or learning style.

The goal of the Division of Academic Affairs is to help realize the mission of the university by providing demonstrated accomplishments of excellence, distinctiveness, and opportunity in a student-centered learning environment.

- Our faculty are excellent, accomplished, and strongly committed to student learning.
- Our interdependent programs build upon the region’s assets and offer a broad range of career choices.
- Our student support services are exceptional in the Division of Academic Affairs.
Part II. The Libraries - An Overview

Description of Physical Condition and Relationship to the University

The Eastern Washington University Libraries consist of the John F. Kennedy Library, which is the main university library on the Cheney campus, and the Spokane Academic Library located in Spokane. As an integral part of the academic programs of the university and a support service for the entire university, the Libraries provide state-of-the-art communications for global information resources, maintain a fluid collection of books and periodical subscriptions, and serve as a selective U. S. government depository, representing the largest collection of federal documents in Spokane County. The library provides access to a host of on-site and remote electronic reference and full-text resources. Collections include all formats and increasingly rely on electronic access to resources beyond. As a member of the Washington Cooperative Library Project, the EWU Libraries expand collections through resource sharing among the six Washington state-assisted baccalaureate institutions and engage in consortial arrangements to maximize access to resources at affordable prices.

In 1998 the Kennedy Library completed an extensive remodeling and expansion project. The new and remodeled space supports collection expansion, a substantial increase in study areas for students and faculty, and the space flexibility and electronic infrastructure to support growing and changing requirements of the electronic library and the Information Age.

Library services are provided on the Cheney campus by a team of approximately 38 librarians, classified staff and administrative exempt staff. At the Spokane Academic Library the libraries of the Eastern Washington University and Washington State University jointly provide staffing to serve students and faculty involved in Spokane-based programs.

As an academic unit, the library teaches students how to find and evaluate individual works and specific items of information. The library teaches students how to design effective strategies for information searching and retrieval. In cooperation with EWU Information Resources, the library’s Information Resources Division offers training for faculty on the use of the Internet and other information technologies and assists faculty in incorporating information literacy skills into the courses they teach.

As part of its service to the university, the library provides collections, reference assistance, workstations and other resources that support the curriculum and student and faculty scholarship. The library houses and maintains the university archives and the private papers of Eastern faculty as a means of preserving the university’s historical record.

Reporting Lines

The Libraries are a department of Information Resources, a unit within the Academic Affairs division of Eastern Washington University. The Dean of Libraries reports to the Provost and Vice President for Academic Affairs. The Dean is a member of the Academic Affairs Council and the President’s Cabinet. In this capacity, the Dean is an active participant in university planning and in policy discussions.
Working Relationships with Academic Units

Librarians work directly with department chairs and assigned department representatives in the selection of materials for library collections. Approximately 40% of the library’s collections funds are allocated to academic departments for the purchase of journals, books and non-print media. Approximately 31% of collections funds are spent on core book and journal collections (designed to meet the needs of lower division students and the most basic needs in all programs) in consultation with academic departments. Decisions about substitution of electronic sources for traditional print resources in specific disciplines are made in consultation with the faculty in the pertinent departments.

Librarians work closely with individual faculty members and academic program directors to develop library instruction sessions and materials that teach library research skills and information literacy to students. This is a growing area of emphasis for this library. Information literacy is also a growing area of emphasis in higher education statewide through an initiative expected to result in accountability measures for each university for information literacy and computer fluency.

Faculty are consulted through the Faculty Organization on matters of policy that affect faculty and student access to library resources.

Working Relationships within Information Resources

The library works closely with the other two departments in Information Resources (Enterprise Systems and University Computing/Telecommunications) in planning for automation, telecommunications, information access policies, and instructional media development and support. Together, they plan and provide faculty training on internet access. Through working groups and joint projects and on individual bases, the staff of the three departments work together to make the best possible use of available technologies and to plan for new technologies.

Participation in University Planning and Decision-making

The Dean and faculty of the EWU Libraries are active in the planning and governance bodies of the university. The Dean is a member of the President’s Cabinet and the Academic Affairs Council, actively participates in a variety of policy and planning meetings within the university and between the university and outside constituents and serves as a resource for the Library Affairs Council.

Library faculty members elect a representative to the Faculty Senate. Library faculty regularly serve on the councils of the Faculty Senate and a wide variety of committees. They also hold leadership positions in the United Faculty of Eastern.
Part III. Mission & Strategies

A. The EWU Libraries Mission Statement

EWU Libraries stimulate and support intellectual inquiry.

B. The EWU Libraries’ Vision

The EWU Libraries promote the University’s vision for providing top quality baccalaureate and graduate education. Through carefully selected and organized collections, advanced information technologies, and responsive services to EWU students, faculty and staff and to members of our broader communities, we contribute to the intellectual, cultural and economic vitality of the Inland Northwest. Our faculty and staff work aggressively with others in the University and throughout the state and nation to ensure that our students and faculty have the best resources at hand, either on our shelves or quickly accessible from another library or electronic source. Through innovation and assessment, we continually improve our resources and services to meet the changing needs of our users, to make effective use of new technologies, and to retain the most useful traditional resources.

We actively support a superior learning environment and the development of students’ critical thinking skills through instructional programs focusing on exploration of knowledge, retrieval and evaluation of information and effective use of changing information technologies.

Believing that critical thinking and successful problem solving require the ability to find and evaluate pertinent information, our class instruction and services to individuals stress clear definition of problems and queries and evaluation of documents and information retrieved.

Believing that successful lifelong learning requires the individual to develop self confidence in his/her ability to pursue individual inquiries, we provide quality personalized research assistance to individuals.

Believing that success in information seeking is influenced by personal learning style and availability of appropriate research tools and facilities, we provide students and faculty with the opportunity to develop expertise in using traditional sources and advanced information technologies.

We encourage our students to recognize the importance of libraries and other information providers in their continuing intellectual and professional development and to become lifelong supporters of the EWU Libraries and the libraries in their communities and workplaces.
C. The Values That Inform Our Work

Listed below are the shared values of faculty and staff in the EWU Libraries that underlie the development of services and collections.

- Equality of access to information for all EWU students, faculty and staff; equality of access to state and government information for all library users
- Freedom for the individual to inquire into any subject matter of his/her choice without censure by library personnel or fear of disclosure by the library to any other individual or agency
- Respect and consideration for each person who uses the library
- Balanced collections that represent a variety of viewpoints and intellectual approaches
- Development of collections that broadly represent all fields of knowledge, with particular strengths in areas of curricular importance
- Effective use of library resources as a critical component of formal education and life-long learning
- Adherence to national standards to promote exchange of materials and information within the information industry at all levels
- Adherence to national standards to support transfer of knowledge and skills for students and faculty who use more than one library
- Consistency and predictability of organization of library collections so that students and faculty will find materials independently and efficiently
- Policies that support the effective use of library services and collections by EWU students, faculty and staff
- Respect and consideration for employees of the library and the university
D. Our Goals

The following are the overarching goals that give direction to library operations and services and guide goal-setting within library units and by individuals.

- To give each inquiry full attention, and to give each person unqualified respect
- To engage faculty and students in the development of library resources
- To assess continuously users’ needs and act on findings
- To staff each service point during all its posted hours of operation, and to adjust hours of service as patterns of demand for service change
- To update continually staff knowledge and skills so that excellent services and collections can be provided
- To organize collections and services in a manner that promotes intellectual and physical access to information and specific works
- To provide a physically safe environment for intellectual inquiry
- To offer pleasant surroundings with appropriate user spaces
- To establish policies that guarantee timely access to library resources
- To serve as a gateway to the world of information outside our walls
- To select and purchase materials that are representative of a broad range of knowledge and to build strong collections that are appropriate to the level of each program offered by the university
- To adopt new technologies to the extent that they enhance library services in an economically feasible way
- To position and promote the EWU Libraries as a regional resource
- To foster collaborative efforts between the Libraries and the Colleges, among libraries in the Inland Northwest Council of Libraries, and among Washington’s state-funded college and university libraries.

The Eastern Washington University Libraries actively support the mission of the university through:
- student centered services, facilities and collections;
- personnel practices that support continuing development of library services, collections, faculty and staff;
- collection building and interlibrary cooperation that support high quality programs; and
- active participation in classroom teaching and program development in information literacy to ensure that our students are well prepared to use information effectively in their personal and professional lives.

The Libraries pursue goals of excellence in faculty through high standards for recruitment and retention of faculty
- supported by incentives for professional growth and
- reinforced by meaningful administrative and peer review.

The Libraries pursue goals of excellence in program through services, collections, and interlibrary cooperation that ensure access to data, information, and knowledge. We provide excellent assistance in finding and evaluating resources to students, staff and faculty on site in Cheney and Spokane, in the classroom, and at a distance. Librarians bring their considerable expertise to a multitude of initiatives promoting information literacy directly to students and assisting faculty to incorporate information literacy into course work.

The Libraries pursue goals of distinctiveness in our urban and rural capability and our applied pedagogy by providing to commuters and students at a distance the same excellent level of access to library collections and services that residential students enjoy. We provide tours and limited instruction to selected high school classes, particularly those from rural towns. Our faculty enjoy an unusually good working relationship with college faculty and, as a result, have opportunities to play leadership roles in university governance and curriculum development. Through cooperation with other libraries, we provide access to a broader range of traditional and electronic resources than a university of our size and budget would expect to afford. Our faculty and staff are unusually flexible and responsive to student and faculty needs, open to change, and imaginative in seeking solutions to problems.

The Libraries pursue goals of opportunity by being a library. That is, we assist users in their independent search for knowledge to realize their own dreams, pursue formal and informal education, nurture their curiosity, and spark their imaginations. All of the services, collections in the Libraries, access to resources outside our walls, and our policies and commitment to freedom of access to information are directed toward these goals.

Our strategies for supporting excellence, distinctiveness and opportunity are as follows.

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Administration
1. The EWU Libraries will operate in full compliance with the Collective Bargaining Agreement.
2. The librarians, working as a committee of the whole, will complete a draft of the Library Plan by end of Fall Quarter 2000.
3. Each librarian will complete an activity plan by end of Spring Quarter 2001.
4. Each faculty and staff vacancy will be evaluated and revised to meet changing needs for services and technical support.
5. In recruitment and hiring of faculty and staff, the Libraries will seek highly qualified candidates from diverse backgrounds;
6. Each faculty and staff member will be provided the opportunity for professional development and/or training and will be expected to grow professionally and change as needs of the Libraries change.

Information literacy
Actively promote information literacy throughout the curriculum through the following strategies:
- Participate in and provide leadership on the Title III grant;
- Participate in and provide leadership in state-wide information literacy initiative;
- Participate in development of the new core curriculum in the social sciences;
- Continue to provide high quality class instruction to on-campus and distance courses and expand course integrated instruction to meet growing demand;
- Continue to incorporate technology in library user education programs to support student-centered learning and effective use of class time.

Collection Development and Resource Sharing
1. Libraries will continue to seek economies through cooperative collection development and resource sharing within a variety of consortia through the following strategies:
   - Work actively on Washington Cooperative Library Project initiatives to obtain favorable pricing on electronic databases and to provide timely transport of materials among libraries for materials that are not available electronically;
   - Work actively with the Inland Northwest Council of Libraries to provide timely transport of materials among libraries in the Eastern Washington and Northern Idaho public, community college and university libraries.
2. The EWU Libraries will address collections funding by working closely with the Library Affairs Council to identify cost-effective changes in collection development strategies that will reduce the impact of inflation on the library’s ability to meet curricular needs.
3. The EWU Libraries will continue to evaluate new information resources such as electronic books and electronic journals.
Services
1. The EWU Libraries will continue to evaluate and redefine information services to meet the changing service needs of the students and faculty through the following strategies:

- Seek integration of media services between Enterprise Systems and the Libraries;
- Explore opportunities to integrate information literacy, information resources in all formats, and computer applications competencies, and identify specific strategies for adoption at EWU;
- Collaborate with Spokane Falls Community College librarians in preparing transfer students for the transition to EWU Libraries;
- As time permits, provide tours or other information services to selected high school classes of college bound students;
- Introduce students to new resources of value in their disciplines; and
- Explore opportunities to expand reference services by the use of new technologies.

2. Work with the Department of Education, Teaching and Learning Center and others as identified to redefine the purpose, collections, and services of the Curriculum Center.

3. Provide a high quality accurate catalog of the EWU Libraries’ holdings with hot links to electronic full-text resources.

Fund Raising and Development

1. The EWU Libraries will continue to seek external sources of funding through grants and gifts for specific initiatives.

2. The EWU Libraries will continue to seek donations of collections that will support the EWU curriculum.

3. The EWU Libraries will work with the EWU Foundation to use library facilities and resources to support events that will bring potential donors to campus.

4. The EWU Libraries will continue to develop its Friends of the Library organization as a means of identifying and cultivating potential donors.
Part IV. Library Functions

A. Circulation Services (See Appendix B for circulation policy.)

The mission of circulation services is to provide convenient, predictable, and equitable access to library materials available for loan to clients. Through accurate arrangement of materials on shelves and prompt reshelving of materials following use, circulation services guarantee reliable physical access to materials, and promote intellectual access through shelf browsing.

Goals

1. To provide service to library clients—defined as students, faculty, and staff of Eastern Washington University (including other personnel of the EWU Libraries) and the general public—in a courteous, professional, and productive manner.
2. To staff all circulation service points during all posted hours of operation, and provide information to clients concerning library circulation services.
3. To ensure reasonable access to library materials for all clients by
   - checking out materials for the appropriate loan period;
   - recalling or placing holds on circulating materials upon request of other clients;
   - discharging all circulating materials promptly upon return;
   - reshelving library materials promptly and accurately following circulation or in-library use;
   - searching for items reported missing, and submitting reports of missing items to collection development librarians for possible replacement or withdrawal from the Libraries catalog;
   - producing retrieval, overdue, and other notices and status reports for library clients; and
   - maintaining an accurate and up-to-date database of individuals who are eligible to borrow materials.
4. To support access to library resources held by state-supported baccalaureate-granting institutions in Washington, by providing Summit Request and Library System Request services for qualifying EWU and other clients.
5. To exercise fiscal accountability and support sound fiscal management by
   - assessing and collecting fines on materials returned after the due date;
   - assessing and collecting fees for damaged and lost materials; and
   - assessing and collecting fees for some charged services, including photocopying performed by photocopy staff, etc.
6. To provide useful management and planning information through collection of data about library and collections usage and circulation and shelving operations.
7. To maintain confidentiality of library circulation records.
8. To ensure the safety of all who use the library on-site by routinely monitoring all public areas and alerting university police to problems identified.
B. Collection Development and Resource Sharing (see Appendix C for pertinent documents)

The library will fulfill its role as a pillar of the instructional mission of the University by acquiring and housing broad-based collections of materials and electronic sources to support the liberal arts education, and specialized collections to a level appropriate to support liberal arts education, and specialized collections to a level appropriate to support the degree programs. The library will complement these collections by borrowing from other libraries and institutions materials requested by faculty and students, but not owned by the university, facilitate access to off-site library databases and electronic information sources, provide library materials for EWU’s off-campus programs and form resource sharing relationships with other libraries and entities.

Goals

1. To develop a core collection of books, journals and reference materials to support general undergraduate use of the library in the required general education curriculum.
2. To develop collections of print, non-print and electronic resources of sufficient breadth and depth to support each of the degree programs offered by the University.
3. To develop and maintain cooperative and consortial arrangements with other libraries, groups of libraries, and institutions in order to maximize the timely and efficient sharing of information and resources at a minimum cost.
4. To create and implement effective interlibrary loan policies and procedures that will permit us to obtain materials owned by other libraries and deliver them in the most timely and economical manner to the EWU faculty and students requesting them.
5. To provide services that support the information and research needs of students and faculty who participate in off-campus university programs in Spokane and beyond.
6. To provide access for the EWU community, at local and remote locations, to texts and other information in electronic formats.

C. Instructional Services

The mission of the instruction program is to teach students, university faculty and staff to locate, evaluate, and use information resources and services effectively, in accordance with three foundational documents:

- Eastern Washington University’s mission statement, specifically to “prepare broadly educated, technologically proficient and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society”;
- The statement of the Overarching Goals of General Education at EWU, specifically to “enhance students’ critical thinking skills, including effective research skills, information literacy, technological proficiency, use of multiple types of reasoning skills and critical analysis” (General Education Coordinating Committee).
- Information Literacy Competency Standards for Higher Education adopted by the Association of College and Research Libraries, specifically the definition of information literacy as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL 2000).

Thus we will prepare users for effective life-long use of information resources.
Goals

1. To collaborate with university faculty to integrate information literacy into the curriculum.
2. To teach users to locate, evaluate, and use effectively information resources to fulfill their needs.
3. To familiarize users with the virtual and physical arrangement of the library collections.
4. To inform and teach university faculty, students and staff of new services as they become available.
5. To inform users of policies and procedures that governs their use of the libraries.
6. To evaluate the instructional program using various assessment tools for continual improvement.
7. To meet ACRL’s Standards of Proficiencies for Instruction Librarians (ACRL 2007).

Types of Instruction

Individual
Librarians are assigned liaison responsibilities in specific academic areas according to their areas of expertise. Librarians use this knowledge to offer in-depth, one-one-one research consultations to teach students how to find high quality information for their research. Students can receive research assistance during the librarian’s office hours or by appointment. These research consultations are often the result of outreach activities such as library instruction sessions given by the librarian, or because of a referral from a university faculty member who has had a positive experience working with that library liaison.

For individual instruction related to reference work, see the section of the Library Plan regarding Reference Services.

Course-Integrated Instruction
Information literacy skills are best learned and retained when taught in conjunction with particular assignments, rather than in the abstract. Therefore, the instruction librarians collaborate with university faculty to integrate information literacy into the curriculum. Instruction librarians target key general education classes, such as English Composition, first-year experience, and others where there is a research component. Library liaisons also work with assigned departments to help students with subject specific research assignments.

One program that has been successful in collaborating with university faculty to integrate information literacy into the curriculum is the Student Research Skills. In this program, library liaisons introduce university faculty to the major principles of information literacy: Determine their information need, then effectively access, evaluate and use information. Liaison librarians work with assigned departments to target key courses in the curriculum such as introductory classes to the major, research methods classes, capstones, and other vital classes. University faculty, facilitated by library liaisons, determine information literacy learning objectives; the research skills students must acquire; specific assignments to reinforce the research skills; assessment methods and the library liaison’s role in these processes.

The specific content of course-integrated instruction sessions varies. Close collaboration with the university faculty to design the session around agreed-upon learning objectives is most effective. Since students cannot effectively learn every aspect of the research process in one class period, the content of the session must be reasonable for the length of the session. Multiple sessions may be offered to build upon concepts learned in the previous session(s), or the instruction librarians may find it most
appropriate to offer mini-sessions, taking a fraction of the class period and focusing on one or two concepts.

Levels of Course-Integrated Instruction

1. Basic tour and orientation
This level of instruction consists of a physical tour of the library and orientation to library policies of the library as requested by the university faculty member.

2. Classroom instruction (face-to-face)
Broadly speaking, in these instruction sessions students learn:
- strategies for defining research needs and selecting appropriate resources
- the processes of information retrieval and evaluation
- the most appropriate online or print resources on a particular topic

3. Guidelines for instruction librarians who teach these sessions include:
- choose the most appropriate pedagogy for meeting the desired learning outcomes
- incorporate active-learning techniques and leave time for students to practice concepts discussed
- if appropriate, design online or print research guides for distribution to the class, to reinforce and supplement the concepts discussed (see Modular instruction below)
- if appropriate, work with university faculty members to design assignments to reinforce concepts discussed

4. Classroom instruction (at a distance)
Some course-integrated instruction occurs for classes outside the Cheney-Spokane area, and face-to-face instruction cannot be offered because of travel limitations. The goals and strategies for face-to-face instruction may be adapted using two-way interactive video and other technologies.

Modular or Self-Paced Instruction
Most modular or self-paced library instruction is offered through web-based tutorials and guides. Web-based tutorials consist of explanations of the research process or specific information literacy concepts, and they include interactive components in the form of games or quizzes. Since tutorials are time-consuming to create and maintain, instruction librarians, either individually or in teams, design online tutorials only when there is a demonstrated need.

Online guides consist of supplemental information for a particular class, or basic information for a targeted group. (See the Publication Editorial Board’s “Guidelines for Online Class & Subject Guides” for more information.) Since these types of guides usually focus on recommended resources or reinforce key concepts, and do not have an interactive component, creation is easier. Instruction librarians sometimes design an online guide in lieu of course-integrated instruction, if appropriate to the learning objectives for the class.

Special Topics Workshops
Special topics workshops focus on particular sources, single databases, new computerized products, or tools for a specialized topic; they are not geared to a particular class. These workshops will include a hands-on component so that users gain competence in the specific processes of the resource. The
instruction librarian usually develops a guide to help users understand the scope, functions and search capabilities of the resource. Target audiences vary, depending on the topic of the workshop. Examples of recent special topics workshops include: RefWorks citation management software, Introduction to LexisNexis Academic.

Credit Courses
Although EWU Libraries do not currently offer credit courses in research skills, instruction librarians may have the opportunity to teach or team-teach credit courses. Instruction librarians interested in teaching credit courses should discuss this with the Instructional & Research Support Services division head and the library university faculty chair.

References


D. Liaison with Teaching Faculty

Select librarians serve as the Library’s liaison with one or more academic or administrative departments. The purpose of the liaison role is to establish and maintain effective communication between the library and the many units on campus who work with us to provide instruction and students services. Librarians’ responsibilities in this role are outlined below:

1. Communicate with college Faculty

   a) Explain the liaison role to the college faculty
   b) Maintain contact with college faculty (at a minimum, with the library coordinator) via regular phone, email or in-person meetings
   c) Serve as a resource person for department matters involving library issues (instruction, collection development, faculty training, introduction of new library technology, etc.)
   d) Inform the college faculty of any new service or product that may enhance their classes or teaching

2. Become familiar with department curriculum, degree requirements, graduate programs and research interests of the college faculty

   a) Collect information about department plans, academic priorities, etc.
   b) Offer to consult with faculty beginning research projects to assist in literature searches
   c) Offer information on new sources that might be of interest to faculty (listservs, bulletin boards, websites, printed bibliographies, etc.)
   d) Assist in the coordination of the delivery of library services for extended campus or remote programs

3. Promote Library instruction

   a) Participate in the promotion of and instruction in library resources for students, faculty and staff, and serve as contact for instructional services
   b) Explain and describe to the college faculty the library’s instructional program
   c) Work with the college faculty to design instructional sessions that are appropriate for their students’ research needs, and assist the college faculty in the design of library assignments
   d) Design and prepare special topic workshops for the college faculty
c) Keep current on new teaching techniques and programs by reading pertinent journal articles and observing instructional sessions or workshops taught by other librarians

4. Maintain cooperation with other EWU librarians in related liaison assignments

a) Share information with other librarians about resources in their subject areas
b) Keep the Instructional Services Librarian and the Systems Librarian informed of problems and possible opportunities
c) Inform reference librarians of upcoming library assignments and large groups that may be using specific sources in the library within a given time period
d) Provide workshops to librarians and staff on specific sources pertinent to your liaison area

E. Outreach and Fund Raising

There is a critical need to supplement the University’s state and federal revenues. For the library, the need is paramount because it can no longer depend on state appropriated funds to adequately underwrite services and collections. In support of the University wide development program, the library has a three- quarter-time director of development who reports to the EWU Foundation and the Dean of Libraries.

The Dean and development director are responsible for advancing all fund raising for the library. Their efforts include:

- solicitation of individual, corporate, and foundation support;
- collaboration with the colleges/schools and the EWU Foundation;
- development of the EWU Friends of the Library as a friend-raising organization;
- direction of outreach activities on behalf of the library throughout the university and broader communities.

Cultivation and stewardship of university constituents is central to library fundraising efforts. To achieve the university’s development goals harmoniously requires cooperation and collaboration throughout the university community.

Goals

The critical, recurrent element that exists in all of the goals is that each one provides an opportunity to emphasize the vital role the Libraries play in supporting learning, teaching and research at Eastern Washington University and, through the Washington Cooperative Library Project, throughout the Northwest. The specific goals are:

1. To develop a plan in collaboration with the EWU Foundation and the colleges/schools of the university to effectively increase funding for the EWU Libraries.
2. To support the mission and activities of the EWU Friends of the Library, who serve as advocates and promote awareness of the EWU Libraries’ resources and needs both on campus and in the community.
3. To position and promote the library and its more than 1 million resources as a gateway to the world of information for both university and community constituents.
4. To foster and maintain collaborative efforts between the library and colleges/schools of the university in order to meet the learning, teaching, and research needs of our students, faculty, staff and visiting scholars.

**Funding Vehicles to Achieve Goals**

The library seeks funds for current use and endowment funds for future use as well. Types of funds include:

1. Unrestricted funds to meet current needs for initiatives as they arise;
2. Grants and donations for specific projects and initiatives; and
3. Endowment funds to ensure ongoing fiscal welfare of the library and support for current and emerging needs over time. For the library to receive spendable interest, an endowment fund must have a minimum of ten thousand. At that point, the library receives 5% of the interest accrued, while the remainder goes back into the fund to ensure growth. The library has established four endowments.

a) Library Collection Endowment
   Funded past the ten thousand dollar minimum, this endowment supplements the library’s state allocation for traditional and electronic resources in any discipline or initiative targeted by the Dean of Libraries. This fund is intended to provide ongoing support for collection development.

b) Technology Enhancement Endowment
   This endowment is intended to provide the equipment, software, licenses, staff and user training, and other support for student and faculty use of electronic collections. This endowment is not yet funded to the level that would generate revenue for the library.

c) Legacy of Literature: The Saylor Endowment
   Established by a former Dean of Libraries, this endowment is intended to purchase targeted materials in English-language literature and biography. This endowment is not yet funded to the level that would generate revenue for the library.

d) Dean’s Excellence Endowment
   This endowment is intended to fund initiatives that are difficult or impossible to support through the state allocation. Examples of initiatives may be a special project or event, a major purchase, in-service training or other staff development opportunity, or the funding required to match a grant. Initiatives are opportunities to move the library forward in some significant way. This endowment is not yet funded to the level that would generate revenue for the library.

**F. Reference Services**

The mission of reference services is to help individuals match library resources with their need for materials and information, and to anticipate and prepare for the changing needs of our users. Reference services help individuals make the connection with both on-site library resources and
the broader world of information. Through assistance tailored to each person’s needs and experience level, librarians and staff help refine inquiries, assist in identifying and locating pertinent resources, and teach the use of relevant reference tools.

**Goals**

1. To provide courteous and helpful aid to EWU students, faculty and staff and to the broader community who need assistance with reference tools or research inquiries.
2. To interact with clients in a manner that encourages them to ask questions and to learn how to use the library effectively in keeping with the RUSA guidelines for Behavioral Performance of Reference and Information Services Professionals.
3. To provide written and electronic guides that will help our clients help themselves.
4. To update continually our knowledge of information sources through training, workshops, conferences, professional literature, and the exploration of resources.
5. To disseminate information and to exchange ideas in reference meetings, via electronic mail, and other communication forums.
6. To update continually the printed and electronic reference resources needed to support the EWU curriculum and faculty research.

**G. Reserve Services**

The mission of reserve services is to provide short-term but convenient and equitable access to library materials designated as special course-related resources and to some other specially designated high-use resources.

**Goals**

1. To provide service to library clients—defined as students, faculty, and staff of Eastern Washington University (including other personnel of the EWU Libraries) and the general public—in a courteous, professional, and productive manner.
2. To support classroom teaching by creating course reserve lists in the online catalog for library resources designated by faculty for use in EWU courses, and by placing these resources on reserve for limited time periods, in order to enable many students to use each item during a short span of time.
3. To place or identify materials on reserve in electronic format, as possible, given library system constraints and copyright regulations.
4. To ensure compliance with copyright regulations by monitoring the designation and use of reserve materials, and by removing materials from Reserves at the end of each quarter.
5. To support heavy use for short periods of time of other high-demand materials, as designated by collection development policies, by placing such materials on reserve.
H. Cataloging and Acquisitions

The mission of the University Libraries cataloging and acquisitions function is to acquire, organize, prepare for the collections, and repair all materials held by the Libraries, and to provide catalog access both to on-site library holdings and to purchased and selected curriculum-related Internet resources. Through providing online catalog access to library resources, cataloging and acquisitions functions help clients locate, through a variety of strategies, the works and information they need.

Goals

1. To provide service to library clients—defined as students, faculty, and staff of Eastern Washington University (including other personnel of the EWU Libraries) and the general public—in a courteous, professional, and productive manner.

2. To support development of library collections by
   - determining pre-order information for purchase requests;
   - placing orders for materials and access to Web resources accurately, efficiently, and as quickly as staffing levels permit; and
   - providing reports of purchases to authorized library selectors

3. To exercise fiscal accountability and support sound fiscal management by
   - verifying invoices;
   - authorizing payments;
   - claiming overdue orders and issues of subscriptions;
   - monitoring and reporting expenditures and encumbrances of library materials funds; and
   - monitoring and resolving accounting discrepancies with EWU accounting services.

4. To support intellectual and physical access to library resources by
   - creating an accurate online catalog of library holdings in all formats, consistent with national standards and local needs, with predictable and helpful entry vocabulary for author, title, subject, series, and other access points;
   - providing links from the online catalog to purchased Web resources, GPO Web resources in EWU’s selection profile, and selected other curriculum-related Internet resources;
   - updating online catalog information to reflect transfer and withdrawal of materials, addition of new volumes, changes in subject vocabulary, changes to electronic format, etc.;
   - classifying materials by subject for shelf and online catalog browsing; and
   - producing electronic or hard-copy catalog database products, based on a variety of criteria, as required.

5. To promote linkage of EWU with other institutions of higher education by
   - identifying and describing library materials according to established national standards for exchange of machine-readable bibliographic information;
   - creating original bibliographic records for EWU theses, institutional publications, and other materials as necessary;
   - participating in the Summit database of the Washington Cooperative Library Project; and
entering information about EWU holdings into OCLC, international bibliographic database.

6. To ensure long-term availability of library materials to EWU library clients by labeling, binding, repairing, and performing other physical processing in a manner consistent with long shelf-life.

7. To provide useful collection development and management information for the Libraries by
   • maintaining the Libraries’ retrospective database of orders for materials;
   • submitting data about library collection additions and subject composition to the JFK Library Administration Office;
   • conducting a rolling inventory of library collections; and
   • collecting and reporting information about ordering, cataloging, and other cataloging and acquisitions activities.

8. To maintain a timely, even, predictable rate of production in all activities; at the same time, to accommodate regular work priorities to special instructional needs and to seasonal variations in orders and receipts.
Part V. Assessment of Library Services, Collections and Operations

A. Standards

All library operations undergo continual monitoring against standards developed by the EWU Libraries. A list of existing standards follows:

1. Circulation & Reserves
   - All materials are checked in within 24 hours of their return. 85% of the materials are re-shelved within 24 hours of check-in. 15% of the materials (typically, those returned during the last week of the quarter, when the library receives a high volume of returns) are reshelved within 3 working days.
   - All course reserve lists from faculty are processed within 2 working days of receipt, except during the first 2 weeks of the quarter, when high volume of lists received and the training needs of new student workers may make that impossible. Even during the busiest periods, reserve lists are processed within 2 weeks of receipt.
   - EWU library materials requested through the Library System or Summit databases are retrieved and prepared for delivery at least once per day of library operation. Outgoing databases are retrieved by 7 a.m. are sent with the courier the same day; after 7 a.m., they are sent with the courier the following day. Requests received after 7 a.m. on Friday are sent with the courier the following Monday. Problems with retrieval of requested materials are normally reported within two regular business days.
   - All incoming materials requested through the Library System or Summit databases are made available to requesting clients the same day they are received from the courier.
   - Materials are shelved with an accuracy rate of 95% or better, as verified by annual shelving accuracy studies.

2. Interlibrary Loan
   - 95% of requests from EWU students and staff to acquire materials from other libraries are sent within 48 hours of receipt of the request in the Interlibrary Loan Department.
   - 95% of requests to loan materials to other libraries receive responses within 48 hours of receipt by the Interlibrary Loan Department. All materials are mailed or placed in the appropriate courier box, or transmitted by fax or Ariel within 48 hours of receipt of the request. If unanticipated high volume of requests makes this standard unreachable, then requests from other Washington state universities (including The Evergreen State College) and local universities are processed first.

3. User Education
   Select class instruction session are evaluated in writing by the students and professor in the class to determine whether that session met the stated objectives and whether the information was clearly presented. These evaluations are used by individual librarians and the Instructional Services Librarian to identify strengths and weaknesses of the session and to make improvements in the teaching skills, choice of materials and methodologies of the librarian who provided the instruction.
4. Government Documents
- 95% of all depository U.S. government publications reach the shelves within 10 days of arrival, including entry into the online catalog, labeling, property-stamping, etc., as required by the Government Printing Office. The remaining 5% are problems (e.g. missing parts, wrong material sent) resolved as expeditiously as possible. Links to Internet versions of selected U.S. depository publications are entered in the online catalog. These standards comply with Superintendent of Documents requirements.

5. Journal Check-in and Shelving
- 60% of the journal issues received on current subscription are checked in and processed (e.g. labeled, stamped) on the day of receipt. The other 40% are checked in and processed within two working days of receipt. All journal issues are shelved within 24 hours of check-in, with rare exceptions (generally, new subscriptions that must have catalog records entered into the database).

6. Newspaper Check-in and Shelving
- All newspapers are checked in and shelved on the working day of arrival.

7. Purchasing, Receiving, Authorizing Payment
- Orders are placed as funds allow for all requests-for-purchase within 30 days of receipt of the request, depending on seasonal variation in volume of requests; in most cases, orders are transmitted to vendors rather than mailed. Orders for “rush” requests are placed by telephone, fax, email, etc., within 1 working day of receipt of the request.
- Materials are received on the library financial system within 15-30 days of arrival of both materials and invoice (both are required for verification, and may not arrive together), depending on seasonal variation in volume of receipts. Materials ordered “rush” are received within 2 days of arrival. Invoices are approved for payment and forwarded to Accounts Payable within 30 days of arrival of both materials and invoice.

8. Cataloging and Processing
- 60% of the largest category of purchased materials and gifts identified as high priority (i.e. materials with national-level cataloging records) will be cataloged and processed within 30 days of receipt.
- Another 35% of this category are cataloged and processed within 45 days of receipt. The remaining 5% are problems resolved as expeditiously as possible.
- 90% of other purchases and priority gifts are cataloged and processed within 60 days of receipt; the remaining 10% are problems resolved as expeditiously as possible.
- Materials ordered “rush” or priority gifts identified as “rush” are cataloged and processed within 2 working days of receipt by cataloging staff.
- Gifts not identified as priorities will be cataloged and processed as time and staffing allow.

9. Video or Film Rentals
- Video and film rental requests are processed within one working day of receipt of the request, except during the first two weeks of the quarter. Even during the busiest periods, requests are processed within two weeks.
10. Classroom Delivery of Non-print Media
   • Videos, films and other non-print media are delivered to department offices the working day before scheduled classroom viewing. The productions are retrieved from departmental offices following the viewing, either on the same day or on the following day.

11. Budget Allocations
   • In order to maintain a workable balance among expenditures for collections and services, the library attempts to allocate its budget as follows: 55% staff, 30% collections, 15% other. (reference: Final Report of the Ad hoc Committee on the Library, 1995)

12. Collection Development
   • Funds to be allocated to academic departments for expenditure by college faculty are distributed according to a formula based on a set of objective criteria. (reference: Final Report of the Ad hoc Committee on the Library, 1995. Formula appears in this Library Plan in Appendix C)
   • The library will purchase 70% of the books recommended for college libraries by Choice.

13. Staffing
   The library will have at least 80% of the number of librarians recommended by national standards, maintain a 2:1 ratio of classified/exempt staff to librarians, and maintain a student wage hour workforce large enough to ensure that books and journals are reshelved daily, new journal issues are checked in and shelved within 48 hours of receipt, and the stacks are maintained in proper call number order. (Reference: Final Report of the Ad hoc Committee on the Library, 1995)

B. Outcome and Output Assessment

Outcome and output assessment for the Libraries focuses on key indicators of the quality of library services—general user satisfaction, quality of reference and instructional services, interlibrary loan turnaround time—and quality of collections. Most measures of a library’s performance concentrate on outputs. Only the evaluation of bibliographies in student papers and pre/post testing described below are true outcomes measured in the context of student learning. In the future, we will begin to include key indicators of the quality of library facilities.

The Libraries will make no attempt to evaluate directly on a continuing basis every user service, cataloging and technical process. The assessment tools described below provide evidence of problems (or lack of problems) in all library operations. For example, if the measures of general user satisfaction indicate problems in specific service areas, the Libraries will study pertinent operations and fix the problems. If the Materials Availability Study indicates a problem in cataloging or technical processing of collections, then the Libraries will study appropriate processes and improve them.

1. General User Satisfaction

   a. Survey of students
   A survey will be conducted early in the winter quarter to learn the following about the students’ use of the library during the previous quarter:

      • how often they used the library;
• what they used in the library;
• how satisfied they were by each service, collection, etc., they used;
• what other libraries they used and why;
• whether their instructors advised them to use this library or a substitute.

*Instrument:* to be developed by the EWU Libraries.

*Beginning date:* Winter Quarter 1997

*Frequency:* every 3 years

b. Focus groups with faculty and students

Through focus groups we will explore student and faculty satisfaction with current library services and collections as well as changes or new services/policies they would like to see implemented.

*Instrument:* to be developed by EWU Libraries and the people who will conduct the focus groups

*Beginning date:* Fall 1996

*Frequency:* on-going

2. Collection Assessment

a. Comparison of holdings against standard bibliographies

The library’s holdings will be checked annually against recommendations by *Choice* and that journal’s list of the outstanding books of the year in categories that are pertinent to the EWU curriculum.

Librarians will identify an appropriate current bibliography of core holdings for each of the disciplines in which they do collection development. That bibliography will be checked selectively against the library’s holdings, and a rating assigned that is consistent with the NW Libraries’ Conspicuous categories. Each rating will be validated by comparing the library’s holdings in that subject to the holdings of other comprehensive universities with similar programs.

*Instrument:* Standard and “basic” collection lists, discipline-specific bibliographies, “Best of…” lists, etc.

*Beginning date:* 1998

*Frequency:* With sufficient staff, approximately a fifth of the collection will be reviewed, weeded, and evaluated each year. The cycle will be repeated every five years.

b. Materials availability study

Through this study the library finds out how successfully students locate the materials they need in the library. The results help determine if the library owns the materials students seek, if the collections are consistently shelved properly, and if the students know how to find materials on the shelves.


*Beginning date:* Fall 1996
Frequency: every 3 to 5 years

3. Interlibrary Loan

Turnaround time on interlibrary loan requests will be measured for one quarter. Results will be compared to the library’s goals for delivery time. A side benefit will be our ability to improve the accuracy of the information we give requesters about turnaround times at various times of the quarter.

Beginning date: Spring Quarter 1997
Frequency: every 3 years
Results: Results will be used to reassign duties among interlibrary loan staff, to improve the vetting of requests at the Reference Desk (where paper request forms are submitted), and to identify needed changes in resources, resource sharing agreements, staff training, and so forth.

4. Reference Service

The quality of reference services and the reference collection will be evaluated from two perspectives—the users’ reported experience and the librarians’ reported experience for the same reference transactions. The results at EWU are compared to norms for other academic libraries similar in size. This study also helps identify problems in Collections Services that affect library users.

Instrument: Wisconsin-Ohio [Reference] Evaluation Program
Beginning Date: Spring 1995
Frequency: Spring 1996, then every 3-5 years, depending on the significance of changes we make in reference services to correct problems found in the previous survey.

Results: This instrument identifies the difficulty of questions asked and problems in cataloging and technical processing, as well as several dimensions of quality of reference service. Results are used to identify the strengths and weaknesses of the reference staff and the environmental conditions (collection depth, facilities, equipment, policies and processes) that affect their work. Corrective action is taken.

In addition to this study, the Library seeks to identify other instruments to assess aspects of reference service not addressed in the Wisconsin-Ohio Evaluation Program.

5. Information Literacy

Student/Faculty Satisfaction Surveys

a. Faculty and student satisfaction surveys will be used to collect data on the effectiveness of the preplanning activities, presentation, and content of the instruction session.

Instrument: Library Instruction Feedback Form (Appendix E)
This form is designed to solicit information from the teaching faculty regarding the scheduling and preplanning activities for the desired session, content of the material presented and the effectiveness of the librarian teaching the material.

Instrument: Student Evaluation of Library Skills Instruction (Appendix E)
This survey is designed to solicit student satisfaction of the instructional session and to retrieve information regarding the familiarity of material presented in the session and its helpfulness.

Frequency:
- For English 201, evaluations will occur for all sections in the fall quarter every two years. If there is a change in the curriculum, then the evaluation will occur the first quarter of the curriculum change.
- For all other instruction, the librarian will choose a course to be evaluated within their departmental liaison responsibility during winter and/or spring quarter. Two instruction sessions should be evaluated during this time period. The library session evaluated will represent course-integrated instruction incorporating the librarians’ own design and development of the instructional session.
- As part of the preplanning activities of the instruction session, the librarian will explain to the faculty member that the class may be evaluated and what that entails.
- The librarian will discuss with the faculty member how best to distribute the student evaluation forms and the faculty feedback form. This could include distributing the forms at the end of the session (if time allowed), having the faculty member distribute the forms at the beginning of their next class period or having the librarian distribute the forms to the students at the end of the library session with instructions for them to submit the forms to their instructor at their next class period.
- Student evaluation surveys and faculty feedback forms will be returned to the Instruction Coordinator who is then responsible for compiling the data and discussing the results with the librarian(s).
- Original forms will be filed in the instruction coordinator’s working files.

Results: Based on the results of the faculty feedback and the student evaluations, the librarian can determine if the objectives of the instruction session were met. If not, content and methodology of instruction, handouts, and/or assignments will be reviewed to better match the needs of students and expectations of the faculty member.

b. Online instruction evaluation

Instrument: Online surveys developed with Perseus Survey Solutions, a web based survey software program.

Frequency: Evaluations will occur once every year or as needed due to curriculum change.

Results: Based on the results, librarians and instructors can identify what concepts and skills can be taught using this type of instruction and confirm or reject the overall effectiveness of online instruction for a specific instructional need.
Outcomes Assessment

a. Tests of students’ knowledge of information literacy skills will be incorporated into class exams and projects for selected courses to assess student learning outcomes.

Instrument: To be developed according to course curriculum
Frequency: On-going
Results: Based on test results, librarians and/or class instructors will review the content and methodology of instruction to identify and make needed improvements. Test question analysis can be used to determine the quality of questions, identify areas of learning difficulty and determine what skills and concepts students are learning as well as those that may need to be reinforced or taught differently.

b. Information Literacy Competence Exam (Projected implementation Fall 2001)

As prescribed in the Title III grant, an information literacy exam will be developed to test student learning in the newly designed information/technology literacy course at Eastern Washington University. This exam will constitute one measure of assessment and will be based on the ACRL Information Literacy Competency Standards for Higher Education.

c. Washington State Information Literacy Assessment (Pilot project until 2003)

The Washington State Information Literacy Assessment Taskforce is currently developing assessment measures in information/technology literacy for the state institutions of higher education. As a pilot project, senior level projects that incorporate information literacy and technological literacy are being collected at the end of spring quarter from each institution. These projects are collected in the disciplines of Business, Education, Humanities, Sciences, and Social Sciences. Because a single product is insufficient evidence of student achievement, additional evidence such as a reflective essay and a portfolio of multiple products will accompany the final project to be used in the assessment. Rubrics will be designed for many of the ACRL Information Literacy Competency Standards, and used to assess student achievement.

C. University and Program Accreditation

1. Regional Accreditation

The Commission on Colleges, Northwest Association of Schools and Colleges, evaluates the quality of a university’s library and information resources in its regularly scheduled evaluation of the university for regional accreditation. The library is evaluated in the context of all information services on the campus. Standard V speaks specifically to library and information resources. The full text of the standard from the Accreditation Handbook appears in Appendix C. In 1998 EWU underwent its ten-year accreditation. Like other academic and administrative units, the Libraries were evaluated on the quality of services, quality of staff, sufficiency of resources, and management. Criteria for regional accreditation guide periodic self-evaluation of the EWU Libraries and represent one basis for the standards and continuing assessment of collections and services.
2. Specialized Accreditation

Some colleges and individual departments and programs seek accreditation from specialized accrediting agencies. Most of these accrediting processes include questions about library support. The EWU Libraries provide data and assessment of library resources, services and use as requested by each accrediting body. Unless otherwise delegated by the Dean, responses to inquiries are provided by the Collection Development Coordinator and approved by the Dean prior to submission.
Part VI. Library Governance and Administration  
(Revised and adopted September 10, 2001)

A. The Dean

1. Role of the Dean

The Dean of Libraries is the chief executive officer of the EWU Libraries. As such, the Dean is responsible for directing library resources toward university goals and the library’s stated mission in support of excellent service to EWU students, faculty and staff. S/he is responsible for ensuring that:

- the library promotes the educational goals and programs of the university;
- library resources are allocated equitably to support all academic programs offered by the University in accordance with the varying needs of academic disciplines;
- librarians and other staff understand the goals of the University and consistently employ the technical and interpersonal skills required of a client-centered academic library;
- all financial and personnel actions of the library are handled with integrity and appropriate levels of confidentiality;
- the library complies with applicable university, state, and federal laws and regulations as well as the provisions of all applicable contracts.

The Dean is responsible for regular review of library services, collections and technical processes to ensure that the best possible library support is provided to the students, faculty and staff of the university, that the library meets national bibliographic and technical standards and follows the best practices of the profession. In consultation with division heads and unit heads, the Dean establishes performance standards for library operations and methods for monitoring success.

The University has defined the roles of Deans and department chairs (see Appendix F). In support of the Collective Bargaining Agreement, the Dean of Libraries fulfills the following responsibilities:

a) Negotiates standards and criteria for appointment, retention, tenure and promotion with library faculty members and receives approval by the Chief Academic Officer;
b) Approves a faculty activity plan for each library faculty member in accordance with established standards, criteria, and procedures;
c) Forwards recommendations for appointment, retention, tenure and promotion to the Chief Academic Officer for further action;
d) Forwards the draft Library Plan to the Chief Academic Officer after the faculty has voted to approve it;
e) Reviews records of candidates for retention, promotion and tenure and recommendations of the Department Personnel Committee and the Chair concerning those candidates;
f) Based on recommendations from the Department Personnel Committee and the Chair, notifies the Budget Office how to allocate merit bonuses to library faculty members (when merit bonus funds are available);
g) Does the final reviews of applications for professional leave and sends comments to the Research, Service and Scholarship Committee;
h) Fulfills requirements of the grievance procedure as specified in the Collective Bargaining Agreement;
2. Evaluation of the Dean

The Collective Bargaining Agreement (CBA, Chap. II, Par. L.2) specifies the evaluation processes for Deans.

B. The Library Faculty Chair

1. The Role of the Library Faculty Chair
(Adapted from the version approved by the President’s Cabinet, November 2000, and approved by Library Faculty August 10, 2001)

Because the library has a small faculty, where performance of individual faculty members is integrated with the work of all others, the library faculty operates as a single department and, therefore, has a single Chair. The library faculty chair is the chief administrative officer of the library faculty and reports administratively to the Dean of Libraries. The chair reports to, and is informed and advised by, the collective expertise of the faculty. The chair is expected to provide effective leadership within library and university policies and goals. The chair is also expected to provide leadership to the faculty focused on achieving excellence in librarianship and scholarship, as well as equity and due process in department decision-making. The position of Chair involves a four-year appointment at 30% time and carries an annual stipend.

Specifically, the department chair is expected to perform, in an effective manner, the following duties:

Leadership

1. Identify and lead the library faculty in accomplishing library and university goals. This includes chairing regular faculty meetings.
2. Represent the interests of the library faculty to Information Resources, the university and the community. This includes serving on the Dean’s Council.
3. Represent Information Resources and the university to the library faculty.
4. Foster innovative reference services, instruction methods, and technical processes leading to improved student learning.
5. Develop and implement processes to encourage and support scholarship and research.
6. Support library faculty in their responsibilities and professional development, encouraging initiative, innovation, and constructive collaboration.
7. Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.
8. Support fund-raising and development efforts of the Library and university.
9. Establish and maintain positive, professional relationships with external constituency groups.
Communication and Interpersonal Skills

1. Be accessible to the administration and library faculty for timely fulfillment of the chair’s duties.
2. Establish positive, constructive working relations with all elements of the university.
3. Respond to requests for information from Information Resources, the university, and the community.
4. Facilitate open communication within the university.

Personnel Management

1. Consult with individual faculty and with the DPC On the preparation of all faculties activity plans and makes recommendations to the dean. Oversee the implementation of each plan.
2. Administer and coordinate all personnel processes relating to library faculty evaluation in accord with relevant policies. Make recommendations regarding retention, promotion, and tenure of library faculty.
3. Facilitate library faculty development, i.e. personal and professional development, service training, and awareness of various campus services.
4. Manage faculty recruitment.
5. Resolve conflicts among faculty in a fair manner.
6. Manage faculty workload in accord with library and university policy and goals to include annual faculty workload assignments.

2. Evaluation of the Faculty Chair

The Collective Bargaining Agreement (CBA, Chap. II, Section C. 4) specifies the evaluation process for Chairs.

C. Governance Structure

Planning, budgeting and operational policies are developed within the library organization. Participants in this process are the Dean, Dean’s Council, faculty, faculty Chair, and Department Personnel Committee. Outside the library organization, major library issues are addressed by advisory groups and special-purpose task forces.

1. Dean - See Role of the Dean above.
2. Faculty Chair - See Role of the Chair above.
3. Deans’ Council - The Dean’s Council coordinates discussions of issues, policies, and resource allocations. Comprised of two division heads, the Chair, and the collection development coordinator, the Council meets weekly to review the week ahead, sets priorities for short-term tasks and projects, and identifies issues the library needs to address. The Council brings policy and planning matters to the library faculty and/or the units and divisions, as appropriate.
4. Library Faculty - The library faculty meet monthly to discuss matters pertaining specifically to faculty personnel policies and practices and the philosophy and values that guide operational decisions. Retention, promotion and tenure processes are delegated to the elected DepartmentPersonnel Committee.
5. Department Personnel Committee - In accord with the Collective Bargaining Agreement (CBA), the EWU Department Personnel Committee (DPC) is the committee elected by the library faculty for the purpose of evaluating faculty members for retention, tenure and promotion. The Committee makes recommendations regarding library faculty personnel as required by the Collective Bargaining Agreement. The Committee makes recommendations concerning the granting of emeritus status. The Committee also works with individual faculty to develop activity plans and submits those plans to the Chair to be reviewed for consistency with library plans and equitable distribution of workload expectations within the library. A minimum of three faculty members, all of whom must be tenured, will evaluate candidates for retention, tenure and promotion. When the minimum number of tenured faculty members is not available within the library faculty, DPC may include tenured faculty members from related areas. DPC initiates the process of nominating persons to serve as Faculty Chair and may also address and make recommendations to the faculty, the Chair and/or Dean on other issues involving the general welfare of the library faculty.

DPC will rely on the EWU Policies and Procedures Manual as the official source of all faculty personnel procedures. Interested parties should direct questions regarding library faculty personnel policies and processes to the current chair of the Committee.

DPC will consist of four regular members and one alternate. The four regular members must include three tenured faculty. Where possible, Committee members will hold a rank at or above that of the person being considered for retention, tenure and/or promotion. The alternate will take the place of any member who cannot participate in a Committee action. If the alternate cannot meet the requirement for rank and tenure for the personnel action under consideration, then the library faculty will elect a substitute from among those faculty who can meet the stated requirements. A member will be excused from any Committee action that may involve a conflict of interest, as determined by the Committee in consultation with the Chair. Changes in criteria for membership in the DPC require a majority vote of the library faculty.

All library faculty members may vote for DPC members. All library faculty members are eligible for election to the Committee, with the exception that faculty members may serve no more than two successive two-year terms. The committee is made up of two tenured faculty serving alternating two-year terms, one tenured faculty serving a one-year term, one tenured faculty serving as alternate, and one non-tenured faculty serving a one-year term. Terms begin September 2 and end September 1 of the following year.

In the event that a member leaves or steps down before the end of his/her term, the alternate will fill the remainder of the term. The library faculty will elect a new alternate. The alternate who replaces a member is eligible for election to additional two-year terms if the length of the term completed does not exceed one year.
The Chair ensures that elections take place during Spring Quarter each year. Immediately following the election, the Chair will send written notification of election results to all library faculty members.

After the DPC election, the person elected to the two-year term becomes chair-elect in the first year of his or her term and chair in the second year.

6. Task Forces and Working Groups - The Dean or the Chair or the Dean’s Council appoints task forces and working groups to examine specific topics and make recommendations to an appropriate body in the governance structure. Each task force or working group disbands after completing its charge and writing recommendations to the appropriate body.

D. Library Planning Process

Policy review and planning are the responsibility of the Dean, the Dean’s Council (DC) and the library faculty. Requests for review come from many sources. Most often, they are initiated by library faculty and staff as a result of their experiences and their observations of users’ needs. Library users are offered a form requesting review at any point where they voice a concern or idea or when a staff member notices that a user is encountering difficulty. The Library Affairs Council, in response to concerns of the faculty or the Faculty Organization, may request and oversee policy review. In two areas, circulation policies and collections budget allocation processes, changes are possible only through the shared governance process of the university.

Operational policies, planning and implementation at the divisional level are led by the division head and coordinated through the Dean’s Council. All policies that are proposed for the library as a whole or for a division within the library will pass through the Dean’s Council, which will ensure that the policy is reviewed expeditiously in both divisions of the library for unanticipated implications and will make recommendations to the Dean about adoption of the proposed policy. Members of the Council seek advice from the faculty and staff in their divisions, the faculty as a whole, and/or the Department Personnel Committee according to the nature of the issue at hand. Operational matters of library-wide import, especially to the extent that they affect broader issues in librarianship or faculty working conditions, are addressed in meetings of the library faculty. All planning and policy development that defines the work of the faculty or principles of librarianship must be addressed by the faculty.

1. Policy and Operational Review

Proposals for new policies and for policy changes are forwarded to the DC by the division head or Chair. DC obtains feedback on policy implications from both divisions and, if it deems appropriate, from the library faculty or Department Personnel Committee or the Chair. If no problems are identified at that point, then the DC acts on the proposal. If problems are identified or related issues need to be addressed before the policy can be implemented, DC identifies an appropriate working group to develop a resolution to bring forward. Only when such issues have been resolved does DC make a recommendation to the Dean regarding a proposal.

2. Planning
Planning is an ongoing process culminating in the spring of each year in a planning retreat for library faculty. If the scope of change or resource allocations is extensive, the spring retreat is expanded to include non-faculty library managers. Planning is guided by the EWU strategic plan, the principles of quality, distinctiveness and opportunity, and the Libraries’ planning priorities. Faculty activity plans are developed to support these higher planning documents. Based on the activity plans and the annual spring planning retreat, each faculty member receives a letter of assignment defining expectations for his/her contributions (workload and specific responsibilities) to the work of the library for the coming academic year.

Throughout the year faculty and staff continually evaluate emerging technologies and new opportunities as well as existing and anticipated demand for collections and services. Based on these assessments, library operations evolve throughout the year. In the spring the faculty and staff of each division and the faculty as a whole evaluate the past year, identify trends that will define future expectations of academic libraries, and predict the EWU Libraries’ challenges and opportunities for the next academic year. Appropriate working groups make proposals at the divisional, faculty and DC levels concerning the best ways for the library to address evolving demands on the EWU Libraries. The assessments of these demands form the basis for the spring retreat, when faculty decides how their efforts will be allocated in the following academic year.

3. Assessment

Quality of services, collections, and operations are the measure of the effectiveness of the policy and planning processes of the EWU Libraries. To measure that quality, the Libraries have established operational standards that comply with national standards, established practices in librarianship, and experience in service to library users. In addition, the Libraries have defined specific areas of assessment and appropriate assessment tools. These standards and assessment processes are addressed in Part IV of the Library Plan.

E. Divisional and Unit Responsibilities

Day-to-day operations are carried out by the units and divisions of the library. Their functions, organization and staffing change over time as service demands shift and opportunities for improving operations arise. Units are added and deleted as needed to meet changing needs.

Divisions and units of the Libraries and their functions are as follows:

1. Instructional & Research Support Services Division

- The librarians and support staff in this division focus on service to those who seek information in the EWU Libraries or, through this library, from other information providers. Reference assistance, library instruction, and interlibrary lending and borrowing are their primary functions.
- The Reference and Instruction Unit provides personalized assistance and class instruction in the identification, retrieval and evaluation of information and published works. They provide assistance in the Reference area and Special Collections Reading Room. In
addition, they provide reference assistance and, as necessary, on-site assistance for the Curriculum Center and government

- documents collection. Customized instruction sessions and/or library instruction materials for use by college faculty in classes are offered in support of the EWU curriculum. Reference and instruction services are offered at no charge to EWU faculty and students and to other members of the community who use the library.

- The Interlibrary Loan Unit acquires materials from other libraries and from journal article vendors at the request of students and faculty. It provides EWU materials to other libraries as well. In collaboration with the Circulation and Reserve Unit, it facilitates direct borrowing within the Washington Cooperative Library. In addition, it retrieves books and journal articles from the EWU collections for individuals. Fees are charged for many of these services, though routine interlibrary loan requests for EWU faculty and students are processed without charge to the requester.

- The Systems Unit supports all library operations by installing and maintaining computers and peripherals throughout the library. It maintains the Web and print servers, as well as the CD-ROM network equipment and collections. This staff implements and maintains the EWU integrated library system and works with EWU Information Resources to ensure connectivity across the campus backbone, through the Internet, and through commercial carriers. Basic training in the use of desktop computers and office applications are also offered by Systems staff to the other Library personnel.

- The Media Unit houses and services the Library’s collections of non-print media, as well as the equipment to use it within the building. The media types supported by this unit include LPs, CDs, DVDs, films, videotapes, cassette tapes, laser discs, and a variety of microforms. Staff of the Media Unit also provide assistance to library patrons in locating materials in any of the collections on the lower floor of the building, with the exception of Archives and Special Collections. Coordination of satellite teleconference programs for the campus is another service offered by the Media Unit.

2. Collections Services Division

- The librarians and support staff in this division focus on the organization of and access to EWU Libraries’ materials. They acquire materials and rights for use of electronic resources, prepare materials for the shelves, produce and maintain records of library holdings, lend materials to authorized borrowers, maintain materials physically on the shelves, and repair and replace them.

- The Circulation and Reserve Unit lends library materials to authorized borrowers, maintains records of loans, provides fast access to materials set aside for use in EWU courses, and maintains collections throughout the libraries. It circulates materials at the main circulation desk. It provides course reserve services at the circulation desk and multimedia desk. It maintains revolving "new materials" areas in several library collections, and monitors the library for security.

- The Cataloging and Acquisitions Unit acquires materials for on-site and virtual library collections, processes payment for all materials, and prepares fund accounting reports for these resources. It prepares materials for the shelf, ensures that materials are bound and repaired as needed, and performs minor repairs. It creates and maintains records for all library holdings on the EWU integrated library system, to provide access by subject, author, title, call
number, etc., and also maintains the database of catalog indexing terms. It enters bibliographic records and adds holdings records for EWU materials in OCLC, an international bibliographic database.

3. Spokane Academic Library

SPOKANE ACADEMIC LIBRARY is the library in Spokane that provides reference and instructional services and materials retrieval for students and faculty enrolled in the Spokane-based programs of Eastern Washington University and Washington State University. The library is funded and staffed jointly by EWU and WSU libraries. It is designed to be primarily an electronic library, with only a small on-site print collection.

4. Administrative Units

- The Dean’s Office provides secretarial services and is responsible for all payroll processing, financial transactions (except ordering and paying for print collection acquisitions), and general administrative support for Information Resources. Photocopy services for the Libraries also report to this office.
- The Collection Development Coordinator manages the collections budget, coordinates the work of selectors, and provides assistance to academic departments in the allocation and expenditure of funds. The coordinator anticipates collection needs and evaluates options for delivery of collections.
- The Director of Development coordinates fund raising and friend raising efforts between the Libraries and the EWU Foundation. The director is responsible for identifying and cultivating potential donors, seeking grant and gift opportunities, working with library staff and faculty in development of grant and gift opportunities, and ensuring that library needs are included in efforts of the EWU Foundation.

F. Role of Division and Unit Heads

The library consists of two divisions and the Cooperative Academic Library Service, each headed by a faculty member. Each division consists of several units which, typically, are headed by an administrative exempt staff member. The exception to this pattern is the Reference and Instruction Unit, through which the library offers individual and class instruction in information retrieval and library use. These services are offered primarily by library faculty, and the unit is headed by a librarian.

Each division head is responsible for ensuring that divisional priorities, resource allocations and expenditures serve the established goals of the division and the library. She/he is responsible for guiding the planning and evaluation processes within the division. Therefore, the division head must approve all requests that affect funds allocated for operations and equipment. The division head prepares and conducts all administrative performance appraisals for administrative and classified staff who report directly to him/her. They provide input to the Chair’s administrative performance appraisals of faculty in the division and input into processes of the Department Personnel Committee as specified in Part VII and Appendix D of this Plan. The division head reviews all performance appraisals that are written by unit heads for the classified and administrative staff within the unit. Division heads coordinate as appropriate on an ad hoc basis and, more formally, through the Dean’s Council.
Unit heads manage the daily work of the units. They direct the work of staff and student employees and work collaboratively with faculty in the unit according to each faculty member’s agreed-upon development plan. Unit heads are responsible for scheduling, training, and supervision within the unit and for evaluation of classified staff and students. They are responsible for monitoring the quality of work in the unit and for working with other members of the unit to identify and implement needed improvements. They are responsible for incorporating new technologies and innovative ideas into the work of the unit. Unit heads within each division coordinate, as appropriate, through divisional meetings

and on an ad hoc basis. Across divisions, unit heads coordinate on an ad hoc basis and through task forces that are established for specified purposes.

G. Advisory Groups

1. Library Affairs Council

General policies governing major collections and services issues are regularly brought before the Library Affairs Council for consideration. The council advises the Dean regarding these policies and, when appropriate, recommends the adoption of policies to the academic Senate.

The Council is part of the university faculty governance system. The Senate elects nine faculty, representing all of the colleges, to serve three-year terms. The President of the Association of Students of EWU appoints three students each year. Ex officio members from the Libraries include the Dean, the Head of the Instructional & Research Support Services Division and the Collection Development Coordinator. Council members elect a chair, who calls and conducts the semi-monthly meetings. The council advises the faculty, through the Senate, on general library policies and issues. The Dean of Libraries reports significant events in the library, alerts members to issues that arise from time to time, and seeks advice as she/he deems appropriate.

The Library Affairs Council routinely seeks input and advice from the other councils and committees of the Faculty Organization as appropriate.

2. Associated Students of Eastern Washington University (ASEWU)

ASEWU appoints student representatives to all councils of the Faculty Senate and to major committees, which provide advice to the library. In addition, the Dean of Libraries routinely seeks advice from ASEWU on major library issues that affect service to students.

3. Task Forces and ad hoc Committees

Major planning events or other circumstances occasionally make it desirable to form working groups that advise the Dean or university administration on library matters. The size and membership reflects the charge assigned to the group, and the group disbands when its charge is fulfilled. Examples of such groups in the recent past include the Building Remodel Committee and the Ad hoc Committee on the Library.
H. Community Relations

The Friends of the Library was formed in 1997 to promote awareness of the Eastern Washington University Libraries within the EWU community and beyond. Its chief purpose is friend raising rather than fund raising, though members provide assistance with fund raising events. The Friends sponsor events for its members and provide a newsletter to the membership. The organization is governed by an executive board, which operates according to written bylaws. It is financially self-supporting, primarily through annual membership dues and proceeds from an annual book sale. In addition, the Friends make an annual contribution to the EWU Libraries. The Dean of Libraries and the Director of Development are ex officio members of the executive board.

Part VII. Library Faculty Personnel Policies and Procedures
(Revised and adopted January 13, 2015)

A. Expectations and Responsibilities

1. General Expectations and Responsibilities

Librarians participate fully in the educational, scholarly and service components of academic life. Librarians demonstrate the quality of their educational role by providing excellent service to students and college faculty in the following ways:

- assist students at the reference desk, by phone and through electronic communications media;
- provide instruction to individuals, classes and other groups in library and information usage;
- prepare library instructional materials for use in the classroom, in the library and on-line;
- develop library collections that support university course work;
- create bibliographic and information systems that support teaching and learning;
- provide access to library collections worldwide.

Each librarian has a unique combination of responsibilities that are defined in his/her faculty activity plan (FAP). Responsibilities change over time as the library continually redefines services and operations to meet changing student needs, evolving university priorities, and advances in information technologies.

All probationary and tenured librarians engage in research, participate in the work of professional associations, and engage in other activities that develop their knowledge and skills as librarians and allow them to share their expertise with others in the profession. All probationary and tenured librarians periodically provide service to the university through work on academic or administrative committees or represent the university or the library in community organizations related to their professional expertise. Special faculty may participate in departmental service activities as allowed by the Collective Bargaining Agreement (CBA).
2. Expectations by Rank

The scope of duties in the area of librarianship and expectations in the areas of professional development, scholarship and service vary by rank as follows:

Assistant Professor. A librarian with the rank of Assistant Professor is an experienced library faculty member in his/her primary area of responsibility, accepts a broad range of responsibilities within the library, and is working toward tenure and promotion to Associate Professor. Minimum qualifications for this rank are found in CBA 4.5.1

An Assistant Professor is expected to perform at a highly effective level in the practice of librarianship in the full range of assigned duties and to be actively engaged in selected activities in the areas of professional development, scholarship and service. Within the context of the criteria set forth in the section of this plan titled "Evaluation Criteria for Annual Performance Appraisal, Retention, Promotion and Tenure," his/her specific expectations are delineated in a Faculty Activity Plan (FAP). To be considered for tenure and promotion to Associate Professor, an Assistant Professor must fully meet the expectations in his/her faculty activity plan, including:

- perform the task of librarianship in a highly effective manner;
- provide a record of continuous scholarly accomplishment which is indicative of a growing reputation for contribution to the field and which is predictive of the ability to achieve recognition through appropriate external peer review processes; and
- demonstrate significant service achievements.

Associate Professor. As a tenured experienced faculty member, an Associate Professor is expected to continue to perform at a highly effective level in the practice of librarianship, to exercise leadership within the libraries and the university, and to seek opportunities for professional development in areas that will support the EWU Libraries' growth and development. The minimum qualifications for this rank are found in CBA 4.5.2.

Within the context of the criteria set forth in the section of this plan titled "Evaluation Criteria for Annual Performance Appraisal, Retention, Promotion and Tenure," his/her specific expectations are delineated in a faculty activity plan. To be considered for promotion to Full Professor, an Associate Professor must fully meet the expectations in his/her faculty activity plan, including:

- perform the tasks of librarianship in a manner that demonstrates outstanding performance in selected areas of primary responsibilities;
- provide a record of significant scholarly contribution to the discipline or professional field that is recognized at the regional and national levels; document appropriate external peer recognition for scholarly achievement; provide evidence predictive of continuing contributions through research; and
- demonstrate significant service achievements.
Full Professor. As the highest-ranking faculty members in the EWU Libraries, Full Professors are role models and mentors for faculty at other ranks. They are expected to demonstrate the highest qualities of professional library practices, consistently merit a highly effective rating in the overall performance of their responsibilities in the library and an outstanding rating in selected areas of primary responsibility, continue to perform service to the university, and engage in professional and scholarly activities that are recognized at the regional and national levels. The minimum qualifications for this rank are found in CBA 4.5.3.

Special Faculty. The library may employ special faculty (librarians designated in the CBA as Library Associates and Senior Library Associates—see below) to fulfill special functions. Their appointment, appraisal and conditions of employment are addressed in CBA 4.6. Special faculty are responsible only for high quality performance in the professional areas designated in their letters of appointment and engaging in professional development to maintain currency in skills and knowledge required by their assignments. They are not eligible for tenure.

Library Associate. The minimum qualification for a Library Associate is a master's degree in librarianship. Other qualifications depend on the duties to be assigned. Their appointments are reviewed annually, both in terms of performance and the needs of the library. Promotion to Senior Library Associate requires six years of successful performance as a Library Associate. (CBA 4.6.1)

Senior Library Associate. The minimum qualification for a Library Associate is a master's degree in librarianship. Other qualifications depend on the duties to be assigned. Their appointments are reviewed every two years. For faculty who have been employed as a Senior Library Associate for at least six years, their appointments are reviewed every three years. (CBA 4.6.2)

Quarterly Faculty. The library may employ a librarian on a quarterly contract of one quarter in duration. (CBA 4.7)

Emeritus status—To honor retiring members of the library faculty for meritorious service, the following criteria for emeritus status have been defined (EWU Policy 401-05).

- The candidate will have attained the rank of Full Professor at Eastern Washington University.
- The candidate's overall performance in librarianship during his/her career at EWU would be judged by the faculty to be highly effective and a positive model for other librarians; and
- The candidate's overall service to the university and/or the library during his/her career at EWU would be judged by the faculty to be substantial and supportive of university goals and/or library goals.

B. Recruitment and Appointment

1. General Considerations

For library faculty positions, the EWU Libraries recruit individuals with these qualifications:
a) interest in and dedication to providing high-quality library and information service to the library's varied clientele;

b) specialized knowledge and experience related to the position in question;

c) general knowledge of academic library and information practice, and ability to contribute to formulation of policy, planning and evaluation of the library and information services;

d) strong written and oral communication skills; and

e) ability to meet faculty requirements for research, professional participation, and publication.

A master's degree in library and information science (M.L.I.S, M.L.S., M.S., M.A., etc.) from a program accredited by the American Library Association (ALA) is nationally recognized as the terminal professional degree for librarians. The library normally requires that candidates for library faculty positions possess this credential. In addition, for some positions the library may require or prefer candidates with specific educational background (i.e., undergraduate major or second master's degree) in a specific subject area, course work and reading competence in specific languages, or other educational qualifications. In the case of the University Archivist, candidates may substitute an accredited master's or doctoral degree in archival records management for the ALA-accredited library degree.

Appointments are normally made at the Assistant Professor level (CBA 4.4.2). The probationary period for faculty, including faculty with prior professional library experience, normally is six years (CBA 4.1.2).

The library recruits candidates from a wide range of ethnic and racial backgrounds, ages, etc. Specifically, the library urges members of minority groups and disabled individuals to apply for library faculty positions. The library actively recruits members of under-represented groups through professional networks and advertising.

The library advertises probationary positions nationally in accord with current Human Resources regulations. Appropriate advertising venues will be supplied by the library. Special faculty positions may be advertised regionally through appropriate discussion lists, newspapers, and notices to other libraries.

When screening applicant files, search committee members follow current Human Resources regulations.

2. Appointment, Reappointment, and Termination

Recruitment, initial appointment, reappointment, and termination will be conducted according to the provisions of the Collective Bargaining Agreement (CBA Articles 3, 4, 5).

A full-time contract year for a librarian will be a minimum of nine (9) months, and may be as long as twelve (12) months. The contract year will be defined in writing at the time of hire, and may be changed through written agreement with the approval of the DPC, Dean of Libraries, and Chief Academic Officer. (CBA 3.1)

Unless otherwise specified in an individual library faculty member's letter of appointment, only work completed while a faculty member at Eastern Washington University will be considered in reviews for
promotion or tenure (CBA 5.4.3c).

C. Workload

1. General Considerations

Each faculty member in the library has a unique combination of assignments in librarianship in order to ensure that the library meets users' needs for quality and timely services and to make best use of the experience, knowledge and interests of individuals in meeting the many types of responsibilities required of librarians in an academic library. Workload assignments are based on librarians' FAPs and annual Workload Plans (hereafter referred to as workplans) and reflect the results of an annual planning process based on predictions of anticipated users' needs, anticipated effects of information technology and other trends in librarianship, University and Academic Affairs plans, and the Library

Faculty Policies and Procedures. (CBA 7.7.5b). Each librarian has responsibility for fulfilling assignments in a manner that gives primacy to the needs of the client (students, faculty, and administrative staff at Eastern, partners in cooperative ventures, etc.). In addition, probationary and tenured faculty have the right and obligation to participate in research and professional activities and to provide service to the Libraries and the University.

In all three areas of performance, librarians are accountable for the use of their time. They must make visible progress toward goals or products specified in their individual FAP and annual workplans. Their products are subject to regular reporting and peer review, as specified in their FAPs and annual workplans. Responsibilities pertaining to librarianship, professional and scholarly development, and service are described in the section of this Policies and Procedures document titled "Criteria for Annual Evaluation, Retention, Promotion and Tenure."

2. Average Librarianship Workload

For probationary and tenured library faculty, the average workload consists of 80% duties in librarianship and a combination of scholarship, creative activity, and service accounting for the remaining 20% (CBA 7.7.5b). This amounts to an average of 40 hours a week (36 hours for librarianship, and 4 hours for scholarship, creative activity, and service). This workload will be prorated for probationary and tenured library faculty who have contracts less than twelve months in duration. Assignable hours for faculty on twelve, eleven, ten and nine month contracts are detailed in Appendix D.

The standard librarianship workload may not be realized by each individual librarian. Variances from the thirty-six assigned hours per week standard will be due to:

- projected demand on library services or operations;
- accreditation requirements; assigned time for administrative responsibilities, extraordinary research and service activities;
- instructional modes peculiar to specific information literacy programs developed by the library in conjunction with academic departments; or appointment as Special Faculty.
Library faculty may be scheduled to staff service points or provide other services on evenings, weekends and university holidays. Such assignments are factored into the total assignable work hours for the individual.

All library faculty are expected to be current in their fields or disciplines and engage in professional practices and performance that are consistent with best practices in librarianship. The amount of time they are expected to devote to this activity is detailed in their workplans.

3. Special Faculty Workload

Library associates and senior library associates are employed to fulfill specific niche positions in the EWU Libraries. Each special librarian's contract specifies the number of hours, term of employment, and functions to be performed. Special librarians are not expected to provide consultation services to faculty, students or university staff beyond those functions defined in their contracts. Special faculty are not expected to engage in scholarship, research and creative activity or to assume administrative and committee responsibilities beyond those functions defined in their contracts. Librarianship workload for special librarians may include department service activities as appropriate and as defined in the workplans, annual letters of assignment and FAPs.

4. Responsibilities in Librarianship

Each library faculty member is responsible for fulfilling all assigned duties in a high quality and professional manner. Each library faculty member is also responsible for meeting deadlines and adhering to library and university policies and procedures. The effective functioning of the EWU Libraries requires that librarians work closely together in the scheduling of assigned work and in the development of policies, standards, and plans. Therefore, all librarians are expected to attend and participate in library faculty meetings as well as unit and divisional meetings. In rare cases, work on a University committee or task force or multi-library committee may be considered part of a library faculty member’s primary assignment. Library faculty members who believe that their committee membership may fall into this category should first consult the Faculty Chair or the Dean of Libraries. With the exception of teaching and tours, librarians normally will schedule appointments so as not to conflict with faculty meetings.

5. Consultation and Office Hours

Probationary and tenured library faculty are expected to serve as resources for faculty, students, and administrative staff who need data or advice on matters pertaining to: the EWU Libraries' collections, services, policies, and practices; effective teaching and research incorporating library resources; trends in librarianship, information technology, and information science; assistance in the organization of knowledge and information; and other matters on which librarians' knowledge and skills are relevant and useful. While consultation is not limited to formally scheduled times, library faculty are responsible for scheduling and attending office hours to meet the needs of the university community and to aid
referrals as the need for consultation is identified at service desks or in other venues.

6. Scholarship and Service Responsibilities

In addition to assigned librarianship, probationary and tenured library faculty are expected to: engage in scholarship and/or creative activity and/or research; serve on departmental, college and university committees; and provide service to the community and discipline. Specific activities and goals in these areas are a part of the library faculty member's FAP.

7. Determination of Workload

The workload assigned to special and quarterly faculty will be described in the contract issued to the special or quarterly faculty member at the time of hire or rehire. Tenured and tenure-track librarians will prepare individual workplans outlining expected responsibilities in librarianship (80%), scholarship or creative activity and service workload for the academic year (20%). See CBA 7.7.5c for the process and timeline for establishing workplans. Library faculty will normally receive letters outlining their responsibilities for the following academic year by September 1.

8. Revisions to Workplans

See CBA 7.7.5g.

9. Disputes Over Workload

See CBA 7.7.6.

10. Overloads and Additional Assignments

See CBA 7.7.7.

D. Faculty Activity Plans

EWU Libraries will have faculty activity plans (FAPs) for Senior Library Associates, probationary, and tenured faculty members. (Library Associates receive an annual Letter of Appointment in lieu of a FAP. See CBA 7.6.) FAPs will be written in the context of standards and expectations defined by the Library Faculty Policies and Procedures document and will comply with the provisions of the Collective Bargaining Agreement (CBA 7.4).
The following text for faculty activity plans is taken from CBA 7.4, with changes in wording intended to reflect the situation in the library, which is a single department.

1. The FAP describes the expectations regarding librarianship, scholarship/research/creative activity and service for an individual tenure-track faculty member, tenured faculty member or senior library associate over a multi-year period.

2. The FAP shall be consistent with the University mission and Strategic Plan, library strategic plans, Library P&P, and the CBA. The FAP shall describe expected outcomes in librarianship, scholarship/research/creative activity, and service that are consistent with the CBA and Library P&P. Where the FAP is intended to lead to tenure and/or promotion the plan shall so state.

3. Development of the FAP is a collaborative process. All continuing faculty members shall, in consultation with the DPC and the chair, prepare the FAP specifying areas of activity for the period of the plan. A new faculty member’s FAP shall be prepared no later than the conclusion of the first academic quarter covered by the plan. Based upon the faculty member’s rank upon hiring, the term of the initial FAP is determined as follows: Tenure Track Assistant Professor, 6 years; Tenure Track Associate Professor, 3 years; Tenure Track Full Professor, 2 years.

4. An approved FAP must be in place prior to the expiration of the previous FAP. The term of the subsequent FAP is determined by the faculty members rank as follows: Tenured Associate professor: 4 years; Tenured Full professor: 5 years; Senior Library Associate: Term of Appointment.

5. The FAP, including any agreed amendments or revisions made as a result of the collaborative development process described above, must be signed by the faculty member, and approved by the DPC, chair, dean and the Chief Academic Officer. A copy of all approved FAPs will be retained in the Human Resources Office.

6. If a FAP is not approved by the DPC, the chair, the dean or the Chief Academic Officer, the faculty member will prepare a revised plan in consultation with the DPC and the chair. If an acceptable plan is not prepared by the end of the subsequent quarter, the chair and DPC will revise the plan in a manner that meets with the approval of the dean and the Chief Academic Officer. Any dispute over the contents of the revised FAP will be resolved by the Chief Academic Officer. The revised FAP will govern the faculty member’s approved activity for the period of the plan.

7. FAPs may be modified during their term. The faculty member or the chair may request in writing a modification. All modifications are subject to the same approval process as the original FAP.

E. Compensation & Benefits

Compensation for library faculty is governed by Article 8 of the Collective Bargaining Agreement between the Eastern Washington University Board of Trustees and the United Faculty of Eastern.
1. **Salary Placement for Newly Hired Faculty**
Minimum (base) salaries are defined by the CBA 8.3.

2. **Faculty Chair**
The Faculty Chair receives an annual stipend (CBA 8.8).

3. **Salary Upon Promotion**
Promotion increases for library faculty are defined by the CBA 8.5

4. **Retention Increases (Bona Fide Better Offers)**
See CBA 8.6.

5. **Salary during Professional Leave**
All full time library faculty who are granted leave status for a period of no more than one year will be treated as defined by the CBA 9.6.2.

F. Leave Request and Authorization

Operational and service requirements of the library shape work schedules. All requests for leave are considered in that context. Every effort will be made to meet the faculty member's request for leave.

Requests and authorizations for leave are made in writing on the library's "Leave Request and Authorization Form." Except in cases of emergency or illness, arrangements for leave are made in advance. Leave must be approved in advance by the Chair, after the requester makes arrangements for coverage of scheduled service and user education responsibilities.

1. **Annual Leave**
Library faculty earn annual leave as specified in CBA 11.4.1

Library faculty begin to accrue annual leave from the date they start work in the EWU Libraries. Leave may be used upon accrual. Faculty can use no more than 30 days annual leave per fiscal year. No limit is placed on the number of accrued annual leave hours that can be carried forward from one fiscal year to the next.

Annual leave and personal holidays are reported to the Chair on the 15th and the last day of the month.

2. **Holidays**
Full-time, twelve-month library faculty receive the 10 university holidays per year plus a personal
holiday. Library faculty who work less than twelve months receive only the university holidays that fall within the months they work and are not entitled to a personal holiday. Library faculty who work less than full time during the year adjust their work schedule during the week in which the holiday falls so as to reflect the terms of their individual contract. (CBA 11.4.3)

3. Sick Leave and Disability Leave

See CBA 11.1 – 11.3.

4. Other Leave

See CBA 11.6 – 11.7.

5. Terminal Leave/Accrued Leave Upon Resignation from the University

See CBA 11.4.2.

G. Paid Professional Leave

1. Faculty Development Allocations

Support for research, development and institutional enhancement is defined in CBA 11.5. In addition to the professional development fund for special faculty defined by the CBA, special faculty may request administrative funds from the Dean for continuing education or training in areas specific to their responsibilities in the EWU Libraries.

Faculty development funds specified by CBA 8.12.1.a will be distributed in equal shares to probationary and tenured faculty members, provided these funds support their individual FAPs. Funds may be used for a variety of supports including, but not limited to: travel to collections, attendance at national conferences, purchase of software or equipment, etc. By March 1, the DPC will notify individual librarians of their unexpended funds and will request written notification of plans to expend these funds. Individually allotted faculty development funds which are uncommitted by March 15 will revert to a general faculty development fund for redistribution based on other needs and criteria.

By the April library faculty meeting, the DPC will elicit suggestions for the use of uncommitted faculty development funds, evaluate competing needs and make a proposal to the faculty for expenditure.

At the discretion of the Dean, the library can underwrite additional travel or other expenses in support of requirements related to Faculty Activity Plans, provided such resources are available for that purpose. This may include, but is not limited to, support for professional activities in collaboration with faculty in other university departments.

2. Faculty Summer Research and Development Grants

Library faculty are eligible to compete for summer research and development grants. If a twelve-month library faculty member is awarded a research grant that includes salary, the salary portion of the grant will revert to the Libraries to cover the costs of the librarian’s absence (CBA 8.12.2).
H. Evaluation Criteria for Annual Performance Appraisal, Retention, Promotion and Tenure

For the process of evaluation for tenure and promotion, see the entirety of CBA Article 5.

For the process of evaluation for tenured faculty and Senior Library Associates, see CBA 7.5. Note: Standards for Post Tenure Review (PTR) are being developed by library faculty.

Library faculty are committed to excellence in the performance of their responsibilities. They consistently strive to improve the quality of the services they provide to the university community and contributions to the profession of librarianship. Criteria for evaluation, retention, promotion, and tenure form the basis by which the minimum standards of effectiveness are to be achieved, with an understanding that the emphasis is placed on advancing the goal of excellence. The evaluation system, workplans, individual annual letters of assignment and FAPs serve as the primary evaluation tools to determine contributions of faculty members and should reflect the goals of the library and fulfillment of goals outlined in FAPs.

Evaluation of probationary library faculty is based on demonstrated competence in the following criteria, arranged in order of importance.

1. Professional performance in responsibilities in librarianship
2. Professional activity, research, scholarship, and/or creative activity
3. Contributions to University governance, service, and mission

1. Professional Performance in Responsibilities in Librarianship

In keeping with the multifaceted nature of their discipline, library faculty engage in a broad spectrum of activities in support of the university's mission. Library faculty are specialists in providing access to information and are involved in: development of resources, collections and information systems; bibliographic control and organization; instruction, reference and advisory services; and administration and planning. The practice of librarianship takes place in a variety of settings. The following activities are encompassed in the practice of librarianship.

a.) Activities encompassed in the Practice of Librarianship include:

- Effective application of established bibliographic techniques to the acquisition, to the financial and organizational management of materials, and to the development for the use of library resources, thereby providing intellectual and physical access to information in the collections of the University and other information repositories and resources;

- Assisting and instructing students and faculty to maximize use of the Libraries and their sources through integration of information resources into the curriculum, development and application of technological innovations, development of curricular support, or other related work;

- Understanding and anticipating users' needs, and pursuing users' problems to satisfactory solutions;
• Considering and initiating diverse ideas, new technology or alternative approaches to library services and procedures;

• Communicating to and interacting with the university community and within the Libraries useful information from areas of responsibility in a clear and timely manner;

• Exercising responsibility and leadership within the unit, the Libraries or the University;

• Demonstrating ability to set objectives, to plan, organize, coordinate and direct operations in sections, departments, divisions or the Libraries as a whole;

• Developing and introducing significant innovations with respect to library collections, services or methods;

• Conducting individual or group instruction pertinent to the use of libraries and information;

• Formulating and implementing Libraries' policies and procedures related to the instructional mission of the Libraries and the University;

• Managing human resources; developing and training effective library faculty and staff;

• Actively participating in the planning and coordination of library services as a member of a management, operations, or development team.

b.) Evidence for the Evaluation of the Practice of Librarianship

Evidence considered in evaluating the Practice of Librarianship for the purpose of retention, tenure and promotion includes, but is not limited to the record of annual administrative reviews; annual peer evaluations; assessments by colleagues or other individuals who may have observed the candidate's performance; student and college faculty evaluations of teaching of library research skills (see H.1.c); the faculty activity plan; the curriculum vitae or portfolio; receipt of awards, etc.

c) Student and College Faculty Evaluations of Teaching of Library Research Skills

Introduction

Unless the librarian is teaching a credit course, the student and instructor evaluations of librarian teaching performance consist of surveys given to students and instructors participating in library instruction sessions. For the following reasons, these evaluations are not the equivalent of the student evaluations collected for credit classes.

• Librarians predominately give “one-shot” guest lectures in courses. Librarians rarely meet with a class more than once, and when librarians do, the second or third meeting is usually in the form of helping the students individually with their research, rather than formal instruction.
Librarians have a wide variety of instruction responsibilities. Some librarians have larger teaching responsibilities and teach upwards of 100 classes a year, while others only teach a handful.

Librarians have little control over many of the variables that occur during a course.

- How relevant is the instruction given? It depends on how well the class instructor informed the librarian about the specific assignments.
- What if the technology does not work that class period, or the classroom setting isn’t very conducive to teaching online resources that particular class period? Librarians usually only have that one opportunity to teach the class that quarter, and therefore if something goes wrong, this will impact the evaluations.
- How do you teach library research when the skill levels of the students vary? In one class period, it is very difficult to introduce concepts that are new to some of the students, while not boring the students who do have prior knowledge.
- How much time is the librarian given for the “one-shot”? The class instructor may only give the librarian 10 to 15 minutes of class time, or he/she may give the entire class period. The time allotted also means that the feedback in the in-class forms is not very deep or thoughtful. (Then why not put the evaluations online or give them to the class instructor? Because the librarians know from past experience that online evaluations are almost always ignored, and a large percentage of the paper evaluations given to the class instructor are never returned. In-class evaluations always have the highest response rate.)

While these in-class evaluations are a far-from-perfect method for assessing librarian effectiveness in teaching library research skills, they are useful to librarians in getting immediate feedback, and they are the only method for receiving feedback from students we may only see in the classroom this one time. Thus this section outlines the procedures the librarians will follow for collecting student and instructor evaluations for guest lectures given at the request of class instructors.

Unlike CBA 5.4.3(d) Evaluation of Teaching, which states “student evaluation of every class taught during the most recent four (4) quarters” (with being able to opt out of one class with the chair’s permission), CBA 5.4.3(e) Evaluation of Librarianship does not specify every class. It states “student and college faculty evaluation of candidates’ teaching of library research skills during the most recent four (4) quarters”. Therefore, the librarians will collect and collate evaluations from as many library instruction sessions as possible. Librarians providing library research skills instruction will report and tabulate all collected student and class instructor evaluations of their teaching performance. But librarians are not obligated to collect student and instructor evaluation forms during the following circumstances:

- The library instruction is not for an EWU, WSU, or UW class or group.
- The library instruction consists of only a physical tour of the library.
- The class time allotted for library instruction is less than 50 minutes.
- The librarian agreed to teach a particular class with less than two business days notice from the class instructor.
The librarian is substituting for another librarian with less than two business days notice.

The librarian is substituting for another librarian during a follow-up class period where the librarian is helping the students individually.

The class instructor changes the parameters of the instruction (length, content, etc.) with less than two business days notice.

The library instruction session is held in a classroom that is unsuitable for the type of instruction requested (students cannot see the screen, etc.).

The technology needed to teach the class does not work.

If the librarian is teaching more than one instruction session for a class, the librarian does not have to give evaluations for every session taught.

If the librarian is teaching more than one section of a class for one class instructor, the librarian does not have to give the class instructor an evaluation form for each section.

**Evaluation Forms**

Librarians will use the scantron forms (or the online version for classes taught virtually) to collect in-class student and instructor evaluations. If there is not enough time for students and instructors to fill out the forms during the class period, the librarian can give the forms to the instructor to pass out at a later time.

**2. Professional Activity, Research, Scholarship, and/or Creative Activity**

As do other disciplines, librarianship has a profile of scholarly endeavor that is particular to itself. That profile is appropriately acknowledged in the evaluation of library faculty achievements.

Like other disciplines, progress in library and information science results from the development of new principles and the application of existing ones to professional theory and practice. The product of theoretical and applied research may appear in publications authored by separately named individuals or may emanate from groups. The product of theoretical and applied research may also be communicated through unpublished papers, presentations and reports to professional organizations, documents and correspondence in electronic formats, and other vehicles for dissemination of scholarship.

In contrast to many other fields, much of the advancement of librarianship depends on formal cooperative efforts. Scholarly activities conducted within professional organizational contexts often do not result in individual dissemination results. In librarianship, participation in cooperative scholarship is acknowledged as requiring application of knowledge and expertise equivalent to that demonstrated in individual research and publication. Library faculty advance and develop in their profession through substantive participation in professional associations. Such participation directly affects the methods of scholarship employed by other members of the University community and is vital to librarianship and to the ability of the University to provide library service. The particular nature of a collective intellectual contribution is evaluated individually for each library faculty member and corroborated by peer review from within and outside the University.

Because librarianship does not exist isolated from the community which it serves, but rather co-exists with and contributes to all the disciplines it touches, scholarly endeavors of library faculty reflect this
symbiosis and often cross disciplinary boundaries.

a.) Activities encompassed by Professional Development and Scholarship include the following.

In the following list of activities, the terms 'publication', 'published,' and 'published work' are intended broadly to mean dissemination of information in print, electronic or other format.

- Membership and participation in professional organizations;
- Holding office or serving on committees of professional organizations at the state, regional or national level;
- Advancing theory and practice of librarianship by providing leadership in international, national, regional, state or local professional associations;
- Preparing and presenting poster sessions at professional or scholarly meetings;
- Presenting papers/lecture/reports at professional organizations at the state, regional, national or international level;
- Conceiving, planning, organizing or conducting professional conferences;
- Writing and publishing books, articles, papers or other scholarly or creative works in professional and scholarly publications;
- Reviewing books, media or other scholarly works;
- Developing bibliographies or other bibliographic aids for publication or to support professional meetings and programs;
- Producing creative work supporting librarianship or a related subject specialty. Such work includes, but is not limited to: films, tapes, exhibits, reports, composites, audiovisual material and technology-based projects such as software development and development of Internet content (Web pages, online tutorials, etc.);
- Editing academic/professional publications or serving on their editorial board;
- Conducting applied and/or theoretical research in fields of professional or scholarly interest that may result in published work and that benefits librarianship or scholarship in any discipline. (Contributions include, but are not limited to, books, monographs, articles in journals, chapter in books, essays in encyclopedias, papers in proceedings, position papers, technical reports, abstracts, book reviews and reviews of creative activities);
- Developing or improving professionally related skills (e.g., computer programming or management-related technique);
- Continuing formal education (e.g., classes, workshops, institutes, etc.);
- Working toward an advanced degree in librarianship or other academic/professional discipline;
- Receiving grant or contract funds, research awards, fellowships and scholarships;
- Receiving honors, awards or other professional recognition in the discipline, the University, etc.;
• Receiving critical acclaim or citation by other professionals;

• Having evidence of research in progress;

• Exploring research in librarianship or other fields of professional or scholarly interest that is pertinent to assigned areas of responsibility (e.g., collection use studies, evaluation of processing services, surveys, etc.).

b.) Evidence for the Evaluation of Professional Development and Scholarship

Evidence considered in evaluating Professional Development and Scholarship includes, but is not limited to, the record of contributions in the areas listed above as reflected in the annual administrative reviews; annual peer evaluations; the individual's faculty activity plan; the curriculum vitae and the portfolio. Portfolios may include evidence such as the following: copies of publications; papers; grant applications; photographs or catalogs of exhibits; published reviews; letters of evaluation from professional associates within and outside the library and the university community; indications of role and standing of bodies through which scholarly contributions are made; awards received and other indications of professional standing.

When evaluating the candidates' accomplishments, the DPC will give primary consideration to the intrinsic value, quality, and significance of the individual's work or activity. The Committee will also consider other factors such as the publication medium, size of the project, venue of presentation, audience, and the like.

3. Contributions to University Governance, Service, and Mission

The library faculty view the quality of their involvement in university governance as an essential part of their contribution to the university community. The library faculty also recognize the importance of offering their knowledge and skills to the community of which the university is a part. Evaluation of university service should take into account its effectiveness, its contribution to the general welfare of the university, and its effect on the development of the individual.

a) Activities encompassed by the term Service include:

• Participating in community/public service organizations or community service projects that are pertinent to the university goals, the EWU Libraries or librarianship;

• Volunteering library service to students, faculty, administration, community members or organizations;

• Making other significant contributions to the University through participation and contributions to elected or appointed councils of the faculty, faculty Senate or the like which address its goals;

• Serving as a major thesis advisor, or as a member of a thesis committee;

• Acting as a professional consultant in compliance with University policy;

• Making contributions that extend the resources of the University to the State;

• Serving as the Libraries' representative on the Faculty Senate.
b.) Graduate Faculty Status

Graduate Faculty status provides library faculty opportunities to contribute to graduate education beyond responsibilities in librarianship. Graduate Faculty status allows library faculty to teach graduate courses, serve on graduate committees, direct master's theses, and chair master's committees. In particular, serving as the Graduate Affairs Representative on master's committees has become an important service contribution made by many library faculty members.

Following the Graduate Faculty guidelines approved by the Graduate Affairs Council of the EWU Faculty Organization, library faculty are eligible for Graduate Faculty status if they hold a master's degree in librarianship and have demonstrated competence in teaching, scholarship, research or artistic creation, and/or skills appropriate to the faculty member's special field within the four year period preceding the nomination. Appointment to Graduate Faculty status is for three years.

All tenured and probationary library faculty are eligible to apply. Special faculty are eligible to apply with the understanding that participation in this capacity falls outside their assigned responsibilities. Procedures for Graduate Faculty status are provided in Appendix D.

c.) Evidence for the Evaluation of Service

Evidence considered in evaluating service includes, but is not limited to, the record of contribution in the areas listed above as reflected in the annual administrative reviews; annual peer evaluations; the individual's faculty activity plan; the curriculum vitae and/or portfolio; letters of evaluation from professional associates within and outside the library and the university community; indications of role and standing of bodies through which contributions are made; awards received and other indications of professional standing.

d.) University Libraries Policy and Procedures Regarding Merit for Full Professors

The University Libraries recognize the contributions made by full professors to the field of librarianship, their contributions to academic programs, student success, university life and the broader communities. The University Libraries recognizes that faculty at the rank of full professor should be highly engaged and productive in their professional lives and should contribute to the profession through research, teaching, exploration of emerging trends and challenging service endeavors.

Individuals not seeking merit must meet the minimum requirement for effectiveness in their primary responsibilities, creative/scholarly works, and service as defined in the Library Faculty Policies & Procedures (Part VII, Section H 1.) Standard for merit for full professors in scholarly and professional activity will be determined in accordance with this section and specific benchmarks appropriate to the discipline, as noted in Part VII, Section L.3.

Full professors seeking merit as part of the post-tenure review process, are governed by the requirements outlined in CBA 5.4.3 (e) and CBA 5.4.4 (f), and must participate in the library faculty annual peer review process a minimum of three times during the five year period of the FAP.

An average peer-review ranking of “Exceeds Expectations” (4.0 or above) in librarianship will be considered a
strong indication that the professor has exceeded expectations for librarianship. If the full professor also earns an average peer-review ranking of “Exceeds Expectations” (4.0 or above) in either scholarship or service, that will be considered a strong indication that the full professor has exceeded expectations in either or both of these categories. Peer-review scores, however, do not constitute the final judgment for a merit increase. Evaluations of performance in librarianship from students and faculty will also be considered. The DPC and Chair will further assess the full professor’s performance based on activities and expected, measurable outcomes defined in the FAP, and the criteria outlined for merit. Based on this assessment, combined with the peer-review rankings, the DPC and Chair will independently judge whether the full professor has exceeded expectations in librarianship, scholarship, and/or service, and will include these determinations in their recommendations to the Dean for review. In accordance with CBA 7.5.5 (d), faculty may petition the Chief Academic Officer for reconsideration of a decision regarding a merit salary increase. The Chief Academic Officer’s ruling on the petition will be final, and will not be subject to further review or the grievance procedure.

Merit: CBA 7.5.5 outlines the method in which full professors may gain an increase to their base salary, which requires exceeding expectations detailed in their individual Faculty Activity Plans (FAPs). The minimum expectations detailed in the discipline, the standards and the appropriate benchmarks are defined in the library Faculty Policies & Procedures and approved by the Library Dean and Academic Affairs. Full professors may choose to fulfill the categories outlined in a variety of ways with the understanding that base requirements and variations in FAPs are still reflective of and conform to the standards in the Library Faculty Policies & Procedures.

**Exceeding Expectations for Merit Defined**

The following criteria will normally apply in determining merit for full professors. The FAPs express the minimums for individual faculty members and the criterial may differ based on the individual’s primary responsibilities and is reflective of the negotiative aspect that exists for FAPs and workload activity forms as described in the CBA. Unless negotiated otherwise, normally, the following *Exceeding Expectations for Full Professors* with apply for merit consideration.

**Exceeding FAP Expectations for Primary Responsibilities in Librarianship/Teaching Defined:**

Full Professors who meet the standard benchmarks outlined in *Standards for Full Professors in Librarianship/Teaching* are eligible to seek merit. In addition to those standards, full professors seeking merit must meet benchmarks 1-4 listed below and one or more of benchmarks 5-9 described below:

1. Perform assigned responsibilities in librarianship in a highly effective manner with a numeric peer review achieving or exceeding an average score of 4 or above on a 1-5 scale in all peer-review categories in librarianship over the post-tenure review period;
2. Meet or exceed benchmarks defined in the individual’s FAP, including student and faculty evaluations;
3. Achieving or exceeding an average score of 3.75 out of 4.0, equivalent to 93.75%, on all questions in the evaluation form faculty, lecturers, graduate assistants, and graduate instructors who evaluated library services;
4. Positive evaluations on annual classroom peer observations;
5. Development of a new course or instructional or library access tool, bibliographic guide, and/or significant refinement of an existing library access tool, bibliographic guide, or other instructional or library guides, in a way which demonstrates current best practices and/or the implementation of innovative methods of librarianship;
6. Applying current knowledge and best practices in specific areas of expertise in librarianship;
7. Significant and ongoing service to the library, benefiting faculty, students, and other users;
8. Exceeding benchmarks defined in the FAPs, including the unique roles and responsibilities of librarianship and library organization;
9. Significant award to Eastern Washington University, both in scope and funding, of external proposals such as grants, or cultivated donor funding for librarianship/teaching;

**Exceeding FAP Expectations for Research and Creative Works for Full Professors**

In order for full professors to be eligible for merit in Research and Creative Works, they must first be meritorious in librarianship. Full professors will be deemed meritorious in scholarship by fully meeting the standards outlined in the FAP, and exceeding the expectations in one or more of categories numbered 2-12, 14-20 listed below. The categories will be weighted for level of significance since some categories involve considerably more work and contribute more significantly to the discipline.

In the following list of activities, the terms ‘publication,’ ‘published,’ and ‘published work’ are intended to broadly mean dissemination of information in print, electronic, or other format.

1. Membership and participation in professional organizations (does not apply for merit purposes);
2. Holding office or serving on committees of professional organizations at the state, regional, or national level;
3. Advancing theory and practice of librarianship by providing leadership in international, national, regional state, or local professional associations;
4. Preparing and presenting poster sessions at professional or scholarly meetings;
5. Presenting papers/lecture/reports at professional organizations at the state, regional, national or international level;
6. Conceiving, planning, organizing or conducting professional conferences;
7. Writing and publishing books, articles, papers or other scholarly or creative works in professional and scholarly publications;
8. Reviewing books, media, or other scholarly works;
9. Developing bibliographies or other bibliographic aids for publication or to support professional meetings and programs (unpublished works must undergo a peer-review process with established criteria for merit);
10. Producing creative work supporting librarianship or a related subject specialty. Such work includes but is not limited to: films, tapes, exhibits, reports, composites, audiovisual material and technology based projects such as software development and development of Internet content (Web pages, on-line tutorials, etc.);
11. Editing academic/professional publications or serving on their editorial board;
12. Conducting applied and/or theoretical research in fields of professional or scholarly interest that may result in published work and that benefits librarianship or scholarship in any discipline, (Contributions may include, but are not limited to, books, monographs, articles in journals, chapter in books, essays in encyclopedias, papers in proceedings, position papers, technical reports, abstracts, book reviews and reviews of creative activities);
13. Developing or improving professionally-related skills (e.g.’ computer programming or management related technique that have direct application and evidence of use);
14. Continuing formal education (e.g.’ classes, workshops, institutes, etc.);
15. Working toward an advanced degree in librarianship or other academic/professional discipline;
16. Receiving grant or contract funds, research awards, fellowships and scholarships;
17. Receiving honors, awards, or other professional recognition in the discipline, the university, etc.;
18. Receiving critical acclaim or citation by other professionals;
19. Having evidence of research in progress;
20. Exploring research in librarianship or other fields of professional or scholarly interest that is pertinent to assigned areas of responsibility (e.g. collection use studies, evaluation of processing services, surveys, etc.).

Exceeding FAP Expectations for Service for Full Professors

In order for full professors to be eligible for merit in Service, they must first be meritorious in librarianship. Full professors are deemed to be meritorious in service by meeting the service expectations outlined in their FAP and by engaging in and/or completing two (2) or more of the following activities (1-7) listed below. Categories may be repeated.

Activities encompassed by the term Service include:

1. Participating in community/public service organizations or community service projects that are pertinent to the university goals, the EWU Libraries, or librarianship;
2. Volunteering library service to students, faculty, administration, community members or organizations;
3. Making other significant contributions to the university through participation and contributions to elected or appointed councils of the faculty, faculty Senate, or the like which address its goals;
4. Serving as a major thesis advisor, or as a member of a thesis committee;
5. Acting as a professional consultant in compliance with university policy;
6. Making contributions that extend the resources of the university to the state;
7. Serving as the Libraries’ representative on the Faculty Senate.

I. Annual Evaluation: Administrative and Peer Review

1. Annual Evaluation

a. Types of Evaluations
There are two parallel types of annual evaluation processes carried out in the fall of each year: (1) Peer Review and (2) Administrative Review, for goal setting, supervisory review, and comments by the faculty member. Evaluations are conducted in the context of the library faculty member's FAP.

b. Evaluation Period
The evaluation period is September 1 through August 30. The Chair initiates the review process during fall quarter and establishes deadlines to ensure that the process will be completed by the end of the fall quarter.

2. Evaluation for Probationary Faculty (CBA 5.3)

Per CBA 5.3.1, probationary faculty are evaluated by peers, the DPC, and the Chair in the second year of their initial appointment, and annually thereafter. Additionally, probationary faculty also participate and are evaluated annually using the library administrative and peer review process to help inform probationary faculty regarding their progress towards meeting their FAP in the second year review process.
as outlined in CBA 5.3.

3. Evaluation for Tenured Faculty and Senior Library Associates (CBA 7.5)

Senior Library Associates are evaluated by peers and the Chair annually, and by the DPC in the final year of their FAP (CBA 7.5).

Tenured faculty are evaluated by the Chair annually. Tenured faculty may choose to participate in the annual peer-review process, but at a minimum must participate every fifth year. They are evaluated by the DPC in the final year of their FAP. A faculty member who has submitted notice of his/her retirement may choose not to be reviewed in the last year of service (CBA 7.5).

For process details see CBA 7.5.1-4.

For merit salary increases for Full Professors see CBA 7.5.5.

4. Evaluation for Library Associates (CBA 7.6)

Library Associates are evaluated according to their Letters of Appointment by peers, the DPC, and the Chair annually (CBA 7.6).

Library Associates are evaluated annually by their peers, the DPC, and the Chair based on their Letters of Appointment and in accordance with the guidelines in Appendix D.

5. Evaluation of the Faculty Chair’s Performance (CBA 10.5)

The Faculty Chair is reviewed annually by the Dean. Faculty will participate in evaluation of the Chair at least every two years. For process details see CBA 10.5.

6. Confidentiality (CBA 6.2)

Faculty files are public records, subject to the Washington Public Records Act.

J. Retention, Promotion and Tenure (CBA Article 5)

Following the schedule produced by the Human Resources Office, the Library office obtains and sends to the chair of the DPC a list of library faculty eligible for consideration for retention and promotion and a list of library faculty who must be reviewed for retention, tenure and/or promotion. The Chair will include with this list a calendar of university deadlines. For library faculty seeking tenure and/or promotion to the rank of Associate or Full Professor, the tenure and promotion evaluation calendars will coincide.

Upon receiving the list, the DPC Chair will send a letter to potential retention or promotion candidates inviting each candidate to submit a file of documentation in support of the candidacy by a stated
deadline. The letter will ask each candidate to provide the chair a list of persons not on the University Libraries faculty or staff who can contribute to the evaluation of the candidate's achievements, contributions and activities. The letter will include an outline of the criteria by which the candidate will be evaluated. If a candidate is also being considered for tenure, that fact will be stated in the letter.

It is the candidates' responsibility to provide DPC with current, pertinent information in their files. The candidate will indicate the criteria category to which each accomplishment and contribution will be assigned. The candidate may not list the same accomplishment or contribution in more than one category (CBA 5.4.3b).

When evaluating the candidate's accomplishments, the DPC will give primary consideration to the intrinsic value, quality, and significance of the individual's work or activity.

Work performed by a faculty member prior to his/her appointment at the University may be considered in providing context for the faculty member’s pattern of accomplishment in scholarship and creativity. Any such work must be identified in the faculty member’s letter of appointment and initial FAP to be considered as evidence for promotion and/or tenure at the University (CBA 5.4.3c).

1. Evaluation for Retention (CBA 5.3)

Evaluation is based on the individual's FAP, results of annual peer review, and written input from the appropriate library coordinator(s).

The following text for faculty activity plans is taken from the Collective Bargaining Agreement with changes in wording intended to reflect the situation in the library, which is a single department.

Full-time faculty on probationary status will be evaluated by the chair and by the personnel committee to determine reappointment in the second year of their initial appointment, and annually thereafter. Such evaluations will be based upon progress in meeting goals contained in the FAP, which will be consistent with this Agreement and will address the expectations included in department P&P. It is expected that the FAP will be in effect throughout the probationary period unless modified by mutual agreement between the faculty member, chair, personnel committee, dean, and Chief Academic Officer.

The DPC and the chair shall each forward a recommendation to the dean as to whether the faculty member should be:

- Continued on probationary status.
- Removed from probationary status and continued as a special faculty member except as defined in CBA 5.4.4(d).
- Given notice that his/her appointment will not be renewed or will be terminated according to timelines described in CBA 5.3.5.
The Dean will review the recommendations and prepare his/her independent evaluation and recommendation, then forward the recommendations of the DPC, Chair, and Dean to the Chief Academic Officer.

Second and Third Probationary Contracts: Following successful completion of their initial probationary appointment, faculty will be provided with a two (2)-year probationary contract. Upon successful completion of a second two (2)-year probationary contract, faculty will be provided with a third two (2)-year probationary contract. If performance shortcomings are identified through the annual evaluation process during the term of a probationary contract, and the faculty member does not make adequate progress in addressing those shortcomings after being given a reasonable opportunity to do so, the probationary faculty member may be terminated with notice as provided in CBA 5.3.5.

2. The FAP is expected to remain consistent throughout the probationary tenure period, although it is possible to make adjustments that are mutually agreed upon by the faculty member, DPC, Chair, Dean, and Chief Academic Officer (CBA 7.4.4). Evaluation for Promotion and/or Tenure (CBA 5.4)

Probationary faculty will be evaluated for tenure and promotion no later than the sixth year of the probationary period, unless an extension has been granted. This evaluation will result in either granting tenure and promotion to Associate Professor or a one-year terminal appointment contract for the following year. For those probationary faculty hired at a rank higher than Assistant Professor, evaluation timelines stipulated in CBA 4.2-3 will be followed.

After the candidate submits the file to the Dean's office, the DPC Chair will document the file by creating a receipt listing all material in the file. The candidate and Chair will sign and date the completed receipt, and the Chair will provide a copy of the receipt to the candidate.

- If a candidate does not submit a file by the deadline, the DPC Chair will send a letter to the candidate stating that the candidate will not be evaluated for retention, promotion or tenure.
- If the file does not contain sufficient information, the DPC will contact the candidate and explain the need for additional information. The candidate is responsible for providing the information requested by the established deadline.

When the candidate sends the list of outside references to the DPC, the DPC Chair initiates the review process by soliciting confidential recommendations and comments based on the performance of the faculty member under consideration. Comments will be solicited from all tenured library faculty members. Comments may also be solicited from other non-tenured library faculty members, appropriate staff, and selected other persons, who, in the DPC’s opinion, can provide pertinent recommendations regarding the candidate. The candidate will solicit outside references to be sent directly to the DPC Chair.

The DPC ensures that the candidate has assigned all accomplishments to appropriate categories (CBA 5.4.3b) and evaluates information from all annual peer reviews according to appropriate criteria.
The Faculty Chair and the DPC will perform separate evaluations of the candidate. Evaluations will be completed in a manner consistent with the procedures established in the Library Faculty Policies and Procedures document and in the CBA. Types of evidence to be considered will be consistent with the definitions of librarian ranks (Part VII, Section A) and the section on "Criteria for Annual Evaluation, Retention, Promotion and Tenure." (Part VII, Section H) Professional performance in the practice of librarianship must be given greater consideration than any other single criterion.

The DPC and the Faculty Chair shall provide in writing reasons supporting their recommendations, which are directly relevant to the candidate's FAP and measures of her/his achievement.

When the evaluation process is complete, the DPC Chair and the Faculty Chair will forward their recommendations to the Dean. Tenure and promotion steps are based upon directives contained in Article 5 of the CBA.

Faculty files are public records subject to the Washington Public Records Act. (CBA 6.2)

Candidates for promotion are required to submit new files every year they wish to be considered for promotion. The DPC recommends that candidates keep copies of all documents relevant to their promotion.

K. Promotion to Senior Library Associate (CBA 4.6.2)

The rank of Senior Library Associate may be awarded following six years of successful employment at the rank of Associate and following the process of evaluation.

The Faculty Chair informs the Chair of the DPC in writing that the Library Associate (Special Faculty) has completed five one-year appointments, is currently working within the sixth one-year appointment, and is now eligible to apply for an appointment to Senior Library Associate for the following year.

The DPC Chair notifies the individual of eligibility and deadlines for submission of documentation, along with a list of procedures.

The Library Associate furnishes the DPC Chair with an updated, year-to-date vita and statement of qualifications. Guidelines for vita content should be based on "Criteria for Annual Evaluation, Retention, Promotion, and Tenure" within the Practice of Librarianship.

The DPC reviews all documentation and makes a written recommendation to the Dean.

The Faculty Chair reviews all documentation and makes a written recommendation to the Dean.

Qualified faculty with at least six (6) years of successful service as a Library Associate may apply for promotion as a Senior Library Associate. Upon recommendation following a thorough review, and based on the University’s determination of curricular need, the faculty member shall be appointed to Senior Library Associate. The minimum appointment will be two (2) years, and the notice of non-renewal will be one (1) year; provided that for those faculty who have been employed in a Senior Lecturer or Senior Library/Clinical Associate position for at least six (6) years, the minimum appointment will be three (3) years. For positions funded by external sources, elimination of the external funding is grounds for termination, irrespective of the one (1) year notice requirement. (CBA
L. General Standards for Appointment, Promotion, and Tenure

1. Standards

*Highly effective:* performs assigned responsibilities at a level higher than routine expectations; has made notable improvements to local academic or library programs; displays promise of continued accomplishment in librarianship and professional development.

*Effective:* demonstrates and documents professional knowledge and skills sufficient to show promise of the ability to qualify for tenure and promotion to Associate Professor.

*Ineffective:* needs to improve professional knowledge and communication skills; limited professional activity in progress; potential for continued accomplishment in librarianship and professional development is undemonstrated.

2. Standards for Promotion and Tenure

- **Assistant Professor:** The general standard for appointment to the rank of Assistant Professor is the demonstration and documentation of professional knowledge and skills sufficient to show promise of ability to qualify for tenure and promotion to Associate Professor.

- **Associate Professor:** The general standard for tenure and promotion to the rank of Associate Professor is the demonstration and documented performance at a highly effective level in the practice of librarianship and in contributions to the profession, service to the university or community, and other contributions to scholarship as specified in her/his faculty development plan.

- **Full Professor:** The general standard for promotion to the rank of Full Professor is the demonstration and documented performance at an outstanding level in the practice of librarianship and in contributions to the profession, service to the university or community, and other contributions to scholarship as specified in her/his promotion development plan.

- **Senior Library Associate:** The general standard for promotion to the rank of Senior Library Associate is the demonstration and documented performance at a highly effective level in the practice of librarianship.

3. Standards for Full Professors

**Full Professors:** As the highest-ranking faculty members in the EWU Libraries, full professors are role models and mentors for faculty at other ranks. They are expected to demonstrate the highest qualities of professional library practices, consistently merit a highly effective rating in the overall performance of their responsibilities in the library and an outstanding rating (exceeds expectations) in selected areas of primary responsibility, continue to perform service to the university, and engage in professional and scholarly activities that are recognized at the regional and national levels.
Full professors are expected to develop Faculty Activity Plans (FAPs) that reflect, and are consistent with, the values outlined for the discipline in accordance with national standards for librarianship.

The general standard for promotion to the rank of full professor is the demonstration and documented performance at an outstanding level in the practice of librarianship and in contributions to the profession, service to the university or community, and in other contributions to scholarship as specified in her/his promotion development plan. These standards are fully outlined in the Library Faculty Policies & Procedures (Part VI, Section H).

**Standards for Full Professors in Librarianship/Teaching**

Full professors are expected to engage in the most important forms of service to the department/college, the university, librarianship as a discipline, and their various communities. These standards are described in the Evaluation Criteria for Tenure and Promotion and the individual’s FAP. Evidence of librarianship and teaching is described in the Collective Bargaining Agreement (CBA) in 5.4.3 d-e. Examples of these standard include, but are not limited to the following benchmarks:

- Perform assigned duties in librarianship in a highly effective manner;
- Numeric peer review scores of at least 3.5 to reflect high quality librarianship;
- Numeric student evaluation scores of an average of at least 3.2 out of 4.0, equivalent to 80% or above, based on reporting of all student evaluation forms for all sessions or classes taught. (Students evaluations must be conducted and recorded for all courses and all one-time instruction sessions taught);
- Numeric evaluation scores from discipline-based faculty, lecturers, graduate assistants, and graduate instructors of at least an average score of 3.5 out of 4.0, equivalent to 87.5% or above, based on reporting of all faculty evaluation forms for all sessions or classes taught. (Faculty evaluations must be conducted and recorded for all courses and one-time instruction sessions taught);
- Effective application of established bibliographic techniques to the acquisition, to the financial and organizational management of materials, and to the development for the use of library resources, thereby providing intellectual and physical access to information in the collections of the university and other information repositories and resources;
- Assisting and instructing students and faculty to maximize use of the libraries and their sources through integration of information resources into the curriculum, development and application of technological innovations, development of curricular support or other related work;
- Understanding and anticipating users’ needs, and pursuing user’s problems to satisfactory solutions;
- Considering and initiating diverse ideas, new technology, or alternative approaches to library services and procedures;
- Communicating to, and interacting with, the university community and within the Libraries useful information form areas of responsibility in a clear and timely manner;
- Exercising responsibility and leadership within the unit, the Libraries, or the University;
- Demonstrating ability to set objectives, to plan, organize, coordinate and direct operations in sections, departments, divisions of the Libraries as a whole;
- Developing and introducing significant innovations with respect to library collections, services, or methods;
- Conducting individual or group instruction pertinent to the use of libraries and information;
- Formulating and implementing Libraries’ policies and procedures related to the instructional mission of the Libraries and the University;
- Managing human resources, developing and training effective library faculty and staff;
• Actively participating in the planning and coordination of library services as a member of the management, operations, or development team.

Standards in Research and Creative Works for Full Professors

The standard for research and creative works requires that full professors are active, engaged, and productive scholars in the discipline. The standards are outlined more fully in the Library Plan (part VII, Section H 2a, 1-20), and require careful evaluation by faculty peers. Full professors are expected to develop FAPs that reflect and are consistent with the values listed and the criteria encompassed below and the values and standards of the discipline and the college.

As do other disciplines, librarianship has a profile of scholarly endeavor that is particular to itself. That profile is appropriately acknowledged in the evaluation of library faculty achievements.

Like other disciplines, progress in library and information science results from the development of new principles and the application of existing ones to professional theory and practice. The product of theoretical and applied research may appear in publications authored by separately named individuals or may emanate from groups. The product of theoretical and applied research may also be communicated through unpublished papers, presentations and reports to professional organizations, documents and correspondence in electronic formats, and other vehicles for dissemination of scholarship.

In contrast to many other fields, much of the advancement of librarianship depends on formal cooperative efforts. Scholarly activities conducted within professional organizational contexts often do not result in individual dissemination of results. In librarianship, participation in cooperative scholarship is acknowledged as requiring application of knowledge and expertise equivalent to that demonstrated in individual research and publication. Library faculty advance and develop in their profession through substantive participation in professional associations. Such participation directly affects the methods of scholarship employed by other members of the University community and it vital to librarianship and to the ability of the University to provide library service. The particular nature of a collective intellectual contribution is evaluated individually for each library faculty member and corroborated by peer review from within and outside the university.

Because librarianship does not exist isolated from the community which it serves, but rather co-exists with and contributes to all the disciplines it touches, scholarly endeavors of library faculty reflect this symbiosis and often cross disciplinary lines.

Activities encompassed by Professional Development and Scholarship include the following.

In the following list of activities, the terms ‘publication,’ ‘published,’ and ‘published work’ are intended broadly to mean dissemination of information in print, electronic or other formats.

• Membership and participation in professional organizations;
• Holding office or serving on committees of professional organizations at the state, regional, or national level;
• Advancing theory and practice of librarianship by providing leadership in international, nationa, regional, state, or local professional associations;
• Preparing and presenting poster sessions at professional or scholarly meetings;
- Presenting papers/lecture/reports at professional organizations at the state, regional, national or international level;
- Conceiving, planning, organizing, or conducting professional conferences;
- Writing and publishing books, articles, papers or other scholarly or creative works in professional and scholarly publications;
- Reviewing books, media or other scholarly works;
- Developing bibliographies or other bibliographic aids for publication or to support professional meetings and programs;
- Producing creative work supporting librarianship or a related subject specialty. Such work includes, but is not limited to: films, tapes, exhibits, reports, composites, audiovisual material and technology-based projects such as software development and development of internet content (Web pages, online tutorials, etc.);
- Editing academic/professional publications or serving on their editorial board;
- Conducting applied and/or theoretical research in fields of professional or scholarly interest that may result in published work and that benefits librarianship or scholarship in any discipline. (Contributions include, but are not limited to: books, monographs, articles in journals, chapter in books, essays in encyclopedias, papers in proceedings, position papers, technical reports, abstracts, book reviews, and reviews of creative activities;
- Developing or improving professionally-related skills (e.g., computer programming or management-related technique);
- Continuing formal education (e.g.’ classes, workshops, institutes, etc.);
- Working toward an advanced degree in librarianship or other academic/professional discipline;
- Receiving grant or contract funds, research awards, fellowships, and scholarships;
- Receiving honors, awards or other professional recognition in the discipline, the University, etc.;
- Receiving critical acclaim or citation by other professionals;
- Having evidence of research in progress;
- Exploring research in librarianship or other fields of professional or scholarly interest that is pertinent to assigned areas of responsibility (e.g., collection use studies, evaluation of processing services, surveys, etc.).

**Standards in Service for Full Professors**

The general library standard for service requires that full professors be engaged in the most important types of service to the Department, College, the University, the discipline, and the communities which they engage. These standards are outlined in section VII H3 of the Library Plan.

The library faculty view the quality of their involvement in university governance as an essential part of their contribution to the university community. The library faculty also recognize the importance of offering their knowledge and skills to the community of which the university is a part. Evaluation of university service should take into account its effectiveness, its contribution to the general welfare of the university, and its effect on the development of the individual.

Activities encompassed by the term Service include:
• Participating in community/public service organizations or community service projects that are pertinent to the university goals, the EWU Libraries, or librarianship;
• Volunteering library service to students, faculty, administration, community members or organizations;
• Making other significant contributions to the University through participation and contributions to elected or appointed councils of the faculty, Faculty Senate, or the like which address its goals;
• Serving as a major thesis advisor, or as a member of a thesis committee;
• Acting as a professional consultant in compliance with University policy;
• Making contributions that extend the resources of the University to the State;
• Serving as the Libraries’ representative on the Faculty Senate.

Exceeding Expectations for Merit Defined

The following criteria will normally apply in determining merit for full professors. Faculty Activity Plans express the minimums for individual faculty members and the criteria may differ based on the individual’s primary responsibilities and is reflective of the negotiative aspect that exists for FAPs and workload activity forms as described in the CBA. Unless negotiated otherwise, normally, the following Exceeding Expectations for Full Professors will apply for merit consideration.

Exceeding FAP Expectations for Primary Responsibilities in Librarianship/Teaching Defined:

Full professors who meet the standard benchmarks outlined in Standards for Full Professors in Librarianship/Teaching are eligible to seek merit. In addition to those standards, full professors seeking merit must meet benchmarks 1-4 listed below and one or more of benchmarks 5-9 described below:

• Perform assigned duties in librarianship in a highly effective manner with a numeric peer review achieving or exceeding an average score of 4 or above on a 1-5 scale in all peer review categories in librarianship over the post-tenure review period.
• Achieving or exceeding an average score of 3.75 out of 4.0, equivalent to 93.75%, on student evaluations in at least 75% of all instruction sessions or courses taught during the five years of the faculty member’s FAP. (Student evaluations, must be conducted and recorded for all instruction sessions or courses taught);
• Achieving or exceeding an average score of 3.75 out of 4.0, equivalent to 93.75%, on all questions in the evaluations from discipline-based faculty, lecturers, graduate assistants, and graduate instructors requesting library instructional sessions. (Faculty evaluations must be conducted and recorded for all instruction sessions or courses taught);
• Positive evaluations on annual classroom peer observations;
• Development of a new course (online, hybrid, or face-to-face) and/or significant refinement of an existing course that demonstrates current best practices and/or the implementation of innovative teaching methods;
• Maintaining currency in the field;
• Significant and ongoing service to the department/college;
• Exceeding benchmarks defined in the FAPs (note: Library faculty have unique roles and responsibilities that contribute to the functioning of the library organization);
• Significant award to Eastern Washington University, both in scope and funding, of external proposals (i.e. grants) or cultivated donor funding for librarianship/teaching;
• Evidence of active engagement in the discipline outlined in the standards.
Part VIII. The Staff

Administrative, classified, and student staff perform a broad array of duties in the Eastern Washington University Libraries. They are essential to the library’s ability to provide high quality services to faculty and students.

Administrative staff perform service and technical management responsibilities and provide needed expertise. The library employs both administrative (non-exempt) and administrative exempt staff.

Positions whose roles or required areas of expertise are outside the state’s classified staff system are assigned to administrative categories and pay ranges by the university’s Human Resources staff. Their decisions about categories are based on the position description and an analysis of the scope of duties, level of decision-making responsibility, and impact of the position’s work on the university.

Administrative staff work at the pleasure of the university and can be dismissed on thirty days’ notice. Administrative staff members are subject to the conditions of appointment, job classification, and working conditions defined by the EWU Policies and Procedures Manual and state regulations.

Positions of staff who manage operations and supervise classified and/or administrative staff typically are defined as administrative exempt. These are management positions and, as such, are exempt from provisions of the Fair Labor Standards Act. Staff in these positions work as salaried employees who are paid to perform the work of the position on the schedule dictated by the work itself. Because these employees are salaried, they are ineligible for overtime and holiday pay. Of the administrative staff members in the library, most are exempt. The sole exception is the Director of Development, who does not manage an operation and whose administrative appointment is based on expertise required of the position. See Part IV, Section D & Section E, for a description of responsibilities for this position.

The EWU Libraries recognize the importance of developing the skills and knowledge of administrative exempt staff, and support their participation in workshops, conferences, web courses, and other related activities, to the extent that funding and library operations permit. See Appendix B for guidelines regarding professional development support for administrative exempt staff.

Within the assigned area of responsibility, each administrative exempt position is responsible for:

- planning and monitoring operations to ensure compliance with applicable library, university, state and national standards of performance;
- monitoring expenditures of the unit and keeping expenditures within the assigned budget;
- hiring, supervising, coaching, correcting and evaluating staff in compliance with university policies and procedures; and
- participating in planning and decision-making processes within and beyond the EWU Libraries.

The following are administrative exempt positions in the library:

- Manager of Circulation, Reserve Services and Lower Level Service Desk
- Manager of Interlibrary Loan
- Manager of Cataloging and Acquisitions
- Administrative assist to the Dean (for budget, copy services, and building operations)
• Administrative assist to the Dean (for Dean’s office)
• Dean of Libraries

For descriptions of the operations and services provided by the units assigned to these positions, see Part VI, Section D of the Library Plan.

**Classified Staff** provide needed expertise in service, clerical and technical functions of the Libraries. Characteristic duties of classified staff include the following:

• provide direction to student employees,
• staff service points to ensure availability of library access more than a hundred hours per week,
• process purchases for library collections and operations,
• receive, catalog, and prepare new library materials for the shelves,
• provide library catalog access to electronic resources,
• maintain computer equipment and library networks,
• keep new acquisitions flowing in a timely way to the shelves for student use,
• perform innumerable other essential duties in the Libraries.

Classified staff are non-exempt and, therefore, subject to all provisions of the Fair Labor Standards Act. Personnel actions and working conditions are defined by the EWU Policies and Procedures Manual, state regulations, and the Agreement By and Between the Board of Trustees, Eastern Washington University, and the Washington Federation of State Employees, Council No. 28 AFL-CIO.

**Student assistants** include both work-study and regular hourly student employees. They perform service and processing activities that require modest training and limited discretionary judgement. Where possible, the library attempts to match work assignments with students' career interests. Student assistants are essential to the library's ability to provide extensive hours of service and prompt re-shelving of high-use materials. Student assistants:

• provide logistical support to librarians at the Reference Desk,
• perform routine circulation services and assistance in finding materials in the stacks,
• maintain shelving order so that students will find desired books and journals when they go to the stacks,
• monitor the library to ensure safety and security for library users and library facilities and equipment,
• do simple data entry for maintenance office support and record keeping in many areas of the library, and
• perform innumerable other essential support services throughout the Libraries.

Employment and working conditions for student assistants are governed by federal and state regulations governing work-study employment, and by university regulations governing employment of students.

**University Libraries Organizational Chart** - Not available electronically but will be included in your hard copy.
Instructional and Research Support Services Division Organizational Chart - Not available electronically but will be included in your hard copy.

Collection Services Division Organizational Chart - Not available electronically but will be included in your hard copy.
Part IX. Plan Update and Revision

Those sections of the Library Plan that pertain to governance, goals and the faculty may be changed by a 2/3 vote of tenured, probationary and special faculty who meet the CBA definition of full-time faculty (CBA Chapter I, Section C.12) and cast a vote. All other sections of the Library Plan may be changed by consensus of the Dean’s Council.

Appendixes D and E may be changed by a simple majority vote by tenured, probationary and special faculty who meet the CBA definition of full-time faculty (CBA Chapter I, Section C.12) and cast a vote. Appendixes B and C may be changed only after consultation with appropriate university committees or formal action through the university faculty and/or administrative governance processes.

The Library Plan will be reviewed as changes are made in the Collective Bargaining Agreement.

A worksheet, entitled Record of Amendment to Library Plan (Appendix E-11) will facilitate the recording of authorized changes in the Library Plan. This worksheet should be used by the person(s) or committee proposing amendments to the Library Plan.
Appendices

Appendix A - National/Regional Standards

1. ALA Code of Ethics
2. ACRL Standards for Faculty Status for College and University Librarians
3. NWASC Standard on Library and Information Resources
4. ACRL Standards for Information Literacy
5. RUSA Guidelines for Behavioral Performance of Reference and Information Services Professionals

American Library Association (ALA) Code of Ethics

“Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.”

— American Library Association

American Library Association Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

*Adopted by the ALA Council
June 28, 1995*
Association of College and University Libraries Standards for Faculty Status for College and University Librarians

The most pervasive characteristic of academic libraries is change. Publication continues to increase at an exponential rate and the variety of formats in which information appears is proliferating. The bibliographical apparatus of many disciplines and subdisciplines has made it increasingly difficult to use a library and information technology has grown more sophisticated. For librarians to function effectively in such an environment requires flexibility, ingenuity, commitment, and a special combination of education, expertise, and experience.

The academic librarian makes unique contributions to the university community and to higher education itself. These contributions range from developing collections to providing bibliographic access to all library materials and interpreting these materials to all members of the college and university community. Specific services include instruction in the use of print and online library resources and the creation of new tools to enhance access to information available locally, regionally, nationally, or internationally. Librarians add to the sum of knowledge through their research into the information process and other areas of study. Service improvements and other advances in the field result from their participation in library and other scholarly organizations.

The intellectual contribution of the librarian who has completed formal graduate training enhances the quality of teaching, research, and public service in our colleges and universities. College and university librarians are partners with other faculty in the academic experience. A true partnership based on equivalent contributions translates to equal rights and privileges for all faculty members.

In order to recognize formally the importance of faculty status for academic librarians, the Association of College and Research Libraries, American Library Association, endorses these standards. Institutions of higher education and their governing bodies are urged to adopt these standards.

1. **Professional responsibilities.** Librarians must be able to exercise independent judgment in the performance of professional duties. While librarians must have considerable latitude in fulfilling their assigned responsibilities, there must also be a regular and rigorous review of their performance. A necessary element of this review must be appraisal by a committee of peers who have access to the evidence pertaining to job performance, service, and scholarship, subject to appropriate institution policy.

2. **Library governance.** College and university librarians should adopt an academic form of governance similar in manner and structure to other faculties on the campus.

3. **College and university governance.** Librarians should be eligible for membership in the faculty senate or equivalent governing body on the same basis as other faculty. They should have the same degree of representation as other academic units on all college or university governing bodies.

4. **Compensation.** Salaries should be comparable to and within the range of salaries paid to other faculty of equivalent rank. The appointment period for librarians should be the same as it is for
equivalent faculty. Salary scales should be adjusted in an equitable manner for any additional periods of appointment. Fringe benefits should be equivalent to those for faculty in general.

5. **Tenure.** Librarians should be covered by tenure policies equivalent to those of other faculties. During the probationary period, librarians should have annual written contracts or agreements the same as those of other faculty.

6. **Promotion.** Librarians should be promoted in rank on the basis of their academic proficiency and professional effectiveness (job performance, service, and scholarship). A peer review system is the primary basis of judgment in the promotion process for academic librarians. The standards used by the library should be consistent with the campus standards for faculty.

7. **Leaves.** Sabbatical and other research leaves should be available to librarians on the same basis, and with the same requirements, as they are available to other faculty.

8. **Research and development funds.** Librarians should have access to funding for research projects and professional development on the same basis as other faculty.

9. **Academic freedom.** Librarians must have the same protection of academic freedom as all other faculty. Censorship of any type is unacceptable whether individual or organizational. All librarians must be free to provide access to information regardless of content.

*Revised version passed by ACRL Board of Directors on July 3, 1991, and approved by the ALA Standards Committee in January 1992.*
Commission on Colleges, Northwest Association of Colleges and Universities – Standard Five – Library and Information Resources

**Standard 5.A - Purpose and Scope**

*The primary purpose for library and information resources is to support teaching, learning, and if applicable, research in ways consistent with, and supportive of, the institution’s mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.*

5.A.1 The institution’s information resources and services include sufficient holdings, equipment, and personnel in all of its libraries, instructional media and production centers, computer centers, networks, telecommunication facilities, and other repositories of information to accomplish the institution’s mission and goals.

5.A.2 The institution’s core collection and related information resources are sufficient to support the curriculum.

5.A.3 Information resources and services are determined by the nature of the institution’s educational programs and the locations where programs are offered.

**Standard 5.B - Information Resources and Services**

*Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings.*

5.B.1 Equipment and materials are selected, acquired, organized and maintained to support the educational program.

5.B.2 Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively.

5.B.3 Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to the institution’s constituents.

5.B.4 Opportunities are provided for faculty, staff, and students to participate in the planning and development of the library and information resources and services.

5.B.5 Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks.
Standard 5.C - Facilities and Access

The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution’s students, faculty, and staff on the primary campus and where required off-campus.

5.C.1 Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity and currency to meet the requirements of the educational program.

5.C.2 In cases of cooperative arrangements with other library and information resources, formal documented agreements are established. These cooperative relationships and externally provided information sources complement rather than substitute for the institution’s own adequate and accessible core collection and services.

Standard 5.D - Personnel and Management

Personnel are adequate in number and in areas of expertise to provide services in the development and use of library and information resources.

5.D.1 The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and at other learning resources sites.

5.D.2 Library and information resources staff include qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined.

5.D.3 The institution provides opportunities for professional growth for library and information resources professional staff.

5.D.4 Library and information resources and services are organized to support the accomplishment of institutional mission and goals. Organizational arrangements recognize the need for service linkage among complementary resource bases (e.g., libraries, computing facilities, instructional media and telecommunication centers).

5.D.5 The institution consults library and information resources staff in curriculum development.

5.D.6 The institution provides sufficient financial support for library and information resources and services, and for their maintenance and security.

Standard 5.E - Planning and Evaluation

Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly access the quality, accessibility and use of libraries and other information resource repositories and their services to determine the level of effectiveness in support of the educational program.
5.E.1  The institution has a planning process that involves users, library and information resource staff, faculty and administrators.

5.E.2  The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).

5.E.3  The institution regularly and systematically evaluates the quality, adequacy and utilization of its library and information resources and services, including those provided through cooperative arrangements, and at all locations where courses, programs or degrees are offered. The institution uses the results of the evaluations to improve the effectiveness of these resources.

Supporting Documentation for Standard Five

Required Exhibits:

1. Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities.

2. Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding.

3. Statistics on use of library and other learning resources.

4. Statistics on library collection and inventory of other learning resources.

5. Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services.

6. Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs on and off-campus.

7. Data regarding number and assignments of library staff.

8. Chart showing the organizational arrangements for managing libraries and other information resources (e.g., computing facilities, instructional media and telecommunication centers.).

9. Comprehensive budget(s) for library and information resources.

10. Vitae of professional library staff.

11. Formal, written agreements with other libraries.

12. Computer usage statistics related to the retrieval of library resources.

13. Printed information describing user services provided by the computing facility.
14. Studies or documents describing the evaluation of library and information resources.

**Association of College and Research Libraries**

**ACRL Information Literacy Competency Standards for Higher Education**

**Standards, Performance Indicators, and Outcomes**

*Approved by: ACRL Board, January 18, 2000.*

**Standard One**

**The information literate student determines the nature and extent of the information needed.**

**Performance Indicators:**

1. The information literate student defines and articulates the need for information.

**Outcomes Include:**

- Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- Develops a thesis statement and formulates questions based on the information need
- Explores general information sources to increase familiarity with the topic
- Defines or modifies the information need to achieve a manageable focus
- Identifies key concepts and terms that describe the information need
- Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

**Outcomes Include:**

- Knows how information is formally and informally produced, organized, and disseminated
- Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
- Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.
Outcomes Include:
- Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
- Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:
- Reviews the initial information need to clarify, revise, or refine the question
- Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:
- Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
- Investigates benefits and applicability of various investigative methods
- Investigates the scope, content, and organization of information retrieval systems
- Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively designed search strategies.

Outcomes Include:
- Develops a research plan appropriate to the investigative method
- Identifies keywords, synonyms and related terms for the information needed
- Selects controlled vocabulary specific to the discipline or information retrieval source
- Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
- Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.
Outcomes Include:

- Uses various search systems to retrieve information in a variety of formats
- Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
- Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

- Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- Identifies gaps in the information retrieved and determines if the search strategy should be revised
- Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- Creates a system for organizing the information
- Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- Records all pertinent citation information for future reference
- Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

- Reads the text and selects main ideas
- Restates textual concepts in his/her own words and selects data accurately
- Identifies verbatim material that can be then appropriately quoted
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Outcomes Include:**
- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- Analyzes the structure and logic of supporting arguments or methods
- Recognizes prejudice, deception, or manipulation
- Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

**Outcomes Include:**
- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

**Outcomes Include:**
- Determines whether information satisfies the research or other information need
- Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- Draws conclusions based upon information gathered
- Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
- Integrates new information with previous information or knowledge
- Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.

**Outcomes Include:**
- Investigates differing viewpoints encountered in the literature
- Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
Outcomes Include:
- Participates in classroom and other discussions
- Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
- Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:
- Determines if original information need has been satisfied or if additional information is needed
- Reviews search strategy and incorporates additional concepts as necessary
- Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include
- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, and storyboards)
- Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
- Integrates the new and prior information, including quotations and paraphrasing, in a manner that supports the purposes of the product or performance
- Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

Outcomes Include:
- Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- Reflects on past successes, failures, and alternative strategies
- The information literate student communicates the product or performance effectively to others.

3. The information literate student communicates the product or performance effectively to others.

Outcomes Include
- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
• Uses a range of information technology applications in creating the product or performance
• Incorporates principles of design and communication
• Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues Surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:
• Identifies and discusses issues related to privacy and security in both the print and electronic environments
• Identifies and discusses issues related to free vs. fee-based access to information
• Identifies and discusses issues related to censorship and freedom of speech
• Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:
• Participates in electronic discussions following accepted practices (e.g. "Netiquette")
• Uses approved passwords and other forms of ID for access to information resources
• Complies with institutional policies on access to information resources
• Preserves the integrity of information resources, equipment, systems and facilities
• Legally obtains, stores, and disseminates text, data, images, or sounds
• Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
• Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:
• Selects an appropriate documentation style and uses it consistently to cite sources
• Posts permission granted notices, as needed, for copyrighted material

Appendix I: Selected Information Literacy Initiatives

☐ In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a Final Report which defined four components of information literacy: the ability to recognize
when information is needed and to locate, evaluate and use effectively the needed information.

☐ In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee Final Report. NFIL is a "coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition." Forum members promote information literacy nationally, internationally, and within their own programs.
http://www.infolit.org/index.html

http://www.infolit.org/documents/progress.html

☐ In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) published Information Literacy Standards for Student Learning. The AASL/AECT standards detail competencies for students in K-12.

☐ Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards.
http://www.fiu.edu/~library/ili/iliweb.html

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RUSA Standards

Guidelines for Behavioral Performance of Reference and Information Services Professionals
RASD Ad Hoc Committee on Behavioral Guidelines for Reference and Information Services. Approved by the RASD Board of Directors, January 1996

Introduction

Most of the literature on the evaluation of reference services has been concerned with the factual accuracy of librarian responses to user queries. Many studies have been conducted to determine if patrons are receiving "correct" information from librarians. As has been well-reported in the reference literature, we collectively succeed according to this measure of service quality only slightly more than one-half of the time. However, these studies do not take into account the complex librarian/patron interaction during the reference process.

Reference performance cannot be measured solely by the accuracy of an answer to a factual question. In many cases, the librarian serves as a research consultant who provides guidance and advice on search strategy and process, rather than providing a specific answer to a factual question. In cases such as this, the success of the transaction is measured not by the information conveyed, but by the positive or negative impact of the patron/librarian interaction. In this type of transaction, the positive or negative behavior of the librarian (as observed by the patron) becomes a significant factor in perceived success or failure. In an effort to provide librarians and information professionals with specific guidelines for this complex process, in 1992 the President of the Reference and Adult Services Division created an Ad Hoc Committee on Behavioral Guidelines for Reference and Information Services. The committee met several times at the ALA Annual and Midwinter conferences. Its goal was to identify and recommend observable behavioral attributes that could be correlated with positive patron perceptions of reference librarian performance. The committee identified several areas in which behavioral attributes could be directly observed, including approachability, interest, listening/inquiring, searching, and follow-up activities.

These guidelines are intended to be used to assist in the training, development, and/or evaluation of librarians and staff who provide information services directly to library users. They are designed primarily to deal with instances in which the patron and the librarian are working face to face. While many of the guidelines also apply to other all reference transactions, some will need to be adapted for remote users and persons with special needs.

1.0 Approachability

In order to have a successful reference transaction, the patron must be able to identify that a reference librarian is available to provide assistance and also must feel comfortable in going to that librarian for help. Approachability behaviors set the tone for the entire communication process between the librarian and the patron. The initial verbal and non-verbal responses of the librarian will influence the depth and level of the interaction between the librarian and the patron. At this stage in the process, the behaviors
exhibited by the librarian should serve to welcome the patron and to place him/her at ease. The librarian's role in the communications process is to make the patron feel comfortable in a situation which may be perceived as intimidating, risky, confusing, and overwhelming. To be approachable, the librarian:

1.1 Is poised and ready to engage approaching patrons and is not engrossed in reading, filing, chatting with colleagues, or other activities that detract from availability to the patron.

1.2 Establishes initial eye contact with the patron.

1.3 Acknowledges the presence of the patron through smiling and/or open body language.

1.4 Acknowledges the patron through the use of a friendly greeting to initiate conversation and/or by standing up, moving forward, or moving closer to the patron.

1.5 Acknowledges others waiting for service.

1.6 Remains visible to patrons as much as possible.

1.7 Roves through the reference area offering assistance whenever possible.

2.0 Interest

A successful librarian must demonstrate a high degree of interest in the reference transaction. While not every query will contain stimulating intellectual challenges, the librarian should be interested in each patron's informational needs and should be committed to providing the most effective assistance. Librarians who demonstrate a high level of interest in the inquiries of their patrons will generate a higher level of satisfaction among users. To demonstrate interest, the librarian:

2.1 Faces the patron when speaking and listening.

2.2 Maintains or re-establishes eye contact with the patron throughout the transaction.

2.3 Establishes a physical distance, which appears to be comfortable to the patron, based upon the patron's verbal and nonverbal responses.

2.4 Signals an understanding of the patron's needs through verbal or non-verbal confirmation, such as nodding of the head or brief comments or questions.

2.5 Appears unhurried during the reference transaction.

2.6 Focuses his/her attention on the patron.
3.0 Listening/Inquiring

The reference interview is the heart of the reference transaction and is crucial to the success of the process. The librarian must be effective in identifying the patron's information needs and must do so in a manner that keeps the patron at ease. Strong listening and questioning skills are necessary for a positive interaction. As a good communicator, the librarian:

3.1 Uses a tone of voice appropriate to the nature of the transaction.

3.2 Communicates in a receptive, cordial, and encouraging manner.

3.3 Allows the patron to state fully his/her information need in his/her own words before responding.

3.4 Rephrases the patron's question or request and asks for confirmation to ensure that it is understood.

3.5 Uses open-ended questioning techniques to encourage the patron to expand on the request or present additional information. Some examples of such questions include:

Please tell me more about your topic.
What additional information can you give me? How much information do you need?

3.6 Uses closed and/or clarifying questions to refine the search query. Some examples of clarifying questions are:

What have you already found?
What type of information do you need (books, articles, etc.)? Do you need current or historical information?

3.7 Seeks to clarify confusing terminology and avoids excessive jargon.

3.8 Uses terminology that is understandable to the patron.

3.9 Maintains objectivity and does not interject value judgments about subject matter or the nature of the question into the transaction.
4.0 Searching

The search process is the portion of the transaction in which behavior and accuracy intersects. Without an effective search, the desired information is unlikely to be found. Yet many of the aspects of searching that lead to accurate results are still dependent on the behavior of the librarian. As an effective searcher, the librarian:

4.1 Constructs a competent and complete search strategy.

4.2 Breaks the query into specific facets.

4.3 Identifies other qualifiers of the query that may limit results, such as date, language, comprehensiveness, etc.

4.4 Selects search terms that are most related to the information desired.

4.5 Searches under the most limiting aspects of the query first.

4.6 Verifies spelling and other possible factual errors in the original query.

4.7 Identifies sources appropriate to the patron's need that have the highest probability of containing information relevant to the patron's query.

4.8 Consults guides, databases, or other librarians for assistance when he/she cannot independently identify sources to answer the query.

4.9 Discusses the search strategy with the patron.

4.10 Encourages the patron to contribute ideas.

4.11 Explains the search sequence to the patron.

4.12 Attempts to conduct the search within the patron's allotted time frame.

4.13 Accompanies the patron (at least in the initial stages of the search process).

4.14 Explains how to use sources when the patron shows an interest.

4.15 Works with the patron to narrow or broaden the topic when too little or too much information is identified.

4.16 Asks the patron if additional information is needed after an initial result is found.

4.17 Recognizes when to refer a patron to a more appropriate library, librarian, or other resource person.
5.0 Follow-up

The reference transaction does not end when the librarian walks away from the patron. The librarian is responsible for determining if the patron is satisfied with the results of the search and is also responsible for referring the patrons to other sources, even when those sources are not available in the local library.

For successful follow-up, the librarian:

5.1 Asks the patron if the question has been completely answered.

5.2 Encourages the patron to return to the reference service point.

5.3 Returns to the patron after the patron has had time to study the information source(s).

5.4 Consults other librarians when additional subject expertise is needed.

5.5 Makes arrangements, when appropriate, with the patron to research a question even after the patron has left the library.

5.6 Tries to ensure that the patron will get appropriate service after a referral by providing accurate information to the other department, library, or organization about the question, the amount of information required, and sources already consulted.

5.7 Facilitates the process of referring a patron to another library or information agency through activities such as calling ahead, providing direction and instructions, and providing the library and the patron with as much information as possible.

5.8 Refers the patron to other sources or institutions when the query cannot be answered to the satisfaction of the patron.
Appendix B – Miscellaneous Library Policies

EWU Libraries’ Circulation and Fines Policies
2015 Update

I. Introduction
The primary purpose of the University Libraries is to support the curricula of the University and the scholarly activities of its individual members, by providing access to information and to works of the intellect and imagination. The Libraries are a shared utility for the entire university community. In order to promote reasonable access for each member, the Libraries have policies for use of materials. Circulation policies govern which materials may be checked out, by whom, and for how long.

EWU University Libraries circulation policies are based on the following principles:

1. Materials should be available for the use of more than one student during an academic quarter.
2. Some categories of materials that are high-demand, expensive, and/or difficult to replace may not circulate. Library patrons use these materials in the Libraries.
3. To provide maximum accessibility to an individual title, the Libraries may, with sufficient warning, recall a circulating item requested by another library user, or not permit the current user to renew the circulation.
4. Some categories of library users may have special circumstances. For example, graduate students working on theses may need materials for somewhat longer periods, in order to complete the academic requirements at their level, than do undergraduate students.
5. The Libraries may assess service charges or fees when library users do not return materials as specified by circulation policies. The purposes of these charges are, first, to encourage compliance with the policies and thereby make the materials available to more library users, and second, to recover part of the staff and supplies costs of issuing and monitoring overdue materials and replacing items not returned.
6. Library users are responsible for reading, understanding, and abiding by the University Libraries’ circulation policies.

II. Loan Periods
A. Loan Periods for EWU Students and Staff

Type of Material Loan Period/Renewals

<table>
<thead>
<tr>
<th>TYPE OF MATERIAL</th>
<th>LOAN PERIOD/RENEWALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General stacks books</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>Curriculum Center materials</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>Vertical file items</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>U.S. government publications</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>CD-ROMs &amp; comp. Disks in Per.</td>
<td>3 days/ 0 renewals</td>
</tr>
<tr>
<td>CD-ROMs &amp; comp. Disks in Ref.</td>
<td>1 day/0 renew</td>
</tr>
<tr>
<td>Videorecordings (videocassettes, DVDs)</td>
<td>1 wk./0 renew (EWU students/staff only)</td>
</tr>
<tr>
<td>Sound recordings (LPs, CDs, cassettes)</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>Music scores</td>
<td>6 wk./ 0 renewals</td>
</tr>
<tr>
<td>Media equipment (laptops)</td>
<td>1 day/3 days/0 renew (EWU students only)</td>
</tr>
<tr>
<td>Reference materials</td>
<td>In-library use only</td>
</tr>
<tr>
<td>Periodicals (bound)</td>
<td>In-library use only</td>
</tr>
</tbody>
</table>
Periodicals (current)  In-library use only
Special Collections  In-library use only

Reserves: SEE SECTION VI

EXCEPTION 1: If a material has a hold placed on it by another library patron, the material may not be renewed.

EXCEPTION 2: EWU graduate students currently preparing their thesis/graduate research project may check out any 3-week circulating materials until the end of the academic quarter.

NOTE: Some materials in many collections may be designated as reference and non-circulating.

B. Loan Periods for EWU Faculty

Type of Material Loan Period/Renewals

<table>
<thead>
<tr>
<th>TYPE OF MATERIAL</th>
<th>LOAN PERIOD/RENEWALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General stacks books</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>Curriculum Center material</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>Vertical file items</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>U.S. government publications</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>CD-ROMs &amp; comp. Disks in Per.</td>
<td>3 days/ 0 renew</td>
</tr>
<tr>
<td>CD-ROMs &amp; comp. Disks in Ref.</td>
<td>1 day/ 0 renew</td>
</tr>
<tr>
<td>Videorecordings (videocassettes and DVDs)</td>
<td>7 days/ 1 renew</td>
</tr>
<tr>
<td>Sound recordings (LPs, CDs, cassettes)</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>Music scores</td>
<td>90 days/ 2 renew</td>
</tr>
<tr>
<td>Media equipment (laptops)</td>
<td>Not available to Faculty</td>
</tr>
<tr>
<td>Reference materials</td>
<td>In-library use only</td>
</tr>
<tr>
<td>Periodicals (bound)</td>
<td>3 days/ 0 renew</td>
</tr>
<tr>
<td>Periodicals (current)</td>
<td>3 days/ 0 renew</td>
</tr>
<tr>
<td>Special Collections</td>
<td>In-library use only, except by special arrangement</td>
</tr>
</tbody>
</table>

EXCEPTION: If a material has a hold placed on it by another library patron, the material may not be renewed.

Note: EWU professional staff who have teaching responsibilities or who have faculty-like contact with students (for example, some individuals in Archaeological & Historical Service or in Counseling & Psychological Services) may be given faculty library privileges, it the individual’s department head submits a written request to the Head of Circulation. Individuals who hold the title of Assistant Dean, Associate Dean, or Dean in Academic Affairs have faculty library privileges.

C. Loan Periods for Community Users

With appropriate identification, residents of the Cheney/Spokane area who are 18 years of age or older may check out most materials on the same basis as EWU students and staff. Community users 12 through 17 years of age may, with the signature of their parent or guardian, check out most materials on the same basis as EWU students and staff as well, with the exception that they may not renew materials. With the exception of U.S. government publications, the Libraries do not, however, recall materials for community users.
D. Loan Periods for Cheney/Spokane Area School Students Under Age 18

Individual students, 12 through 17 years of age may, with the signature of their parent or guardian, check out most materials on the same basis as EWU students and staff, with this exception: high school students may not renew materials. The Libraries do not, however, recall materials for high school students.

When area K-12 students come to use the University Libraries as a class with their teacher, the Libraries will check out most materials on the same basis as EWU students ON A CARD ISSUED TO THE SCHOOL. The school principal or school librarian is the responsible party for these materials. The Libraries do not renew materials checked out to a school, nor will they recall materials for a school patron.

III. Sanctions and Service Charges

A. Sanctions and Service Charges on Overdue Books

Overdue 1 – 20 days: No fine.

Over 20 days: $12.00 processing fee per item, plus replacement costs based on the average cost of academic books (adjusted annually) per book.

The Libraries transfer all associated charges to Student Financial Services for collection.

If the item is returned within 6 months of the due date, the Libraries will remove or refund replacement charges, if the Libraries have not already ordered a replacement.

B. Sanctions and Service Charges on Overdue Periodicals

There is a three-day grace period; if materials are returned during that three-day period, there is no fine. Fines are assessed retroactive to first day overdue if materials are returned beyond the grace period.

For periodicals, both bound and current, EWU faculty members will be assessed $5.00 per day per item for each day the material is overdue ($25.00 per item maximum charge).

After 5 days, all accrued charges, plus $12.00 processing fee per item (refundable if item is returned within 6 months of due date), plus replacement charges.

C. Sanctions and Service Charges on Overdue Computer Disks in Ref.

There is a three-day grace period; if materials are returned during that three-day period, there is no fine. Fines are assessed retroactive to first day overdue if materials are returned beyond the grace period.

Fines for days 1-5 $5.00 per day ($25.00 per item maximum charge).

After 5 days, all accrued charges, plus $12.00 processing fee per item (refundable if item is returned within 6 months of due date), plus replacement charges.
D. Sanctions and Service Charges on Overdue Reserve Materials

See Section VI(B).

E. Sanctions and Services Charges on Overdue Media Equipment

All fines are non-refundable.

For each day a piece of equipment is overdue, the patron will be charged $20.00 per major item up to a maximum fine of $140.00.

After the seven days, the patron will be charged the maximum fine of $140.00, replacement costs, and a $12.00 nonrefundable service fee.

If an item has been overdue for more than seven days, the charges and patron information will be sent to Student Financial Services to be billed for replacement plus all fines and the service fee.

Cords, batteries, and other accessories will also be billed if not returned before seven days of overdue status.

At the time of billing, the patron’s name may be turned over to the Office of Student Rights and Responsibility as an infraction of a student’s failure to comply with the policy on student behavior. The libraries restrict library borrowing privileges of any person having billed equipment.

If equipment is returned in good condition after the point of replacement billing, (but within 90 days of the billing date), the replacement cost will be subtracted from the borrower’s library and university account. Fines and service charges are not refunded. Replacement refunds are not issued after 90 days from the billing date.

Notices will be sent as follows:

an overdue notice after one day overdue,
and a final notice or notice of replacement billing after the seventh day overdue.

IV. Recalls of Circulating Materials

A. Request, Recall, and Return of Circulating Materials

At any time, the Libraries may recall materials which are circulating and issue a revised due date. Except in the case of materials being recalled for placement on reserve, the Libraries will generally allow one week’s use of an item before recalling it.

B. Recall Sanctions

Standard fine rate is increased by $0.50 per day, per item for recalled materials returned beyond the revised due date.
Over 20 days: $12.00 processing fee per item, plus replacement costs based on the average cost of academic books (adjusted annually) per book.

The Libraries transfer all associated charges to Student Financial Services for collection.

V. Renewals

Most materials may be renewed twice, if the patron needs more time, unless the materials have a hold placed on them. If a material has a hold placed on it by another library patron, the material may not be renewed. See Section II (Loan Periods) for the exact number of renewals that are allowed for specific library materials by library user type.

Renewals may be made:
in person
by telephone to 509-359-7888, or
by email at circulation@ewu.edu, or
by self renew (link to your library record from the EWU Library Catalog http://libsys.ewu.edu)

When using email, please include your name, your EWU I.D. card number, and the title(s) of the material(s) you would like to renew. If you do not receive a reply within 24 hours, please contact us again.

VI. Reserve Materials

Faculty members may place materials for courses on reserve at the JFK Circulation and Lower Level Service Desks, or the Riverpoint Circulation Desk.

A. Reserve Loan Periods

The faculty member who places the material on reserve designates its loan or circulation period. The possible loan periods for Reserves are 1 hour, 2 hours, 1 day, 2 days, 3 days, and 1 week.

Faculty members may designate Reserve materials with 1- or 2-hour loan periods for in-library use only.

Reserve materials must be returned directly to the service desk where it was checked out. Materials left at copiers, on library study tables, etc., are subject to reserve charges.

B. Reserve Sanctions

Items on reserve are, by definition, high-demand materials. Overdue charges for reserve materials are, consequently, higher than for other materials.

1- or 2-hour loan period: After 1 hour, $1.00 per hour rounded to nearest hour. Maximum $15.00 per item.

1-, 2-, 3-day, or weekly loan period: Due at closing of date due; 1 hour grace period from opening time next day. $5.00 per day. Maximum $15.00 per item.
After 3 days for all Reserves: all accrued charges, plus $12.00 processing fee per book and replacement costs based on the average cost of academic books, adjusted annually, per book, $25.00 per article.

After 3 days from due date of material, the Libraries transfer all associated charges to Student Financial Services for collection.

VII. Holds

An EWU library user who requests an item which is circulating may request that Circulation staff place a "hold" on the item. Then when the circulating item returns to the Libraries, the circulation system automatically signals Circulation staff to retain the item at the Desk and notify the patron by phone, mail, or email. Following notification, the item remains on hold at the Circulation Desk (JFK or Riverpoint) for ten days. If the library user does not retrieve the item during that time, the item is placed on hold for the next user in the hold queue; if there are no other holds on the item, it returns to the shelves.

The Libraries may cancel a hold if an item has been recalled for placement on Reserve. The Libraries may also modify the hold queue order. For example, an EWU faculty member, student, or staff member may have priority in the queue over community users, high school students, etc.

VIII. Replacement Charges

The EWU Libraries determine the replacement charge for books based on industry-wide publishers’ statistics concerning average costs of academic materials. Since this charge is based on annual statistics, it changes each year.

IX. Identification Requirements

Valid identification is required to check out library materials/equipment or claim Interlibrary Loan articles or photocopies.

Identification Requirements:

- EWU Students, Faculty, Staff: EWUID (Eagle Card).
- Community Borrowers: EWU Community Borrower Card AND Current picture ID.

In the case of obscured, damaged, or missing pictures on the EWUID, an additional picture ID will be required. This additional ID will not serve as a substitute for the EWUID.

In accordance with university policy, EWU Libraries will accept only the ID of the person presenting identification. An Eagle Card belonging to someone other than the person attempting to check out materials/equipment may be confiscated and returned to the Eagle Card Office. University police may be called if the library staff suspects the card is stolen.
EWU Libraries’ Policy on Confidentiality of Library Records

(Adopted June 2003)

EWU Libraries recognize that privacy of inquiry is critical to the exercise of academic freedom, and that privacy of library users is inviolable and protected by Washington State law.

In keeping with this recognition, EWU Libraries do not disclose any library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the library, except upon qualified written consent of the user, or pursuant to a subpoena or warrant served by a court of competent jurisdiction.

Any subpoena, warrant, or order concerning library records is referred to the Dean of Libraries or, in the Dean’s absence, to the Dean’s designate. In the case of a subpoena, the Dean of Libraries or the Dean’s designate consults with University legal counsel to determine if it is proper to release the requested information, prior to any search of records. In the case of a search warrant, the Dean or designate requests legal representation during the search. If the order is made under the USA Patriot Act, the library cannot tell the individual that his or her records were released.

It is also EWU Libraries’ policy to inform all library employees of this policy and of procedures related to it.

Authority for this policy is based on RCW 42.17.260 (1), RCW 42.17.310 (1), WAC 172-168-030; other federal and state laws may apply. This policy also complies with recommendations of the American Library Association.
EWU Libraries’ Policy for Disability Support Services (DSS) Study Room

(Adopted February 2010)

The EWU Libraries strives to be a welcoming place for patrons with disabilities. To that end, the library has worked with Disability Support Services to create a unique work space that provides furniture, equipment and software to accommodate patrons with disabilities so that they can successfully complete their academic work. The adaptive technologies available in the DSS Study Room include an adjustable desk, ergonomic chair, computer with software for the visually and physically impaired, an ergonomic keyboard and mouse, monitor, scanner, headphones and a telephone to use for technical assistance.

The DSS Study Room, located on the main floor of the JFK Library (Room M03), provides a computer workstation with adaptive technologies to enhance access to information resources for the EWU community. In accordance with the JFK Libraries study room policies, the DSS Study Room is available for check out to current, eligible EWU students, faculty or staff. Preference is given to students with a documented disability. To use this room, bring a valid EWU I.D. to the Circulation Desk. The DSS Study Room will circulate for a two hour period with the possibility of one renewal (an additional two hours) if no one else is waiting to use the room.
EWU Libraries’ Meeting Rooms, Events and Displays in JFK Library

(Adopted October 5, 2010)

☐ The library’s meeting rooms are intended for the use of library staff and other University groups.
☐ Meeting rooms may be scheduled through library administration.
☐ Meeting rooms may be approved for group study use when they are not otherwise scheduled.
   Requests to use meeting rooms for group study should be directed to library administration. When used for group study, the library’s beverage/food/tobacco policy applies.
☐ Meeting rooms and other library spaces may be approved for conducting events and exhibiting displays. Such requests should be submitted using the applicable Request Form for Event or Display.
EWU Libraries’ Support for Professional Development For Administrative Exempt Staff Policy

(Adopted November 2005)

To perform at a high level of effectiveness and lead their units in a dynamic library environment, library managers must continually update and extend their knowledge. The EWU Libraries recognize the importance of developing the skills and knowledge of administrative exempt staff, and support their participation in workshops, conferences, web courses, and other related activities, to the extent that funding and library operations permit.

The Libraries use the following guidelines to determine support for participation in specific continuing-education and professional-development opportunities:

- **Professional development is a shared responsibility of the Libraries and the individual administrative exempt staff member.**
  The University Libraries expect to grant release time and provide financial support to the extent possible for the purpose of supporting development of administrative staff. The Libraries also expect those staff members to invest in their own professional development by applying their new skills and knowledge on the job and, if necessary, through expenditure of personal time and funds.

- **Requests for support are considered on a case-by-case basis, based on pertinence of the activity to the individual’s assigned responsibilities and unit operations, type of support requested, and the individual’s other supported activities during the year.**
  The most important factor in determining support is the pertinence of the professional development activity to assigned responsibilities. The second factor is type of support needed. Examples of types of support are release time, registration, travel, software or other materials purchase.

- **Total financial support for an individual’s professional development activities during a fiscal year ordinarily will not exceed the amount available for individual faculty development during the year.**

- **Total release time for an individual’s professional development activities during a fiscal year ordinarily will not exceed fifteen working days.**

- **All requests for professional development support will be submitted in advance to the staff member’s supervisor and follow established procedures.**

Administrative exempt employees may be assigned to participate in additional educational opportunities at the discretion of the Dean of Libraries.
EWU Libraries’ Policy for Administrative Leave for Commuter Trip Reduction (CTR) Carpool Drivers

(Adopted January 2007)

When a participant in a Commuter Trip Reduction (CTR) carpool has an emergency requiring a ride home, the carpool driver may receive administrative leave to provide the ride. “Emergency” in this context is defined as a situation requiring immediate action, in which use of sick leave would be permitted, due to illness or accident of the individual or a qualifying family member such as a minor child. The Dean of Libraries or designee determines whether administrative leave will be granted to the driver.
Appendix C - EWU Libraries Collection Development

1. Collection Development Policy
2. Collection Assessment
3. Collection Budget Allocation Formula
4. Graduate Program Support Needs Analysis

Collection Development Policy

Revised and adopted 4/20/89

The role of the EWU Libraries’ collections is to advance the academic mission of the university by providing for the information needs of the Eastern Washington University educational programs. Also, the library is to serve as a community resource and reservoir of regional history and culture by working with other libraries to offer programs and services that increase educational access for residents in the region.

The library will provide on-site resources and services to satisfy frequent and basic information needs of EWU students and faculty and will provide links for the university’s students and faculty to the resources and services of other area libraries to satisfy specialized information needs.

To fulfill its role the library will provide on-site collections of high use information resources, access to electronic information sources, and access to the resources of other libraries. The library will provide staff services to assist patrons to make effective use of materials both on-site and from remote resources.

The on-site collections of the Kennedy Library will provide materials which directly support the university curriculum. The collections of the Spokane Academic Library will provide materials appropriate to the professional nature and level of the programs offered. Graduate level and research materials will be provided on site for programs identified by the university for graduate and research support. Specialized research materials beyond these designated program areas will be provided for through access to the collections of other libraries of the area or from remote sites. To expand the resources available on site and in the region, the library will participate in consortia of area libraries organized for the purpose of cooperative collection development and resource sharing.

Collection Development Goals

A. Support of the liberal arts and sciences

The liberal arts and sciences provide the foundation of quality undergraduate education, enabling the individual to understand the past and to develop personal and other skills leading to a life-long pursuit of knowledge, cultural enrichment and civic responsibility. The EWU Libraries will develop a core collection at the basic study level across broad subject areas (see “Collection Level Indicators” sheet attached). The collection should include up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available
elsewhere. The collection should include dictionaries, encyclopedias, historical surveys, bibliographies and major periodicals.

B. Support for the curriculum

The content of the library’s collections will be guided by the curriculum and the degree programs offered by EWU and will have sufficient breadth to support an upper division or master’s level curriculum. Breadth and depth will, therefore, vary considerably from discipline to discipline. In all disciplines and formats of information, the priority will be to acquire a collection appropriate to the level of the curriculum. Materials needed by faculty and students for extended research will be acquired as needed or requested either through purchase, interlibrary loan, or other resource-sharing arrangements.

Specific Collections

A. General Collections

1. Monographs

Current and in-print retrospective monographs will be purchased in the breadth and depth appropriate to the discipline and the academic program. Some programs will require purchase of more retrospective monographs than others, i.e., a program in the humanities as compared to a professional program. There will be little need to acquire out-of-print monographs.

2. Journals

Breadth in journal support for all programs will be provided by subscribing to those journals which are most frequently indexed, cited and used. Extensive back files of journals will be purchased only when appropriate to the individual title, the discipline and demonstrated frequent use.

3. Non-print Publications

Sound recording and visual documentation slide, motion picture and video formats are essential for instruction. The library will support the university curriculum at the collection development levels appropriate for each academic area, and provide opportunities for independent study and cultural enrichment with non-print, as with print and electronic, publications.

4. Electronic Information

Electronic information sources will be acquired, or on-line access provided, on the basis of the appropriateness of fits content and hardware requirements. Cost effectiveness of access alternatives will guide purchase decisions. On-line access to databases held by other libraries and departments may be an alternative to purchase of those databases.
5. Government Publications

Selective federal and state publications are essential resources for many disciplines. Criteria for collecting will be the same as for commercially published monographs and journals.

6. Microform collections

Microform collections which are of a reference nature will be acquired on the same basis as reference material in paper format. Comprehensive microform collections of retrospective materials will be purchased only when justified by frequency of request. Purchase of such collections will be coordinated with the regional library consortia, for example, the six state universities in Washington.

B. Special purpose collections

1. Reference

Reference materials include fact and data resources (e.g., encyclopedias and handbooks) and access sources (e.g., indexes and bibliographies). All levels of research begin and progress through use of reference materials; thus, the library will provide research breadth and depth in the reference collection. Print and non-print materials and access to electronic databases will be provided.

2. Rare books, manuscripts, and other archival materials

Rare books, per se, will not be purchased, but will be accepted as gifts if the work is appropriate to Eastern’s collections. Books within the collection that are identified as rare will be given protection and preserved. As a regional resource the library will collect manuscripts and other archival materials relevant to the Eastern Washington region and related areas.

3. Curriculum materials

Curriculum materials which are appropriate for professional teacher education programs will be acquired as appropriate to the curriculum.

Criteria and Standards

This policy will be implemented by adopting the collection level indicators as applied in the Pacific Northwest Collection Assessment Database (see attachment). It is anticipated that collection levels 3b through 3c will be appropriate for most disciplines at EWU.

Quality control will be maintained by comparing EWU holdings with bibliographic standards such as Books for College Libraries and established bibliographies in the disciplines.
Pacific Northwest Collection Assessment

Collection Level Indicators
Developed by the Alaska Statewide Collection Development Steering Committee*

0. **Out of scope:** The library does not collect in this area.

1a. **Minimal, with uneven coverage:** Unsystematic representation of subject.

1b. **Minimal, but chosen well:** Few selections made, but basic authors, core works, and ideological balance are represented. Can support fundamental inquiries.

2a. **Basic information level:** A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, historical surveys, bibliographies, and periodicals in the minimum number that will serve the purpose. A basic information collection can support school instruction and routine public inquiries, but is not sufficiently intensive to support higher-level academic courses or independent study or the wide-ranging recreational reading demands of a highly educated general public.

2b. **Augmented information level:** As above, except more major periodicals, selected editions of important works, wider selection of reference materials.

3a. **Basic study level:** Includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and the fundamental reference and bibliographical tools pertaining to the subject. Adequate for curriculum support for basic undergraduate instruction. Adequate for independent study and for the lifelong learning needs of the general public, with coverage at all appropriate reading levels.

3b. **Intermediate study level:** As above, except a wider range of basic monographs, wider selection of the more important writers and secondary materials, stronger journal/periodical support. Collection adequate to support college-level term paper writing.

4. **Research level:** A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.
5. **Comprehensive level:** A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a “special collection;” the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research.

**Language Codes**

E  English language material predominates; little or no foreign language material in the collection

F  Selected foreign language material included, in addition to the English language material

W  Wide selection of foreign language material in all applicable languages

Y  Material is primarily in one foreign language

**Criteria for Assessing Collections**

1. **Chronological coverage:** Are older and newer materials consistently represented? Should they be?

2. **Language coverage:** How extensive is appropriate or significant foreign language coverage of the subject in the collection?

3. **Principal authors:** Are the standard, chief, or more important authorities and authors included?

4. **Principal works:** Are the classic, standard, essential and important works in the collection?

5. **Primary sources:** Are critically edited original texts and documents included? How extensively?

6. **Criticism/commentary/interpretation:** How complete is secondary monographic or critical treatment?

7. **Complete sets:** Are sets and series well represented in the collection? Are they complete?

8. **Periodical coverage:** How extensive is periodical coverage of the subject? Are the chief titles included?

9. **Number of volumes:** Count of shelf-list, or approximation based on 10 vols. per foot of shelf occupancy.

10. **Circulation data:** Circulation records may need to be checked to add to assessments above. In addition, circulation or use data may be helpful in assigning future collecting intensity levels at 1-3 collection intensity levels.
Collection Budget Allocation Funds

I. **The “Core” Collection**

A. Journals: Approximately 1325 indexed by a select set of indexes.

B. Other Subscriptions: A mix of annuals, yearbooks, and sets purchased under “standing order” with vendors. Some of the titles are indexed in the select set of indexes. Other titles represent essential reference works.

“Core” Indexes Used to Identify the “Core” List of Journals: The indexes chosen are the Applied Science & Technology Index, Art Index, Biological & Agricultural Index, Business Periodicals Index, Education Index, General Science Index, Humanities Index, Readers’ Guide Abstracts, and Social Science Index. These indexes were chosen for three reasons: (1) They are selective indexes as contrasted with comprehensive indexes; (2) They are Wilson products which are available on FirstSearch; (3) The indexes are also available for tape loading onto local library systems such as the Library System.

Interdisciplinary Indexes and Abstracts Essential for Basic Reference Service: These indexes include PAIS Decade, ABI Inform/Business Periodicals OnDisc, Psychological Abstracts, and UMI’s Newspaper Abstracts. Each of these indexes serves a broad range of departments and programs. The BPO includes over five hundred journals in full-text on CD-ROM.

FirstSearch Base Package of Databases: WorldCat, Article1st, Contents 1st, ERIC, GPO, Medline, FastDoc, PapersFirst, and Proceedings.

C. Book fund: Target is 70% of books recommended for college libraries by Choice (a review journal for academic books)

II. **Allocated Funds and the Allocation Formula**

Funds allocated here include all book and journal allocations (including those on the approval plan) to academic departments.

A. The Allocation Formula: The formula is based on the formula devised by the Library Advisory Committee in 1994/95 and revised to include numbers of majors in each department. The variables are four measures of program activity and two measures of cost. The index number that results from the formula is adjusted by the Priority assigned to each department by the Deans before being converted into dollars.

1. Weighted Student Credit Hours (WSCH): A four year average of credit hours taught by department weighted as follows — 100/200 courses = 1.00; 300/400 courses = 1.25; 500/600 courses = 1.50. English and Math remedial courses are excluded. Department WSCH/Total WSCH = % of WSCH. Weight = 25%
2. Full-Time Equivalent Faculty (FTEF): An average of the fall FTEF count by department for Fall 93 and 94. This database will be expanded to cover four years worth of data. Department FTEF/Total FTEF = % of FTEF. Weight = 5%

3. Interlibrary Loan Activity (ILL): An average of ILL activity for FY92, FY93, and FY94 by department. This factor is intended to give some weight to research activity. Department ILL/Total ILL = % of ILL. Weight = 10%

4. Cost of Monographs (CM): The cost of a discipline’s output defined by the Library of Congress classification as a percentage of the cost of the total monograph production in the past year based upon the approval program of the Academic Book Center. The portion of monographic output of no relevance to EWU’s curriculum is excluded from the total universe. CM by discipline/CM of selected universe = % of CM. Weight = 15%

5. Cost of Subscriptions (CS): The cost of a discipline’s output defined by L.C. classification as a percentage of the cost of the total subscription production in the past year based upon the subscription lists of EBSCO, Eastern’s vendor. The portion of the universe of no relevance to EWU’s curriculum is excluded from the total universe. CS by discipline/CS of selected universe = % of CS. Weight = 35%

6. Majors (M): A four year average of declared majors by department. M = Average number of majors by department/Total number of majors. Weight = 10%

7. Department Allocation: The formula ((WSCH % * 25%) +(FTEF % * 5%) +(ILL % * 10%) + (CM % * 15%) + (CS % * 35%) + (M% * 10%) is used to calculate a department percentage. The department’s allocation is then determined by multiplying this % against the total dollars available for allocation.

B. Priority Adjustment: Deans assign rankings to individual departments to reflect university priorities.

C. Fund Allocation: The departmental percentages are applied to the dollars available for allocation. The college allocation is the sum of its departmental allocations. The dean of the college works with department chairs to determine final departmental allocations. The funds allocated are intended to cover all information resources (books, journals, electronic resources, audiovisual materials) outside of the “core” collections. In general, funds expended for subscriptions should not exceed 80% of the funds allocated.

Objectives:

1. To establish a “core” list of books and journals, supported by appropriate indexing, that will enable the undergraduate student to achieve quality work in a quarter system without heavy reliance on interlibrary loan.
2. To establish a second tier of subscriptions essential for the more specialized needs of the undergraduate and graduate curriculums.

3. To protect the funds available for the purchase of books and other materials from the inflationary pressures of serials subscriptions.

4. To distribute equitably the funds available for library collections and to give academic departments considerable discretion in the allocation of funds for the mix of resources (books, journals, etc.) that will best suit the needs of each discipline.
Graduate Program Support Needs Analysis

**Foundation:**

The Association of College and Research Libraries’ standards for college libraries call for a collection of 6000 volumes to support a masters degree program in a discipline for which the university does not offer a doctoral program.

Besides books and journals, any program will require non-print media and electronic resources. Once a dollar amount is budgeted, some trade-offs would be made to develop a collection with the right mix of formats.

**Method:**

1. Estimate the balance between books and serials (journals, newspapers, annuals, etc.) that will best serve the program.
2. Assume a start-up collection of 10 volumes per serial title.
3. Calculate the number of books and number of serial titles required.

**DEPARTMENT X**

We can hypothesize that Department X will best be served by a ratio of 80% journals to 20% books.

- 80% of 6000 volumes is 4800. @ title = 10 volumes 480 serial titles required
- 20% of 6000 volumes is 1200 book titles required

A start-up collection would cost:

- Serials & standing orders: 10-year runs of 480 titles (@ $455, but assuming a slight reduction in cost of older volumes) = $2,000,000
- Books: 1200 (@ $75) = $90,000
- Tax and postage/handling: $250,800
- Total start-up cost: $2,340,800

In reality, we receive a number of serials for Department X through the federal depository library program, so we do not need to purchase a number of titles (for the moment, leaving aside the question of the value of these depository titles to the program). The start-up costs of the program would be reduced by the number depository titles we receive.

On-going costs (which would need to be adjusted for inflation each year) would include continued costs of serials and a book allocation. We might hypothesize that the library should acquire a third of all North American academic books published in the discipline represented by Department X each year. The continuing support required by the program would be estimated as follows:
Serials & standing orders: $70,100
  87 paid subscriptions (@ $455) = $39,600
  326 federal depository serials (no direct cost)
  67 additional subscriptions needed to total 480 titles (@ $455) = $30,500
Books: $5,250
  70 books (@ $75)
Tax and shipping/postage: $9,050
Total budget required in 1995: $84,400

Adjustments to collection level: The figures given above would fund an “A” level collection to support a “center of excellence.”

We could decide that our objective is a “B” level collection (good, not excellent; significant dependence on interlibrary loan at the masters level). Cost would be 75% of “A” level, or $63,300. A minimal level collection (“C”) at 60% of recommended strength would cost $50,640.

DEPARTMENT Y

Let’s assume that a masters degree in Department Y would be supported best by a ratio of 30% journals and 70% books. On-going support would require that we purchase about a third of the monographs published in North America and Great Britain in appropriate subject areas each year. On-going costs (adjusted for inflation each year) would be as follows:
  - Serials & standing orders: $12,960
    - 180 active subscriptions (@ $72)
  - Books: $76,200
    - 2540 books (@ $30)
  - Tax & shipping/postage: $22,300
Total: $111,460 for an “A” level collection
  - $83,600 for a “B” level collection
  - $66,900 for a “C” level collection
Appendix D - EWU Libraries Faculty Personnel Procedures
(Revised and adopted October 7, 2003)

Election of Personnel Committee

During spring quarter of each year, the Library Faculty Chair will send each library faculty member a
ballot identifying the number of Personnel Committee vacancies and listing all faculty members eligible
for election. Faculty members will vote for one candidate for each position and return ballots to the
Libraries Office for tabulation. The faculty member(s) who receive the greatest number of votes will fill
the vacancy(s) on the Committee. The faculty member receiving the next greatest number of votes will
serve as the alternate.

Faculty Recruitment and Appointment

All searches for librarians are conducted by means of search committees, which are appointed by the
faculty Chair. Search committees prepare advertisements, evaluate applicants against stated
requirements, check references, conduct phone interviews with candidates, consult with the Dean on
candidates to be invited for on-site interviews, work with the Library Office staff to schedule interviews,
and make recommendations to the Dean concerning choice of candidates to be offered positions. The
Dean of Libraries is the appointing official and is responsible for making recommendations for
employment to the Chief Academic Officer.

At all stages of the search process, the search committee strives to reach consensus. When the committee
cannot do so, individuals may send minority recommendations to the Dean.

After the first round of elimination, the chair of the search committee works with the Library Office staff
to notify applicants who are no longer under consideration as a result of not meeting the minimum
qualifications.

Hiring steps are as follows:

1. The Dean, with input from others such as the Dean’s Council (DC) and the Library Faculty Chair,
makes a determination of what position is needed and receives approval from VP, if necessary.

2. The Dean, in conjunction with DC, makes a determination of salary, term of appointment,
responsibilities, beginning and ending date, and with input from the faculty chair, determines
the composition of the search committee.

3. The Faculty Chair designates a library faculty member as search committee chair and, with that
chair’s advice, selects members of the search committee. The Associate Dean of Libraries may chair
a search at the division head level. The committee shall have a minimum of three members and a
maximum of five members. The Division or Unit head is usually a member of the search committee.
Other committee members may include library faculty, library staff members, a LAC member, or
other college faculty. The majority of members of any library faculty search committee shall be library faculty members.

4. The Search Committee and faculty recruitment contact for the library’s administrative office meet to discuss the position and go over procedures and timeframe. All the pertinent information for the Request to Fill and Recruitment Information Sheet is compiled, and the Search Committee provides the recruitment contact with a position description and mock ad. The ad is edited to ensure University policies are met and is modeled for various mediums. The final ad is submitted to the Dean for approval. The Search Committee (with input from the Dean) decides what publications are appropriate for the position and the recruitment contact acquires bids from sources and approves the monies through the Dean.

5. The recruitment contact completes and submits a “Request to Fill/Change Position”, a Recruitment Information Sheet and the ad, with appropriate signatures, to the Academic Personnel Office. Approval must be confirmed by the Academic Personnel Office before any ads are placed and the ads must be placed by the Dean’s office only.

6. Following authorization to place the ads, the recruitment contact places advertisements in agreed-upon journals, Web sites, University contracted placement services, and all other suggested and agreed-upon media. The recruitment contact sends an ad form to Accounts Payable so they can match up the advertising bills when they receive them. As ads are placed, recruitment contact keeps copies of the ads for the official files.

7. Secretary sets up a file for applications and recruitment contact keeps a file that contains all the information on recruitment of the position in his/her office. As applications arrive, the recruitment contact receives and dates them, makes a copy and gives the copy to Library secretary who files them securely for review only by search committee members and the Dean. Recruitment contact sends each applicant a letter acknowledging receipt of his/her application and a voluntary affirmative action questionnaire with a return envelope. This information is used for the Faculty Recruitment Log.

8. On the date when the applicant pool is basically complete (usually the deadline given to the applicants), the Applicant Flow Data Report, Recruitment Log (to date), and copies of the ads as they appeared in publications are sent to Academic Personnel for approval by Affirmative Action. Upon approval of the applicant pool, the applications are given to the Search Committee.

9. Search committee members meet and begin review of applicants’ files. They eliminate from further consideration all applicants who do not meet minimum requirements. This information, including why they did not meet minimum qualifications, is shared with the recruitment contact for necessary record keeping and notification of these applicants.

10. The search committee (based on their developed ranking system) identifies candidates for telephone interviews and compiles a list of questions to be asked of all candidates. The Search Committee provides the Dean with the list of potential candidates for phone interviews, including their resumes and pertinent information. Recruitment contact sends the Recommendation for Interview Process form (bottom of the Request to Fill form) to Academic Personnel for signatures and approval, along with the recruitment log complete to date (up to column N) and their resumes. No interviews, phone
or onsite, should be scheduled until approval is received from Academic Personnel. Under the direction of the search committee chair, the Library Office schedules interviews.

11. The search committee chair conducts telephone interviews in the presence of the full search committee, who may ask follow-up questions for clarification.

12. The search committee identifies applicants they wish to consider further, solicits letters of reference for these candidates (may use e-mail) and, using a standard protocol, makes follow-up telephone calls to references.

13. Following completion of telephone interviews with the candidates and their references, the search committee officially recommends to the Dean one or more candidates for on-site interviews, or recommends that the library extend the search.

14. The search committee meets with the Dean to discuss the top candidates. The Dean may then choose to conduct a telephone interview with one or more of the candidates. After the committee and the Dean come to a decision on who should be interviewed on-site, the Committee Chair invites the candidate(s) for interview(s). The Library Office makes all arrangements for candidates’ travel, and the recruitment contact schedules the candidate’s meeting itinerary. These meetings must include the Provost (or his designee), the Dean of Libraries, the search committee, the Benefits Office, the library faculty, and library classified/administrative exempt staff. The meeting with the library faculty includes a presentation by the candidate on a topic given to the candidate at the time the interview is scheduled. Members of the Libraries Affairs Council are invited to the presentation portion of that meeting. The search committee chair is the point of contact for the applicants to ask questions regarding the position, schedules, etc.

15. The search committee solicits feedback from all who participated in the interview, then formulates a recommendation to the Dean concerning selection of that candidate. If the Dean agrees, he/she contacts the chosen candidate and verbally offers him/her the position, providing necessary details. If the candidate verbally accepts the position, the Dean initiates university procedures for formally offering the position (see 17 below).

16. If, on the other hand, after the on-site interview(s) the search committee and/or the Dean decides that no candidate interviewed is suited to the position, the Dean resumes the selection process by conducting a phone interview with the next candidate on the list (step 10), if there are additional candidates to interview. If no additional acceptable candidates were identified by the committee, the search is reopened.

17. The recruitment contact sends the Recommendation for Hire Form/Payroll Action Form and recruitment log (completed to date, column S) to Academic Personnel. It must include type of appointment, rank/department, starting date, salary, years credited for prior professional experience, and special contract conditions, such as moving allowances. The recruitment contact prepares an offer letter (approved by Dean), copies the chair of the committee, and sends it to Academic Personnel to be sent on Academic Affairs’ letterhead. When the candidate returns the signed copy of the offer letter, it becomes the contract. The recruitment contact prepares all the final paperwork (including PAF), notifies Benefits of the candidate’s acceptance and closes out the position (within a month of acceptance) through Academic Personnel and starts a personnel file for new hire. Academic Personnel
prepares an acknowledgement letter for BOT, and upon approval a letter is sent to the new hire stating that BOT approved the appointment. The library stores the applicants’ files for three years.

18. After the position has been filled, the committee chair notifies the remaining candidates that the position has been filled.

Annual Peer Review

The library faculty Chair sends each library faculty member an explanation of procedures for annual review and a form for reporting individual activities and accomplishments during the specified review period. (See Appendix E for a copy of this explanation and forms.)

Each library faculty member, with the exception of the Dean of Libraries, prepares an activity report identifying individual activities and accomplishments within the specified evaluation period. Faculty members also include in their activity reports the time-allocation percentages given in their annual letters of responsibilities.

The JFK Library Office photocopies the documents submitted and distributes them to all participating library faculty members.

Each participating library faculty member, with the exception of the Dean of Libraries, will then evaluate each of the others on the basis of the information provided in the activity report and on the basis of personal knowledge of performance relative to established performance criteria. Library faculty members will consider the percentages given in faculty members’ annual letters of assignment, in evaluating performance during the specified period.

Probationary and tenured faculty will evaluate each other in two of the three areas of evaluation: Category II, Professional Activities, Scholarship, and/or Creative Activity, and Category III, Contributions to University Governance, Service, and Mission. The extent to which they can answer all of the questions under Category I, Professional Performance in Assigned Responsibilities for all faculty members participating in peer review will vary based on how closely they work with the faculty members being evaluated.

Special faculty will only be evaluated in Category I, Professional Performance in Assigned Responsibilities. Special faculty, who are not required to engage in professional development or university service, will not evaluate probationary or tenured faculty in Categories II and III. The extent to which special faculty can evaluate faculty on their performance in Category I will vary based on how closely they work with the faculty members being evaluated.

All library faculty members will return evaluation sheets to the JFK Library Office. The Office will maintain the evaluation sheets and the spreadsheet of compiled scores for three years.

A member of the Dean’s office staff inputs scores into a spreadsheet, and computes a composite overall score for each faculty member. The composite overall score is computed differently for probationary/tenured library faculty and for special faculty. For a probationary or tenured librarian, the composite score is calculated by weighting the mean Category I score at 80% and scores for Categories
II and III at 10% each. For special faculty, the mean score for Category I is the overall composite score, since special faculty are evaluated only in this category. Office staff member will also compile comments about each library faculty member. The staff will deliver the compiled scores and comments, but not the raw data, to the Chair of the Department Personnel Committee and to the Chair and the Dean.

Annual Review/Recommendation Process

The EWU Libraries comply with the current CBA and with the procedures of EWU Academic Affairs. As required by the CBA, the Department Personnel Committee and the Chair conduct separate reviews, and submit their separate reviews or recommendations (for retention/reappointment, promotion, and/or tenure) to the Dean of Libraries. The Libraries follow the EWU Faculty Calendar of Deadlines with regard to submission of reviews and recommendations. The Libraries use the annual review form distributed by EWU Academic Affairs, for faculty members receiving an annual review that year.

Information and input for annual reviews and recommendations consists of several sources.

- The individual’s annual activity report.
- The Department Personnel Committee’s summation of the results from the peer review process. These summary results are distributed to the individuals.
- The Department Personnel Committee’s written assessment of the librarian’s progress toward fulfillment of his/her activity plan and, when appropriate for Librarian II and Librarian III, progress toward promotion and/or tenure. These statements are distributed to the individuals.
- Input from appropriate coordinators, unit heads, division head, or associate dean, as appropriate. These statements are distributed to the individuals.
- Other input requested by the Department Personnel Committee or the Chair, e.g. as part of the process for making recommendations on tenure and promotion, or to acknowledge special circumstances requiring additional information.

Reviews also include the following:

- Goal setting and plans for the coming year in Categories II and III for tenure-track and tenured faculty.
- Faculty member’s comments and concerns (optional, at wish of faculty member).

The Chair’s evaluation

The Chair evaluates the faculty member’s performance relative to the stated goals and plans from the individual’s Faculty Activity Plan and the annual letter of responsibilities, the evaluation criteria described in the “Expectations and Responsibilities” section of the Library Plan, the promotion and tenure standards (for probationary faculty and for faculty preparing for promotion), and the results of the peer review. During the evaluation year, the Chair will, on occasion, observe the work of library faculty members: attend meetings; review reports, publications for library users, and other library documents prepared by faculty members; review original records for national bibliographic database; observe library instruction sessions, by appointment; observe service desks, etc., as appropriate for the individual’s specific responsibilities. In addition, the Chair will consider the written input provided by appropriate coordinators, unit heads, and division head/associate dean of libraries, and other information as specified by Library Faculty Policies & Procedures (e.g. as indicated for tenure and promotion decisions).
The Department Personnel Committee’s evaluation
The Department Personnel Committee evaluates the faculty member’s performance relative to the stated goals and plans from the individual’s Faculty Activity Plan and the annual letter of responsibilities, the evaluation criteria described in the “Expectations and Responsibilities” section of the Library Plan, the promotion and tenure standards (for probationary faculty and for faculty preparing for promotion), and the results of the peer review. During the evaluation year, members of DPC will, on occasion, observe the work of library faculty members: attend meetings; review reports, publications for library users, and other library documents prepared by faculty members; review original records for national bibliographic database; observe library instruction sessions, by appointment; observe service desks, etc., as appropriate for the individual’s specific responsibilities. In addition, DPC will consider the written input provided by appropriate coordinators, unit heads, and division head/associate dean of libraries, and other information as specified by Library Faculty Policies & Procedures (e.g. as indicated for tenure and promotion decisions).

Rating of “sufficient progress” or “insufficient progress”
Both Chair and DPC will provide a rating of "sufficient progress" or "insufficient progress" for all categories identified in each librarian’s Faculty Activity Plan. Unlike the peer review summation and input from unit heads, coordinators and division heads that focus on one year’s performance, the Chair’s and Department Personnel Committee's written progress statements are based on cumulative activities directed toward meeting the requirements in the individual’s FAP.

Input from appropriate coordinators, unit heads, division head/associate dean
1. In his/her area of responsibility, each unit head and coordinator will provide written input for each faculty member who is assigned to perform work in that area. The purpose of this input is to provide information to the Chair that may be useful in the performance appraisal and will be helpful to the individual librarian. The focus of these remarks are the following:
   □ Overall, did the faculty member do the work in accordance with established performance standards for this function?
   □ In what ways did the faculty member fulfill her/his letter of assignment in this functional area?
   □ Advice for improvement in performance or suggestions about further contributions the faculty member could make toward the improvement of library service/operations in this functional area

2. For each librarian in his/her division, each division head will provide a written summary of the faculty member’s contributions to the work of the division. The purpose of this input is to provide information to the Chair that may be useful in the performance appraisal and will be helpful to the individual librarian.

The faculty member’s comments
The faculty member may address any aspect of the library’s or the university’s mission, operations or culture in the section on comments and concerns. The Chair does not distribute these comments.

The Chair and the Department Personnel Committee will provide each faculty member a copy of the performance appraisal/recommendation. DPC will provide a copy of the summary peer review results after they have been compiled and reviewed by DPC and the Chair (for current calculation of averages). The Chair will provide a copy of the direct input from each coordinator, unit head, and division
head/associate dean shortly after it is received. The Chair will hold a meeting with the faculty member and appropriate division head and to review the appraisal. A copy of the review/recommendation will be placed in the departmental personnel file; a copy of the review/recommendation will be sent to EWU Academic Personnel as required.

Finalizing the appraisal
The Department Personnel Committee may examine the administrative review for logic, appropriateness, and fairness if requested by the faculty member being reviewed.

The Chair will provide each faculty member a copy of the performance appraisal which includes the direct input from each coordinator, unit head, division head, and DPC, as well as the Chair’s assessment, prior to a meeting of the faculty member, appropriate division head and Chair to review the appraisal. A copy of the performance appraisal will be placed in the departmental personnel file.

Procedures for Graduate Faculty Status

Application Procedures
The Chair will maintain a list of library faculty with Graduate Faculty status and the year in which their appointment expires. Each fall, the Chair will call for applications for Graduate Faculty status from library faculty who do not have Graduate Faculty status and those library faculty whose appointment will expire during the current year.

The application shall consist of a written statement from the faculty member requesting Graduate Faculty status and a copy of the faculty member's current vita, which should reflect the eligibility requirements. The Chair reviews the applications and up to 5 years of annual performance appraisals for each applicant to identify those who meet eligibility. The Chair will notify applicants whether or not their names and vitas will be forwarded to the Office of Graduate Studies and Faculty Development.

If a library faculty member’s name was not forwarded, that individual may request a review by the Graduate Affairs Council subcommittee and the Graduate Dean. If a library faculty member chooses not to apply for Graduate Faculty status or if a library faculty is not awarded Graduate Faculty status after applying, the faculty member may reapply when the Dean calls for applications the following year. Renewal is not automatic. In the event that an individual does not submit sufficient, appropriate qualification material to qualify for a three year appointment, he/she will not be nominated for renewal of Graduate Faculty status.

Procedures for Review of Performance for Continuing Faculty (Third-Year Review)

As required by the Northwest Association of Schools and Colleges (CBA, Appendix IX), review of library faculty performance in relation to faculty activity plans will occur on a three-year basis. The review will use the criteria stipulated in “Evaluation Criteria for Annual Performance Appraisal, Retention, Promotion and Tenure” (The Library Plan, Part VII, Section H). The review is an opportunity to guarantee that the goals set by the individual fit with the goals established by the Libraries. Recognizing that the Libraries’ needs and goals will change in response to the dynamic library and
information environment, the library faculty member may renegotiate responsibilities and expectations as appropriate.

1. The faculty Chair provides the Chair of the Faculty Personnel Committee with a list of library faculty who are scheduled for review.

2. Upon receiving the list, the Chair of the Faculty Personnel Committee will send each librarian a letter inviting her or him to submit supporting materials for the review by a stated deadline. The materials will include a current vita, description of workload in the practice of librarianship, evidence of effective practice of librarianship, professional activity/research/scholarship, and service as defined in Part VII, Section H of *The Library Plan* and any additional materials that the library faculty member deems relevant. The Faculty Personnel Committee will also consider annual administrative reviews, which reflect peer review results, since the last third-year review.
   - It is the candidate’s responsibility to provide the Faculty Personnel Committee with current, pertinent information. The candidate will indicate the criteria category to which each of her/his accomplishments and contributions will be assigned. The candidate may not use an accomplishment or contribution in more than one area.

3. The Faculty Personnel Committee will ensure that the library faculty member has assigned all accomplishments to appropriate criteria. Then the chair of the Committee will forward a copy of the materials to the faculty Chair for evaluation.

4. The faculty Chair and the Committee will perform separate reviews of the library faculty based on the expectations of their faculty activity plan and the “Evaluation Criteria for Annual Performance Appraisal, Retention, Promotion and Tenure” (Part VII, Section H).

5. The chair of the Faculty Personnel Committee will forward the Committee’s evaluation of and, where appropriate, recommendations for the library faculty member to the Chair. If the Personnel Committee and the Chair differ in their evaluation and/or recommendations, the Chair of the Committee and the faculty Chair will meet to resolve the differences.

6. Based on the evaluation and recommendations contained in the third-year review, each library faculty member will prepare a new faculty activity plan in compliance with Part VII of the Library Plan. When need for improvements is indicated, the library faculty member will receive reasonable support and assistance in meeting the goals of the new faculty activity plan.

**Procedures for Requesting Professional Leave**

Professional leave is granted to library faculty for the purposes of research or creative work that leads to the improvement of services in support of undergraduate and graduate teaching and is in keeping with individual library faculty activity plans and the Library Plan. Eligibility for professional leave is stipulated in the CBA, Chap. IV, Sec. C.

- In an October Library Faculty Meeting, the faculty Chair will inquire as to whether anyone is planning to apply for Professional Leave. If so, the Chair will immediately initiate an election for
one faculty-elected Review Committee composed of three library faculty. All library faculty are
group are eligible to vote for and to serve in the Review Committee.

Library faculty requesting professional leave must complete the “EWU Application for
Professional Leave” form, which is available from the Office of the Associate Vice President for
Faculty Development.

By October 25, the form must be submitted to faculty Chair.

The Chair will forward the application(s) to members of the review committee. The review
committee will then meet, select a Chair, and review the application(s) on the basis of:

- Purpose and scope of the project
- Quality and feasibility of the project
- Ability of the library faculty member to carry out the project
- Significance and potential value to the library faculty member, the Libraries, the
  University, and the state of Washington.

By November 1, the Chair of the Review Committee will forward its recommendation, based on
the merits of the project, to the faculty Chair.

The faculty Chair will also consult with appropriate division heads in regards to staffing
feasibility.

The faculty Chair will evaluate the request based on the merits of the project, the
recommendation of the Review Committee, and the coverage needs for the applicant requesting
leave during the period and forward a recommendation to the Dean by November 8.

If the application for professional leave is approved by the Chair, the review committee, and the Dean of
Libraries, the applicant will send forward 10 copies of the application with his/her signature to the
Associate Vice President for Faculty Development by November 15. The remaining application
procedures are outlined in the Collective Bargaining Agreement (Chap. IV, Section C 7).

Library Faculty Workload: Explanation and Comparison Chart

1. Librarians who have 12-month faculty appointments are paid for eleven months of work over a
twelve-month period. Paid time is prorated for librarians who have less than twelve month
appointments. Librarians are normally assigned 36 hours per week of librarianship during fall, winter,
spring, and summer quarters and six weeks of intersession, “librarianship” being our equivalent of the
teaching load of college/school faculty. Librarians hold scheduled office hours to support their
consultation role on matters pertaining to libraries and information. These are the equivalents of the
office hours and advising required of college/school faculty.

2. To meet expectations for scholarship, research, professional development and service, and in
consideration of the month of work for which they are unpaid, librarians have five weeks assigned to
these activities during the University’s scheduled intersessions, in addition to any time within session
that is available beyond the time assigned to librarianship, office hours and consultation. The five
intersession weeks are negotiated and defined in annual letters of assignment. Letters of assignment may
be adjusted throughout the year. Library faculty may negotiate with their division heads the substitution
of in-session time for parts of the five intersession weeks for purposes of research, scholarship,
professional development, etc. The service and operational requirements of the EWU Libraries and its
users will be the driver in all decisions about scheduling.
3. Activity plans and annual assignment letters will specify the outcomes expected for research, scholarship, professional development and service.

4. Librarians earn annual leave.

Workload comparability between library faculty and college/school faculty is demonstrated by the following 2001 chart:

<table>
<thead>
<tr>
<th>Salary (CBA floor 2001)</th>
<th>Nine-month college/school faculty</th>
<th>9-month with full summer load</th>
<th>12-mo. Library faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual</td>
<td>Annual</td>
<td>Annual</td>
</tr>
<tr>
<td>Associate</td>
<td>$41,200</td>
<td>Associate $50,264</td>
<td>Librarian III $50,367</td>
</tr>
<tr>
<td>Full</td>
<td>$46,350</td>
<td>Full $56,547</td>
<td>Librarian IV $56,650</td>
</tr>
<tr>
<td>Intersessions, Holidays, leave.</td>
<td>Intersessions 25 days</td>
<td>Intersessions 55 days</td>
<td>Intersessions 25 days</td>
</tr>
<tr>
<td></td>
<td>Holidays 6 days</td>
<td>Holidays 7 days</td>
<td>Holidays 11 days</td>
</tr>
<tr>
<td></td>
<td>31 days</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Summer</td>
<td>Summer 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unassigned time In-session</td>
<td>Minimum 10% 17 days</td>
<td>Minimum 10% 21 days</td>
<td>Minimum 10% 21 days</td>
</tr>
<tr>
<td></td>
<td>108 days minimum</td>
<td>83 days minimum</td>
<td>81 days minimum</td>
</tr>
</tbody>
</table>

Library Faculty Workload: Assignable Hours

Annual assignable hours for faculty are calculated on the basis of their length of contract as follows. These figures represent 36 workload hours per week worked, after allowable annual leave, university holidays, and professional/scholarly time have been accounted for. Maximum allowable professional/scholarly time, which must be pre-authorized, is listed separately. Any professional/scholarly time that is not requested or preapproved is considered assignable, and is added to the assignable hours in each contract category. This calculation is also based on the assumption that there are ten weeks of intersession per year. For 12 month faculty, five weeks are assignable and five may be authorized for professional/scholarly work.

**Twelve-month** faculty: 1440 hours for assigned responsibilities and 25 days for professional/scholarly activities. Assumes 24 days annual leave and 11 holidays.

**Eleven month** faculty: 1318 hours for assigned responsibilities and 23 days for professional/scholarly activities. Assumes 22 days annual leave and 10 holidays.

**Ten month** faculty: 1195 hours for assigned responsibilities and 21 days for professional/scholarly activities. Assumes 20 days annual leave and 9 holidays.
Nine month faculty: 1066 hours for assigned responsibilities and 19 days for professional/scholarly activities. Assumes 18 days annual leave and 9 holidays.

Procedures for Election of the Library Faculty Chair
(Adopted August 20, 2001)

The election of a Chair takes place during spring quarter, and the appointment to the position becomes effective on September 2 of that year. All library tenured, probationary, and special faculty who meet the CBA definition of full-time faculty are eligible to vote for the Chair. A majority vote of at least 51% of the eligible voting faculty is required to nominate a person for appointment as Chair.

The Department Personnel Committee develops a ballot for the nomination of the Library Faculty Chair. The actual election is administered by the dean’s office. For ballot and nomination procedures, see following.

Procedure:
1. The Department Personnel Committee will notify all faculty eligible to serve as Chair. The notice will include a list of eligible faculty and will indicate those who have attained tenure.

2. All faculty on the eligibility list will respond to the DPC indicating their willingness or unwillingness to serve as Chair, if nominated. Lack of response by a faculty member will result in that person’s name appearing on the ballot. The reason for this is to avoid excluding anyone who fails to respond through oversight.

3. The list of names compiled by the DPC will be sent to the dean’s office.

4. The dean’s office will carry out the election.

5. A majority of at least 51% of faculty eligible to vote is required to nominate a candidate for the Chair position.

6. If no candidate receives at least 51% of the eligible vote on the first ballot, a runoff election will be held between the two candidates receiving the highest number of votes.

7. The person receiving at least 51% of the eligible vote will be considered the nominee for Chair.

8. In the case of a tie, a runoff election will be held.

9. If the tie persists after the runoff election, both candidates will be forwarded to the Dean as nominees.

10. In the case of the resignation of the Chair, this procedure will be in effect to nominate a replacement.

11. In the case of recall or removal of the Chair, the Dean of Libraries will conduct the election. (see CBA II, C, 4).
Required Organization and Table of Contents for Tenure and/or Promotion Packet to be submitted to Academic Affairs.

University Libraries

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Library Guidelines for Retention, Tenure and Promotion of Library Faculty Members………………

[Tenure and] Promotion to [rank]

- Current Vitae/Resume of Candidate...........................................................................................................
- Faculty Activity Plan........................................................................................................................................
- Candidate’s Summary Statement of Activity.................................................................................................
- Department Personnel Committee’s Evaluation and Recommendation....................................................... 
- Library Faculty Chair’s Evaluation and Recommendation.............................................................................. 
- Dean’s Evaluation and Recommendation......................................................................................................
Appendix E – Forms & Instructions
(Revised and adopted on October 6, 2009)

Explanation and Instructions for Annual Review
(per Library Plan Part IV, Section H and I, and Appendix D)

OVERVIEW OF ANNUAL REVIEW PROCESS FOR LIBRARY FACULTY

The annual review of library faculty consists of two parts:

a peer review, conducted by the Department Personnel Committee, and
an administrative review, conducted by the Library Faculty Chair (or, in the case of the Chair, the Dean of Libraries).

Peer review provides a channel for constructive information exchange. This information assists the Personnel Committee in conducting its annual evaluation or recommendation (for retention/reappointment, promotion, and/or tenure) for each faculty member.

All probationary and special faculty are reviewed annually by peers and the Chair (or, in the case of the Chair, by the Dean). A tenured faculty member may choose to limit participation in the peer review process to every third year but is reviewed by the Chair/Dean annually (Library Plan, Part VII, Section I, 1b).

The administrative review prompts a discussion among the librarian, division head (or Associate Dean, in the case of division heads), and the Chair/Dean concerning the past year’s activities and achievements. In addition, during the administrative review, the librarian and the Chair/Dean will review annual goals, as set in the EWU Faculty Workload Form and the Libraries’ annual letter of responsibilities, and, for professional development/scholarship and service, expanded upon in Part 2 of the annual report submitted by all library faculty members.

Both parts of the annual review contribute to the creation of a strong feeling of collaboration and a shared vision of the Libraries’ goals and priorities.

SUBMISSION OF ANNUAL REVIEW DOCUMENTATION BY LIBRARY FACULTY

Each library faculty member submits a two-part document for the annual review process (see attached form):


Use no more than one sheet, front and back. Tenured and probationary faculty report on all three categories of activities during the past review period. Special faculty report on category 1 only (Professional Performance in Assigned Responsibilities). Give percentages from letter of responsibilities for categories of activities (e.g. 15% reference; 25% collection development; 15% professional activities and scholarship; 5% service).
Part 2. Statement of goals and plans for the coming year. Comments, ideas and/or concerns about the Libraries or the University.
   Use as many sheets as necessary.
   Since the annual letter of responsibilities now covers goals and plans in category I of Part 1 (“Professional performance in assigned responsibilities”), tenured and probationary faculty include only goals and plans in categories II and III (“Professional activities, scholarship, and/or creative activity” and “Contributions to university governance, service, and mission.” Special faculty do not set goals in either category.

ANNUAL REVIEW PROCESS

1. Library faculty members complete and submit Parts 1 and 2 of the annual review document to the JFK Library Office.
2. The Office distributes peer evaluation forms and copies of Part 1 of the completed review documents to each library faculty member who is participating in peer review.
3. Library faculty participating in peer review complete and submit peer evaluation forms.
4. The Department Personnel Committee compiles and delivers peer evaluation results to the Dean/Chair. The Personnel Committee also prepares a statement for each librarian summarizing his/her peer review results. This statement includes average scores in each category and a list of comments. This statement is delivered to the faculty member shortly after peer review results have been compiled.
5. Peer review results are used by the Personnel Committee and the Chair/Dean in preparing their separate annual reviews or recommendations (for retention/reappointment, promotion, and/or tenure); results are treated as one source of input.
6. The Department Personnel Committee prepares a written assessment of progress for each librarian as specified in Appendix D. This statement is delivered to the faculty member shortly after peer review results have been compiled.
7. Each unit head, coordinator, and division head prepares a statement for each librarian who is assigned to perform work in that area. The statement summarizes the contributions and makes suggestions as specified in Appendix D. These statements are delivered to the faculty member by the Chair/Dean shortly after receipt. These statements are treated as one source of input by the Personnel Committee and the Chair/Dean in preparing their separate reviews or recommendations.
8. The Chair/Dean prepares written reviews or recommendations, as required by Academic Personnel and the CBA, for all librarians, in accordance with the EWU Faculty Calendar of Deadlines.
9. The Department Personnel Committee and the Chair/Dean send each faculty member a copy of their separate appraisals.
10. The Dean receives copies of the separate reviews or recommendations of the Personnel Committee and the Chair, and completes his or her own statement, in accordance with procedures of EWU Academic Personnel and the CBA.
11. The Chair/Dean meets with each librarian and his/her division head to review the performance appraisal or recommendation and review goals.
12. Following the performance appraisal session, the library faculty member retains the original document. A copy of the document is placed in the faculty member’s departmental (i.e. library) personnel file. A copy of the review or recommendation is sent to Academic Personnel as required.
Schedule for Fall 20xx
Performance review for the period September 1, 20xx – August 31, 20xx

DEADLINES

1) Library faculty will complete and submit Parts 1 and 2 of the review document to the JFK Library Administration Office NO LATER THAN SEPTEMBER 2x, 20xx.

2) The Office will distribute copies of Part 1 of each document and the peer evaluation forms on OCTOBER 1, 20xx.

3) Library faculty will complete and submit peer evaluation forms to the JFK Library Administration Office in the original envelopes NO LATER THAN OCTOBER 2x, 20xx.

4) The Personnel Committee will compile and deliver results of the peer review to the Dean/Chair and to the individuals, NO LATER THAN NOVEMBER 1x, 20xx.

5) All reviews and recommendations for retention/reappointment, promotion, and tenure will be completed in accordance with the EWU Faculty Calendar of Deadlines.

Please observe all deadlines. If there is a problem, notify the Faculty Chair as soon as possible.
EASTERN WASHINGTON UNIVERSITY
UNIVERSITY LIBRARIES
Library Tenured and Probationary Faculty Peer
Review and Administrative Review Document
Review period: September 1, 2003-August 31, 2004

   One sheet maximum.
   Give percentages from annual letter of assignment for the review period.

I. Professional performance in assigned responsibilities.
II. Professional activities, scholarship, and/or creative activity.
III. Contributions to university governance, service, and mission.

Part 2. Statement for discussion with the Dean/Chair.
   No maximum length.

I. Annual goals and plans for the coming year in categories II and III, above.
II. Comments, ideas and/or concerns about the Libraries or the University.

SUBMIT PARTS 1 AND 2 TO THE JFK LIBRARY ADMINISTRATION OFFICE
   One sheet maximum.
   Give percentages from annual letter of assignment for the review period.

I. Professional performance in assigned responsibilities.

Part 2. Statement for discussion with the Dean/Chair.
   No maximum length.

I. Comments, ideas and/or concerns about the Libraries or the University.

Submit Parts 1 and 2 to the JFK Library Administration Office
No later than September 28, 2004.
EASTERN WASHINGTON UNIVERSITY LIBRARIES
DEPARTMENT PERSONNEL COMMITTEE

CONFIDENTIAL

Library Tenured and Probationary Faculty Annual Peer Evaluation Form
September 1, 2004-August 31, 2005

Date: ________________ Number: ______

Evaluation of: ____________________________

Purpose of evaluation: ANNUAL REVIEW & SALARY ENHANCEMENT

For the annual evaluation process, library faculty members submit summaries of their activities and accomplishments during the evaluation period. Please use this summary in determining ratings in area II, Professional activities, scholarship, and/or creative responsibility, and area III, Contributions to university governance, service, and mission. In determining ratings in area I, Professional performance in assigned responsibilities, please use the information in the summary, as well as your own observations of the individual’s performance, as appropriate. In completing this form, be sure to take into consideration the faculty member’s statement of the percentages for various activities given in his or her annual letter of assignment. Also, consult section VII.K., General Standards for Appointment, Promotion, Tenure, and Merit, in the Library Plan.

Special faculty should evaluate tenured and probationary faculty only in category I.

You may assign a rating of any whole number from 1 to 3 or a decimal fraction (e.g., 1.9, 2.3). If you have no knowledge of this individual’s performance in any category, simply leave the rating blank. Any blank or rating of 0 will be interpreted as no comment or no knowledge. You are encouraged to submit written comments, as well as numerical scores.

**RATING SCALE**

<table>
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<tr>
<th>Ineffective</th>
<th>Effective</th>
<th>Highly Effective</th>
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</table>
I. Performance Factors in the Area of Assigned Responsibilities

Factor Description

Interpersonal Skills
Develops and maintains constructive working relationships with colleagues; interacts cordially with library users; maintains good relationships with university units outside the library; supports, encourages and fosters cooperation among colleagues; is approachable.

Communication Skills
Keeps colleagues informed; clearly communicates, orally and in writing; uses both formal and informal communication channels appropriately and in a timely manner.

Knowledge/Competence
Stays current in knowledge of the library profession in general, and specialties as appropriate; possesses sufficient job knowledge to successfully carry out assigned responsibilities. Applies professional knowledge in all areas of responsibilities; provides professional/technical expertise to colleagues and library users.

Initiative
Takes initiative in identifying and completing work that needs to be done; offers constructive suggestions to improve operations or services.

Organizing, Planning, and Reliability
Efficiently prioritizes work; handles problems and completes assignments in a timely manner; anticipates problems and develops strategies for addressing these problems.

Decision Making/Problem Solving
Makes sound and timely decisions, taking into account all available relevant information; recognizes and responds to unexpected situations; develops constructive and creative solutions to organizational problems; employs an organization-wide perspective; adheres to organizational and departmental policies and procedures; adheres to professional standards.

Collaboration
Cooperates with colleagues; shares in departmental responsibilities and activities; works constructively toward accomplishing library projects and objectives.

II. Performance Factors in the Area of Professional Activities, Scholarship, and/or Creative Activity.

Maintains suitable professional and/or scholarly affiliations
Demonstrates continuing involvement in educational opportunities
Engages in continuous and productive creative/scholarly activities
III. Performance Factors in the Area of Contributions to University Governance, Service, and Mission

Contributions in this area include service as member or officer of standing on ad hoc committees and task forces of the university; participation in community/public service organizations or community service-related projects; volunteering library service to students, faculty, administration, community members or organizations; and other significant contributions to the University and its mission.

Specific narrative comments about any evaluation factor or element are encouraged. Attach Additional sheet, if necessary. All responses are held in strict confidence in accordance with applicable laws and policies. Evaluations are numbered in order to preserve the confidentiality and anonymity of responses. Only the Dean and Faculty Chair will have access to the numbering key.
EASTERN WASHINGTON UNIVERSITY LIBRARIES
DEPARTMENT PERSONNEL COMMITTEE

CONFIDENTIAL

Library Special Faculty Annual Peer Evaluation Form
September 1, 2004-August 31, 2005

Date: ________________ Number: __________

Evaluation of: ____________________________________________

Purpose of evaluation: ANNUAL REVIEW & SALARY ENHANCEMENT

For the annual evaluation process, library faculty members submit summaries of their activities and accomplishments during the evaluation period. In determining ratings in area I, Professional performance in assigned responsibilities, please use the information in the summary, as well as your own observations of the individual’s performance, as appropriate. In completing this form, be sure to take into consideration the faculty member’s statement of the percentages for various activities given in his or her annual letter of assignment. Also, consult section VII.K., General Standards for Appointment, Promotion, Tenure, and Merit, in the Library Plan.

You may assign a rating of any whole number from 1 to 3 or a decimal fraction (e.g., 1.9, 2.3). If you have no knowledge of this individual’s performance in any category, simply leave the rating blank. Any blank or rating of 0 will be interpreted as no comment or no knowledge. You are encouraged to submit written comments, as well as numerical scores.

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<tr>
<td><strong>Knowledge/Competence</strong></td>
<td>_______</td>
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<td>Stays current in knowledge of the library profession in general, and specialties as appropriate; possesses sufficient job knowledge to successfully carry out assigned responsibilities. Applies professional knowledge in all areas of responsibilities; provides professional/technical expertise to colleagues and library users.</td>
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Faculty Leave Request and Authorization Form

<table>
<thead>
<tr>
<th>Purpose of leave</th>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AL</td>
<td>Annual Leave</td>
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<td>PA</td>
<td>Professional Activity</td>
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<td>PH</td>
<td>Personal Holiday</td>
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<td>SL</td>
<td>Scheduled Sick Leave</td>
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<td>CL</td>
<td>Cyclic Leave</td>
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<td>O</td>
<td>Other Paid Leave</td>
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<tr>
<th>Date(s):</th>
<th># of Hours:</th>
<th>Kind of Leave:</th>
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Service desk hours covered by:

Name: __________________________ Date: 

Schedule OK: __________________________ Date:  

Unit Head or Division Head

Authorization: __________________________ Date:  

Faculty Chair (for Faculty Chair, Dean signs)

* Civic duty, bereavement
**Name: ___________________________ Month: ___________________________**

**EASTERN WASHINGTON UNIVERSITY LIBRARIES**

**Faculty Monthly Absence Report**

Library faculty are to use this form to report to the Dean of Libraries absences due to **professional/scholarly leave time** (e.g., conferences, research, or university service) or **cyclic leave** – these hours should not exceed 80 in one month, and will be reported by the Library Administrative Office to Kim Davis in Academic Personnel on a monthly basis.

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional/Scholarly Hours</th>
<th>Cyclic Leave</th>
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<tbody>
<tr>
<td>1</td>
<td>___________________________</td>
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<th>Date</th>
<th>Professional/Scholarly Hours</th>
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<td>31</td>
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</table>

**Total:**
Course: ____________________________
Date: ____________________________

Library Instruction Feedback Form

Please complete this form immediately after the session so we can evaluate and improve our instructional program. Your comments and suggestions are important to us. Thank you.

Please indicate your status: (circle one) Faculty  Instructor  Teaching Assistant

1. The scheduling and preplanning activities (such as setting goals and objectives, allowing adequate time for sessions, etc.) for the library instruction session were: (circle one)
   Excellent  Good  Fair  Poor

   Comments:

2. The content of the instructional session was: (circle one)
   Excellent  Good  Fair  Poor

   Comments:

3. The library instructor’s effectiveness in teaching the subject matter was: (circle one)
   Excellent  Good  Fair  Poor

   Comments:

4. Is there anything else that you would like to have had covered in this or future instructional sessions? Comments:

   Bibliographic instructor’s comments:
Student Evaluation of Library Skills Instruction (Form)
(This two-page form is not yet available electronically but will be in your hard copy of the Plan.)
Page 2 - Student Evaluation of Library Skills Instruction
Planning Worksheet for Professional/Scholarly Productivity

Please use this worksheet to estimate the number of days (day equivalents) you propose to use for Professional and Scholarly activity between September 1, ___ and August 31, ___.

This information will be used for two purposes – schedule planning and preparation of annual letter of assignment for the coming year. If too many people want the same time periods during Intersessions for professional and scholarly activity, then schedules will need to be negotiated to ensure proper coverage of library services and operations. Categories listed in the left column are intended to be reminders of the types of activities you will want to consider. It is not an exhaustive list. Feel free to add categories.

For 12 month faculty members, 25 professional days may be assigned
For 11 month faculty members, 23 professional days may be assigned
For 10 month faculty members, 21 professional days may be assigned
For 9 month faculty members 19 professional days may be assigned

<table>
<thead>
<tr>
<th>Types of Professional and Scholarly Activities</th>
<th>Dates that fall within Quarters</th>
<th>Summer/Fall Intersession</th>
<th>Winter Intersession</th>
<th>Spring Intersession</th>
<th>Summer Intersession</th>
<th>Summer Intersession</th>
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<tr>
<td>Conferences, workshops, prof'l assn committee work, etc.</td>
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<td>Presentations</td>
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<td>Writing or other preparation for books, articles, etc. (identify products or benchmarks that will indicate progress toward finished product)</td>
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<td>Study in targeted areas; exploration of library issues; development of advanced or new skills in librarianship (identify areas issues or skills)</td>
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<td>Other (identify)</td>
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</table>
Record of Amendment to Library Plan
Use this checklist to record authorized changes to the Library Plan

Amendment proposed by __________________________

Date proposed __________________________

List specific section of Library Plan affected. List here where the amendment is to be included in the Plan. For example:
Page 32, Part VI (Library Governance & Administration), Section B (The Library Faculty Chair), Number 3 under Leadership

☐ Deletion
☐ Addition
☐ Change
☐ Other

☐ Attach text of proposed amendment. This should be provided by the proposer of the amendment

☐ Faculty Approval
Date amendment approved __________________________

☐ Signed off by authorities below. After checklist is signed, please return it with attachments to person proposing the amendment.

<table>
<thead>
<tr>
<th>Signature of Faculty Chair</th>
<th>Date</th>
<th>Signature of Dean</th>
<th>Date</th>
</tr>
</thead>
</table>

☐ Electronic copy of amendment submitted to Admin. Secretary via e-mail. Upon doing so, submit this checklist with text still attached to Secretary to complete the final step.

☐ Amendment inserted into Plan by Admin. Secretary
Date

EWU Libraries’ Plan
(2000-2005, under review/revision in progress)
Special Faculty Application for Professional Development Funding

Date: __________________________________________ Name: __________________________________________

Department: __________________________________________

Division Head: __________________________________________

Conference or Program: __________________________________________

Location: __________________________________________

Date: __________________________________________

Does this require being absent from your reference desk schedule? □ Yes  or  □ No

If yes, please indicate days and times: __________________________________________

Describe the purpose of your request. List benefits to yourself and the library.

Use additional sheets if necessary. Attach additional information such as brochures and registration forms.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________
Expenses:

Registration Fee $ 
Travel $ 
Food $ 
Accommodations $ 
Other $ 

Total Cost: $ 
Amount of assistance requested: $ 

**********************************************************

Division Head □ Approved or □ Disapproved Signature: 
Comments: 

**********************************************************

Dean of Libraries □ Approved or □ Disapproved Signature: 
Amount of assistance approved: $ 
Comments: 

**********************************************************
Appendix F - Selected EWU Documents

Duties of the Department Chair
Final Version October 2000: Approved by President’s Cabinet November 2000

In conjunction with the reorganization of the collegiate and departmental structure a review was undertaken of the role of the department chair. While the chair has always been seen as an integral part of the functioning of the university, there has not been a general statement of expectations, responsibilities and authority. College plans have dealt with the role of the chair with varying levels of specificity. This statement is designed to include the full range of the chair’s duties and responsibilities to the department, the college/school, and the university. In this statement the chair is viewed as an integral part of the administrative team of the university as well as closely tied to the department faculty.

It is anticipated that this statement of the role of the department chair would be implemented across the university as a single statement of expectations for occupants of these positions, through incorporation in college plans or university policy.

The Role of the Department Chair

The department chair is the chief administrative officer of the academic department and reports administratively to the Dean of the college. The chairs report to, and are informed and advised by, the collective expertise of their faculty. The chair is expected to provide effective leadership and management in the operation of the department within college and university policies and goals. The chair is also expected to provide leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in department decision-making.

– Specifically, the department chair is expected to perform, in an effective manner, the following duties:

Leadership

1. Identify and lead the department in accomplishing department, college, and university goals
2. Represent the department to the college, the university and the community
3. Represent the college and the university to the department
4. Foster innovative teaching methods and curriculum development leading to improved student learning
5. Develop and implement processes to encourage and support scholarship and research
6. Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, constructive collaboration and cooperation.
7. Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.

8. Support fund-raising and development efforts of the college and university

9. Establish and maintain positive, professional relationships with external constituency groups.

**Communication and Inter-Intra Personal Skills**

1. Be accessible to the administration, faculty, staff, and students for timely fulfillment of the chair’s duties.

2. Establish positive, constructive working relations with all elements of the university

3. Facilitate open communication within the university

4. Improve alumni relationships by maintaining continuing relationships with students who have left the university

**Fiscal Management**

1. Manage all departmental budgetary matters including budget requests, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the department

2. Manage departmental inventory and equipment. This responsibility includes periodically informing the Dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment.

**Program Management**

1. Manage faculty workload in accord with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university.

2. Develop and implement student recruitment, and retention programs for the department. This would include programs such as methods of detecting early warning signs of academic difficulties, adequate, student-oriented advising availability; programs for contacting “stop-outs” or potential stop or drop outs; creating opportunities for faculty-student contact outside of the classroom through student organizations, speakers, or social events; cooperating with career planning staff; and follow-up with alumni regarding placement or graduate school concerns

3. Oversee the development and execution of departmental programs and curricula
4. Respond to requests for information from the college, the university and the community

5. Develop and execute the department’s end of program assessment(s). This would include regular assessment of overall student satisfaction, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes.

6. Facilitate the maintenance of updated department course transfer equivalencies. When appropriate this will include responsibility for departmental information required for an automated degree audit system.

**Personnel Management**

1. Administer and coordinate all personnel processes relating to faculty and staff evaluation in accord with relevant policies, including the preparation and oversight of all faculty plans and statements of staff expectations, and evaluations.

2. Review quarterly, evaluations on all faculty from all university coursework offered by the department.

3. Facilitate faculty and staff development, i.e. personal and professional development, service training, cross-training, awareness of various campus services

4. Develop and/or update print and electronic promotional materials for the department’s academic programs.

5. Manage faculty and staff recruitment

6. Supervise departmental support staff, delegate staff work, and evaluate staff performance

7. Resolve conflicts within the department in a fair manner.

**Additional Issues**

Additional issues related to the position of department chair need to be addressed, e.g. compensation including the academic year stipend; released/assigned time during academic year; summer compensation; relation of stipend/released time to size/complexity of department. These issues, since they relate to budget, will be addressed at a later time through the budget process.

**Appendix: Chair duties/powers as specified in Current CBA**

Chapter II .C.3. Evaluation of Chair's Performance. Department chairs shall be reviewed annually. That review will be conducted by the Dean. Faculty will evaluate the chairs at least every two years. The chair will be reviewed based on the duties and responsibilities assigned through the college and departmental plans. The results of the review will be shared with the department chair. If needed, a plan will be developed jointly by the Dean and the chair for improvement. Based on evaluation of performance the chair may be removed by the Dean or the department may initiate an advisory recall vote of the chair. The Dean shall conduct the vote in the department. The chair may resign at any time.
Chapter II.G.2(b)(i) Changes in faculty development plans are possible where they “are mutually agreed upon by the faculty member, department chair, departmental personnel committee, and Dean.”

Chapter II.G.2(b)(ii) Full-time faculty on probationary status will be evaluated annually by the department chair and by the departmental and/or unit personnel committee to determine reappointment during the first three years . . .”

Chapter II.G.2(b)(iii) “When a faculty member is re-appointed (following evaluation for retention) in the first three years, the department chair shall prepare a summary of evaluations which shall be reviewed by the unit Dean. The chair shall then provide a copy of this summary to the faculty member for discussion.”

Chapter II.G.2(b)(v) “Persons on probationary appointment shall in the spring of their third year at Eastern be subject to a cumulative evaluation by the personnel committee of the department and/or unit . . ., and by the department chair independently, each of which shall forward a recommendation to the unit Dean . . .”

Chapter II.K.2 There will be a regular evaluation of each Dean; biennial evaluation by department chairs in conjunction with the provost’s annual evaluation and by college faculty at least every five years.

Chapter II.E.1(d) Emeritus Tenured faculty who are eligible for retirement under subtopic 610-040 and who are recommended by the Personnel Committee of his/her employing department, the department chairperson representing the faculty, the Dean of his/her college and the provost may be awarded emeritus status.

Chapter II.F. 3. Faculty recruitment is primarily the responsibility of the departments or other units involved. . . Although the department chair or designee will coordinate activities, department members, or a committee representing them, and the unit deal shall be involved in the review of credentials and interview with candidates.

Chapter II. H.4.c.(ii) Persons who receive notice of non-renewal of a probationary appointment shall, on their request, be provided by the senior vice president for academic affairs and provost with a written statement of reasons for the decision. Unless specifically delegated in writing by the senior vice president for academic affairs and provost, no other person or committee is authorized to issue such a statement of reasons for the decision. The statement need not allude to reasons of incompetence, but shall be based on the recommendation of the department chair, the departmental personnel committee, the academic Dean, the college personnel committee, the senior vice president for academic affairs and provost, and the president.

Chapter II. I. 5(b) Faculty With Less Than Any of the Above Qualifications. Faculty with qualifications less than those listed above may be considered, provided they are nominated by their department chair, their department personnel committee and their unit Dean.

Chapter II. I.6d.Scope of Evidence. The academic units shall consider all written evidence provided by the department chair, personnel committees and other knowledgeable individuals. The minimum list of
written evidence shall include letters from the department chair (except that when conflicts of interest are present, a suitable substitute will be found) and the department personnel committee.

Chapter II. I.6.e Student evaluations must be presented for every class taught in the most recent four quarters. The candidates and/or their department chair may request the deletion of student evaluations request will have to be approved at the unit level and could involve (a) very small classes, (b) courses taught outside the candidate’s field, (c) courses taught on an overload basis or (d) extenuating circumstances (illness, etc.).

Chapter II. I.6.f. Evaluation Differences. Where there are substantial differences between the evaluations of a department chair and a department personnel committee every effort shall be made to reconcile the difference before the evaluations are sent forward to another level.

Chapter II. I.6.1. Recommendations for retention, tenure and promotion begin with the Department Personnel Committee. This recommendation is passed to the department chair. If the chair and department personnel committee are in agreement (a positive recommendation), then one combined recommendation goes from the department to the Dean and college personnel committee. If the chair and the department personnel committee are in agreement on a negative recommendation, then no recommendation goes forward for promotion decisions unless the faculty member involved requests a reconsideration. Negative recommendations on tenure will go forward but the faculty member may request a reconsideration at the department level. Reconsideration means that the chair and the department personnel committee reconsider the decision in light of additional information and explanations given by the faculty member. Following the reconsideration the recommendation goes to the next highest level regardless of the decision. If there is disagreement between the department chair and the department personnel committee, then the chair meets with the department personnel committee in an attempt to resolve disagreement. If there is still disagreement, then both recommendations are forwarded to the Dean and college personnel committee.

Chapter III.B.5(b). Years of Service. These are the years of full-time faculty employment at Eastern Washington University, less years for which a professional development increment was denied, plus additional years agreed to at the time of hiring by the department chair, the Dean of the college and the provost.

Chapter III.k.A.1. Identification and Coordination of Support Resources. Individual faculty development plans, department plans, and college plans will identify support needs for teaching and research. Chairs of departments and Deans shall be responsible for identifying and coordinating available university resources to address needs specified in these plans.

Chapter III.k.A.2. Inventory of Support Resources. In order to assist Deans and department chairs in meeting these responsibilities, the university shall undertake to inventory all available university resources for support and development of teaching and research.

Chapter VI. Personal Absence – All faculty absences including short-term illnesses shall be reported to the department chair. Absences other than for short-term illness requires the approval of the chair. The
faculty member and the department chair shall be responsible for making arrangements to cover or reschedule classes missed by absence.

Chapter VI. “Faculty members may request (through their department chair and Dean) leave without pay for periods of one quarter or more . . .”

Chapter V.A.3. The University will make its best efforts to plan needed changes in educational programs so as to minimize sudden unexpected shifts of staffing of program units. In meeting changes brought about by shifts in student enrollment or program development it is frequently necessary to change the faculty allocation to a given department or program unit. Such decisions shall be made by the senior vice president for academic affairs and provost in consultation with the Deans and the department chairs in the units affected.

Chapter V.A. 5. If a program is considered for discontinuance, the senate shall designate a faculty committee to work with the senior vice president for academic affairs and provost, the appropriate Deans and chairs of the units concerned and the UFE to develop an institutional response. This group will report to the senate and to the president. The final responsibility for institutional action shall rest with the president.

Chapter VI. E. Procedural Steps - 1. Informal a. When there is an apparent dispute between a faculty member and the Dean or other immediately involved administrator, there will be an informal meeting between the parties to attempt to resolve the dispute prior to filing for dispute resolution. If the department chair is involved, an informal meeting with the chair is encouraged before filing level I documents.

Appendix IV. Mutual Accountability.". . . 4. that there will be regular evaluation of department chairs by faculty, at least every two years and annually by the Dean;

Appendix IV. Mutual Accountability 5. "that there will be regular evaluation of each Dean; biannual evaluation by department chairs in conjunction with provost's evaluation and evaluation by faculty at least every five years.
Final Version
Dean’s Job Description

Administrative Exempt Position Description

The Dean is the chief administrative officer of an academic unit and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the direct support staff of the academic unit, department chairs and program directors where appropriate.

Responsibilities:

The University has a number of different academic units that report to a Dean; i.e., Colleges, School and Library. Each academic unit differs in its mission; as a consequence the responsibilities and importance of individual responsibilities will differ between academic units. The basic responsibilities of a Dean include:

1. Provide academic and administrative leadership for the specific College, School or Library:
   a. Articulate the mission of the University and promote consensus among the various constituents of the University;
   b. Provide effective and efficient administration of the College/School/Library and its programs including the development and implementation of plans for the future of the College/School/Library;
   c. Effectively and efficiently manage the financial and human resources of the College/School/Library.
   d. Be an active and collaborative participant in the setting of University policy through involvement in the President’s Cabinet; be an active and collaborative participant in the setting of Academic policy through involvement in the Provost’s meetings
   e. Improve the quality of the educational services offered by the College/School/Library through development of processes that encourage improvements in academic programs and research and scholarship; including but not limited to: faculty and staff development, grants and contracts; assessment programs, internships; and scholarly opportunities for faculty and students
   f. Participate in the University governance process: serve on committees and task forces as appropriate, such as search, program development and review, and strategic and ongoing institutional planning committees
   g. Maintain a personal professional development plan

2. Build partnerships with external constituencies: alumni, private and public organizations.
   a. Articulate and promote the University’s mission and objectives
   b. Seek feedback on the success of the institution’s academic programs
   c. Identify unmet educational needs
   d. Participate effectively in the university fund raising activities

Qualifications:

1. Earned Doctorate or terminal degree in a discipline appropriate for the College
2. Demonstrated record of teaching, scholarship and service commensurate with a tenured faculty appointment at Eastern Washington University
1. Demonstrated record of progressive academic administration and fiscal management equivalent to but not limited to that of a department chair, program director or associate Dean
2. Demonstrated record of a high standard of personal and professional ethics  
3. Demonstrated ability to communicate and work effectively with all constituent groups, both inside and outside the University  
4. Demonstrated record of working for the betterment of the University and ability to work in a cooperative, constructive, collaborative, and student-centered environment  
5. Demonstrated leadership role in successfully promoting faculty, staff and program development initiatives  
6. Demonstrated ability to fulfill the role of a public figure and chief spokesperson for the College/School/Library to both internal and external constituencies  

Accountabilities:  
1. Meeting goals and expectations as established by the President and Vice-Presidents  
2. Carrying out the academic mission of the College/School/Library  
3. Providing effective leadership to the College and University  
4. Working collaboratively with other Deans in advancing the University’s academic program  
5. Working effectively with other constituencies in the University  
6. Managing the fiscal and human resources of the College in compliance with federal, state and University laws, rules, regulations, and policies  
7. Enhancing the quality of the academic program of the College and its faculty  
8. Helping recruit the best faculty  
9. Establishing and maintaining effective decision-making and communication within the college  
10. Monitoring provisions of the collective bargaining agreements and university policies, and ensuring employee and administrative compliance with these provisions.