Illinois State University

MILNER LIBRARY DEPARTMENT FACULTY STATUS COMMITTEE

Beginning January 2024

Criteria for Appointment, Evaluation, Salary Distribution, Promotion and Tenure

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I. Introduction

Milner Library follows the guidelines set forth in the document Illinois State University, *Faculty Appointment, Salary, Promotion and Tenure Policies*:[1]

Faculty effort and activity are evaluated in three areas: teaching, scholarly and creative productivity, and service. Because these areas are mutually supportive, the activities undertaken in one area may at times overlap another. Despite this interdependence, each area has its own definition, its own activities, and its own guidelines and criteria for evaluation. The activities referred to in this section are illustrative rather than prescriptive. Departmental/school guidelines for evaluating teaching, scholarly and creative productivity, and service must be consistent with University guidelines…Departments/schools must consider a demonstration of quality of accomplishment and a standard of excellence as they select guidelines and criteria for evaluation. (Appendix 2, p. 95)

The Department Faculty Status Committee (DFSC) shall use a holistic qualitative method for evaluating faculty members, guided by these departmental policies, the College Faculty Status Committee (CFSC) *College Standards*, and the Illinois State University *Faculty Appointment, Salary, Promotion and Tenure Policies* (FASPTP). The qualitative methods are further detailed in the following section.

II. Faculty Evaluation Categories

    A. Librarianship

        1. Definition

In its purest form, librarianship is the art and science of connecting users with information at their point of need. Given its multifaceted nature, the work of librarianship is accomplished through a variety of specializations, including, but not limited to, administration and planning, bibliographic control and organization, collection management, digitization, information systems, instruction, preservation, and reference. Together, these specializations enable faculty, staff, and students of Illinois State University to efficiently and effectively find, evaluate, and access the materials collected to support their research, their teaching, and their learning. In this way, librarianship is intrinsically tied to Illinois State University's scholarly and instructional mission.

        2. Representative Activities

What follows are some activities common in librarianship together with the forms they might assume.

    a) Providing reference service

        1) Providing for the information needs of the community of users
        2) Contributing to a user-centric experience informed by universal design for spaces, services, and environments
        3) Interviewing patrons in a reference situation to determine their needs
        4) Demonstrating search strategies to patrons

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[1] All references to the ASPT guidelines in this text refer to ISU, *Faculty Appointment, Salary, Promotion, and Tenure Policies* (FASPTP) document, Last revised and approved Fall 2018, effective January 1, 2019

5) Making reference referrals
6) Knowing information sources
7) Creating handouts and web pages

b) Instructing users

1) Providing learning opportunities to users in classroom, small group and/or individual meetings
2) Effecting student learning
3) Integrating inclusion, diversity, equity, and access (IDEA) into instruction
4) Working with campus faculty to integrate library/research instruction into courses
5) Developing instructional materials
6) Developing and/or revising curriculum
7) Conducting instructional and classroom research
8) Providing educational opportunities on scholarly communication topics, including author rights, open access, and information privilege
9) Evaluating teaching of colleagues
10) Attending professional development activities related to teaching

c) Developing collections

1) Selecting and ordering materials in accordance with collection development procedures and with established subject area collection development policies
2) Reviewing collections across subject areas to enhance inclusivity of content
3) Monitoring and evaluating subject collections
4) Identifying materials for storage and deselection
5) Providing IDEA training to subject librarians in the review, acquisition, and disposition of resources.
6) Preparing collection development reports for subject areas
7) Consulting with department faculty on collection needs, curricular changes and research interests and responding to teaching faculty requests/needs
8) Monitoring fund accounts throughout the year

d) Acquiring library materials

1) Ordering requested materials in all formats
2) Selecting vendors, publishers, and dealers
3) Maintaining records on all orders
4) Providing fiscal records for all funds
5) Monitoring the library's materials budget
6) Highlighting and seeking out underrepresented voices in cultural heritage and primary source materials as well as alternative formats

e) Cataloging library materials

1) Performing original cataloging, minimal record upgrade cataloging, and bibliographic enhancement of records in the consortial database

2) Performing authority control in the consortial and/or national database
3) Serving as a resource person and trainer for faculty and staff
4) Employing cataloging or descriptive practices to ensure voices of underrepresented communities are accessible and identifiable

f) Preserving Library Materials

1) Identifying materials for preservation reformatting, with an emphasis on materials that highlight underrepresented voices in cultural heritage
2) Understanding and promoting the use of appropriate handling and shelving techniques
3) Maintaining awareness of environmental conditions and reporting problems
4) Utilizing preservation standards in evaluating materials for addition to or withdrawal from the collection
5) Overseeing the repair of library materials

g) Developing library technology

1) Planning and implementing new automation initiatives with library faculty and staff
2) Maintaining competence in technical innovations and their application to library services and operations
3) Representing the library to university technology committees and organizations
4) Participating in library professional organizations and consortium dealing with areas of technology to play an active role in library automation development at the state and national levels
5) Overseeing acquisition and maintenance of library computer equipment
6) Improving the accessibility and user experience in virtual spaces for all patrons

h) Administering the library

1) Managing operations of the library
2) Planning programs, facilities, and initiatives
3) Making and updating policy decisions that promote IDEA for underserved communities
4) Motivating librarians and staff
5) Providing professional development opportunities and removing barriers to and increasing participation in IDEA learning opportunities for all library staff
6) Handling personnel issues
7) Publicizing the library and its services
8) Developing funding opportunities
9) Supervising, evaluating, and supporting library personnel

i) Teaching a credit course, when the course is reflected in the letter of faculty assignment.

j) Attending professional development activities such as:

1) Local, state, national or international professional conferences
2) Workshops or training sessions
3) Learning opportunities related to IDEA

It is important to recognize that the librarian under review has the responsibility for explaining the quality and significance of their librarianship activities. The librarian should not assume the DFSC fully appreciates or understands an activity's significance.

3.   Factors of Evaluation

Guidelines and criteria for the evaluation of librarianship are based on activities such as those listed above. Adequate evaluation requires consideration of a variety of factors concerning these activities, based on responsibilities outlined in a person's job description and faculty assignments. Listing examples of engagement with IDEA provides an opportunity to recognize such work and its value to departmental efforts towards IDEA. The lack of such a list in an activities report, however, will not be considered a negative factor in the DFSC's evaluation of your materials.

At least three types of evidence shall be submitted by library faculty in their reports. The DFSC shall consider all types of evidence submitted. Those used to evaluate librarianship include but are not limited to:

a)   Favorable ratings of librarianship through peer evaluation by an individual's professional colleagues;
b)   Favorable ratings of librarianship by persons who work with the individual in some capacity;
c)   Significant involvement in publicizing the library and its resources;
d)   Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, and fieldwork;
e)   Consistent and appropriate application of national, consortial, and local standards in such areas as bibliographic organization and control, reference, instruction, preservation, and collection development;
f)   Effective collaboration with faculty (as evidenced by constructive feedback), including developing appropriate instruction or relevant and useful collections;
g)   Outcome assessment related to pre-stated goals, programs and/or plans;
h)   Service as a mentor to librarians; including but not exclusive to evidence of providing a support framework for new hires to integrate into the community and find resources they need to thrive;
i)   Development or review of library materials, services, or systems;
j)   Evidence of creditable and reliable assistance in connecting patrons to information;
k)   Breadth of innovation awareness and technical competence as illustrated by development of new applications for different settings, modification of technological tools for different types of students, preparation of new technologies, or significant improvement to existing systems;
l)   Evidence of assuring smooth and timely workflows;
m)   Evidence of maintaining effective working relationships with other library faculty;

n)   Providing accurate and detailed budget information to librarians on a timely basis;

o)   Evidence that budget lines were appropriately managed;

p)   Evidence that students experience cognitive or affective gain as a result of their instruction through review of student performance and accomplishments;

q)   Favorable teaching ratings by peers through classroom observation and review of instructional materials;

r)   Annual reports that feature clarity and evidence of progress;

s)   Writing and submitting competitive grant or contract proposals for activities related primarily to librarianship;

t)   Obtaining a competitive grant or contract for activities related primarily to librarianship.

B.   Scholarly and Creative Activities

1.   Definition

Scholarly and Creative Activities, according to the FASPTP document:

[C]omprises a variety of activities, including those typically defined as research. Because activities considered to be scholarly and creative productivity vary considerably from discipline to discipline, the University recognizes that scholarly and creative productivity includes all forms of discovery and integration of knowledge, critical analysis, and products and performances. ...

The University recognizes both the scholarship of discovery and scholarship of integration. The scholarship of discovery contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. The scholarship of integration interprets, draws together, and brings new insight to bear on original research. (Appendix 2)

Research, according to the FASPTP document, is:

A formal procedure which contributes to the expansion of basic knowledge or applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer reviewed process in a manner appropriate to the discipline. (Appendix 2)

Scholarly productivity consists of systematic study, research, creative activity and/or reflection relevant to librarianship or another area of subject expertise, which results in some public outcome communicated to or shared with others.

2.   Representative Activities

According to the University FASPTP document:

The evaluation of scholarly and creative activity requires consideration of a variety of factors and must consider the quality and significance of each contribution. Factors used to evaluate meritorious scholarly and creative productivity include but are not limited to:

1. *Authorship or co-authorship of published materials that undergo peer-review, refereeing, or jurying as appropriate to the discipline. Examples of such materials include journal articles, abstracts, monographs, books, book chapters, case studies, artistic works, software, or other professional and technical documents;*
2. *Authorship or co-authorship of published materials such as editorially reviewed books, articles, abstracts, translations, software, case studies, artistic works or other professional and technical documents;*
3. *Development or co-development of software applications or intellectual property that is licensed or patented;*
4. *Production and presentation of radio and television works; films and videos; or podcasts, websites, blogs, and other digital content that contribute to the scholarly or creative discipline;*
5. *Contributions listed in items 1 through 4 that include student collaborators as authors or co-authors;*
6. *Peer-reviewed / refereed presentations and papers delivered at local, regional, national, and international meetings;*
7. *Community-partner reviewed/refereed presentations and papers delivered at local, regional, national, and international meetings;*
8. *Local, regional, national, or international performances, exhibitions, or other creative activities;*
9. *Managing or serving as a consultant for exhibitions, performances, and other scholarly creative activities;*
10. *Submitting proposals for competitive grants, internal or external;*
11. *Resource development activities related to scholarly and creative activity;*
12. *Obtaining competitive external or internal grants related to scholarly and creative activity;*
13. *Writing and submitting required grant and contract reports;*
14. *Receiving internal or external awards obtained for scholarly or creative productivity;*
15. *Providing evidence that scholarly or creative works have been submitted for review;*
16. *Documenting scholarly or creative works in progress;*
17. *Demonstrating leadership of teams conducting scholarly or creative work, especially where that leadership contributes to the success of other faculty, students, or staff;*
18. *Producing policy documents for community partners or legislators that apply disciplinary knowledge to the proposed policy;*
19. *Providing evidence that peer review from community partner(s) has enhanced scholarship and provided reciprocal benefits to the community partner(s).*
(Appendix 2)

Other categories of activity may be considered as scholarship when the librarian has convincingly explained reasons for doing so.

Coursework, including coursework toward an advanced degree, will not be considered scholarly activity for purposes of evaluation.

Librarians are encouraged, when possible, to make their scholarship available openly in digital format, online, and free-of-charge to readers. Librarians may

seek publishing venues with open policies (Platinum, Gold, or Green Open Access), are encouraged to deposit their work in an appropriate institutional or disciplinary repository, and apply a Creative Commons license to their work.

It is important to recognize that the librarian under review has the responsibility for explaining the quality and significance of their scholarly or creative contribution. The librarian should not assume the DFSC fully appreciates or understands a work's significance.

Consistent with goals of College and University strategic plans, faculty should include in their documentation of scholarly and creative productivity examples of their demonstrated work towards IDEA. Such examples might include, but are not limited to,

• Grants, research, or creative activity that address issues of IDEA, such as race, gender, Indigeneity, ability, sexuality, class, language justice, age, citizenship status;

• Research or creative activity that addresses information access disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights, etc.;

• Research or creative activity that addresses questions of interest to communities historically excluded by or underserved by higher education or libraries.

• Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

3.   Factors of Evaluation

Faculty must present a consistent record of quality scholarship relevant to librarianship or another area of subject expertise. The DFSC will make a responsible effort to fairly assess the quality of an individual's scholarly productivity. Means of evaluating a contribution include the nature and standing of the outlet, whether it was subject to peer review, the type of publication, and the value of the contribution to the discipline. DFSC gives equal consideration to scholarship published in Open Access venues during the evaluation process. Listing examples of engagement with IDEA provides an opportunity to recognize such work and its value to departmental efforts towards IDEA. The lack of such a list in an activities report, however, will not be considered a negative factor in the DFSC's evaluation of your materials.

DFSC gives value to all types of scholarly and creative productivity. However, it is expected that as librarians grow in professional depth and experience, this growth would be reflected in their scholarship as well. Growth can be indicated by the development to broader venues for scholarship, the recognition of expertise on a particular topic (through invited presentations and invited publications) and peer-reviewed forms of publication.

While research in progress can be counted towards "Engaged/Productive," it is not counted towards "Highly Engaged / Highly Productive." When including research in progress, librarians should provide some evidence of progress that occurred during the evaluation period. A copy of direct communication from an editor is suggested.

C.   Service

1.   Definition

Service, according to the FASPTP document, is defined as follows:

Illinois State University recognizes under the category of service two major sub-categories: professional service and University service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to business, government, not-for-profit enterprises, and the general citizenry. University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments/schools, colleges, and other components of the University. (Appendix 2)

2.   Representative Activities

According to the Illinois State University FASPTP document:

The evaluation of service requires consideration of a variety of factors that include both professional service and university service. The amount and quality of service contributions must both be considered. Factors used to evaluate service include but are not limited to the following:

1. *Holding office or completing a major assignment with a regional, national, or international professional organization;*
2. *Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University (Typically, consulting service provided for extra salary is considered outside employment and therefore not included in the evaluation of the faculty member's performance in the ASPT system.);*
3. *Responsibility for planning workshops, seminars, or conferences for department/school, college, University, or professional groups;*
4. *Chairing or leading department/school, college, or University committees;;*
5. *Nomination for or receipt of an award that recognizes service to department/school, college, University, or to groups outside of the University;;*
6. *Serving as program chair or another instrumental role for a professional state, regional, national, or international meeting or conference;*
7. *Serving as consultant, advisor, or board member to educational, civic, social, business or other groups;*
8. *Reviewing, refereeing, or editing journal articles, grant proposals, and book manuscripts;*
9. *Serving on accreditation or evaluation teams externally; or conducting reviews, collecting data, and writing reports for internal program reviews or accreditation;*

10. *Chairing or moderating a session at a professional state, regional, national, or international meeting or conference;*
11. *Submitting competitive grant or contract proposals for activities related primarily to service;*
12. *Obtaining a competitive grant or contract for activities related primarily to service;*
13. *Service on a University, college or department/school committee;*
14. *Administering areas or programs within the department/school, college, or University;*
15. *Using state-of-the-art disciplinary/interdisciplinary knowledge to facilitate change in community organizations or institutions;*

16. *Using disciplinary/interdisciplinary knowledge to make substantive contributions to public policy.(Appendix 2)*

As a service-oriented profession, librarianship places a high value on using our expertise to assist various library, university, community, and professional groups. We recognize as well that effective service often, though not always, results in tangible outcomes. For instance, committee membership represents evidence of a librarian's efforts to participate in service activities; however, a record of successful committee achievement and one's role in that achievement represents evidence of a much higher level of service activity.

In all cases, the librarian under review has the responsibility for explaining the nature and significance of their service contribution. The librarian should not assume that DFSC fully appreciates or understands the implications of service activities.

The activities evaluated under "service" are those which are not part of a librarian's core responsibilities.

Consistent with goals of College and University strategic plans, faculty should include in their documentation of service activities examples of their demonstrated work towards IDEA. Such examples might include, but are not limited to,

- Serving in a leadership role on a committee, task force, or professional society related to issues of IDEA;
- Participating in outreach activities relevant to issues of IDEA;
- Participating in workshops or training related to issues of IDEA;
- Participating in professional associations or meetings that aim to increase diversity or address the needs of underrepresented students; and/or
- Supporting student organizations that serve underrepresented groups.

3. Factors of Evaluation

In rendering its judgment of a faculty member's service, the DFSC should take into account, to the extent possible, the significance and importance of the service in terms of the mission of the library and the University, its contribution

to the profession, or its potential general consequences in the community. Where group/committee activity is involved, the DFSC should consider the individual contribution by the faculty member. Listing examples of engagement with IDEA provides an opportunity to recognize such work and its value to departmental efforts towards IDEA. The lack of such a list in an activities report, however, will not be considered a negative factor in the DFSC's evaluation of your materials.

Service to academic and professional organizations need not require use of one's specialized skills to be considered. However, community service must be directly and significantly related to the skills and perspectives of the faculty member's career. In order to be considered relevant for ASPT purposes, such community service would require substantial use of one's professional knowledge and/or skills, such as organizing and retrieving information, analyzing survey data, conducting demonstration programs and workshops, presenting lectures, or carrying out research projects.

Service that is integral to the faculty member's position should be included under Librarianship and evaluated by DFSC as such. In general, work that is integral to a position will be indicated by individual job descriptions.

III.   Process

A.   Appointment

1.   Search Committee Creation

According to the Illinois State University FASPTP document:

Department/school search committees, in accordance with established department/school policy, are responsible for the recruitment of potential faculty members. Search committees should be appointed pursuant to department/school, college, and University policies. Recommendations for appointment of new faculty members originate with the department/school search committee according to established department/school policy. (VI.A., p.21)

The Library Council (LC) will establish a search committee, separate and apart from DFSC and the department chair, for each faculty search. The Dean appoints an administrative representative to serve on the search committee. The search committee will function separately from the DFSC, but may have overlapping membership.

The LC Chair will send out a call for volunteers. Search committees should be established early in the recruiting process to permit the search committee ample time for review of position description, advertising, interviewing, and additional procedural elements of the recruiting process. When constituting a search committee, LC should consider the following practices relative to the specific needs of the position and area in the library:
• committees typically include 5 to 7 members
• membership should be balanced and broadly representative, for instance:

- consider the value of representation from different employment classes (e.g., civil service staff member from unit, administration, non-tenure track) on the search committee
- consider representative units throughout the library and/or on campus and contributions relevant to experiences or expertise in area

The LC Chair will notify individuals who have been selected to serve on the search committee, as well as faculty and civil service staff in the library.

The LC will assign a convener from among the committee members and the convener will schedule the first meeting for the search committee. The search committee chair will be chosen, by the members of the search committee, at its first meeting. The search committee chair will notify the Dean, LC Chair, and DFSC Chair of his/her role.

The search committees will follow best practices for attracting diverse candidate pools and increasing recruitment of employees from underserved communities.

2. Candidate Review

Until candidates are named for on-campus interviews, all applications will remain confidential within the search committee. Candidates will be expected to visit the campus, and be interviewed by the Dean (or the Dean's designee), the search committee, and DFSC. Candidates' credentials will be available for review by all Library faculty members at the time of the on-campus interview.

The DFSC will submit to the search committee its opinion on the ability of each candidate to achieve tenure.

3. Selection

For appointment a library faculty member must possess: a master's degree in library and/or information science from a program accredited by the American Library Association or from a program recognized by the American Library Association as an international equivalent.

The search committee will forward to the Dean its recommendation for appointment of new faculty members.

As stated in the Illinois State University FASPTP document:
Initial appointments of probationary or tenured faculty members shall ordinarily have the approval of the majority of all DFSC/SFSC members and the majority of the tenured faculty members of the Department/School. Ordinarily, faculty are appointed on a probationary basis (see IX.) but on occasion can be appointed with tenure. (VI.B., p. 21)

As stated in the Illinois State University FASPTP document:
All tenured faculty members shall be given an opportunity to review candidates' credentials. All tenured faculty members shall be given an opportunity to respond to the proposed appointment on the Recommendation for Academic Appointment form. (VI.B., p. 21)

As stated in the Illinois State University FASPTP document:
The Chairperson/Director and Dean, in consultation with the DFSC/SFSC, will recommend salary and rank. (VI.G., p.22)

As stated in the Illinois State University FASPTP document:
The Dean shall have the responsibility of recommendations to the Provost for appointments of personnel within the College. (VI.E., p. 21)

B.   Annual Evaluation

1.   General Procedures:

No later than January 5th of each year, or the next working day if the University is officially closed on January 5th, faculty must submit materials to the DFSC for an annual performance evaluation of their activities and accomplishments of the preceding year.

Faculty members shall submit the following: an activities report; a copy of their current job description; faculty assignments prepared in consultation with the Department Chair or his/her designee for the period under review; and additional supporting materials. Pre-tenured faculty members shall also submit all prior DFSC annual performance evaluations. The activities report, from one to seven pages in length (one side of a page = one page), should focus on the prior year's most significant achievements in relation to the job description and faculty assignments. It is appropriate to refer to specific sections of the activities report and to include bulleted lists or brief statements of explanation. Supporting materials the individual wishes to submit may be included in appendices. Individuals are asked to emphasize quality rather than quantity of work in these reports, although numerical evidence may be cited in support of arguments for quality.

Administrative coordinators shall write evaluations and discuss them with faculty members. After an evaluation is completed and signed, administrative coordinators are responsible for submitting it to the DFSC by the same date identified by the ASPT Calendars for faculty to submit their files for performance evaluations (typically January 5). Faculty members may, if they wish, append a written response to their evaluations.

Faculty members are required to digitally submit their annual papers to the DFSC Chair to be made available via network facilities to DFSC members only. DFSC members will have digital access to the two most recent years of a faculty member's annual papers.

2.   Application of Criteria

a) Librarianship

1)   Not Engaged / Not Productive

Does not satisfy the expectations described in a librarian's job description, nor does the work exhibit minimum standards for range, depth, quality and significance.

(2)   Engaged / Productive

Satisfies the expectations described in a librarian's job description. DFSC recognizes that librarians may work in areas beyond the limits of their job descriptions. In these instances, the DFSC will note differences while still attempting to assess librarianship based on a combination of range, depth, quality, and significance.

(3)   Highly Engaged / Highly Productive

Exceeds the expectations described in a librarian's job description. DFSC recognizes that librarians may work in areas beyond the limits of their job descriptions. In these instances, the DFSC will note differences while still attempting to assess librarianship based on a combination of range, depth, quality, and significance.

b) Scholarly and Creative Productivity

(1)   Not Engaged / Not Productive

The librarian does not meet the guidelines expressed in the categories "Engaged/Productive" or "Highly Engaged / Highly Productive."

(2)   Engaged / Productive

The librarian includes more than one contribution of quality from the following categories:
(a) presentations (lightning talk, poster, shorter format)
(b) submitted proposals for book(s), book chapter(s), and grant(s)
(c) bibliographies
(d) substantive book reviews
(e) information pieces
(f) evidence of research in progress leading to exhibition, publication, paper, or presentation
(g) refereeing or editing journal articles
(h) other category – to be specified and explained by faculty member

(3)   Highly Engaged / Highly Productive

The librarian includes one or more major contributions of quality and significance from the following categories:
(a) invited, double-anonymous, national/international or other substantive and high-impact presentations
(b) invited publications (when accepted for publication)
(c) peer-reviewed articles (when accepted for publication)
(d) book chapters (when accepted for publication)
(e) major funded grants and University Research Grant
(f) authored or edited books (when accepted for publication)
(g) editing a journal

(h) substantive and/or competitive exhibition with transformative elements (e.g. programming)[2]
(i) other category – to be specified and explained by faculty member

c) Service

(1) Does not meet normal expectations: Minimally engaged

(a) The librarian shows no evidence of service.
(b) The librarian presents evidence of minimal professional service and membership, but no active participation

(2) Engaged / Productive

The librarian participates in professional organizations and provides evidence of activity in professional, university or library committees.

(3) Highly Engaged / Highly Productive

The librarian shows evidence of significant responsibility, leadership or contribution on a university or library committee, or to a professional organization, or through consulting.

3. Overall Performance Rating

Based on ratings in the three evaluation categories (librarianship, scholarly and creative productivity, and service), DFSC will rate the overall performance of each faculty member as either overall satisfactory or overall unsatisfactory. The overall performance of a faculty member who is rated by DFSC as meeting or exceeding normal expectations in librarianship and at least one of the other two evaluation categories (scholarly or creative productivity, service) shall be rated overall satisfactory. The overall performance of a faculty member who is rated by DFSC as not meeting normal expectations in librarianship shall be rated overall unsatisfactory regardless how DFSC has rated performance of the faculty member in scholarly and creative productivity or service. In the case of an overall unsatisfactory rating, DFSC shall include in the annual performance evaluation letter guidance to the faculty member for improving performance in those areas rated as not meeting normal expectations.

C. Reappointment

DFSC shall participate in the reappointment or non-reappointment of probationary faculty members as provided in Section XI.A. of the FASPTP guidelines. Annual evaluation materials submitted by a probationary faculty member in accordance with Section III.A. of this document shall also serve as the reappointment application for that faculty member. The joint annual evaluation portfolio and reappointment application shall be due to DFSC no later than January 5 of the reappointment year, or the next working day if the University is officially closed on January 5.

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[2] Please refer to "Indicators of Excellence in Museum Exhibitions" section (p. 5) in the *Standards for Museum Exhibitions and Indicators of Excellence*

D.   Mid-probationary Review

The DFSC shall conduct a summative three-year mid-probationary review of faculty who are on a normative (six year) probationary appointment. Faculty members who have been credited with tenure-earning service at the time of their initial appointment will have their review at the mid-point of their probationary period.

Materials should be submitted to the DFSC on either July 1 or February 1 (or first workday thereafter if that date falls on a holiday or weekend) whichever day is closest to the mid-point of their probationary period.

The mid-probationary review is intended to be informative and to be encouraging to faculty who are making solid progress toward tenure, instructional to faculty who may need to improve in selected areas of performance, and cautionary to faculty where progress is significantly lacking. It shall not be considered as an indication of the eventual outcome of the tenure process.

Mid-probationary faculty will submit:

1.   Current vita
2.   Two-three page summary, including all higher education and a summary of the activities in the areas of librarianship, scholarship, and service for the appropriate review period
3.   Current job description
4.   Bibliography of published works, papers read, creative activities, and artistic exhibitions, including copies of publications, papers, and exhibition catalogs created for the appropriate review period
5.   Performance evaluation letters received from the DFSC during the candidate's probationary tenure
6.   Statement of future research and service plans
7.   Supporting documentation

The DFSC will provide a written evaluation of the probationary faculty member's overall progress toward tenure and promotion. Ordinarily, such reviews should be completed within six weeks.

The written review becomes a part of the candidate's permanent record.

E.   Tenure

1.   Definition

According to the FASPTP document:

The granting of tenure is a major decision and should not be considered automatic once a faculty member enters the probationary period. Tenure is neither automatic nor the product of any set formula based solely on yearly performance-evaluation ratings. The following statements list the primary criteria on which tenure recommendations at Illinois State University are based. Exceptions to these criteria, while possible, shall be rare.

1. *Consideration for tenure is predicated upon receipt of a terminal degree or its equivalent in the discipline, as determined by the Department/School and the College, together with other professional qualifications and accomplishments, including demonstrated teaching competence in the candidate's field of academic concentration.*

2. *There must be evidence of continuing high quality professional performance during the probationary period with an emphasis on the mutually supportive activities of teaching, scholarly and creative productivity, and service (see Appendix 2). It is also understood that the awarding of tenure carries with it the expectation for continued high-quality performance.*

3. *The candidate's competencies must be in keeping with the long-range goals of the Department/School and the University if tenure is to be recommended.*

4. *The candidate must have demonstrated the capability to work responsibly and knowledgeably toward the goals of the Department/School and the University.*

5. *To be eligible for tenure, a faculty member should hold the rank of Associate Professor or Professor or be recommended for promotion to the rank of Associate Professor when tenure is recommended. An individual who cannot qualify for promotion to Associate Professor at the time of tenure shall ordinarily not be considered for tenure.* (IX.C., pp. 29-30)

2. General Procedures

   a) Untenured faculty and those below the rank of Professor are urged to consult carefully the CFSC *College Standards* and University FASPTP document to monitor their progress toward tenure and promotion.

   b) Library faculty who wish to be considered for tenure will submit a dossier which outlines individual professional accomplishments and achievements. Faculty applying for tenure should include documentation for the period since appointment at Illinois State University, including documentation for any period of full-time service as a faculty member as outlined in FASPTP IX.B.2 (p. 28) which reduces the length of the probationary period at Illinois State University if applicable. Minimal materials to be included in the dossier submitted to the DFSC are the following:

      (1) All materials required for submission by the Vice President for Academic Affairs and Provost office in an Application for Tenure and/or Promotion (please refer to that document for the full list):

      - cover sheets, including signature page
      - letter of application
      - full vita

      (2) One-to-two page summary, including all higher education and a summary of the activities in the area of librarianship, scholarship and service for the appropriate review period. This summary is the only part of the dossier that will be distributed for faculty review prior to advisory faculty polls on tenure.

(3)   Current job description.

(4)   Bibliography of published works, papers read, creative activities, and artistic exhibitions, including copies of publications, papers, and exhibition catalogs created for the appropriate review period.

(5)   Performance evaluation letters received from the DFSC during the candidate's probationary tenure.

(6)   Candidates may wish to ask professional colleagues from within or outside the university and the community, as deemed appropriate by the candidate to submit letters which reflect upon the candidate's performance and her/his commitment to librarianship, scholarship, and service from the perspective of the persons writing the letter. The letters should be mailed to the Chairperson, DFSC.

c) The DFSC shall conduct an advisory poll of tenured faculty by submitting the names of persons who are being considered for tenure. The poll will be taken prior to DFSC committee deliberations. The results of the poll will be forwarded to the CFSC.

3.   Application of Criteria

a) Librarianship

Recognized as the core element of our collective work, librarianship therefore carries the greatest weight in recommendations for tenure. For tenure, the librarian will have provided sustained and significant contributions to the library and its primary mission in serving the needs of our users.

During the period leading up to application for tenure, the librarian will have demonstrated the ability to be highly engaged/productive in librarianship as described in their job description.

At the same time, DFSC recognizes that the assignments of individual librarians may change over time, preventing them from fully developing the necessary skills and knowledge in their new areas. DFSC will make good faith efforts to make accommodations for such changes in its assessment and recommendations.

b) Scholarly and Creative Productivity

In general, candidates will have shown evidence of professional growth in their scholarly activity. Such growth should be demonstrated through their record of scholarly and creative productivity.

During the period leading up to application for tenure, the librarian will have demonstrated the ability be highly engaged/productive in scholarly and creative activities prior to their application for tenure.

c) Service

A librarian applying for tenure will normally provide evidence of participation and leadership in both professional and university service. It

is expected that librarians will have developed a balance between local, regional and national service activity.

During the period leading up to application for tenure, the librarian will have demonstrated the ability to be highly engaged/productive in service prior to their application for tenure.

F.   Promotion

1.   Definition

Milner Library follows the lead of the FASPTP document in establishing guidelines for promotion. Accordingly,

The attainment of successively higher academic ranks at Illinois State University marks professional growth and the achievement of status within a discipline. Further, such status is generally expected to be demonstrated by a sustained record of professional competence. Hence, promotions are neither automatic nor the product of any set formula based on yearly performance-evaluation ratings. (VIII.A., p. 24)

2.   General Procedures

a)   Untenured faculty and those below the rank of Professor are urged to consult carefully the CFSC *College Standards* and University FASPTP document to monitor their progress toward tenure and promotion.

b)   The DFSC may initiate a recommendation with respect to promotion in rank. If the individual so nominated agrees to become a candidate, he or she shall provide documentation in support of the promotion. Faculty members may also themselves request consideration for promotion and provide the supporting documentation. In either case, a promotion review shall be conducted by the DFSC culminating in the formulation of a written recommendation. The DFSC shall notify the candidate of its intended recommendation and rationale and, in the case of a negative recommendation, shall provide the faculty member an opportunity to meet with the DFSC according to Illinois State University FASPTP. The DFSC shall forward its recommendations, along with any minority reports, to the CFSC according to Illinois State University FASPTP.

c)   Library faculty who wish to be considered for promotion will submit a dossier which outlines individual professional accomplishments and achievements. Faculty applying for promotion should include documentation for the period since the last promotion or appointment at Illinois State University, including documentation for a period of service for credit in rank as outlined in FASPTP VIII.F.1.b (p. 25), if applicable. Minimal materials to be included in the dossier submitted to the DFSC are the following:

(1)   All materials required for submission by the Vice President for Academic Affairs and Provost in an Application for Tenure and/or Promotion (please refer to that document for the full list):

(a) cover sheets, including signature page
(b) letter of application
(c) full vita

> (2) One-to-two page summary, including all higher education and a summary of the activities in the areas of librarianship, scholarship and service for the appropriate review period. This summary is the only part of the dossier that will be distributed for faculty review prior to advisory faculty polls on promotion.
>
> (3) Current job description.
>
> (4) Bibliography of published works, papers read, creative activities, and artistic exhibitions, including copies of publications, papers, and exhibition catalogs created for the appropriate review period.
>
> (5) DFSC does not require or solicit peer evaluators external to Illinois State University. However, candidates may wish to ask professional colleagues from within or outside the university and the community, as deemed appropriate by the candidate, to submit letters which reflect upon the candidate's performance and her/his commitment to librarianship, scholarship, and service, from the perspective of the persons writing the letters. Because they are solicited by the candidate these external reviews imply consent and no waiver of confidentiality is required from the evaluator. The letters should be mailed to the Chairperson, DFSC.

d) The DFSC shall conduct an advisory poll of tenured faculty at or above the rank to which a faculty member aspires. This poll will be taken prior to DFSC committee deliberations. The results of the poll will be forwarded to the CFSC.

3. Application of Criteria

As a librarian advances in their career, the DFSC would expect to see evidence of sustained professional competence and growth as a librarian. At the same time, the DFSC would normally expect to see evidence that the librarian has achieved increasing status within the discipline, as reflected in a growth of responsibilities and leadership, and in measures of impact on the theory and practice of librarianship.

a) Promotion from Assistant Professor to Associate Professor

The Illinois State University FASPTP document indicates that the "candidate's continuing professional growth and professional activities should be of sufficient quality to warrant promotion to Associate Professor" (VIII.F.1.c., p. 25). In the field of librarianship, such stature might be suggested by increasing demonstrations of leadership in the organization and profession, as well as participation in professional discourse and publication at the state and national level.

b) Promotion from Associate Professor to Professor

The Illinois State University FASPTP document indicates that the "candidate's professional activities shall demonstrate an excellence of quality that reflects sustained past performance and is indicative of meritorious future performance" (VIII.F.2.c., p.26). In the field of librarianship, professional activity at this level would be indicated by sustained leadership at the university, regional and/or national level, as

well as sustained significant professional contributions through presentation and publication.

G.   Post-Tenure Review

Tenured faculty are evaluated annually (as are all faculty at Illinois State) for the purpose of yearly accountability and for assessment of merit relative to salary incrementation programs. Annual reviews serve as post-tenure reviews, except under the following two conditions:

One, each tenured faculty member has the option of initiating a cumulative post-tenure review with the DFSC at any time. One purpose of a post-tenure review might be to allow faculty members to seek advice about their performance (annual, long-term and/or future). However, individual faculty may wish to present their materials for a number of reasons, including obtaining feedback regarding teaching or research plans, obtaining access to faculty development funds or research seed money to support a developmental goal; on assessing readiness for promotion or other changes such as sabbaticals or leaves of absence; making sure that the changing interests of mid- or late-career faculty can be productively and positively tied to departmental needs and departmental roles. The DFSC shall respond in writing to the narrative assessment and shall provide the opportunity for a formative discussion with the faculty member.

Two, faculty members who receive an unsatisfactory performance rating in any of the three evaluative categories during the annual process for any two years of a three-year period are required to undergo a cumulative post-tenure review.

The cumulative post-tenure review shall occur during the subsequent evaluation cycle and shall be submitted in accordance with X.C (p. 33) of the Illinois State University FASPTP to the DFSC, which in turn will respond in writing to the faculty member under review. If the DFSC recognizes, after having received a cumulative post-tenure review document, that serious unresolved deficiencies continue to exist, the DFSC, in consultation with the faculty member, shall develop a plan for remediation of these deficiencies. This plan must accompany the final recommendation to the faculty member. In the future, annual summative reviews of performance by the DFSC shall assess and evaluate the extent to which the plan has been acted upon until the deficiencies are eliminated.

Plans for remediation of deficiencies, especially plans whose implementation will require the commitment of department/school resources (for example, for travel to conferences, for new teaching equipment or materials, or for release or reassigned time, or other workload changes) shall be written and shall be communicated to and signed by the relevant parties, including the Dean.

At the time of the cumulative review, a faculty member shall submit materials for performance-evaluation review and a narrative. It is not the intent of this policy to increase unnecessarily the paperwork for individual faculty members. Ideally, for example, a dossier for a cumulative post-tenure review would consist of clearly-labeled copies of the documentation submitted for the years under consideration. The narrative may be relatively short, referring to the materials for the relevant years, but offering the opportunity for the faculty member to provide a more holistic sense of the faculty member's work than is possible in a narrative that covers a one-year review.

H.   Disciplinary Actions

As noted in XII.A.1 (p. 37) of the Illinois State University FASPTP:

Faculty may be subject to discipline of varying levels. Disciplinary actions include sanctions, suspensions, or dismissals. The University normally uses progressive discipline to address misconduct. Progressive discipline is intended to be remedial, not punitive in nature. It is designed to provide faculty with notice of deficiencies and an opportunity to improve. However, some violations of policies and procedures, or continued negative behavior, may be of such serious nature that suspension or dismissal may be appropriate.

Disciplinary Actions shall be in accordance with Articles XII to XV of the Illinois State University FASPTP.

I.   Salary Compensation Review Policies

The DFSC shall conduct an annual salary review each year following its performance evaluations of faculty members.

The annual salary review shall be directed toward ensuring that faculty salaries are consistent with performance and contributions to the department in both the short and the long term, and take account of equitable issues affecting salaries (including, for example, compression and unrewarded merit).

The DFSC shall develop and present to the Dean recommendations for the distribution of salary increases including performance-evaluated salary increments as well as any equity adjustments. The DFSC is responsible for input and final approval of the salary recommendations.

Members of the DFSC shall not participate in the deliberations concerning their own salary increments or those of faculty members under their direct coordination, their direct administrative coordinator, spouses or those of close relatives. Rather, members shall recuse themselves from such discussions by physically absenting themselves while other members of the DFSC deliberate their salary adjustments.

See Appendix II: Documents Cited for a link to the current Milner Library Salary Increment Process.

IV.   Appendix I: The Department Faculty Status Committee

In the conduct of its duties, the DFSC should be guided by the Milner Library Mission Statement.

A.   Composition and Terms of Office

1)   The DFSC shall include and be chaired by the Department Chair as designated by the Dean. The DFSC Chair shall be a voting member. The non-elected chair of the DFSC must be a tenured member of the Milner Library faculty and shall not be eligible to serve in the year in which he/she is considered for promotion. When the Department Chair is ineligible or otherwise unable to serve as DFSC Chair, an acting or interim DFSC Chair will be appointed by the Dean after consultation with Milner Library faculty.

2)   The DFSC shall include four elected probationary tenure or tenured library faculty members. The majority of the elected members of the Committee must be tenured.

3)   The DFSC shall act in accordance with the current Illinois State University FASPTP of the University and the current CFSC *College Standards* of Milner Library.

B.   Procedures for Selection of Members

1.   Eligibility to Vote for DFSC Members

a) For election of members to the DFSC, all full-time probationary tenure or tenured faculty are entitled to vote.

b) Faculty members on leave shall have voting privileges as prescribed in the Library Council *Election Procedures*.

2.   Election Process

a) Election of the DFSC shall be completed by secret ballot by May 1st of each academic year. The DFSC election will be administered by the Election Committee of the Library Council in accordance with the Library Council *Election Procedures*. Representatives to the DFSC will serve two-year staggered terms beginning in the fall semester of the year elected. A member shall not be eligible for re-election immediately after having served one full term. A member elected to fill an unexpired term for one year or less shall be eligible for re-election to a full term. Members on leave for a semester or longer shall relinquish their positions. Vacancies shall be filled by election within one month of their occurrence.

b) An untenured faculty member shall not be elected to a term that coincides with the year in which the DFSC is considering the individual for tenure (see Section V.A.2, p. 14) of the Illinois State University FASPTP.

C.   Responsibilities of the DFSC

1.   The DFSC members shall participate in the recruitment and appointment of probationary or tenured faculty members as outlined in Section V of the FASPTP guidelines.

2.   The DFSC shall be responsible for conducting pre-tenure reappointment reviews, and for providing pre-tenure faculty with individualized timelines for their probationary periods. Each probationary tenure faculty member will receive, at the time of the reappointment review, a section in their annual performance review letter which specifically addresses progress towards tenure and outlines any remedial steps that

may be needed. Although the DFSC may provide guidance in the form of suggestions, candidates should not assume that following specific recommendations made by the DFSC will guarantee a positive tenure decision.

3.   The DFSC shall be responsible for conducting annual performance evaluations of faculty. Performance evaluations shall be used for determining, as detailed in Section XVI of the FASPTP guidelines, the amount of individual performance-evaluated salary increments to be awarded for the coming year. During the annual performance evaluation, the DFSC shall consider activities performed (or reaching completion) during the calendar year being evaluated but give due attention to long-term contributions made by particular faculty. A performance evaluation letter shall be provided to all tenured and tenure-track faculty each year, assessing the evaluee's strengths and weaknesses and, when applicable, progress toward promotion and/or tenure. When advising a faculty member to improve performance in a given area or to take on an additional activity, the DFSC must advise the faculty member to discuss the matter with their administrative coordinator.

4.   As part of the formal review, DFSC must notify promotion and tenure candidates and the CFSC of intended recommendations at least 10 working days prior to submitting the final DFSC recommendations to CFSC. The DFSC must provide opportunity, if requested, for the candidates to hold a formal meeting with the committee to discuss these recommendations. If the candidate wishes to request a formal meeting to discuss the DFSC recommendation, then the candidate must request meeting with the DFSC within 5 working days of receiving the recommendation. Formal meetings will be held under the provisions of Section XVII of the FASPTP guidelines. Any faculty member may request an informal, formative discussion with the DFSC outside the time-frame of the evaluation and performance review process.

5.   The DFSC shall adhere to the appeals policies and procedures as described in Section XVII of the FASPTP guidelines.

6.   The DFSC shall conduct post-tenure reviews of faculty as specified in Section X of the FASPTP guidelines.

7.   Each spring, the DFSC shall be responsible for review of this document and leading faculty in discussion of any needed changes. Any revisions are subject to approval by ballot of the current tenured and probationary tenure faculty. Posting of a revised criteria document is the responsibility of the DFSC upon completion of the balloting process.

8.   Each fall, the DFSC shall provide guidance to faculty members regarding preparation of annual evaluation papers and promotion and tenure applications. This guidance shall include, but not be limited to, directions regarding content and format of the papers, submission deadlines and procedures, any appeals procedures, and steps in review of documentation beyond the DFSC (if applicable). This guidance may be provided via email, material posted on the library Intranet or shared drives, meetings, or some combination of these.

D.   Evaluation of DFSC Members, Direct Reports, Administrative Coordinators, and Relatives

1.   In accordance with University Policy 1.17.12, DFSC members will avoid conflicts of interest or the appearance of conflicts of interest. DFSC members shall not participate in their own performance, tenure or promotion evaluations, or those of faculty members under their direct coordination, their direct administrative coordinator, spouses or other close relatives. Rather, DFSC members shall recuse themselves in such cases by physically absenting themselves. The remaining members shall render performance, tenure or promotion evaluations for the individuals under consideration.

E.   Reporting Requirements

1.   At the beginning of DFSC deliberations, the chair should remind committee members that the DFSC's work may be communicated only to the next level of the faculty status process as defined in the Illinois State University FASPTP, or in two other very specific instances:

> *First, if a DFSC committee member chooses to file a minority report, the text of such a report cannot reveal confidential aspects of a committee's or an official's deliberations.*
>
> *Second, should a member of a DFSC conclude that the committee or an official involved in the faculty status system process has violated the civil rights of a faculty member, that member should immediately notify the University Office of Diversity and Affirmative Action, where a confidential inquiry will be initiated.* (I.D., p. 6)

2.   The DFSC shall inform faculty members in writing of its recommendations (together with any minority reports, and/or the Chairperson's recommendations, if different from those of the committee), regarding performance evaluation, rank, tenure, and salary increments, according to the deadlines in the University ASPT Calendars.

3.   A "minority report" is defined as a voluntary written statement submitted by a committee member(s) other than the Department/School chairperson/Director indicating reasons for dissenting from an action or recommendation taken by the majority of the committee. Such a minority report may focus on the conclusions the author wishes to propose, and the evidence for such conclusions. Such an argument is understood to argue that the majority conclusions are flawed. The minority report must not breach the confidentiality of the faculty status process by reporting the deliberations of the committee, by reporting the views or statements of individual members of the committee during deliberations, or be communicated or transmitted to any member of the university other than the immediate next level of the faculty status process.)

4.   If additional materials are used by the DFSC to reach a recommendation, the DFSC must inform the faculty member in writing about their use and the materials must be made available to the candidate. All materials used in arriving at a recommendation must be forwarded on to the CFSC.

The DFSC shall report its recommendation (including minority and/or Chair's dissenting reports), to the CFSC in accordance with the University ASPT Calendars.

F.   Voting and Advisory Polling Procedures

Following appropriate faculty input, the DFSC shall develop policies and procedures for appointment, reappointment, performance-evaluation, promotion, tenure, and post-tenure reviews. See Illinois State University FASPTP V.B.1.-2. (pp. 15-6).

The "Voting and Advisory Polling Procedures" of the Milner Library DFSC will apply to library procedures as covered by the current version of FASPTP.

The DFSC will be responsible for all ballots concerning changes and additions made to policies and procedures in Milner Library's *Criteria for Appointment, Evaluation, Salary Distribution, Promotion and Tenure* document.

Each spring, the DFSC shall be responsible for review of the *Criteria for Appointment, Evaluation, Salary Distribution, Promotion and Tenure* document and leading faculty in discussion of any needed changes. Any revisions are subject to approval by vote of the current tenured and probationary tenure faculty. Needed changes that are approved through balloting will be codified in a revised *Criteria* document. The revised *Criteria* document will then be balloted. Upon approval by the CFSC, posting of a revised criteria document is the responsibility of the DFSC upon completion of the balloting process.

DFSC will maintain a set of procedures guiding any revisions made to Milner Library's *Criteria for Appointment, Evaluation, Salary Distribution, Promotion and Tenure* document. These procedures will be made available electronically to all library faculty.

Changes made to Milner's Library's *Criteria for Appointment, Evaluation, Salary Distribution, Promotion and Tenure* document will be distributed to all eligible voting members.

Eligibility to vote. A faculty member's eligibility to vote will be determined by their status at the time the election is conducted. All probationary tenure and tenured faculty members in Milner are eligible to vote. According to Illinois State University's FASPTP:

> *Definition of the Term "Faculty"*
>
> *The term "faculty" in this document refers to all individuals who hold full-time tenured or probationary appointments at Illinois State University with the rank of assistant professor, associate professor, or professor. The term "faculty" excludes all individuals who are not evaluated in the ASPT process. Only individuals defined in this paragraph as "faculty" are eligible to vote for and be elected to the various committees specified in this document* (p. 1).

Faculty members on leave are eligible to vote in elections and to be included in the ballots based on their status at the time of starting a leave.

Utilizing the appropriate procedures to ensure anonymity and confidentiality, DFSC will distribute a ballot to all eligible voters. Under normal conditions, the due date for a ballot response will be a maximum of five working days and a minimum of three working days from distribution.

Election results will be posted electronically. Under normal conditions, a member of DFSC will announce the results of the ballot within two working days. Record of the voting (e.g. screen shot of voting summary) will be retained by the Chair of DFSC in the DFSC files according to Illinois State Records Act State of Illinois State Records Act (5 ILCS 160).

These policies and procedures shall be approved by the majority vote of the eligible Milner faculty prior to January 1 of the year in which the policies and procedures take effect. In case of a tie, the item will face further discussion in an appropriate forum.

V.   Appendix II: Documents Cited

Application for Tenure and/or Promotion, Submission of Materials and Outline – https://provost.illinoisstate.edu/downloads/aspt/ApplicationForTenure_Promotion.pdf

CFSC *College Standards* – https://illinoisstateuniversity.sharepoint.com/:w:/s/LIBMilnerLibrary/EctahFr9AxNHkFezej9Zj8oBIIgCi67fDX3M74CTZIcLdQ?e=oXmINA

Illinois State University *Faculty Appointment, Salary, Promotion, and Tenure Policies* (FASPTP) and ASPT Calendars – https://provost.illinoisstate.edu/resources/tenure-promo/

Milner Library Mission Statement – https://library.illinoisstate.edu/about/mission/

Milner Library Salary Process – https://illinoisstateuniversity.sharepoint.com/:w:/s/LIBMilnerLibrary/Ea-5fmfG66NIt_zQy8_ONXEBBQ6Q_fpERq8APkb7vDhVww?e=fNfkxg

Approved by the faculty: August 2000
Revisions approved by faculty: June 2004
Revisions approved by faculty: May 2005 and approved by CFSC July 2005
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Further revisions approved by faculty: December 2005 and approved by CFSC February 2006
Further revisions approved by faculty: July 28, 2008 and approved by CFSC October 2008
No revisions to document in 2009
Further revisions approved by faculty: March 2010
Revisions approved by faculty: July 2011
Revisions approved by faculty: December 2011
Revisions approved by faculty: August 2012
Revisions approved by faculty: July 2013
Revisions approved by faculty: September 2014
Revisions approved by faculty: July 2015 and December 2015 approved by CFSC August 2015 and December 2015
Revisions approved by faculty: December 2016 and approved by CFSC December 2016
Revisions approved by faculty: December 2018 and approved by CFSC December 2018
Revisions approved by faculty: September 2019 and approved by CFSC September 2019
Revisions approved by faculty and approved by CFSC: December 2020
Revisions approved by faculty and approved by CFSC: August 2022
Revisions approved by faculty and approved by CFSC: August 2023