Approved by Academic Affairs (April, 2025)

CALIFORNIA STATE UNIVERSITY, LONG BEACH, UNIVERSITY LIBRARY

REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY

Approved by Library Faculty: April 28, 2025

1.0 Librarianship Philosophy, Vision, Principles, and Values

1.1 Librarianship Philosophy

University Library faculty are committed to providing high-quality resources, information literacy instruction and activities, and other related library services to the constituents of California State University, Long Beach. University Library faculty are also actively engaged in research, scholarship and creative activities (RSCA), and professional, university, and community service that bring distinction to the Library and the University. University Library faculty are further committed to providing superior services and equitable access to all library users. Additionally, Library faculty adhere to the standards of academic librarianship promoted by the Association of College & Research Libraries (ACRL), a division of the American Library Association. These standards can be found on the [ACRL Standards for Faculty Status for Academic Librarians](#) (as approved April 2021).

1.2 Mission
As stated in the University Library's Mission Statement (as adopted March 27, 2023), the CSULB library's mission is to foster an inclusive environment for our community to engage in curiosity, innovation, and creative activities.

We support lifelong learning by providing the human, print, and digital resources necessary to facilitate research, evidence-based decision-making, and critical thinking.

We provide equitable access to collections broadly in all formats to support our curriculum and facilitate knowledge creation.

We identify the technological and social needs of our students, faculty, and staff to invest in a space that meets their needs through inclusive design principles, ensuring accessibility and usability for all.

We teach our students how to use, evaluate, and find the tools and resources necessary to continue learning throughout their lives as the information landscape changes.

1.3 Vision
As stated in the University Library's vision statement, the library will foster inquiry-minded communities and advance the public good through innovative services and spaces, subject expertise, and unparalleled collections in an evolving information landscape (as adopted March 27, 2023).

1.4 Principles

The University Library faculty subscribes to the principles outlined in the University RTP policy:

A faculty dedicated to excellence in teaching, scholarship, creativity, and service is essential to accomplishing the university's mission. A university policy establishing standards for reappointment, tenure, and promotion provides clear expectations and limits the potential for bias, while also allowing flexibility to recognize the unique contributions of individual faculty and the context of individual disciplines. This policy strives to balance clarity and flexibility by establishing roles and university-wide expectations and giving directions to college and department RTP policies. College and department policies must be consistent with the policy, meaning that college and department policies must observe inclusions/exclusion and minima/maxima articulated in this policy, but they may match or exceed within the boundaries established by this policy. Colleges, and departments, where department policies exist, must create specific guidelines for how faculty can fulfill the University's academic mission, while abiding by these principles:

1.4.1 Faculty members are expected to make significant and ongoing contributions to the department, college, university, community, and the profession. Faculty members shall be evaluated on the quality of their achievements and the impact of their contributions over the period of review in all three of the following areas:

- instructional activities;

- research, scholarly, and creative activities (RSCA); and

- service and engagement at the university, in the community, and in the profession.

1.4.2 RTP reviews must be clear, fair, transparent, and unbiased at all levels. The RTP process must ensure that excellence will be rewarded and that faculty members who meet department, college, and university standards and expectations will advance.

Throughout this document the term "department" should be construed to refer to departments and recognized independent programs.

1.4.3 Faculty achievements may vary from those of colleagues yet still meet the standards consistent with the department, college and university RTP policies for reappointment, tenure, or promotion

1.5 Values

The University Library faculty subscribes to the values outlined in the University RTP policy (PS 23-24):

The criteria according to which decisions regarding reappointment, tenure, and promotion (RTP) are made are among the clearest expressions of the university community's values. The criteria in this policy are based on, and all college and department RTP policies should embody, the following values:

> 1.5.1. CSULB values diversity, equity, inclusion, and accessibility. This policy and all college and department RTP policies should reflect these values. CSULB recognizes that cultural and identity taxation has the potential to create inequities within all faculty evaluation areas. This policy and all college and department RTP policies should be structured and interpreted in ways that minimize these inequities.

> 1.5.2. Faculty mentoring, advising, and other similar interactions help create a supportive, inclusive, collegial environment benefiting the CSULB community. This policy should be interpreted as valuing these actions. All college and department RTP policies should implement mechanisms to recognize these contributions, and guide candidates on necessary levels of evidence to document these activities.

> 1.5.3. CSULB recognizes that faculty create and disseminate RSCA in widely varying ways. This policy and all college and department RTP policies should value diverse forms of RSCA and create mechanisms to recognize and reward them.

> 1.5.4. Shared governance is vital to CSULB's mission. Good academic citizenship requires all faculty, especially those privileged with tenure, to contribute to shared governance at more than one level. This policy and all college and department RTP policies should acknowledge and reward service in shared governance.

> 1.5.5. All faculty must contribute to CSULB's mission in all three areas: instruction, RSCA, and service. However, since faculty have diverse strengths and ways of supporting CSULB's mission, this policy should be construed as allowing for adjustments in the weights assigned to instruction, RSCA, and service based upon faculty strengths as well as department, college, and university needs.

2.0 RTP Areas of Evaluation

2.1 Instructional Activities
 Instructional Activities are necessary components of performance in support of reappointment, tenure, and promotion. Teaching effectiveness shall be evaluated in lectures, workshops, orientations, and other instructional activities including, but not limited to, Collection Management and Professional Development.

Methods of evaluation may include but are not limited to, documented peer observation and written faculty and/or student evaluations. The Committee will consider achievements in subject areas outside of the library and information fields when such expertise supports the candidate's primary or other assignment(s). Evaluation will be linked to the candidate's documented evidence in this area.

2.1.1 Instructional Activities: Areas of Evaluation

2.1.2 Instruction
 Instruction is any action designed to engage students, staff, or faculty, help them to learn, and contribute to their success. Instructional activities should promote learning, critical thinking, and inquiry. Examples of instructional activities can include but are not limited to: Instructional lectures or workshops, outreach, curriculum development, internships, instructionally related mentoring and advising, reference and research consultations, and library systems support and demonstrations.

2.1.3 Continuous Professional Learning
 Effective librarians remain up to date not only with their instruction but also in pedagogical practices designed to help all library patrons achieve learning goals. Effective librarianship requires that faculty engage in professional development activities associated with education of a diverse student population. Examples of continuous professional learning can include but are not limited to: attendance at professional conferences, workshops or advanced courses, applications for grants for professional activities, reviewing current literature, and lessons learned observing or discussing the work of peers.

2.1.4 Collection development
 Effective collection development involves researching, selecting, evaluating and deselecting resources to support teaching, learning and research, providing access to Library resources and services, and fostering scholarly communication. It involves both building new collections and deselecting outdated or irrelevant materials to ensure that the collection remains current, balanced, and relevant. Collection Development also involves curricular support, funds management, and liaison with subject departments. Collection development in the area of special collections may involve unique or rare materials, often with significant cultural, historical, or scholarly value. Therefore, preservation and conservation play a critical role in maintaining the condition of these materials. Librarians

working with special collections may also focus on provenance research and engaging with donors or estates to acquire materials.

2.1.5 Assessment
Effective teaching necessitates ongoing reflection and improvement based on formative and summative assessments. Formative assessments involve instructors identifying and implementing specific changes to their teaching practices, while summative assessments evaluate the overall effectiveness of instructional strategies in achieving course outcomes. Instructors are expected to provide narratives discussing their assessment practices and strategies, supported by relevant evidence, demonstrating their commitment to thoughtful, deliberate improvement of their teaching methods and impact on learning.

2.2 Instructional Activities: Criteria for Evaluation

The examples listed below are illustrative but should not be construed as exhaustive. Candidates are ultimately responsible for describing and defending their choices for inclusion in these areas. Activities may not be counted in multiple evaluation areas unless they result in discrete work products and the narrative justifies the exception.

2.2.1 Instruction

- Information literacy instruction delivery in any modality.

- Collaboration with departments and disciplines to facilitate the implementation of instruction and the potential of librarian integration.

- Development of pedagogical improvements as demonstrated by a unique or new approach to instruction.

- Preparation for information literacy instruction may include collaboration with classroom faculty and instructional support staff.

- Development and maintenance of instructional resources, e.g., discipline research guides, instructional handouts, and tutorials in any modality.

- Reference activities in any modality, e.g., interactions with patrons; knowledge and use of information sources

- Research consultations in any modality.

- Technology responsibilities, e.g., troubleshooting integrated library systems, databases, and networks.

- Planning, implementing, managing, and evaluating technology and systems designed to support research. Provide access to Library resources and services, and foster scholarly communication.

- Outreach to special populations, e.g., campus orientations to parents, students in special programs, high school students, visiting scholars, or University employees.

2.2.2 Professional Development

- Participation in workshops, courses, or certifications related to librarianship.
- Evidence of ongoing learning in areas like technology, equity, diversity, inclusion, data management or digital literacy.
- Participation in professional organizations to stay current with trends.
- Involvement with mentorship opportunities to build collaborative and/or leadership skills.
- Engages in development and training opportunities to enhance instructional abilities, such as pedagogical workshops or instructional design training.
- Explores training related to securing and managing grants or funding, with evidence of applying learned skills in projects or applications.
- Successful acquisition of grants or funding for library projects. Demonstrated ability to write compelling grant proposals and manage funded projects effectively.

2.2.3 Collection development

- Actively curates collections that reflect and support the university's curriculum, ensuring diverse perspectives, underrepresented voices, and accessibility are included.
- Uses data analytics, usage statistics, and faculty/student feedback to guide acquisitions, cancellations, or adjustments to library resources.
- Demonstrates strategic budgeting, maximizing resource allocation to enhance collections and balance print and digital resources.
- Collaborates with faculty and departments to identify resources that directly support teaching and research needs, incorporating feedback into collection decisions.
- Ensures longevity and usability of materials by applying best practices in preservation, digitization, and user access.
- Stays current with and incorporates evolving trends in scholarly publishing, open access, and resource sharing (e.g., consortia partnerships).
- Systematic and regular collection assessment to ensure that available materials are appropriate to the current and anticipated curricular needs of CSULB and the larger academic community.

- Develops and implements strategies to promote the library's collections to the university community. Uses social media, newsletters, and events to highlight new acquisitions and special collections.

2.2.4 Assessment

- Conducts assessments to evaluate the impact of library services, programs, or resources on student success, faculty satisfaction, or research productivity.

- Evaluates the effectiveness and impact of physical and digital resources.

- Uses assessment data to guide collection development and management.

- Engages in user experience research, such as surveys, focus groups, or usability testing, to understand and improve library resources and service quality.

- Develops and assesses learning outcomes for information literacy or other instructional programs, analyzing results to enhance teaching effectiveness.

- Encourages feedback by regularly gathering and responding to assessment data to optimize services, resources, or collection decisions.

- Compares library performance to similar institutions, using benchmarking data to identify areas for improvement or validate existing practices.

- Ensures assessment initiatives align with university goals and accreditation standards, demonstrating how library outcomes support institutional objectives.

2.3 Service Activities
Service is a necessary component of performance in support of reappointment, tenure, and promotion, and it is valuable to view service as essential to a candidate's long-term professional trajectory. Service activities cannot be considered any less significant than instruction or RSCA by candidates or evaluators. Faculty members are encouraged to view each potential service opportunity with intentionality. Service is a combination of independent opportunities chosen in support of a candidate's long-term goals to the library, university, and the profession.

While all circumstances cannot be accounted for, it is generally advised that library faculty engage in a progression of service. During the first few years of their appointment, librarians are typically expected to focus on service to the University Library. Leading up to reappointment, librarians are typically expected to focus on service to the University Library and the University. Following reappointment, librarians are typically expected to focus on service to the University Library, to the University, and to the community and/or the profession. At all levels, quality and degree of participation in service will be weighted more heavily than the number of activities.

Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity.

2.3.1 Service Activities: Areas of Evaluation

2.3.2 Service to the University Library

Librarians are expected to provide service to the University Library. Examples of contributions to the University Library can include but are not limited to: Service on Library committees or service as a committee chair, service in a leadership position on the Library Faculty Council, authorship of Library policies and procedures, special assignments from the Library Dean as documented in an assignment letter, and volunteering for additional service within the University Library such as working groups and task forces.

2.3.3 Service to the University
Librarians are also expected to provide service to the University or the California State University (CSU) system. Shared governance is an important component of higher education, and as faculty, librarians have a direct stake in all elements of faculty life, including but not limited to curriculum development, creation and modification of University policy, and strategic planning. Examples of areas of effectiveness for Contributions to the University shall include but are not limited to: Direct and active participation in shared governance, contributions or leadership activities on University or CSU committees, authorship of reports or other material pertinent to the University, participation on a graduate thesis or project committee, or service to the California Faculty Association.

2.3.4 Service to the Profession and/or the Community
Librarians are also expected to provide service to the community and/or professional organizations. Examples of areas of effectiveness for Contributions to the Community and/or the Profession shall include but are not limited to: Consulting in primary or secondary schools, local government, and community organizations and conducting external evaluations.

2.4 Service Activities: Criteria for Evaluation
The examples listed below are illustrative but should not be construed as exhaustive. Candidates are ultimately responsible for describing and defending their choices for inclusion in these areas. Activities may not be counted in multiple evaluation areas unless the narrative justifies the exception.

2.4.1 Contributions to the Library
Evaluation criteria for this area are based on quality and degree of participation of service. It is the candidate's responsibility to provide clear and comprehensive evidence of their service contributions, including documentation of roles, activities, and the impact of their service on the university library. Examples of areas of effectiveness for Contributions to the Library shall include but are not limited to:

- Participates in University Library committee meetings.

- Serves as a chair of a library committee.

- Contributes to the work of a library working group.

- Contributes to a University Library search committee.

- Serves in a leadership role of the Library Faculty Council.

- Contributes to a University Library review committee.

- Provides outreach to special populations, e.g., campus orientations to parents, students in special programs, high school students, visiting scholars.

2.4.2 Contributions to the University

Evaluation criteria for this area are based on quality and degree of participation of service including the level of commitment, leadership, and the impact of the contribution. It is the candidate's responsibility to provide clear and comprehensive evidence of their service contributions, including documentation of roles, activities, and the impact of their service on the University. Professional leadership in library and information associations at all levels may involve developing and implementing policies, procedures, standards, and guidelines, as well as sharing and promoting best practices. Examples of areas of effectiveness for Contributions to the University shall include but are not limited to:

- Participates in University committee meetings

- Serves as chair of a University committee

- Contributes to a University search committee

- Contributes to a University review committee

- Serves as advisor to a CSULB Honors student

- Serves as a thesis advisor to a CSULB graduate student

- Serves in a leadership role for a California State University (CSU) committee

- Documented contributions to the California Faculty Association

2.4.3 Service to the Profession and/or Community

Evaluation criteria for this area are based on quality and degree of participation of service. Contributions to the Profession and/or the Community have the highest value when combined with an individual's expertise or professional goals and when it furthers the educational mission of the Library or University. It is the candidate's responsibility to provide clear and comprehensive evidence of their service contributions, including documentation of roles, activities, and the impact of their service on the community and/or profession. Examples of areas of effectiveness for Contributions to the University shall include but are not limited to:

- Participates in the meetings of a professional organization (e.g., advisory board, committee).

- Serves as chair of a committee of a professional organization.

- Serves in a leadership role of a professional organization at the state or national level.

- Serves as a peer reviewer for a scholarly publication or professional conference.

- Organizes or directs a professional conference.

- Serves as an editor for a journal.

- Provides outreach to special populations, e.g., campus orientations to parents, students in special programs, high school students, visiting scholars.

2.5 Research, Scholarly, and Creative Activities (RSCA)

Research, Scholarly, and Creative Activities (RSCA) form a cornerstone of academic librarianship and are essential in the pursuit of reappointment, tenure, and promotion. These pursuits not only enhance the professional expertise of librarians but also allow librarians to actively participate in the academic conversation, stay informed of emerging trends and innovation within the field, and share valuable insights that can directly impact their institution's goals and student success. Librarians are expected to demonstrate engagement with scholarly issues and demonstrate a commitment to scholarly contributions, highlighting their role as educators, researchers, and leaders who support the mission and academic integrity of the university. The University Library recognizes and appreciates that RSCA can take many forms and supports an inclusive definition of scholarship aligned with the University's Policy which recognizes scholarship as a continuum of diverse forms of knowledge and knowledge-making practices that can be pursued in a multitude of ways. Candidates must specify their individual contributions to group RSCA projects, detailing their role(s) and responsibilities.

In addition, candidates must disclose and describe any scholarly or creative activities for which they receive reassigned time or additional compensation.

2.5.1 Research, Scholarly and Creative Activities: Areas of Evaluation

In the evaluation of research and scholarly activities, candidates are assessed on various dimensions that showcase their intellectual contributions and impact within their research area(s). These areas typically include the quality and relevance of publications, such as peer-reviewed articles, conference presentations, or book chapters, as well as engagement in grant-funded projects or innovative research initiatives. Additional consideration is given to collaborative research efforts, contributions to professional organizations, and efforts to translate research findings into practices that benefit the university community. By examining these facets, the evaluation process recognizes both the scholarly rigor and applied value of a librarian's work, underscoring their role as thought leaders and innovators within academia.

In all cases, RSCA involves the dissemination of products or findings. The value of these products is not determined by their medium, language, or audience. Valuable scholarly and creative activities are not restricted to professional audiences, English-only contributions, or historically valued publishing mechanisms. Valuable contributions, however, must have been evaluated by expert scholars or practitioners in the field.

The University Library faculty subscribes to the forms of RSCA outlined as acceptable for reappointment, tenure, and promotion as described in the campus RTP policy (PS 23-24):

2.5.2 Scholarship of Discovery: Advancing knowledge through original research, scholarship, and creative activities. Evidence of this form of RSCA could include, but is not limited to peer reviewed publications, juried presentations, performances or exhibitions in notable venues, or patents.

2.5.3 Scholarship of Integration: RSCA that seeks to build or expand connections from existing knowledge within or across disciplines, to shape more critical, coherent, and/or integrated use of knowledge. Evidence of this form of RSCA could include, but is not limited to published literature reviews, textbooks, or meta-analyses.

2.5.4 Scholarship of Application or Engagement: RSCA involving the application of disciplinary expertise to practical problems within or outside of the university. The Scholarship of Engagement includes: a reciprocal relationship with communities that yields innovations with disciplinary expertise, can be replicated, documented, is professionally and/ or peer-reviewed, and has evidence of impact. Evidence of this form of RSCA could include, but is not limited to technical reports, program evaluations, grant proposals, or mentorship of students in RSCA activities.

2.5.5 Scholarship of Teaching and Learning: RSCA advancing teaching and learning knowledge through systematic study. Evidence of this form of RSCA could include, but is not limited to, educational research disseminated via professional journals or conferences, publishing a new instructional method, or grant proposals supporting instructional activities.

2.6 Research, Scholarly, and Creative Activities: Criteria for Evaluation
RSCA that is acceptable for reappointment, tenure, or promotion can take any of several forms. The examples below should not be construed as exhaustive or recommended. Candidates are ultimately responsible for describing and defending their choices for inclusion in these areas. Activities may not be counted in multiple evaluation areas unless they result in discrete work products and the narrative justifies the exception.

2.6.1 Scholarship of Discovery: Advances knowledge through original research, scholarship, and creative activities. Evidence of this form of RSCA could include, but is not limited to peer reviewed publications, juried presentations, performances or exhibitions in notable venues, or patents. Candidates are responsible for making the case for any review processes outside of peer review. Evidence of these forms of RSCA could include, but is not limited to:

- Contributes work to a Scholarly Journal or Organization including work that is peer-reviewed, refereed, juried, or invited.

- Provides proof of peer review such as the venue's editorial policy, Copies of reader reports, letters from editors or readers in which editorial policy is stated.

- Publishes original research or other works that demonstrate rigor and originality of the research, the significance of the topic to the field of library and information science, and the scholarly contribution to current practices or emerging issues.

- Contributes work to a non-academic sector or organization via a peer-review process or other qualified review.

- Provides the reach and influence of publications, such as citation rates or readership metrics, to indicate the broader impact of the research.

- Contributes work that reaches an international, national, state, or local audience.

- Contributes to other scholarly work, including but not limited to extramural RSCA grant proposals by granting agencies or organizations, performances or exhibits.

- Sustains a productive research agenda, evidenced by a record of ongoing projects and publications, reflects their commitment to advancing knowledge and contributing meaningfully to the academic community.

- Evaluates digital projects including professional reviews of content, design, and quality; acceptance from the academic library or subject expert community.

- Presents a talk, workshop, roundtable or poster at a conference or other scholarly venue that may include a selection process such as refereed, juried, or invited and whether the presentation was accepted at a highly competitive conference.

- Provides the reach and influence of presentation as measured through factors such as documented feedback, recognition, and usage.

2.6.2 Scholarship of Integration: RSCA that seeks to build or expand connections from existing knowledge within or across disciplines, to shape more critical, coherent, and/or integrated use of knowledge. Evidence of this form of RSCA could include, but is not limited to published literature reviews, textbooks, or meta-analyses. Evidence of these forms of RSCA could include, but is not limited to:

- Publishes literature reviews or other works that demonstrate rigor and analysis of the research, the significance of the topic to the field of library and information science, and the scholarly contribution to current practices or emerging issues.

- Publishes a textbook, chapter or other works that demonstrate a significant addition to the scholarly conversation of the topic in a field of library and information science, and the scholarly contribution to current practices or emerging issues.

- Publishes a meta-analysis or systematic review that demonstrates a significant addition to the scholarly conversation of the topic in a field of library and information science, and the scholarly contribution to current practices or emerging issues.

- Publishes other scholarly work that seeks to build or expand connections from existing knowledge within or across disciplines, to shape more critical, coherent, and/or integrated use of knowledge.

- Contributes work in service of a non-academic sector or organization that bridges disciplines to shape more critical, coherent, and/or integrated use of knowledge.

- Provides evidence as to the reach and influence of publications, such as citation rates or readership metrics that indicate the broader impact of the research.

- Contributes work that reaches an international, national, state, or local audience.

- Contributes to other scholarly work, including but not limited to extramural RSCA grant proposals by granting agencies or organizations, performances or exhibits.

- Sustains a productive research agenda, evidenced by a record of ongoing projects and publications, that reflects their commitment to advancing knowledge and contributing meaningfully to the academic community.

- Evaluation of digital projects will include professional reviews of content, design, and quality; acceptance from the academic library or subject expert community.

- Presents a talk, workshop, roundtable or poster at a conference or other scholarly venue that may include a selection process such as refereed, juried, or invited and whether the presentation was accepted at a highly competitive conference.

- Provides the reach and influence of presentation as measured through factors such as documented feedback, recognition, and usage.

2.6.3 Scholarship of Application or Engagement: RSCA involving the application of disciplinary expertise to practical problems within or outside of the university. The Scholarship of Engagement includes a reciprocal relationship with communities that yields innovations with disciplinary expertise, can be replicated, documented, is professionally and/or peer-reviewed, and has evidence of impact. Candidates are responsible for demonstrating the scope, rigor, and impact of their engagement activities, including the reciprocal nature of their relationships with communities and the scholarly contribution of their work. Candidates are responsible to make the case for any review processes outside of peer review. Evidence of these forms of RSCA could include, but is not limited to:

- Publishes case studies, implementation guides, or toolkits in peer-reviewed journals or professional outlets focused on applied research or community engagement.

- Participates in co-authored projects with community members or organizations, reflecting collaborative scholarship.

- Applies disciplinary expertise to practical problems within or outside of the university through a reciprocal relationship with communities.

- Collaborates with community organizations, schools, or local governments to develop innovative programs or resources that address real-world challenges.

- Documents the process and outcomes of engagement activities, including reports, case studies, or multimedia presentations that demonstrate the reciprocal nature of the relationship.

- Produces work evaluating library applications or programs, such as program evaluations, technical reports, or impact studies.

- Participates in partnerships or projects that result in tangible benefits, such as new policies, resources, or services informed by library or disciplinary expertise.

- Secures grants or funding to support community engagement projects, demonstrating recognition of the value and impact of the scholarship.

- Develops and implements workshops, training sessions, or public lectures for community groups, with documented outcomes and feedback.

2.6.4 Scholarship of Teaching and Learning: RSCA advancing teaching and learning knowledge through systematic study. Candidates are responsible for demonstrating how their teaching and learning activities contribute to the broader understanding of instruction and learning while reflecting rigor and scholarly significance. Evidence of this form of RSCA could include, but is not limited to:

- Publishes peer-reviewed articles, books, or case studies on innovative teaching practices or pedagogical theories.

- Designs and evaluates new curricula, teaching methods, or instructional materials with documented outcomes and impact.

- Presents at conferences or workshops on teaching and learning, especially those with competitive selection processes.

- Secures grants or funding for projects focused on educational innovation or effectiveness.

- Conducts research on student learning outcomes, classroom strategies, or assessment methods, with findings shared through scholarly or professional venues.

- Develops and implements educational technology or digital tools, evaluated for effectiveness and adoption.

- Participates in interdisciplinary collaborations that explore teaching practices across disciplines.

- Provides evidence of impact through metrics such as student success data, feedback, or adoption by other educators greater than that required.

- Contributes to teaching-focused communities of practice or professional organizations, reflecting leadership in the field.

3.0 Effectiveness in Library Assignment
Effectiveness in Library Assignment requires that faculty demonstrate a record of growth in the

areas of Instructional Activities, Research, Scholarly and Creative Activities, and Service. The evaluation of accomplishments and innovations will be based on documented evidence obtained from the candidates themselves, Library and University colleagues, and whenever possible, from students. The criteria for this evaluation are indicated above (i.e., sections 2.2, 2.4, and 2.6).

3.1 Reappointment and Promotion Criteria

The Library Reappointment, Tenure, and Promotion (RTP) Committee criteria for evaluation will be the same as those stated in the University Reappointment, Tenure and Promotion (RTP) policy (PS 23-34). Effectiveness in Library Assignment, as articulated in the assignment documented by the Dean, will be the umbrella term that is used for the three areas of evaluation Instructional Activities; Research, Scholarly and Creative Activities (RSCA); and Service.

The University Library recognizes the importance of mentoring and collegial support in the success of RTP candidates. The RTP Committee will actively engage with candidates in ongoing mentoring activities.

The criteria outlined below also follow the principles outlined by the Association of College & Research Libraries (ACRL), a division of the American Library Association and the leading professional association for academic librarians.

Candidates for reappointment, tenure, and promotion will be reviewed in all three areas of evaluation: Instructional Activities; Research, Scholarly and Creative Activities (RSCA); and Service. Candidates at all levels shall demonstrate ongoing achievement and growth in all three areas to receive a positive recommendation for any action. It is expected that faculty will exhibit varied and well-rounded achievements.

It is expected that candidates will document and clarify the degree to which their Instructional Activities; Research, Scholarly and Creative Activities (RSCA); and Service contribute to the discipline and enhance the Library's goals. As previously mentioned, activities may not be counted in multiple evaluation areas unless the narrative justifies the exception (e.g., at a conference, presenting research may count as RSCA while attending sessions may count as professional development).

3.2 Evaluation of Tenure-Track Faculty for Reappointment
For reappointment, tenure-track faculty must document a record of performance and ongoing improvement in their Library Assignment. Candidates at this level should have an ongoing program of RSCA. Also, candidates at this level are expected to have made service contributions to the university or the community. It is expected that faculty will exhibit varied and well-rounded profiles of achievement.

3.3 Evaluation of Tenure-track Faculty for Tenure and Promotion

For tenure, a sustained record of high quality over multiple years and evidence leading to the belief that a candidate will continue being productive in all three areas of their Library Assignment must be documented. Tenure is generally awarded simultaneously with promotion to Associate Librarian.

For promotion to Associate Librarian, a successful, high-quality record of performance and continuing improvement since reappointment must be documented in all areas. The candidate is expected to have a successful and ongoing program of RSCA by producing high-quality peer reviewed work. The candidate is also expected to have made high-quality service contributions to the university or community (see sections 2.2, 2.4, and 2.6). It is expected that faculty will exhibit varied and well-rounded profiles of achievement.

3.4 Appointment/Promotion to Librarian
Standards for promotion to Librarian shall be higher than standards for promotion to Associate Librarian. Candidates must document a significant record of achievement that demonstrates consistent growth in contributions and performance since promotion to Associate Librarian. It is expected that faculty will exhibit varied and well-rounded profiles of achievement.

3.5 Early Tenure or Early Promotion
The University Library's policy regarding early tenure or early promotion shall adhere to the campus RTP policy.

4.0 Changes and Amendments to the Library RTP Policy

Changes to the RTP policy or procedures may occur as the result of changes to the CSU-CFA Collective Bargaining Agreement (CBA) and University policies. In general, changes to procedures do not require a vote of the faculty.

Amendment(s) to the Library RTP policy or procedures may be proposed to the Chair of the Library Faculty by petition of at least twenty (20) percent of the tenured and probationary faculty.

The proposed amendment(s) will be distributed in writing to the faculty. A meeting of the faculty will be called for discussion of these proposals at least seven (7) calendar days, but no later than thirty (30) calendar days after the distribution of the proposed amendment(s). This meeting could be part of a regularly scheduled Library faculty meeting.

Amendment(s) to this policy will become effective upon receipt of the favorable vote of a majority of the tenured and probationary faculty in a secret ballot distributed within thirty (30) calendar days of the designated meeting and upon approval of the Dean of Library Services and the Provost.