Tenure Procedures and Guidelines
Kent Library

I. Introduction

Southeast Missouri State University has a unique mission as the regional multi-purpose university for southeast Missouri. It provides excellence in teaching, research and creative activity, and public service. The University's high standards are enforced through a rigorous system of program review and assessment. Southeast provides a broad range of programs of high quality and its students have opportunities for personal and professional fulfillment in regional, national, and international leadership.

Kent Library is the largest library for southeast Missouri. The role of the Library is to provide professionally managed collections and information services that meet the needs of the instructional, research, and public services activities of the University.

II. The Role of Library Faculty in a University

The librarians are equal partners with other academic faculty in the pursuit of the University goals for instruction, research, and service. Librarians play a key role in achieving these goals, and their activities have a direct bearing on the quality of undergraduate and graduate education. The work of academic librarians is varied and specialized. It is organized around the categories of collection development, bibliographic organization, interpretation of the collection, and access to information. New information technologies are changing the methods used to carry out these traditional functions and causing a shift of emphasis in libraries. The focus is changing from building large local collections to improving access to materials both inside and outside the library through local networking, automation, and the Internet. Academic librarians provide the expertise needed to shape a responsive library in a changing environment and to develop the wider range of services the library offers the university community. The librarians' participation in faculty governance and academic planning on all levels ensures a successful transition to a new information environment while maintaining a commitment to the library's presence as an intellectual center of the campus.

Although academic librarians have a variety of individual responsibilities related to the organization and management of library functions, they share in a set of core responsibilities. These may include activities in such areas as collection development, information services, library instruction programs, and team or group management structures. All librarians also participate in programmatic groups that are responsible for a variety of management, planning, and implementation issues. New technologies and automation require greater knowledge of current developments in librarianship and information science, as well as collaboration and sharing of responsibilities that cross
traditional organizational divisions. Listed below are descriptions of the main programmatic areas of the library and the intellectual dimensions of these areas.

A. **Collection Management**: The selection and acquisition of materials to meet the intellectual needs of the college community is the traditional foundation upon which the library has been built. The selection process is a fundamental responsibility of librarians and depends on a series of intelligent choices made within the context of local academic needs, priorities, and goals. Librarians involved in collection development need to develop a thorough knowledge of the curriculum and research requirements of departments, as well as an understanding of the processes of scholarship and scholarly communication. Collection Development needs to be coordinated in an orderly and structured manner to ensure a rational acquisitions process and that library resources are expended equitably and effectively. Collection analyses and evaluations need to be coordinated and conducted periodically to determine quality, usage, and budgetary adequacy.

B. **Bibliographic Control**: An unorganized set of materials without a system for user access can hardly be called a library collection, no matter how well it has been selected. In cataloging, catalog maintenance, and the other numerous operations that create systems for ready access to the collection, expertise is needed to ensure that all materials, regardless of format, are organized by appropriate schema, classifications, and groupings. This expertise is especially important as libraries continue to move into electronic, networked environments, replacing manual files with automated systems that integrate operations such as cataloging, acquisitions, and serials control.

C. **Systems Services**: The rapid growth of automated library systems and the need to create a fully integrated electronic information environment require librarian expertise in the planning, development, and implementation stages. Defining the future relationship between local automated library systems and remote sites, networks, and bibliographic utilities such as OCLC depends heavily on the knowledge of librarians in this area. Maintaining the technical infrastructure, providing the oversight for installed systems, and projecting future growth and the replacement of hardware/software are major activities of librarians involved with systems. These librarian responsibilities are essential if users are to take advantage of new research options made available by the latest information technologies.

D. **Information Services**: Organized groups of materials, whether available locally, in remote databases, or on the Internet, are of limited value without qualified academic personnel who can help identify them, assist with their use, and teach others how to find, evaluate, and use them. Librarians engaged in reference services provide the interpretive link between an information problem, its analysis, and ultimate solution. This ability to translate problems into the terms that point to an answer helps connect users with appropriate parts of the library's collection and introduces them to the world of information beyond the library's walls. Librarians with reference expertise make intelligible for users an information environment that is constantly expanding and that utilizes network services to uncover on-site as well as remote resources.
E. Instructional Services: Librarians engaged in instructional services, which encompasses Reference, Bibliographic Instruction, and Distance Education, are crucial to the process of fostering independent and intelligent use of library resources, search and retrieval systems, and networks. Their activities are essential if users are to develop a critical understanding of how the products of research are to be evaluated. Librarians teach when analyzing problems at an information desk, producing guides for users, providing formal library instruction, or helping users adapt to new forms of electronic access. Librarians play a crucial role in improving intellectual access to information.

F. Access Services: Easy physical access to local collections through borrowing privileges and services that provide direct instructional support, such as media distribution and reserve operations, all enhance the user's ability to acquire information. Library privileges allowing access to collections and services must be clearly articulated and communicated to the diverse group of patrons that an academic library serves. Librarians are responsible for creating an environment for users that encourages serious study, makes people comfortable asking questions and using services, and promotes self-sufficiency. As automated systems and networking allow libraries to provide ready information on the availability of materials to users both locally and at remote locations, it is essential that Access Services possess the structures and organization for efficient use of local materials and those acquired through resource sharing. Librarians in Access Services play a crucial role in integrating new information technologies into existing services through knowledgeable use of networks, automation, and effective communication with library users.

G. Archives & Special Collections: Most libraries place materials unique in form and content in separate collections. These materials often require a special approach to their selection, organization, interpretation, and access. Collection development, for example, focuses on local and regional materials, and the administration of college archives. Knowledge of special library methods for preserving, conserving, and organizing these unique materials plays an important role in creating the conditions for public access. Equally important is the ability to interpret the unique place of these materials in the college curriculum and their value to the community, and to provide instruction in their use. Librarian expertise is critical in developing the policies to strike a balance between preservation requirements and the needs for public access.

The combination of individual responsibilities, core responsibilities, shared activities, and general faculty commitments needs to be kept in mind during the evaluation process so that a librarian can be evaluated on the basis of his or her total contribution to the library and the university.

III. University Tenure Policies

The policies which ultimately govern tenure of all faculty at Southeast Missouri State University are those stated in the online (official) edition of the Faculty Handbook.
"Academic tenure is an agreement under which faculty appointments are continued until retirement, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or change of institutional program. ... The precise terms and conditions of every appointment, both tenured and non-tenured, should be stated in writing and be in the possession of both the institution and teacher before the appointment is consummated." (Tenure Policy, Faculty Handbook [Online]. Available: http://www2.semo.edu/provost/handbook/ [Accessed 1 November 2000])

The policy on tenure of Southeast Missouri State University approved by the Board of Regents on May 16, 1979, is the official statement on tenure for the university and applies to the library faculty in the same manner as to other faculty members.

Employment as a library faculty member in the university is equated with teaching (Faculty Senate Bill 73-A-06, Addendum B, Faculty Senate Minutes 5/2/73; Faculty Handbook [Online]. Available: http://www2.semo.edu/provost/handbook/ [Accessed 1 November 2000]). In addition to the university policy on tenure, the "Model Statement of Criteria and Procedure for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians" published by the Association of College and Research Libraries has been used as a guide in the preparation of the following procedures.

IV. Eligibility for Tenure

The minimum eligibility requirements for tenure, as stated in the university tenure policy, are:

A. "Tenure is granted to faculty who show positive evidence of merit based on teaching effectiveness, professional growth, and service to the university and who have obtained the appropriate terminal degree for their position as defined by the individual department or its demonstrated equivalent in terms of scholarly or creative activity. (Faculty Handbook [Online]. Available: http://www2.semo.edu/provost/handbook/ [Accessed 1 November 2000])."

The following statement was approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975: "The master's degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians." ("Statement on the Terminal Professional Degree for Academic Librarians." [Online]. Available: http://www.ala.org/acrl/guides/termdegr.html [Accessed 11 December 2000])

B. "Tenure may be granted to faculty normally only after a probationary period of six years with the decision on tenure being made in the sixth year. The entire probationary period is normally served in the active employ of the University. Academic leaves with or without pay are not included as part of the probationary period. Institutional assignments to University programs, such as faculty exchange programs are included as part of the probationary period." (Faculty Handbook [Online]. Available: http://www2.semo.edu/provost/handbook/ [Accessed 1 November 2000])
V. Kent Library Tenure Advisory Committee

The Kent Library Tenure Advisory Committee shall be comprised of all tenured library faculty, and shall select its chair from among its membership each Spring semester, the appointment then becoming effective with the start of the Fall semester. In the event that there are not at least three tenured library faculty, non-tenured library faculty shall be paired with tenured faculty selected from outside the library to bring the committee to a minimum of three members. Non-tenured and outside faculty shall be named to the committee by the library faculty. Should there be no tenured library faculty, the library faculty shall meet to select two non-tenured library faculty and two tenured faculty from other departments to serve as the committee.

VI. Evaluation of Probationary Faculty Members

1. It is the responsibility of the Kent Library Tenure Advisory Committee to evaluate all non-tenured faculty members each semester for the first three years and once each year for the final three years of the probationary period. Evaluation in the fourth, fifth, and sixth years will take place during the first semester. The Fourth Year Review shall be a comprehensive in-depth review and evaluation of the first three and one-half years of probationary service. As it is the major performance evaluation before the tenure review (sixth year), any problematic weaknesses or deficiencies should be corrected before this time. Each evaluation will include at least two observations by at least two members of the Tenure Advisory Committee, each one being from different work units if possible. At least one observation per year must be made by the Director of Kent Library. The evaluation in the sixth year must be made by the Director of Kent Library. At least one of every three observations must be made by the Director of Kent Library. As a general rule, the faculty member is informed in advance of such visits. The probationary faculty member may also invite other faculty members to observe his/her work for purposes of evaluation. (For outline form of the probationary observation/evaluation process, see Addenda.)

2. All members of the Tenure Advisory Committee serve as mentors to the probationary faculty and assist them in their progress toward tenure. The mentor has two roles: 1) to become actively involved in encouraging the professional growth of the probationary faculty member, and 2) to inform them of University and departmental procedures and expectations of performance required for tenure.

3. Each year the Kent Library Tenure Advisory Committee shall assign at least two of its members to each probationary faculty member to serve as formal observers and mentors. Where possible, observation/mentoring teams should cross work unit lines. Each year at least one team member should be reassigned to another probationary faculty in order to promote a broad range of contacts between tenured and probationary faculty and to enhance the mentoring function by creating greater cross-fertilization of ideas and perspectives.
4. Written results of criterion-referenced observations shall be provided to the probationary faculty member, shall be used by the assigned observation/mentoring team in guiding the probationary faculty member's professional growth, and shall be used as the guide against which the probationary faculty member's growth is assessed in subsequent evaluations. In addition to objective criteria, behaviors which relate directly to the probationary faculty member's position function shall be noted as part of the observation/evaluation process.

5. The professional assessment of probationary faculty members shall be based on an evaluation of the appropriate terminal degree and the following criteria.

VII. General Criteria

Librarianship is a multifaceted discipline. As noted above, Kent Library is a cooperative enterprise with its parent institution, Southeast Missouri State University. As a result, successful academic librarianship requires not only ongoing acquisition and application of knowledge of the profession, but also the acquisition and application of knowledge across the disciplines. The following criteria for tenure are based on Ernest L. Boyer's book, Scholarship Reconsidered: Priorities of the Professoriate. The four types of scholarship espoused by Boyer demonstrates that many of the activities of professional librarians performed on a daily basis are scholarly in nature.

Four Types of Scholarship (adapted from Boyer):

1. **Discovery**—Development of original materials or innovative ways to meet the everyday challenges of providing library service.

2. **Integration**—Combining materials and ideas from a wide range of other disciplines for knowledge that informs and transforms library work.

3. **Application**—Use of theory and knowledge gained through discovery, integration and teaching to meet research and learning needs of the academic community.

4. **Teaching**—Development, testing and improving of pedagogical techniques for meeting library instruction objectives whether instructing patrons or library staff.

The criteria for evaluation have been enhanced to reflect the contributions of librarians, whose contributions differ in kind and emphasis from those of traditional teaching faculty. Librarians have an obligation to provide library service, so their contributions to the profession must be judged on a variety of individual and cooperative achievements. Library service, rather than classroom instruction or research and publications, must be the primary factor in evaluating the librarians' contributions to the university's mission.

The criteria are to be used as a basis when evaluating librarians for tenure. It is not intended that each library faculty member meet all the representative measures given
below, but only those most relevant to the individual's contributions as a librarian and to
the responsibilities required of that individual by the library.

A) **Mastery of Subject Matter**—as demonstrated by such things as advanced degrees,
licenses, honors, fellowships, scholarships or awards, or reputation in the field of
librarianship.

Librarians also may demonstrate mastery of subject matter in another field(s) by such
things as advanced degrees, licenses, honors, fellowships, scholarships or awards, or
reputation in the subject matter field.

B) **Effectiveness of Teaching**—as demonstrated by such things as development of
classroom teaching materials; development of guides, publications, training programs or
workshops; work at the Reference Desk; professional consultations; and student/patron
reaction, as determined from evaluation documents, surveys or interviews, or observation
of public reference work.

C) **Effectiveness in Librarianship and Scholarly Ability**—with the expansion of the
criterion for scholarly ability to reflect the Boyer principles, much of a librarian's work
previously defined as professional effectiveness now falls into the category of scholarly
ability.

This criterion is demonstrated by such things as success in developing, carrying out or
providing library services or group projects; performing significant research in the field
of librarianship and contributing to the profession of librarianship through publications or
presentations to professional organizations; providing professional consultation; or
reputation among colleagues.

Effectiveness as a librarian requires an understanding of the various operations and
services of the library and the ability to interpret and integrate them, identify and analyze
problem areas, offer constructive suggestions and promote satisfactory solutions.

It also requires the ability to communicate and cooperate effectively with library staff,
library and other faculty, students and administrators in advancing the priorities and
fulfilling the objectives of the library and the university.

D) **Effectiveness of University Service**—as demonstrated by such things as service to the
University, public service to the community and region, committee work, and work with
students or community in addition to formal librarian–patron relationships.

E) **Continuing Growth**—as demonstrated by such things as reading, research, attendance
at or participation in professional organizations, conferences, workshops or other formal
activities to keep abreast of current developments in librarianship; and being able to
handle successfully increased responsibility, including demonstration of creativity and
initiative in the accomplishment of professional responsibilities.
Examples of continuing growth may include work towards or completion of additional advanced degrees, graduate courses, attendance at professional workshops and conferences.

VIII. Specific Criteria

1. Librarian Effectiveness (Teaching Effectiveness): In keeping with the multifaceted nature of their discipline, Kent Library faculty engage in a broad spectrum of activities, much of it geared toward instructing users to become library and information literate. Every activity within the library, including development of resources, collection and information systems; bibliographic control and organization; instruction, reference, and advisory services; and administration and planning, combine to promote effective use of the library collection and services. For an individual faculty member, the practice of librarianship may or may not involve management assignments, public contact, classroom instruction, etc.

- developing the library collection in support of the university's research and instructional missions, through recommendations for purchase, identification of special acquisition opportunities, receipt of gifts, etc.
- providing intellectual and physical access to information in the research and instructional collections of the university, remote electronic databases, and other information repositories and resources.
- improving instruction through integration of information resources into the curriculum, development and application of technological innovations, development of curricular support, new bibliographic instruction endeavors, or other related work.
- developing and introducing significant innovations with respect to library collections, services or methods.
- interacting with library users at all levels; developing and maintaining communication and interaction with other members of the university community.
- formulating and implementing library policies and procedures related to the instructional mission of Kent Library and the university.
- managing human resources; developing and training effective faculty and staff.
- managing material and financial resources.
- conducting individual or group instruction; delivering course-related lectures and access to materials to identified groups external to the library.
- teaching or participating in teaching regularly scheduled credit courses.
- etc.

2. Professional Growth: While the library faculty's primary function is defined above, members are also expected to be engaged in such activities as scholarship and research, to participate in professional organizations and societies, or to expand their competencies through educational programs. Because librarianship does not exist in isolation from the community which it serves, but rather coexists with and contributes to all the disciplines it touches, scholarly endeavors of the library faculty reflect this
symbiosis, and often cross disciplinary boundaries. Thus, much of the activities performed by librarians on a daily basis are scholarly in nature.

- compiling a bibliography
- preparing and delivering a paper at a regional/national conference.
- creating local applications using computer programs
- creating, developing, and maintaining a web site for local use
- participation in a panel discussion at regional/national conference
- creating media programs for local/distance use
- writing internal reports, proposals, policies,
- preparing internal exhibit catalogs/guides
- indexing a book
- preparing a workshop or poster session
- conducting research and engaging in other scholarly activity that results in published work that benefits librarianship or scholarship in any discipline.
- etc.

3. Service: The creation and implementation of programs, standards and guidelines that strengthen the position of Kent Library in regional, national, and international information systems, further the teaching and research missions of the university, and extend the library's teaching functions to the community are essential to academic libraries. They require coordination and consensus within the discipline as a whole. Within librarianship, such coordination and consensus are developed and maintained mainly within professional organizations and related associations. Participation in such organizations is a primary vehicle for fulfillment of the substantial service involvement that is expected of the library faculty. Therefore, it is necessary and appropriate that library faculty place significant emphasis on the area of service. As is the case for other faculty throughout the university, library faculty are also expected to perform service within the university and their department.

- providing leadership in the profession through participation in local, state, regional, national, and international professional associations.
- making contributions that extend the resources of the university to the state.
- performing service and providing leadership within the university through participation in committees and other programs.
- furthering the teaching and research missions of the university through administrative, managerial and supervisory roles.
- Attracting, recruiting, and retaining talented, effective faculty to Kent Library.
- planning, organizing or conducting professional seminars, workshops or programs.
- editing journals or newsletters, reviewing manuscripts.
- conceiving, planning, organizing or conducting professional conferences.
- appraising grant proposals, fellowship applications, or other awards.
- providing public service in a professional capacity.
• performing community service, such as work with civic and charitable
  organizations and groups, either as an individual or as a representative of
  the university.
• etc.

IX. Institutional Procedures in Recommending Tenure

A. At the beginning of the first semester of the sixth year of the probationary period,
the Provost shall inform faculty eligible to be considered for tenure that they may
submit materials supporting their candidacy to the Director of the Library. Copies of
letters of notification of eligibility will be sent to the Director of the Library.

B. The candidate's application should include the Record of Service and all other
supporting materials the candidate wishes to submit. All materials should relate to the
criteria listed in VIII.1-3. above.

C. The materials submitted by the candidate for tenure shall constitute the official
tenure dossier. This dossier, with whatever authorized materials are added, is what the
Tenure Advisory Committee, the Director of the Library, the Provost, and the
President consider in reaching judgments on a candidacy for tenure. Since the
applicant receives copies of the recommendations made by the Tenure Advisory
Committee, the Director of the Library, the Provost, and the President, these
recommendations are added to the dossier as they become available. Nothing else
may be added unless the candidate has an opportunity to comment on writing on
whatever is added to the dossier. The candidate's written comments then become part
of the official tenure dossier.

D. The Director of the Library will independently review the candidate's materials
and will also submit those same materials to the Tenure Advisory Committee to
request recommendations relating to three options:

1. Recommendation of tenure;

2. Recommendation of denial of tenure, but also a recommendation,
because it is in the best interest of the university, of extension of
employment by term contract;

3. Recommendation of denial of tenure and termination of the faculty
member's contract at the end of the seventh year of service.

E. The Director of Kent Library, after consideration of the recommendation made by
the departmental Tenure Advisory Committee and reflection on his/her own
evaluation of the faculty member's candidacy, will make his/her recommendation to
the Provost selecting one of the three options described above. Reasons supporting
the recommendation should accompany the recommendation.
F. The recommendations of the Director of the Library and the Tenure Advisory Committee will be sent, along with each candidate's complete application, to the Provost no later than the fifteenth day of the third month of the first semester of the candidate's sixth probationary year (normally November 15 or April 15).

G. If the recommendation the Provost proposes to make to the President does not concur with that of the Director of the Library, the Provost will inform the Director of the Library in writing of his/her reasons for disapproval of the recommendation. The Director of the Library will be notified within sixty days of his/her submission of a recommendation and is given an opportunity to state his/her agreement or continuing disagreement with the recommendation of the Provost. In the latter case, the conflicting recommendations, unless resolved, will be brought before the University Faculty promotion Committee for review. The recommendation of the University Faculty Promotion Committee will be forwarded to the Provost with copies to the probationary faculty member, the Tenure Advisory Committee, and the Director of the Library.

H. Within ninety (90) days of receipt of a recommendation from the Director of the Library (normally February 15 or June 15), the Provost will forward to the President his/her recommendations on tenure. Candidacies not endorsed by the Provost will also be forwarded to the President along with the written recommendation of the Director of the Library.

I. The President of the University has the responsibility of making recommendations to the Board of Regents concerning the tenuring or non-tenuring of eligible members of the faculty. The President's recommendations are usually made at the March or July meetings of the Board of Regents and that Board shall make the final decision to grant tenure to eligible members of the faculty.

J. Probationary faculty members who are being considered for tenure will be informed promptly in writing of the decisions concerning their candidacies as they are made by the Tenure Advisory Committee, the Director of the Library, the provost, and the President.

X. Appeal Procedures

A. Appeals on recommendations on tenure made by the Director of the Library and the Provost will be heard by the University Faculty Promotion committee. When the appeal concerns a recommendation made by the Provost, the Provost has the right to appear before the committee as a witness.

B. Appeals for and against the granting of tenure may be brought by any faculty member or administrator. Any appellant has the right to a personal hearing before the University Faculty Promotion Committee and the right to invite witnesses to appear on his/her behalf. Appeals will be heard between February 15 and February 28 or between June 15 and June 30.
C. After hearing the appeal, the University Faculty Promotion Committee will submit a full report of its findings to the appellant, the President of the University and to all other parties involved in the tenure procedure. Final reports must be submitted no later than March 7 or July 7.

Xl. Calendars

A. Kent Library Calendar for Observations and Evaluations:

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<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<td>First observation completed</td>
<td>October 1</td>
<td>March 1</td>
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<td>Second observation completed</td>
<td>November 1</td>
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<td>Evaluation cycle completed</td>
<td>December 1</td>
<td>May 1</td>
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B. University Calendar for Tenure Consideration**:

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<td>February 15-28</td>
<td>June 15-30</td>
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<td>March 7</td>
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Chairperson’s recommendation to Dean

Dean’s recommendation to Provost

University Faculty Promotion Committee* reports to Provost on unresolved differences in recommendation between Chairperson/Dean

Recommendation of Provost to President

Hearings on appeals before University Faculty Promotion Committee*

University Faculty Promotion Committee’s report on appeals to President

President’s recommendation to Regents

* acting as an appeals body

### ADDENDA

#### PROBATIONARY FACULTY CHECK SHEET

**Candidate:** ___________________________ **Initial Appt.:** ___________________________

Approved leaves not counting as part of the probationary period:

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Chairperson’s Evaluation

Chairperson’s Conference

YEAR THREE

Semester One: ____________  Semester Two: ____________

TAC Observation

TAC Observation

TAC Evaluation

Chairperson’s report on professional development

Chairperson’s Observation

Chairperson’s Evaluation

Chairperson’s Conference

YEAR FOUR

Semester One: ____________

TAC Observation

TAC Observation

TAC Evaluation

Chairperson’s Observation

Chairperson’s Evaluation

Dean’s Response

Review Conference (TAC, Chair, candidate)

YEAR FIVE

Semester One: ____________

TAC Observation
TAC Observation

TAC Evaluation

Chairperson's Observation

Chairperson's Evaluation

Chairperson's Conference

YEAR SIX

Semester One: ____________

TAC Evaluation

Chairperson's Evaluation

APPROVED BY
Kent Library Faculty
8 May 2001