

School of Library and Information Studies Renewable Term Faculty Appointments

Definition And Scope

The following provisions shall apply to faculty who are appointed year-to-year for a specific term of years. Such faculty shall be referred to below as “renewable term faculty.” Renewable term faculty at the rank of Assistant Professor, Associate Professor and Professor are defined as a part of the Regular Faculty on the Norman Campus. Such ranked renewable term faculty must be recruited and hired as part of a national search using the same University recruitment procedures employed to recruit and hire tenure-track and tenured faculty, unless an exception is granted by the Senior Vice President and Provost. This policy should be read in conjunction with all applicable University and College policies. In case of a conflict, University and College policies will control.

Appointment And Length Of Term

A term faculty member may be given the title of instructor, lecturer, assistant professor, associate professor or professor, as appropriate to the individual's professional credentials and background. The length of the term will ordinarily be three to five years, except as approved by the unit, Dean, and Senior Vice President and Provost. Terms may be renewed as provided below.

Rights And Duties

Term faculty shall have all the rights and responsibilities of other faculty with their titles, except as provided by this policy or by College and University policies. Rights and privileges restricted to tenured and tenure-track faculty by this policy include only the following:

- voting on tenure decisions (tenured faculty only)
- serving on Committee A (tenured faculty only)
- voting on renewal of term faculty appointment

Otherwise, term faculty fully share the rights and duties of regular faculty, including but not limited to the following:

- involvement in faculty governance and curriculum development
- eligibility for career development opportunities, for example applying for internal college and departmental support for professional activities

The duties of term faculty will ordinarily emphasize teaching and service. However, a term faculty member's distribution of effort may include all three categories—teaching, research, and service—in any combination consistent with the needs of the School of Library and Information Studies and college and university rules.

Evaluation

Term faculty members shall be evaluated annually as part of the process applicable to all faculty as specified in the University of Oklahoma *Faculty Handbook* section 3.11, typically with similar sources of information as all other faculty. During the final year of the term, and prior to notifying the faculty member whether or not he/she will be reappointed to a subsequent term, the faculty member will receive a comprehensive and thorough evaluation of his/her performance during the entire term. This process shall begin no later than the start of the semester prior to the last semester of the faculty member's term. The standards of performance and sources of information for evaluating teaching and service, and where appropriate research, are as follows:

A. Areas of Professional Activity in which Faculty will be Evaluated

Areas to be considered in determining eligibility for promotion and for purposes of annual evaluation are the areas of teaching, professional service, university service, and research, in conformance with Section 3.7.4 of the *Faculty Handbook*. These four areas will be evaluated against the specific performance criteria that are delineated. Annual evaluations will indicate assessment of performance levels in each of the areas for which responsibility has been negotiated for the renewable term faculty member. For each area, the methods of assessment and sources of evidence are given below.

1. Teaching

Teaching is defined as instruction in regularly scheduled classes, one-to-one instruction in independent studies, supervision of internships, mentoring activities, participation on thesis and Advanced Certificate committees, participation on external doctoral committees, and design of instructional materials.

It is recognized that instruction in regularly scheduled classes includes (1) content expertise, (2) instructional delivery skills and characteristics, and (3) instructional design skills.

Faculty are expected to develop their abilities in all three areas and to integrate and synthesize their contributions in such a manner as to maximize their ability to further the accomplishment of the goals and objectives of the School.

Assessment

The following elements will be considered in assessing the level of performance in teaching.

1. Mastery of subject matter, as indicated by
 - a. possession of a broad knowledge in the faculty member's area(s) of specialization
 - b. ability to relate theory and practice from other disciplines to the subject matter of the courses taught.
2. Curriculum development, as demonstrated through
 - a. effective adaptation of existing courses to reflect advances within the field
 - b. appropriate modification of existing courses to reflect changes in the School's curriculum structure.
 - c. new course creation to meet the School's identified needs.
3. Course design, that evidences
 - a. ability to organize course materials coherently
 - b. effectiveness in clearly defining objectives of a course
 - c. incorporation of research findings from the discipline
 - d. inclusion of appropriate materials from other disciplines
 - e. attention to cultural diversity in course content
 - f. incorporation of information technology into course content
 - g. ability to redesign instructional materials to incorporate innovative or creative teaching strategies.
4. Development of instructional materials, including
 - a. textbooks or other authoring or editing of print media used by others in the discipline
 - b. creation of software, such as programs or databases for instructional purposes
 - c. other educational or instructional materials.

5. Delivery of instruction, demonstrating
 - a. ability to present course materials logically and clearly
 - b. adherence to defined objectives throughout the course
 - c. ability to convey both abstract and concrete information
 - d. ability to stimulate students to read widely, to think critically, and to analyze and synthesize information.
 - e. enthusiasm for the subject(s) taught and ability to convey this enthusiasm to students.
 - f. effective adoption of innovative or creative teaching strategies
 - g. participation in the full range of delivery modes needed by the School.
6. Mentoring of students, including
 - a. advising
 - b. accessibility to students outside of class hours
 - c. generation of external support for students
 - d. publication and presentation activities with students
 - e. other assistance in the professional socialization of students
 - f. assistance in professional placement.

Sources Of Evidence For Teaching Effectiveness

Sources of evidence include but are not limited to the following:

- student evaluations by means of questionnaires
- examples of student performance, such as student papers, theses, or published works
- letters from students
- student comments from course evaluations
- student papers accepted or published that were generated from work with faculty
- student participation in professional associations, workshops, and conferences
- amount of external funding to support students and number of students supported
- syllabi and related instructional materials, including revised syllabi for the same course
- course revisions submitted to the Curriculum Committee in accord with the School's identified needs
- new courses proposed to the Curriculum Committee in accord with the School's identified needs
- evidence of methods of assessment of students
- lecture materials
- evidence of incorporation of information technology into the content of the course
- evidence of incorporation of innovative or creative teaching strategies
- evidence of incorporation of cultural diversity into the content of the course
- evidence of incorporation of research findings from the discipline into the content of the course
- evidence of incorporation of materials from other disciplines into the content of the course
- formal peer evaluation of delivery of instruction
- videotapes of instructional activities
- documentation of advising, including number and range of students advised and formal program plans
- office hours and other methods of contact with students
- outside evaluations of teaching at other institutions, off-campus workshops, and institutes
- support of instructional activities through grants or contracts
- course schedules
- honors, awards, or special recognitions for teaching
- participation in faculty development activities

- certificates or licenses in an area of practice closely related to the instructional area
- invitations to teach or lecture in other schools and departments in areas of subject expertise
- evidence of assistance in professional placement.

2. **Service**

The School evaluates two types of service, (1) professional and public service and (2) service in support of School, College, and University governance. Faculty members are expected to contribute in both these service areas, and the relationship of service activities to the School's goals, objectives, and priorities will be considered in weighing the value of a faculty member's service. Service expectations for each area are outlined separately.

Professional And Public Service.

SLIS faculty are expected to provide leadership in response to the information needs of information professionals and society. The degree and quality of professional activity and service at local, state, regional, national, and international levels will be evaluated. In particular, leadership roles in professional organizations and consulting will be evaluated. Sustained membership in national, state, regional, and international professional associations will be counted as professional service but, in itself, will be given less weight than active service on committees or on boards of directors or as an officer of such associations.

Assessment

The following elements will be considered in assessing the level of performance in this area.

1. Election, appointment, or other leadership in professional organizations, including:
 - a. visibility of the organization: local, state, regional, national, or international
 - b. nature of the service contribution
 - c. significance of the contribution
 - d. value of the service to the School, especially in the context of the School's strategic plan and areas of emphasis
 - e. value in context of the faculty member's professional goals
2. Presentation or organization of workshops and seminars, including
 - a. audience of the workshop/seminar: local, state, regional, national, or international
 - b. nature of the contribution (Most weight will be given to the presentation of an invited or refereed paper or lecture, or to invited participation in a symposium.)
 - c. significance of the contribution
 - d. number of workshops/seminars
 - e. quality of workshops/seminars
 - f. value of the service to the School, especially in the context of the School's strategic plan and areas of emphasis
 - g. value in context of the faculty member's professional goals
3. Non-research-based consulting, including
 - a. scope of consulting work: local, state, regional, national, or international
 - b. significance of the contribution
 - c. amount of consulting
 - d. quality of consulting
 - e. value of the service to the School, especially in the context of the School's strategic plan and areas of emphasis
 - f. value in context of the faculty member's professional goals

4. Non-research publications and presentations

(This category includes items such as non-scholarly works that are of interest to the profession, or that are directed toward the enlightenment of the general public with respect to various aspects of the profession..)

- a. non-research publications
- b. non-research presentations
- c. reviews of books or other materials

5. Other professional activities

- a. service as editor or on editorial boards
- b. article or grant proposal refereeing
- c. membership on accreditation teams
- d. mentoring of alumni and others within the profession
- e. service on professional boards.

Sources Of Evidence

Sources of evidence include but are not limited to the following:

- o the record as presented by the faculty member
 - curriculum vitae
 - documentation of activity and visibility
 - demonstration of relative importance of professional organizations in which the faculty member is active
- o letters of support from colleagues working with the faculty member
- o peer evaluations
- o service awards or other recognition.

University Service And Service To The School

All faculty, as part of their normal duties, are expected to serve on committees within the School. Inadequate performance of committee work will be negatively weighted, as will habitual delinquency in the completion of routine and other administrative reports required from members of the faculty, but conscientious performance of particularly demanding and time-consuming assignments will be appropriately recognized. Commendable work on College committees and University committees, councils and the like will receive positive recognition..

Assessment

- 1. Service on School committees, including
 - a. nature of service (chair, member, liaison)
 - b. quality of work performed
 - c. quantity of work performed
 - d. timeliness of work performed
 - e. significance of service to School
- 2. Other administrative assignments within the School, including
 - a. nature of service
 - b. quality of work performed
 - c. quantity of work performed
 - d. timeliness of work performed
 - e. significance of service to School

3. Service at the College level, including
 - a. nature of service
 - b. quality of work performed
 - c. quantity of work performed
 - d. significance of service to College
4. University-wide contributions
 - a. nature of service
 - b. quality of work performed
 - c. quantity of work performed
 - d. significance of service to University

Sources Of Evidence

Sources of evidence include but are not limited to the following:

- record as presented by the faculty member
- documentation of committee activities, such as:
 - charge to committee
 - committee agenda or minutes
 - products of the committee
 - contributions of individual committee member for College and University level, assessment by the committee chair
- written description and criteria of special position or other assignment that differs from regular faculty position
- letters of support
- service awards or other recognition.

3. Research And Scholarship

Within this category, the School employs a broad definition of scholarship which encompasses research and creative activities that contribute to the intellectual development of the discipline or that generate new applications for the improvement of professional practice. Such activities would include, but are not limited to, the building of theory and creation of explanatory concepts; the development of new methodologies for the collection and analysis of data; field based research that examines practice of the information profession in a variety of environments; and the synthesis, clarification, and reinterpretation of extant knowledge and research.

Research in library and information studies employs methodologies from the social and behavioral sciences, the physical sciences, and the humanities. Results are disseminated in a wide variety of media, including both print and electronic; the School does not assume any value hierarchy among these media. Rather than assuming any value hierarchy among methodologies, the School assesses the quality of the research and resulting publication based on the appropriateness of the methodology to the topic under investigation; the rigor with which the research is conducted; the significance of the findings; and the effectiveness, scope, timeliness, and impact of the dissemination vehicle. In evaluation of a faculty member's performance in this area, the overall quality and value of the work to the School and to the discipline will be given more weight than numerical quantity.

Assessment

Evaluation in this category is assumed to rest on the communication and dissemination of the research and scholarship to the discipline and, as appropriate, to the field of practice. Research and works of scholarship, as a rule, will be considered as such only after they have been published, accepted for publication, or publicly disseminated in some other appropriate manner. It is acknowledged that some scholarly activities, such as preparation of a book or a multi-year research grant project, will require a substantial period of time for completion and may not be fully achievable during annual evaluation periods. If there is convincing evidence that substantial advancement has been made for a work in progress and there is convincing reason to believe that it will be completed and published within a reasonable period of time, interim merit recognition may be given. Such evidence might include conference presentations based on the work in progress or a publishing contract.

In keeping with the School's valuing of collaborative approaches to the achievement of the School's mission, the School likewise encourages collaboration in research and scholarship. The School recognizes work that has been conducted with other faculty in the School, faculty in other areas of the University, or faculty in other universities, or with students or practitioners, as demonstration of an enriched approach to the solution of information problems. For this reason, such work is acknowledged on an equal footing with works of single authorship, to the extent that the faculty member contributed to the work.

The following elements will be considered in assessing the level of performance in this area.

1. Quality, as signaled by
 - a. dissemination in a refereed medium
 - b. publication in journals of international or national disciplinary or professional societies
 - c. publication by well regarded disseminators
 - d. invited presentation at international or national level conferences or symposia
 - e. positive references and citations in other works
 - f. favorable reviews of the specific item or inclusion in literature reviews
2. Importance of the work, as demonstrated through
 - a. significance to the discipline, as indicated by
 - (1) use as the foundation for future work or for other researchers' work
 - (2) association of the faculty member's name with the area of work
 - b. potential for/actual impact on the field of practice
 - c. benefit to the University
 - d. support of the mission of the School
 - e. external financial support for the conduct of the research or for the dissemination of the results
 - f. relevance to the faculty member's individual research and publication agenda
 - g. range of the audience (regional, national, international) reached by the faculty member's publications
3. Recognition, as evidenced by
 - a. redissemination in other distribution vehicles
 - b. inclusion in course syllabi or other indications of use as instructional material in other schools of library and information studies
 - c. requests for copies
 - d. honors or awards for the works
 - e. invitations to make presentations at scholarly meetings of work in progress or recently completed

4. Level of involvement in the work, including

- a. single author
- b. coauthor
- c. editor
- d. reviser
- e. consultant

5. Quantity of work

Sources of Evidence

The sources of evidence include but are not limited to the sources listed below.

The primary sources of evidence are the vehicles through which the products of the research and scholarship are disseminated to the members of the discipline or to the field of practice. Such products would include the following types of publications, in order of importance:

- o reports on research
- o substantive works of a philosophical, theoretical, creative, or critical commentary nature
- o edited publications, when the editing represents a major scholarly effort
- o other publications that would be considered scholarly in nature, including appropriate consulting reports
- o copies of unpublished material presented at scholarly meetings.

For those items that appear in either print or electronic media, the following categories of vehicles for dissemination indicate the order of greatest consideration in assessing performance in this area:

- o refereed journals or other refereed or juried vehicles
- o journal publications of international or national associations or organizations
- o monographs or chapters of books
- o publications that reach a wide audience of either members of the discipline or professionals in the field of practice
- o publicly disseminated reports generated by consulting activities
- o other publications.

Faculty members are required to list the items in the appropriate form for the evaluation period (annual evaluation, promotion), to indicate for each the level of involvement, and to submit copies for examination. Other sources of evidence include those items delineated in the section on assessment that demonstrate the quality and significance of the work.

B. The procedure for conducting the comprehensive evaluation shall be as follows:

Calendar

As required by the *Faculty Handbook*, each full-time faculty member in the School is evaluated annually for the prior calendar year, following the calendars set by the Senior Vice President and Provost and the Dean of the College of Arts and Sciences. The School's Committee A, which is charged with preparing annual faculty evaluations, at the beginning of each academic year establishes a tentative calendar for the annual evaluation process, later amending the calendar if required in order to meet the deadlines established by the Provost and the Dean. The general time frame for the annual evaluation process is January through February, with the final results provided to the Dean during the first week in March.

Committee A establishes dates for the following deadlines for the evaluation process:

1. Date by which the following information is provided to Committee A by individual faculty:

- Faculty Activity Reports
- Summary of activities
- Copies of all prior year publications
- Draft faculty mini-vitae
- Updated full curriculum vitae
- Any missing course syllabi.

The above listed documents will be made available to any member of the SLIS faculty for consultation and review.

2. Date by which faculty evaluations are completed and copies of "Summary Report of Annual Faculty Evaluation" and comparative information to enable interpretation of the relative meaning of the evaluation are delivered to each faculty member and by which each faculty member delivers to Committee A a self assessment using the same "Summary Report of Annual Faculty Evaluation" as that used by Committee A.
3. Dates for meetings of each faculty member with Committee A to discuss the evaluation and to afford the faculty member an opportunity to respond in writing and to review and revise the mini-vitae as needed. These dates must cover a one-week time period following the date of delivery of faculty evaluations.
4. Dates for faculty and unit evaluations to be delivered to the College.

Procedures for information gathering

Each faculty member submits to Committee A a completed Faculty Activity Report (copy of form attached as Appendix A), a summary of activities (copy attached as Appendix B), copies of all publications of the prior calendar year, a copy of the faculty's full curriculum vitae, a draft copy of the faculty's mini-vitae (following the format and instructions issued by the Provost and/or the Dean), and copies of the syllabi for courses taught the previous year (if such copies are not already available in the School's office). In addition, faculty are invited to submit any other documents that would assist in an accurate and equitable evaluation, included but not limited to the "Sources of evidence" for research, teaching effectiveness, and service that are listed above. Renewable term faculty are required to submit one or more written reports of peer evaluation of delivery of instruction made during the year by either a member of the tenured faculty or an evaluator recommended by Instructional Development.

Committee A also gathers for each faculty member the following additional information:

- copies of the summary and individual course evaluations for all courses taught in the calendar year under evaluation;
- where appropriate, evaluation of the faculty member's contribution to any interdisciplinary program in which the faculty member participates by the head of the program.

Procedures for the evaluation

A summary of activities form reflecting the three categories of teaching, service, and research is completed for each faculty member from the Faculty Activity Report, with each Committee A member examining each faculty member's reported activities across categories, to ensure consistency in interpretation of reported items. Comparison is then made of the summary of activities form submitted by the faculty member with that of the Committee A member.

Next, each member of Committee A individually examines the materials that have been collected on each faculty member and individually evaluates each person's performance using the "Summary Report of Annual

Faculty Evaluation" form or other appropriate form as specified by the Provost. Each faculty member's contribution to the School's goals and objectives is assessed.

Committee A then meets and reviews their individual summaries. If there is a difference in interpretation of categories, Committee A contacts or meets with the faculty member to clarify interpretations. Committee A also reviews their individual assessments of each faculty member in the three categories, discusses and reconciles any differences in the evaluative assessments, and prepares the rationale for the evaluative assessment. Each category, teaching, service, and research, is assessed for all faculty before the next category is discussed. After this process is completed, Committee A considers each faculty member in turn, in order to determine a composite numerical rating reflecting effort distribution and to prepare the narrative for the composite achievements/contributions.

Performance across the faculty is then compared, and the Committee examines the results against the evaluations of the previous two years in order to maintain consistency across time in application of the evaluative process and to identify relative changes for each faculty member individually.

Communication about the evaluation

Each faculty member is provided with a copy of the "Summary Report of Annual Faculty Evaluation" form (or other specified form) together with a memorandum that lists in random order the numerical assessment of the performances of the faculty in faculty member's negotiated areas of responsibility, as well as the overall performance numerical assessment. Committee A is provided with the self assessment of each faculty member using the same "Summary Report of Annual Faculty Evaluation" form. During the week following the delivery of this information, each renewable term faculty member must schedule a meeting with Committee A to review and discuss the evaluation and the process (see Appendix C for the current version of the meeting agenda). During the meeting, the faculty member may request reconsideration of any component of the evaluation. When such reconsideration is requested, Committee A reconvenes and reexamines all relevant evidence, makes the reconsideration, and communicates the decision to the faculty member. The evaluation forms are signed by the individual faculty member before they are forwarded to the Dean's office.

Determination of workload distribution

At a scheduled meeting prior to the beginning of the fall semester, each renewable term faculty member negotiates with Committee A the faculty member's projected activities in teaching, service, and research for the ensuing calendar year. Based on these projections and taking into consideration the overall needs of the unit, the faculty member's distribution of workload for the following year is established. Renewable term faculty members who have no negotiated administrative service or research responsibilities are normally assigned a workload consisting of 80 percent teaching responsibility and 20 percent service responsibility.

Recommendations for merit salary increases

Recommendations for merit salary increases that are at the discretion of the unit are based on the results of the annual evaluation of faculty. That portion of salary increases to be determined by merit is recommended on a percentage basis, with the percentages reflecting the relative range that is represented by the range of performance evaluations. In the instance where there have been no merit salary increments in the prior year(s), the annual evaluation ratings for all the years since the last merit raise are averaged for each individual and used as the basis for determination of recommendations for merit salary increases.

Renewal

A term faculty appointment must be renewed annually to remain in effect.

Ranked renewable term faculty (assistant professors, associate professors and professors) who will not be reappointed to subsequent year or term must be notified by the Senior Vice President and Provost by the deadlines specified in section 3.5.5.b of the *Norman Campus Faculty Handbook*. Non-ranked renewable term faculty (Instructors and Lecturers) who will not be reappointed to subsequent year or term must be notified by the department no later than March 1 of the final year of the appointment.

Evaluation for reappointment to a subsequent year shall be accomplished by the same procedures employed for tenure-track faculty in their probationary period. Evaluation for appointment to a new term shall be accomplished as follows: the faculty member shall, in consultation with Committee A, submit a comprehensive portfolio of accomplishments, including, at a minimum, a complete curriculum vitae, syllabi and course evaluation summaries for all courses taught during the term, and appropriate evidence of achievement in assigned areas of responsibility; each tenured or tenure-track faculty member shall have an opportunity to review the portfolio; following such review, the tenured and tenure-track faculty shall meet to discuss the renewable term faculty member's application for renewal and shall vote by secret ballot to renew or not renew the appointment for an additional term; a simple majority will be required for renewal. The faculty member will be notified of the department's recommendation of term renewal or nonrenewal according to the deadlines specified above.

Promotion

Term faculty members shall be eligible for promotion. Promotion procedures shall be those applicable to all faculty as specified in the University of Oklahoma *Faculty Handbook* section 3.1. Evaluation for promotion will be based upon the following criteria, which clarify standards of performance and sources of information:

A. Lecturer

To be considered eligible for promotion to the rank of Lecturer, a candidate must have completed a doctoral degree in a field appropriately related to the programs and needs of the School of Library and Information Studies. The candidate must additionally have demonstrated substantial growth during the time in rank and must have reached the level of competence in all areas of negotiated faculty responsibility.

B. Assistant Professor

University policy requires that ranked renewable term faculty be hired through a national search. Promotion from Instructor to Assistant Professor would require approval from the Senior Vice President and Provost as an exception to policy. To be considered eligible for promotion to the rank of Assistant Professor, a candidate must have completed a doctoral degree in a field appropriately related to the programs and needs of the School of Library and Information Studies. The candidate must additionally have reached the level of competence in all areas of faculty responsibility (teaching, service, research) that would make him/her competitive in a national search.

C. Associate Professor

To be considered eligible for promotion from Assistant Professor to the rank of Associate Professor, a candidate must have demonstrated substantial growth during the time in rank and must have reached the level of competence in all areas of faculty responsibility (teaching, service, research) with special strength in one or more areas. The candidate must also demonstrate in at least one category the achievement of national professional recognition in an area within the focus of the School. It is expected that the candidate will continue development as a teacher and a scholar and in service to the profession and the university in a manner that will support promotion to Professor in a reasonable period of time.

D. Professor

To be considered eligible for promotion from Associate Professor to the rank of Professor, a candidate must have demonstrated during the time in rank competence in all areas and special strength in two areas. The candidate must also demonstrate the continuation of national professional recognition in an area within the focus of the School. It is expected that the candidate will demonstrate promise for continued contribution as a teacher and a scholar and in service activities that will enhance the image of the School and the University. Further, it is expected that the candidate will evidence ability to mentor other faculty and students in their research and professional activities.



The University of Oklahoma

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

Arts & Sciences

SEP 15 2006

Dean's Office

TO: Paul Bell Jr., Dean, College of Arts and Sciences
FROM: Nancy L. Mergler, Senior Vice President and Provost
DATE: September 5, 2006
SUBJECT: Proposed Departmental Criteria and Procedures for Renewable Term Faculty Policy.

I am pleased to approve your proposed renewable term faculty appointments procedures as transmitted to this office on September 1, 2006.

Development of these procedures is an arduous but important task. I extend thanks to everyone in the department who contributed to the process.

NLM:mrg

Cc: Kathy Latrobe, Director, School of Library and Information Studies



The University of Oklahoma
COLLEGE OF ARTS AND SCIENCES

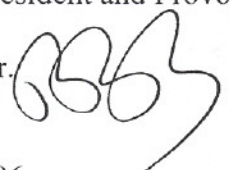
Office of the Dean

Physical Sciences Center, Room 1100

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<http://www.ou.edu/cas>

TO: Nancy L. Mergler
Senior Vice President and Provost

FROM: Paul B. Bell, Jr. 
Dean

DATE: August 31, 2006

SUBJ: School of Library and Information Studies
Renewable Term Faculty Appointments

I have reviewed the attached Renewable Term Faculty Policy for the School of Library and Information Studies. I am forwarding it to you with the recommendation that it be approved as an amendment to their personnel policies. Please feel free to contact me should you have any questions.

PBB:so

Attachment

cc: Kelly Damphousse
Kathy Latrobe
Edward Sankowski