

# DEPARTMENT OF LIBRARY SERVICES

## GUIDELINES FOR TENURE AND PROMOTION

### Introduction

This document, in accordance with Section 2.5 of the most recent edition of the University of North Alabama *Faculty Handbook*, sets forth criteria, standards of performance, and procedures for the purposes of tenure and promotion in each of the three general criteria areas outlined in Section 2.5.1 of the *Faculty Handbook*. It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas. These criteria will be interpreted in varying degrees for each academic rank and for the different academic fields. Collegiality<sup>1</sup> and active participation in departmental affairs and activities are integral factors in fulfilling these requirements and are important considerations in all decisions concerning tenure and promotion.

The general area criteria areas outlined in Section 2.5.1 are:

- 1.) Effectiveness as a Librarian<sup>2</sup>
- 2.) Effectiveness in Research, Scholarship, and Other Creative Activities
- 3.) Effectiveness in Rendering Service

The practice of librarianship is a multifaceted discipline in which library faculty engage in a broad spectrum of professional endeavors. As specialists, library faculty are responsible for providing access to information, document delivery, collection development and preservation, digitization, technological expertise and support, bibliographic control and organization, instruction, reference, outreach services, and administration and planning. UNA library faculty are partners with other academic faculty. They contribute to the University's goals of teaching, research, and service and perform a vital role in the overall educational process.

The following sections on criteria, standards of performance, and procedures ensure librarians an opportunity to be reviewed on equitable terms that adequately recognize the differences among individual positions and contributions within the library setting, as well as taking into account the differences between library faculty and teaching faculty in the three areas of evaluation.

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<sup>1</sup> Collegiality is defined as "1. the sharing of authority among colleagues. . . 3. considerate and respectful conduct among colleagues or an atmosphere, relationship, etc. characterized by this" "**collegiality.**"

**Webster's New World College Dictionary. 2009.** It has been defined by the courts as "the capacity to relate well and constructively to the comparatively small bank of scholars on whom the fate of the university rests"

<sup>2</sup> Section 2.5.1 item 1 of the *Faculty Handbook* uses the phrase "Effectiveness in Teaching;" Section 2.5.3 item 3a uses the phrase "Teaching/Library Effectiveness" for this area In this document the phrase "Library/Professional Effectiveness" is used when referring to this area of criteria.

### ***Terminal Degree***

As stated in Section 2.5 of the *Faculty Handbook*, the Board of Trustees for the University of North Alabama has determined that the degree of Master in Library Science is to be considered a terminal degree for promotional and tenure purposes

### ***Tenure***

Candidates will be judged individually on their own merit. Each candidate must meet the qualifications stated in the *Faculty Handbook* Sections 2.5.1 and 2.5.4 of the *Faculty Handbook* to apply for tenure. The following criteria and standards of performance will serve as general guidelines for assessing the effectiveness of library faculty in consideration of tenure. However, since candidates may become eligible for tenure with varying levels of overall experience, fixed or quantitative standards will not be applied. Instead, qualitative contributions of candidates in the areas of library effectiveness; scholarship, research, and creative activity; and service will be weighed in terms of quality and significance. While previous accomplishments will be recognized, primary consideration will be given to accomplishments that have occurred during the period of employment at UNA. Consideration will also be given to the candidate's likelihood of progressing through the ranks, as well as to the candidate's overall performance during the probationary period specified in the *Faculty Handbook*.

### ***Promotion***

Candidates for promotion will be judged individually on their own merit. Each candidate must meet the minimum qualifications stated in Sections 2.5.1 and 2.5.2 of the *Faculty Handbook* to apply for promotion. The criteria and standards of performance presented in this document serve as guidelines for assessing each candidate's performance and will be considered in recommendations for or against promotion. Accomplishments will be evaluated in terms of quality and significance. Fixed or quantitative standards will not be applied for the ranks of Assistant Professor, Associate Professor, or Professor. Rather, it is expected that candidates will demonstrate continuing marked growth in their professional skills and increased involvement in the field of librarianship in each of the three areas of evaluation before being promoted to the next rank.

While previous accomplishments will be recognized, applicants should demonstrate a clear record of accomplishments since the date of the last promotion. Primary attention will be given to the more recent accomplishments. Candidates should not expect professional effectiveness, scholarly, and service efforts that were cited in an earlier, successful promotion application to carry full value in subsequent promotion applications.

Considerations of enrollment, budget, time, rank, and personnel limitations may affect the final university determination to award promotion; however, they will in no way influence departmental recommendations.

## ***General Procedures***

### **A. Library Faculty Mentors**

After accepting employment with the University of North Alabama, librarians will be paired with a mentor or mentors from among tenured library faculty. The mentor relationship will serve as a guide for new faculty members as they go through the process of developing their portfolios and in navigating the tenure and/or promotion process.

### **B. Third-Year Review**

Near the end of the second year of continuous employment, tenure-track faculty members should begin the process of a third-year review. For the third-year review each faculty member will prepare a portfolio and fill out the proper forms just as if applying for tenure. A library committee consisting of all tenured departmental faculty will be formed. The inception of this process will follow the current timeline for tenure as laid out in the *Faculty Handbook*. It is the responsibility of the tenure-track faculty member to provide the materials to the Dean's office by May 1 during the third year of continuous employment. The department committee will review the portfolio for strengths and weaknesses and report by June 1 to the Dean of Library Services, who will then schedule an appointment with the individual tenure-track faculty members. After discussing the report with the Dean, the tenure-track faculty member will prepare a follow-up plan to enhance the strengths and correct the weaknesses as noted in the report.

### **C. Portfolios**

Immediately upon employment by UNA new faculty members should begin building their portfolios. New faculty members may wish to consult with their mentor(s) regarding possible materials the portfolio may contain. All portfolios should contain supporting information for each of the three areas of general criteria detailed in the *Faculty Handbook*. Portfolios should be updated on a regular basis and demonstrate sustained growth and high-quality contributions in individual areas of expertise. Prior to submitting a tenure and/or promotion portfolio candidates are encouraged to solicit input and advice from tenured library faculty.

In preparing a tenure and/or promotion portfolio candidates may wish to use the following items to document appropriate evidence for their portfolios. The following items are provided as examples only and are not an exhaustive list.

- Annual Activity reports
- Peer Evaluations
- Performance Evaluations
- Faculty Performance Report
- Evaluations of instructional sessions for librarians teaching library instruction sessions
- Written observations by the Dean of Library Services and/or other faculty
- Description of elected or appointed posts in university honor societies, community organizations, etc.
- Types and extent of committee work completed

- Names and number of conferences, workshops, events attended
- Types of library instruction sessions taught
- Individual job description
- Letters of appreciation and/or recognition

Faculty members applying for tenure and promotion must follow the *Faculty Handbook* guidelines regarding application contents, page limits, and date of submission.

Supporting documentation for promotion may include, but is not limited to, the following types of documents:

- Documentation of attendance at and participation in professional conferences, workshops, classes, etc. (Programs, certificates of completion, etc.)
- CD-ROMs or flash drives containing examples of tutorials created
- Copies of certificates of completion for specialized training
- Copies of letters received from colleagues, students, and/or supervisors
- Copies of published articles, book reviews, etc.
- Copies of reports prepared
- Copies of surveys created
- Documentation of participation on committees, boards, etc.
- Evaluations by students and peers
- Examples of original cataloging records
- Examples of outlines, handouts, pamphlets, brochures, webpages, etc.
- Examples of websites created and/or revised
- Outlines of workshops organized/taught
- Products of committee work
- Statistics (circulation, classes, cataloging, website, etc.)

### ***Faculty Evaluation Program***

The Dean of Library Services performs an evaluation of each individual faculty member using the criteria and procedures put forth in the *Faculty Handbook* 3.14.

### ***Guidelines Review***

Collier Library faculty will review departmental guidelines for promotion and tenure on an annual basis. The review process will commence on June 1 with any recommended changes delivered to the Dean of Library Services no later than February 1 of the following calendar year. The Dean will deliver approved changes to the Vice President for Academic Affairs and Provost's office no later than March 1.

## ***General Criteria for Professional Librarians***

Excellence in professional activities is expected of each library faculty member. While each librarian's specific duties differ, within the assigned area of responsibility it is expected that librarians will develop their own unique contribution to the library and the university. Responsibilities fall within the broad categories of collection development, bibliographic control and organization, information services, library administration and management, preservation, and outreach/marketing. Each librarian is also expected to have knowledge of the profession and appropriate academic achievement. (Appendix A – Explanation of Terms contains a detailed description of these areas.)

### **Teaching (Library/Professional Effectiveness)**

Library faculty do not generally engage in teaching semester-long, for-credit courses. Librarians do, however, “perform a teaching ... role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits.” (ACRL Joint Statement on Faculty Status of College and University Librarians <http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm>) For the purpose of tenure and promotion of UNA librarians with faculty status, professional effectiveness in the field of library science/librarianship is analogous to teaching effectiveness in other disciplines. Specific performance standards and examples of appropriate documentation for library/professional effectiveness are listed in Appendix B – Standards of Performance, part A.

### **Scholarly or Creative Performance**

Research and scholarly activity is an expectation of all faculty members at the University of North Alabama. In many academic fields scholarly contribution is evidenced by refereed, published research, which serves to increase the body of knowledge in a given discipline. In other disciplines, however, this is not always the case. For example, art, music, and theatre faculty tend to engage in activities directly related to performance-based scholarship. In the field of librarianship, scholarly publications within the field are most commonly authored by Library Science graduate school faculty who hold the doctoral degree and whose work situations parallel those of teaching faculty in other disciplines. While practicing librarians usually have more limited opportunities to engage in traditional research, they can and do make significant scholarly contributions to librarianship in a wide variety of ways.

As in most disciplines, there are recognized hierarchies of organizations, journals, publishers, forms of dissemination, and venues for contribution in the field of librarianship. Professional recognition of the avenues through which scholarship or creative performance is presented will be taken into account in the review of an applicant's scholarly activities. Specific performance standards and examples of appropriate documentation for research, scholarship and other creative activities are listed in Appendix B – Standards of Performance, part B.

**Service**

The UNA library faculty highly value participation and leadership in service to the University, Collier Library, the community, and the profession. Library faculty are expected to devote reasonable amounts of time to relevant service and to apply their professional expertise in developing new programs and services, providing solutions to problems, and guiding the strategic direction of the University's libraries. Additionally, library faculty members are to contribute to the governance of the University or its various units, and to the diversity and intellectual life of the University and the community. All library faculty are expected to participate in library meetings and functions and to serve effectively on library committees and project teams. Library faculty are expected to devote reasonable amounts of their time to university committees and assignments. Professional participation at an appropriate level is expected. Such participation may be in local, regional, state, national, or international associations or organizations. Evaluation of faculty in the area of service takes into consideration the individual's expertise and the extent of an established record of service reflecting a commitment to students; colleagues; departmental, university, and community endeavors. Specific performance standards and examples of appropriate documentation for service are listed in Appendix B – Standards of Performance, part C.

## **Appendix A**

### **Explanation of Terms**

#### **Collection Development**

In consultation with the teaching faculty, librarians who develop the collection decide which books, journals, and other materials should be made part of the library's collections. They design effective programs of acquisitions, and carefully plan and monitor expenditure of the acquisitions budget. Collection development librarians regularly evaluate the collection to ensure that the library has materials which support and further campus programs. They also periodically perform collection maintenance tasks such as weeding.

#### **Bibliographic Control and Organization**

Librarians involved in bibliographic control are responsible for the intellectual and physical organization of library books, journals, electronic resources, and other materials to optimize access. They develop policies and procedures to ensure efficient and equitable access to circulating materials and to preserve the integrity of the collection. They catalog library materials, as well as direct the assembly and transmission of bibliographic information to local and external computer systems. Librarians in this area create and manipulate a variety of indexes to that information. They also analyze, design and monitor systems to facilitate access to information about library materials, as well as to the actual library materials.

#### **Information Services (Reference, Research Assistance, Instruction)**

Librarians who provide information services mediate between individuals with information needs and the sources which can satisfy those needs. To do so they must understand the process of information seeking and users' needs, interpret information requests, formulate appropriate search strategies, and locate and evaluate information sources. They determine when to teach user strategies for independent information seeking and when they should directly provide the information sought. Librarians also participate in library instruction programs by teaching, lecturing, and otherwise instructing students, staff and faculty so as to encourage full use of the library and its resources. They also ensure that equitable library resources and services are available for distance learning students and faculty.

#### **Library Administration and Management**

Librarians who provide administration and management in their units are responsible for effective training, supervision and evaluation of library personnel. They are responsible for coordinating the work of the unit; they identify goals, set priorities, and organize work to achieve the goals. They perform administrative assignments, e.g., special projects and reports. Librarians with administrative/managerial responsibilities also provide effective management for current and anticipated use of library resources.

#### **Preservation (Archives, Special Collections)**

Librarians involved with special collections employ several preservation techniques. Special collections librarians work in increasingly diverse environments and have a variety of responsibilities. The collections are varied and each can require a different method of

conservation. Knowledge of professional standards and best practices are required to ensure that collections are made available to faculty, staff, and the community. Librarians working in special collections must use digital information technology such as software and scanners.

### **Outreach and Marketing**

Librarians involved in outreach and marketing activities work to ensure that the library's resources and services are being promoted to the university community as a whole. They advocate for the library in a number of ways including communications with faculty, staff, and administrators; formal and informal interactions with students; and building relationships with the community and other libraries. They are also responsible for representing the library at events and in developing materials that are used in advertising the library's resources and services.

### **Knowledge of Profession/Academic Achievement**

Academic achievement is determined by one's formal degrees and intellectual pursuits. Librarians also maintain current competence through course work, attendance at workshops, participation in professional development activities, advanced instruction beyond the position requirements, or conducting seminars for library faculty and staff.



## Appendix B

### Standards of Performance

Librarians are expected to adhere to the minimum criteria laid out in the *Faculty Handbook*, Section 2.5.2 “Special Criteria By Ranks” for the purposes of tenure and promotion. Both the quantity and quality of all professional activities will be considered when evaluating a candidate’s portfolio for tenure or promotion. Candidates for promotion and tenure may use the following examples as a guide when assembling documentation in the areas of library/professional effectiveness; research, scholarship, and other creative activities; and service. The examples listed in the section that follows are not meant to be exhaustive, but rather serve as a starting point for assessing a candidate’s performance. Likewise, candidates will not be expected to have accomplished every item described or listed. It is the responsibility of the individual candidate to demonstrate effectiveness within the scope of his or her unique responsibilities. (The order of items in the following lists is not to be construed as assigning value or weighting.)

#### *A. Library/Professional Effectiveness*

Evaluators should be aware that due to the dissimilar nature of each librarian’s job responsibilities it is not expected that candidates will have experience in all areas outlined below.

Standards to be considered in assessing library/professional effectiveness include, but are not limited to the following:

- Evidence of proficiency in area or areas of responsibility.

Depending on individual job responsibilities, which vary from librarian to librarian, these areas may include collection development, assessment, acquisition, organization and control, maintenance and access, and/or preservation (including print, audiovisual and/or digital formats); reference/research assistance, course instruction and/or library instruction; and coordinating technology and technical support.

- Examples include, but are not limited to:
  - Preparing a collection assessment for a program, department, or discipline-specific accreditation
  - Collecting, analyzing, interpreting, and presenting relevant statistical information
  - Preparing and presenting appropriate, timely reports
  - Reviewing relevant literature to select new materials in assigned subject areas
  - Conducting projects involving weeding of outdated materials
  - Communicating with assigned academic departments
  - Description of library instruction sessions taught

- Description of individualized instruction given to library users in accessing and evaluating information
  - Description of workshops and/or training sessions taught
  - Courses taught outside the library
  - Outlines or class objectives for specific courses developed
  - Documented changes/revisions to library websites, library catalog, electronic resources, databases, etc.
  - Negotiation/renegotiation of database licenses
  - Description of tasks performed to maintain metadata records
  - Evaluation of electronic products
  - Conducting of inventories
  - Description of tasks performed to maintain delivery mechanisms that provide access to library resources and collections
  
- Evidence of leadership and innovations in improving library organization, procedures, services, and/or communication, such as
  - Programs or ideas that improved an existing library service
  - Assessments conducted, documented, and shared (surveys, etc.)
  - New workflow system and/or scheduling system developed
  - Software program or computer script created or implemented that improved an existing library service
  - Recommendations for new technology acquisitions or adaptation of existing technology
  - New services developed, implemented, and evaluated
  - Communications to colleagues of new products, services, and/or innovations in area of responsibility
  - Guidance given to colleagues for learning, understanding, and/or adapting new technologies
  
- Revision of publications, manuals, instructional materials, metadata records or web publications, such as
  - LibGuides revised
  - Tutorials, subject guides, handouts, and other materials revised or updated
  - Library policies and/or procedures manuals revised or updated
  - Metadata records updated and/or revised
  - Survey instruments developed and implemented
  
- Evidence of participation in departmental or library administrative responsibilities such as
  - Selecting/hiring/supervising/evaluating personnel
  - Scheduling and/or coordinating of efforts in assigned area of responsibility

- Developing appropriate departmental procedures, forms, documents, reports
  - Maintaining appropriate departmental records
  - Effective utilization of departmental/ library resources
  - Effective planning and utilization of physical resources in assigned area
  - Appropriate participation in library's institutional effectiveness activities
  - Provide supervision and leadership for assigned area
  - Project management
  - Committee lead
  
- Evidence of competence in technology appropriate to position, such as
  - Instruction given to library users in locating information
  - Instruction given to library users and or/colleagues in the use of technology
  - Personnel training sessions taught (including student worker training)
  - Specialized software and/or program knowledge in assigned area of responsibility
  - Effective use of technology appropriate to area of responsibility
  - Planned enhancement of personal knowledge of position appropriate technology
  - Webpage or website redesign and/or updating projects completed
  - Development of new library service or enhancement of existing library service using current technology
  - Evaluation and implementation of new technological trends or services
  - Maintenance of existing software and hardware serving library and campus community
  - Creation and evaluation of statistical data to enhance library services
  - Maintenance and updating of local holdings records and virtual reserves in OPAC and OCLC
  - Maintenance and addition of links to serial records for journals available online
  
- Evidence of effectiveness in planning, organizing, and controlling assigned job responsibilities, such as
  - Demonstrated knowledge and application of the appropriate bibliographic standards and rules
  - Demonstrated knowledge of appropriate best practices, laws, policies, and standards

- Demonstrated knowledge of library collection
  - Personal mean in appropriate areas on “Peer Evaluations” at or exceeding the group mean
  - Appropriate periodic assessments of areas of responsibility
  - Evidence of regularly meeting deadlines; carrying out responsibilities in a timely manner; appropriate follow-up
  - Documentation of individualized goals planned and then assessed
  - Effective use of subordinate personnel
  - Inclusion of appropriate colleagues in completing assigned responsibilities
- Evidence of positive assessment of interpersonal skills and work ethic, such as
  - Personal mean in appropriate areas on “Peer Evaluations” at or exceeding the group mean
  - Communications sent to colleagues of new products, services, rules, policies, and/or innovations in area of responsibility of benefit to the whole
  - Projects or assignments taken on that are outside normal area of responsibility
  - Completion of tasks in a timely manner
  - Consultation with appropriate individuals in decision making
  - Professional attitude and demeanor
- Evidence of appropriate supervisory skills, such as
  - Number of student workers supervised
  - Number of staff supervised
  - Training given to personnel
  - Guidance or support resources developed and/or provided for supervised staff
  - Communications with staff
  - Conducting appropriate evaluations and using results
  - Participating in appropriate activities to strengthen skills
- Evidence of knowledge of the field of librarianship, such as
  - Personal mean in appropriate areas on “Peer Evaluations” at or exceeding the group mean
  - Specialized professional conferences attended
  - Specialized workshops, seminars, and/or webinars attended
  - Specialized training sessions attended
  - Application of knowledge to benefit the library, university and/or community
- Evidence of establishing and maintaining productive working relationships with other faculty, students, staff, and general public, such as

- Communications with faculty regarding budget allocations, new library resources, or new approaches to library services/resources
  - Projects involving collaboration with faculty (both inside and outside the library)
  - Orientations, exhibits, programs, meetings, and/or festivals attended as a library representative
  - Projects involving collaboration with other institutions and/or libraries
  - Outreach activities conducted
- Evidence of continuing professional development and education, such as
    - Attending workshops and/or conferences
    - Participating in online training activities, such as webinars
    - Enrolling in courses and/or attending lectures
    - Appropriate professional reading

***B. Research, Scholarship, and Other Creative Activities***

Standards of performance to be considered in assessing research, scholarship, and other creative activities include, but are not limited to the following:

- Evidence of publications, such as
  - Peer reviewed articles published
  - Books published
  - Annotated bibliographies published
  - Dictionary and encyclopedia entries published
- Evidence of editing, reviewing, and/or refereeing professional literature, such as
  - Book reviews published
  - Professional journals edited
  - Professional journals formally reviewed
  - Refereeing a professional journal
- Evidence of presentations, such as
  - Conference papers presented
  - Poster sessions prepared
  - Panel discussions conducted
  - Specialized workshops developed and presented
  - Outreach activities developed and conducted
  - Programs presented and/or coordinated
- Evidence of creation of new library service and/or resource or significant revision, expansion, and/or reorganization of an existing library resource, such as

- Tutorials created
  - Specialized websites and/or forms created
  - Software programs and/or computer scripts created
  - Subject and/or course-specific bibliographies created
  - Pathfinders created
  - Digital collections created
  - Services developed for targeted populations
- Evidence of pure or applied research and/or demonstrated application of research to responsibilities of position, such as
  - New strategy and/or procedure developed and implemented in area of responsibility
  - Surveys created, administered, and analyzed
  - Original catalog records created
  - Applications of technology (computer programming, website design, etc.) that require specialized knowledge
  - Appropriate research for collection assessments, program reviews, and/or accreditation reports
- Evidence of unpublished contributions to the library, university, or profession, such as
  - Products of committee work
  - Policy and/or procedure manuals written
  - Guidelines and/or handbooks written
  - Bibliographies, reviews, and/or abstracts created
  - Unpublished manuscripts
  - Editing of internal library or university documents
- Evidence of demonstration and recognition of professional expertise, such as
  - Honors and awards received
  - Grants received
  - Panel discussions and/or presentation invitations received
  - Appointments to serve on relevant committees (within the university and outside)
- Evidence of special projects requiring substantive creative endeavor and awareness of current developments in librarianship and/or higher education, such as
  - Workshops and/or seminars developed and planned
  - Conferences planned
  - Grants written
  - Exhibitions organized

### *C. Service*

Standards of performance to be considered in assessing service include, but are not limited to the following:

- Evidence of service to the University, such as
  - Shared governance committee membership
  - Committees chaired
  - Committee office held
  - Faculty Senate representative
  - Search committee membership
  - Events attended as a university/library representative
  - Participation in accreditation activities
- Evidence of service to the Library, such as
  - Departmental and library committees service and participation
  - Committees chaired
  - Events attended as a library representative
  - Mentoring
- Evidence of service to students, such as
  - Advising student organizations
  - Volunteering with student organizations
  - Advising students
  - Other student-centered volunteer activities
- Evidence of service to the profession, such as
  - Professional organization memberships
  - Local, state, national and/or international committee service
  - Conferences planned and hosted
  - Workshops, roundtables and/or presentations given
  - Poster sessions presented
- Evidence of service to the community, such as
  - Consulting
  - Outreach activities