Department of Library and Information Science

Date Approved: April 19, 2021.
Amended: August 19, 2022.

SUBJECT: Promotion and Tenure Criteria for Academic Librarians

I. PURPOSE: To define and describe the teaching, scholarship, academic librarianship, and service performed by academic librarians. The criteria outlined in this document implement *SUU Policies 6.1 Faculty Evaluation, Promotion, and Tenure,* and *6.28 Faculty Professional Responsibility,* for the faculty of the Department of Library and Information Science of Southern Utah University (the University). The criteria are based on three foundational documents. The first is a taxonomy elaborated by Ernest Boyer in his 1990 book *Scholarship Reconsidered: Priorities of the Professoriate* (1). The second is the "Academic Librarianship and the Redefining Scholarship Project"(2), produced by the Association of College & Research Libraries. The third is SUU Policy 6.1 *Faculty Evaluation, Promotion, and Tenure.*

II. SCOPE AND LIMITATIONS: This policy covers departmental criteria and processes for faculty evaluation, promotion, and tenure.

III. APPLICABILITY: This policy applies to Tenured, Tenure-Track, and Non-Tenure Track faculty in the Department of Library and Information Science at the Gerald R. Sherratt Library at Southern Utah University (SUU) with full-time or part-time appointments, on campus or off-campus, as well as to faculty serving as administrators having faculty standing. The policy does not apply to appointees with limited terms, such as adjuncts, visiting faculty, or emeriti.

IV. REFERENCES:

1. Boyer, Ernest L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.

2. Mitchell, W. Bede, Rush G. Miller, Gloriana St. Clair, Larry Oberg, David R. Dowell, Carol Parke, Althea H. Jenkins. 1998. "Academic Librarianship and the Redefining Scholarship Project: A Report from the Association of College and Research Libraries Task Force on Institutional Priorities and Faculty Rewards." Library Faculty Publications, Paper 12. https://digitalcommons.georgiasouthern.edu/lib-facpubs/12 (Accessed on July 26, 2022).

3. ALA Council. (2006, June 30). *Library Bill of Rights*. Advocacy, Legislation & Issues. http://www.ala.org/advocacy/intfreedom/librarybill (Accessed on July 26, 2022).

4. American Library Association, and Association of American Publishers. (2006, July 26) *The Freedom to Read Statement.* Advocacy, Legislation & Issues. http://www.ala.org/advocacy/intfreedom/freedomreadstatement (Accessed on July 26, 2022).

5. Association of College and Research Libraries. (2015, February 9). "Framework for Information Literacy for Higher Education," American Library Association, February 9, 2015. http://www.ala.org/acrl/standards/ilframework (Accessed on July 26, 2022)

6. McKinney, K. "What is the Scholarship of Teaching and Learning (SoTL) in Higher Education?" (Accessed on July 26, 2022)

V.   POLICY SECTIONS:

VI.   VALUE STATEMENT: The mission of the Sherratt Library, and therefore the Department of Library and Information Science, is to feed curiosity and inspire the habits, skills, and dispositions necessary to learn, create, discover, adapt, and grow. We promote and support the role and mission of SUU. We advance the role and missions of the Department in each of the four areas of professional responsibility: teaching, scholarship, academic librarianship, and service.

The practice of SUU academic librarians is informed by acknowledged positions represented by the Library Bill of Rights (ALA Council)(3), the Freedom to Read Statement (American Library Association)(4), and standards including the Framework for Information Literacy for Higher Education (Association of College & Research Libraries)(5). As representatives of SUU, our actions also reflect SUU's current strategic plan and continued mission of lifelong learning, and follow University Policy 6.28 *Faculty Professional Responsibility*. We contribute by serving the learning communities of Southern Utah University (SUU) through knowledge creation, curation, access, and innovation. Librarians work individually and collaboratively, within and across disciplines, to encourage student learning and development, and to build a thriving community of scholarship and inquiry.

In addition to traditional faculty responsibilities, all library faculty are practitioners and have library responsibilities that may include managing library departments, programs, and services, and participating in library functions. We call these responsibilities "academic librarianship", and it constitutes approximately 50% of the faculty member's time. These are essential and core activities that facilitate student learning and success, faculty scholarship and pedagogy, staff projects and research, and community information needs. These activities are highly valued by the Department and

the University at large. The importance of this work is reflected holistically in the criteria outlined below and should be incorporated in a faculty member's Plan.

VII.   DEFINITIONS
   A.   Academic Librarianship: Academic librarianship is a multidisciplinary and collaborative profession concerned with acquiring, organizing, providing access to and preservation of information in any form, and the ancillary and administrative duties associated with these functions. It includes facilitating student learning and success, faculty scholarship and pedagogy, staff projects and research, and the mission and vision of the University. Academic librarianship promotes the development of critical thinking skills for finding, evaluating, and using high quality information in an ethical manner to promote life-long learning and development. Academic librarians spend fifty percent of their time engaged in academic librarianship as library practitioners. Examples of services include research consultations and teaching, developing and maintaining collections, information literacy instruction as a course, in a class, or as a seminar. See Appendix E: Academic Librarianship
   B.   Mentorship: Mentors support faculty through the P&T process by providing faculty with constructive criticism, guidance for development, and support via the evaluation of Plans and Reports. Through mentorship, faculty make connections between evaluations and actions and Plans and Reports, while demonstrating their implementation of feedback for continual improvement throughout the process.
   C.   Peer Review: There are many approaches to, forms of, and media for scholarship. Each of these will have a unique context with unique methods of dissemination and evaluation of work. Dissemination occurs on a spectrum from local to global. Evaluation is a qualitative judgment of the work and may take many forms appropriate to the context of the work. It may occur prior to or after the work is disseminated. Evaluations may include but are not limited to editorial review, peer review, conference acceptance, exhibition, performance and publication/book reviews, and metrics demonstrating the work's impact. When evaluations are unavailable, a faculty member may seek to have a work evaluated by peers - experts in the same or related occupation, profession, or industry - for the purpose of establishing its quality and impact.
   D.   Plan: A faculty member writes a Plan annually or every fifth year if tenured. The Plan is limited to a maximum of three pages. In the Plan, faculty members state how they will contribute during the upcoming year. The Plan is not a defense of the faculty member's record. See Appendix A: The Plan.
   E.   Report: The Report describes the faculty member's progress toward achieving the previous Plan. A faculty member writes a Report annually or every fifth year if tenured. The Report is limited to a maximum of three pages. It is reflective in nature and includes the outcomes, what was learned through the activity, and how these lessons will be applied in the future. A Report also contains appendices which provide evidence to support faculty members' reports or which include a "teaching portfolio and other pertinent information such as student evaluations, peer evaluations, instructional delivery/design, professional development activities, and/or other sources of evidence for teaching effectiveness" (University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*). See Appendix B: The Report.
   F.   Scholarship: Scholarship is defined by the Boyer model (1) which describes four types of scholarship: teaching and learning, discovery, integration, and application. The purpose of the Boyer model of scholarship is to provide multiple avenues for faculty to advance their discipline and/or professional contributions. Scholarship in all its forms - such as technical, academic, or creative works - whether conducted individually or collaboratively, is accepted and valued by the Department. Scholarship advances the mission of the University, the

Department, Academic Librarianship, and contributes to knowledge in general. If a faculty member is unsure if an activity is scholarly, they must consult with their P&T mentorship team and the Department Chair. See [Appendix D: Scholarship](#).

G. Service: Academic librarians can be involved in service through committees and other work that supports their department, the university, profession, and community. Service activities benefit the University, the library, the librarians and the groups to which they contribute. See [Appendix F: Service & Leadership](#).

H. Teaching: Teaching is defined as teaching classes for the University, teaching individual or multiple invited instruction sessions, teaching seminars and training sessions, and teaching students at the Questions Desk. See [Appendix C: Teaching](#).

1. The Promotion & Tenure Process

Faculty members with formal guidance from their mentors should formulate their approach to promotion and tenure with their career goals in mind.

Annual Review Procedure

Faculty members produce a Plan and Report every year. Once a faculty member is tenured, they produce a Plan and Report every 5 years. The Promotion & Tenure (P&T) mentorship team and the Department Chair will evaluate and provide feedback about the annual Plans and Reports. The Department Chair will evaluate and provide feedback about the 5-year Plans and Reports.

The P&T process follows the outline in University Policy *6.1 Faculty Evaluation, Promotion, and Tenure*.

Mid-Point and Tenure Review Exceptions

A faculty member may elect to have their Mid-Point and Tenure reviews evaluated by an ad hoc committee instead of the P&T mentorship team as outlined in University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*. These policies state that the request needs to be made two weeks prior to the start of the fall semester and that the ad hoc committee will be elected by both tenured and tenure-track members of the department. The ad hoc committee will include three tenured faculty members, and faculty from other departments may serve as needed.

If requesting this exception, the Department Chair will call a meeting of the department minus the faculty member. The department members will nominate and vote on tenured faculty to serve on the ad hoc committee. Members of the mentorship team that is being replaced cannot serve on the ad hoc committee. The ad hoc committee will then replace the P&T mentorship team in the evaluation process.

There is a process for replacing mentors, and it is contained in the departmental policy document, *Library Mentorship Team Selection*. Before considering the midpoint and tenure exception, the faculty member should consult that policy and discuss options and ramifications with a trusted colleague.

Early Tenure

A faculty member may opt to apply for tenure one year early following University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*. A faculty member considering early tenure should discuss this with their P&T mentorship team. In order to pursue early tenure, a faculty member must get letters of support from the Department Chair and the Dean. Their willingness to write letters of support would be a good indication of early tenure potential.

Rank Advancement to Full Professor

After 5 years in the rank of associate professor at SUU, faculty may apply for rank advancement to full professor.

Achieving full professor is an acknowledgement of a consistently high level of work that reflects an integrative approach to teaching, scholarship, academic librarianship, and service/leadership adopted in University and Library policy concerning promotion and tenure.

Applicants for full professor should show a consistently high level of professional competence in teaching, scholarship, academic librarianship, and service/leadership over the previous 5-year period. They must exhibit continuous development in Faculty Engagement, have mentored other SUU faculty members, and have contributed significantly to SUU's and the Library's mission.

Full Professors should sustain and build upon their performance of the previous rank. They should demonstrate their growth through continuous professional development, certifications, or additional degrees. They should demonstrate scholarly/creative work of high quality, which is documented and acknowledged as excellent by both internal and external authorities within the faculty member's discipline. They should demonstrate involvement in professional organizations and committee work at high levels. Finally, they should demonstrate their value as engaged and integrative faculty members in the department and for the University.

2. Non-Tenure Track Promotion and Tenure Process

Non-Tenure Track (NTT) Faculty members with formal guidance from their mentor should formulate their approach to promotion and tenure with their career goals in mind.

The Promotion & Tenure (P&T) process follows the outline in University Policy *6.1 Faculty Evaluation, Promotion, and Tenure*.

Honors Track

Non-tenure track faculty in the Honors Track are primarily focused on integrative and engaged teaching. Teaching loads for these appointments are typically high (30 ICHs) with minimal to no library service, and minimal general service requirements as it applies to the position. If there is a course load reduction, the Honors Program Director/Department Chair will work with the honors track faculty to determine the reassignment duties. Scholarship is encouraged, but not required beyond keeping disciplinary knowledge and pedagogical skills current.

Honors Track faculty are evaluated primarily on their teaching effectiveness (90%) with scholarship and service accounting for the remaining balance of the evaluation. The Plan created by the honors track faculty will guide their teaching, scholarly and service activities.

Librarian Track

Non-tenure track (NTT) faculty in the Librarian Track may be assigned a range of duties and responsibilities including teaching and academic librarianship as outlined in their job descriptions. The position may emphasize one activity over another or may seek a balance of both. Scholarship is encouraged, and may include professional development to keep library knowledge and skills current.

The evaluation of Librarian Track faculty may vary from one faculty member to another and is based on the job description. The Plan created by the Librarian Track faculty will guide their teaching, scholarly and service activities.

Rank Advancement for Non-Tenure Track Faculty

Non-tenure track (NTT) faculty in either the Honors Track or the Librarian Track develop Plans and submit Reports. They are evaluated with consideration of their appointment as outlined above with the same holistic approach that is used with tenure track faculty.

To advance from Lecturer to Assistant Professor requires four years as a lecturer at SUU. The NTT faculty member must also receive four consecutive evaluations of "acceptable".

To advance from Assistant Professor to Associate Professor requires six years as an Assistant Professor at SUU. The NTT faculty member must also receive "acceptable" ratings during the six-year period. They should demonstrate a consistently high level of professional competence in the areas of their appointment and continual improvement in utilizing evidence-based teaching practices. This may include demonstrating their growth through continuous professional development, certifications, or additional degrees, demonstrating scholarly/creative work, demonstrating involvement in professional organizations and committee work. Finally, NTT faculty should demonstrate their value as engaged and integrative faculty members in the department and the University.

3. Evaluative Criteria

Faculty members are evaluated on their contributions to four broad categories of achievement: teaching, scholarship which is subject to peer review, academic librarianship, and service/leadership. Examples of activities in each category are listed in Appendix C, D, E, and F respectively. The lists are not exhaustive nor required and represent examples of possible contributions. If faculty are concerned about the value of an activity toward their progress, they can consult the criteria defined by the Boyer model and the ACRL Scholarship Project. They may also ask the P&T mentorship team and/or the Department Chair for guidance when questions arise. If there is any question about whether an activity fulfills a requirement and what category it belongs in, the activity should be discussed by the faculty member with the Department Chair prior to its undertaking. The four categories for evaluation are listed to help give shape to the evaluative criteria, Plans, and Reports.

Integrative and engaged practices cross and blur the lines between the evaluative categories. For example, a particular teaching activity may involve students in research that will help an organization make an evidence-based decision. This activity is a high impact teaching practice that involves scholarship and service to the community and fits into three categories. Integrative and engaged learning provide authentic and transformative educational experiences. This approach aligns with what University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure* defines as the Student-Centric Faculty Engagement Model (see Figure 1), and the mission of the University. As such, these are desirable, but not exclusive, activities.
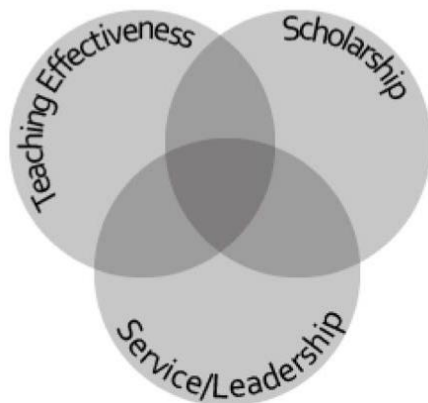
Figure 1: Student-Centric Faculty Engagement Model

Since library faculty spend a large portion of time engaged in professional practice, we also support the Engaged Librarian Model (see Figure 2) that includes librarianship. Activities, both individual and collaborative, that fall within any one category, or combinations thereof are highly encouraged.
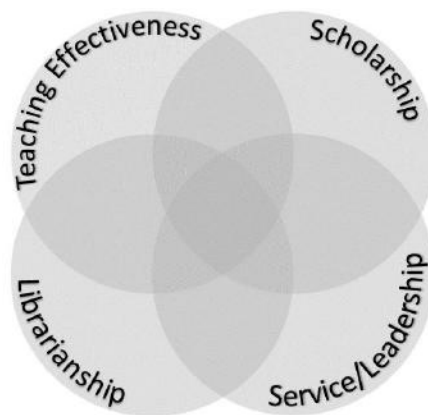
Figure 2: The Engaged Librarian Model

There are many pathways to success, and diverse approaches are supported. Because we value integrative and engaged practices and support a holistic approach to development, neither individual categories of the evaluative criteria, nor individual items within categories are given scores or weights. Instead, the whole of the Report is evaluated, and the faculty member has either made acceptable progress on their Plan or is in need of development.

4. Rating of Faculty

The P&T mentorship team and Department Chair are responsible for evaluating the progress made by a faculty member in terms of the previous year's Plan and Report. Faculty are given an overall rating as either:

- making Acceptable Progress toward the Plan, or
- Development Required.

In the event that faculty are rated as needing development, the P&T mentorship team must create a document with a detailed justification of the rating and a description of the necessary actions to improve the rating. This document will be shared with the faculty member and the other evaluative entities according to University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*.

Appendix A: The Plan

A plan is a three-page document that outlines your goals and contributions as an engaged faculty member in accordance with University and departmental policies for each year for Tenure-Track and Non-Tenure Track Assistant Professors and Lecturers or every five years for Tenured faculty and Non-Tenure-Track Associate Professors. Use the form specified in University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure* to submit your plan.

While a plan is self contained, it is also a part of a larger process: advancing to tenure. It should not be thought of in isolation. You should consider what you want to accomplish this year, and what it will help you accomplish next year. What you want to accomplish by your midpoint review, and what you want to achieve before submitting your tenure application. The plan is also related to the previous plans and reports in the review cycle.

Your plan should include a section for each part of the engaged librarian model: teaching, scholarship, academic librarianship, and service & leadership. It should be written with the responsibilities of your job description in mind, and the knowledge that job descriptions can change. Good opportunities should not be missed because they fall outside of the "restrictions" of your job description.

Additional ideas that may help you think about and write your Plan are outlined below.

A Plan may contain an introduction with:
- An aspirational narrative
- a list of past accomplishments that establish how the proposed Plan builds on this foundation and fits with and/or differs from previous Plans
- a description of how this year's Plan is part of a multi-year, overarching Plan to achieve your larger goals, and where this Plan fits into the overall scheme.

A Plan should address the following questions:
- How do you plan to be an engaged faculty member?
- How will your contributions align with SUU's Student-centered mission, departmental criteria, and job description?

A Plan may address any of the following questions:
- What goals motivate you, why, and what do you want to achieve?
  - If research is the primary motivator:
    - Where do the research questions rank in the discipline or add to the depth of broader scholarship in the library profession?
  - If teaching/learning is the primary motivator:
    - How important are your goals to your development/discipline and what impact will they have on your teaching?
  - If developing new skills is a motivator:
    - How important are these skills to the institution, your profession, and to student learning?

- ○ Given your status and experience, are these the best goals, activities, skills, and questions for you to ask, engage with, and develop; or, what other avenues might be relevant?
- How will you achieve these goals?
  - ○ What is your philosophy and approach?
  - ○ Is there adequate infrastructure to support your goals?
  - ○ What expertise do you need, and how will you get it? Courses? Collaboration?
  - ○ Will you need additional funding and where will you find it?
  - ○ What will the deliverables from the activity be and where/how will they appear?
  - ○ What is the chance of success for the activity? How does "failure" (especially in terms of research) still add to the conversation (of scholarship, for example)?
  - ○ What is the expected timeline?
- What advances to the discipline, your standing, and your skills will be realized through this research/activity?
  - ○ How will you measure the outcomes? How will you assess and reassess what you have achieved?
- How will you respond if circumstances change, and you need to change your Plan?

(Adapted from https://www.ncl.ac.uk/hr/assets/documents/personal-plan-chair-and-reader.pdf)

Appendix B: The Report

The Report is a reflective document that is prepared each year that addresses the goals stated in the plan and their connection to previous reports and plans and may answer the following questions. Be sure to use the form specified in University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*.

1. Introduction.
    a. A brief summary of your goals from your Plan.
2. How were you an engaged faculty member in the previous year?
3. How did your contributions align with SUU's student-centered mission and your departmental evaluation criteria?
4. How did you achieve your goals?
    a. Was there adequate infrastructure to support your goals?
    b. What funding was obtained, if any?
    c. Was the activity completed?
5. What advances to the discipline, your standing, and your skills were realized through this research/activity?
    a. What were the outcomes?
6. What did you do in the event that circumstances changed, and you needed to change your Plan?
7. What did you learn in the event that the activity failed? What would you do differently?
8. What did you learn, and how will you use this to improve your teaching, your students' learning, your scholarship, and/or your service?
9. How does this report inform your next plan?

A Report should also contain appendices which include a teaching portfolio, evaluations, professional development activities, and/or other sources of evidence for teaching effectiveness.

Appendix C: Teaching

The following lists are not exhaustive nor required and represent examples of possible contributions. Teaching includes, but is not limited to:

- Teach regular course offerings through the Department or the University.
- Provide introductory library orientation tours and workshops and teach subject-specific information literacy skills sessions to students enrolled in SUU courses.
- Teach and assist library patrons at the Questions Desk.
- Provide research consultations for students, faculty, and community members.
- Teach training workshops to library and University faculty and staff.
- Supervise practicum students.
- Implement instructional practices with the goal to increase student learning and engagement (e.g. high impact practices.
- Mentor student projects.
- Engage in professional development related to teaching.
- Create online instructional modules.
- Create student assignments and assessments.

Teaching effectiveness is determined in part by any combination of student, peer, supervisory, or self-evaluation methods, and evidence of student learning.

Teaching evaluations include, but are not limited to:

- Receive student evaluations of teaching.
    - All courses should be evaluated by students using the university approved evaluation.
    - Faculty should do a minimum of one Project Outcome evaluation per year of their one-shot instruction to collect student feedback.
- Receive peer evaluations of teaching.
    - Faculty should receive a minimum of one evaluation per year of their course teaching from either a member of their mentor team, the Department Chair, or Center for Excellence in Teaching and Learning.
    - Faculty should receive a minimum of one evaluation per year of their one-shot instruction.
    - Faculty should consider additional evaluations.
- Solicit syllabus or course peer reviews.
- Receive peer or supervisory evaluation of performance at the Questions Desk.
- Reflect on teaching evaluations in the Report.
- Formulate teaching improvements informed by evaluations and/or professional development, among other things, in the Plan.

Appendix D: Scholarship

The following lists are not exhaustive nor required and represent examples of possible contributions. If a faculty member is unsure if an activity is scholarly, they must consult with their P&T mentorship team and the Department Chair.

Individual or collaborative scholarship includes, but is not limited to:

Scholarship of Teaching and Learning

"The scholarship of teaching and learning involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations or publications."(6, para. 9) Public sharing and review can be formal or informal.

- Develop new courses or make major revisions to existing courses based on best practices and/or high impact practices, and disseminate the findings.
- Develop and share new delivery methods of instruction.
- Research, implement, and report on curriculum changes to Department and University courses.

Scholarship of Discovery

Apply quantitative and/or qualitative research methodologies in advancing the knowledge base of a discipline.

- Contribute to the knowledge base of academic librarianship or related fields by publishing in professional publications.
- Make presentations at conferences.
- Organize, administer, and/or review a regional/national conference.
- Edit or review for a professional publication or conference.
- Write grants and/or seek external funding for library programs.
- Progress toward and/or receive advanced degrees.
- Receive job-related training or certification, with documentation.

Scholarship of Integration

Integrate knowledge from other disciplines to inform and transform library work and/or integrate knowledge from academic librarianship to inform and transform work in other disciplines.

- Select and deselect resources for the library collection in specific subject specialties.
- Research, develop and implement new or improved services to patrons.
- Integrate knowledge and protocols from other disciplines into the library field.

Scholarship of Application

Apply the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meet the research and learning needs of the academic and library communities.

- Research, develop and implement new or improved services to patrons.

- Complete significant course development to maintain the currency of information presented.
- Conduct ongoing course development to implement innovative pedagogy, new media, and technology into courses, instruction, and training.
- Write training guides for students and faculty.
- Provide in-service training.

Other Forms of Scholarship

Scholarship that falls outside of traditional forms, such as creative and emerging forms of knowledge creation and dissemination.

- Creative works
- Code or digital applications
- Podcasts and recordings
- Online engagement
- Video, photography, multimedia, and mixed media
- Blogs

Appendix E: Academic Librarianship

The following list is not exhaustive nor required and represents examples of possible scholarly contributions. Academic librarianship includes, but is not limited to:

- Administer/supervise library departments or areas of responsibility.
- Provide training and development opportunities.
- Develop and implement policies and procedures.
- Maintain library services.
- Develop and implement new services.
- Promote library services.
- Advocate for information literacy and the library.
- Teach one-shot library instruction sessions.
- Create instructional modules.
- Maintain statistics and track trends.
- Edit library publications.
- Maintain and analyze library budgets.
- Classify and organize library resources.
- Select and deselect library resources.
- Provide access to library resources.
- Engage with the various user communities.
- Liaise with academic departments.

Appendix F: Service & Leadership

The following lists are not exhaustive nor required and represent examples of possible contributions. Service and leadership includes, but is not limited to:

University

- Work with student organizations or clubs.
- Enhance student global perspective, whether in depth or breadth.
- Organize and coordinate campus conferences, workshops, teleconferences, or training sessions.
- Represent the University at state, regional, national, or international organizations.
- Chair University or faculty senate committees or working groups
- Serve on University or faculty senate committees or working groups.
- Serve on Promotion and Tenure mentorship teams.
- Maintain University website(s).
- Edit University publications.

Professional

- Organize and coordinate professional conferences, or workshops.
- Serve on committees, working groups, or round tables of a professional organization.
- Consult for professional organizations.
- Attend professional development events.
- Attend professional meetings and conferences.

Community

- Participate in organizations and take part in activities related to professional duties.
- Apply academic and/or library and information science expertise in the community.
- Supervise student/community partnerships and projects.
- Promote community partnerships.
- Implement cooperative educational programs with community partners.