

Library LRT Criteria for the Promotion and Tenure of Faculty Librarians

In order to better define and describe the kind of scholarship performed by academic librarians, these Criteria for the Promotion and Tenure of Faculty Librarians are based on two foundation 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", produced by ACRL, the Association of College & Research Libraries (2).

The library's primary responsibility is to support the teaching and research mission of the university and its students and faculty. While the teaching role of librarians is different from that done by many other faculty, many of the primary faculty roles of librarians are scholarly in nature.

The next section of this report will consider the primary activities and academic responsibilities of library faculty.

The library is committed to a proactive approach to LRT. A Library LRT Mentoring Committee, composed of library faculty on Department and College LRT committees, will meet with all tenure-track faculty at least once per semester.

The items listed are given as examples, and should not be considered as exhaustive. Applicants should carefully consider the criteria defined by the Boyer model and the ACRL Scholarship Project for all activities and consult with the Library LRT Mentoring Committee, the Library Department Chair, and the Library Dean concerning accomplishments. When questions arise relating to acceptable activities, the Department LRT will determine the validity of the work. Decisions of the committee will be presented in writing.

Teaching

The teaching that is most characteristic of academic librarianship involves instructing people in becoming "information literate" independent learners who can find, assess and use information resources effectively. Teaching effectiveness is determined by a balance of student, peer, supervisory and self-evaluation methods.

1. Teach regular course offerings in the Library Media curriculum, including non-traditional delivery methods such as web based courses.
2. Provide introductory library orientation tours and workshops and teach subject specific information literacy skills sessions to students enrolled in SUU courses.
3. Teach and assist library patrons at the Reference Desk.
4. Providing research consultations for students, faculty, and community members.
5. Teach training workshops to library and university faculty and staff.
6. Supervise service learning activities.
7. Supervise practicum students.

Scholarship

The purpose of all types of scholarship should be to advance librarianship, and most scholarly work should include some kind of dissemination through local, regional, national, or international audiences. Dissemination also provides opportunities for scholarly work to be peer reviewed, a significant indication of its quality, usefulness, and importance.

Scholarship of Teaching

Develop, test and/or improve pedagogical techniques for meeting library instruction objectives.

1. Develop new courses or make major revisions to existing courses based on action research.
2. Develop new delivery methods of instruction.
3. Research and implement curriculum changes to the library media program.

Scholarship of Discovery

Apply quantitative and/or qualitative research methodologies in advancing the discipline's knowledge base.

1. Contribute to the knowledge base of the field by publishing in professional publications.
2. Make presentations at professional conferences.
3. Organize, administer, and/or review a regional/national conference.
4. Edit or review for a professional publication or conference.
5. Write grants and/or seek external funding for library programs.
6. Progress toward and/or award of advanced degrees.
7. Receive training or certification, with documentation.

Scholarship of Integration

Integration draws upon a wide range of other disciplines for knowledge that informs and transforms library work.

1. Select and deselect resources for the library collection in specific subject specialties.
2. Research, develop and implement new or improved services to patrons.
3. 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 meeting the research and learning needs of the academic and library communities.

1. Research, develop and implement new or improved services to patrons.
2. Complete significant course development to maintain currency of information presented.
3. Conduct Ongoing course development to implement innovative pedagogy, new media and technology into courses, instruction and training
4. Write training guides for students and faculty.
5. Provide in-service training.

Service

Academic librarians should be involved in service to their academic institution, profession, and to the general public in the form of outreach. Service activities benefit both the librarians and the groups to which they contribute.

Library

1. Administer a library department or area of responsibility.
2. Serve and/or chair library committees.
3. Provide training to library staff in groups or individually.
4. Select, train, supervise, and evaluate staff and student workers.
5. Develop and implement policies and procedures.
6. Maintain and develop services.
7. Maintain statistics and track trends.
8. Edit library publications.

University

1. Organize and coordinate campus conferences, workshops, teleconferences, or training sessions.
2. Represent SUU at state or national organizations.
3. Chair university or faculty senate committees.
4. Serve on university or faculty senate committees.
5. Maintain web sites.
6. Edit university publications.

Professional

1. Organize and coordinate professional conferences, or workshops.
2. Active in a professional organization.
3. Attend professional meetings and conferences.
4. Hold membership in professional organizations.
5. Consult to organizations.

Public

1. Participate in activities and organizations relating to professional duties.
2. Apply academic expertise in community without pay or profit.

Collegiality

To meet the mission of the Library and the University, academic librarians need to work cooperatively with all constituents. Also refer to University Policy #6.28, Faculty Professional Responsibility.

1. Treat all employees, students and patrons respectfully and professionally.
2. Complete job responsibilities and commitments to associates in a professional, timely manner therefore enabling others to complete their responsibilities.

3. Respect university, colleagues and students and their right for academic freedom.
4. Accessible to students whenever reasonably possible, this includes posting and keeping office hours.
5. Evaluate student and employee performance promptly, and without prejudice or favoritism.
6. Provide a respectful atmosphere that does not reward agreement or penalize disagreement with their views of controversial topics.

Graduate Faculty Criteria

Teaching

1. Teach school library media courses at the undergraduate and/or graduate level.
2. Teach as a certified school librarian in a public or accredited private school system.

Scholarship

1. Produce or participate in scholarship of teaching, discovery, integration, or application directly involving or related to school libraries.

Service

1. Professional experience that demonstrates mastery in an area associated with school libraries (e.g. collection development, technology, cataloging, reference, etc.)
2. Membership, involvement in local, state, national, and/or international school library or related organizations.
3. Involvement in other school library related activities.

Collegiality

1. Performance appropriate as indicated above.

Associate Graduate Faculty Criteria

Associate graduate faculty shall demonstrate a minimum level of experience and educational background associated with school library related achievements or competencies:

1. Master's degree in related field.
2. Teaching experience.
3. Demonstrated involvement in the school library profession.

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1. Boyer, Ernest L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.
 2. "Academic Librarianship and the Redefining Scholarship Project," American Library Association, September 01, 2006. <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/academiclibrarianship.cfm> (Accessed November 01, 2010) Document ID: 184511.

Revision history:

- May 1, 2012
- May 24, 2011
- November 12, 2010
- August 2010
- October 2008
- August 2006
- April 2005