

## **Library Departmental Guidelines for Promotion & Tenure**

As the Linfield Libraries' Plan for 2013-2019 states, the libraries' mission is to foster learning for the Linfield community. The following guidelines are tied integrally to the college's core themes and strategic plan in their emphasis upon sustaining Linfield's culture of engagement and excellence, working within an integrated teaching and learning environment, fostering global and multicultural understanding, and facilitating experiential learning. The Linfield librarians work to enhance the college's strategic plan to strengthen academic programs, enhance Linfield's regional, national and global connections, and to grow and strategically align Linfield's resources. The Linfield Libraries recognize the importance of departmental guidelines, based on professional standards for the discipline, as a useful tool for evaluation (both internal and external) of faculty librarians. To that end, we have developed the following framework for the three areas of evaluation for faculty librarians: professional effectiveness, professional achievement, and service.

### **Assumptions**

Librarians differ from other disciplinary faculty at the college in the amount of time and attention we must devote to essential work with consortia like the Orbis Cascade Alliance (the Alliance) and with professional organizations such as the Association of College and Research Libraries (ACRL) and the Medical Library Association (MLA). All this work benefits the students and faculty of the college because it improves our systems and services and brings them into alignment with the work being accomplished at other higher education institutions. Linfield College is at the forefront of collaboration in higher education in the United States, particularly within the Alliance and ACRL. This not only saves the college substantial money, it enhances resources and services for faculty and students.

Where demonstrable evidence could reasonably be assigned to multiple evaluation areas, it is up to each faculty librarian to make an argument for inclusion in a specific area. For instance, each faculty librarian must decide where to include committee work in any of the three categories because of its importance to our profession, the often competitive nature of elections and appointments, and its impact on services and resources for the college. The location of evidence in the associated table for a particular section need not be prescriptive for candidates.

Librarians currently work eleven- or twelve-month contracts. They are expected to work the same full schedule during the summer, and the breaks between fall semester, January term, and spring semester. Consequently, significant periods of time for personal research and other creative activities are limited.

Engagement within the library profession can look different for each librarian. It is therefore incumbent on each candidate to make a case for which example goes with which evaluation area.

### **Promotion from Assistant to Associate Professor with Tenure**

Promotion to Associate Professor is positively linked with tenure. Candidates for Associate Professor are consistently excellent librarians who demonstrate the potential for noted achievement in the library profession by engaging in activities that further the candidate's knowledge and involvement within the Linfield community and the broader field of academic

librarianship. A successful candidate moving to Associate Professor will exhibit the potential for continued achievement in all three categories: professional effectiveness, professional achievement, and service. See pages 4-6, 8-9, and 10 for illustrative examples.

### **Promotion from Associate to Full Professor**

Candidates for Full Professor are consistently excellent librarians who have demonstrated sustained achievement within the college and the library profession. A successful candidate moving to Full Professor will provide examples of an established record of work that demonstrates advanced engagement regionally, nationally, or internationally in all three categories: professional effectiveness, professional achievement, and service. Impact of significant work should be demonstrated, in addition to internal evidence, via external letters or reviews by librarians at other academic institutions.

Advanced engagement might include distinction within a number of overall themes, including:

- scholarship on areas of relevance to librarianship, such as information literacy, research behavior, digital repositories, online learning or electronic resource management
- leadership within a consortium or at the national level for ACRL, MLA or another higher education forum
- significant contributions to information literacy instruction or assessment within academic libraries and/or within college curricula
- attainment of senior or distinguished level in the Academy of Health Information Professionals
- distinctive service to the college within college-wide committees, such as the Curriculum Committee, the FEC, or the CPBC
- robust facilitation of access to library resources or innovative collections management

### **Professional Effectiveness**

Faculty librarians have varying responsibilities, depending on their individual positions. Since the early 1980s, all faculty librarians going up for promotion and/or tenure have had an explication of Professional Effectiveness like the one below attached to the directions for their file:

The Promotion/Tenure Committee has agreed that the category Professional Effectiveness will be substituted for Teaching Effectiveness when faculty librarians are evaluated. This may include such professional responsibilities as integrated library system management, collections management, reference services, teaching research strategies and information literacy, management of personnel and resources, scholarly communication, or advising students.

Evidence of professional effectiveness may be demonstrated by (but is not limited to) the following (not rank-ordered):

- Collaborating and communicating with faculty, students, and external colleagues, e.g.:
  - communicating with faculty about new resources for their courses/students

- conducting one-on-one research consultations with faculty and students
- collaborating on the functionality of the integrated library system with colleagues at other Alliance institutions
- Teaching research effectiveness in collaboration with other faculty at the college and tailoring this instruction to meet the learning outcomes of the particular class, be it a first-year INQS or an introduction to the major.
- Promoting integrated information literacy. We develop and sustain close working relationships with faculty so that students in the majors and minors graduate with a more informed approach to research and information use within their field of study.
- Teaching an MLA-certified Continuing Education class or course at a state, regional, national or international conference.
- Mentoring students and interns. Library departments have learning outcomes for student employees. The library staff strives to prepare our student employees for graduate school and the workplace by emphasizing competencies encompassing time management, library research, service orientation, and leadership as integral members of the library staff.
- Managing collections/resources through budgeting, assessment, selection/de-selection, and preservation/curation.
- Managing integrated library systems. Librarians constantly revise, assess, and implement regular changes to this complex system shared by all members of the Alliance. This takes professional acumen, attention, and critical thought.
- Facilitating scholarly communication, e.g.:
  - organizing events or workshops on open access or author rights
  - recruiting content for inclusion in DigitalCommons@Linfield
  - educating students about the lifecycle of scholarship and creative works
- Demonstrating knowledge of and enthusiasm for current developments in academic librarianship and facilitating ease of transition when those developments impact the Linfield community. Libraries are in constant flux because ever-changing technology impacts all our work, so we must stay up to date via webinars, seminars, conferences, blogs and listservs in addition to the scholarly reading that is expected of any faculty member.
- Assessing library services and learning. Librarians regularly assess resources, services, teaching, and responsiveness to the Linfield community through classroom assignments and formal and informal qualitative methods such as web usability testing, focus groups, interviews and observations. In Appendix 1, please note the Student Assessment of Teaching for Library Instructional Sessions. Also, we employ forms of authentic assessment with our student employees, e.g.:
  - observation of work on special library projects
  - self-reflection on their work
  - regular review of learning outcomes and students' ability to meet them
- Managing personnel. Faculty librarians supervise student employees and/or library staff. This entails solid communication, performance reviews, regular meetings and check-ins, and strategic planning.
- Performing committee work either as a member or as a leader at the consortial, regional, or national level (e.g., the Alliance, ACRL, MLA).

- Transforming library resources and services. Innovation is a constant in a responsive, agile library, perhaps most visibly within the integrated library system, but also in social media, in the classroom, and in always improving robust services, resources, and integrated information literacy instruction for the Linfield community.

The following pieces of evidence constitute examples of what may be applied to the criteria of Professional Effectiveness for faculty librarians at Linfield College for tenure and promotion to Associate Professor, or for promotion to Full Professor. This list is neither exhaustive nor rank-ordered. As always, it is incumbent on the candidate to make a case for which example goes with which area.

<b>For Tenure and Promotion to Associate Professor</b>	<b>For Promotion to Full Professor</b>
Collaboration <ul style="list-style-type: none"> <li>• With faculty about new resources.</li> <li>• With students and faculty during one-on-one research consultations.</li> <li>• With librarians at other Alliance institutions.</li> </ul>	Collaboration <ul style="list-style-type: none"> <li>• Significant leadership in consortial or similar initiatives.</li> </ul>
Teaching <ul style="list-style-type: none"> <li>• Tailors instruction for learning outcomes of each class in collaboration with faculty.</li> <li>• Promotes information literacy at the college outside the classroom.</li> <li>• Mentors student employees and interns.</li> </ul>	Teaching <ul style="list-style-type: none"> <li>• Creates information literacy outcomes for majors and minors.</li> <li>• Promotes information literacy at the local, regional, or national level.</li> <li>• Teaches within a graduate school program or nationally recognized program or conference.</li> </ul>
Assessment <ul style="list-style-type: none"> <li>• Of library resources, in order to maintain a relevant collection.</li> <li>• Of library services.</li> <li>• Of information literacy teaching.</li> <li>• Of overall responsiveness to the needs of the Linfield College community.</li> <li>• Of the integrated library system.</li> <li>• Of the state of library services and resources outside Linfield.</li> </ul>	Assessment <ul style="list-style-type: none"> <li>• Of those areas listed under promotion to Associate, but with broader and more significant impact at the regional or national level.</li> </ul>

<p>Resource Management</p> <ul style="list-style-type: none"> <li>• Creates, maintains, and facilitates library collections and resources with curricular ties.</li> <li>• Recruits content for inclusion in DigitalCommons@Linfield.</li> </ul>	<p>Resource Management</p> <ul style="list-style-type: none"> <li>• Creates and shares knowledge and best practices regarding resource management and innovation at the college, regional or national level.</li> <li>• Investigates new formats of resources or information access and disseminates findings.</li> <li>• Leads resource and collection initiatives at the Alliance.</li> <li>• Creates, assesses, and transforms access to the Alliance's Shared Integrated Library System.</li> </ul>
<p>Committee Work/Leadership</p> <ul style="list-style-type: none"> <li>• Performs committee work as a member at the college, consortial, regional, or national level.</li> </ul>	<p>Committee Work/Leadership</p> <ul style="list-style-type: none"> <li>• Performs committee work as a leader at the college, consortial, regional, national, or international level.</li> <li>• Serves on college-wide task forces (such as strategic planning).</li> </ul>
<p>Scholarly Communication</p> <ul style="list-style-type: none"> <li>• Organizes events or workshops on open access or author rights at the college.</li> <li>• Works with faculty or students to analyze and resolve copyright/fair use issues.</li> <li>• Educates students about the lifecycle of scholarship and creative works.</li> </ul>	<p>Scholarly Communication</p> <ul style="list-style-type: none"> <li>• Organizes events or workshops on open access or author rights at the regional or national level.</li> <li>• Communicates with faculty colleagues regarding programs and innovations in library science that impact scholarly work of Linfield faculty.</li> <li>• Leads campus- or college-wide initiatives and projects related to copyright/fair use or other applicable areas.</li> <li>• Educates about scholarship, copyright, or fair use at the regional or national level.</li> </ul>
<p>Personnel Management</p> <ul style="list-style-type: none"> <li>• Demonstrates solid communication, regular performance reviews and meetings.</li> </ul>	<p>Personnel Management</p> <ul style="list-style-type: none"> <li>• Engages in strategic planning on a regular basis in order to effectively manage student and staff</li> </ul>

<ul style="list-style-type: none"> <li>• Provides clear assessment of employees.</li> </ul>	employees.
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### **Professional Achievement**

Professional Achievement and scholarly activity are intimately connected to, and serve to inform, the quality of our Professional Effectiveness. It is therefore the responsibility of library faculty to stay engaged in scholarly and professional activities that promote intellectual growth and understanding related to the many aspects of a constantly shifting information environment, emerging technologies, and the people who must navigate and use information systems.

It is considered normal and acceptable for a new librarian to come to Linfield without an established research agenda. While it is not expected that librarians demonstrate professional achievement via tangible evidence during each year, it is expected that librarians will have shown some initiative in this area by the second-year formal review and tangible evidence of professional achievement by the fourth-year formal review. In order to earn tenure and promotion to Associate Professor, the candidate must have demonstrated evidence of professional achievements and the ability to continue this work in the future.

### **Peer Review**

Peer review can take many forms within the library discipline. Peer review may be blind (either single- or double-blind) or open (where reviewer and author are known to one another). While publications and presentations that undergo blind peer review may be more common, open peer review is also valued. Some venues for disciplinary publication and presentation employ editors who review submissions without the assistance of additional peer reviewers; this is considered a form of open peer review. Peer reviewers are usually other librarians, or faculty who teach in graduate school programs for the Ph.D. or Masters in library and information science.

At minimum, successful candidates for tenure and promotion must demonstrate the ability to disseminate scholarship that has been peer-reviewed. Dissemination of additional peer-reviewed scholarship is necessary for promotion to full Professor.

### **Valued Forms of Professional Achievement**

Faculty librarians consider that evidence of Professional Achievement occurring prior to appointment at Linfield should count toward promotion and tenure at Linfield, to the extent that it lays groundwork for ongoing activities accomplished at Linfield. In general, in terms of professional achievement, librarians value:

- Both research- and practice-based scholarship.
- Online dissemination as well as print dissemination.
- Both co-authorship and sole authorship.
- Collaborations both within and outside the library field.
- Both peer reviewed and non-peer reviewed scholarship.

Evidence of valid and valued professional achievement may be demonstrated by (but is not limited to) the following (not rank-ordered):

- Publications. This frequently can include peer-reviewed journal articles, book chapters, and entries in subject specific encyclopedias, though whether peer reviewed or not, being asked to contribute to a magazine, trade journal, blog, book, or other publication in one's field is an honor and should be recognized. Conference proceedings and conference reports (which are forms of openly peer reviewed literature) are further examples of valued publication. Faculty librarians also place importance on resource reviews. Whether the review is of a book, website, or other information source, resource reviews are an established segment of the professional literature in librarianship and are essential tools used for acquisition, evaluation, and assessment of resources.
- Presentations (local, regional, national, international). Academic librarians, like other faculty, present new ideas at conferences, workshops, and webinars. Sometimes this is a highly competitive process that is peer reviewed. Given the constantly changing landscape of our discipline, faculty librarians highly value presentations, face-to-face and online, at all levels, particularly when proposals are peer reviewed or invited.
- Faculty/student collaborative research. Examples might include conducting oral history interviews and disseminating them through DigitalCommons@Linfield, or conducting focus groups, interviews, surveys, or usability studies on library services.
- Acting as a peer reviewer for a scholarly journal. Depending on how the candidate wishes to apply this work, it could be alternatively included under Service.
- Peer determined awards. For example, Linfield faculty awards or any award from a relevant professional organization, such as ACRL.
- Funded grant applications.
- Appointed leadership or elected positions at the local, regional, and national levels as distinct from service to the college or profession. For example, chairing or working on a select Orbis Cascade Alliance Committee takes considerable expertise, collaboration, time, and deep attention and demonstrates leadership and initiative. Acting as a chair of an ACRL committee or Pacific Northwest Chapter of the MLA, for example, is equally distinctive. Examples of elected positions might also include election to the Oregon Library Association of College and Research Libraries Board, or election to the executive committee of ALA or MLA.
- Creative works. This category is necessarily broad and includes products resulting from research that embrace modes of dissemination that may include publication or presentation, but are not restricted to it. Alternative modes of dissemination might include performance (as in a podcast, a play, or part-or-whole of an ongoing video education series), display (as in artwork, or prominent library displays), and others.
- Selection as a faculty member or co-director of national programs, institutes, or workshops. To be chosen as a faculty member of a national ACRL program, for example, would carry weight because a competitive national process of vetting is involved. However, to be a co-director of a program like this would carry more weight because of the extra responsibility, authority, and vetting involved in the selection process.

The following pieces of evidence constitute examples of what may be applied to the criteria of Professional Achievement for faculty librarians at Linfield College for tenure and promotion to Associate Professor, or for promotion to Full Professor. This list is neither exhaustive nor rank-

ordered. As always, it is incumbent on the candidate to make a case for which example goes with which area.

<b>For Tenure and Promotion to Associate Professor</b>	<b>For Promotion to Full Professor</b>
<p>Publications and Presentations</p> <ul style="list-style-type: none"> <li>• Peer reviewed publication in a library-oriented trade journal, magazine, or website.</li> <li>• Peer reviewed publication of a chapter in a scholarly monograph or article in a scholarly journal.</li> <li>• Publication and authoring of a book.</li> <li>• Presentation of research or practice for a local, regional, or national audience.</li> <li>• Publication or presentation of student-faculty collaborative research in any of the above venues.</li> <li>• Acting as a peer-reviewer for disciplinary publications.</li> </ul>	<p>Publications and Presentations</p> <ul style="list-style-type: none"> <li>• Sustaining a continuing body of work within the bounds of a specific research agenda.</li> <li>• Acting as an editor or editor-in-chief for a library-oriented scholarly journal, trade journal, magazine, or website.</li> <li>• Acting as editor or editor-in-chief for a scholarly monograph.</li> </ul>



<p>Professional Participation and Leadership</p> <ul style="list-style-type: none"> <li>• Acceptance and participation in a national program, institute, or workshop as a student or other form of participant.</li> <li>• Elected or appointed leadership at the local, regional, or national level.</li> </ul>	<p>Professional Participation and Leadership</p> <ul style="list-style-type: none"> <li>• Acting as a faculty member, director, or co-director of a national program, institute, or workshop.</li> <li>• Elected or appointed leadership at the regional or national level which is highly visible and/or demonstrably influential.</li> </ul>
<p>Awards</p> <ul style="list-style-type: none"> <li>• Peer- or committee-determined awards at the local, regional, or national level.</li> <li>• Award of grants or moneys to begin, continue, or maintain research, or to create programs at Linfield College Libraries that are unique or useful to the college community.</li> </ul>	<p>Awards</p> <ul style="list-style-type: none"> <li>• Peer- or committee-determined awards at the regional or national level that are visible or influential either regionally or nationally.</li> <li>• Award of grants or moneys to create programs and services, the impacts of which are demonstrably felt not only on campus but beyond Linfield College.</li> </ul>

## Service

Service is part of librarians’ professional code of ethics. Within higher education, service plays out on many levels. It is critical that Linfield faculty librarians demonstrate service to the college, consortia, professional organizations, and our local community. Service may be demonstrated by (but is not limited to) the following (not rank-ordered):

### Service to Linfield

- Participation in departmental, divisional, or college-wide committees or task forces
- External relations work for Linfield, e.g.:
  - speaking at local civic organizations (e.g., Kiwanis, Rotary) about library services and initiatives
  - presenting to alumni groups
  - recruiting students or donors

### Service to Discipline

- Service to a professional organization or consortium. For example, a candidate might be the secretary of the Executive Committee of the Instruction Section of ACRL. Another example might be participation on a committee for the Alliance, the Oregon Library Association, or the Oregon Nurses Association.
- Organizing a professional meeting/conference. Depending on how the candidate wishes to apply this work, it could be alternatively included under Professional Achievement.

**Service to the Community**

- Service to the external community using professional knowledge/skills.  
For example, a librarian could serve on the McMinnville Public Library Board or on the Yamhill County Cultural Coalition Board.

The following pieces of evidence constitute examples of what may be applied to the criteria of Service for faculty librarians at Linfield College for tenure and promotion to Associate Professor, or for promotion to Full Professor. This list is neither exhaustive nor rank-ordered. As always, it is incumbent on the candidate to make a case for which example goes with which area.

<b>For Tenure and Promotion to Associate Professor</b>	<b>For Promotion to Full Professor</b>
<p>Service to Linfield College</p> <ul style="list-style-type: none"> <li>• Participating in departmental, divisional, or college-wide committees or task forces.</li> <li>• Presenting to alumni groups.</li> <li>• Recruiting students or donors.</li> </ul>	<p>Service to Linfield College</p> <ul style="list-style-type: none"> <li>• Sustaining a record of service to the college.</li> <li>• Chairing departmental, divisional, or college-wide committees or task forces.</li> <li>• Cultivating relationships with potential students or donors.</li> </ul>
<p>Service to Organizations or Consortia</p> <ul style="list-style-type: none"> <li>• Participating on a consortial committee or working group.</li> <li>• Participating on a committee for a professional organization.</li> <li>• Serving as a reviewer for disciplinary publications.</li> <li>• Organizing a professional meeting.</li> </ul>	<p>Service to Organizations or Consortia</p> <ul style="list-style-type: none"> <li>• Sustaining a record of service to organizations or consortia.</li> <li>• Chairing/leading a consortial committee or working group.</li> <li>• Chairing/leading a committee for a professional organization.</li> </ul>
<p>Service to External Community</p> <ul style="list-style-type: none"> <li>• Serving on a board for a public library.</li> <li>• Serving on a cultural board, such as the Yamhill County Cultural Coalition Board, or the Oregon Cultural Trust.</li> <li>• Speaking at local or regional organizations.</li> </ul>	<p>Service to External Community</p> <ul style="list-style-type: none"> <li>• Chairing/leading a board for a public library.</li> <li>• Chairing/leading a board for a cultural board, such as the Yamhill County Cultural Coalition Board, or the Oregon Cultural Trust.</li> <li>• Speaking at regional or national organizations.</li> </ul>

## External Validation of Guidelines

Faculty librarians have consulted other Linfield departments for their disciplinary specific guidelines. Librarians have also reviewed P&T guidelines at Trinity University in San Antonio, TX, Palmetto College in South Carolina, CSU-Channel Islands, and Rollins College in Winter Park, FL, as well as the ACRL Guideline for the Appointment, Promotion, and Tenure of Academic Librarians. Of these guidelines, we relied most heavily on those from Trinity, Palmetto, and ACRL. Those documents can be found at the following links:

- Trinity University:  
[http://digitalcommons.trinity.edu/lib\\_faculty/16/](http://digitalcommons.trinity.edu/lib_faculty/16/)
- Palmetto College:  
[http://www.sc.edu/about/system\\_and\\_campuses/palmetto\\_college/internal/faculty\\_and\\_staff/academic\\_affairs/faculty\\_manual/](http://www.sc.edu/about/system_and_campuses/palmetto_college/internal/faculty_and_staff/academic_affairs/faculty_manual/)
- ACRL:  
<http://www.ala.org/acrl/standards/promotiontenure>

## Appendix 1: Student Assessment of Teaching for Library Instructional Sessions

Please complete the following questions in regard to the time you've spent in library sessions in your class.

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

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Semester:

Mark only one.

- Fall 2015
- Spring 2016

Class:

Mark only one.

- Living Well, Living Long-Graff-Haight
- Genius of East Asia-Keaveney
- Economics Detective-Summers
- Life on a Changing Planet-Gardner
- Nuclear Society-Murray
- What is Good Citizenship? - Mertes
- The Iraq War Across The Genres - Keeseey
- Storytellers - Lerner
- Introduction To Research In Physical Activity - McNamee
- Fundamentals of Philosophy - Finkelman
- Diversity And Inclusion - Harris

I am more confident about my ability to search for and find materials using the library than before my library sessions.

Mark only one.

Strongly Disagree   1   2   3   4   5   Strongly Agree

I am more confident about my ability to retrieve materials using the library than before my library sessions.

Mark only one.

Strongly Disagree   1   2   3   4   5   Strongly Agree

I feel better prepared to evaluate materials for research than I did before my library sessions.

Mark only one.

Strongly Disagree   1   2   3   4   5   Strongly Agree

I feel better able to integrate information sources into my research and writing than before my library sessions.

Mark only one.

Strongly Disagree 1 2 3 4 5 Strongly Agree

The librarian was enthusiastic and knowledgeable about the material.

Mark only one.

Strongly Disagree 1 2 3 4 5 Strongly Agree

I know where and how to get help with my future research needs and feel comfortable doing so.

Mark only one.

Strongly Disagree 1 2 3 4 5 Strongly Agree

What's something specific you learned during your library sessions that you think will be the most helpful to you?

Did anything covered in your library sessions confuse you? If so, what?