

Promotion and Tenure Criteria for Faculty Librarians

To define and describe the teaching, scholarship, and service performed by academic librarians, these Criteria for the Promotion and Tenure of Faculty Librarians have been written by the faculty of the Library Media department 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”, produced by ACRL, the Association of College & Research Libraries (2). The third is the University’s Promotion and Tenure Policy.

Core Values

The mission of the Sherratt Library which houses the Library Media department (the Department) 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 strive to advance the role and missions of the Department, and the College of Library Media in each of the three areas of professional responsibility: teaching, scholarship, and service.

The practice of SUU librarians is informed by acknowledged standards represented by the discipline: [the Library Bill of Rights](#) and the [Freedom to Read Statement](#) (American Library Association)(3), and the [Framework for Information Literacy for Higher Education](#) (Association of College & Research Libraries)(4). As representatives of SUU, our actions also reflect SUU’s strategic plan and continued mission of lifelong learning. 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 faculty responsibilities, all members of the Department are practitioners and have responsibilities for managing library departments, programs, and services. These duties constitute a large portion of the faculty’s time. The Department values these activities, as they support student learning and success, faculty scholarship and pedagogy, and staff projects and research. The importance of this work is reflected holistically in the criteria outlined below and should be incorporated in a faculty member’s Plan.

The Promotion & Tenure Process

The Promotion & Tenure (P&T) process follows the outline in University policy 6.1.

The Plan

First, a faculty member must write a plan and/or a report. Because the plan and report are both limited to a maximum of three pages, the documents need to be succinct.

In the plan, faculty members should state how they will contribute during the upcoming year. The plan is not a defense of the faculty member's record. The plan should outline only major themes and goals the faculty member hopes to achieve, and how these align with the mission of the department and University.

Tenured faculty write a 5-year plan.

The Report

The report should describe the faculty member's progress toward achieving the previous year's plan. It should be reflective in nature and include the outcomes, what was learned, and how these lessons will be applied.

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

Tenured faculty write a 5-year report addressing how they achieved their 5-year plan.

The Process

Below is a simplified version of the process for illustrative purposes. Faculty should consult University policy 6.1 for the details.

Initial Plan and Report go to:

- P&T Mentorship Team
- P&T Mentorship Team's Evaluation to the Faculty Member for Review and Response
- Initial Report/Plan and Evaluation to Department Chair
- Suggested Revisions of the Plan to the Faculty Member
- Revised Plan to Department Chair
- Present Plan at a departmental faculty meeting
- Plan/ Report to College P&T Committee
- Plan/Report to College/School Dean
- Plan/Report to University P&T Committee
- Feedback from Dean to Department Chair about Parity across the College/School
- Provost
- Review by Chair with Faculty.

Tenured faculty do not have a P&T Mentorship Team. Instead, they submit their initial 5-year report/plan directly to their department chair. The department chair evaluates the report, and may suggest revisions to the plan. The revised plan would be resubmitted to the department chair.

Tenured faculty meet with their department chair annually to discuss progress on the 5-year plan and make adjustments to the plan.

All of this activity is concluded by the end of January.

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, policy 6.1.2, III, A and 6.1.4, IV, A, 2, respectively. 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.

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 of process.

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

Early Tenure

Following University policy, a faculty member may opt to apply for tenure one year early (6.1.4,II,C,3). A faculty member considering early tenure should discuss this with their P&T 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.

Evaluative Criteria

The items listed below are given as examples, and should not be considered as exhaustive, or required. The three traditional categories for evaluation, teaching, scholarship, and service, are listed to help give shape to the evaluative criteria, plans, and reports.

Integrative and engaged practices cross and blur the lines between the traditional 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 all three categories. Integrative and engaged learning provide authentic and transformative educational experiences. They support the Student-Centric Faculty Engagement Model (see Figure 1), and the mission of the University. As such, these are desirable, but not exclusive, activities.

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.

If faculty are concerned about the value of an activity, they can consult the criteria defined by the Boyer model and the ACRL Scholarship Project, and/or ask the P&T team for guidance when questions arise.

Teaching

Teaching is defined as teaching classes for the University, teaching individual or multiple instruction sessions in classes outside of the Program, and teaching students individually at the Questions Desk. Teaching effectiveness is determined in part by any combination of student, peer, supervisory, or self-evaluation methods, and evidence of student learning. Teaching includes, but is not limited to:

- Teach regular course offerings through the Department or the University, including non-traditional delivery methods such as web-based courses.
- 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 high impact practices.
- Support student research.
- Mentor student projects.
- Promote engaged learning.
- Receive student and peer evaluations of teaching.
- Have syllabus or course reviewed.
- Receive peer or supervisory evaluation of performance at the Questions Desk.

Scholarship

The purpose of all types of scholarship based on the Boyer model (1) is to advance librarianship in its many practices and related disciplines. A faculty member's scholarly work could include some form of public dissemination to local, regional, national, or international audiences. Dissemination also provides opportunities for scholarly work to be peer-reviewed formally or informally, which is an important indication of its quality, usefulness, and importance.

The cumulative effect of scholarship results in faculty members that advance the discipline, develop personal knowledge, improve the learning experiences of students, and ultimately, create engaged graduates, and informed citizens.

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."(5) 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 the field by publishing in professional publications.
- Make presentations at professional and information/library-allied 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 training or certification, with documentation.

Scholarship of Integration

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

Service/Leadership

Faculty librarians can be involved in service to their academic institution, profession, and community. Service activities benefit the University, the library, the librarians and the groups to which they contribute.

Library

- Administer a library department or area of responsibility.
- Serve and/or chair library committees.
- Provide training to library staff individually or in groups.
- Develop and implement policies and procedures.

- Maintain services.
- Develop and implement new services.
- Promote library services.
- Advocate for information literacy and the library.
- Maintain statistics and track trends.
- Edit library publications.

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.
- Serve on University or faculty senate committees.
- Serve on Promotion and Tenure mentorship teams.
- Maintain Website(s).
- Edit University publications.

Professional

- Organize and coordinate professional conferences, or workshops.
- Be active in a professional organization.
- Attend professional meetings and conferences.
- Consult to organizations.
- Attend professional development events.

Community

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

Rating of Faculty

The P&T team is responsible for evaluating the progress made by a faculty member on the previous year's Plan. 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 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 Policy 6.1.

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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. 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 November 29, 2018)

 3. "Core Values of Librarianship," American Library Association, June 29, 2004.
<http://www.ala.org/advocacy/intfreedom/corevalues> (Accessed on November 29, 2018)

 4. 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 January 9, 2019)

 5. McKinney, K. "What is the Scholarship of Teaching and Learning (SoTL) in Higher Education?"
<http://uca.edu/cte/files/2011/06/6whatdefinesotl.pdf> (Accessed on January 9, 2019)

Appendix A: The Plan

A plan may contain the following information. Be sure to use the form in Appendix A of University Policy 6.1.

1. Introduction
 - a. An aspirational narrative
 - b. Current skills and experiences
 - c. Past accomplishments
 - d. Establish how the proposed plan builds on this foundation and fits with and/or differs from previous plans
 - e. Describe 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.
2. How do you plan to be an engaged faculty member?*
3. How will your contributions align with SUU's Student-centered mission and departmental criteria?*
4. What goals motivate you, why, and what do you want to achieve?
 - a. If research is the primary motivator:
 - i. Where do the research questions rank in the discipline or add to the depth of broader scholarship impinging on libraries at large?
 - b. If teaching/learning or engagement is the primary motivator:
 - i. How important are the questions/activities and what impact will they have?
 - c. If developing new skills is a motivator:
 - i. How important are these skills to the institution, your profession, and to student learning?
 - d. Given your status and experience, are these the best questions, activities, and skills for you to ask, engage with, and develop; or, what other avenues might be relevant?
5. How will you achieve these goals?
 - a. What is your philosophy and approach?
 - b. Is there adequate infrastructure to support your goals?
 - c. What expertise do you need, and how will you get it? Courses? Collaboration?
 - d. Will you need additional funding and where will you find it?
 - e. What will the outputs from the activity be and where/how will they appear?
 - f. 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)?
 - g. What is the expected timeline?
6. What advances to the discipline, your standing, and your skills will be realized through this research/activity?
 - a. How will you measure the outcomes? How will you assess and reassess what you have achieved?
7. 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>)

* From Policy 6.1, Appendix A.

Appendix B: The Report

A report may answer the following questions. Be sure to use the form in Appendix A of University Policy 6.1.

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 if circumstances changed, and you needed to change your plan?
7. What did you learn if 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?

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

* From Policy 6.1, Appendix A.

Promotion and Tenure Mentorship Team Responsibilities

Promotion and Tenure Mentorship teams (P&T teams) are formed by following the procedure outlined in the Library Mentorship Team Selection policy in support of the department of Library Media's (the Department) Promotion and Tenure Criteria for Faculty Librarians policy (the Policy). The P&T team is responsible for helping to shape a faculty member's Faculty Engagement and Contribution Plan (the Plan), and evaluating the faculty member's achievement as outlined in the Faculty Engagement and Contribution Report (the Report).

Mentorship is a developmental process. Its purpose is to help faculty grow and develop as individuals, librarians, teachers, professionals and scholars, navigate the P&T process, and ultimately become valued members of the University who contribute to the student-centric missions of both the department and the University.

Mentorship Team Member Training

In order to ensure fair and equitable mentorship and review, all members of P&T teams will attend mentorship training workshops sponsored by the University, college, or department.

Timeline for Review and Evaluation

	Faculty Engagement & Contribution Plan and Report
Informal meeting with P&T mentorship Team	Meetings should be finished no later than the Wednesday before the first day of fall classes
Initial Report/Plan to the P&T Mentorship Team	Friday before the first day of fall classes
P&T Mentorship Team's Evaluation to the Faculty Member for Review and Response	Friday after the first day of fall classes

The Faculty Engagement and Contribution Plan

At the beginning of each academic year and in accordance with University policy, faculty members will meet informally with their P&T Team to get (re)acquainted, talk about the P&T process, and what the faculty member is considering to include in their Plan.

Next, the faculty member will draft their Plan and bring that to their formal meeting with their P&T team. The P&T team will ensure that the Plan is reasonable and achievable. The P&T team will suggest changes to bring the Plan in alignment with both University and Department policy and the development of the faculty member.

It is very important that the P&T team discusses with new faculty what they see as their career trajectory. This will have an impact on what faculty should propose in their Plan. For example, a Plan that will achieve tenure at SUU may not have the same outcome at other universities. If a faculty member intends to or may move on to another academic library that employs tenure, then they should include traditional scholarship, (i.e. scholarship with the goal of publication), for example, in their Plan.

The P&T team also needs to advise new faculty that their current year plan should be part of a larger plan to achieve their goals such as tenure and rank advancement. For tenured faculty, the five-year Plan serves this larger purpose.

Finally, the P&T team will approve the Plan. By approving a Plan, the P&T team agrees that the Plan meets the requirements of the Policy and University policy 6.1, and therefore, upholds the Student-Centric Faculty Engagement Model (see Figure 1), and the mission of the University.

The Plan should help the mentee grow and develop as an engaged faculty member while guiding them to a successful annual review, mid-point review, tenure application, or post-tenure review. The Plan should be developmental and tailored to the needs and interests of the mentee while supporting the mission and vision of the University. This means that there are multiple, valid pathways to success.

The Faculty Engagement and Contribution Report

The Report should describe the faculty member's progress toward achieving the previous year's plan. It should be reflective of what happened, and what was learned. The P&T team takes a holistic view of the Report when evaluating the faculty member's contributions. Individual items are not scored, nor weighted. Categories in the report like teaching, scholarship, and service, and including integrative activities that overlap categories are also not scored, nor weighted. Instead, the whole of the report is evaluated in line with Policy 6.1 and the Policy to determine whether the faculty member's contribution meets the requirements outlined in the Department policy.

The P&T team should review the Report to:

- See what was accomplished, and what could not be accomplished and why
- Find patterns in performance that are good or can be improved
- Discover reflective practices and self-awareness that lead to growth and development
- Advise mentees of potential areas of growth and improvement

The P&T team should compare the Plan to the Report to help with the evaluation process.

Student Evaluations of Teaching.

When examining student evaluations of teaching, the P&T teams need to be aware of student bias. Instructor identity, required courses, online courses, and experimenting with new methodologies can all have a negative impact on evaluations.

The P&T team must also be aware of survey bias. Low response rates and small sample sizes may not yield valid data or represent the quality of the teaching. Evaluations from online courses often produce bimodal results.

This material will typically be found in the appendix of the Report.

Rating of Faculty

The P&T team is responsible for evaluating the progress made by a faculty member on the previous year's Plan and toward tenure, advancement in rank and becoming a faculty member who reflects the values of the department and the university. The P&T team gives *one* set of feedback, consolidating their comments into a single narrative.

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 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 Policy 6.1.

In the event that a P&T team disagrees in their assessment of a Plan, the final decision resides with the most senior librarian on the team.

Faculty members always have an opportunity to review and respond to the P&T team's evaluation, and include that response in the evaluative document, before it is forwarded to the Department Chair. The Report, Plan, rebuttal (if any), and evaluative letter are all forwarded to the Department Chair.

Mentoring Activities

In addition to helping shape and evaluate the Plan and Report, a P&T team should meet informally with their mentees at least once a semester to check on progress, address problems and concerns, make any necessary adjustments, provide feedback, and to answer any questions the mentees may have about the Library, the University, and the P&T process. These meetings are best done by the whole team. In the event that is not possible, then the meetings should be with the ranking librarian on the team.

Members of the P&T team have the responsibility to evaluate the teaching effectiveness of their mentees. Two evaluations of teaching per year are required with each mentor performing one of the evaluations. These evaluations should be initiated by the faculty member. Teaching includes but is not limited to:

- class and library instruction teaching
- teaching at the Questions Desk
- teaching workshops

Additional evaluations may also be performed by the P&T team as requested or as needed. These evaluations may include the activities stated above, or evaluations may additionally be done on syllabi, assignments and exams, learning outcomes, lesson plans, and assessment.

The P&T team should review teaching evaluations, including the University evaluation, and peer evaluations from within or outside the department with mentees when the Plan is being developed.

Library Promotion and Tenure (P&T) Mentorship Team Selection

Mentorship Teams

- Mentorship teams have 2 people.
- There should be at least one librarian on each mentorship team.
 - Only in the case of there being no tenured librarians may there be no librarians on a mentorship team.
- Tenure-track faculty mentorship team members must have the rank of Associate Professor.
- Non-tenure track faculty may have one tenured and one tenure-track member on their mentorship team with at least one person being a librarian.
 - One member of the mentorship team may come from Non-tenure track faculty.

Selection of Team Members

- Mentorship team members should be chosen by faculty in the spring semester.
 - Newly hired faculty will have to choose their team shortly after starting.
 - Newly hired faculty may, of course, ask for help in choosing their mentorship team.
 - Newly hired faculty may choose to have one or both members of their mentorship team appointed by the department chair.
- Faculty should pick mentorship team members based on the goals of their Contribution Plan. Faculty should keep in mind:
 - Who would best understand what they are trying to accomplish with their plan?
 - Faculty should feel free to ask for advice about whom to pick.
- Faculty need to receive confirmation of willingness to serve on a mentorship team so that the membership of the team can be shared with the department chair in writing.
- Tenured faculty do not have a mentorship team. Instead, they work with their department chair.

Changing Team Members

- The purpose of the mentorship team is to guide the faculty member through the P&T process to a successful application for tenure, and beyond. In that regard when considering a mentorship team, faculty should keep in mind that the team would be best for them if its membership was continuous.
- Faculty can change the makeup of their mentorship team at any time prior to their fall planning meeting, and any time after that for the *following* year.
- The mentorship team established for the fall planning meeting will be the mentorship team for next fall's review meeting unless team members cannot fulfill their duties for any reason.
 - In the case where a mentor team member cannot fulfill their duties or wants to be relieved from mentorship duties, the faculty member should find a replacement shortly after being informed about the change. Following this policy, the name of the new mentor needs to be shared with the department chair in writing.

- Faculty could have two different mentorship teams in the fall: one for planning, and one for review.

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 committee, policy 6.1.2, III, A and 6.1.4, IV, A, 2, respectively. These policies state that the request needs to be made at least two weeks prior to the start of fall semester, and that the ad hoc committee will be elected by both tenure 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.
- 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.
- Before considering the mid-point and tenure exception, the faculty member should consult that policy and discuss options and ramifications with a trusted colleague.