Library Faculty
Criteria for Promotion and Tenure
Approved by FEC Spring 2012

In accordance with Article VIII of the Arts & Sciences Faculty Bylaws, we expect "the candidate to demonstrate both high competence in his/her field(s) and the ability to convey knowledge of his/her field to students." In terms of the three categories outlined in Article VIII (B)1 of the A&S Faculty Bylaws of teaching, scholarship, and service, librarianship, which includes many elements of teaching and instruction, takes the place of teaching in librarians' evaluations.

The nature of librarianship requires us to operate in one or more of five areas of specialty, rather than attempt mastery across all the elements of librarianship. All librarians must excel in the Teaching and Development of Information Literacy, although expectations for librarians for whom instruction is not their primary responsibility are lower in terms of amount due to their heavier responsibilities in their area of specialty. Librarians are expected to display excellence in only the areas for which they are responsible, as noted in their position description.

Definition of Excellence	Means of Assessment
Criteria for Teaching and Development of Information Literacy A) Teaching which promotes information literacy among our students. Excellence in teaching is demonstrated through enthusiastic, interesting, effective, and knowledgeable instruction sessions. B) Meaningful interaction with the faculty in their assigned areas. Excellence is demonstrated by awareness of trends within academic disciplines and departments, the Rollins curriculum, and promotion of instructional opportunities targeted at developing information literacy amongst students. C) Point-of-need instruction at the reference desk, by appointment, and online to provide personalized instruction in information literacy. Excellence in reference service is demonstrated through enthusiastic, interesting, effective, and knowledgeable reference interactions.	**Means of Assessment:** A) CIE results and peer observation will be used to assess librarians who teach credit-bearing courses. A) The results of teaching evaluations written by students following in-course instruction sessions. A) Regular formative assessment by peer librarians based on observation of instruction. The result of these formative assessments will be summarized by the Head of Public Services[i], who will submit the summary (but not the actual written formative assessments) to the CEC and FEC. B) The candidate should be able to document ongoing interactions with the campus faculty and community. This can be demonstrated through collection development activities geared to the needs of a program, instructional classes offered, collaborative interaction with faculty members, and any other means suitable to the candidate. C) All librarians will have regular formative

D) Development of online teaching materials. Excellence is demonstrated by the creation and maintenance of online materials which guide students toward academically credible sources in order to facilitate quality research in a 24/7 environment.	assessment based on observation of their reference service by the Head of Public Services and informed by the *RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers* [ii]. The Head of Public Services shall submit a written evaluation of the candidate's reference performance to the CEC. D) The candidate may submit instructional materials, websites, and any other instructional tool they designed for asynchronous learning.
Criteria for Development & Organization of Information Technology A) A dynamic vision of how technology fosters information literacy, enriches our collection, and provides better means of access to information. Using this vision, the candidate plans and integrates online systems across multiple platforms, vendors, and technologies. It is essential for librarians working with information technology to understand current student research behavior in an effort to structure our systems with the level of ease and clarity expected by students. B) Education of other Rollins librarians in information technology systems and their impact on users.	**Means of Assessment:** A) Evaluation by CEC, the candidate's supervisor, and library director. Assessment will focus on new technologies the candidate assisted in implementing, continuing education opportunities which have been completed, new strategic initiatives planned or implemented, and the impact these projects have had on library services. Where possible, quantitative and qualitative reports will be used to document the success of projects. B) Written feedback from peers and senior librarians addressed to the CEC and copied to the candidate prior to submission of the dossier.

Criteria for Collection Development	Means of Assessment:
A) Librarians demonstrate excellence in collection development by cultivating relevant collections through consistent contact with faculty and students. They demonstrate awareness of disciplinary resources and ease with new technologies and methodologies for building a library collection to reflect the needs of the Rollins curriculum.	A) Evaluation by CEC, the candidate's supervisor, and library director. Candidate should be able to document progress in the appropriate areas of the library's strategic plan.
B) Librarians negotiate contracts and licenses for large-scale packages of resources, advise librarians on overlap and relevance to the curriculum, and make these resources available to the Rollins community.	B) Where possible, the use of quantitative and qualitative reports will be used to show progress in improving access and collection strength.
C) Librarians maintain, compile, and analyze numerical information in order to help other librarians and faculty make informed decisions regarding online resources.	C) Written feedback from peers and senior librarians addressed to the CEC and copied to the candidate prior to submission of the dossier.
Criteria for Organization and Description of Information	**Means of Assessment**
A) The ability to catalog and integrate resources from disparate sources, including open access materials from the internet. The candidate should make use of consortial sharing of records where possible.	A) Evaluation by CEC, the candidate's supervisor, and library director.
B) Excellence in this area requires familiarity and appropriate use of new methodologies for cataloging to provide optimum access in both print and digital materials.	B) Using criteria from professional associations such as the ACRL, the librarian will demonstrate familiarity with current professional standards.
C) As digital repositories assume increasing importance, the management of both physical and digital repositories and the ability to create metadata for digital materials is essential for excellent librarianship.	C) Use of quantitative or qualitative data to demonstrate subject knowledge and professional expertise in building and organizing library resources in the online and physical world.

Criteria for Management and Leadership of Library Initiatives and Departments	Means of Assessment
A) Creation, implementation, and completion of strategic initiatives. B) Effective supervision and mentoring of personnel. C) Departmental leadership and budget management. D) Collaboration with other libraries, and promotion of the library's mission.	A) Written feedback from peers and senior librarians addressed to the CEC and copied to the candidate prior to submission of the dossier with reference to progress towards the library's strategic plan. B) Written feedback from direct reports and senior librarians addressed to the CEC and copied to the candidate prior to submission of the dossier. C) Written feedback from senior librarians addressed to the CEC and copied to the candidate prior to submission of the dossier. D) The candidate should be able to document their role in developing such collaboration and its contribution towards the library's mission.

All candidates for promotion and tenure are expected to demonstrate a consistent pattern of professional development including participation in appropriate workshops (including online training.)

In addition to the means of assessment noted above, candidates are strongly encouraged to supply additional documentation to support their excellence in librarianship. Such documentation may include external peer review[iii], letters from Rollins faculty testifying to the candidate's contributions, instructional materials (webpages, syllabi, manuals, etc.) documentation of large-scale library projects, and any other material the candidate wishes to offer.

For benchmarking criteria, librarians may compare their accomplishments against the standards written by the Association of College & Research Libraries, the American Library Association, or any other appropriate professional organization. For example:
- ACRL's Best Practice Guidelines for Information Literacy:
    - http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm
- ACRL's Competencies for Special Collections Librarians
    - http://www.ala.org/ala/mgrps/divs/acrl/standards/comp4specollect.cfm

Librarianship -- Promotion to professor
In order to progress to full professor, the candidate should demonstrate a consistent pattern of growth and development in librarianship in relationship to the criteria listed above *since tenure* and that this pattern is likely to continue in the future.

Scholarship

Candidates seeking tenure and promotion are expected to demonstrate a consistent pattern of growth and development in scholarship and that this pattern is likely to continue in the future. In the area of scholarship, we require at least two published peer reviewed articles, or the equivalent in terms of impact on the field. Such equivalent scholarly works might include a combination of scholarly books, edited books, book chapters, or publication in non-peer

reviewed professional journals of comparable stature (for example, a feature article in *Library Journal*) or evidence of ongoing scholarly activities, such as presenting academic works at national or regional conferences, refereeing journal submissions, designing, writing, or implementing teaching- or discipline-related computer software that are positively peer-reviewed by professionals from outside Rollins College, or by any of the means that are listed in the Faculty Bylaws, Article VIII.

Scholarship -- Promotion to professor

In order to progress to full professor, the candidate should demonstrate a consistent pattern of growth and development in scholarship *since tenure* and that this pattern is likely to continue in the future. In the area of scholarship, we require at least four published peer reviewed articles, or the equivalent in terms of impact on the field. Such equivalent scholarly works might include a combination of scholarly books, edited books, book chapters, or publication in non-peer reviewed professional journals of comparable stature (for example, a feature article in *Library Journal*) or evidence of ongoing scholarly activities, such as presenting academic works at national or regional conferences, refereeing journal submissions, designing, writing, or implementing teaching- or discipline-related computer software that are positively peer-reviewed by professionals from outside Rollins College, or by any of the means that are listed in the Faculty Bylaws, Article VIII. Only scholarship published post-tenure can be considered for promotion purposes.

Service
Contributions to the college may be demonstrated by serving on committees, advising, participating in student life, and in the cultural and intellectual life of the college.   We expect to see evidence of service both within the library and in the wider college.   Should a candidate wish for their community or professional service outside of the college to be considered, that service ought to support Rollins' connection to the community or make special use of the candidate's professional skills as a librarian.

Service -- Promotion to professor
In order to progress to full professor, the candidate should demonstrate a consistent pattern of growth and development in service *since tenure* and that this pattern is likely to continue in the future.

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[i] In the case of a review of the Head of Public Services, the Director will summarize these assessments.

[ii] http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm

[iii] Should a candidate elect to make use of external peer reviewers, the candidate must inform the CEC by the deadline for submission of their dossier to the CEC and include the names and contact information for up to three external reviewers from comparable schools. The CEC may choose to use all or some of those reviewers or add others at their discretion.

[iii] Should a candidate elect to make use of external peer reviewers, the CEC will seek a minimum of two external review letters and will submit all letters received by the deadline to submit the CEC report. The Chair of the CEC is responsible for communicating with all external reviewers and ensuring these deadlines are, as far as possible, met. External review letters will form part of the candidate's dossier and be available to the candidate, and all others charged with reviewing the dossier.