

**Library Faculty
Criteria for Promotion and Tenure
Approved by FEC FALL 2019**

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, encompasses teaching in librarians’ evaluations.

Teaching and Librarianship

The specific roles of academic librarianship require us to operate in one or more of five areas of specialty, rather than attempt mastery across all the elements of the discipline. 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 descriptions.

| Definition of Excellence | Means of Assessment |
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| <p>Criteria for Teaching and Development of Information Literacy</p> <p>A) Teaching which promotes information literacy among our students. Excellence in teaching is demonstrated through enthusiastic, interesting, effective, and knowledgeable instruction sessions.</p> <p>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.</p> <p>C) Point-of-need instruction, drop-in and by appointment, and online to provide personalized instruction in information literacy. Excellence in reference service is demonstrated through enthusiastic, interesting,</p> | <p>Means of Assessment:</p> <p>A1) CIE results and peer observation will be used to assess librarians who teach credit-bearing courses.</p> <p>A2) The results of teaching evaluations written by students following in-course instruction sessions.</p> <p>A3) Regular formative assessment by peer librarians based on observation of instruction. The result of these formative assessments will be summarized by the Head of Research Services, who will submit the summary (but not the actual written formative assessments) to the CEC and FEC.</p> <p>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</p> |

effective, and knowledgeable
reference interactions.

other means suitable to the candidate.

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| <p>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.</p> | <p>C) All librarians will have regular formative assessment based on observation of their reference service by the Head of Research Services and informed by the <u>RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers</u>ⁱⁱ. The Head of Research Services shall submit a written evaluation of the candidate's reference performance to the CEC.</p> <p>D) The candidate may submit instructional materials, websites, and any other instructional tool they designed for asynchronous learning.</p> |
| <p>Criteria for Development & Organization of Information Technology</p> <p>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.</p> <p>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.</p> <p>B) Education of other Rollins librarians in information technology systems and their impact on users.</p> | <p>Means of Assessment:</p> <p>A) 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.</p> <p>B) The CEC will request written feedback from the candidate's supervisor, if not on the CEC, which will be summarized in the letter written collaboratively by the CEC members and distributed to the candidate.</p> |

| Criteria for Collection Development | Means of Assessment: |
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| <ul style="list-style-type: none">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.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.C) Librarians maintain, compile, and analyze numerical information in order to help other librarians and faculty make informed decisions regarding online resources. | <ul style="list-style-type: none">A) Candidate will be able to document progress in the appropriate areas of the library's strategic plan.B) Where possible, the use of quantitative and qualitative reports will be used to show progress in improving access and collection strength.C) The CEC will request written feedback from the candidate's supervisor, if not on the CEC, which will be summarized in the letter written collaboratively by the CEC members and distributed to the candidate. |

| Criteria for Organization and Description of Information | Means of Assessment |
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| <p>A) The ability to organize, describe, and integrate resources from disparate sources, including open access materials. The candidate should make use of consortial sharing of records where possible.</p> <p>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.</p> <p>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.</p> | <p>A) Using criteria from professional associations such as the ACRL, the librarian will demonstrate familiarity with current professional standards.</p> <p>B) 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.</p> |

| Criteria for Leadership of Library Initiatives or Departments | Means of Assessment |
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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> A) The CEC will request written feedback from the candidate's supervisor, if not on the CEC, with reference to progress towards the library's strategic plan, which will be summarized in the letter written collaboratively by the CEC members and distributed to the candidate. B) The CEC meets with direct reports together, as a group, prior to the CEC meeting to solicit oral feedback which is then summarized as part of the CEC letter. In cases of midcourse and promotion and tenure, the FEC liaison would also be present. C) 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>

Teaching and 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.

Research and Scholarship

Candidates seeking tenure and promotion are expected to demonstrate a consistent pattern of growth and development in research and scholarship and that this pattern is likely to continue in

the future. We require at least two published peer reviewed publications. Acceptable peer reviewed work includes articles (including open access), books, editing books and journals, book chapters, and coauthored publications. In addition to two peer reviewed publications, a continuing pattern of scholarship must be demonstrated through such activities as book reviews, presenting academic works at national or regional conferences, refereeing journal submissions, designing, writing, or implementing teaching- or discipline-related technology that are positively peer-reviewed by professionals from outside Rollins College, non-peer reviewed columns and journals, or by any of the means that are listed in the Faculty Bylaws, Article VIII. It is expected that publications will be completed at Rollins.

Research and Scholarship -- Promotion to professor

In order to progress to full professor, the candidate must demonstrate a consistent, continuing pattern of growth and development in research and scholarship *since tenure* and that this pattern is likely to continue in the future. We require at least four published peer reviewed publications. Acceptable peer reviewed work includes articles (including open access), books, editing books and journals, book chapters, and coauthored publications. In addition to four peer reviewed publications, a continuing pattern of scholarship must exist. Evidence of such a pattern of scholarship can include book reviews, presenting academic works at national or regional conferences, refereeing journal submissions, designing, writing, or implementing teaching- or discipline-related technology that are positively peer-reviewed by professionals from outside Rollins College, non-peer reviewed columns and journals, 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

Service contributions to the college may include service on college-wide committees, advising and similar service in student life and in the cultural and intellectual life of the college, but the candidate must make the case that these service contributions meet expectations for tenure. We expect to see evidence of service within the library, the wider college, and the profession. Should a candidate wish for their community 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* as well as some evidence of leadership at the College or community level. Candidates also must present a record that suggests this pattern is likely to continue in the future.

ⁱ In the case of a review of the Head of Research 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. 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.