

# **PROMOTION AND TENURE DOCUMENT FOR LIBRARIANS IN COWLES LIBRARY DRAKE UNIVERSITY**

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## **I. Introduction**

The tenure and promotion policies for tenure-track librarians at Drake University's Cowles Library drafted in the following document are based upon similar guidelines operant at other universities and colleges. They reflect the concepts embodied in the "Statement of Faculty Status of College and University Librarians" drafted by a committee of the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Professors (AAUP). The statement has been endorsed by the Association of College and Research Libraries, the Association of American Library Schools, and various state library organizations. This document also reflects another ACRL policy statement, the "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and Research Librarians."

It is the purpose of this document to establish guidelines recognizing the contributions made by librarians in the dissemination of knowledge and the advancement of learning. It also reflects the fact that the work of librarians is educational in nature, and that the university benefits substantially when library activities are integrated with reading, research, and service. Without the librarian, the quality of teaching, research, and service in colleges and universities would deteriorate seriously and programs in many disciplines could no longer be continued. The librarian's contribution is of an intellectual character and is the product of considerable formal education, including professional training at the graduate level.

For the above reasons, college and university librarians are recognized as equal partners in the academic enterprise, and are accorded the rights and privileges which are not only commensurate with their contributions, but are also necessary if they are to carry out their responsibilities. The establishment of clear criteria for tenure and promotion of librarians is intended to foster a library faculty of the highest quality, which supports the intellectual and service functions of the university.

The policies enunciated herein supersede all previous tenure and promotion policies and include the policies outlined in the Academic Charter of Drake University, revised in July 1999 and approved by the Board of Trustees in 2002 (including subsequent revisions). In any instance of conflict between this document and the university's academic charter, the academic charter will prevail. For this reason, all tenure-track librarians should be thoroughly familiar with both documents.

Librarianship is first and foremost a service profession, and it is the primary duty of librarians to provide service to faculty, students, staff, and the community as a whole, through dedicated and professional performance of the specific tasks entailed in the job appointments. Cowles Library's promotion and tenure policies are designed to contribute to the academic and scholarly excellence of Drake University by the maintenance of high standards of librarianship. Promotion and tenure imply selectivity and choice. All appropriate criteria are applied to all candidates for promotion and tenure. Promotion requires achievement; tenure requires the promise of continued achievement. In a tenure

review, the criteria are applied in progressively more exacting degrees depending on the rank held at the time of the review. In a promotion review, increasing levels of accomplishment are expected in each criterion since appointment or the most recent promotion.

## **II. Eligibility for Review**

### Tenure

To be eligible for tenure, one must hold a full-time appointment as a member of the faculty of instruction. The total period of full-time service prior to acquiring continuous tenure may not exceed seven years, including an allowance of up to three years of credit for previous full-time service with the rank of instructor or higher in university-level appointments in other institutions. The amount of credit for previous service must be established at the time of initial appointment. Four years of service at Drake is required prior to granting tenure, University policies on conditions of tenure as stated in the Bylaws of the University, the Academic Charter, and the Faculty Manual are applicable in Cowles Library.

### Promotion

A faculty member appointed at the rank of instructor, pending completion of an advanced degree, may be promoted to the rank of assistant professor when the dean receives official notice that all requirements of the degree have been satisfied. The time required in rank for assistant and associate professors before eligibility for promotion is typically six years, including service in rank in another institution for which credit is granted at the time of appointment at Drake. In unusual circumstances, exceptions to the six-year requirement may be permitted. Individuals seeking early promotion must gain procedural endorsement by the Dean, as well the Chair of the Promotion and Tenure Committee, prior to the first (Fall) meeting of the Promotion and Tenure Committee.

## **III. Appointment of Library Faculty**

### Selection

To insure that only candidates of the highest quality are appointed to the Library Faculty, a Library Search Committee, composed of members of the Library Faculty, shall review all candidates for appointment to the Library Faculty. This committee shall screen the candidates, participate in the interview process and make recommendations to the Director concerning appointment and initial assignment of rank.

## **IV. Specific Criteria and Expectations for Library Faculty Ranks**

In accordance with ACRL policy, the master's degree in library science from a school accredited by the American Library Association is the terminal professional degree for academic librarians (Appendix 3) and is the appropriate degree for appointment. Appointment to any rank shall meet the criteria appropriate to that rank.

In some circumstances, a Library Faculty Member may be initially appointed at the rank of Instructor of Librarianship pending completion of the master's degree in library science. A Library Faculty Member appointed at the rank of Instructor, pending completion of the master's degree in library science, may be promoted to the rank of Assistant Professor when the Dean receives official notice that all requirements of the degree have been satisfied.

The minimum educational and experience levels expected for each rank are outlined below:

#### Assistant Professor of Librarianship

This is the usual entry-level position for those with a master's degree in library science. Candidates must show potential for achievement in professional competency/teaching, scholarship and service. Individual duties and capabilities of Assistant Professors will vary according to the specific job assignment within the library. Typical examples of expectations of Assistant Professors are as follows:

- Performance of duties in circulation, information technology, serials, media, archives, special collections, or government documents requiring application of professional knowledge;
- Reference or research assistance;
- Orientation of patrons through instruction in using library tools and locating materials;
- Knowledge and operation of computer-based library services;
- Responsibility for materials selection, acquisition and/or processing;
- Understand and articulate principles of information literacy.
- Development of subject expertise and collaboration with corresponding academic departments.

#### Associate Professor of Librarianship

Librarians at this level meet the criteria for appointment at the assistant professor rank and, in addition, have developed specialized knowledge of one or more areas of professional activity. They have a substantial record of professional competency in librarianship and evidence of service and scholarship. There must be indications that this level of achievement will

continue. They consistently perform complex professional duties exercising mature professional judgment. They have participated in continuing education in the form of academic course work, pertinent workshops, degree programs, institutes, or conferences. According to their service areas, individuals at this level perform the following types of duties in addition to those listed under Assistant Professor:

- Supervision of other librarians, support staff and/or student workers;
- Initial responsibility for materials selection;
- Performance of circulation, information technology, reference, government documents, media, archival, acquisitions, technical processing, bibliographic, or serial tasks of a supervisory or administrative nature;
- Teaching the principles of information literacy;
- Original cataloging utilizing detailed knowledge of cataloging codes and guides;
- Utilization of specific knowledge, such as foreign languages, statistics, data management, etc.

#### Professor of Librarianship

Individuals at this level meet the criteria for appointment to the associate professor rank and have made contributions of recognized merit to the Library, the University, and the profession. Those attaining the rank of Professor will have pursued both duties and professional development with a demonstrated level of diligence and innovation.

**Professional development** of a Professor of Librarianship will result in the attainment of regional or national recognition in the library profession. (Regional recognition is defined as recognition beyond the bounds of one state) and/or the accumulation of an exemplary level of academic and professional proficiency. Thus, significant accomplishment in this area may be demonstrated by attaining one or more of the following:

- Advanced degrees (that is, in addition to the MLS);
- Publication of article(s) in a refereed journal(s), and/or all or part of a monograph (assuming such publications are germane to a Librarian's primary assignment);
- Presentation of multiple presentations to conferences whose subject is germane to the Librarian's primary assignment; at least one of these presentations to be regional or national in scope;
- Awards and honors;
- Grants or initiatives that enhance the library mission;
- Active membership in regional and national Library committees;

- Demonstrated high level of university service, including long-term service or holding a leadership role in the University Faculty Senate or one or more of its committees.

**Duties** at this rank require the highest level of professional responsibility. These duties are discharged with a level of professionalism and diligence that will bring credit to the University and the profession as a whole. Typical duties will include those listed under Assistant and Associate Professor, and may include additional administrative duties as well. However, to achieve this rank, all librarians should pursue their duties in the following manner:

- Demonstrating respect for the library user;
- Demonstrating a spirit of creativity and innovation towards the provision of library services, be they traditional or electronic;
- Embracing a collaborative approach in all manners that pertain to one's library colleagues, as well as other members of the University and Library communities.

In addition to those duties listed under Assistant Professor and Associate Professor, typical duties may include but are not restricted to:

- Direction of goals for library services;
- Responsibility for staffing and assigning duties;
- Leadership in making or changing internal policies and priorities;
- Leadership in campus committees;
- Demonstration of creativity and innovation;
- Curricular development.

## **Promotion and Tenure Procedures for Cowles Library**

### **V. Promotion and Tenure Committee:**

Note that the proceedings and activities of the Promotion and Tenure Committee are personnel matters, as they impinge directly upon the ability of individuals to maintain, and achieve advancement in, their employment. Therefore, the proceedings of the Promotion and Tenure Committee are not to be discussed with any individuals who are not members of the Committee.

The Promotion and Tenure committee shall consist of the tenured members of the Library faculty, excepting the Dean. Each spring, no later than June 1, the committee will select a Chair-elect, who will serve a one-year term.

The Chair will call the first meeting of the committee no later than September 1.

Prior to its meeting, the Library Dean will provide the committee with a list of untenured faculty members and their status relative to tenure, as well as the names of any persons requesting promotion. The Dean will also provide the committee with the dates of each candidate's appointment. In accordance with AAUP guidelines, the committee will set a calendar of deadlines for each untenured faculty member. The committee will provide for adequate notification of all persons involved in retention decisions.

If multiple candidates are under consideration for tenure, the committee as a whole may appoint smaller subcommittees to work on individual candidates. Since the evaluation by the candidate's supervisor is an important piece of documentation, that supervisor should abstain from participating on the committee during the consideration process for the person under her or his supervision.

## **VI. Procedures for Retention, Promotion and Tenure Decisions:**

**VI A. All evaluation procedures and practices must comply with the established equal employment policy of the university and with the university bylaws, academic charter, and faculty manual.**

VI B. At the beginning of each academic year the committee will prepare a calendar of deadlines for all candidates for whom retention or tenure decisions are mandatory, or for those who have requested promotion or early tenure. The tenure committee will meet with the candidate and explain the procedures to be followed and the documentation the committee requires for consideration.

VI C. At the beginning of the academic year, the Dean of Cowles Library shall provide to the Chair of the Library Faculty a list of library faculty whose years of service in rank qualify them for consideration for promotion. The Chair shall then inform those faculty of their eligibility for promotion.

VI D. To ensure a fair and impartial review, the faculty member under review must be informed of the procedures to be followed and the criteria to be applied in the review process. The candidate being reviewed shall have access to all materials to be considered by the appropriate university and library faculty committees, except in instances where access to external letters of review has been waived by the faculty member under review.

VI E. The evaluation criteria shall be service, teaching, and scholarship, unless different criteria are approved in writing by the Dean of the Library and contained in the letter of appointment. For library faculty, teaching shall be understood to include individual assistance to students and faculty, presentations to individual classes or class sections, the creation of supplemental instructional materials, library First Year Seminars (FYSs), and formal credit-bearing courses listed under the library rubric (LIBR). It is understood that not all library faculty teach as part of their assigned duties. For this reason, teaching shall be considered a criterion for tenure and promotion decisions only when it is recognized as

a part of a librarian's normal activity or when teaching is explicitly required as a part of the position description.

VI F. All individuals involved in the review process must be informed of the procedures applicable at each stage of the review and the performance criteria to be used to evaluate the candidate. Annual notification of the URL for these rules to all library faculty shall be regarded as satisfying this requirement, provided that library faculty members are also provided with print or electronic copies of the library's statements of criteria and procedures for faculty evaluation. Such notification shall be the responsibility of the chair of the library faculty.

VI G. Evaluation of a candidate for promotion shall take into account the evolution of the candidate's professional responsibilities as reflected in the assignments made and accepted and in initiatives undertaken by the candidate to accomplish the objectives stated in the criteria outlined below from the date of initial appointment to the time of consideration for promotion. These assignments and initiatives should be reflected in the annual evaluations in the candidate's personnel file.

## **VII. Guidelines for the Faculty Member:**

VII A. It should be understood by candidates for retention, tenure, and promotion that the body of evidence (documentation) for yearly reviews, tenure decisions, and applications for promotion is cumulative. A permanent record of the documentation submitted for each yearly review should be retained by the individual faculty member. Review and promotion materials may be submitted in either print or electronic format unless a specific format for a particular document (or set of documents) is required by the Tenure and Promotion Committee.

### Annual (Retention) Reviews

Below is a list of the kinds of materials that the candidate is expected to retain for annual review and which she or he may be asked to submit to the Tenure and Promotion Committee. This list is neither comprehensive nor exhaustive; additional materials of various natures may be requested from any particular candidate or the committee may decide that an item appearing on the list shall not be required of a candidate. In either case, the chair of the committee shall inform the candidate of the materials to be submitted in the manner and format stipulated in this document.

- 1) A copy of the candidate's current official position description.
- 2) A copy of the professional activity report completed by each librarian on an annual basis.
- 3) Copies of scholarly or creative production such as (but not necessarily limited to) articles, book chapters, books, poster sessions, conference presentations, computer applications or enhancements, instructional aids, and the like. Such examples may be submitted either in print or electronic form.

- 4) For those candidates engaged in teaching, copies of course descriptions, proposals, and/or syllabi of courses taught in the preceding academic year. Student evaluations for each course taught in the previous academic year, ~~shall also be submitted.~~
- 5) Unsolicited letters (including e-mail messages) of appreciation, commendation, etc. received during the preceding academic year from colleagues, library users, etc.
- 6) Any other materials deemed by the Tenure and Promotion Committee to be necessary for obtaining a clear and complete assessment of a candidate's progress toward the goal of continuing appointment. The requirement to submit such additional information shall be communicated to the candidate in a timely manner by the chair of the Tenure and Promotion Committee so as to afford the candidate sufficient time to assemble it.

VII B. For the sixth year review, which is the review process determining a librarian's qualifications for continuing appointment (tenure), candidates shall also submit three letters of recommendation. (Letters of recommendation should include two from Drake faculty/administrators outside the Library and one letter from outside of Drake University.) At least one of the three letters should be from a librarian.

- 1) The Chair of the Tenure and Promotion Committee shall also request a written evaluation of the candidate's job performance from her/his supervisor.

The list of required materials in this section (VII) is subject to change or amendment by the library faculty in light of future developments in academic librarianship. Any such changes are to be communicated to candidates for retention, tenure, and promotion by the Chair of the Library Faculty as part of his/her duties under sec. VI F above.

Promotion

The preceding guidelines are applicable to candidates for retention and tenuring at the rank of Associate Professor. Candidates for promotion to the rank of Full Professor are required to submit the following documentation in addition to the items listed in VII A, 1-6 and VII B 1 above.

1. A complete record of service to the profession, the university, and the community, scholarly or creative accomplishments, and teaching (where applicable). This record may be in print or electronic format unless a specific format is required by the committee.
2. A formal prose narrative addressing the candidate's growth and development in the field of academic librarianship. The narrative shall include, but not necessarily be limited to:
  - a. An account of the candidate's accomplishments over her/his career at Drake University (including any prior experience at other institutions).
  - b. An exposition elaborating the candidate's perception of his/her evolving development as an academic librarian and specifically outlining a forward-looking career trajectory, taking into consideration the function of the

library and librarians at Drake. The candidate should exhibit and understanding of his/her continuing role as an academic librarian in light of commonly accepted professional standards and university expectations. Such exposition shall reflect the candidate's assigned duties as well as such ancillary activities as university and library committee assignments and community involvement.

3. Three solicited letters of recommendation under the same requirements enumerated in Section VII B, above.

## **VIII. RETENTION and RECOMMENDATION**

During the years prior to the tenure decision, the committee may also consider a faculty member for retention and make recommendations for any areas of improvement before the candidate reaches their tenure year.

### **First Year Review**

For faculty in their first year on tenure-track, recommendation for or against reappointment should be submitted to the Dean by the committee no later than March 1, if the appointment expires at the end of the academic year, or if the appointment terminates during the academic year, at least three months in advance of its termination.

### **Second Year Review**

For faculty in their second year on tenure-track, a recommendation for or against reappointment should be delivered to the Dean by the committee no later than December 15, if the appointment expires at the end of the academic year, or if the appointment terminates during the academic year, at least six months in advance of its termination.

### **Subsequent Annual Reviews**

For faculty who are in their third or subsequent years on tenure-track, recommendation for or against reappointment should be submitted to the dean by the committee no later than March 15. In the event of non-renewal, the faculty member would have a terminal year of twelve months before the appointment would expire. The third year review is of critical importance, as faculty for whom eventual tenure is doubtful should by this time generally not be retained.

### **Guidelines for the Committee:**

For the year in which the tenure decision is to be made, the candidate must submit all documentation to the committee by December 1 of his or her sixth year. The committee must report its decision to the faculty member and the Dean by January 15.

In all cases, if the faculty member disagrees with the committee's decision, she or he may request reconsideration by the committee, stating her or his reasons for the

reconsideration request. The request should be made no later than five days from the date of the committee's decision. The committee's reconsideration must take place within five days of the request.

If the Dean disagrees with either the decision of the committee or the result of its reconsideration, the Dean shall notify the committee of the reasons upon which the disagreement is based. If the committee and the Dean are unable to concur in their recommendations, both reports shall then be submitted to the Provost.

Bases for Retention, Promotion or Tenure:

- I. Job Performance – 70%
  - a. General knowledge of librarianship.
  - b. Performance of individual responsibilities as defined by job description.
  - c. Ability to work well with colleagues and public.
  - d. Evidence of continuing improvement in all areas.
  
- II. Research and Creative Activity – 20%
  - a. Published works or presentations. (Refer to “Guidelines” in Appendix 4)
  - b. Workshops, conferences organized.
  - c. Development of new programs, materials or services for the library.
  
- III. Service – 10%
  - a. Participation on Library, campus or professional committees.
  - b. Community activities or voluntary service.

#### **IX. Standards for Professional Performance of the Cowles Library Faculty:**

The primary responsibility of professional librarians in Cowles Library is the provision, maintenance and continuous improvement of a broad range of library services to the Drake University community. A major aspect of these services is their close correlation with the curricular and other elements of the instructional program. With the ways of acquiring, storing and accessing information undergoing dramatic change, the expertise of the librarian is becoming an increasingly important factor in the educational process.

Library services include the administration of the reference, government documents and circulating collections, reference assistance, collection development, processing of resources, instruction in information literacy, bibliographic searching of both internal

and external information sources, management of electronic resources, digital preservation, and digital repositories to include both historical and scholarly materials.

A member of the Cowles Library staff is expected to maintain a good-to-excellent level of competent performance of his/her specific responsibilities. These standards are specifically spelled out in each person's job description and are addressed in the yearly performance evaluation by each person's supervisor. Moreover, every librarian represents Cowles Library and Drake University to many people, both on campus and in the wider community. It is essential that every contact be informed and reflect positively on the quality of our collections and services. Therefore, satisfactory performance must include more than mastery of the procedures of the specific assignment. The following guidelines are intended to indicate those areas in which all Cowles Library faculty members should have working knowledge:

- 1.) Concepts for cataloging library materials.
- 2.) Basic structure of the Library of Congress classification system.
- 3.) General characteristics of the standard bibliographic records.
- 4.) Characteristics of OCLC and techniques for searching its bibliographic utility.
- 5.) General principles of reference service, library instruction and confidentiality of records.
- 6.) Searching techniques for the Cowles Library online catalog and a basic understanding of all services available through the library system.
- 7.) General characteristics of searching techniques and uses for electronic databases.
- 8.) General characteristics and applications for searching the Internet.
- 9.) General structure of the depository system of government publications

## Appendix 1

### **Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians**

*Drafted by a committee of the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Professors (AAUP). Approved by the membership of the Association of College and Research Libraries, a division of the American Library Association, June 26, 1972. Reprinted from the February 1974 issue of College & Research Libraries News, a publication of the Association of College and Research Libraries. Reaffirmed by the ACRL Board, June, 2001.*

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. Indeed, all members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process.

The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible to members of the academic community. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy.

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties.

Where the role of college and university librarians, as described in the preceding paragraphs, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas,

no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.<sup>1</sup>

On some campuses, adequate procedures for extending faculty status to librarians have already been worked out. These procedures vary from campus to campus because of institutional differences. In the development of such procedures, it is essential that the general faculty or its delegated agent determine the specific steps by which any professional position is to be accorded faculty rank and status. In any case, academic positions which are to be accorded faculty rank and status should be approved by the senate or the faculty at large before submission to the president and to the governing board for approval.

With respect to library governance, it is to be presumed that the governing board, the administrative officers, the library faculty, and representatives of the general faculty, will share in the determination of library policies that affect the general interests of the institution and its educational program. In matters of internal governance, the library will operate like other academic units with respect to decisions relating to appointments, promotions, tenure, and conditions of service.<sup>2</sup>

## **Notes**

Cf. 1940 *Statement of Principles on Academic Freedom and Tenure*; 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*; 1972 *Statement on Leaves of Absence*.

Cf. 1966 *Statement on Government of Colleges and Universities*, formulated by the American Council on Education, American Association of University Professors, and Association of Governing Boards of Universities and Colleges.

## Appendix 2

### **Association of College & Research Libraries Guidelines for Academic Status for College and University Librarians**

*Approved by the ACRL Board on June 18, 2002 and the ALA Standards Review Committee in summer 2002.*

In 1971 the Association of College and Research Libraries (ACRL) adopted the ACRL Standards for Faculty Status of College and University Librarians (revised 2001). ACRL supports faculty rank, status, and tenure for librarians and has developed the following documents in support of this concept:

1. ACRL Guidelines and Procedures for Screening and Appointment of Academic Librarians (1977); currently under revision.
2. ACRL/AAUP/AAC Joint Statement on Faculty Status of College and University Librarians (1972).
3. ACRL Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians (1987); currently under revision.

ACRL also has developed the following guidelines for academic librarians without faculty status to ensure that their rights, privileges, and responsibilities reflect their integral role in the mission of their institutions.

#### **Professional responsibilities.**

Librarians should be assigned responsibilities matched to their educational competencies and interests. They should have maximum latitude in fulfilling their responsibilities. Supervisory personnel and peers should regularly and vigorously review their performance. Review standards and procedures should be published and uniformly applied; reviewers should have access to all appropriate documentation.

#### **Governance.**

The library exists to support the teaching and research functions of the institution. Thus librarians should also participate in the development of the institution's mission, curriculum, and governance. Librarians should participate in the development of policies and procedures for their library including the hiring, review, retention, and continuing appointment of their peers.

### **Contracts.**

A librarian's appointment should be by written contract of no less than one year. The contract should state the terms and conditions of service and grant security of employment for the contractual period. After a period of no longer than seven years and through a process which includes peer review, librarians should be granted continuing employment if they have met the appropriate conditions and standards.

The salary scale and benefits for librarians should be the same as for other academic categories with equivalent education, experience, or responsibility.

### **Promotion and salary increases.**

Librarians should be promoted through ranks on the basis of their professional proficiency and effectiveness. Procedures for promotion and salary increases should include a peer review. Librarians should have ranks equivalent to those of the faculty.

### **Leaves and research funds.**

Librarians should be eligible for internal and external research funds, leaves of absence, sabbaticals, and other means of administrative support to promote their active participation in research and other professional activities.

### **Academic freedom.**

Librarians are entitled to the protection of academic freedom as set forth in the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

### **Dismissal or nonreappointment.**

The institution may dismiss a librarian during the contractual period only for just cause and through academic due process. Nonreappointment should involve adequate notice, peer review, and access to a grievance procedure.

### **Grievance.**

Librarians should have access to grievance procedures. These should include steps to be completed within specified time limits and effective safeguards against reprisal by the institution, or abuse of the procedures by the grievant. They must be consistent with applicable institutional regulations and contracts.

## Appendix 3

### **Statement on the Terminal Professional Degree for Academic Librarians**

*Approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975. Reaffirmed by the ACRL Board of Directors, June, 2001.*

The master's degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians.

## Appendix 4

### **Guidelines for the Evaluation of Electronic Publications**

With the advent of digital publication and all of the varied opportunities that it allows, it is important that these materials be fairly evaluated in a manner consistent over time and across format as part of Category II in the tenure, promotion and review process. Standards for the evaluation of printed materials are well established within the academy, with peer-review as the primary standard for quality. If the peer-review process is applied to digital publications, then those publications should be treated in the same manner as print publications that have received peer-review. However, it is possible to publish materials electronically without any type of formal peer or editorial review. In these cases it is essential that materials be judged consistently over time in order to insure a fair tenure and promotion process. These guidelines were derived in part from the guidelines established by the American Association for History and Computing. <http://mcel.pacificu.edu/JAHC/JAHCIII3/EDITORIAL/tenrec.html> [2001]

#### **Guidelines for the Libraries:**

##### **1. Engage Qualified Reviewers**

Faculty members who work in non-print media should have their work evaluated in two areas:

- The intellectual content of the work
- The efficacy of the use of the media (this could be usability, appearance, innovation, etc.)

If the necessary expertise to evaluate a faculty member's work is not available among the tenured faculty, then outside reviewers should be engaged.

##### **2. Review Work in the Medium in which it was Produced**

Evaluative bodies should always review faculty members' work in the medium in which it was produced (e.g., Web-based projects should be viewed online, not in printed form)

#### **Guidelines for Candidates and Faculty Members:**

## **1. Document and Explain the Work**

In the faculty activity report and/or tenure documentation, it is incumbent upon faculty members who work with digital media to:

- Make explicit the results, theoretical underpinnings, and intellectual rigor of their work.
- Describe how the work is related to a spectrum of previous research, scholarly/creative or professional achievements and activities.
- Describe the process underlying the creation of the work including design activities required to deliver the content in the particular media employed.
- Describe collaborative relationships with other faculty members and students required by the work in digital media.