

Promotion and Tenure Guideline Document for Tenure-Track Librarians

Central Connecticut State University

Elihu Burritt Library

This document was drafted by Nicholas Tomaiuolo (Burritt Library Reference Department) and affirmed by consensus of the faculty of the Elihu Burritt Library attending a meeting in the Special Collections Department on April 23, 2008.

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Introduction

In Section IIA of its document entitled "Promotion and Tenure Policy for Tenure-track Teaching Faculty" (October 22, 2007) the University Faculty Senate required that each department develop written guidelines to assist faculty in following the procedures for promotion and tenure. Although there is debate as to whether the library is a department, the library faculty determined that a prudent and proactive step is to formulate written guidelines itself.

In response to this requirement the library faculty of the Elihu Burritt Library prepared, approved, and submits this document "Promotion and Tenure Guideline Document for Tenure-track Librarians," which is intended to serve as the guideline document required by the Faculty Senate. Moreover, this document, which provides details concerning the preparation of promotion and tenure materials, serves as a guide for librarians who are applying for promotion, promotion and tenure, or submitting materials in support of their sexennial evaluations.

In order to facilitate the promotion and tenure process, newly hired tenure-track librarians will be assigned a mentor by the Library Faculty Evaluation Committee. The mentor shall be a librarian at the Associate Librarian or Librarian rank, preferably located within the same library department. In addition to a mentor, librarians are encouraged to meet with the Library Faculty Evaluation

Committee or with other librarian colleagues to discuss and prepare for the promotion and tenure process.

The Collective Bargaining Agreement between the Connecticut State University American Association of University Professors and the Board of Trustees for the Connecticut State University System (hereafter called the "Contract") in the categories that are considered during librarian evaluation; workshops regularly offered by the Human Resources Department also present content relevant to preparing tenure and promotion materials. This document, however, specifically addresses the preparation of files by CCSU Library faculty in part I, and in part II addresses the evaluation criterion.

I. Candidate Portfolio Structure

I. A. The Dossier.

Each candidate for promotion, tenure or sexennial evaluation shall complete and submit a comprehensive and uniformly formatted summary of his or her accomplishments.

I.B. Preliminary Materials.

In addition to containing materials that must address the evaluation criteria put forth in the Contract, the dossier must also contain the following (these materials should be placed in this order at the beginning of the dossier):

1. Table of contents

The table of contents should be paginated in a manner such that each and every document/item within the file can be easily located. Each document/item within the dossier must be paginated and must correspond with an entry in the table of contents.

2. A copy of this document

Including a copy of the Library's Promotion and Tenure Guideline Document will help evaluators understand what all librarians are expected to include when applying for promotion and tenure.

3. A copy of job description

4. Current curriculum vitae

5. Previous letters of evaluation from the Library Faculty Evaluation Committee, the Library Director, and any other letters confirming previous promotions in rank while employed at the Elihu Burritt Library.

Note: this section should not include letters of recommendation written by peers, etc., but only official evaluations.

6. Narrative Statement

The narrative statement serves as an introduction to the dossier. It is an opportunity for the library faculty to provide an overview of responsibilities and accomplishments. Candidates should avoid restating details that are included in the narrative statements that preface each individual section of the dossier.

I.C. Sections of the Dossier pertaining to Contractual Evaluation Criteria

Following the preliminary materials, it is recommended that the candidate divide the dossier into five sections. Each section will contain materials that address the evaluation criteria, and the sections will follow the order of criteria specified in the Contract (i.e., the first section is Load Credit Activity followed by Professional Activity followed by Productive Service to the Department and the University followed by Creative Activity, followed by a section that briefly states Years in Rank).

Regarding the use of letters in Supporting Materials: Letters that directly address activity under any evaluation criteria (e.g., confirmation of a speaking engagement, confirmation of a in-press publication or project leading to a publication, correspondence from a peer concerning the candidate's published work, a commendation from a library user relative to assistance rendered by the candidate, etc.) should follow the relevant item within the supporting materials for the appropriate section and should not be intermingled with letters that have been solicited by the candidate. In any appropriate section after the main body of supporting materials is presented, however, the librarian may include any letters he or she has solicited from peers or others that have been written attesting to his or her abilities, performance, etc.

1. Load Credit Activity

A. Narrative: It is recommended that the Load Credit Activity section of the dossier begin with a comprehensive description all the responsibilities of the position. The library faculty may take this opportunity to provide details about daily duties as well as important but less routinely occurring duties.

B. Supporting Materials: The dossier should include documents/items that exemplify the execution of the described Load Credit Activity. Because most individuals' responsibilities vary depending upon the department to which they are assigned, this document does not provide specific examples of supporting materials. Note, however, that for each item that the candidate decides to include, it is wise to provide information explaining what the item

represents. Evaluators are not necessarily familiar with all duties, therefore, what may make perfect sense and require no explanation to the library faculty submitting the materials may be entirely incomprehensible to the evaluator. An example: several pages of computer printouts that may have meaning to one librarian will have little meaning to another librarian, and no meaning whatsoever to an evaluator from the teaching faculty. Similarly, including a printed version of a Powerpoint presentation without a brief introductory comment addressing the significance of its inclusion has no real context for the evaluator. If there is any question that an item included within the supporting materials cannot be readily interpreted by an evaluator, an explanation of the document/item should be included. Supporting materials must be numbered (by page or figure) and either specifically referenced in the narrative, or by accompanying explanation. Also note: concerning printouts of Powerpoint presentations, library faculty are urged to use the "handout" mode (i.e., several slides to one page) unless this makes the presentation illegible.

2. Professional Activity

A. Narrative: It is recommended that this section begin with an overview of the organizations, conferences, workshops, etc., to which the librarian belongs or has attended and an explanation of their significance to the specific type of work that the candidate undertakes in executing his or her Load Credit Activity. For example, a serials librarian might state the reasons that a particular serials librarianship organization is important, and follow that with details of his or her membership and activity in that organization. A reference librarian might state that a particular section of the American Library Association is important to his or her work because it focuses on outreach or distance education, and then state that she or he is a member of the section and has attended meetings of the section/holds office in the section. It is also recommended that this information be concisely restated in tabular or list format naming the organizations/conferences/workshops etc. and stating dates of membership or attendance. The narrative permits the library faculty to explain the significance of the organization, meeting, etc., while the concise list allows the evaluator to gauge activity at a glance.

B. Supporting Materials: Placement of items that verify membership in organizations, activity within organizations, attendance at workshops/conferences, etc. should follow the narrative. It is recommended that a brief explanation accompany each document/item that is included in the supporting materials. Example: The librarian includes a program from a conference and states that information shared while attending was particularly useful because of a specific speaker, workshop, etc. If a brief explanation does

not accompany each supporting document, the supporting documents should be numbered and referenced in the narrative.

3. Productive Service to the Department and the University

A. Narrative: It is recommended that the narrative include information not only on direct service within the Library (such as library committees), but other campus service and, if applicable, service that may be interpreted as representing the University to outside groups. When writing the introductory narrative for this section, “productive service” may be indicated by membership in a particular group, committee, or organization, but the candidate should also indicate, if possible, the level of involvement and service.

B. Supporting Materials: Documents and other items that validate service should follow the narrative accompanied by a brief explanation, or numbered and referenced in the narrative.

4. Creative Activity

A. Narrative: In this section the librarian describes how he or she has fulfilled Section 8.3.1.4 of the Contract: “Creative activity appropriate to one’s field, such as delivering papers at professional conferences, research, study, and publication.” It is recommended that the narrative connect the candidate’s professional interests and expertise with the tangible output/results of consequent research and study. Although the curriculum vitae should list all publications, conference/workshop presentations, and other items that reflect the output of her or his creative activity, the Creative Activity section should be crafted so evaluators may easily perceive how the candidate’s knowledge and work has contributed to the field of librarianship.

B. Supporting Materials: Include documents such as copies of articles, copies of papers presented at conferences, etc. It is recommended that a brief explanation accompany each document/item that is included in the supporting materials, or that supporting materials are numbered and referenced in the narrative. It is recommended that the candidate call the evaluator’s attention directly to the candidate’s contribution. Example: If the candidate has written a journal article and includes the entire issue with his or her portfolio, the article should be tabbed so the evaluator can easily locate it.

It is recommended that candidates forgo the inclusion of the texts of work in the dossier for which they have no direct responsibility (e.g., entire papers written by students under the candidate’s advisement, entire monographs in which the candidate is mentioned in the acknowledgements, etc.) These may be mentioned in the appropriate section’s narrative (e.g., a scholar’s

acknowledgement of the candidate's expertise in the preface of the scholar's book may be appropriately mentioned under Load Credit Activity). Appending items to a portfolio which do not immediately reflect the candidate's major, direct personal contribution generally tends to diminish other listed accomplishments.

It is recommended that the candidate always clearly indicate which supporting materials were also submitted for an earlier application for tenure or promotion, and those documents and items that reflect more current work.

If the candidate determines that supporting materials for the creative activity section are too numerous for inclusion in the dossier, it is recommended that the candidate organize the materials and place them in a separate container and noting the contents of the container in the dossier's table of contents.

II. Promotion in Academic Rank and Tenure

The granting of promotion in academic rank and tenure are two of the most significant awards the university can bestow upon a library faculty member. In accordance with the Contract, Section 8.3.1, librarians shall be evaluated in the following categories which are weighted and listed in order of importance:

1. Load credit activity -- This is the most important and most heavily weighted category for evaluation and is considered central to the Library's mission;
2. Professional activity;
3. Productive service to the department and university;
4. Creative activity -- This is the least weighted category for evaluation.

The granting of promotion and tenure shall be based on convincing evidence that the candidate has achieved expected levels of success in librarianship and service, and can be expected to continue a career of high-quality professional achievements relevant to the mission of the library and the university.

II. A. Assistant Librarian

Renewal in this rank shall, most importantly, require evidence of successful overall job performance and, to a lesser extent, evidence of professional contributions to the library profession, the library, and the university as revealed within the evaluation categories.

II.B. Associate Librarian

Promotion to Associate Librarian shall, most importantly, require significant evidence of successful overall job performance. The candidate for this rank shall provide:

- Significant evidence of a demonstrated high level of expertise in their library field;
- A record of service to the library profession, the library, and to the university;
- Evidence of creative activity in the candidate's library field such as, but not limited to: presentations, reports, or publications.

II. C. Librarian

Promotion to Librarian shall, most importantly, require significant, cumulative evidence of successful overall job performance and leadership. The candidate for this rank shall provide:

- Significant, cumulative evidence of a demonstrated high level of expertise in their library field with increasingly significant job and leadership responsibilities;
- A cumulative record of service and leadership in the library profession, the library, and the university;
- A cumulative record of creative activity in the candidate's library field such as, but not limited to: presentations, reports, or publications.

II.D. Tenure

The granting of tenure is an acknowledgment of the candidate's ability to maintain and improve professional competence and professional growth as stated and weighted in the Contract, Section 8.3. The criteria for tenure are closely aligned with the criteria for promotion in academic rank.