Definitions of Librarianship, Scholarship, & Service

Introduction
This document outlines the policies and procedures for reappointment, tenure, and promotion (RTP) for the University Library. These standards supplement the university's official "Policy for Reappointment, Tenure, and Promotion Procedures" (AAP.010.001), which state that faculty will be evaluated on their teaching, scholarship, and service. This document identifies core activities in each of the three categories and offers guidelines for their evaluation. However, while most library faculty teach they also perform a variety of other roles that differ from those of other faculty on campus. The type of work librarians perform also varies among librarians depending upon their specializations and positions within the library. The "teaching" category has therefore been broadened and renamed in the library's RTP criteria to "Librarianship." This document also outlines the performance standards librarians under review should meet for reappointment, tenure, and promotion.

Librarianship

The University Library plays an integral role in the teaching and learning mission of the University. The primary area of evaluation is the faculty member's effectiveness as a librarian. Librarianship activities are evaluated through the lens of the faculty member's Statement of Responsibility (SOR) and best practices in the profession.

Statement of Responsibility (SOR)
At the start of each academic year, the Statement of Responsibility (SOR) document shall be drafted by the library faculty member to articulate their role in the library. The library faculty member shall meet with the Dean to discuss and finalize the SOR which specifies areas of Librarianship and enumerate the main responsibilities in which they are expected to engage to be included in the year's RTP cycle. The Library faculty position is flexible enough to include professionals with varied responsibilities within the Library. Should the librarian's main responsibilities change during the course of the year, the librarian and Dean will meet to update the SOR.
Activities

Librarianship activities may include but are not limited to:

- Leading well-designed information literacy sessions and workshops, and teaching credit-bearing information literacy courses.
- Developing information literacy assignments, instructional materials, and curriculum in collaboration with individual faculty, committees, programs, and departments.
- Providing research assistance in a variety of ways, including in person, and via email, chat, phone, SMS, research consultation appointments, and other media as appropriate.
- Researching, selecting, evaluating, and deselecting resources to support teaching, learning, and research according to collection policies.
- Planning, implementing, managing, and evaluating technology and systems designed to support research, provide access to Library resources and services, and foster scholarly communication.
- Applying appropriate standards and practices to the description and classification of library materials in all formats.
- Collecting, describing, digitizing, preserving, displaying, promoting, and making accessible materials that have unique historical, artistic, or scholarly value to the campus and community.
- Managing and facilitating user access to Library spaces, physical collections, and facilities.
- Managing, coordinating, planning, and assessing programs, units, and services.
- Designing, promoting, and marketing library services and programs to faculty, students, and other constituents.

Evidence

Faculty are required to submit documentation supporting evidence of the activities as described above.

Evidence may include but is not limited to:

- Samples of work demonstrating effectiveness, impact, and/or expertise in fulfillment of the candidate’s Statement of Responsibility.
- Student and peer evaluations of instruction as required in the WPAF along with thoughtful responses to them.
- Materials resulting from or demonstrating leadership, supervision, program/unit coordination, or mentorship in the Library.

Scholarship

Library faculty members are expected to show evidence of growth in research and scholarship and are encouraged to engage with scholarly issues relevant to the profession in a variety of
ways. It is expected that scholarship/creative activities and accomplishments will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified.

Activities

Scholarship by academic librarians advances the fields of library and information sciences, influences the practices of professions aligned with those fields, and informs effective advocacy for library users. Research and scholarly activities are an integral part of the role of library faculty and informs their daily practice as librarians. As in other fields, library faculty publish books, peer-reviewed journals, trade publications, and conference proceedings. Library faculty present their work in a variety of venues specific to the library science fields and in related disciplines. Given the range of scholarly/creative activities, and the inherent value of diverse activities, the library has grouped such activities into three tiers of evaluation. In keeping with the Boyer Model of five interrelated dimensions of scholarship, the Library recognizes activities that demonstrate scholarship/creative activity when relevant to/within the discipline.

As guiding principles and assumptions for work in the three tiers, we:

- Value scholarship that is published in an open access mode affirming the ACRL Policy Statement on Open Access to Scholarship by Academic Librarians which says in part, “in support of transparency and increased access to library and information sciences scholarship globally, the Association of College and Research Libraries (ACRL) recommends as standard practice that academic librarians publish in open access venues, deposit in open repositories, and make openly accessible all products across the lifecycle of their scholarly and research activity, including articles, research data, monographs, presentations, digital scholarship, grant documentation, and grey literature.”

- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of library science research. An explanation of how the collaborative work was created is helpful to the library RTP committee.

- Understand that peer-reviewed digital and new-media venues may be equivalent to peer-reviewed print publications in terms of significance.

Evaluating Research and Scholarly Activities

The library faculty have categorized research and scholarly activities into three distinct tiers with Tier 1 containing the items that are most highly valued and Tier 3 those items that are least individually valued. Work conducted in a higher tier may be substituted for that in a lower tier for the purposes of evaluation.

The following list does not exhaust the possibilities. The librarian under review may decide to include other types of items which should be thoroughly described and documented by the librarian as equivalent in significance.
Tier 1:
- Authoring or co-authoring a peer-reviewed journal article published in a scholarly journal
- Authoring or co-authoring a peer-reviewed book chapter in an edited book
- Authoring or co-authoring a scholarly monograph
- Invited conference presentation (Keynote, invited by ALA section, etc.)
- Authoring or co-authoring a peer-reviewed conference proceedings paper
- Securing an international, national or state-wide competitive grant as PI or Co-PI
- Serving on an editorial board or as an editor of a scholarly journal
- Authoring or co-authoring a textbook that offers an original perspective or includes original research including open educational resources

Tier 2:
- A reviewed (board or editor reviewed) book chapter in an edited book published by a reputable publisher
- A reviewed (board or editor reviewed) journal article published in a scholarly journal
- Peer-reviewed conference presentation (panel, poster presentation, workshop, etc.)
- Editing a scholarly monograph
- Authoring a magazine article in library and/or archives trade publications
- Authoring a newspaper article in library and/or archives related publications
- A reviewed (board or editor reviewed) conference proceeding paper
- Securing a local (internal or intramural) competitive grant as PI or Co-PI
- Conducting peer-review of scholarly journal article or book chapter manuscripts
- Presenting professional expertise in other forums, such as an invited lecture or for a library school course.
- Authoring code or software to be used by an external audience beyond work that would fall into the Teaching/Librarianship section of this document
- Curating an exhibit (physical or virtual) for an external audience beyond work that would fall into the Teaching/Librarianship section of this document
- Textbook that is primarily derivative in nature including open educational resources

Tier 3:
- A book review, column, encyclopedia entry, or review essay published in a scholarly peer-reviewed journal or monograph
- Non-referred conference presentation (panel, poster presentation, workshop, etc.)
- Professional blog post for an external audience
- Media coverage of scholarship in reputable publications or outlets
- Submitted externally-funded research grant proposal under review or rejected
- Supporting an externally-funded grant in a role other than PI or co-PI
- Conducting peer-review of other scholarly work (e.g. conference presentations, conference proceedings, professional blogs, etc.)
- Continued professional development through coursework, webinars, workshops, etc.
- Material completed or in progress, but not yet submitted for publication
Evidence

Example of documentation for research and scholarship activities may include, but is not limited to:

- Completed published works
- In-process manuscripts
- Letters for journals or conferences documenting the work of peer review
- Acceptance letters and emails
- Conference programs and proceedings
- Conference presentation materials
- Evidence of impact in the profession (citation, altmetrics, letters from colleagues, journal or author metrics, etc.)
- Grant applications and review materials
- Evidence of making work available to a public audience through self-archiving or publication in open access venues

Peer Review

For these guidelines, peer review is defined as a process by which qualified experts evaluate the quality, importance, and originality of research, scholarship, and creative activities. Official review bodies may include but are not limited to:

- External reviewers working with a specific journal or publisher
- Professional societies
- Granting agencies
- Conference organizers

Candidates are responsible for providing proof of peer review, which can include but is not limited to:

- A printout of the venue's editorial policy
- Copies of feedback from peer reviewers
- Letters from editors in which the editorial policy is stated
- Evaluation by granting agency
- For presentations, emails or communications from conference organizers indicating the acceptance rate or refereed process

Service

Librarians are expected to participate in activities that benefit the library, the campus, the CSU system, and the profession.
Activities

Service activities may include, but are not limited to:

Service to the Library
Actively participating on library committees and working groups, such as:
- serving as an officer on Library Faculty Council
- serving on library search committees

Service to the University
Actively participating on university committees and working groups, such as:
- serving as an Academic Senator
- serving on or chairing a University-level committee, including non-library search committees
- serving on a committee for an outside department
- serving on a CSUDH task force
- serving as an advisor to a student organization

Service to the CSU System
Actively participating on CSU system-wide or multi-campus committees and working groups, such as:
- serving on CSU Library Deans/Directors committees
- serving on CSU library groups
- serving on statewide academic senate

Service to the Profession and Community
Actively participating on professional committees, community organizations, and working groups, such as:
- holding an elected office in a relevant professional organization
- serving as an elected or appointed member of a committee or working group in a relevant professional organization
- serving as a consultant for a relevant professional organization or relevant community organization
- holding an unelected position in a relevant professional organization (e.g., editor, web administrator, etc.).

Evidence

Letters of appointment, appreciation, or recommendation highlighting the librarian's contributions serve as strong evidence for all of the above. Documentation related to substantive service such as white papers, committee charges, and examples of work may also be submitted.
Standards for Reappointment, Tenure, and Promotion

An updated CV should be provided for each review period.

Standards for Reappointment

The standards below present the expectations for reappointment during a librarian’s pre-tenure and/or pre-promotion period. During the probationary period, candidates for reappointment must demonstrate a record of performance and ongoing improvement in librarianship, scholarship, and service. Retention during this period is contingent upon such development. It is expected that the librarian will make progress in each category throughout the probationary period, and that the progress made is consistent with achieving the level of a tenured faculty member by the end of the probationary period. The review by the library RTP committee should include guidance or suggestions for improvement in any identified area of weakness.

**Librarianship:** Librarians should provide evidence of increasingly effective engagement with librarianship activities and progress towards the standards for tenure and promotion to associate librarian.

**Scholarship:** Librarians should provide evidence of engagement with research and scholarly activities and progress towards the standards for tenure and promotion to associate librarian.

**Service:** Librarians should provide evidence of one instance of service and progress towards the standards for tenure and promotion to associate librarian.

Standards for Tenure and Promotion to Associate Librarian

**Librarianship:** Librarians should provide evidence of sustained and significant effectiveness, in librarianship in fulfillment of the candidate’s Statement of Responsibility and best practices in the profession.

**Scholarship:** In order to receive tenure and promotion to Associate rank, librarians must provide evidence of:
- A consistent record of research and scholarship throughout the probationary period.
- At least 8 activities total with at least four from Tier 1 and Tier 2 with at least one item from Tier 1.

**Service:** In order to receive tenure and promotion to Associate rank, librarians must provide evidence of at least 5 instances of service, with a minimum of two instances of Library Service, one of University Service, and one of Service to the Profession and Community.
Note: some instances of service last more than one academic year; in such cases the faculty member can point to the same service activity for more than one year.

Standards for Early Tenure and Promotion

A library faculty member may be considered for early tenure and promotion to Associate Librarian if s/he demonstrates "unusually meritorious" performance in librarianship and at least one other area (Scholarship or Service) and "satisfactory" performance or better in the third area (AAPS041.001). A pattern of outstanding achievement evidenced over three years or more will usually be necessary for early tenure to be considered.

**Librarianship:** Consistent outstanding performance in librarianship indicating that the candidate's work is of the highest quality.

**Scholarship:** Outstanding performance in scholarship consists of unusually meritorious achievement in scholarship as demonstrated by at least 10 activities total with a minimum of two items from Tier 1 and five items from Tier 2. At least 1 item from tier 1 must be a peer-reviewed publication.

**Service:** In order to receive early tenure and promotion to Associate rank, librarians must provide evidence of at least 6 instances of service, with a minimum of two instances of Library Service, one of University Service, and two of Service to the Profession and Community.

Standards for Promotion to Librarian

Candidates for promotion to librarian must demonstrate a significant record of high-quality achievement, leadership, and growth since tenure and promotion to Associate Librarian. The evaluation of a librarian for promotion to Full may take place during the fifth year as an Associate Librarian. Candidates for full should be able to provide examples of their positive impact on the library, the campus community, and field of librarianship.

**Librarianship:** Evaluation of librarianship will be based on evidence of consistent performance in the same standards established for tenure and promotion to Associate Librarian but applied to the years since the candidate received tenure and was promoted to Associate.

**Scholarship:** Outstanding performance in scholarship consists of a sustained record of leadership and significant achievement in the field as demonstrated through the impact of publications or presentations. The committee would expect to see at least two additional items each from Tier 1 and Tier 2 for promotion to Full since receiving Associate.

**Service:** In order to receive promotion to Full Librarian rank, librarians must provide evidence of at least 6 instances of service, with a minimum of two instances of Library Service, one of University Service, and two of Service to the Profession and Community.
Approved by Library Faculty Council 4/24/2020

Approvals:

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