CRITERIA FOR PERSONNEL ACTIONS
Department of Library Administration
January 2023

The following guidelines were developed to provide all library tenure-track faculty a list of minimum expectations and specific requirements necessary to be considered for retention, tenure, and promotion. Candidates should examine all five sections of this document (I. Faculty Retention Years 1–3; II. Faculty Retention Years 4–5; III. Faculty Tenure IV./ Promotion to Associate Professor; and V. Promotion to Professor) as they plan their progress toward tenure and promotion.

Tenure and promotion in the Department of Library Administration require excellence in the areas of academic assignment, scholarship, and service to the university, community, and profession. The established departmental expectations and guidelines for personnel adhere most strongly to the APSU Policy 1:025 (Academic Tenure) statement as follows: *"It should also be recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one (1) area but less active or successful in others may well be contributing more to the well-being of the university than someone adequate in all areas but outstanding in none."*

Librarians serve as faculty members in the Department of Library Administration. Library faculty are initially appointed at the rank of Assistant Professor or above. For purposes of retention, tenure, and promotion, the Department of Library Administration is affiliated with the Eriksson College of Education, beginning with the 2021-2022 academic year. The Director of Library Services serves as the Chair of the Department of Library Administration, and the role of Dean is fulfilled by the Dean of the Eriksson College of Education.

Mentoring
The Director of Library Services will assign all tenure-track faculty a mutually agreed upon colleague from tenured faculty who will:
- mentor and be a resource person for the faculty member;
- and
- provide guidance to the faculty member in preparing the dossier in the appropriate format.

I. Faculty Retention Years 1–3
The most important elements to be considered are consistency and growth from one year to the next, as well as meeting or exceeding minimum standards. If there is a question of retaining or not, the candidate's effectiveness in Academic Assignment will receive greater emphasis than Research/Scholarship/Creative Activities or Professional Contributions and Activities. (See: APSU Policy 1:025, Section: "Criteria to be Considered in Tenure Recommendations, part A. Effectiveness in Academic Assignment.")

A. Effectiveness in Academic Assignment
Although their non-teaching assignment may be the greater part of their overall academic assignment, librarians have a regular teaching responsibility. Library faculty members conduct formal classes in information literacy and provide one-on-one instruction to students, faculty, community members, and others. The faculty member must also demonstrate knowledge to successfully complete their assigned non-teaching responsibilities. Wide-ranging knowledge of

essential library functions as well as proficiency in planning, developing, implementing and administering library services are essential. The two areas of teaching and non-teaching assignments are indispensable components of a library faculty member's effectiveness in academic assignment. It is this mixture of teaching and non-teaching assignments that makes it an imperative that tenure-track candidate narratives clearly describe growth and effectiveness.

1. **Teaching Assignments**
   a. Peer review of instruction will follow the process and timeline for Enhanced Peer Review of Teaching as described in the APSU Retention, Tenure, and Promotion Procedures and Guidelines. If the mentor writes a peer review, then at least one additional peer review per cycle written by another tenured faculty member of the Department of Library Administration must be included during years 1-3.
   b. If feasible, course and curricular development or improvements, either for library instruction or for a subject specific course component of library instruction
   c. Effectiveness in developing and using a variety of materials and methods in library instruction about bibliographic resources
   d. In-service library instruction related to academic assignment which may include but is not limited to pedagogy, databases and additional resources, vendor tools, and others.
   e. Student evaluations, if available, should show consistent average or above average performance.

2. **Non-teaching Assignments**
   a. Effectiveness in the areas of assigned responsibilities at a level appropriate to their rank
   b. Evidence of increasing knowledge of librarianship
   c. Positive assessment of interpersonal relations (teamwork, cooperation, interaction with public), work ethics (dependability, attitude), and, if appropriate, supervisory skills, as observed by coworkers and senior faculty members
   d. Growth in and strengthening of competencies in librarianship
   e. Effective leadership in improving library organization, procedures, services, and communication
   f. Establishing and maintaining productive working relationships with other faculty, students, staff, and general public
   g. Effectiveness in academic department liaison responsibilities, including collection development and outreach to constituents

B. Research/Scholarship/Creative Activities
The dossier must show a record of continuous professional activity; the candidate must complete Groups A-C activities that are cumulatively worth at least 4 points during the period of years 1-3 of the probationary appointment.

Activities not listed may still count toward attaining tenure; however, the candidate must supply a rationale for inclusion before the faculty member begins to update their dossier. At the request of the candidate, the director of library services will convene a meeting expressly for this purpose. The departmental retention and tenure committee will determine in which group to place such an activity.

1. **Group A (3 points each)**
   a. Article published in a peer-reviewed journal (regional, national, or international sponsor/focus)
   b. Scholarly article of any kind published with student co-author(s)

c. Book (scholarly, applied scholarship, pedagogical, or first-edition textbook)
d. Chapter in a peer-reviewed or editorially-reviewed scholarly or pedagogical book
e. Successful completion of a doctoral dissertation
f. Writing and receiving a research, educational, or program grant at the national or international level

2. **Group B (2 points each)**
   a. Article published in a peer-reviewed journal (local or state sponsor/focus)
   b. Article published in a non-peer-reviewed journal (regional, national, or international sponsor/focus)
   c. Paper presented at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   d. Presentation at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   e. Poster session at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   f. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   g. Conference proceeding of at least 1,000 words in a scholarly or professional source
   h. Book review of at least 1,000 words published in a scholarly or professional journal
   i. Book written for a lay audience, intended to popularize the discipline
   j. Editor of a book of readings
   k. Revision of a textbook or publication of an instructor's manual for a textbook
   l. Research monograph such as a final report to a grant funding agency
   m. Significant technical report to a discipline-based association
   n. Publication of a discipline-based software product
   o. Online course development
   p. Full or half-day workshop conducted at a professional meeting (regional, national, or international sponsor/focus)
   q. Writing and receiving a research, educational, or program grant at the state or regional level
   r. Significant scholarly or research contributions to a published monograph when acknowledged by the author (e.g., in the book's foreword)

3. **Group C (1 point each)**
   a. Any article published in a non-peer-reviewed journal (local or state sponsor/focus) or a newsletter
   b. Paper presented at a scholarly or professional meeting (local or state sponsor/focus)
   c. Presentation at a scholarly or professional meeting (local or state sponsor/focus)
   d. Poster session at a scholarly or professional meeting (local or state sponsor/focus)
   e. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (local or state sponsor/focus)
   f. Conference proceeding of less than 1,000 words in a scholarly or professional source
   g. Book review of less than 1,000 words published in a scholarly or professional journal
   h. Peer-reviewed university or local special exhibit or presentation
   i. Database, software, website, or tutorial creation or development
   j. Information literacy or technology literacy course integration
   k Full or half-day workshop conducted at a professional meeting (local or state sponsor/focus)
   l. Writing and receiving a research grant at the internal or local level
   m. Writing and submitting an unfunded research grant at the state, regional, national, or

international level

4. **Group D (0 points)**
   The following are examples of work products and activities that would <u>not</u> be considered acceptable as indicators of research/scholarship/creative activities.
   a. Completion of annual requirements to maintain a professional certification
   b. Working/in-progress papers and manuscripts (may represent an intermediate indicator of progress toward tenure and should be noted in the dossier)
   c. In-house presentations at department-level faculty research seminars or student clubs
   d. Newspaper editorials/letters
   e. Attendance at in-house seminars
   f. Activities for local community service or religious organizations
   g. University service (e.g., Faculty Senate, University committees, etc.)
   h. Completion of course work toward a doctoral degree

C. Professional Contributions and Activities
Service to one's university, discipline, and community is a significant component of a faculty member's dossier. This service should complement activities in the areas of Academic Assignment and Research/Scholarship/Creative Activities. Excellence in one area of service may compensate for less activity in another area. Activities that are considered to be service to one's profession or community include, but are not limited to, the following examples:

1. **Service to the University**
   a. Committee work or other administrative service
   b. Participation or leadership in the university's governing and policy-making processes
   c. Advisor to a student organization
   d. Membership and service in appropriate learned and honorary societies
   f. Internal student success grants
   e. Other university service

2. **Service to One's Discipline**
   a. Membership and service in professional organizations at the state, regional, national, or international levels
   b. Leadership in professional organizations at the state, regional, national, or international levels
      1.) Officer/board member
      2.) Committee chair
      3.) Session chair
   c. Professional service
      1.) Paper/proposal reviewer
      2.) Editor
   d. Membership and service in appropriate discipline-specific learned and honorary societies

3. **Service to the Community**
   a. Discipline-related presentations/lectures to community groups
      1.) Teaching information literacy sessions to K-12 students
      2.) Providing outreach to local librarians (e.g., how to use the Tennessee Electronic Library databases)
      3.) Conducting library tours for area high school students

4.) Assisting special libraries (medical, law, business, church, etc.)
b. Discipline-related advice and consultations to community groups
c. Other discipline-related service to the local community or larger society

4. Professional Development
a. Conference attendance at the state, regional, national, or international level
b. Participation in continuing education opportunities such as training, workshops, and seminars
c. Participation in online continuing education opportunities such as webinars and webcasts for faculty

II. Faculty Retention Years 4–5

As in years 1–3, the most important elements to be considered are consistency and growth from one year to the next, as well as meeting or exceeding minimum standards. Likewise as in years1–3, the candidate's effectiveness in Academic Assignment will receive greater emphasis than Research/Scholarship/Creative Activities or Professional Contributions and Activities when there is a question of retaining or not. (See: APSU Policy 1:025, Section: "Criteria to be Considered in Tenure Recommendations, part A. Effectiveness in Academic Assignment.")

A. Effectiveness in Academic Assignment

Although their non-teaching assignment may be the greater part of their overall academic assignment, librarians have a regular teaching responsibility. Library faculty members conduct formal classes in information literacy and provide one-on-one instruction to students, faculty, community members, and others. The faculty member must also demonstrate knowledge to successfully complete their assigned non-teaching responsibilities. Wide-ranging knowledge of essential library functions as well as proficiency in planning, developing, implementing and administering library services are essential. The two areas of teaching and non-teaching assignments are indispensable components of a library faculty member's effectiveness in academic assignment. It is this mixture of teaching and non-teaching assignments that makes it an imperative that tenure-track candidate narratives clearly describe growth and effectiveness.

1. Teaching Assignments
a. Peer review of instruction will follow the process and timeline for Enhanced Peer Review of Teaching as described in the APSU Retention, Tenure, and Promotion Procedures and Guidelines.
b. If feasible, course and curricular development or improvements, either for library instruction or for a subject specific course component of library instruction
c. Effectiveness in developing and using a variety of materials and methods in library instruction about bibliographic resources
d. In-service library instruction related to academic assignment which may include but is not limited to pedagogy, databases and additional resources, vendor tools, and others.
e. Student evaluations, if available, should show consistent average or above average performance.

2. Non-teaching Assignments
a. Effectiveness in the areas of assigned responsibilities at a level appropriate to their rank
b. Evidence of increasing knowledge of librarianship
c. Positive assessment of interpersonal relations (teamwork, cooperation, interaction with public), work ethics (dependability, attitude), and, if appropriate, supervisory skills, as observed by coworkers and senior faculty members

d. Growth in and strengthening of competencies in librarianship
e. Effective leadership in improving library organization, procedures, services, and communication
f. Establishing and maintaining productive working relationships with other faculty, students, staff, and general public
g. Effectiveness in academic department liaison responsibilities, including collection development and outreach to constituents

B. Research/Scholarship/Creative Activities

To attain tenure, the candidate must complete Groups A-C activities that are cumulatively worth at least twelve (12) points by the time the dossier is submitted for review during the sixth (tenure decision) year; at least three (3) of the twelve (12) required points must come from a Group A activity. (Group A activities are worth 3 points each, Group B activities are worth 2 points each, and Group C activities are worth one point each.)

Significant progress toward completion of these activities must occur during years 4-5 of the probationary appointment.

Activities not listed may still count toward attaining tenure; however, the candidate must supply a rationale for inclusion before the faculty member begins to update their dossier. At the request of the candidate, the director of library services will convene a meeting expressly for this purpose. The departmental tenure committee will determine in which group to place such an activity.

1. Group A (3 points each)

a. Article published in a peer-reviewed journal (regional, national, or international sponsor/focus)
b. Scholarly article of any kind published with student co-author(s)
c. Book (scholarly, applied scholarship, pedagogical, or first-edition textbook)
d. Chapter in a peer-reviewed or editorially-reviewed scholarly or pedagogical book
e. Successful completion of a doctoral dissertation
f. Writing and receiving a research, educational, or program grant at the national or international level

2. Group B (2 points each)

a. Article published in a peer-reviewed journal (local or state sponsor/focus)
b. Article published in a non-peer-reviewed journal (regional, national, or international sponsor/focus)
c. Paper presented at a scholarly or professional meeting (regional, national, or international sponsor/focus)
d. Presentation at a scholarly or professional meeting (regional, national, or international sponsor/focus)
e. Poster session at a scholarly or professional meeting (regional, national, or international sponsor/focus)
f. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (regional, national, or international sponsor/focus)
g. Conference proceeding of at least 1,000 words in a scholarly or professional source
h. Book review of at least 1,000 words published in a scholarly or professional journal
i. Book written for a lay audience, intended to popularize the discipline
j. Editor of a book of readings
k. Revision of a textbook or publication of an instructor's manual for a textbook
l. Research monograph such as a final report to a grant funding agency

m. Significant technical report to a discipline-based association
n. Publication of a discipline-based software product
o. Online course development
p. Full or half-day workshop conducted at a professional meeting (regional, national, or international sponsor/focus)
q. Writing and receiving a research, educational, or program grant at the state or regional level
r. Significant scholarly or research contributions to a published monograph when acknowledged by the author (e.g., in the book's foreword)

3. **Group C (1 point each)**
   a. Any article published in a non-peer-reviewed journal (local or state sponsor/focus) or a newsletter
   b. Paper presented at a scholarly or professional meeting (local or state sponsor/focus)
   c. Presentation at a scholarly or professional meeting (local or state sponsor/focus)
   d. Poster session at a scholarly or professional meeting (local or state sponsor/focus)
   e. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (local or state sponsor/focus)
   f. Conference proceeding of less than 1,000 words in a scholarly or professional source
   g. Book review of less than 1,000 words published in a scholarly or professional journal
   h. Peer-reviewed university or local special exhibit or presentation
   i. Database, software, website, or tutorial creation or development
   j. Information literacy or technology literacy course integration
   k. Full or half-day workshop conducted at a professional meeting (local or state sponsor/focus)
   l. Writing and receiving a research grant at the internal or local level
   m. Writing and submitting an unfunded research grant at the state, regional, national, or international level

4. **Group D (0 points)**
   The following are examples of work products and activities that would not be considered acceptable as indicators of research/scholarly/creative activities.
   a. Completion of annual requirements to maintain a professional certification
   b. Working/in-progress papers and manuscripts (may represent an intermediate indicator of progress toward tenure and should be noted in the dossier)
   c. In-house presentations at department-level faculty research seminars or student clubs
   d. Newspaper editorials/letters
   e. Attendance at in-house seminars
   f. Activities for local community service or religious organizations
   g. University service (e.g., Faculty Senate, University committees, etc.)
   h. Completion of course work toward a doctoral degree

C. Professional Contributions and Activities
Service to one's university, discipline, and community is a significant component of a faculty member's dossier. This service should complement activities in the areas of Academic Assignment and Research/Scholarship/Creative Achievement. It is expected that a faculty member will become increasingly involved in the campus, discipline, and larger community throughout their career at the university. The faculty member should demonstrate that participation in this area is commensurate with their term at APSU, and that such activity will continue in the future. Excellence in one area of service may compensate for less activity in

another area. Activities that are considered to be service to one's profession or community include, but are not limited to, the following examples:

1. **Service to the University**
   a. Committee work or other administrative service
   b. Service on Faculty Senate or special task forces
   c. Participation or leadership in the university's governing and policy-making processes
   d. Advisor to a student organization
   e. Membership and service in appropriate learned and honorary societies
   f. Internal student success grants
   g. Other university service

2. **Service to One's Discipline**
   a. Membership and service in professional organizations at the state, regional, national, or international levels
   b. Leadership in professional organizations at the state, regional, national, or international levels
      1.) Officer/board member
      2.) Committee chair
      3.) Session chair
   c. Professional service
      1.) Paper/proposal reviewer
      2.) Editor
   d. Membership and service in appropriate discipline-specific learned and honorary societies

3. **Service to the Community**
   a. Discipline-related presentations/lectures to community groups
      1.) Teaching information literacy sessions to K-12 students.
      2.) Providing outreach to local librarians (e.g., how to use the Tennessee Electronic Library databases)
      3.) Conducting library tours for area high school students
      4.) Assisting special libraries (medical, law, business, church, etc.)
   b. Discipline-related advice and consultations to community groups
   c. Other discipline-related service to the local community or larger society

4. **Professional Development**
   a. Conference attendance at the state, regional, national, or international level
   b. Participation in continuing education opportunities such as training, workshops, and seminars
   c. Participation in online continuing education opportunities such as webinars and webcasts for faculty

III. Faculty Tenure and Promotion to Associate Professor

It is incumbent upon candidates to read APSU Policy 1:025 – Academic Tenure for essential details of the tenure process. Faculty members shall apply for tenure in their sixth year. Obtaining tenure is not automatic; the most important elements to be considered are consistency and growth from one year to the next, as well as meeting or exceeding minimum standards. As in years 1–5, the candidate's effectiveness in Academic Assignment will receive greater emphasis than Research/Scholarship/Creative Activities or Professional Contributions and Activities when there is a question of retaining or not. Faculty who are awarded tenure shall

also be promoted to Associate Professor. If a faculty member applies for and is approved to seek promotion to Associate Professor prior to applying for tenure, the faculty member will follow the criteria for Promotion to Associate Professor described in section IV.

A. Effectiveness in Academic Assignment

Although their non-teaching assignment may be the greater part of their overall academic assignment, librarians have a regular teaching responsibility. Library faculty members conduct formal classes in information literacy and provide one-on-one instruction to students, faculty, community members, and others. The faculty member must also demonstrate knowledge to successfully complete their assigned non-teaching responsibilities. Wide-ranging knowledge of essential library functions as well as proficiency in planning, developing, implementing and administering library services are essential. The two areas of teaching and non-teaching assignments are indispensable components of a library faculty member's effectiveness in academic assignment. It is this mixture of teaching and non-teaching assignment that makes it an imperative that tenure-track candidate's narratives clearly describe growth and effectiveness.

1. Teaching Assignments

a. Peer review of instruction will follow the process and timeline for Enhanced Peer Review of Teaching as described in the APSU Retention, Tenure, and Promotion Procedures and Guidelines.

b. If feasible, course and curricular development or improvements, either for library instruction or for a subject specific course component of library instruction

c. Effectiveness in developing and using a variety of materials and methods in library instruction about bibliographic resources

d. In-service library instruction related to academic assignment which may include but is not limited to pedagogy, databases and additional resources, vendor tools, and others.

e. Student evaluations, if available, should show consistent average or above average performance.

2. Non-teaching Assignments

a. Effectiveness in the areas of assigned responsibilities at a level appropriate to their rank

b. Evidence of increasing knowledge of librarianship

c. Positive assessment of interpersonal relations (teamwork, cooperation, interaction with public), work ethics (dependability, attitude), and, if appropriate, supervisory skills, as observed by coworkers and senior faculty members

d. Growth in and strengthening of competencies in librarianship

e. Effective leadership in improving library organization, procedures, services, and communication

f. Establishing and maintaining productive working relationships with other faculty, students, staff, and general public

g. Effectiveness in academic department liaison responsibilities, including collection development and outreach to constituents

B. Research/Scholarship/Creative Activities

To attain tenure, the candidate must complete Groups A-C activities that are cumulatively worth at least twelve (12) points; at least one activity must come from Group A below. The following point values are assigned to activities falling under each group: Group A activities are worth 3 points each, Group B activities are worth 2 points each, and Group C activities are worth one point each.

Activities not listed may still count toward attaining tenure; however, the candidate must supply a rationale for inclusion before the faculty member begins to update their dossier. At the request of the candidate, the director of library services will convene a meeting expressly for this purpose. The departmental tenure committee will determine in which group to place such an activity.

1. **Group A (3 points each)**
   a. Article published in a peer-reviewed journal (regional, national, or international sponsor/focus)
   b. Scholarly article of any kind published with student co-author(s)
   c. Book (scholarly, applied scholarship, pedagogical, or first-edition textbook)
   d. Chapter in a peer-reviewed or editorially-reviewed scholarly or pedagogical book
   e. Successful completion of a doctoral dissertation
   f. Writing and receiving a research, educational, or program grant at the national or international level

2. **Group B (2 points each)**
   a. Article published in a peer-reviewed journal (local or state sponsor/focus)
   b. Article published in a non-peer-reviewed journal (regional, national, or international sponsor/focus)
   c. Paper presented at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   d. Presentation at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   e. Poster session at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   f. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (regional, national, or international sponsor/focus)
   g. Conference proceeding of at least 1,000 words in a scholarly or professional source
   h. Book review of at least 1,000 words published in a scholarly or professional journal
   i. Book written for a lay audience, intended to popularize the discipline
   j. Editor of a book of readings
   k. Revision of a textbook or publication of an instructor's manual for a textbook
   l. Research monograph such as a final report to a grant funding agency
   m. Significant technical report to a discipline-based association
   n. Publication of a discipline-based software product
   o. Online course development
   p. Full or half-day workshop conducted at a professional meeting (regional, national, or international sponsor/focus)
   q. Writing and receiving a research, educational, or program grant at the state or regional level
   r. Significant scholarly or research contributions to a published monograph when acknowledged by the author (e.g., in the book's foreword)

3. **Group C (1 point each)**
   a. Any article published in a non-peer-reviewed journal (local or state sponsor/focus) or a newsletter
   b. Paper presented at a scholarly or professional meeting (local or state sponsor/focus)
   c. Presentation at a scholarly or professional meeting (local or state sponsor/focus)
   d. Poster session at a scholarly or professional meeting (local or state sponsor/focus)
   e. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (local or state sponsor/focus)

f. Conference proceeding of less than 1,000 words in a scholarly or professional source
g. Book review of less than 1,000 words published in a scholarly or professional journal
h. Peer-reviewed university or local special exhibit or presentation
i. Database, software, website, or tutorial creation or development j.
j. Information literacy or technology literacy course integration
k. Full or half-day workshop conducted at a professional meeting (local or state sponsor/focus)
l. Writing and receiving a research grant at the internal or local level
m. Writing and submitting an unfunded research grant at the state, regional, national, or international level

4. **Group D (0 points)**
The following are examples of work products and activities that would not be considered acceptable as indicators of research/scholarly/creative activities.
a. Completion of annual requirements to maintain a professional certification
b. Working/in-progress papers and manuscripts (may represent an intermediate indicator of progress toward tenure and should be noted in the dossier)
c. In-house presentations at department-level faculty research seminars or student clubs
d. Newspaper editorials/letters
e. Attendance at in-house seminars
f. Activities for local community service or religious organizations
g. University service (e.g., Faculty Senate, University committees, etc.)
h. Completion of course work toward a doctoral degree

C. Professional Contributions and Activities

Service to one's university, discipline, and community is a significant component of a faculty member's dossier. This service should complement activities in the areas of Academic Assignment and Research/Scholarship/Creative Achievement. It is expected that a faculty member will become increasingly involved in the campus, discipline, and larger community throughout their career at the university. The faculty member should demonstrate that participation in this area is commensurate with their term at APSU, and that such activity will continue in the future. Excellence in one area of service may compensate for less activity in another area. Activities that are considered to be service to one's profession or community include, but are not limited to, the following examples:

1. **Service to the University**
   a. Committee work or other administrative service
   b. Service on Faculty Senate or special task forces
   c. Participation or leadership in the university's governing and policy-making processes
   d. Advisor to a student organization
   e. Membership and service in appropriate learned and honorary societies
   f. Internal student success grant
   g. Other university service

2. **Service to One's Discipline**
   a. Membership and service in professional organizations at the state, regional, national, or international levels
   b. Leadership in professional organizations at the state, regional, national, or international levels
      1.) Officer/board member

       2.) Committee chair
       3.) Session chair
   c. Professional service
       1.) Paper/proposal reviewer
       2.) Editor
   d. Membership and service in appropriate discipline-specific learned and honorary societies

3. **Service to the Community**
   a. Discipline-related presentations/lectures to community groups
       1.) Teaching information literacy sessions to K-12 students
       2.) Providing outreach to local librarians (e.g., how to use the Tennessee Electronic Library databases)
       3.) Conducting library tours for area high school students
       4.) Assisting special libraries (medical, law, business, church, etc.)
   b. Discipline-related advice and consultations to community groups
   c. Other discipline-related service to the local community or larger society

4. **Professional Development**
   a. Conference attendance at the state, regional, national, or international level
   b. Participation in continuing education opportunities such as training, workshops, and seminars
   c. Participation in online continuing education opportunities such as webinars and webcasts for faculty

IV. Promotion to Associate Professor (when separate from Tenure/Promotion to Associate Professor)

The most important elements to be considered are consistency and growth from one year to the next, as well as meeting or exceeding minimum standards. If there is a question of promoting or not, the candidate's effectiveness in Academic Assignment will receive greater emphasis than Research/Scholarship/Creative Activities or Professional Contributions and Activities. (See: APSU Policy 2:063, Section: "Academic Ranks for Professor Track.")

A. Effectiveness in Academic Assignment

Although their non-teaching assignment may be the greater part of their overall academic assignment, librarians have a regular teaching responsibility. Library faculty members conduct formal classes in information literacy and provide one-on-one instruction to students, faculty, community members, and others. The faculty member must also demonstrate knowledge to successfully complete their assigned non-teaching responsibilities. Wide-ranging knowledge of essential library functions as well as proficiency in planning, developing, implementing and administering library services are essential. The two areas of teaching and non-teaching assignments are indispensable components of a library faculty member's effectiveness in academic assignment. It is this mixture of teaching and non-teaching assignments that makes it an imperative that tenure-track candidate narratives clearly describe growth and effectiveness.

1. **Teaching Assignments**
   a. Peer review of instruction will follow the process and timeline for Enhanced Peer Review of Teaching as described in the APSU Retention, Tenure, and Promotion Procedures and Guidelines.
   b. If feasible, course and curricular development or improvements, either for library

instruction or for a subject specific course component of library instruction

c. Effectiveness in developing and using a variety of materials and methods in library instruction about bibliographic resources

d. In-service library instruction related to academic assignment which may include but is not limited to pedagogy, databases and additional resources, vendor tools, and others.

e. Student evaluations, if available, should show consistent average or above average performance.

2. Non-teaching Assignments

a. Effectiveness in the areas of assigned responsibilities at a level appropriate to their rank

b. Evidence of increasing knowledge of librarianship

c. Positive assessment of interpersonal relations (teamwork, cooperation, interaction with public), work ethics (dependability, attitude), and, if appropriate, supervisory skills, as observed by coworkers and senior faculty members

d. Growth in and strengthening of competencies in librarianship

e. Effective leadership in improving library organization, procedures, services, and communication

f. Establishing and maintaining productive working relationships with other faculty, students, staff, and general public

g. Effectiveness in academic department liaison responsibilities, including collection development and outreach to constituents

B. Research/Scholarship/Creative Activities

To attain promotion to Associate Professor, the candidate must complete Groups A-C activities that are cumulatively worth at least twelve (12) points; at least three (3) of the twelve (12) required points must come from Group A below. The following point values are assigned to activities falling under each group: Group A activities are worth 3 points each, Group B activities are worth 2 points each, and Group C activities are worth one point each.

Activities must occur at the rank of Assistant Professor at Austin Peay, and must be completed by the time the dossier is submitted for review.

Activities not listed may still count toward attaining promotion; however, the candidate must supply a rationale for inclusion before the faculty member begins to update their dossier. At the request of the candidate, the director of library services will convene a meeting expressly for this purpose. The departmental promotion committee will determine in which group to place such an activity.

1. Group A (3 points each)

a. Article published in a peer-reviewed journal (regional, national, or international sponsor/focus)

b. Scholarly article of any kind published with student co-author(s)

c. Book (scholarly, applied scholarship, pedagogical, or first-edition textbook)

d. Chapter in a peer-reviewed or editorially-reviewed scholarly or pedagogical book

e. Successful completion of a doctoral dissertation

f. Writing and receiving a research, educational, or program grant at the national or international level

2. Group B (2 points each)

a. Article published in a peer-reviewed journal (local or state sponsor/focus)

b. Article published in a non-peer-reviewed journal (regional, national, or international sponsor/focus)
c. Paper presented at a scholarly or professional meeting (regional, national, or international sponsor/focus)
d. Presentation at a scholarly or professional meeting (regional, national, or international sponsor/focus)
e. Poster session at a scholarly or professional meeting (regional, national, or international sponsor/focus)
f. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (regional, national, or international sponsor/focus)
g. Conference proceeding of at least 1,000 words in a scholarly or professional source
h. Book review of at least 1,000 words published in a scholarly or professional journal
i. Book written for a lay audience, intended to popularize the discipline
j. Editor of a book of readings
k. Revision of a textbook or publication of an instructor's manual for a textbook
l. Research monograph such as a final report to a grant funding agency
m. Significant technical report to a discipline-based association
n. Publication of a discipline-based software product
o. Online course development
p. Full or half-day workshop conducted at a professional meeting (regional, national, or international sponsor/focus)
q. Writing and receiving a research, educational, or program grant at the state or regional level
r. Significant scholarly or research contributions to a published monograph when acknowledged by the author (e.g., in the book's foreword)

3. **Group C (1 point each)**
   a. Any article published in a non-peer-reviewed journal (local or state sponsor/focus) or a newsletter
   b. Paper presented at a scholarly or professional meeting (local or state sponsor/focus)
   c. Presentation at a scholarly or professional meeting (local or state sponsor/focus)
   d. Poster session at a scholarly or professional meeting (local or state sponsor/focus)
   e. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (local or state sponsor/focus)
   f. Conference proceeding of less than 1,000 words in a scholarly or professional source
   g. Book review of less than 1,000 words published in a scholarly or professional journal
   h. Peer-reviewed university or local special exhibit or presentation
   i. Database, software, website, or tutorial creation or development
   j. Information literacy or technology literacy course integration
   k. Full or half-day workshop conducted at a professional meeting (local or state sponsor/focus)
   l. Writing and receiving a research grant at the internal or local level
   m. Writing and submitting an unfunded research grant at the state, regional, national, or international level

4. **Group D (0 points)**
   The following are examples of work products and activities that would <u>not</u> be considered acceptable as indicators of research/scholarly/creative activities.
   a. Completion of annual requirements to maintain a professional certification
   b. Working/in-progress papers and manuscripts (may represent an intermediate indicator of progress toward tenure and should be noted in the dossier)

c. In-house presentations at department-level faculty research seminars or student clubs
d. Newspaper editorials/letters
e. Attendance at in-house seminars
f. Activities for local community service or religious organizations
g. University service (e.g., Faculty Senate, University committees, etc.)
h. Completion of course work toward a doctoral degree

C. Professional Contributions and Activities

Service to one's university, discipline, and community is a significant component of a faculty member's dossier. This service should complement activities in the areas of Academic Assignment and Research/Scholarship/Creative Achievement. It is expected that a faculty member will become increasingly involved in the campus, discipline, and larger community throughout his/her career at the university. The faculty member should demonstrate that participation in this area is commensurate with his/her term at APSU, and that such activity will continue in the future with faculty member demonstrating greater responsibilities. Excellence in one area of service may compensate for less activity in another area. Activities that are considered to be service to one's profession or community include, but are not limited to, the following examples:

1. Service to the University
a. Committee work or other administrative service
b. Service on Faculty Senate or special task forces
c. Participation or leadership in the university's governing and policy-making processes
d. Advisor to a student organization
f. Membership and service in appropriate learned and honorary societies
f. Internal student success grants
g. Other university service

2. Service to One's Discipline
a. Membership and service in professional organizations at the state, regional, national, or international levels
b. Leadership in professional organizations at the state, regional, national, or international levels
    1.) Officer/board member
    2.) Committee chair
    3.) Session chair
c. Professional service
    1.) Paper/proposal reviewer
    2.) Editor
d. Membership and service in appropriate discipline-specific learned and honorary societies

3. Service to the Community
a. Discipline-related presentations/lectures to community groups
    1.) Teaching information literacy sessions to K-12 students
    2.) Providing outreach to local librarians (e.g., how to use the Tennessee Electronic Library databases)
    3.) Conducting library tours for area high school students
    4.) Assisting special libraries (medical, law, business, church, etc.)
b. Discipline-related advice and consultations to community groups

    c. Other discipline-related service to the local community or larger society

   4. Professional Development
    a. Conference attendance at the state, regional, national, or international level
    b. Participation in continuing education opportunities such as training, workshops, and seminars
    c. Participation in online continuing education opportunities such as webinars and webcasts for faculty

V. Promotion to Professor

Promotion to this rank is not a reward for long service; rather, it recognizes superior achievement and assumes an expectation of continuing contributions to the university and to the larger academic community. The most important element to be considered is demonstrated productivity of an increasing extent and scope in all areas of evaluation. (See: APSU Policy 2:063, Section: "Academic Ranks for Professor Track.")

A. Effectiveness in Academic Assignment

Although their non-teaching assignment may be the greater part of their overall academic assignment, librarians have a regular teaching responsibility. Library faculty members conduct formal classes in information literacy and provide one-on-one instruction to students, faculty, community members, and others. The faculty member must also demonstrate knowledge to successfully complete their assigned non-teaching responsibilities. Wide-ranging knowledge of essential library functions as well as proficiency in planning, developing, implementing and administering library services are essential. The two areas of teaching and non-teaching assignments are indispensable components of a library faculty member's effectiveness in academic assignment. It is this mixture of teaching and non-teaching assignments that makes it an imperative that tenure-track candidate narratives clearly describe growth and effectiveness.

   1. Teaching Assignments
    a. Peer review of instruction will follow the process and timeline for Enhanced Peer Review of Teaching as described in the APSU Retention, Tenure, and Promotion Procedures and Guidelines.
    b. If feasible, course and curricular development or improvements, either for library instruction or for a subject specific course component of library instruction
    c. Effectiveness in developing and using a variety of materials and methods in library instruction about bibliographic resources
    d. In-service library instruction related to academic assignment which may include but is not limited to pedagogy, databases and additional resources, vendor tools, and others.

    e. Student evaluations, if available, should show consistent average or above average performance.

   2. Non-teaching Assignments
    a. Effectiveness in the areas of assigned responsibilities at a level appropriate to their rank
    b. Evidence of increasing knowledge of librarianship
    c. Positive assessment of interpersonal relations (teamwork, cooperation, interaction with public), work ethics (dependability, attitude), and, if appropriate, supervisory skills, as observed by coworkers and senior faculty members
    d. Growth in and strengthening of competencies in librarianship
    e. Effective leadership in improving library organization, procedures, services, and

communication
f. Establishing and maintaining productive working relationships with other faculty, students, staff, and general public
g. Effectiveness in academic department liaison responsibilities, including collection development and outreach to constituents

B. Research/Scholarship/Creative Activities

To attain promotion to Professor, the candidate must complete Groups A-C activities that are cumulatively worth at least twelve (12) points; at least one activity must come from Group A below. The following point values are assigned to activities falling under each group: Group A activities are worth 3 points each, Group B activities are worth 2 points each, and Group C activities are worth one point each.

Activities must occur at the rank of Associate Professor at Austin Peay, and must be completed by the time the dossier is submitted for review.

Activities not listed may still count toward attaining promotion; however, the candidate must supply a rationale for inclusion before the faculty member begins to update their dossier. At the request of the candidate, the director of library services will convene a meeting expressly for this purpose. The departmental promotion committee will determine in which group to place such an activity.

1. **Group A (3 points each)**
   a. Article published in a peer-reviewed journal (national or international sponsor/focus)
   b. Scholarly article of any kind published with student co-author(s)
   c. Book (scholarly, applied scholarship, pedagogical, or first-edition textbook)
   d. Chapter in a peer-reviewed or editorially-reviewed scholarly or pedagogical book
   e. Successful completion of a doctoral dissertation
   f. Writing and receiving a research, educational, or program grant at the national or international level

2. **Group B (2 points each)**
   a. Article published in a peer-reviewed journal (local, state, or regional sponsor/focus)
   b. Article published in a non-peer-reviewed journal (national or international sponsor/focus)
   c. Paper presented at a scholarly or professional meeting (national or international sponsor/focus)
   d. Presentation at a scholarly or professional meeting (national or international sponsor/focus)
   e. Poster session at a scholarly or professional meeting (national or international sponsor/focus)
   f. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (national or international sponsor/focus)
   g. Conference proceeding of at least 1,500 words in a scholarly or professional source
   h. Book review of at least 1,500 words published in a scholarly or professional journal
   i. Book written for a lay audience, intended to popularize the discipline
   j. Editor of a book of readings
   k. Revision of a textbook or publication of an instructor's manual for a textbook
   l. Research monograph such as a final report to a grant funding agency
   m. Significant technical report to a discipline-based association
   n. Publication of a discipline-based software product

o. Online course development

p. Full or half-day workshop conducted at a professional meeting (national or international sponsor/focus)

q. Writing and receiving a research, educational, or program grant at the state or regional level

3. **Group C (1 point each)**

a. Any article published in a non-peer-reviewed journal (local, state, or regional sponsor/focus) or a newsletter

b. Paper presented at a scholarly or professional meeting (local, state, or regional sponsor/focus)

c. Presentation at a scholarly or professional meeting (local, state, or regional sponsor/focus)

d. Poster session at a scholarly or professional meeting (local, state, or regional sponsor/focus)

e. Invited speaker, panel participant or panel facilitator at a scholarly or professional meeting (local, state, or regional sponsor/focus)

f. Conference proceeding of less than 1,500 words in a scholarly or professional source

g. Book review of less than 1,500 words published in a scholarly or professional journal

h. Peer-reviewed university or local special exhibit or presentation

i. Database, software, website, or tutorial creation or development

j. Information literacy or technology literacy course integration

k. Full or half-day workshop conducted at a professional meeting (local or state sponsor/focus)

l. Writing and receiving a research grant at the internal or local level

m. Writing and submitting an unfunded research grant at the international, national, regional, or state level

4. **Group D (0 points)**

The following are examples of work products and activities that would not be considered acceptable as indicators of research/scholarly/creative activities.

a. Completion of annual requirements to maintain a professional certification

b. Working/in-progress papers and manuscripts

c. In-house presentations at department-level faculty research seminars or student clubs

d. Newspaper editorials/letters

e. Attendance at in-house seminars

f. Activities for local community service or religious organizations

g. University service (e.g., Faculty Senate, University committees, etc.)

h. Completion of course work toward a doctoral degree

C. Professional Contributions and Activities

Service to one's university, discipline, and community is a significant component of a faculty member's dossier. This service should complement activities in the areas of Academic Assignment and Research/Scholarship/Creative Achievement. It is expected that a faculty member will become increasingly involved in the campus, discipline, and larger community throughout their career at the university. The faculty member should demonstrate that participation in this area is commensurate with their term at APSU, and that such activity will continue in the future with faculty member demonstrating greater responsibilities and leadership roles. Activities that are considered to be service to one's profession or community include, but are not limited to, the following examples:

1. **Service to the University**
   a. Participation in a leadership role on a committee or other administrative service
   b. Service in a leadership role on Faculty Senate or special task forces
   c. Participation or leadership in the university's governing and policy-making processes
   d. Advisor to a student organization
   e. Member of a university-wide search committee
   f. Leadership role in appropriate learned and honorary societies
   g. Leadership role in other university service
   h. Internal student success grants

2. **Service to One's Discipline**
   a. Significant leadership role in professional organizations at the state, regional, national, or international levels (e.g., officer of TLA or SELA, sectional committee chair for ALA or IFLA)
   b. Leadership in professional organizations at the state, regional, national, or international levels
      1.) Officer/board member
      2.) Committee chair
      3.) Session chair
   c. Professional service
      1.) Paper/proposal reviewer
      2.) Editor
   d. Leadership role in appropriate discipline-specific learned and honorary societies

3. **Service to the Community**
   a. Discipline-related presentations/lectures to community groups
      1.) Teaching information literacy sessions to K-12 students
      2.) Providing outreach to local librarians (e.g., how to use the Tennessee Electronic Library databases)
      3.) Conducting library tours for area high school students
      4.) Assisting special libraries (medical, law, business, church, etc.)
   b. Discipline-related advice and consultations to community groups
   c. Other discipline-related service to the local community or larger society

4. **Professional Development**
   a. Conference attendance at the state, regional, national, or international level
   b. Participation in continuing education opportunities such as training, workshops, and seminars
   c. Participation in online continuing education opportunities such as webinars and webcasts for faculty