

ACHIEVING EXCELLENCE IN FACULTY ROLES: PROMOTION AND TENURE STANDARDS FOR LIBRARY FACULTY

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INTRODUCTION

It is important for all South Dakota State University faculty members to strive toward excellence in their careers. This document helps define excellence for library faculty members by providing examples of activities, traits, skills, and achievements that would serve as evidence of excellence in all three areas of responsibility, i.e., “Librarianship,” “Research, Scholarship, and Creative Activity,” and “General Service.” It serves as a guide for faculty members at all stages in their careers for continuing their professional growth in accordance with expectations recognized by their profession, their discipline, and their colleagues. For tenure-track librarians, it provides direction as they negotiate the promotion and tenure process. It describes professional activities and achievements that would demonstrate that a library faculty member **meets expectations, exceeds expectations, or substantially exceeds expectations** in each of the three areas of responsibility. Therefore, the document is an important part of the annual faculty evaluation process and should be consulted by faculty members when they prepare Part A of the Professional Staff Evaluation (PSE) form, by department heads when they are responding to faculty members in Part B of the PSE, and by promotion and tenure committee members during their deliberations.

THE MISSION OF HILTON M. BRIGGS LIBRARY

The Hilton M. Briggs Library serves as the intellectual axis of South Dakota State University, providing user-centered services supporting research, life-long learning, academic excellence, and outreach. Briggs Library is an information portal and general cultural resource for the state and citizens of South Dakota.

Vision Statement

Briggs Library will be innovative and inspirational as a cultural resource and information center for the SDSU community and South Dakota.

Values

The key values of the library in accordance with its vision are:

- Life-long learning
- Collaborative relationships
- Passion for service
- Commitment to integrity and credibility

- Intellectual freedom, privacy, and nondiscriminatory access
- Dedication to the preservation of the intellectual record
- Commitment to providing the highest quality of information resources and current technology
- A staff of highly qualified and motivated individuals
- An inviting, accessible, and comfortable environment conducive to a culture of scholarship and learning.

ROLE EMPHASIS

Central to academic librarianship is the creation, communication, and provision of access to knowledge. SDSU librarians are expected to devote most of their time and energy to exercising their skills in support of the teaching curriculum and faculty research, developing and preserving appropriate collections, and establishing effective bibliographic control over them. They are committed to assisting students to become scholars who can effectively find, evaluate, and use information resources. Beyond their assigned responsibilities, librarians are also expected to pursue research, scholarship, and creative activity and make general service contributions.

Library faculty members' role emphasis normally will be divided as follows. Variation of role emphasis may be appropriate depending on circumstances and should be discussed with the department head.

- 80% -- Librarianship
- 10% -- Research, Scholarship, and Creative Activity
- 10% -- General Service

Typically the roles of faculty librarians will fall within one or more of the following categories. *These roles are listed in alphabetical, not priority, order:*

- Access services: circulation, stacks maintenance, interlibrary loan borrowing and lending, and reserving materials.
- Administration: evaluating staff and services, budgeting, planning and policy development for the library or individual departments or units, representing the library to the university administration or other groups.
- Cataloging and classification: organizing and providing access to information – physically and via lists and catalogs.
- Collection development and acquisition: selecting and purchasing information resources, electronic, print, etc.
- Distance services: providing document delivery, instruction, and reference services to off-campus students, staff, and faculty.
- Information literacy and library instruction: providing instruction to students in support of classes taught by other departments/programs.
- Information services: advising library users and providing and facilitating access to information.
- Network and systems: managing library automation, technology assisted teaching, and integration of computerized systems or digital resources.

- Preservation, conservation, and archiving: preserving, conserving, and archiving information in perpetuity.
- Research consultation: providing assistance with the formulation of a research inquiry and information skills training.
- Technical services: providing for serial, online catalog, and database management.

Consistent with expectations of the University, all faculty are expected to adhere to general standards of good practice. There are three areas on which faculty need to focus: Professional Etiquette, Professional Responsibility and Ethics, and Professional Development. It is expected that a faculty member within Briggs Library will:

- Be a conscientious, mature educator/researcher;
- Respect colleagues and learners as individuals;
- Respect and promote diversity, individual talents, and learning modalities;
- Practice active listening;
- Exhibit a professional demeanor in his or her role;
- Interact positively within the University and with the public, clientele, and learners;
- Maintain academic integrity and currency in the field of study;
- Promote communication-able, change-able and social responsibility in teaching and curriculum efforts;
- Encourage learner-faculty/client-faculty contact;
- Communicate high expectations to learners through words and role modeling and assist learners in meeting the expectations;
- Provide opportunities for students to assess teaching, learning and the curriculum;
- Offer timely feedback;
- Model effective use of time and assist learners in using time well;
- Engage stakeholder organizations and agencies external to the University;
- Demonstrate a global perspective and encourage its development within the institution;
- Engage in a professional growth plan and show progress toward scholarly goals;
- Actively engage in cooperative efforts among peers and with other entities;
- Seek opportunities to interact with colleagues;
- Be active in professional societies;
- Participate in activities, conferences, and conventions that keep him/her abreast of current theoretical and research advances;
- Use modern technology consistent with his or her academic discipline and the needs of the learners;
- Encourage active and lifelong learning.

MINIMUM AND TERMINAL DEGREE REQUIREMENTS

All SDSU library faculty members must have earned a master's degree in library science accredited by the American Library Association. However, a second master's degree or a doctoral degree from an accredited program constitutes the terminal degree for SDSU library faculty members and is required for tenure-track appointments at, or promotion to, the rank of Assistant Professor and above.

STANDARDS OF PERFORMANCE

A library faculty member's performance is assessed as **not meeting expectations**, **meeting expectations**, **exceeding expectations**, and **substantially exceeding expectations** during the Professional Staff Evaluation process. These PSE assessments are assigned for librarianship; research, scholarship and creative activity; and general service.

It is important to realize that performance standards are expected to increase with rank. That is, a higher level of performance is expected of Professors than is expected of Associate Professors. Likewise, a higher level of performance is expected of Associate Professors than is expected of Assistant Professors.

Performance that **exceeds** or **substantially exceeds expectations** moves beyond **meets expectations** in a quantitative or qualitative sense. *Quality* of performance is to be distinguished from *quantity* and not equated. There must be evidence of quality performance in addition to the breadth and intensity of participation in work activities and contribution to the profession. **Exceeds** and **substantially exceeds** levels of performance are an expectation for promotion, tenure, and discretionary salary decisions.

Presented here are representative lists indicating whether a library faculty member **meets**, **exceeds**, or **substantially exceeds expectations** in the areas of librarianship; research, scholarship, and creative activity; and general service. These lists are not all-inclusive, but serve as a guide for the annual performance evaluations and promotion and tenure evaluations of faculty librarians.

Librarianship - 80% of role emphasis - Librarianship includes the responsibilities that library faculty members carry to maintain, preserve, develop, and provide access to information resources in all formats, including print and electronic. These responsibilities may include selecting materials/resources, processing and organizing them to make them available for use, and monitoring that use. They may include training and supervision of staff and stewardship of the library building and its technology. They also may include assisting and teaching our constituents to use library resources to obtain relevant and reliable information as well as teaching other information literacy concepts. The following activities might indicate meeting, exceeding, and substantially exceeding expectations for librarianship. This is not a comprehensive list and additional examples might apply. In addition, individual library faculty members are not expected to engage in all of the examples listed.

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Demonstrates an understanding of policies, procedures, goals, and resources of the library and the ability to work effectively within this framework;	Demonstrates consistently competent performance, with evidence of activity beyond the minimum required for meeting expectations in assigned responsibilities;	Demonstrates superior performance, with evidence of activity consistently beyond the minimum required for meeting and exceeding performance expectations in assigned responsibilities;
Demonstrates and exhibits a commitment to maintaining and increasing competence in skills and knowledge implied by the job requirements;	Strives toward mastery of all skills and knowledge implied by the job requirements;	Demonstrates mastery of one's disciplinary focus and exceptional skill in all areas implied by the job requirements;
Demonstrates the ability to apply technologies appropriate to the discipline and the needs of learners;	Seeks out and applies innovative technologies applicable to assigned responsibilities; Acquires or incorporates technology in support of teaching and learning for university curriculum such as developing online teaching modules;	Provides leadership and training for colleagues in current technologies applicable to assigned responsibilities;
Conveys interest in and an excitement for content and the study of librarianship;	Intellectually engages in the discipline; Fosters independent learning, creative thinking, exploration of ideas, and lifelong learning;	Brings an excitement for the content and study of the discipline and fosters enthusiasm among learners for the subject matter;
Accurately organizes, classifies, or catalogs information resources;	Creates original bibliographic records recognized for their quality; Develops and implements improved methods for organizing, classifying, or cataloging information resources;	Demonstrates expertise in analyzing, developing, and maintaining methods of bibliographic control or digital collection control and their associated standards;

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
<p>Identifies, appraises and accessions archival material brought to the repository;</p> <p>Organizes, describes, and preserves an archival or special collection according to standards and policies;</p>	<p>Makes contact with donors referred to the archives, arranges for appraisal of the material and accession where appropriate;</p> <p>Organizes, describes, and preserves a large collection or one with unique characteristics;</p>	<p>Seeks out items fulfilling unique needs of the repository, identifying donors and accessing resources as needed;</p> <p>Creates policies and procedures to organize, describe, and preserve access to collections of any size, including staff assignment and training;</p>
<p>Attends conferences and faculty development opportunities relevant to librarianship;</p>	<p>Participates in professional development activities leading to enhanced skills and performance and integrates new knowledge from professional conferences, literature, and research;</p>	<p>Provides leadership in and coordinates knowledge transfer and professional development for faculty and staff;</p>
<p>Collaborates with teaching faculty to incorporate information literacy concepts into library instruction;</p> <p>Develops and uses appropriate instructional materials and policies/procedures to meet library objectives;</p> <p>Collaborates with colleagues to improve teaching and learning;</p>	<p>Serves as an integrated librarian for an academic course by providing multiple contacts with the class throughout the semester and receives positive evaluations from the students;</p> <p>Contributes to improving the understanding of subject matter and methods of teaching and learning;</p> <p>Assists departments with the integration of information literacy skills into their curricula;</p>	<p>Serves as an embedded librarian for an academic course, in either a classroom or online environment, and receives positive evaluations from the students;</p> <p>Develops, implements, and evaluates creative, innovative instructional methods, techniques, and materials;</p>
<p>Participates in university efforts to implement assessment and engages in self-assessment;</p>	<p>Seeks collaborative opportunities to study and enhance methods of library service;</p> <p>Evaluates techniques with a variety of methods, including peer evaluation;</p>	<p>Successfully collaborates with colleagues to study and improve methods of library service;</p>
<p>Demonstrates responsiveness to patron needs in the performance of technical service roles;</p>	<p>Implements new technical services procedures in response to patron needs;</p>	<p>Provides leadership on technical services issues;</p>
<p>Advises undergraduate students and writes scholarship and fellowship recommendations;</p>	<p>Encourages students to seek out university resources to enable them to deal with situations before they become problems;</p> <p>Recognizes and adapts advising techniques for students with diverse needs;</p>	<p>Is recognized as an outstanding advisor and provides training to or serves as a mentor for other advisors;</p> <p>Develops information to assist advisees and makes this readily available to students and other faculty advisors;</p>

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Participates in and promotes library services or work routines that enhance the library's effectiveness;	Assists with the development of innovative services or work routines that enhance the library's effectiveness;	Provides leadership in the development of innovative services or work routines that enhance the library's effectiveness;
Consults with students, faculty, and staff as needed and demonstrates sensitivity to patron needs;	Demonstrates a willingness to assist patrons, persisting beyond conventional sources to provide desired information; Creates opportunities for others to learn about the sources of information associated with disciplines or areas of study;	
Establishes vendor/publisher communication appropriate for successful license negotiations and access to electronic resources;	Negotiates consortia database licenses and access agreements favorable to the library and the institution;	
Assists academic departments with their collection development and other liaison related duties; Selects, acquires and evaluates books, serials, and other resources (print and electronic) necessary to support the teaching, research, and service activities of the university;	Serves as a resource and regularly communicates with faculty to promote library acquisitions and services relevant to assigned liaison areas;	
Engages in teaching credit-bearing classes.	Develops or substantially modifies curriculum for credit-bearing classes.	
	Develops a constituency in the library field or the community.	Receives invitations to serve as a mentor to students, colleagues, or others;
Acquires and implements automated systems or software required by the library or department;		Contributes to the development of infrastructure that supports high quality library services;
Manages department budgets and accounts;		Receives written or verbal testimonials of superior performance from library patrons or colleagues;
Maintains linking capabilities providing convenient access to electronic resources;		Conceives, explores, develops, implements, evaluates, and refines innovative methods, techniques or materials;
Interprets and presents technical information in a way learners (public, students, other clientele) will understand;		Receives professional recognition for recent or past honors, awards, or contributions.

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Actively contributes to discussion relevant to departmental and library issues;		
Contributes to program development and review processes;		
Contributes to developing a global perspective by providing cultural information through exhibits and by selecting and providing access to relevant library resources.		

Research, Scholarship, and Creative Activity - 10% of role emphasis – The *Achieving Excellence in Faculty Roles South Dakota State University Standards Document* broadly defines scholarship to accommodate the distinctive contributions of faculty members serving in diverse areas. The University expects faculty members' involvement in research, scholarship, and creative activity to: result in new knowledge; improve teaching; lead to publications and presentations or the development of new programs, performances or exhibits; or result in a myriad of other appropriate outcomes. Library faculty members, like all SDSU faculty members, are expected to be involved in the development and dissemination of creative/scholarly products and research. Such scholarship may incorporate the functions of discovery, integration, application and teaching and learning. Library faculty members are encouraged to pursue scholarship in library science, or other academic disciplines, including the Scholarship of Teaching and Learning. They are encouraged to share results of their work with others and make it available for critical review and evaluation. They are also encouraged to develop materials that have application to the broader profession. The following activities might indicate meeting, exceeding, and substantially exceeding expectations for research, scholarship, and creative activity. This is not a comprehensive list and additional examples of activities might apply. In addition, individual library faculty members are not expected to engage in all of the examples listed.

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Develops a plan for focused research, scholarship, or creative activity;	Provides evidence of progress on a focused plan for research, scholarship, or creative activity;	Provides evidence of focused research, scholarship, or creative activity outcomes;
Participates in collaborative research within or across disciplines or across settings (schools, businesses, agencies, organizations);	Actively participates in collaborative research within or across disciplines or across settings (schools, businesses, agencies, organizations);	Provides leadership in collaborative research efforts across disciplines or across settings (schools, businesses, agencies, organizations);
Completes coursework toward an additional advanced degree;	Earns an additional master's degree;	Earns a doctoral degree;
Maintains knowledge of current developments in librarianship or in a subject specialty through professional reading and attendance of workshops, conferences, etc.;	Receives recognition for research/creative activities and accomplishments or for expertise in one's field;	Receives broad recognition as an expert in one's field or is sought after for collaborative projects due to expertise;
Maintains knowledge of current developments in the Scholarship of Teaching and Learning through professional reading and attendance of workshops, conferences, etc.;	Receives recognition for research/creative activities and accomplishments in the Scholarship of Teaching and Learning;	Receives broad recognition or is sought after for collaborative projects due to expertise in the Scholarship of Teaching and Learning;
Seeks local funding for research activities;	Writes, submits one or more proposals for competitive research, service/training, or development grants;	Receives competitive research, service/training, or development grants/contracts;
Presents one's ideas or research to colleagues or the campus community;	Presents at state scholarly or professional conferences or meetings;	Presents at regional, national, or international scholarly or professional conferences or meetings;
Contributes to the development of creative applications for existing or emerging technologies;	Develops effective creative applications for existing or emerging technologies;	Develops effective and acclaimed creative applications for existing or emerging technologies;

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Creates and maintains library or university web pages;	Creates and maintains recognized web publications on a specific topic or discipline;	Creates and maintains widely recognized, authoritative web publications on a specific topic or discipline;
Develops internal and external information networks;	Consults off-campus in the field of librarianship or a subject specialty;	Is sought as a mentor for others in research, scholarship, or creative activity;
Attends events or training which foster scholarly and creative growth and development;	Serves as an organizer, moderator, or active contributor to the content of scholarly or professional conferences or events;	Serves as the primary organizer of, or invited speaker at, scholarly or professional conferences or events;
Creates original work related to one's area of specialization;	Creates significant original work related to one's area of specialization;	Creates substantial and acclaimed original work related to one's area of specialization;
Contributes to the design and creation of materials or techniques that educate patrons in acquiring information literacy skills;	Designs or creates materials or techniques that educate patrons in acquiring information literacy skills;	Designs or creates widely recognized materials or techniques that educate patrons in acquiring information literacy skills;
Contributes ideas and material for inclusion in professional standards;	Makes substantial contributions to writing or revising broadly accepted professional standards;	Assumes a leading role in writing or revising broadly accepted professional standards;
Publishes evaluative material, such as a book review or technology review;	Regularly publishes evaluative material, such as book reviews or technology reviews;	Is widely sought for evaluative expertise in one's area of specialization;
Assists in the review or assessment of internal projects, proposals, programs, publications, etc.;	Reviews internal, local, or state proposals or programs; conducts peer reviews for journals, programs, conferences, projects, etc.;	Reviews regional, national, or international grant proposals; edits proposed manuscripts, publications, etc. upon invitation;
<p>Serves as an editor of internal library publications;</p> <p>Creates or contributes to library publications, handbooks, guides, reports, exhibits, etc.;</p> <p>Contributes to indexes, bibliographies, or other publicly available information resources.</p>	<p>Serves as an editor of professional newsletters;</p> <p>Applies research to develop and refine library services, instruction, policies, or publications;</p> <p>Compiles indexes, bibliographies, or other publicly available information resources.</p>	<p>Publishes, edits, or significantly contributes to scholarly or professional journals, books, or other publications.</p>

General Service - 10% of role emphasis – Library faculty members, like all SDSU faculty members, are expected to provide general service. Such service requires faculty members to use their expertise for the welfare of SDSU, their profession, and the community. Contributions to the operation and governance of the department, college, university, or profession through committee work or serving in organizational leadership roles might be included. The following activities might indicate meeting, exceeding, and substantially exceeding expectations for general service. This is not a comprehensive list and additional examples of activities might apply. In addition, individual library faculty members are not expected to engage in all of the examples listed.

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Serves on committees or task forces of the library or the university;	Chairs, or serves on and effectively contributes to, committees or task forces of the library;	Chairs committees or task forces of the university.
Is actively involved in at least one professional organization;	Serves on a committee, task force, or board of a state or regional professional organization; Serves as an officer in a local or state professional organization;	Chairs sections, committees, or task forces of state, regional, national, or international professional organizations; Serves on a committee, task force, or board of a national or international professional organization; Serves as an officer in a regional or national professional organization;
Participates in and contributes to professional meetings and workshops;	Chairs a meeting session of a regional, national, or international professional organization;	Organizes or serves as chairperson of a regional, national, or international conference of a professional organization;
Serves on a local governmental commission, task force, or board;	Serves on a state or regional governmental commission, task force, or board; Chairs a local or state governmental commission, task force, or board;	Serves on a national governmental commission, task force, or board; Chairs a regional or national governmental commission, task force, or board;
Serves on and contributes to the Academic Senate;	Serves as an officer in the Academic Senate;	Chairs the Academic Senate;
Assists with institutional studies or reports such as those required by accrediting organizations;	Serves in a leadership role for institutional studies or reports such as those required by accrediting organizations; Serves on review boards with accrediting agencies;	Serves in an active leadership role for accreditation reviews of the university and /or its programs; Serves on accreditation review teams to evaluate programs at other institutions;
Coordinates, advises, or supervises sponsored activities of student clubs, societies, or organizations;	Coordinates, advises, and supervises student organizations or student activities which enhance the image of the library or the university;	Starts a new student organization or student activity to fill a need within the university;

Meets Expectations	Exceeds Expectations	Substantially Exceeds Expectations
Participates in community service projects because of discipline expertise;	Serves in a leadership role on community service projects because of discipline expertise;	Develops and implements a significant community service project because of discipline expertise;
Serves on local, state, or regional committees because of discipline expertise;	Serves on and effectively contributes to local, state, or regional committees because of discipline expertise;	Provides leadership to local, state or regional committees because of discipline expertise;
Completes projects for the university;	Conducts institutional studies which impact or assist the university;	
Participates in university recruitment efforts.	Develops innovative approaches to university recruitment;	
	Establishes consulting relationships with other units or offices of the university community;	
	Serves as a consultant to other libraries, businesses, agencies, or organizations;	
	Develops and implements creative approaches to a variety of administrative/coordinating responsibilities;	
	Serves actively as the designated representative of the university to an organization or activity;	
	Seeks to integrate skills through collaboration with other disciplines for the benefit of society.	
		Serves on the editorial board of a professional journal;
		Serves on grant panels for national granting agencies;
		Chairs a multi-state research, extension, or educational consortium or conference committee;
		Serves on boards of directors of industry organizations.

For further information on faculty roles, performance standards, and documentation standards, refer to the South Dakota State University standards document entitled *Achieving Excellence in Faculty Roles*.

PROMOTION AND TENURE EXPECTATIONS BY RANK

Promotion from Instructor to Assistant Professor

Library faculty members with an ALA-accredited master's degree in library science, but without a second master's degree, are appointed as Instructors, generally on term appointments (non-tenure track). For reappointment, Instructors are generally expected to at least meet expectations in librarianship and general service. However, an Instructor must also show potential for meeting the expectations for the rank of Assistant Professor, including progress toward completion of a second master's degree from an accredited program.

Assistant Professors must have achieved the terminal degree and may range from those with little professional library experience to those with considerable library experience either at SDSU or elsewhere. Assistant Professors are expected to meet expectations in all areas, i.e., librarianship; research, scholarship, and creative activity; and general service, through demonstrating a level of competence and activity that is comparable to that of other faculty librarians at the Assistant Professor rank.

Minimum Promotion Criteria for Instructor to Assistant Professor:

1. Three (3) years in the Instructor rank, including at least two (2) at SDSU.
2. Instructors must at least meet expectations in all three areas, i.e., librarianship; research, scholarship, and creative activity; and general service.
3. Instructors must show potential for meeting the expectations for the rank of Assistant Professor.
4. Instructors must complete the terminal degree for librarians at SDSU, i.e., a second master's degree from an accredited program in addition to the ALA-accredited master's degree in library science.

Promotion from Assistant Professor to Associate Professor

Associate Professors must have exhibited significant activity and accomplishments comparable to those of other librarians at the Associate Professor rank. They must have fully demonstrated professional competence, especially an advanced level of professional knowledge in their area of specialization, e.g., such areas as acquisitions, reference service, collection development, government documents, circulation, serials, cataloging, electronic resources, or archives/special collections. They must demonstrate an ability to work independently, subject only to general review; to make sound decisions; to cooperate with colleagues; and to assume increasing responsibility. They must have demonstrated an active interest in improving their professional or subject knowledge and show ability to perceive and solve problems. Although managerial duties are not required for promotion to Associate Professor, those currently holding managerial positions must also show administrative and planning ability; leadership; skill in working with subordinates and colleagues; and ability to develop, evaluate, and implement proposals for improving the library's services and procedures.

To achieve promotion to Associate Professor, Assistant Professors must show the potential for tenure and further promotion to Professor by demonstrating examples of exceeding expectations.

Minimum Promotion Criteria for Assistant Professor to Associate Professor:

1. In addition to earning the terminal degree for librarians at SDSU, i.e., an ALA-accredited master's degree in library science and another master's degree (or doctorate) from an accredited program, Assistant Professors must have five (5) years of successful post-terminal-degree experience in academic librarianship, college teaching or research in appropriate fields.
2. Four (4) years in the Assistant Professor rank at SDSU.
3. Assistant Professors must at least meet expectations in all three areas, i.e., librarianship; research, scholarship, and creative activity; and general service.
4. Assistant Professors must exceed or substantially exceed expectations in librarianship.
5. Some evidence of substantially exceeding expectations would be desirable.
6. Assistant Professors must show the potential for tenure and promotion to full Professor through their knowledge and activities in all three areas.

Promotion from Associate Professor to Professor

The rank of Professor is the highest academic rank in the university and recognizes sustained creativity in a faculty member's work. Professors have fulfilled the criteria for Associate Professors and have achievements that are sufficient to merit recognition and respect of colleagues who hold the rank of Professor. Promotion to the rank of Professor reflects a record of distinguished contributions to the library profession or the academic community. It is essential that successful candidates for Professor show evidence of sustained high level performance over an extended period of time and that they have demonstrated a knowledge of librarianship that extends beyond their area of specialization.

Minimum Promotion Criteria for Associate Professor to Professor:

1. In addition to earning the terminal degree for librarians at SDSU, i.e., an ALA-accredited master's degree in library science and another master's degree (or doctorate) from an accredited program, Associate Professors must have ten (10) years of successful post-terminal-degree experience in academic librarianship, college teaching or research in appropriate fields.
2. Five (5) years in the Associate Professor rank at SDSU.
3. Associate Professors must at least meet expectations in all three areas, i.e., librarianship; research, scholarship, and creative activity; and general service.
4. Associate Professors must exceed or substantially exceed performance expectations in librarianship and exceed or substantially exceed expectations in either research, scholarship and creative activity or general service.
5. Some evidence of substantially exceeding expectations would be desirable.
6. Associate Professors must demonstrate a broader knowledge base and activity in academic librarianship beyond their area of specialization.

Tenure

Library faculty members who have achieved the rank of Associate Professor, or who are then applying for promotion to that rank, may apply for tenure during the sixth year of tenure track service. To be granted the privileges of tenure, they must show a consistent record of performance and achievement that reveals the potential for promotion to the rank of Professor.

1. Candidates must demonstrate a consistent record of at least meeting expectations in all three areas, i.e., librarianship, research, scholarship, and creative activity, and general service.
2. Candidates must demonstrate a consistent record of exceeding or substantially exceeding expectations in librarianship.
3. Some evidence of exceeding or substantially exceeding expectations in either research scholarship, and creative activity or general service is required.
4. Evidence that a faculty member has developed, maintained, and implemented well-defined plans for their own professional development in the areas of librarianship; research, scholarship, and creative activity, and general service is relevant to demonstrating promise that they shall in due course meet institutional performance standards for the rank of Professor.

CONCLUSION

This document provides a detailed overview of the roles and responsibilities that might be undertaken by Briggs Library faculty members. It is a tool to help faculty members evaluate the quality of their contributions in relation to the expectations of their peers. It serves as a guide for future professional development and for expectations regarding the promotion and tenure process.