

**Disciplinary Statement for Promotion and Tenure of Librarians with Faculty Rank
The University of North Carolina at Pembroke**

College/School Livermore Library
Department Library
Discipline* Library

**Departments comprising multiple disciplines may, at their discretion, submit a statement for each discipline. The information provided below is intended as a guide for all evaluators who participate in the promotion and tenure review process. This statement reflects general disciplinary orientations and is not intended to limit the appropriate discretion of evaluators or to serve as a binding agreement with candidates. It is understood that no two individual faculty members under review will address these expectations in the same manner. Even so, candidates should be mindful of expectations for their discipline as communicated on this statement, through annual evaluations, and through informal mentoring by colleagues, the department chair, and other administrators.*

I. Degree Requirements for Librarians with Faculty Rank:

List all acceptable terminal degrees in your discipline(s): (Ex. JD, MFA, PhD in ..., EdD, DNP, etc.) An MLIS (Master of Library and Information Science) or MLS (Master of Library Science)

Is a terminal degree required for tenure? Yes No

Is a terminal degree required for promotion? Yes No

If answer is no to either question above, provide a brief rationale:

II. Discipline-Specific Attributes of Performance for Librarians with Faculty Rank:

The primary purpose of the Library is provide access to information so that students, faculty, and staff can conduct academic and scholarly research. Librarians maintain the structures of access, both physically and electronically, and assist with access to the information available in these structures.

Librarians with faculty rank are reviewed and evaluated in a parallel system to other faculty members. In order for this to be understood, it must be acknowledged that Librarianship is an academic discipline in its own right, based on the organization, evaluation, collection and/or provision of access to information. Librarianship is an applied field involving service to a wide variety of patrons, and characterized by cooperative practice and joint scholarship. Most faculty librarians thus have relatively inflexible daily schedules analogous to a heavy course load. Faculty librarians are not interchangeable; subdisciplines entail substantially different specialty knowledge, and therefore faculty librarians cannot be judged against a single broad standard.

With regard to teaching, identify any unique or otherwise special characteristics regarding how this activity occurs or is evaluated in your discipline?

-Teaching may include the teaching of a three (3) hour for-credit Introduction to Academic Research or Introduction to Graduate Research class or conducting requested library instruction session ("one shot") for other classes.

Instructional/teaching activity may also include one-to-one interaction with students or library patrons at the Research Services Desk, via email, phone, chat, or video chat.

In librarianship, teaching may be equated with the following functions and are not limited to: collection development, electronic resource management, material acquisitions, curating archival material, and

various systems and cataloging functions. These processes are essential in the overall educational and university mission.

With regard to scholarship, identify any unique or otherwise special characteristics regarding how this activity occurs or is evaluated in your discipline?

- Due to this service based nature of Librarianship, the scholarship requirements for evaluation, promotion, and tenure of librarians with faculty rank will likely fall into category 6 (Scholarship related to service or the use of professional expertise-Scholarship of Engagement or Application) and category 7 (Other) of UNCP's *Indicators/Categories of Scholarship Accomplishment* (found at <https://catalog.uncp.edu/content.php?catoid=2&navoid=95#indicators/categories-of-scholarship-accomplishment>) rather than the traditional faculty model which emphasizes peer reviewed publications. Other indicators of scholarship outlined in the Faculty Handbook may also be used to fulfill this requirement.

With regard to service, identify any unique or otherwise special characteristics regarding how this activity occurs or is evaluated in your discipline?

- None.

- The primary function of the library is to serve the constituents of the University by ensuring the library remains functional in regards to library systems and service points (service desks and class instruction).

III. Disciplinary Expectations for Tenure and Promotion of Librarians with Faculty Rank:

Expectations for Tenure for Librarians with Faculty Rank

Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for tenure attain in order to meet disciplinary expectations?

Librarianship/Teaching

Librarians with faculty rank should have an overall performance rating of "Very Good" or "Distinguished" (on average) on their annual evaluations. The annual evaluations will detail how the faculty librarian fulfills the various subdisciplines in librarianship. Teaching the for-credit Introduction to Academic Research (LIB 1000) is encouraged but not required.

Scholarship

Due to this service based nature of Librarianship, the scholarship requirements for evaluation, promotion, and tenure of librarians with faculty rank will likely fall into the UNCP's *Indicators/Categories of Scholarship Accomplishment* (found below and at <https://catalog.uncp.edu/content.php?catoid=2&navoid=95#indicators/categories-of-scholarship-accomplishment>)

Service

Service on a library committees, or university faculty senate committee(s)/subcommittee(s); or service on a state or national library related committee; or service to the community.

Expectations for Promotion to Associate Professor for Librarians with Faculty Rank

Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to associate professor attain in order to meet disciplinary expectations?

Librarianship/Teaching

Librarians with faculty rank should have an overall performance rating of “Very Good” or “Distinguished” (on average) on their annual evaluations. The annual evaluations will detail how the faculty librarian fulfills the various subdisciplines in librarianship. Teaching the for-credit Introduction to Academic Research (LIB 1000) or Introduction to Graduate Research (LIB 5000) is encouraged but not required.

Scholarship

Due to this service based nature of Librarianship, the scholarship requirements for evaluation, promotion, and tenure of librarians with faculty rank will likely fall into the UNCP’s *Indicators/Categories of Scholarship Accomplishment* (found below and at <https://catalog.uncp.edu/content.php?catoid=2&navoid=95#indicators/categories-of-scholarship-accomplishment>)

Service

Service on a library committees, or university faculty senate committee(s)/subcommittee(s); or service on a state or national library related committee; or service to the community.

Expectations for Promotion to Full Professor /Senior Librarian for Librarians with Faculty Rank

Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to full professor attain in order to meet disciplinary expectations?

Librarianship/Teaching

Librarians with faculty rank should have an overall performance rating of “Distinguished” (on average) on their annual evaluations. The annual evaluations will detail how the faculty librarian fulfills the various subdisciplines in librarianship. Teaching the for-credit Introduction to Academic Research (LIB 1000) or Introduction to Graduate Research (LIB 5000) is encouraged but not required.

Scholarship

In order to be promoted to Full Professor/Librarian, it is expected that some scholarship must come from the Dissemination of Scholarship category (1) but a large amount

of scholarship will be from the other Indicators/Categories (found at <https://catalog.uncp.edu/content.php?catoid=2&navoid=95#indicators/categories-of-scholarship-accomplishment>) than the traditional faculty model which emphasizes peer reviewed publications).

Service

Service on a library committees, or university faculty senate committee(s)/subcommittee(s); or service on a state or national library related committee; or service to the community.

IV. Approvals:

Dean: Jessica Collogan

Date 04/14/2021

*Department Vote Yes 5 No 0 Abstain 0 Date 04/14/2021

Provost Marsha Potard

Date 11/17/22

Indicators/Categories of Scholarship Accomplishment

While this listing is not meant to include all possible examples of scholarship accomplishment, it does likely cover the great majority of works that could validly be claimed as scholarship. It is recommended that all faculty members use this list, along with guidance from their Chairs and peers, to direct them into appropriate projects that will result in acceptable scholarship accomplishments. One should keep in mind that a few minor accomplishments typically will not be sufficient for promotion, especially the promotion to full professor.

1. **Dissemination of Scholarship** (Identify the project as peer-reviewed or not peer-reviewed. More weight will be given to peer-reviewed works published by major professional organizations or presses of acknowledged quality.)
 - Publication of a book
 - Published monograph
 - Book chapters
 - Articles in scholarly journals
 - Conference proceedings
 - Presentations in scholarly forums
 - Textbooks
 - Translations of scholarly/literary works
 - Reviews of scholarly works; abstracts
 - Workbooks/Study guides
 - Articles published in educational magazines
 - Other papers and reports (trade, in-house publications, and encyclopedias)
 - Instructor's Manuals
2. **Creative Activities**
 - Composition (with more weight given to departmentally sponsored, outside peer-reviewed performances of compositions or to peer-reviewed compositions published by organizations of acknowledged quality)
 - Public Performances exhibits (with more weight given to departmentally sponsored peer reviewed performances in venues of acknowledged quality)
 - Exhibits (with more weight given to juried art exhibits in venues of acknowledged quality)
 - Demonstrating professional competence through employment by reputable professional companies
 - Commissions (with more weight given to commissions from prestigious public or professional institutions)

- Invited presentations, lectures, master classes, workshops, and performances (with more weight given to reputable professional organizations or venues of acknowledged quality or to peer reviewed activities where appropriate)
3. **Editing**
 - Editor, book of readings (published by a professional organization or nationally recognized publishing house)
 - Editorial Board, international, national, regional or state journal
 4. **Grants and Contracts**
Funded research/program grants
 - Grants proposals (not funded)
 - Grants for professional development
 - Grant reviewer
 5. **Classroom based research projects--Scholarship of Teaching and Learning**
(When defined as scholarship, teaching both educates and entices future scholars. Faculty as scholars are also learners, transforming and extending knowledge as well as transmitting it.)
 - Development of software and other course materials (professionally disseminated)
 - Articles on pedagogy or curriculum design
 - Reports based on program and service grants devoted to innovative pedagogy
 - Contracts devoted to developing and disseminating innovative pedagogy
 6. **Scholarship related to service or the use of professional expertise-Scholarship of Engagement or Application** (To be considered scholarship, service activities must be directly tied to one's special field of knowledge and relate to and flow directly out of professional activity related to one's special field of knowledge.)
 - Commissioned research reports
 - Articles in the popular or regional press
 - Editorial, curatorial, or community education projects
 - Accreditation reports (In exceptional cases, the individual responsible for compiling the accreditation report can make a case for the scholarship component of the document being submitted for consideration.)
 - Course materials designed for professional development seminars
 7. **Other**
 - Honors/awards for research and artistic efforts
 - Significant citations of work in professional literature
 - Membership in professional societies
 - Attendance at professional meetings
 - Supervision of graduate or undergraduate theses or extensive projects that involve research or artistic efforts
 - Special research or artistic efforts
 - Special initiatives in on-campus scholarly or professional development

- Continuing education, workshops, symposia, or other specialized training programs attended or completed
- Professional consultancies resulting in professional development