

Texas Woman's University
School of Library and Information Studies
Promotion and Tenure Criteria

Introduction

This promotion and tenure document of the School of Library and Information Studies implements the University's Faculty Promotion and Tenure policy (Policy number 5.06, adopted by the Board of Regents August 25, 2006). It guides the promotion and tenure decisions within the school by providing criteria specific to the discipline of library and information studies. The SLIS promotion and tenure document can not stand alone; it must be used in tandem with the university promotion and tenure policy.

As the university policy states, "Component criteria for evaluation are directly linked to a clear mission; evaluation of faculty is based on an analysis of how the individual faculty member contributes to the overall mission of the component and the University." Implementation of SLIS criteria for promotion and tenure as stated in this document is linked to the faculty member's contributions to the SLIS mission and goals.

SLIS Mission

Texas Woman's University School of Library and Information Studies educates professionals to become leaders in practice and research in the field of library and information services; inspires intellectual curiosity, scholarship, and research to expand knowledge in library and information studies; and develops leaders who promote exceptional services in libraries within diverse communities.

SLIS Goals

The School of Library and Information Studies prepares students for professional roles in library and information services to:

1. Develop professional competencies that reflect an appropriate balance between theory and practice.
2. Prepare students to use technological advances to meet the changing information needs of a diverse society.
3. Contribute to the improvement of library and information services through teaching, research, publication, and professional service.
4. Advance the information professions through the development of new knowledge in library and information studies.

Procedure

Faculty in the School of Library and Information Studies follow the Promotion and Tenure Review procedures in the TWU Faculty Handbook. This document further describes SLIS criteria based on the university promotion and tenure standard. Both the university standard and

SLIS criteria together serve as the basis for all SLIS promotion and tenure recommendations. Candidates for promotion and tenure review must consult both documents as they prepare their review portfolios.

Definitions and Methods of Documentation

The University policy provides a thorough overview of the teacher-scholar model that describes the minimum requirements for teaching, scholarship and service applicable across the university. SLIS faculty have adopted the following specific criteria to implement the University standard within the discipline of library and information studies.

Teaching

Teaching and advising are fundamental responsibilities of each SLIS faculty member. Effective teaching requires not only a comprehensive knowledge of the subject, but also the abilities to develop and implement effective presentations and to plan and organize appropriate learning experiences, as well as the ability to motivate student learning. In the context of the online master's degree programs offered by SLIS, effective teaching also requires mastery of online teaching techniques.

Sound advising is critical to the achievement of a coherent program of instruction required by the ALA Standards for Accreditation, and is an integral teaching responsibility of all members of the SLIS faculty. A faculty member applying for promotion and/or tenure must show evidence of effectiveness in both teaching and advising, including a sustained record as evident in:

- Ability to organize and conduct classes appropriate to the level of instruction and the nature of the subject matter;
- Integration of current research, trends, issues, and pedagogy into courses;
- Regular revision and update of teaching materials and methods;
- Student learning outcomes;
- Appropriate and effective advising of students.

Scholarship

SLIS follows the university's policy in explicitly embracing Boyer's typology of scholarship, incorporating activities representing the scholarship of integration, the scholarship of application, and/or the scholarship of teaching, as well as the scholarship of discovery. Any and all evidence of achievement in scholarship must be validated by some form of peer review or recognition, with the following guidelines:

- Evaluation of scholarly activities is based on the totality of the evidence of recognized achievement;
- The highest quality scholarly contributions are scholarly works in those venues that employ a blind peer review process (e.g., articles are selected for publication by referees who do not know the author's name when they review her/his submissions);
- Other scholarly contributions and activities enhance the record of scholarship;

- Joint authorship must be complemented by independent scholarly work.

Service

For SLIS faculty the total record of service comprises service to the school, the college, the university, the community, and the profession. While annual activities may reflect different emphases according to the individual's annual goals, faculty must present evidence of a record that reflects a continuing commitment to serve these constituencies.

Evidence for the assessment of excellence in service is listed in the university policy. SLIS faculty may provide additional evidence, such as:

- Positive outcome of committee services to the school, college and university;
- Partnerships and active engagement with library and information agencies and/or community organizations;
- Leadership within the school, college and university, such as special assignments or projects;
- Active participation and/or leadership in professional service organizations.

Criteria for Appointment and Promotion

The university policy clearly articulates detailed Standards for Tenure-Track Faculty Appointments and Promotion. The SLIS faculty embrace these standards and implement them in accordance with the following criteria.

Initial Appointment or Promotion to Assistant Professor

Initial appointment or promotion to the rank of Assistant Professor requires

- An earned doctoral degree in Library and/or Information Sciences; OR an earned doctorate in a related discipline, coupled with substantial qualifications and/or experience relevant to the discipline of Library and Information Studies;
- Demonstration of experience in advanced study and research, or professional experience of a kind which would enable her/him to make substantial scholarly contributions;
- Potential to be a successful educator, as evident in teaching ability (including the potential to teach and advise graduate students) and experience with—or aptitude for—online teaching;
- Potential and/or aptitude for service to the community and profession.

Appointment or Promotion to Associate Professor

A candidate for appointment or promotion to Associate Professor should have attained excellence in teaching, scholarship, and service, and demonstrated the potential for continuing growth as a teacher, scholar, and member of her/his profession. The candidate for promotion to Associate Professor should have demonstrated attainment in the following areas:

Teaching

Candidates for promotion to Associate Professor must demonstrate excellence in all aspects of teaching, including advising and mentoring of individual student work, and the capacity and willingness to maintain teaching effectiveness. Candidates must present evidence of:

- Membership on the Graduate Faculty;
- Student and peer course evaluations;
- Student learning outcomes;
- Honors and awards for teaching.

Scholarship

A successful candidate for promotion to Associate Professor should demonstrate evidence of a sustained record of accomplishment as a foundation for a continuing productive scholarly career in library and information studies. Some indicators of scholarly contributions include:

- Publications or products of scholarship, in journals or monographs;
- Scholarly presentations;
- Scholarly editorial activities;
- Grants and demonstration projects of scholarly nature;
- Honors and awards for scholarly activities.

Publications in peer-reviewed journals or monographs are the best—but not sole—evidence of scholarly activity. An average of one item per year in peer reviewed venues is one indicator of attainment. Other indicators include, but are not limited to, prestige or impact factor of a journal or publisher and widely recognized scholarly grant and award activities.

Service

The candidate for promotion to Associate Professor must document a sustained record of effective service to the school, college, university, community, and the profession. Evidence of such achievement includes:

- Active membership and participation in at least one school, one campus, and one professional committees;
- Conducting or facilitating professional workshops;
- Editing publications
- Book reviews or refereeing activities for manuscripts and grant proposals;
- Active participation in the school and campus faculty development activities.

Appointment or Promotion to Professor

The rank of professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skill. The nationally

recognized breadth and magnitude of performance are the main characteristics that distinguish the rank of Professor from the rank of Associate Professor.

To be considered for this rank, the candidate must have attained superior stature in her/his field of expertise through research, writing, practice, and leadership in professional and learned organizations, as well as having exceeded the standards described for lower ranks. An applicant for the rank of full professor should be widely recognized within the University and should have attained recognition outside the institution for the authoritative quality of her/his professional accomplishments.

Teaching

Candidates for promotion to Professor must demonstrate sustained excellence in all aspects of teaching, including student advising and supervising of individual student work, capacity and willingness to maintain teaching effectiveness. Candidates must present evidence of:

- Membership on the Graduate Faculty;
- Demonstrated superior quality of teaching methods and innovative methods of course delivery, as indicated in student learning outcomes;
- Effective student advising in terms of both quantity and quality;
- Advising and mentoring at the doctoral level;
- Service as a mentor for other faculty;
- Leadership in the development, evaluation and revision of courses and programs.

Scholarship

Candidates for promotion to Professor must demonstrate a sustained record of contributions to knowledge in her/his area of expertise that are recognized by peers nationally as significantly advancing the discipline and/or substantial evidence that her/his work is widely acknowledged and extensively used by other scholars in the field. Some indicators include:

- Publications in peer reviewed journals and/or proceedings;
- Monographs with recognized impacts;
- Internal and/or external grants received;
- Scholarly presentations;
- Scholarly editing activities;
- Peer-reviewed demonstration projects;
- Honors and awards for scholarly activities.

A continuing average of one item per year in peer reviewed venues is one indicator of attainment. Completion and publication of a scholarly book or monograph is another.

Evidence of attained superior and authoritative scholarly status in her/his field of expertise, includes, but is not limited to: citation impact of peer reviewed publications; superior external reviews of scholarly monographs; external grants, or other scholarly activities; national recognition in honors and awards for scholarly activities.

Service

A candidate for full professor should have served repeatedly and productively in significant positions in the school, college, and university as well as the profession. She/he should have successfully made consistent contributions to the community by applying her/his scholarly knowledge in such a way as to substantially benefit individuals, organizations, or public or private agencies or institutions. Activities in this area should demonstrate impact on the profession, the institution and/or the community. Examples include:

- Election or appointment to positions of leadership in national or regional professional organizations;
- Significant leadership contributions in the community;
- Recognition in the form of awards for service from professional service organizations, government agencies, and/or learned societies.

Annual Performance Reviews

In accordance with the University's "Framework for Annual Faculty Performance Review," the SLIS Peer Review Committee conducts annual performance reviews with each faculty member and with the Director. The annual performance review and evaluation focus on the three areas of teaching, scholarly activities, and service. The policy and procedures for the Annual Performance Reviews in SLIS are set forth in a separate document. Annual Performance Reviews are formative, indicating areas of strength, areas where improvement is needed, and areas where goals may need to be adjusted. While a faculty member must demonstrate a consistent level of high performance in the annual evaluations, the areas of emphasis for both goals and assessment may vary from year to year. The Tenure and Promotion review, on the other hand, is a summative review. The totality of performance over the period under review must meet the standards and criteria described herein.

Tenure Policy

Promotion and tenure are inextricably linked in tenure track faculty positions. Faculty members are routinely hired at the assistant rank and seek both promotion and tenure in accordance with the university policy and review calendar. (Under some circumstances, faculty members are hired at the associate rank, without tenure, and considered for tenure after a specified period of time.).

The awarding of tenure is a significant event for both the faculty member and for the University. For the faculty member, it represents a life-long commitment to ongoing scholarship and commitment to the discipline and the profession. For the University, awarding of tenure represents an investment in the faculty member's potential for scholarly work as a life-long member of the academic community. Tenure is not an award for demonstrated performance during a probationary period. It is rather an award for potential which has been confirmed by performance. In the School of Library and Information Studies, tenure will be awarded to those individuals who have not only met the standards for Associate Professor, but to those who have

clearly demonstrated the intrinsic drive to be a scholar and a life-long contributor to the discipline's body of knowledge.

SLIS Tenure Track Faculty Teaching Requirements

Assistant Professor	Associate Professor	Professor
<p>For initial appointment or promotion to the rank of Assistant Professor, a candidate must have:</p> <ul style="list-style-type: none"> • An earned doctoral degree in Library and/or Information Sciences; OR an earned doctorate in a related discipline, coupled with substantial qualifications and/or experience relevant to the discipline of Library and Information Studies; • Potential to be a successful educator, as evident in teaching ability (including the potential to teach and advise graduate students) and experience with—or aptitude for—online teaching. 	<p>For appointment or promotion to the rank of Associate Professor, a candidate must demonstrate excellence in all aspects of teaching, including advising and mentoring of individual student work, and the capacity and willingness to maintain teaching effectiveness. Candidates must present evidence of:</p> <ul style="list-style-type: none"> • Membership on the Graduate Faculty; • Student and peer course evaluations; • Student learning outcomes; • Honors and awards for teaching. 	<p>For appointment or promotion to the rank of Professor, a candidate must demonstrate sustained excellence in all aspects of teaching, including student advising and supervising of individual student work, capacity and willingness to maintain teaching effectiveness. Candidates must present evidence of:</p> <ul style="list-style-type: none"> • Membership on the Graduate Faculty; • Demonstrated superior quality of teaching methods and innovative methods of course delivery, as indicated in student learning outcomes; • Effective student advising in terms of both quantity and quality; • Advising and mentoring at the doctoral level; • Service as a mentor for other faculty; • Leadership in the development, evaluation and revision of courses and programs.

SLIS Tenure Track Faculty Scholarship Requirements

Assistant Professor	Associate Professor	Professor
<p>For initial appointment or promotion to the rank of Assistant Professor, a candidate must demonstrate experience in advanced study and research, or professional experience of a kind which would enable her/him to make substantial scholarly contributions.</p>	<p>For appointment or promotion to the rank of Associate Professor, a candidate should demonstrate evidence of a sustained record of accomplishment as a foundation for a continuing productive scholarly career in library and information studies.</p> <ul style="list-style-type: none"> • Some indicators of scholarly contributions include: <ul style="list-style-type: none"> ○ Publications or products of scholarship, in journals or monographs; ○ Scholarly presentations; ○ Scholarly editorial activities; ○ Grants and demonstration projects of scholarly nature; ○ Honors and awards for scholarly activities. • Publications in peer-reviewed journals or monographs are the best—but not sole—evidence of scholarly activity. • An average of one item per year in peer reviewed venues is one indicator of attainment. • Other indicators include, but are not limited to, prestige or impact factor of a journal or publisher and widely recognized scholarly grant and award activities. 	<p>For appointment or promotion to the rank of Professor, a candidate must demonstrate a sustained record of contributions to knowledge in her/his area of expertise that are recognized by peers nationally as significantly advancing the discipline and/or substantial evidence that her/his work is widely acknowledged and extensively used by other scholars in the field.</p> <ul style="list-style-type: none"> • Some indicators include: <ul style="list-style-type: none"> ○ Publications in peer reviewed journals and/or proceedings; ○ Monographs with recognized impacts; ○ Internal and/or external grants received; ○ Scholarly presentations; ○ Scholarly editing activities; ○ Peer-reviewed demonstration projects ○ Honors and awards for scholarly activities • A continuing average of one item per year in peer reviewed venues is one indicator of attainment. • Completion and publication of a scholarly book or monograph is another. • Evidence of attained superior and authoritative scholarly status in her/his field of expertise, includes, but is not limited to: <ul style="list-style-type: none"> ○ citation impact of peer reviewed publications; ○ superior external reviews of scholarly monographs; ○ external grants, or other scholarly activities; ○ national recognition in honors and awards for scholarly activities.

SLIS Tenure Track Faculty Service Requirements

Assistant Professor	Associate Professor	Professor
<p>For initial appointment or promotion to the rank of Assistant Professor, a candidate must demonstrate potential and/or aptitude for service to the community and profession.</p>	<p>For promotion or appointment to the rank of Associate Professor, a candidate must document a sustained record of effective service to the school, college, university, community, and the profession. Evidence of such achievement includes:</p> <ul style="list-style-type: none"> • Active membership and participation in at least one school, one campus, and one professional committees; • Conducting or facilitating professional workshops; • Editing publications • Book reviews or refereeing activities for manuscripts and grant proposals; • Active participation in the school and campus faculty development activities. 	<p>For appointment or promotion to the rank of Professor, a candidate should have:</p> <ul style="list-style-type: none"> • served repeatedly and productively in significant positions in the school, college, and university as well as the profession; • successfully made consistent contributions to the community by applying her/his scholarly knowledge in such a way as to substantially benefit individuals, organizations, or public or private agencies or institutions. <p>Activities in this area should demonstrate impact on the profession, the institution and/or the community. Examples include:</p> <ul style="list-style-type: none"> • Election or appointment to positions of leadership in national or regional professional organizations; • Significant leadership contributions in the community; • Recognition in the form of awards for service from professional service organizations, government agencies, and/or learned societies.