

**STONY BROOK UNIVERSITY LIBRARIES  
STATE UNIVERSITY OF NEW YORK**

**Evaluation and Criteria of Library Faculty for Promotion and Continuing  
Appointment**

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**I. Purpose of the Document**

This document provides context and outlines the activities of the Library Faculty at Stony Brook University.

New library faculty members will be advised of this document and the criteria for appointment and promotion by the Director for Library Administration. They will be encouraged to review this document and to discuss it with supervisors and mentors.

**II. Definition of Librarian**

Librarians at Stony Brook University are required to fulfill professional obligations throughout the calendar year (full year, i.e. 12 months), primarily within business hours.

Many have managerial and supervisory duties. These responsibilities reduce the discretionary time available to librarians for research, scholarship, and service outside of the University Libraries.

Faculty holding academic rank are defined by the SUNY Board of Trustees as “those members of the professional staff having the titles of professor, associate professor, assistant professor, instructor, and assistant instructor... and ... members of the professional staff having the titles of librarian, associate librarian, senior assistant librarian, and assistant librarian.”[i]

Librarians are academic faculty. The role and impact of librarians in higher education is affirmed by the Association of College and Research Libraries.[ii, iii]

Librarianship is central to the purposes and objectives of the University and is to be evaluated, rewarded, and encouraged in ways parallel to those for scholarship/creative activities and service. The performance of the candidate is evaluated from multiple sources as they relate to the librarian's area of specialization. Effective librarianship is an essential qualification for tenure and promotion, neither of which will be granted in the absence of clear evidence of a candidate's ability in librarianship and potential for continued development. Excellence in librarianship is a strong recommendation for both tenure and promotion, though it cannot be considered in isolation from scholarship/creative activities and service. Effective professional librarianship may include, but is not limited to, outstanding performance in the main area of responsibility; participating in total Libraries activities, such as seminars and service on committees; enrolling in professionally-related continuing education activities, including advanced degree programs; maintaining current awareness through reading professional literature and attending meetings and workshops; and creating substantial aids to research. The effective professional librarian shows initiative, accepts responsibility, and contributes to planning and decision-making. Factors to be considered may include the following:

analytical skills; decision-making capability; fairness in supervision of others; responsible delegation of authority; and independence of judgment and initiative, when appropriate.[iv]

### **III. Criteria: State University of New York**

The Library Faculty of Stony Brook University Libraries align its criteria for promotion and tenure with the Policies of the Board of Trustees, State University of New York, which indicate the elements to be weighed in evaluating candidates for promotion and continuing appointment (tenure) or promotion.[v]

(a) Mastery of subject matter: as demonstrated by advanced degrees, licenses, honors, awards and reputation in the subject matter field.

(b) Effectiveness in teaching: as demonstrated by judgment of colleagues, development of teaching materials on new courses and student reaction, as determined from surveys, interviews and classroom observation.

(c) Scholarly ability: as demonstrated by success in developing and carrying out significant research, contribution to the arts, publications, and their reflection on professional reputation and that of the Library and the University.

(d) Effectiveness of university service: as demonstrated by university public service, committee work, administrative work, and work with students or community in addition to formal teacher- student relationships.

(e) Continuing growth: as demonstrated by reading, research or other activities to keep abreast of current developments in his/her fields and being able to handle successfully increased responsibility.

To further the commitment to affirmative action at Stony Brook University, the following additional criterion will be applied when evaluating candidates:

(f) Contributions to enriching the life of the university by correcting discrimination and encouraging diversity: as demonstrated by teaching, university service, or scholarship concerning women and minorities. Besides reports from professionals within a field, colleagues, and students, a candidate's effectiveness may be assessed by accepting a diverse range of publications and modes of service that address the contributions, interests and special needs of minorities or women and promote efforts to achieve equal opportunity.

#### **IV. Guidelines for Application of Criteria for Appointment and Promotion**

Appointment to any rank requires a master's degree accredited by the American Library Association or the equivalent professional degree. The academic rank assigned will reflect achievement in the areas of librarianship, scholarship, and service. Steady progress in all criteria and general standards cited above is expected as a librarian's career develops.

##### **Assistant Librarian**

To be appointed to the rank of Assistant Librarian, librarians are typically within the first year of their careers in librarianship. Initial appointment is made on the promise of future contributions of high quality, as indicated by the individual's educational record and professional performance. This document recognizes that the criterion, "Effectiveness in Librarianship" (Section VI, 2) is the most significant factor for this rank's promotion.

##### **Senior Assistant Librarian**

To be appointed or promoted to the rank of Senior Assistant Librarian, librarians typically have at least one year of professional experience. The candidate should show evidence of effectiveness in librarianship, as well as engagement in scholarly activity and professional service.

Promotion to the rank of Senior Assistant Librarian is concurrent with a term appointee's first successful term review, i.e. promotion is contingent upon a term renewal of at least two years.

### **Associate Librarian**

For Assistant or Senior Assistant Librarians, promotion to Associate Librarian and continuing appointment are concurrent activities. At the point of consideration for continuing appointment, Associate Librarians must fully meet the qualifications for promotion to this rank.

To be promoted to the rank of Associate Librarian, librarians should show evidence of:

- sustained effectiveness in librarianship Section VI, 2; a record of significant scholarly activity: publication of at least three scholarly peer reviewed works Section VI, 3; [v]
- meaningful service Section VI, 4 including evidence of leadership or significant committee participation.

Librarians appointed to the rank of Associate Librarian without continuing appointment must have evidence of sustained effectiveness in librarianship as noted above, and have a record of scholarly activity and service.

### **Librarian**

To be promoted or appointed to the rank of Librarian, the candidate must have attained:

- excellence in effectiveness in librarianship;
- excellence in scholarship and service;
- a significant and sustained record of contributions to the profession.

In rare cases, an individual may be considered for promotion to Librarian on grounds other than those listed above, after making a truly outstanding contribution to the university or the external community over a period of many years.

In some cases, initial appointment to the rank of Librarian carries with it continuing appointment.

## **V. Criteria for Continuing Appointment**

To be granted continuing appointment, librarians should meet the guidelines for promotion to the rank of Associate Librarian or Librarian.

## **VI. General Evaluation Standards**

The Following General Evaluation Standards are intended to give definition to the scholarly and professional standards of Stony Brook University librarians. These standards are meant to expand on and provide definition to the criteria outlined in Section III. [vi, vii]

### **1. Mastery of the Subject Matter**

Mastery may be demonstrated by advanced degrees beyond the terminal master's degree in library or information science, or by increased language or subject expertise

relevant to librarianship. Mastery may be evidenced by the candidate's knowledge of the field or professional reputation as demonstrated by certificates, honors, awards, grant support for projects, research-based presentations, or original materials published in non-research-based periodicals, newspapers, non-traditional formats, and other publications.

In addition to the basic library or information science degree, appropriate supplementary evidence of competence in librarianship might include:

- additional earned degrees;
- certificates of advanced and/or specialized training;
- language, subject, or technical expertise.

## **2. Effectiveness in Librarianship**

Librarian specializations are diverse and constantly evolving. Librarians must be evaluated on the effectiveness with which they perform the responsibilities in their areas of specialization. Factors to be used in assessing effectiveness are knowledge, skill, innovation, initiative, and professional growth. Activities include but are not limited to:

- establishment and curation of collections in all formats;
- facilitating access to collections, including resource analysis and description;
- outreach and collaboration with academic and administrative departments;
- development of effective and creative methods to teach students and faculty the technologies and strategies required to access information;
- providing in-depth reference and referral services;
- optimizing communication with library users to facilitate information transfer;
- maintaining, reviewing, and evaluating the quality of intellectual content;

- teaching information literacy competencies that meet curricular learning objectives;
- data management;
- archival processing;
- administration, supervision, management of operations and services.

### **3. Scholarship**

Librarians' scholarly ability is evidenced by their contribution to creative works and scholarly research in library and information science as well as other disciplines. The Library Faculty considers such activities to be of equal significance for promotion and continuing appointment as long as such work meets the scholarly standards expected in the discipline. At a minimum three scholarly peer reviewed works are required.

The Library Faculty has adopted Boyer's model of scholarship (1997) as a framework for considering the scope of scholarly output. This model outlines four primary functions:

- discovery
- integration
- application
- teaching and learning.

For more information on the Boyer model of scholarship, please see [Appendix I](#)

### **4. Service**

This category includes contributions to the library profession, to Stony Brook University, and to the community. Service should be appropriate to the candidate's rank and

experience, and involve increased responsibility and leadership as the candidate's career progresses.

#### **a. Professional Service**

Professional library organizations promote services, examine public policy issues, develop technical standards, encourage cooperative endeavors, foster the application of new technologies, and provide opportunities for sharing research. Because these functions are critical to the advancement of the profession and the development of library services, the Library Faculty consider active participation in state, regional, and national professional organizations to be essential. To be significant, these activities should take place beyond the local level and involve originality, responsibility, or the application of intellectual or managerial skills.

Initial professional service may include contributions such as:

- active participation on committees;
- making practice-based presentations, including poster sessions; moderating or chairing a forum or panel;
- internal departmental service, special initiatives and/or working groups.

As careers progress, participation should evolve to leadership roles such as:

- holding elective or appointed offices in professional associations or learned societies;
- organizing workshops or meetings;
- developing guidelines or policies;
- serving as a consultant, editor, or reviewer;

- leadership or service participation in community affairs as a representative of the University;
- assistance in the faculty member's field of expertise to groups, organizations, corporations, government, and communities.

### **b. University and Community Service**

Librarians contribute to the direction and development of the institution. This involvement may take different forms, such as effective participation on committees, councils, task forces, and University events. Effectiveness is evidenced by leadership or other relevant and timely contributions toward the successful accomplishment of the mission and goals of the group.

Contributions in this category may include:

- participation in committees at all levels;
- participation in task forces and other problem-solving activities;
- mentorship;
- assistance to student organizations;
- participation in academic governance;
- active participation in campus events at the department or university level.

### **5. Continuing Growth Activities**

Continuing growth may be demonstrated by activities such as attendance at continuing education courses, institutes, training programs and other activities intended to keep candidates current in their field; in-depth analyses of other libraries; development of professionally related skills; formal or informal coursework; advanced degrees;

adaptation to new research fields and opportunities; and/or increased responsibilities within the Libraries and the university.

Examples of Continuing Growth Activities:

- visible and effective participation in local, state, and national professional and academic associations;
- authorship of regular newsletter articles or columns;
- publication of book reviews or media reviews;
- editing a newsletter;
- creating, editing, or maintaining Web sites/Web publications;
- consultantships, fellowships, internships, exchange programs;
- lectures, presentations, or participation on panels at professional training programs and meetings;
- participation in grant-related activities;
- moderating online discussion groups;
- planning and organizing lectures, workshops, and other programs for the University and non-University communities;
- engaging in other work that will allow for improved workflows and discoverability of resources.

## **6. Diversity**

For librarians, the establishment or identification of appropriate materials or collections helpful in attaining diversity are contributions to enriching the life of the university; see Section III, f.

Other activities promoting diversity include:

- participating on working groups devoted to improving diversity, equity and inclusion;
- working in conjunction with campus agencies and organizations to address issues surrounding diversity;
- taking part in professional development opportunities in the areas of diversity, equity and inclusion.

## Notes

[i] *State University of New York, Policies of the Board of Trustees, 2017. (Cited as Policies)*

[\[https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-March2017.docx\]](https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-March2017.docx)

[ii] *Ibid.*

[iii] *“Standards for Faculty Status for Academic Librarians” Approved by ACRL Board, June 2007. Revised October 2011. Prepared by the ACRL Committee on the Status of Academic Librarians.*

[iv] *“Guidelines and Criteria for Tenure And/Or Promotion University Libraries The University of Memphis. 2005.*

[http://www.memphis.edu/libraries/administration/pdfs/admin\\_tenpro.pdf](http://www.memphis.edu/libraries/administration/pdfs/admin_tenpro.pdf)

[v] *Policies of the Board of Trustees, State University of New York, Art. XII, Title A (paragraph 4) and Title B (paragraph 2).*

[vi] *University at Buffalo Libraries - Criteria for Library Faculty Personnel Actions. 2017.*

<https://library.buffalo.edu/jobs/files/Criteria-2017.pdf>

[vii] *Penn State University Libraries - Guideline UL-ACG07 Promotion and Tenure Criteria. 2018. <https://libraries.psu.edu/policies/ul-acg07>*

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Boyer's Model of Scholarship as defined in *Scholarship Reconsidered: Priorities of the Professoriate* (1990) encompasses four primary functions as defined below

*Scholarship of Discovery*

This is the function that most closely aligns with the traditional definition of academic "research" however the scholarship of discovery should contribute to not only to disciplinary knowledge base but also to the intellectual climate of the campus. The processes should provide meaning to the effort. "Scholarly investigation, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. The intellectual excitement fueled by this quest enlivens faculty and invigorates higher learning institutions, and in our complicated, vulnerable world, the discovery of new knowledge is absolutely crucial."(p.18)

*Scholarship of Integration*

This form of scholarship outlines the importance of giving meaning to isolated facts and connecting them with other disciplines. This includes educating non-specialists, or placing items into context that can be useful or meaningful to the user. Putting one's own research into a larger intellectual framework can also be seen as successful demonstration of the scholarship of integration. The idea of integration also strongly encourages interdisciplinary research, conversations with colleagues and discovery of ways to connect across traditional boundaries.

*Scholarship of Application*

This focus encourages faculty to identify ways in which their acquired knowledge can help to address problems or issues currently faced by their communities. The principle also allows for a commitment to service and the exchange of ideas that can further the academy as well as the surrounding communities and society as a whole.

*Scholarship of Teaching*

Teaching encourages the understanding of an individual's work, and encourages new scholarship. A foundational knowledge is required in order to impart wisdom upon others. This form of scholarship also provides an opportunity for the exchange of ideas and encourages learning on the part of the teacher as well. Teaching or imparting one's knowledge on others is a foundational pillar of the academy.

## References

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the Professoriate*. 1990. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Additional Readings and applications of the Boyer Model for Scholarship

<https://drive.google.com/drive/folders/1evJBrAQWm9f29PpU3ReEhhvjaFyCtviF?usp=sharing>