

Ingram Library's Promotion and Tenure Criteria

Librarians at the University of West Georgia shape their jobs in accordance with the duties of the position, their supervisor's approval, and their individual backgrounds, preferences, and strengths. One may focus on daily job performance and/or supervision/ administration; another may find more time to do research and publish results; one may excel in the classroom; others in conference presentations or mentoring of colleagues. Virtually everyone serves on university and library committees. The commitment to flexibility in assignments allows for changes in the profession and encourages creativity in a very change-focused area of practice.

Ingram Library does not set quotas for promotion and tenure purposes, such as specifying a certain number of publications. Due to the demands of a 12-month, full-time workload for each librarian, a quota system is incompatible with the nature of the workload and the need for flexibility to support new initiatives, collaboration, creativity, and new or nontraditional library endeavors necessary to supporting student and faculty success. Library faculty should strive for brevity in their dossiers, submitting selective evidence and emphasizing their most noteworthy achievements.

In addition to the criteria of the *Faculty Handbook*, the following evidentiary criteria have been adopted by the Library:

Outstanding Fulfillment of Duties

5.3.8.1 An annual performance evaluation that specifically speaks to the candidate's progression toward promotion and/or tenure is a required element to demonstrate outstanding fulfillment of duties.

Faculty members should provide additional selected evidence to document outstanding performance in accordance, as appropriate, with the following criteria:

- 5.3.8.1.1 Project management (e.g.: development and execution of programs, exhibits, or events; fundraising; comprehensive cataloging, authority control, or bibliographic maintenance initiatives; comprehensive assessment projects; creation of databases or web tools/sites; creation of, or participation in, major facilities and institutional repository projects; metadata or digitization initiatives; contributing to processes for "sea change" initiatives such as next-generation systems, discovery systems, etc.; liaising/partnering initiatives across campus geared towards student/faculty success)
- 5.3.8.1.2 Direction and training of student assistants and graduate student assistants
- 5.3.8.1.3 Performance of collection maintenance duties, such as selection and weeding
- 5.3.8.1.4 Making collections preserved/discoverable/accessible
- 5.3.8.1.5 Securing archival collections
- 5.3.8.1.6 Assisting other institutions through consulting
- 5.3.8.1.7 Adaption/application of cataloging standards, trends, and technologies to local practices

- 5.3.8.1.8 Building/managing disciplinary collections
- 5.3.8.1.9 Teaching course-integrated and other instruction sessions
- 5.3.8.1.10 Teaching a credit-bearing course
- 5.3.8.1.11 Creating instructional materials (e.g., research guides, FAQs, online tutorials, etc.)
- 5.3.8.1.12 Virtual and in-person reference (librarian office hours, chat shifts, consultations)
- 5.3.8.1.13 Demonstration of outstanding service as the library liaison to one or more academic departments or programs
- 5.3.8.1.14 Significant professional contribution not listed above

Service to Institution

- 5.3.8.2.1 Chairing or membership participation on university or university system standing committees and subcommittees, ad hoc committees, search committees, and task forces, including Faculty Senate
- 5.3.8.2.3 Successful formal or informal initiatives (advising, mentoring, exhibits, programming, etc.) promoting diversity and inclusion
- 5.3.8.2.4 Organizing fora, programs, or exhibits on key issues
- 5.3.8.2.5 Significant professional contribution not listed above

Professional Growth and Development

- 5.3.8.3.1 Book chapters
- 5.3.8.3.2 Book reviews published in peer-reviewed journals and trade publications
- 5.3.8.3.3 Formal coursework or certification which enhances one's professional performance, not necessarily leading toward a degree (i.e., courses which offer continuing education units, as well as those carrying traditional academic credits)
- 5.3.8.3.4 Completion of leadership, supervision, administrator, or professional education programs (e.g., American Library Association Leadership Institute, Immersion)
- 5.3.8.3.5 Progress in a formal course of study leading to an advanced degree
- 5.3.8.3.6 Significant professional contribution not listed above

Additional resources:

Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians: <http://www.ala.org/acrl/standards/jointstatementfaculty>

Library mission: https://www.westga.edu/libraryadmin/index_21830.php

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