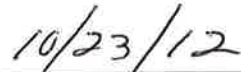Library
The College of
New Jersey
Disciplinary Standards for Reappointment, Tenure, and
Promotion

The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications in years 1-4. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion
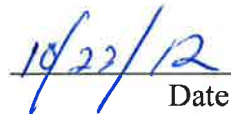
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Department Chair   Date

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Dean   Date

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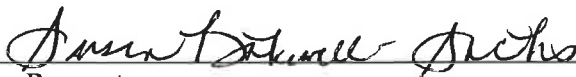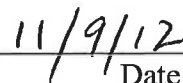Provost   Date

The Library will next review its disciplinary standards in Academic Year 2017-18.

Disciplinary Standards for Faculty Scholarship
Library
The College of New Jersey

This document establishes standards for scholarly/creative/professional activity for TCNJ Library faculty scholarship consistent with the mission of the College, and the mission of the library to "provide high quality information resources, expertise, and a learning environment that enhance the search for knowledge and understanding." These standards acknowledge the expectation that librarians are to be accomplished and engaged librarian-scholars and students are to be accomplished and engaged learners, as set forth in the Guiding Principles for Academic work and the College Promotions and Reappointment document. In particular, this document serves as a guide for librarians to plan, carry out, and disseminate their scholarly/creative/professional work, and as a guide to those who evaluate librarian progress toward tenure, reappointment, and promotion, within the context of the relatively short tenure clock of The College of New Jersey.

The following guidelines provide categories of acceptable scholarly work; criteria to evaluate different types of scholarly work; and indicators of quality, scope, importance, coherence and authorship.

Librarian scholarly/creative projects may include disciplinary research, applied research, pedagogical research, or artistic expression. Professional activities are considered scholarly when they involve the creation rather than the application of knowledge. Disciplinary research for librarians encompasses a wide range of quantitative and qualitative research methodologies in advancing the discipline's knowledge base. Examples of such activity may include but are not limited to:
- analyzing how people seek and use information;
- constructing means for organizing bodies of data and information;
- establishing methods for evaluating the effectiveness of library services and processes;
- preparing analytical bibliographies;
- investigating the history of the book and recorded knowledge.

Applied research for librarians involves applying the theory and knowledge gained through inquiry, integration, and experimentation to meet the research and learning needs of the academic community. Through applied research, TCNJ librarians share their efforts to improve and refine their processes and programs with the wider community of librarians.

Pedagogical research for librarians involves developing, testing, and improving pedagogical techniques for meeting library instruction objectives—within the wider context of teaching and learning—and communicating to peers the results of testing these techniques.

Artistic expression for librarians will most likely involve a music or art librarian being involved in a performance or juried show.

Librarians are encouraged to apply their research expertise in appropriate service venues either on campus, in their profession, in their local communities, or in the society at large. Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than the application of knowledge and impact significantly on one's discipline. Examples may include but are not limited to:
- creating national standards for a professional organization
- creating authority records for national use.

There is considerable variation in professional focus and expertise among librarians. As with other disciplines at TCNJ, librarianship is a multifaceted field of academic inquiry. The topics investigated and the methodologies used by a reference librarian or a subject specialist, for example, may be different from that of a cataloging librarian or a systems librarian.

Librarian scholarship is evaluated in the context of the College's current structure and longstanding teaching-focused identity. In alignment with the College's identity as a primarily undergraduate institution with a select number of graduate programs—and in recognition of TCNJ's student-centered mission and strong focus on teaching and librarianship—applied and pedagogical lines of inquiry that result in an enhanced information-seeking experience for undergraduate learners may naturally emerge more frequently than pure disciplinary research. This also reflects common practice within the broader discipline of academic librarianship, where scholarship that impacts a library's service-oriented mission is highly valued by practitioners in the field.

Scholarly activity for librarians may extend beyond the field of library science. Academic librarians are likely to have earned or be working toward an appropriate second master's degree or a doctorate. In order to achieve and maintain excellence as a departmental liaison, subject librarians may wish to pursue scholarly/creative/ professional activities, including matriculation in an advanced degree program, in one of their fields of subject responsibility. Such pursuits may also be appropriate for librarians who do not serve as subject specialists. For example, a systems librarian may pursue scholarly activity in computer science; or a cataloging librarian may focus on research in the field of human-computer interaction. Moreover, as most librarians have backgrounds that include more than one discipline, interdisciplinary work is often a natural outgrowth of their academic and professional interests. Candidates for reappointment, tenure, and promotion must be able to demonstrate how subject area scholarship or creative or professional activity contributes to the profession of librarianship or enhances their knowledge relevant to their professional position at TCNJ. Candidates are encouraged to make some scholarly contributions related to the discipline of librarianship.

Librarians recognize the value of both peer-reviewed and non peer-reviewed publications. In the pursuit of exemplary standards for librarian-scholars at TCNJ, librarians fully recognize the importance of peer review as the highest mark of prestige

and significance. In addition, there are respected non peer-reviewed publications in librarianship that have high impact and are worthy venues for promoting research and scholarship of the first order.

TCNJ librarians have a twelve-month contract. The structure of a librarian's workday and the expectation that librarians will be on campus year-round may curtail the librarians' unstructured time. This necessitates a different approach to planning for scholarly activities.

The terminal degree for librarians is a Master of Library Science. In accordance with the American Library Association Statement on the Terminal Professional Degree for Academic Librarians, the requirement for library faculty positions at TCNJ is a Master of Library Science (MLS) or its equivalent.

The concurrent academic rank for Librarian I is Associate Professor in the Library, Librarian II is Assistant Professor in the Library, Librarian III is Instructor in the Library. Librarian ranks are based on criteria outlined in the College Promotions and Reappointment Document. Librarians can be promoted from the rank of Librarian III to Librarian II on the basis of three years professional experience and evidence of satisfactory progress toward completion of tenure requirements.

With these points in mind, the following criteria have been established to evaluate different types of scholarly work

For reappointment, tenure, and promotion (at all levels) the Library expects that a candidate will produce a sustained and respectable body of scholarship. Scholarly/ creative/professional excellence will be demonstrated most clearly by publication of the candidate's work in peer-reviewed scholarly journals; presentations at professional or academic conferences; invitations to present or perform at academic or non-academic venues; service as a referee or editor for a journal or other publication; contributions to an index or other reference source; publication of resource reviews; substantial contribution to writing or revising national professional standards; production of edited collections; or significant progress towards an advanced degree in an approved area of study. As candidates advance in seniority, we expect that their work will have an ongoing impact on the field of librarianship and secure them greater scope of recognition at the local, national, and international levels.

Tangible indicators that will be used to evaluate the quality of librarian scholarship may include, but are not limited to, the following:

For journal articles:
a. Peer review
b. Acceptance/rejection rates for the journal
c. Professional sponsorship or other affiliation status of the journal
d. Status of the journal editors within the subfield
e. Inclusion of the journal in *Library Literature & Information Science* or another appropriate disciplinary index

f. Total circulation of the journal
g. Article citations
h. Rankings for the journal (e.g., *JCR* impact factor)

For books or chapters (authored or edited):
a. The academic or professional standing of the publisher (e.g., university press, national recognition as an academic or professional publisher)
b. Published reviews of the work
c. Evidence of readership (size of the press run, sales, course adoptions, etc.)
d. Citation frequency

For conference presentations (e.g., symposia, papers, posters):
a. The stature of the sponsoring organization
b. Selection process used for the conference (peer review evaluated most highly)
c. The acceptance/rejection rates for comparable submissions
d. The stature of other contributors to the conference
e. The scope of the professional organization sponsoring the conference (i.e., international, national, regional, or local)

For invited publications and presentations (e.g., invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations):
a. The stature of the editor of the special issue or book
b. The academic or professional standing of the publisher or stature of the sponsoring organization
c. The readership of the journal or book (circulation, number printed, etc.)
d. The stature of other contributors to the publication or meetings of professional organizations
e. The scope of the professional organization extending the invitation (i.e., international, national, regional, or local)

For electronic products, software, etc.:
a. Adoption by other institutions
b. Published reviews of the work
c. Inclusion in selective repositories

For editorial roles:
a. Activities in the capacity of Editor-in-Chief, Associate Editor, or Assistant Editor
b. Guest Editor for a special issue of a journal

The library recognizes both larger and smaller scale projects and evaluates them in accordance with the tangible indicators described above. Candidates who disseminate their scholarship through emerging venues and genres should include indicators comparable to those listed above to assist with the evaluation of their scholarship quality.

First- or sole-authored works are highly valued but the nature of work in librarianship is often collaborative. Collaborative scholarship between librarians within the field of librarianship and interdisciplinary collaboration between librarians and scholars in other fields is common, encouraged, and highly valued. The sole-authored work is not necessarily the benchmark for excellence, but multi-authored works require the candidate to document the extent of their contribution and the nature of the collaboration. Students are involved in many aspects of library work and librarian-student collaboration in scholarship is welcome and encouraged, although not a general expectation.

Candidates are expected to pursue an active program of scholarship while at TCNJ. While scholarly activity should demonstrate a continuous and carefully planned program of scholarship, it is recognized that scholarship in librarianship grows out of practice. Scholarly output may not necessarily build upon previous work in a linear fashion, but may reflect the dynamic nature of the discipline. Therefore, these scholarship guidelines are not intended to be inflexible or so unrealistic as to preclude an acknowledgment of the unique talents and scholarly focus of each individual librarian—or fail to recognize the dynamic shifts in emphasis that characterize the widely diverse and interdisciplinary field of librarianship.

Regarding the sustained nature of scholarship, it is expected that scholarly activity will be continuous throughout a librarian's career. However, periods of lower productivity due to major librarianship or service obligations (e.g., service as department chair) do not preclude promotion or reappointment; such periods should be explained in the promotion or reappointment materials.

Candidates for reappointment, tenure, and promotion may demonstrate scholarly excellence in a number of different ways, which will be evaluated according to the tangible indicators described above. The aim of the scenarios outlined below is to indicate possible (but non-exclusive) ways in which a candidate might satisfy the library's expectations for scholarly/creative/professional activities.

Pre-tenure Reappointments
The candidate will show evidence of satisfactory progress toward completion of tenure requirements. Also, the candidate will articulate a plan for ongoing and sustained scholarly/creative/professional activities.

Possible Scenarios for Tenure
All of these scenarios assume that the candidate will articulate a plan for ongoing and sustained scholarly/creative/professional activities. Multi-authored works require articulation of the significance and value of the candidate's contribution.

A. One published peer-reviewed article, another accepted, and a record of scholarly presentations.

B. One published peer-reviewed article, significant progress towards completion of an advanced degree in an approved area of study, and a record of scholarly presentations.

C. One published peer-reviewed article and a collection of miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

D. One peer-reviewed article accepted, a record of scholarly presentations, and other miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

E. Two or more substantive articles in high impact, respected professional publications, a record of scholarly presentations, and other miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

F. An individually authored or co-authored book published by a respected press, and either a record of scholarly presentations or a peer-reviewed article accepted.

Possible Scenarios for Promotion to Librarian II (Assistant Professor in the Library)
As stated above, librarians can be promoted from the rank of Librarian III to Librarian II on the basis of three years professional experience, and evidence of satisfactory progress toward completion of tenure requirements including articulation of a plan for ongoing and sustained scholarly/creative/professional activities.

A. One peer-reviewed article accepted.
B. One substantive article in a high-impact, respected professional publication accepted and a beginning record of scholarly presentations.
C. One substantive article in a high-impact, respected professional publication accepted and enrollment in a program leading to an advanced degree in a relevant area of study.
D. A collection of miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization or edited books, and a beginning record of scholarly presentations.
E. A record of scholarly or professional presentations.

Possible Scenarios for Promotion to Librarian I (Associate Professor in the Library)
Librarians can be promoted to Librarian I on the basis of five years professional experience and continued achievement since attaining the rank of Librarian II. The scenarios are meant to reflect a candidate's scholarly/ creative/professional activity since appointment or promotion to Librarian II at TCNJ. Multi-authored works require articulation of the significance and value of the candidate's contribution.

A. Two published peer-reviewed articles, another accepted, and a record of scholarly presentations.

B. Two published peer-reviewed articles, completion or near completion of an advanced degree in an approved area of study, and a record of scholarly presentations.

C. Two published peer-reviewed articles and a collection of miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

D. One published peer-reviewed article, another peer-reviewed article accepted, a record of scholarly presentations, and other miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

E. Four or more substantive articles in high-impact, respected professional publications, a record of scholarly presentations, and other miscellaneous writings such as non-refereed articles, book chapters, resource reviews, standards for a national organization, or edited books.

F. An individually authored or co-authored book published by a respected press, and a record of scholarly presentations and a peer-reviewed article accepted.