

## RUBRICS – LIBRARY ARTICULATIONS OF SCHOLARSHIP STANDARDS FOR T/P

These rubrics provide a quick reference. Faculty should not rely exclusively on these documents as they cannot substitute for a careful study of the written policy. The Policy itself, if different from this overview, takes precedence.

### TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Standards	Library Articulations	Evidence
<p><b>RIGOR</b> To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p>	<p><b>LIBRARY ARTICULATION OF RIGOR</b> Peer reviewed work is considered essential for librarian candidates for tenure and promotion to Associate Professor. To judge adequately a candidate's scholarship potential, librarian candidates for tenure and promotion to Associate Professor are expected to have at least two peer-reviewed works, one of which must be an article in a peer-reviewed journal. Ideally, a candidate will have a variety of scholarly and professional activities that will, taken together, begin to form a record of expertise in a particular area of librarianship. No specific amount of scholarship, however, is a guarantee of tenure and promotion, as the quality of the research will be considered, and a candidate will be evaluated in the areas of librarianship and service as well.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>
<p><b>ENGAGEMENT</b> The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p>	<p><b>LIBRARY ARTICULATION OF ENGAGEMENT</b> Librarians should be active in scholarly and professional activities that support and enhance their primary and secondary position responsibilities. Librarian candidates should demonstrate, therefore, that their scholarly work informs and benefits their daily work. Likewise, professional activities should relate to the candidate's field of expertise. Due to the central role of emerging technologies in libraries, continuing education, often in the form of workshops or webinars, is essential to a librarian's engagement in the profession. The non-exhaustive of professional activities under evidence (right column) may serve as a guide to interpreting professional engagement common to the field of librarianship.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Receipt of awards, grants, or fellowships</li> <li>• Appointment to local, state, or national posts</li> <li>• Election or appointment to offices or committees in professional organizations</li> <li>• Serving as conferences/workshops chair</li> <li>• Serving as the editor of a professional journal</li> <li>• Serving as a manuscript reviewer/referee</li> <li>• Serving on an editorial board of a journal</li> <li>• Attendance at conferences and workshops</li> <li>• Attendance at seminars and webinars</li> <li>• Other active participation in professional organizations</li> <li>• Continuing professional education</li> <li>• Involvement in community engagement related to field of expertise</li> </ul>

<p><b>EVOLUTION</b></p> <p>Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.</p>	<p><b>LIBRARY ARTICULATION OF EVOLUTION</b></p> <p>Evolution is interpreted here as change over time. Although graduate education in library and information science trains a librarian in the principles, standards, and best practices of the profession, just as essential to success is the librarian's knowledge of a specific library's collections, resources, and computer systems. The librarian candidate must therefore show over time an increased understanding and expertise in the use of the Stetson library's collections, databases, hardware, and software. A librarian engaged in practitioner scholarship, therefore, will likely use locally-developed expertise in his/her publications or other scholarly work.</p> <p>It is essential that the librarian candidate demonstrate that he/she is maintaining currency in the field through professional engagement and continuing professional education, and that this engagement be reflected in the librarian's scholarly work. Since the field of librarianship evolves rapidly in response to technological innovations, it is imperative that the librarian candidate remain current in emerging technologies which may be used to inform and enhance his/her scholarship and daily responsibilities.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>
<p><b>CONSISTENCY</b></p> <p>The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.</p>	<p><b>LIBRARY ARTICULATION OF CONSISTENCY</b></p> <p>Librarian candidates are expected to demonstrate a pattern of continuing achievement in their scholarship. Consistency may be demonstrated not only by direct tangible scholarly production, but also by conference and workshop attendance and other professional development activities that support the candidate's line of scholarship.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>

## PROMOTION TO PROFESSOR

Standards	Library Articulations	Evidence
<p><b>RIGOR</b></p> <p>To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p>	<p><b>LIBRARY ARTICULATION OF RIGOR</b></p> <p>Peer reviewed work is considered essential for librarian candidates for promotion to Professor. In order to judge adequately a candidate's success in the area of scholarship, librarian candidates for promotion to professor are expected to have a body of work that demonstrates that they have achieved a level of expertise in some area of librarianship. Peer reviewed publications are considered an essential component of that body of work, although the successful candidate should have a variety of scholarly and professional activities that indicate rigor in his/her scholarship. No specific amount of scholarship, however, is a guarantee of tenure and promotion, as the quality of the research will be considered, and a candidate will be evaluated in the areas of librarianship and service as well.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>
<p><b>ENGAGEMENT</b></p> <p>The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p>	<p><b>LIBRARY ARTICULATION OF ENGAGEMENT</b></p> <p>Librarians should be active in scholarly and professional activities that support and enhance their primary and secondary position responsibilities. (Librarians generally have a specific job title such as Instruction Coordinator, Government Documents Librarian, or Cataloger that describes their primary area of responsibility, but librarians will also have a host of secondary responsibilities such as collection development, research assistance, etc.). Librarian candidates should demonstrate, therefore, that their scholarly work informs and benefits their daily work. Likewise, professional activities should relate to the candidate's field of expertise. Due to the central role of emerging technologies in libraries, continuing education, often in the form of workshops or webinars, is essential to a librarian's engagement in the profession.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Receipt of awards, grants, or fellowships</li> <li>• Appointment to local, state, or national posts</li> <li>• Election or appointment to offices or committees in professional organizations</li> <li>• Serving as conferences/workshops chair</li> <li>• Serving as the editor of a professional journal</li> <li>• Serving as a manuscript reviewer/referee</li> <li>• Serving on an editorial board of a journal</li> <li>• Attendance at conferences and workshops</li> <li>• Attendance at seminars and webinars</li> <li>• Other active participation in professional organizations</li> <li>• Continuing professional education</li> <li>• Involvement in community engagement related to field of expertise</li> </ul>

<p><b>MATURITY</b> The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.</p>	<p><b>LIBRARY ARTICULATION OF MATURITY</b> Maturity is demonstrated by continued evolution as a scholar and expert in a field of librarianship (see articulation of <b>evolution</b> under the standards for tenure and promotion to Associate Professor). It is expected that librarian candidates for professor will demonstrate increased levels of scholarly and professional activities since their last promotion as their knowledge base in a particular area of librarianship is expected to have developed. Maturity can be demonstrated by such activities as publishing in journals of high quality, receiving invitations to speak at professional gatherings, election or appointment to offices in professional associations, selection as an editorial board member or referee, etc.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>
<p><b>DEVELOPMENT OF EXPERTISE</b> Scholarly and creative activities must have sufficient focus that demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and making meaningful contributions to the field.</p>	<p><b>LIBRARY ARTICULATION OF DEVELOPMENT OF EXPERTISE</b> Development of expertise should coincide with the intellectual growth noted in the standard of <b>maturity</b>. It is expected that librarian candidates for professor will demonstrate increased levels of scholarly and professional activities since their last promotion as their expertise in a particular area of librarianship is expected to have developed. Development of expertise can be demonstrated by such activities as publishing in journals of high quality, receiving invitations to speak at professional gatherings, election or appointment to offices in professional associations, selection as an editorial board member or referee, etc.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>
<p><b>RECOGNITION</b> The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.</p>	<p><b>LIBRARY ARTICULATION OF RECOGNITION</b> Recognition should come as a result of meeting the standard of <b>development of expertise</b>. While it is unrealistic to expect every librarian to achieve a national reputation, recognition for the librarian's scholarly contributions can be evidenced by such activities as publishing in journals of high quality, receiving invitations to speak at professional gatherings, election or appointment to offices in professional associations, selection as an editorial board member or referee, etc.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>

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<p><b>CONSISTENCY</b></p> <p>While it is recognized that there are often legitimate reasons for periods of inactivity with regards to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.</p>	<p><b>LIBRARY ARTICULATION OF CONSISTENCY</b></p> <p>Librarian candidates are expected to demonstrate a pattern of continuing achievement in their scholarship. Consistency may be demonstrated not only by direct tangible scholarly production, but also by conference and workshop attendance and other professional development activities that support the candidate's line of scholarship.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Publication of a peer-reviewed monograph</li> <li>• Publication in a peer-reviewed journal</li> <li>• Peer-reviewed publication of computer materials or other non-print media</li> <li>• Refereed or invited conference papers</li> <li>• Publication in a non-refereed journal</li> <li>• Publication in non-journal outlets (conference proceedings, newsletters, etc.)</li> <li>• Electronic-based, instructional media that teach users how to do research or use a library</li> <li>• Other conference presentations (poster sessions, demonstrations, etc.)</li> </ul>