

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Rowan University Libraries
 T&R Committee Co-Chair: Marita Malone
 Department Chair/Head: Marjorie Morris
 Chairs Print

Marita Malone
Marjorie Morris
 Signature

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9/15/15

Signature _____ Date _____ Approved _____

Dean/Supervisor: _____ Y/P/N _____

Add'l Admin: _____ Y/P/N _____

[Signature]
 Provost/designee: _____

9/30/15 Y/P/N

President/designee: _____ Y/P/N _____

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Final administrative approval and forwarding to Senate, Department, and Dean	November 1

DEFINITION OF THE TERMINAL DEGREE

For all ranks of library faculty, the terminal degree is a master's degree in an American Library Association-accredited library science program.

INTERPRETING AND WEIGHTING OF EVALUATIVE CRITERIA FOR LIBRARIANS

The evaluation of librarians uses the following criteria, listed here in descending order of emphasis: Assessment of Appropriate Professional Performance, Assessment of Scholarship and Creative Activity, Assessment of Contribution to the University Community, and Assessment of Contribution to the Wider Community and Profession. The first, most-highly weighted criterion is "Professional Performance" which correlates to Teaching Effectiveness (AFT MOA 2015-16 pg. 30, appendix A). We use the same remaining headings as those used for teaching faculty (section 1.1, p. 9), but they are defined and applied here for specific application to library faculty (section 3, p. 23-24, of the AFT 2015-16 local agreement):

3. Librarians. Demonstration of achievement during the first two (2) years of probationary service should focus principally on effective professional performance. During the third and fourth years of service, probationary librarians should demonstrate effective professional performance and should also present evidence of professional activities in the library profession or their subject specialty. During the first four (4) years, probationary librarians should also show a developing record of contributions that will, by the fifth year, be at a level demonstrating readiness for tenure. By the middle of the fifth year of service, librarians who seek a tenure appointment should be able to demonstrate: evidence of excellence in their field of librarianship, professional activities, and evidence of contributions at a level of quality appropriate for a positive tenure decision.

3.1 For the purposes of this agreement, librarians with less than five years of service to the University will follow an evaluative process similar to that set forth for members of the teaching faculty (see section 3.1, p. 23).

Assessment of Appropriate Professional Performance

In assessing professional performance it is important to note the variety and complexity of the tasks librarians perform as part of their professional responsibilities as described by the Association of College and Research Libraries (ACRL) in the "Standards for Faculty Status for Academic Librarians,"* (2007, rev. 2011):

The academic librarian makes unique contributions to the academic community and to higher education itself. These contributions include developing collections, providing bibliographic access to all library materials, and interpreting these materials to members of the college and university community.

Specific services include instruction in the use of print and online library resources and the creation of new tools to enhance access to information available locally, regionally, nationally, or internationally.

Librarians contribute to the sum of knowledge through their research into the information process and other areas of study. Service improvements and other advancements in the field result from their participation in library and other scholarly organizations.

*The full Association of College and Research Libraries Standards for Faculty Status for Academic Librarians appear at the end of this document.

For the purposes of our evaluations, we refer to this description, as well as the section of this document titled Performance Assessment, for defining "Professional Performance" by library faculty.

Some librarians engage in some of the same teaching activities as described for faculty in Appendix A, 1.1, p. 30. These occur in classroom settings and in one-on-one reference interviews. "Professional Performance" includes these teaching activities along with other assigned duties unique to the profession of librarianship. Please refer to the section of this document titled Performance Assessment, which was created to interpret and substitute for the Assessment of Teaching Effectiveness used for faculty.

Assessment in this category includes the self-assessment submitted by the candidate, the Library's Tenure and Recontracting committee's interview of the candidate, and input in writing from the appropriate in-unit Assistant Director. In the absence of an in-unit Assistant Director, the Chair of the Library Tenure and Recontracting Committee will submit a report based on interviews with a cross section of colleagues in the library who have had on-the-job contact with the candidate (see the section of this document titled Role of the Department Chairperson).

Assessment of Scholarship and Creative Activity

The ACRL report titled *Academic Librarianship and the Redefining Scholarship Project*** which emerged from the Institutional Priorities and Faculty Rewards Project at Syracuse University's Center for Instructional Development, identifies four types of scholarship by academic librarians: "*inquiry, integration, teaching, and application*," and stems from the profession's concern "that academic librarians perform a wide range of activities that go unrecognized in promotion and tenure reviews because the activities have not fallen neatly into the traditional model of faculty performance expectations." The text below is pulled directly from this ACRL white paper on defining scholarship by librarians and is posted on ACRL's website. The complexities, the inevitable overlap, and cross-over qualities of librarians' professional performance and scholarly activity are illustrated in this document, quoted below.

- 1. Librarians have applied a wide range of quantitative and qualitative research methodologies in advancing the discipline's knowledge base. They engage in the scholarship of inquiry in order to apply their findings to the everyday challenges of providing library services.*
- 2. Academic librarianship has drawn upon a wide range of other disciplines for knowledge that informs and transforms library work. The considerable extent to*

which academic librarians integrate knowledge from other fields makes for a highly interdisciplinary profession.

3. *The scholarship of teaching involves developing, testing and improving pedagogical techniques for meeting library instruction objectives, and communicating to peers the results of testing the techniques. The teaching that is most characteristic of academic librarianship involves instructing people in becoming "information literate"*
4. *Academic librarianship applies the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meeting the research and learning needs of the academic community. By employing the results of the scholarship exemplified in the foregoing sections, academic librarians attempt to improve and refine their processes and programs.*

The full ACRL report titled **Academic Librarianship and the Redefining Scholarship Project appears at the end of this document.

Scholarship and creative activity must be accomplished during the probationary period in a similar fashion outlined for teaching faculty in Appendix A, Section 1.2A (p. 32 of the local agreement). In the application for third year appointment, library faculty should demonstrate a plan for scholarly activity. Evidence of success should be presented in the application for fifth year appointment and, in the final application for tenure; library faculty should clearly demonstrate evidence of appropriate accomplishment as well as a program for continued productivity. Scholarly activity by library faculty can include, but is not restricted to:

- Presentations at professional seminars, workshops, institutes or conferences
- Consortial or national committee work that results in the advancement of the profession
- Research or applied scholarship that results in the implementation, application, or integration of information technologies and systems, preservation policies and techniques, instructional techniques, collection management approaches, best practices, etc.
- Completed coursework (credit or non-credit)
- Editing a scholarly journal; refereeing competitive paper sessions or scholarly articles submitted for publication; serving as reviewer for professional publications and conference proceedings; reviewing, participating in, or writing grant proposals
- Independent or collaborative publication in a professionally recognized journal, document, or periodical
- Participation in online courses, continuing education workshops and training
- Developing and/or teaching workshops or training
- Collaboration or contribution in the creation of scholarly research

ACRL also recognizes that "librarians should not necessarily have to perform in all possible categories" of scholarship, librarians should be allowed to contribute in differing ways that best utilize their individual professional talents. Librarians engage in different types of research and scholarly activity in an interdependent, collaborative manner according to their unique mission within the library's overall program.

Assessment of Contribution to the University Community

Contributions by library faculty to the university community may include:

- University and library committee service
- Leadership in developing events, services, activities, and partnerships
- Participation in campus wide initiatives
- Collaboration with other departments
- Grant work
- Serving as an advisor to student or university organization
- Participating in a faculty learning community or university task force

Assessment of Contribution to the Wider Community and the Profession

Contributions by library faculty to the wider community and the profession may include:

- membership or leadership in professional organizations
- outside professional consultations
- participation at professional conferences
- consortial activities
- planning workshops, conferences, activities, and meetings
- mentoring new librarians
- service or volunteer projects

ROLE OF THE DEPARTMENT CHAIRPERSON

The role of library administrator is accepted as specified in the Recontracting and Tenure Agreement (2015-2016), sections 3.2 and 3.3.

The chairperson's role in the evaluation is required and defined by the department as directed in 2.44 and 2.513. The Campbell Library is, however, currently without any Assistant Director, as vacancies in this position have not been filled. Therefore, there is no current chairperson equivalent in the library to provide, as before, an evaluative letter or interview with the committee. The role of chairperson will be reviewed as on-going changes in the structure and staffing of the library occur.

For librarians at the CMSRU Library, the position of Assistant Director of the Library does exist and so shall fill the role equivalent to the department chair in that library, as directed in 3.3 above. This input to the committee can take the form of a letter or interview.

PERFORMANCE ASSESSMENT

While library faculty can and should be judged on "teaching effectiveness" if they are engaged in teaching activities, they are primarily evaluated more broadly so as to include all other aspects of their professional performance. The following guidelines provide alternative observational means for the assessment of job performance by library faculty.

According to the "Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians" found in the current *ACRL Standards and Guidelines* (includes revisions made by ACRL & AAUP in 2012; <http://www.ala.org/acrl/standards/jointstatementfaculty>):

Librarians perform a multifaceted role within the academy. It includes not only teaching credit courses but also providing access to information, whether by individual and group instruction, selecting and purchasing resources, digitizing collections, or organizing information. In all of these areas, librarians impart knowledge and skills to students and faculty members both formally and informally and advise and assist faculty members in their scholarly pursuits. They are involved in the research function and conduct research in their own professional interests and in the discharge of their duties. Their scholarly research contributes to the advancement of knowledge valuable to their discipline and institution... Because of the special teaching role of librarians, criteria and standards may differ from traditional classroom faculty, but they must be comparable in rigor and content.

Higher education is experiencing an increasing reliance on open and restricted digital resources, in addition to print and archival resources. All members of the academic community are becoming increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and the library technology grows increasingly sophisticated. The librarian provides such guidance, using a vast array of technical, teaching, or research-related activities, thereby playing a major role in the learning process. "Professional performance" may involve assigned duties related to any of these educational functions: reference service, collection development, bibliographical organization and control (cataloging), as well as teaching, though not necessarily in a classroom situation.

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties. Such "overlap" occurs between the categories of evaluating criteria even though, for the purposes of assessment at Rowan, efforts are made to assign such aspects of professional performance to its closest single category.

Several alternative methods of evaluation, similar but not identical to those used to assess teaching faculty, **MAY** be utilized in the assessment of librarians' professional performance as defined above:

- (1) Candidate's self-assessment using the criteria approved by the library faculty.
- (2) Peer observation, including the requisite formal interview with or letter from the appropriate chairperson, but may also include informal observations (letters or interviews) by other librarians of the candidate's service at the reference desk, in workshops, while providing information literacy instruction, or in other work situations.
- (3) Expressions of user-satisfaction (students and faculty) obtained from letters, surveys, etc.
- (4) If requested by the librarian being evaluated, input from other out-of-unit library staff with which the librarian may be directly involved while carrying out his/her assigned duties.

Relevant Supplemental Documents:

*Association of College and Research Libraries Standards for Faculty Status for Academic Librarians (<http://www.ala.org/acrl/standards/standardsfaculty>):

Approved by ACRL Board, June 2007. Revised October 2011.

Prepared by the ACRL Committee on the Status of Academic Librarians

In order to recognize formally the importance of faculty status for academic librarians, ACRL endorses these standards. Institutions of higher education and their governing bodies are urged to adopt these standards.

To implement these standards, ACRL shall:

- publicize these standards to college and university administrators and governing bodies, academic libraries, library education programs, library organizations, and agencies that accredit institutions, and
- seek to have these standards formally adopted or endorsed by the appropriate groups listed above.

The academic librarian makes unique contributions to the academic community and to higher education itself. These contributions include developing collections, providing bibliographic access to all library materials, and interpreting these materials to members of the college and university community.

Specific services include instruction in the use of print and online library resources and the creation of new tools to enhance access to information available locally, regionally, nationally, or internationally.

Librarians contribute to the sum of knowledge through their research into the information process and other areas of study. Service improvements and other advances in the field result from their participation in library and other scholarly organizations.

1. Professional responsibilities

Librarians must be able to exercise independent judgment in the performance of professional duties. There must be a regular and rigorous review of their performance based on a stated set of institutional criteria. A necessary element of this review is appraisal by a committee of peers who have evidence pertaining to the performance, service, and scholarship of those being evaluated, subject to appropriate institutional policy.

2. Library governance

College and university librarians should adopt an academic form of governance similar in manner and structure to other faculties on the campus.

3. College and university governance

Librarians should be eligible for membership in the faculty senate or equivalent governing body. They should have the same degree of representation as other academic units on all college or university governing bodies.

4. Compensation

Salaries and fringe benefits should be comparable to and within the range of those paid to faculty of equivalent rank. Salary scales should be adjusted in an equitable manner to contract period. All librarians should have written contracts or agreements consistent with institutional policy.

5. Tenure

Librarians should be covered by a stated tenure policy.

6. Promotion

Librarians should be promoted in rank based on their professional proficiency and effectiveness (performance, service, and scholarship) consistent with stated campus standards. The peer review system should be an integral part of procedures for promotion.

7. Leaves and research funds

Sabbatical and other research leaves should be available to librarians consistent with campus standards. Librarians should have access to funding for research projects and professional development consistent with campus standards.

8. Academic freedom

Librarians must have the same protection of academic freedom as all other faculty. Censorship of any type is unacceptable whether individual or organizational. All librarians must be free to provide access to information regardless of content.

9. Grievance

Librarians should have access to the same grievance process as other faculty which includes a list of grievable issues, procedures to be completed within specified timeframes, safeguards against repercussions by the institution, and abuse of the policy by the grievant. The process must be consistent with institutional regulations and contracts.

10. Dismissal

Termination of an appointment may be made for adequate cause and through academic due process. The process for the dismissal of librarians should be consistent with university policy for other faculty dismissals.

****Academic Librarianship and the Redefining Scholarship Project**
(<http://www.ala.org/acrl/publications/whitepapers/academiclibrarianship>):

A Report from the Association of College and Research Libraries Task Force on Institutional Priorities and Faculty Rewards

March 1998

Introduction and Background

Introduction. At the July, 1996 Annual Conference of the American Library Association, the Board of Directors of the Association of College and Research Libraries (ACRL) appointed a task force to write a formal statement defining and describing the kind of scholarship performed by academic librarians, using as a framework the taxonomy developed by Eugene Rice and elaborated by Ernest Boyer in his 1990

book *Scholarship Reconsidered: Priorities of the Professoriate*.⁽¹⁾ The task force's statement, upon approval by the ACRL Board, is intended to become part of a larger movement established by Syracuse University's Center for Instructional Development, entitled the Institutional Priorities and Faculty Rewards project. The project, which is being funded by the Lilly Endowment, with support from the Fund for the Improvement of Postsecondary Education, is providing assistance to academic associations for the development and dissemination of definitions of scholarship for their disciplines. The definitions are intended to extend the range of activities recognized as scholarly for the purposes of tenure, promotion, merit, or reward system guidelines. The following is the report of the ACRL task force.

Background Information. The movement to gain faculty status for American academic librarians that began in the 19th century celebrated a major milestone when the Association of College and Research Libraries adopted the "Standards for Faculty Status for College and University Librarians" in 1971. The Standards were intended to define and describe the rights and responsibilities that ACRL believed should be exercised by librarians at American colleges and universities. However, a concern of many has been that academic librarians perform a wide range of activities that go unrecognized in promotion and tenure reviews because the activities have not fallen neatly into the traditional model of faculty performance expectations. But with a new and growing awareness in academia that the traditional model is too narrow to encompass much important faculty work in most academic disciplines, the time is right to reexamine the work for which academic librarians should be rewarded.

In "Making a Place for the New American Scholar," Eugene Rice describes Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* as having "called on faculty to move beyond the tired old 'teaching vs. research' debate . . . What moves to the foreground is the scholarly work of faculty, whether they are engaged in the advancing of knowledge in a field, integrating knowledge through the structuring of a curriculum, transforming knowledge through the challenging intellectual work involved in teaching and facilitating learning, or applying knowledge to a compelling problem in the community."⁽²⁾ These four types of scholarship, which we shall call inquiry, integration, teaching, and application, provide a framework for considering how the activities of academic librarians may fit into the broader, more complete understanding of what constitutes academic work. Such a reexamination is very timely in light of the similar efforts being carried out in the Institutional Priorities and Faculty Rewards project by dozens of other professional associations on behalf of their academic disciplines. The next section of this report will consider the primary activities of academic librarians as they relate to the different categories of scholarship and other faculty responsibilities. It is important to reiterate here that the following is an explanation of what librarians do that should be rewarded, classified according to the Rice/Boyer taxonomy. This document itself is not designed to be an outline of a promotion and tenure document.

The Roles of Academic Librarianship

The roles of faculty members are usually considered to fall into three categories: teaching, scholarship, and service to the institution and profession. Efforts to place the activities of librarians into these categories have not been problematic as far as service was concerned, since academic librarians are committed to the strengthening of their profession through formal associations and other activities, while service on campus benefits the librarians as well as the institution by virtue of the librarians' participation in the planning and decision-making process. Where difficulties have been encountered are in the categories of scholarship (because of the objections described above) and teaching, where attempts to

equate responsibilities such as reference, cataloging, and collection development with classroom instruction have been met with skepticism. However, by using the taxonomy of Rice and Boyer it becomes clear that while the teaching of librarians is different from that done by most other faculty, many of the primary faculty roles of librarians, roles which they perform on a daily basis and which in a promotion and tenure document for librarians are usually and appropriately found in the performance category labeled "Librarianship," are in fact scholarly in nature.

Scholarship

As previously noted, a major proportion of the work done by librarians qualifies as scholarship.

Inquiry. Librarians have applied a wide range of quantitative and qualitative research methodologies in advancing the discipline's knowledge base. They engage in the scholarship of inquiry in order to apply their findings to the everyday challenges of providing library services. Especially important areas of inquiry for librarians include:

- conducting citation studies;
- analyzing how people seek and use information;
- constructing means for organizing bodies of data and information, and designing methods for precise and efficient information retrieval;
- establishing methods for evaluating the effectiveness of library services and processes;
- researching the effects of environment and library practices on the "life span" of the various information media found in libraries;
- discovering the communication modes and related factors that lead to the most effective reference interview, one that has the best chance of determining any given user's precise information needs;
- preparing analytical bibliographies;
- investigating the history of the book and recorded knowledge.

Integration. Academic librarianship has drawn upon a wide range of other disciplines for knowledge that informs and transforms library work. The considerable extent to which academic librarians integrate knowledge from other fields makes for a highly interdisciplinary profession.

Examples of the integration of knowledge from other fields into the scholarship and practice of librarianship include:

- drawing upon learning theory in order to design effective instruction;
- employing communication theory to improve the reference interview and establish sound communication throughout the library organization;
- applying the findings of ergonomic studies to the design of space for library users and personnel that will be conducive to human work and comfort;
- protecting for future generations of scholars the library's collections from environmental and usage-imposed dangers by means of preservation techniques;
- assisting users by interpreting and analyzing the components of their information needs and helping construct efficient and comprehensive research strategies, which often requires a thorough knowledge of the literature of several disciplines;
- integrating administrative and management techniques into the operation of a complex

- service organization;
- advising fellow faculty about the constraints of copyright and the allowances for educational fair use of copyrighted materials in print and multimedia formats.

Pedagogy of Teaching. The scholarship of teaching involves developing, testing and improving pedagogical techniques for meeting library instruction objectives, and communicating to peers the results of testing the techniques.

Application. Academic librarianship applies the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meeting the research and learning needs of the academic community. By employing the results of the scholarship exemplified in the foregoing sections, academic librarians attempt to improve and refine their processes and programs. Many librarian activities typically reported in "Librarianship" sections of dossiers could equally well be described as the scholarship of application. For instance, descriptions of typical cataloger, bibliographer, and other similar librarian activities can benefit from using the ideas and language of Boyer and Rice.

Teaching

The teaching that is most characteristic of academic librarianship involves instructing people in becoming "information literate" independent scholars who can find, assess and use information resources effectively. A 1987 ACRL document recommended the following general objectives for an instruction program:

- the student will understand how information is defined by experts, and recognize how that knowledge can help determine the direction of his/her search for specific information;
- the student will understand the importance of the organizational content, bibliographic structure, function, and use of information sources;
- the student will be able to identify useful information from information sources or information systems;
- the student will be able to understand the way collections of information sources are physically organized and accessed.(3)

Librarians teach users to plan and carry out search strategies appropriate to given needs, and to evaluate the extent to which various texts and databases may be considered authoritative and up to date.

Librarians teach these skills in a variety of ways; most commonly, instruction is delivered as librarians serve individuals at the reference desk or meet with classes as guest lecturers. At many institutions librarians conduct for-credit classes that last the entire academic term and teach library research skills in depth. Other effective means of teaching library skills include term paper clinics, workshops on electronic information retrieval skills, and extended reference consultation with students, faculty and other library users. Just as with other kinds of library skill teaching, research consultation involves a considered judgment about a patron's educational background and capabilities, and an understanding of the relative intellectual merits of the library's resources.

Service

Academic librarians are heavily involved in service to their academic institution, profession, and to the general public in the form of outreach. Service activities benefit both the librarians-increasing their ability to design and manage responsive and effective library services-and the groups to which they contribute. By participating in institutional planning and decision-making, librarians are better able to ensure that library goals, services, and collections reflect and support the institutional mission and priorities. The scope and character of library resources are essential components in delivering quality education, and institutional service enables librarians to manage those resources effectively as a result of a thorough understanding of the institution's curricular goals and requirements, teaching methods, faculty research interests, and student learning abilities and styles.

Professional and outreach service activities are the means by which librarians attempt to serve their clientele by influencing information policy development, the research into improved preservation techniques, information science research, and the development and application of information technology. This often includes identifying and collaborating with strategic partners and allies, such as national and local governments and industries and nonprofit organizations concerned with information policy and technology. Professional library organizations are also instrumental in setting standards for information organization, delivery and preservation. In outreach service, librarians apply their expertise to situations outside of the academy, and educate the lay public on issues relating to access to information.

The importance of academic librarians' service activities to the library, institution and greater community typically calls for such activities to be valued highly in performance reviews.

Service in academic librarianship includes, but is not limited to:

- Institutional service-participation in committees, councils, task forces, the faculty governance body; participation in institutional activities such as colloquia and seminars; fund raising on behalf of the institution or library.
- Professional service-serving as an officer in professional organizations; participating in committees, councils, accrediting bodies, or task forces; editing a scholarly journal; refereeing competitive paper sessions or scholarly articles submitted for publication; serving as reviewer of new publications for professional journals; reviewing grant proposals.
- Outreach service-sharing professional expertise with parties outside the institution, such as serving as a consultant; writing for lay audiences on subjects related to librarianship, intellectual freedom and censorship.

A word on the above categorizations: As other associations have found when attempting to apply the Rice/Boyer taxonomy of scholarship to their own disciplines, there can be some overlap among the various categories which results in occasional uncertainty over how a certain faculty activity ought to be classified. However, we agree with those associations that a certain degree of imprecision and fuzziness tends to be inherent in any system of categories, and this should not detract from the big picture. While individual institutions might interpret the four types of scholarships somewhat differently, the overriding principles espoused by the categories are not undermined by minor variations.

Conclusions and Recommendations

Although it is all too common that we speak as if postsecondary educational institutions were identical in their aims and goals, the fact is that the missions of some colleges and universities emphasize research much more than do other institutions. Even within this dualistic picture there are varying degrees of value placed on the different performance categories. It is therefore to be expected that reward structures will differ according to institutional missions. It is natural that departments of chemistry or philosophy at research universities might focus on developing outstanding programs of scholarly inquiry while their counterparts at liberal arts or community colleges would concentrate much more on teaching and service. However, the basic functions and responsibilities of academic librarians for ensuring high quality library services will vary much less among institutions with differing missions. In light of that, we recommend that institutions should develop reward structures for academic librarians that recognize and encourage their roles as articulated in the foregoing, whether the librarians have faculty status or not.

The reward structures and the criteria for assessing performance should be clearly documented and shared with the academic librarians. The extent to which different weights are given to each performance category should be related to the institutional mission and library goals. As an example, a land-grant university's emphasis on outreach might lead to its valuing service by the librarians to an even higher degree than service may be valued at other institutions. Similarly, some institutions will place a high value on the publication or presentation of academic librarian scholarship, while others will expect the librarians to engage in scholarship but not necessarily write for publication.

Where librarians are expected to share their scholarship through books, refereed articles, presentations, etc., it is essential that the institutions take into account the fact that librarians' work schedules too often make it difficult for them to conduct extended research: they usually must engage in non-research activity 35 to 40 hours per week, and they typically have 12 month rather than academic year contracts. On the one hand, it is critically important to both the quality of library services and to the efforts of librarians to publish their scholarship that sufficient time and resources be available to allow for scholarly writing. On the other hand, where librarians are not required to write for publication it is expected that they should show evidence of having applied continual critical professional judgment in staying abreast of and applying the latest trends and knowledge in their areas of expertise.

It should also be noted that different individuals make different kinds of contributions to the success of a program. Librarians should not necessarily have to perform in all of the possible categories; for example, a cataloger should not necessarily be expected to meet a teaching expectation, depending on the nature of the library, its mission, size, etc. Performance criteria and reward structures should enable librarians to contribute in the ways that best utilize their individual talents, which should in turn assure that the overall goals of the library are achieved.

Finally, much of the work of academic librarians is interdependent or carried out through the collaborative work of professional service, e.g., setting standards for the discipline, or influencing public policy. As Janet Swan Hill described the situation:

In librarianship, some activities may be individually attributable, but most are not. For instance, a cataloger may prepare a bibliographic record for an item, but the individual work must be absorbed successfully into the catalog, and the highest quality work stands out least. Even activities that seem to be individually attributable may not be. For example, a reference librarian who is unable to find a useful information resource may owe that inability to a bibliographer who did not request it, an acquisitions

librarian who could not identify it, a cataloger who did not analyze it fully, or a system vendor who failed to resolve a programming bug.(4)

Therefore we recommend that higher education institutions seek means of recognizing and rewarding collaborative accomplishments rather than continuing to focus solely on individualistic conceptions of faculty work.

Notes

1.Boyer, Ernest L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching. 2.Rice, R. Eugene (1996). "Making a Place for the New American Scholar." American Association for Higher Education Working Paper No. 1.

3.ACRL/BIS Task Force on Model Statement of Objectives (1987). *Model Statement of Objectives for Academic Bibliographic Instruction: Draft revision*. C&RL News 48, 256-61.

4.Hill, Janet Swan (1994). "Wearing Our Own Clothes: Librarians as Faculty." *Journal of Academic Librarianship* 20 (May 1994), 71-76.

Approved and accepted by the ACRL Board of Directors, ALA Midwinter Meeting, 1998.