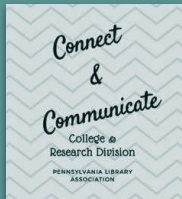


Transparency in the Tenure Process:

A Frank Discussion on Earning Tenure
and Thriving as an Archivist in Academia

Thursday, June 21, 2018
1:00-2:00 PM EST



Zoom Webinar Hosted by the
Pennsylvania Library Association's
College & Research Division (CRD) for the
2018 Connect & Communicate Series



Webinar Presenters



Elizabeth M. Scott (escott8@esu.edu)
Archivist & Special Collections Librarian
East Stroudsburg University



Rachel Walton (rwalton@rollins.edu)
Digital Archivist & Librarian
Rollins College



Heidi Abbey Moyer (hna2@psu.edu)
Archivist & Humanities Reference Librarian
Coordinator of Archives & Special Collections
Penn State Harrisburg





Purposes of the Webinar

- **Why Transparency in the Tenure Process?**
 - Defining Expectations for Tenure
 - Taking the “Mystery” Out of Tenure
 - Value of Mentoring in Academia
- **Sharing Our Experiences as Academic Archivists**
- **Fewer Opportunities for National and/or Regional Presentations at Archives Conferences**



Presentation Outline

- **Part I:** Tenure Structure and Early Years of the Tenure Process (Elizabeth Scott)
- **Part II:** Mid-Tenure Process (Rachel Walton)
- **Part III:** Earning Tenure and Promotion, and the Post-Tenure Review Process (Heidi Abbey Moyer)
- **Discussion of Challenges**
- **Final Thoughts**
- **Questions & Answers**

Part I: Overview of Tenure Structure and Early Years of the Tenure Process





Tenure Structure

- Will vary by institution
- Formal Written Criteria/Requirements
 - All will have some governing document that oversees the tenure process (or should!)
- Years (3-Year, 5-Year, 6-Year Tracks, Etc.)
- Many have dual role as librarian/archivist
- Will be reviewed by a committee (s)



Tenure Criteria at ESU

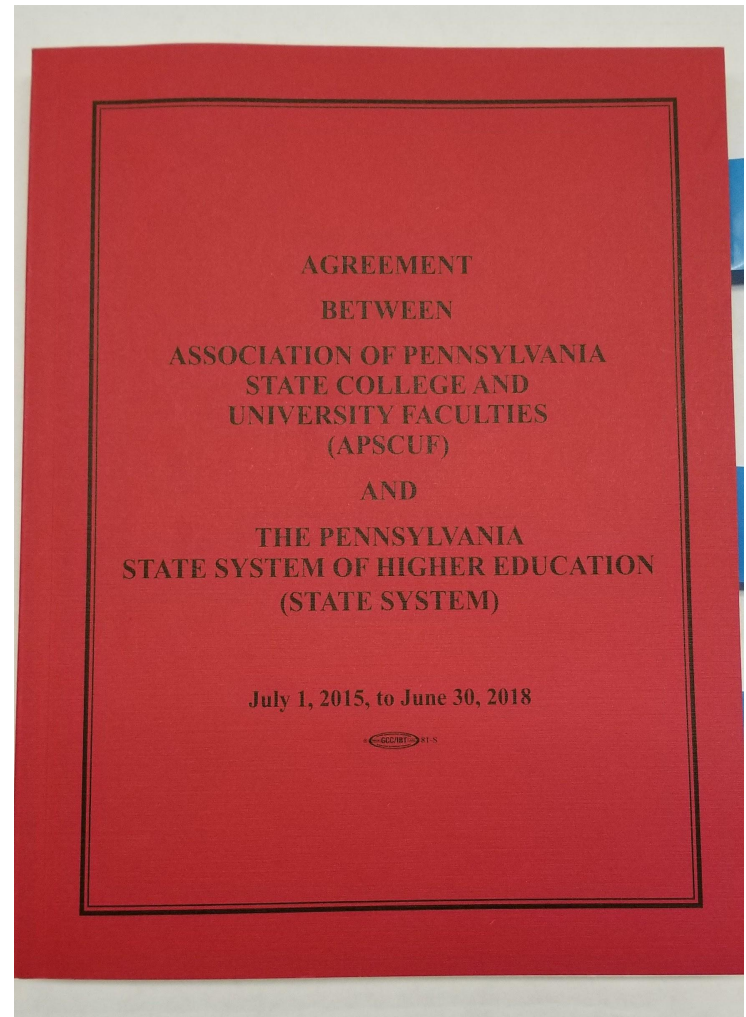
- Unionized-APSCUF
- Non-classroom faculty
- No specific guidelines for librarians/archivists
- 5 years to obtain tenure
- Must submit performance review materials **YEARLY**
 - Teaching
 - Scholarship
 - Service
- Unwritten rules
 - Publications, 2nd masters



Governing Document

aka the “Holy Grail”

APSCUF and PASSHE
document





Governing Document

Article 12

- Teaching
- Scholarship
- Service

Article 12

PERFORMANCE REVIEW AND EVALUATION OF FACULTY

A. The process of FACULTY evaluation is perceived broadly as a means for extending opportunities for continuous professional development. The processes are intended to be supportive of a FACULTY MEMBER'S desire for continuing professional growth and academic excellence. With this orientation, FACULTY evaluation will be a contributor to the ongoing improvements of the academic programs of the UNIVERSITIES.

B. Categories for Performance Review and Evaluation

The following categories shall serve as the uniform system-wide basis for the evaluation of FACULTY MEMBERS at each University. The categories listed below shall be applied in the performance review and evaluation of temporary faculty, regular part-time faculty, probationary non-tenured faculty, tenured faculty and all applicants for promotion. Under each category are listed some examples of data upon which judgments can be made of the FACULTY MEMBER'S performance relative to a given category. When evaluating the data, the appropriate evaluator(s) shall give greater weight to the quality of the performance reflected in the data, than to the quantity of the data.

1. Effective teaching and fulfillment of professional responsibilities.

a. This will be indicated, when applicable, by such items as:

student evaluations, peer evaluations, classroom visitations, quality of syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and any other data deemed appropriate and agreed to by the FACULTY and



Governing Document

Article 12, Section D.

- **Non-classroom faculty**
- Less emphasis on teaching semester-long teaching
- More emphasis on job description
- No official criteria for librarians/archivists



3. All evaluation reviews conducted by the President, appropriate Academic Dean, or other University management personnel shall be subject to the provisions of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION, but only to the extent that the evaluation review was conducted in an arbitrary or capricious fashion. Action or inaction by the department, department chairperson or department evaluation committee with regard to the provisions of this Article shall not be subject to the provisions of Article 5, GRIEVANCE PROCEDURE AND ARBITRATION.

D. Evaluation of FACULTY MEMBERS Whose Basic Areas of Responsibility Lie Outside the Classroom

1. The evaluation procedures for such FACULTY MEMBERS will be the same as that outlined in Section C. of this Article. The written performance review will be provided to such FACULTY MEMBERS by the appropriate management supervisor.
2. Categories for the evaluation of such FACULTY MEMBERS shall be the same as for teaching FACULTY as set forth in Section B. of this Article, except that performance of duties as described in the official position description will be used in lieu of effective teaching]



1st year helpful hints

- Learn the system
- Organization
- Mentorship
- Making connections

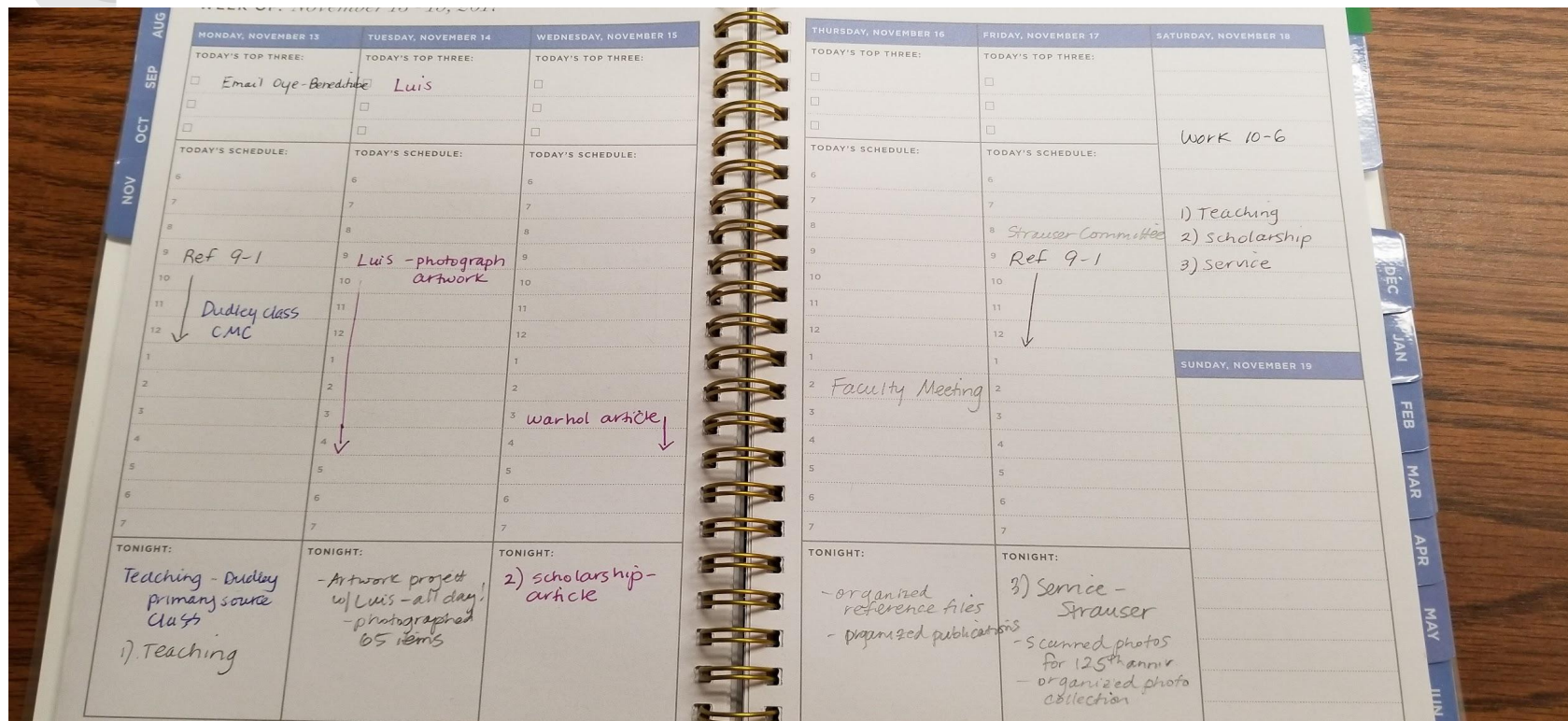


Learn the system

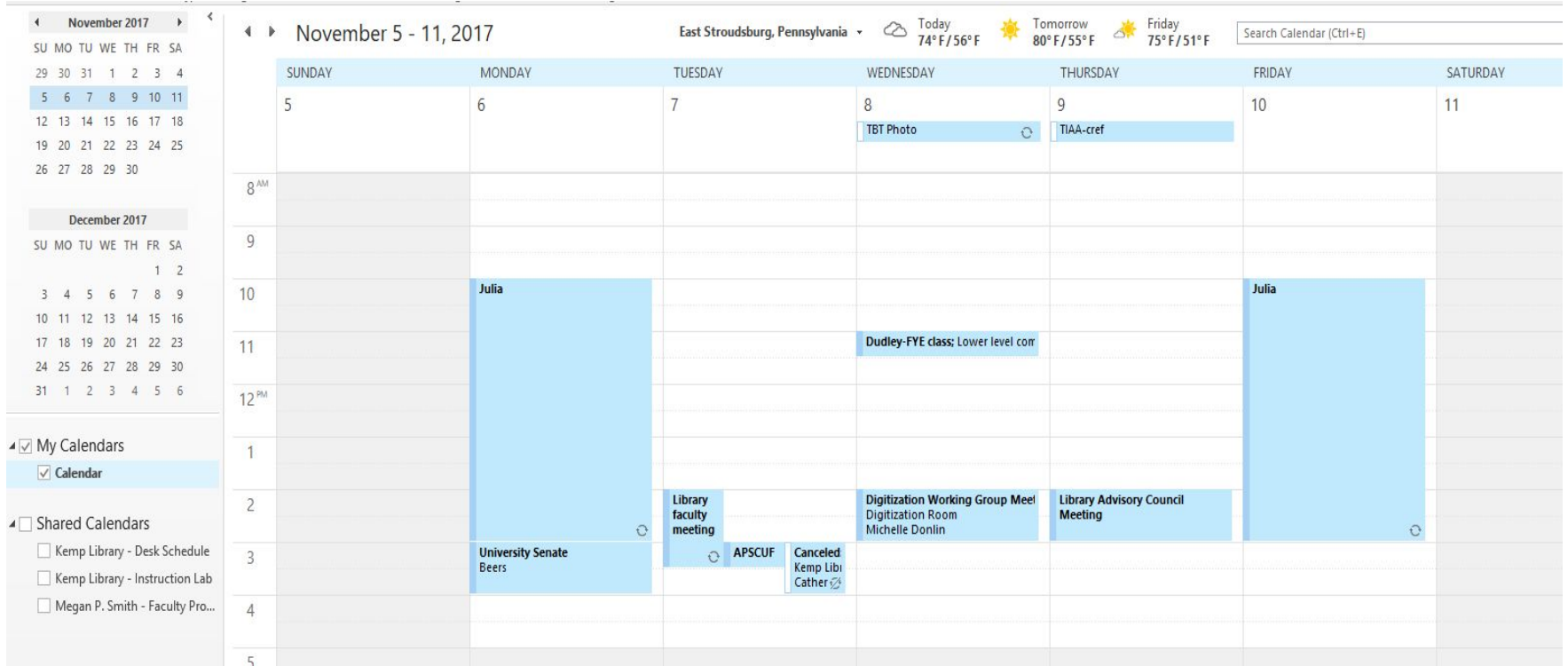
- Be familiar with governing document-study it!
- Know criteria for tenure inside/out
- Learn the jargon-lots of new terms
- Attend workshops on promotion/tenure
- Know your union reps/administration
- Know who to talk to if you have questions

Organization

Write it down!



Organization





Organization

Work Activity

September 2017

- Was asked by Kim Wachelka to hang artwork in Rosenkranz West-will go with Cathy Klingler to look at space and select items
- Accepted donation of Kemp Library photograph from Kim Williams '73-deed of gift signed 9/13/17
- Spoke with Distinguished Professor Emeritus Philip J. Briggs about donating his papers to ESU-former professor from 1968-1999/2000-sent follow-up letter with information
- Met with Leon John of Alumni Center to discuss accessing archival records
- Joined three committees
 - Service Learning Initiative Committee
 - Heritage Collections Committee
 - University Senate-library representative
- Started working with graduate student Xuanxuan Zhu (Julia) to make a video/slide show of the artwork. Need to get locations of artwork figured out first before we take digital images
- Work with Mark to give him TBT (Throw Back Thursday) historical images for FB and Twitter pages for Kemp Library

October 2017

- Was asked to be the Co-Chair for the Digital Projects Working Group along with Michelle Donlin-will be creating a workflow for the thesis project and other digital projects
- Will be signing up for "Copyright Workflows for Work with Visual Resources," November 6, 2017 through the Society of California Archivists
- Began weeding project 10/11/17-weeded for 1.5 hours, 1 cart of books from 000 section
- Looked into using EmBARK for art collections-got quote and information
- Researching Re:Discovery?
- Taught ENGL 103 class for Burch-evaluating web resources and newspapers
- Taught History 390 class for Dudley-October 18-discussed about being an archivist
- Taught ENGL 103 class for Harrison-discussed how to evaluate web resources and newspapers
- Went to the MARAC conference in Buffalo, October 25-28, 2017



Organization

Yearly Tenure Binder

- Tenure Committee (3 people)
- Department Chair
- Dean of Library
- Provost
- President

**Performance Review Materials
First Year**

Covering August 28, 2017-January 19, 2018

Elizabeth M. Scott
Assistant Professor
Archivist and Special Collections Librarian
200 Prospect Street
Kemp Library
East Stroudsburg University
570-422-3584
escott8@esu.edu

Table of Contents for Elizabeth M. Scott's Binder

Curriculum Vitae.....	Vitae
Job Responsibilities.....	Job
Teaching Philosophy.....	Philosophy
Defense of Performance.....	Defense
Librarian Supporting Materials.....	Library
Archives Supporting Materials.....	Archives
Collaboration Supporting Materials.....	Collaboration
Scholarship Supporting Materials.....	Scholar
Service Supporting Materials.....	Service
ESU Supporting Materials.....	ESU
Feedback from Peers and Donors.....	Feedback

Yearly Tenure Binder



Mentorship

- Meet faculty and staff
- Take advantage of orientation/mentor programs
- Keep in touch with new faculty in your cohort
- Accept advice/help from tenured faculty



Making Connections

Get involved!

- Attend events
 - Holiday party, Provost's Colloquium, Arboretum opening
- Sign up for things
 - One Book/One Campus, Clean-Up day
- Be ambitious-but don't bite off more than you can chew!

Part II: Overview of Mid-Tenure Process



Mid-Tenure Process

Traditional Timeline for Evaluations:

Year 1, 2, 3 or 4 - internal/departmental review

Year 3 or 4 & 5 - internal/departmental review & external review

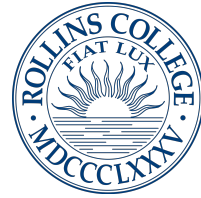
Year 6 - tenure decision

I'll review:

- (1) What to expect at the 3 or 4 year mark when preparing for your first external evaluation by the FEC.
- (2) How to get through a Mid-course Review; aka: readying your portfolio.
- (3) How to use your Mid-course Review as a career springboard.



Tenure at Rollins College

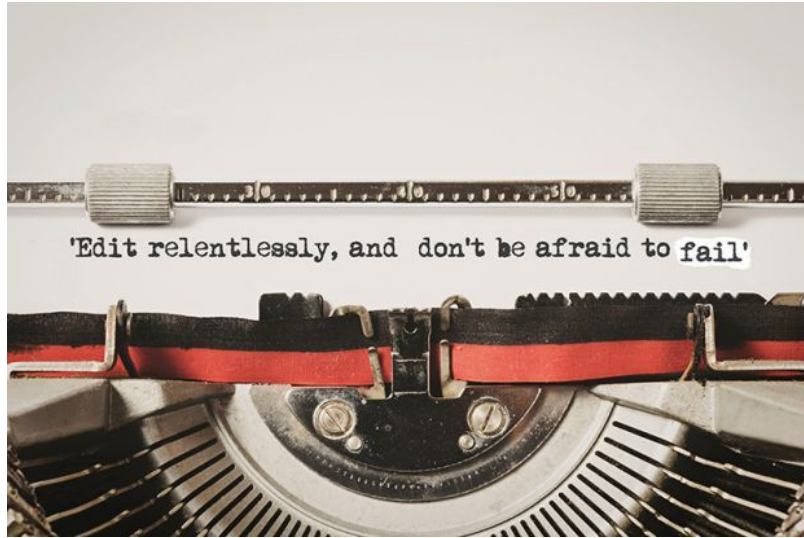


Tenure Requirements for Librarians and Archivists at Rollins
(Department criteria - updated 2012, due for an update in 2018)

- (a) Teaching and Librarianship - show excellence in information literacy instruction and mission-driven librarianship duties as outlined in individual job descriptions.
- (b) Scholarship - at least two peer reviewed scholarly articles before application for tenure (year 5); evidence of professional development and growth; a consistent pattern of scholarly contribution.
- (c) Service - within the library, the wider college, and the profession

Mid-Tenure, Scholarship

Goal: Establish a pattern of active research and scholarship.



- Schedule and protect your research and writing time.
- Write about what you do, and implement what you write about.
- Find a writing support group and trusted collaborators.
- Diversify your portfolio by trying something new every once in a while.
- Stay up-to-date on the issues in your field, and weigh in when the opportunity arises.

Mid-Tenure, Librarianship

Goal: Prove your value in terms of the institutional mission.



- Toot your own horn!
- Be ready with statistics and project deliverables.
- Your work is very different from, traditional teaching faculty - have an elevator speech perfected.
- Get a little help from your friends - have letters of support from senior faculty, including mentors.
- Compete for grant funding and promote your awards.

Mid-Tenure, Teaching

Goal: Show the effectiveness of your pedagogical approach.



- Gather feedback.
- Invite others in for observation and observe your colleagues.
- Participate in college-wide teaching programing and go to trainings.
- Consider the pedagogical foundations of your teaching philosophy/style.
- Try new things, stretch yourself, tweak your practice.
- Propose a credit-bearing course.

Mid-Tenure, Service

Goal: Make a contribution to your community and colleagues.



- Serve on faculty governance or campus committees.
- Get involved with your state or regional professional organization, or with one SAA's Roundtables.
- Find a way to volunteer with a scholarly journal or publisher.
- Be creative in how you serve your local community.
- **BUT DON'T OVERCOMMIT YOURSELF!**

Mid-Tenure, WARNING!

*** Don't get burned out! ***



"It's the sprinkler system, sir... employee burnout keeps setting it off."

Credit: Carol Simpson, "Employee Burnout."
<http://www.cartoonwork.com/photos/621/employee-burnout.html>



Mid-Tenure, a Springboard

Considering your career trajectory at Mid-Course:

- See the writing on the wall - if you figure out that a tenure track academic library or archives role is NOT for you, that's okay!
- Stay focused of FEC feedback - it will make or break your chances at achieving tenure. You MUST show progress in those critical areas!
- Giving yourself room to dream big - think about what kind of academic career you want to pursue and have a plan.

Part III: Overview of Earning Tenure and Post-Tenure Reviews





Earning Tenure and Promotion

Tenure & Promotion (P&T) at Penn State University Libraries

- 2nd-Year, 4th-Year, and 6th-Year (Final) P&T Reviews
- Detailed Criteria for P&T (Online at [Policy UL-ACG07](#))
 - Scholarship of Librarianship
 - Scholarship of Teaching and Learning
 - Scholarship of Research and Creative Accomplishment
 - Scholarship of Service to the University, Society, and the Profession



Guideline UL-ACG07 Promotion and Tenure Criteria (Formerly UL-HRG07)

Main Policy Content

Contents:

- Preamble
- Criteria
 - The Scholarship of Librarianship
 - The Scholarship of Teaching and Learning
 - The Scholarship of Research and Creative Accomplishments
 - Service and the Scholarship of Service to the University, Society, and the Profession
- Definition of Ranks
 - Assistant Librarian
 - Associate Librarian
 - Librarian

PREAMBLE:

The University's fundamental role is the "discovery, synthesis, transmission, and application of knowledge" [[AC23, Promotion and Tenure Procedures and Regulations](#)]. That policy affirms the primacy of academic excellence in tenure and promotion decisions at Penn State, outlines the University's general criteria for those decisions, and encourages each academic unit to develop its own more explicit expectations and standards as the operational basis for its tenure and promotion recommendations. Each academic unit applies the University's general criteria "in light of a detailed knowledge of the specific goals" of that unit and amplifies the general criteria with specific criteria tailored to its mission. This document defines the criterion unique to the faculty in the University Libraries, the Scholarship of Librarianship, and amplifies the other three criteria in light of the role of the University Libraries within the University.

The University Libraries are integral to the discovery, synthesis, transmission, and application of knowledge. The mission of the Libraries states:

"The University Libraries inspire intellectual discovery and learning through robust information resources and academic collaborations in teaching and research that connect the Penn State community and citizens of Pennsylvania to the world of knowledge and new ideas."

By furthering this mission, members of the Libraries' faculty facilitate the integration and application of existing knowledge to create new knowledge, and promote learning, teaching, and research. The complexity of this mission requires a Libraries' faculty diverse in expertise and responsibilities. The Libraries' Promotion and Tenure Criteria are designed to promote evaluation of each faculty member's unique contributions to the Libraries, the University, and the community of scholars.

**Key Elements of
Criteria Clearly
Defined in
Policy**



Earning Tenure and Promotion

Support for P&T Process

- Excellent, Formal University Libraries' Mentoring Program
- Mentor (Already Tenured) is Assigned to Tenure-Track Faculty Soon After Initial Appointment
- Annual P&T Workshops sponsored by Library Faculty Organization
- Communication in Tenure Cohorts
 - Email, Social Media (e.g., Private Facebook Group)
 - Meetings during P&T Workshop



Earning Tenure and Promotion

Submitting the Dossier

- Activity Insight/Digital Measures
- Assistance from Supervisor and Library Administration

Components of the Dossier

- Personnel Information (Name, Date of Hire, Etc.)
- Statement of Core Responsibilities
- Narrative Statement
- Accomplishments in Librarianship, Research, and Service
- Supplemental File
- Internal and External Review Letters

Search All Activities...



Rapid Reports

PasteBoard

▼ General Information

Personal and Contact Information
Administrative Data - Permanent Data | Yearly Data
Education
Licensures and Certifications
Academic, Government, Military and Professional Positions
Administrative Assignments
Honors and Awards

Narrative Statement

Professional Development
Goals/Objectives - Annual Faculty Activities/Work Plan
Narrative Statement for Annual Review
Narrative Statement for Non Tenure Track Faculty Promotion Review
Narrative Statement for P&T Review
Narrative Statement for Post-Tenure Review

▼ Scholarship of Librarianship

Statement of Core Responsibilities
History or change in assignments

Librarianship

Description of Accomplishments
Outreach/Special Programs

▼ Teaching and Learning

Lists of Credit Courses Taught
Non-Credit Instruction Taught
SRTE and Teaching Evaluation

Instruction

Academic Advising
Course Related Instructional Activities
Student Mentorship and Supervision

Research

▶ Research and Creative Accomplishments

▼ Service

Internal to PSU
External to PSU

Service

Digital Measures
Used to Enter, Automatically Format, and Output Data for Dossier



Earning Tenure and Promotion

Narrative Statement

- Written in 1st Person
- 3 Pages Long Maximum
- Professional Philosophy - Your Formal “Elevator Speech”
- Highlights of Dossier that Demonstrate Unique Contributions
- Interweaving of Librarianship, Research, and Service
- Varies in content for the 2nd, 4th, and 6th Year Reviews
- Often considered very challenging to write!



Earning Tenure and Promotion

Accomplishments

- Chronological List of Key Achievements in Librarianship, including instruction, outreach, and other activities; Research and Service activities

Supplemental File

- Examples of Publications (Book Chapters, Journal Articles, Etc.)
- Examples of Presentations (PowerPoint Files, Posters, Etc.)
- Examples of Finding Aids, Learning Objects, Guides, Etc.
- Examples of Archival Exhibits, Handouts, Etc.



Earning Tenure and Promotion

Internal and External Review Letters

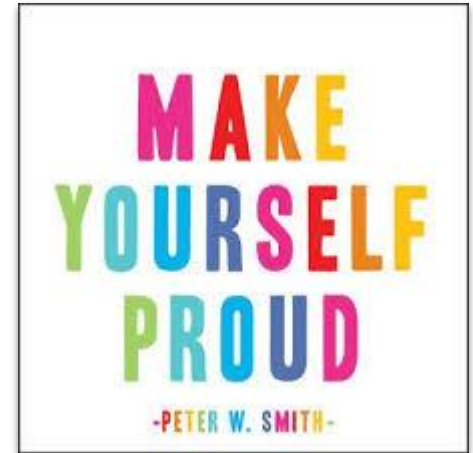
- Letters are Considered Confidential
- Internal Letters from Faculty, Supervisors, Managers, etc.
- External Letters from Other Professional Colleagues
 - Review your Dossier
 - Share Opinion about Your Work (e.g., Librarianship, Etc.)
- Ideally, External Reviewers Hold a Position Similar to Yours
 - Do Not Need to Know Reviewer
 - Do Not Need to Have Served on Committee with Reviewer



Earning Tenure and Promotion

Surviving the Tenure Decision

- Committee Reviews at 2nd, 4th, 6th Years
With Specific Advice/Recommendations
- Follow Specific Advice of Committees
- Tenure Review Requires Months to a Year
- Regardless of the Final Outcome,
Completing Dossier is Momentous!
- Take Time to Celebrate Your Achievement!
- Continue with Research and Service
- Keep Updated Dossier, C.v., and Bios





Earning Tenure and Promotion

Becoming Tenured

- “Job For Life”
- Title/Rank: Change from Assistant to Associate Librarian
- Salary: Increase in Annual Salary (% varies widely)
- Recognition by University Administrators
- Recognition as a Peer by Teaching Faculty
- Raises Profile of Library and Archives Professions
- High Rate of Success at Penn State (94% Tenured in Past 5 years)



Post-Tenure Reviews

Purpose

- Feedback: Continued Opportunities for Input
- Research Agenda: Evolution of Your Scholarship
- Service/Giving Back: Moving from Mentee to MENTOR
- Professional Advancement: Although Not Required, Encouragement for Possible Promotion to “Full Librarian”
- Additional Professional Advancement: Possible Nomination by Peers to the Rank of “Distinguished Librarian”



Post-Tenure Reviews

Process

- Regular Annual Reviews Post-Tenure
- Every 5 Years -Extended Post-Tenure Review

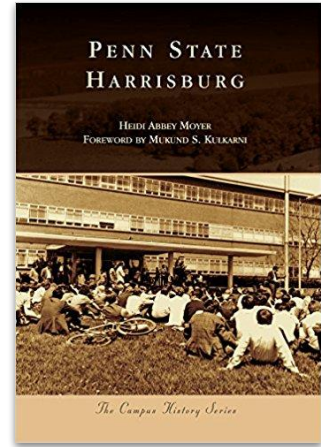
Documentation

- Similar to Initial P&T but Much Less Intense/Formal
- Revised Narrative Statement
- Updated Dossier and/or Updated C.v.
- No External Review Letters

Post-Tenure Opportunities

Thriving with Tenure

- Greater Flexibility with Research Agenda/Non-Archives
- Research Sabbaticals - “The Pause That Refreshes”
- Research Sabbatical as a Privilege not a Right
 - Contingent Upon Approval of Proposal, Staffing Capacity
 - Salary on Sabbatical (6 Months @ 100% or Full Year @ 50%)
 - Eligibility May Vary (Penn State is Every 5 Years)
- Opportunity to Write a Book, or Start a Very “Deep Dive” into a Topic





Post-Tenure Opportunities

New Trajectories for Your Scholarly Research Agenda

- Use a Document or Another Tool for Keeping Your Research Ideas and Projects Organized

Scholarly Research Agenda: Heidi Abbey Moyer

Research Topics: American Studies, Art History, Communication, and History	Proposed Outcome	Status
<i>SUBTOPICS: Children's Literature (Art, Popular Culture from an Historical Perspective)</i>		
PA-based children's artists (Bessie Pease Gutmann and other artists)	Article, conference presentation	On hold for post-tenure research
Research Topics: American Studies, Art History, Communication, and History	Proposed Outcome	Status
<i>SUBTOPICS: Pennsylvania History (Art, Popular Culture)</i>		
Moyer, Heidi Abbey. <i>Remembering Mount Gretna, Pennsylvania</i> . Short history of the communities in Mount Gretna, PA, which is still in operation and known as Pennsylvania's Chautauqua. May consist of postcards and other paper ephemera from the Mount Gretna Area Historical Society (MGAHS) and other private archival collections. Research intersects with professional service as an archivist, a museum docent, and an elected member of the Board of Directors for MGAHS	Book with The History Press, Inc., part of the American Chronicles Series	✓ Research in progress Summer 2018 ✓ Forthcoming book contract anticipated in late fall 2018 or winter 2019 ✓ Elected for a 3-Year Term to Serve as a Member of the MGAHS Board of Directors from 2018-2021
Moyer, Heidi Abbey. <i>Penn State Harrisburg</i> . History of Penn State Harrisburg: Requires extensive processing of Penn State Harrisburg College Archives, including identification and organization of photographs, writing basic history of the college from Olmsted Air Force Base to Penn State Harrisburg. Requires copyright clearance for all photographs and a commitment to advance purchase copies of the book	Book with Arcadia Publishing, part of the Campus History Series	✓ Ongoing contract discussions and project timeline development, Summer and Fall 2011 ✓ Book contract in 2014 ✓ Sabbatical 2014-2015 ✓ Final manuscript submitted to Arcadia Publishing, November 2015 ✓ Publication Date: May 2, 2016!!!!!!



Post-Tenure Opportunities

Thriving with Tenure

- Increased Venues for Professional Development
- New Opportunities for Service with Allied Organizations, such as
 - Oral History Association
 - American Folklore Society
 - American Alliance of Museums
- Expanded Leadership - SHRAB Boards, SAA, International
- Consulting - Many Organizations Need Our Archival Expertise!
- Serving as a Mentor, External Reviewer for a Peer's P&T
- N.B. Overcommitment with Service is Common Post-Tenure



Discussion of Challenges



Challenges: Librarianship & Teaching

- **Criteria Do Not Usually Include “Archives” or “Archival Science”**
 - Additional Imperative to Define What Archivists Do
 - Unique Aspects of Work Omitted from P&T Criteria
 - Dual Appointments as Librarian/Archivist
- **Compiling Metrics for Archival Work**
 - Assessment for Reference and Instruction
 - Documenting Your Impact
 - Documenting Outreach and Events
- **Financial Support for Professional Development**

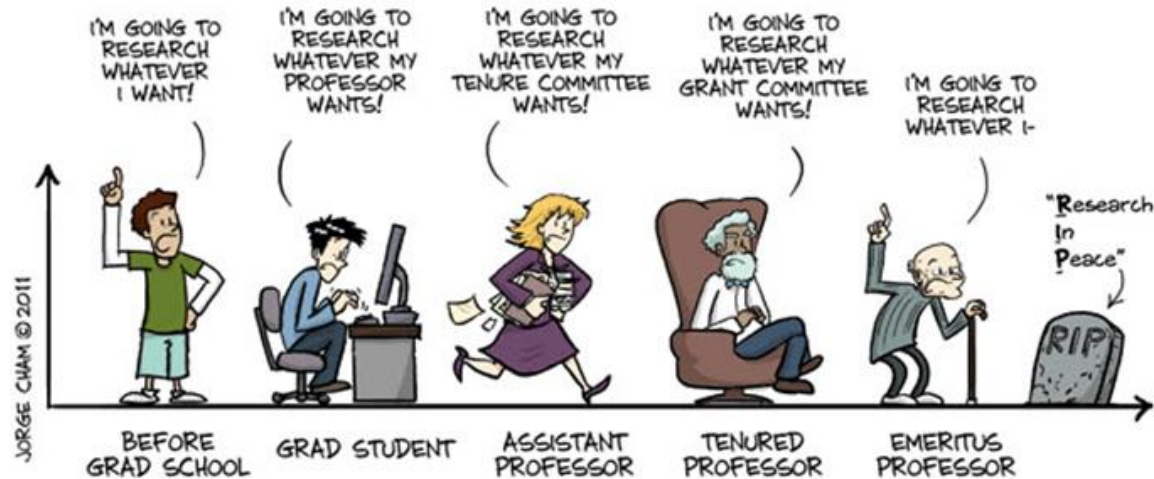


Challenges: Research & Scholarship

- **Barriers to Presenting at National Conferences**
- **Barriers to Publishing**
 - Keeping Your Research Organized and Focused
 - Lacking a Solid Research Agenda
 - Identifying Venues for Your Research
- **Changes in Digital Scholarship - What Venues Matter?**
 - Blogs, Online Journals, Social Media
 - Digital Collections, Curation, and Preservation
- **Balancing the “Publish or Perish” Agenda with Life**

Challenges: Research & Scholarship

THE EVOLUTION OF INTELLECTUAL FREEDOM



Balancing the
“Publish or
Perish” Agenda
with Life



Challenges: Service

- **Finding Opportunities for Professional Service**
 - Internal/External
 - Local, Regional, National, International
- **Advancing Into Leadership Positions**
- **Selecting Service That Extends/Intersects with Research and/or Librarianship**
- **Finding Time for Service**
- **Can You Really Say “No” Before Tenure? When to Say “No”!**



Challenges: Academic Culture

- **Separating Tenure “Facts” from “Fiction” at Your Institution**
 - Conflicting Advice? Who Do You Believe?
 - Look at Your P&T Criteria; Ask Questions!
- **Faculty Librarians/Archivists struggle to maintain our “Academic Street-Cred.”** Fellow Faculty and/or Administrators Don’t Always Recognize Us as Peers/Equals. This is an Advocacy Issue, but Strong Library Director, Dean, or Department Head Can Help!
- **Formal and Informal Mentoring Opportunities**



Challenges

**What Happens if
You Don't Earn
Tenure?**

What Next?



Final Thoughts on Tenure



Final Thoughts

- **There Is NOT a “Magic Formula” to Earning Tenure, But...**
 - Contributions in All Areas (Librarianship, Research, Service)
 - Peer-Reviewed and “Solo Author” Journal Articles Valued
 - 1st Authorship is Great, But Collaborations Valued Too
 - Presentations and Elected Leadership Positions with Regional/National/International Organizations
- **Incorporate Personal Wellness/Stress Reduction**
 - Make Time for Yourself - Vacations are Allowed
 - Seek Support Wherever and Whenever You Can
 - Create Personal Writing/Research Space or Writing Group



Final Thoughts

- **In Extreme Circumstances, Hardships, and Other Life Events, Investigate Possibility of Requesting a “Tenure Stay”**
 - Confidential Process
 - Stops Tenure Clock for Limited Time, e.g., a Year
 - Should NOT Penalize You or Your Tenure Candidacy
- **Working in Academia is a “Lifestyle”**
 - Service and Research as Part of Your Professional Identity
 - Many Positions Require Hours/Time Beyond 9 to 5

Final Thoughts

Self-Advocate for Research Time!

If YOU Don't, Who Will?





Final Thoughts

- **Despite Challenges, Tenure Has Many Benefits!**
 - Flexible Schedule, with Potential Summers Off or Research Off-Campus (depending upon contract)
 - Intellectual Freedom and the ability to wear many hats
 - Potential Research Sabbaticals
 - Opportunities to Contribute to Scholarship in Various Academic Fields through Publishing and Presentations
 - Participation in Faculty Governance
 - Job Security: Tenure = “Job For Life”
 - Salary Increase with Promotions



Further Resources: Journals for Peer-Reviewed Publication

- *Journal of Archival Organization*
<http://explore.tandfonline.com/cfp/bes/wjao-call-for-papers-1q16>
- *Journal of Contemporary Archival Studies*
<https://elischolar.library.yale.edu/jcas/>
- *Pennsylvania Libraries: Research & Practice* (PaLRaP)
www.palrap.org/ojs/index.php/palrap)
- *Provenance*
<https://digitalcommons.kennesaw.edu/provenance/>
- *The Reading Room: A Journal of Special Collections*
<http://readingroom.lib.buffalo.edu/readingroom/>
- *Visual Resources Association Bulletin* (VRA Bulletin)
<https://online.vraweb.org/vrab/>

For more see this blog on publishing: <https://archivespublishing.com/journals/>



Further Reading: Blogs and Online Resources

1. "A Guideline for the Appointment, Promotion and Tenure of Academic Librarians", American Library Association, September 6, 2006.
<http://www.ala.org/acrl/standards/promotiontenure>
2. "ACRL Joint Statement on Faculty Status of College and University Librarians", American Library Association, September 6, 2006.
<http://www.ala.org/acrl/standards/jointstatementfaculty>
3. Barbara Fister, July 29, 2014. "Should Academic librarians have Tenure May th the Wrong Question." *Inside Higher Education* (blog).
<https://www.insidehighered.com/blogs/library-babel-fish/should-academic-librarians-have-tenure-may-be-wrong-question>
4. Bicknell-Holmes, Tracy, and Kay Logan-Peters. "External Review for Promotion and Tenure. SPEC Kit 293." (Includes Survey Data) Washington, DC: Association of Research Libraries, August 2006. DOI: 10.29242/spec.293.
<http://publications.arl.org/External-Review-SPEC-Kit-293/>
5. Cheryl Oestreicher, March 7, 2016. "Forced Writing on the tenure-track."
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Acknowledgments

Special Thank Yous

- Pennsylvania Library Association (PaLA)
- PaLA College & Research Division (CRD)
- Members of the 2018 Connect & Communicate Series

Especially, Erin Burns, Penn State Shenango

Amy Snyder, Pennsylvania College of Health Sciences

Diane Porterfield, Central Penn College

Ryan Sittler, California University of Pennsylvania

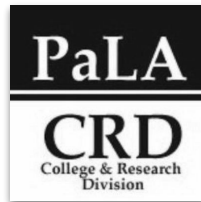
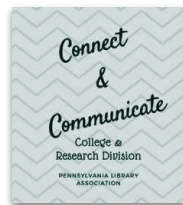
Amanda Avery, Misericordia University

Ronalee Ciocco, Washington & Jefferson College

Sara Pike, Manager of Library Services, Shippensburg University of Pennsylvania

Jill Hallam-Miller, Blended Learning Librarian, Bucknell University

- Emily Mross, Penn State Harrisburg for suggesting the CRD Webinar



Questions & Answers?

Thank You for Listening!



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