

Hunter College Libraries Evaluation, Tenure & Promotion Guidelines

1. Introduction

The Hunter College Libraries (HCL, or the Libraries) Personnel & Budget (P&B) Committee created this document to clarify and streamline the guidelines for review processes for library faculty.

Hunter College librarians are partners with other faculty in the pursuit of the university's goals of scholarship, and service. Full-time faculty holding regular appointments in the Libraries are subject to evaluation for reappointment, tenure, and promotion following the guidelines below. All full-time HCL faculty have 12 month contracts and dual responsibilities of overseeing various functional areas in the Libraries in addition to responsibilities as College faculty.

2. Evaluation Criteria

The evaluation procedures below are based upon the personnel policies as per the collective bargaining agreement with PSC-CUNY.

All full-time Library faculty are evaluated on the same criteria and are expected to demonstrate that they meet standard performance expectations in the following areas: Librarianship/Professional effectiveness; Scholarship/Creative Work, and Service.

Examples that fulfill the criteria are provided in a separate section at the end of this document. It is each candidate's responsibility to clearly present their own case supported by well-organized evidence. It is the responsibility of HCL to process the requested personnel action.

2.1. Librarianship/Professional Effectiveness

The HCL value excellence in librarianship. Library faculty typically spend the majority of their time working on Librarianship/Professional Effectiveness. The rest of their time is

split between Scholarship/Creative Works and Service.

Expressions of professional effectiveness for Library faculty vary widely, as do the means, formats, and venues by which these expressions can be made. Candidates will provide evidence of performance in their individual annual faculty reviews to identify achievements and priorities for development in this area.

Librarianship/Professional Effectiveness refers to an ongoing and consistent pattern of competence, creativity, and initiative in the performance of professional responsibilities. These responsibilities are grounded in the standards of one or more relevant professional associations (e.g. American Library Association or related organizations) and are defined as the duties and activities which constitute the librarian's job description. Descriptions vary and may change over time to meet changing needs of the Hunter College community. Professional Development and Collegiality, described in further detail below, are part of Librarianship/Professional Effectiveness.

2.1.1 Professional Development

Continual development of disciplinary knowledge, competence, or skills contributes to the emergence of innovative practices in the libraries. Maintaining and/or pursuing certification and/or licensure instills confidence in the abilities of our librarians, but these are not the only means of documenting professional development. Library faculty may acquire new abilities through workshop/conference attendance, independent study, or other professional development opportunities. Librarians should document such professional development and, in their personal statements, connect it to the output of specific service activities.

Professional development frequently requires funding; some individuals will not be able to take advantage of needed professional development opportunities due to issues with funding, and this will not be used against them. It is the duty of the HCL administration to support librarians' professional development efforts.

2.1.2 Collegiality

Collegiality refers to the ability of a faculty member to build and sustain the kind of professional relationships that ensure our community's ability to work together effectively toward common goals. Participation in departmental activities (e.g., attendance at department meetings and service on department committees) is one of the foundational ways that we work together.

Collegiality is an element of professional effectiveness and carries through in all professional, scholarly, and service activities. Since the Libraries interact with all other departments and programs in the college, it is crucial that department members possess the ability to work with diverse constituencies inside and outside the libraries.

We value respectful disagreement, varied perspectives, and diverse communication styles.

These behaviors contribute to effective team environments and are vital to creating an atmosphere of trust and shared decision-making.

2.2. Scholarship/Creative Work

Scholarship/Creative Work promotes the discovery, integration, and application of knowledge.

Activities must reach beyond regular responsibilities as described under section 2.1., Librarianship/Professional Effectiveness. For work to be evaluated as Scholarship/Creative Work, there must be a result or outcome that exists in public discourse beyond the College and is evaluated through peer review or peer validation, described below. We value both solo and collaborative projects.

All Scholarship/Creative Work must be appropriately documented so that colleagues are able to evaluate its quality and significance. Library faculty have the academic freedom to pursue scholarship in all forms based on their interests and education. It is the responsibility of the candidate to justify the inclusion of each scholarly activity in their portfolio.

2.2.1 Definition of Peer Validation

Peer validation is independent evaluation by an outside expert *after* dissemination/publication.

Works are peer-validated if knowledgeable peers with appropriate credentials engage with the work and provide substantive evidence of its quality and relevance.

2.2.2 Definition of Peer Review

Peer review is an independent evaluation by outside experts *before* dissemination/publication.

2.3. Service

Evidence of Service is significant in decisions on tenure and promotion. Faculty members in the Libraries are expected to be active, responsible citizens engaging in a combination of service to the department, Hunter College/CUNY, and to their professional community. Faculty serve in diverse ways, and the amount and scope of service will vary over the course of a faculty member's career. We expect that library faculty will have a mix of service experiences that provide two benefits: connections with others in the larger communities, and the opportunity to learn more about our students' and the college's needs and how to support them. It is the responsibility of the faculty member to explain how their service provides these benefits.

Tenure track library faculty who are in their first year, at any rank, are not expected to participate in service activities so that they may concentrate on developing competence in Librarianship/Professional Effectiveness (sect 2.1) and Scholarship/Creative Work (sect 2.2). Following the first year, at each subsequent annual review the candidate will discuss opportunities for service in the coming year with their supervisor/reviewer(s). Discussions will include how best to engage in service that will fit into the arc of the candidate's overall work. We expect that, by the time of tenure review, library faculty will have engaged in a range of service to the institution and profession, though the ultimate balance will be different for each person.

Community service is valued, but not required for library faculty. If candidates wish to have community service counted towards personnel actions, they must explain in their portfolio how this is relevant to their professional role and contributes to the community being served.

2.4 Guidelines for Quantities of Outputs:

An output is a scholarly, creative, service or professional development achievement that is documented with a reference in the candidates CV. HCL provides guidelines for quantities of outputs so that candidates for tenure and promotion can identify when they have unequivocally met expectations of productivity. We value a pattern of sustained output and engagement, regardless of the format. We take pauses in the tenure clock into consideration when evaluating a pattern of sustained output and understand that gaps in output may correspond with pauses in the tenure clock. While volume of output is a worthy goal, it should not discourage candidates from pursuing work of unique quality or impact; therefore, we allow for reduced quantities of output for candidates who have produced this type of work. It is incumbent upon candidates in this situation to

make the case for how the uniqueness, quality, and impact of their works compensates for the lower overall quantity of output.

2.4.1. Tenure and promotion to Associate Professor

When it comes to awarding tenure, the Libraries value a pattern of sustained output and engagement that successfully balances Librarianship/Professional Effectiveness, Scholarship/Creative Work, and Service. Candidates for promotion to Associate Professor should have at least ten total outputs across the above categories; at least three of these outputs should be in the Peer Validated/Reviewed categories described in section 2.2.1a and 2.2.1b. Positive reviews on annual evaluations are an important factor and count towards Librarianship/Professional Effectiveness. Descriptions of the value and impact of Service should be included in the annual evaluation and updated regularly.

2.4.2. Promotion to Full Professor

Candidates for promotion to Full Professor should demonstrate sustained professional growth since their promotion to Associate Professor, including ten additional (new) outputs. The outputs should be reflected in the following areas:of Librarianship/Professional Effectiveness, Scholarship/Creative Work and Service, but the balance and types of outputs are different from those for promotion to Associate. The majority of these outputs should be in the Peer Validated/Reviewed categories described in section 2.2.1a and 2.2.1b. Librarianship/Professional Effectiveness outputs should demonstrate collaboration with and/or mentorship of colleagues. Service outputs considered in the promotion to Full Professor should demonstrate outstanding contributions to the institution or profession.

3. Personnel Actions

Personnel actions on the tenure track follow the schedule outlined in the table below.

Per BoT Bylaws Article 6, section 6.5, candidates who transfer from tenure track positions at other CUNY (City University of New York) institutions to Hunter will retain tenure or progress toward tenure.

Table 1: Personnel Actions

		Candidate's responsibilities	P&B (and others') responsibilities
YEAR 1	Fall Year 1	The "clock" begins when you assume your position, at the start of the fall semester	
	Spring Year 1	Prepare CV & evaluation for 2nd year reappointment	P&B votes for 2nd year reappointment
	Summer Year 1	Prepare CV & evaluation for 3rd year reappointment	
YEAR 2	Fall Year 2		P&B votes for 3rd year reappointment
	Spring Year 2		
	Summer Year 2	Prepare CV & evaluation for 4th year reappointment	
YEAR 3	Fall Year 3		P&B votes for 4th year reappointment
	Spring Year 3		
	Summer Year 3	Prepare CV & evaluation for 5th year reappointment*	
YEAR 4	Fall Year 4		P&B votes for 5th year reappointment*
	Spring Year 4		
	Summer Year 4	Prepare CV & evaluation for 6th year reappointment	
YEAR 5	Fall Year 5		P&B votes for 6th year reappointment
	Spring Year 5		
	Summer Year 5	Prepare CV & evaluation	
YEAR 6	Fall Year 6		
	Spring Year 6	Complete tenure packet.	P&B reviews & sends packet to reviewers.

	Summer Year 6		External reviews due at the end of August.
YEAR 7	Fall Year 7		P&B, Divisional P&B and FP&B votes (in that order). You are notified of positive results by the end of December.
	Spring Year 7	Sign final reappointment in spring/summer of this year.	The College President notifies candidates of their recommendation (January). Final vote from CUNY Board of Trustees during the Spring.
	Summer Year 7		
YEAR 8	Fall Year 8	Promotion takes effect at the start of the new term. Tenure takes effect on 9/1.	

3.1 Annual evaluation for tenure track faculty

See the chart above for a schedule on which tenure-track faculty will be evaluated. The contractual evaluation procedure for Library Faculty is described in the PSC-CUNY contract, Article 18.3.

Candidates begin compiling and maintaining their tenure dossier in their first year and continue on an annual basis. Documentation includes an up-to-date CV and personal integrative statement.

3.2 Promotion from Instructor to Assistant Professor (as applicable)

Per CUNY BoT Bylaws section 6.4, Library Faculty members appointed at the rank of Instructor will have no more than four successive annual reappointments to meet the requirements for promotion to Assistant Professor. In the Libraries, this means a second Master's degree must be attained by the end of the fourth annual reappointment (five academic years) to meet the requirement for promotion to Assistant Professor.

Time spent achieving the qualifications for promotion from instructor to Assistant Professor does not count toward the tenure clock. Per CUNY contract section 9.8, Instructors with at least four years of experience receive two years of credit toward tenure when they are promoted to Assistant Professor, unless they choose to waive this credit.

3.3 Early Tenure

Per CUNY Bot Bylaws, the Board of Trustees may, at its discretion, grant early tenure to candidates when it identifies a very substantial reason for doing so. The HCL P&B cannot independently determine candidates eligible for early tenure.

3.4 Promotion to Associate Professor, with Tenure

[Section 2.4.1](#) describes the criteria required for the promotion to Associate Professor, with Tenure.

[See chart above](#) for necessary dates for actions, and effective dates for new status.

Salary schedules are maintained on the PSC CUNY site. Promoted faculty are usually moved to the step on the Associate Professor schedule closest to their Assistant Professor pay grade. See: <https://psc-cuny.org/content/salary-schedules-full-time-faculty-and-research-series>

3.5 Annual review for tenured faculty

Annual review of tenured faculty at all ranks below full professor is a contractual requirement (Article 18: <https://www.psc-cuny.org/contract/article-18-professional-evaluation>, with emphasis on 18.3 (b)) and helps all tenured faculty to find opportunities for ongoing engagement in the work of the Libraries, and avenues for professional growth. Tenured full professors may be evaluated. It plays a particularly important role in advancing tenured faculty who are interested in promotion to Full Professor. HCL P&B conducts these evaluations in the first quarter of the calendar year.

Tenured faculty follow a similar process to their tenure-track colleagues, participating in annual evaluation conferences addressing the following 3 questions, which apply to the 3 evaluation criteria: Librarianship/Professional Effectiveness, Scholarship, and Service:

- a. Goal-setting: Where do you plan to focus your attention in the coming year?
- b. Accomplishments or innovations: What are your most notable achievements this year? These could be new projects that you are developing or older projects that you are revisiting or still working on.

- c. How have you mentored or supported others? This could be personnel in our library, libraries elsewhere, or other ways that you are mentoring related to your work.

In addition, those faculty who are actively pursuing promotion to Full Professor should annually enumerate indicators of their progress toward the requirements of that promotion, primarily publications, but also consideration of increasingly responsible Service and Professional Effectiveness. During the Annual Review, they can also estimate a timeline for their application to Full Professor. It is recommended that, in addition to their P&B reviewer, faculty preparing for Full Professor should meet with the current Chief Librarian.

3.6 Promotion to Full Professor

[Section 2.4.2](#) describes the criteria required for the promotion to Full Professor.

Table 2: Calendar for Promotion to Full Professor

April, Year 1	Candidate submits their nomination to HCL P&B committee
May, Year 1	P&B reviews materials; votes on whether to forward for external review
November, Year 1	Letters from external evaluators are due to HCL P&B
December, Year 1	HCL P&B final vote on whether to send candidate's case forward to the Provost's office
Spring, Year 2	College Faculty P&B votes on the case

Salary schedules are maintained on the PSC CUNY site. Promoted faculty are usually moved to the step on the Full Professor schedule closest to their Associate Professor pay grade. See: <https://psc-cuny.org/content/salary-schedules-full-time-faculty-and-research-series>

[Article XI Section 4 of the Charter for the Governance of Hunter College](#) outlines the procedures for promotion to Full Professor.

4. Portfolio

The portfolio is the centerpiece of the library faculty member's review for reappointment, tenure, and promotion (at all ranks). Its purpose is to document the effectiveness of a

library faculty member's activities. HCL invites candidates to include any supplementary materials that make their case for promotion and tenure stronger. At minimum, candidates provide a CV, personal integrative statement, and full text of published works; candidates may include other evidence as outlined below. Library administration will provide a copy of these guidelines for tenure and promotion and a summary evaluation of the candidate. Members of HCL P&B are available to assist candidates in preparation of their portfolios and integrative statements.

4.1. Personal integrative statement containing a self-assessment of the candidate's growth and performance in each of the evaluation criteria.

At tenure review, the integrative statement should take into account any written feedback from evaluators, HCL P&B, and the Chief Librarian. The remainder of the portfolio should consist of select examples that provide evidence in support of the integrative statement. It is recommended that the statement is succinct, highlighting how the most significant achievements meet the criteria for review. Candidates should discuss their goals and accomplishments as they relate to library personnel guidelines and reflect on Librarianship/Professional Effectiveness, Scholarship/Creative Works, and Service in ways that help the reader understand the significance of these accomplishments in the context of the Libraries and the College.

4.1.1. Length and Style Guidelines

Integrative statements of previously tenured candidates will be made available to candidates to provide guidelines for style and length. These statements typically range from 2000-3000 words, with considerable flexibility for personal style.

4.2. Evidence

Evidence of Librarianship/Professional Effectiveness, Scholarship/Creative Works, and Service will vary widely given the different areas of expertise represented in the unit. Evidence and reporting is significant in decisions in tenure, promotion, and salary increments. Faculty are expected to submit limited, judiciously selected evidence that clearly demonstrates effectiveness and supports the claims in the integrative statement.

5. Research Time and Leaves

Proposed research leave activities for Library faculty will naturally cover a diverse field

of professional interests, educational opportunities, library and information science development, scholarly research, and many other activities. Those applying for research leave shall clearly demonstrate how their proposed leave activities will contribute to or enhance their professional effectiveness, research, and scholarly activity, and be of value to HCL or the College community. Detailed information on the types of leave available may be found in the PSC CUNY statement on library faculty rights:

https://docs.google.com/document/d/1Px9C4hjHnZrIEtb04aIMU_fnmmBZk5mJLeLcG_HFuHE/mobilebasic

5.1 New Untenured Faculty Reassigned Time

New untenured faculty hired receive reassigned time to be used for scholarship during the first five years of employment. No application is necessary; however, it should be scheduled in consultation with your department chair or supervisor. New faculty reassigned time is to advance your scholarship and meet requirements for reappointment and tenure.

5.2 Professional Reassignment Leave

Members of the instructional staff who serve in the libraries in the titles of Professor, Associate Professor, Assistant Professor, Instructor and Lecturer may apply for reassignment leave. The leave application is subject to the approval of Library P&B, the Provost, and the College P&B. The Chief Librarian will circulate calls for reassignment leave applications.

5.3 Fellowship Award (Sabbatical Leave)

Only tenured faculty members are eligible to receive a fellowship award/sabbatical. Sabbatical leave may be granted after six consecutive years of full-time service. Leave may not be awarded to the same person more than once in seven years and leave time shall not be cumulative.