



**Handbook  
on Tenure and Promotion  
for  
Library Services Faculty**

**Prepared by  
Office of Academic Affairs  
Delta State University**

*Revised 7/30/2025*

## Introduction

The award of promotion and/or tenure is an important milestone in the professional life of a faculty member. It gives affirmation to the accomplishments of the faculty member as well as financial remuneration (in the case of promotion). It is a setback to the faculty member and to the institution when the process produces a negative result.

This handbook is designed to provide advice to Roberts LaForge Library (Library) faculty on how to submit a successful portfolio in support of the application for tenure and possibly, simultaneous promotion. The intent is to give as much direction as possible to faculty regarding all steps in the process.

This handbook is maintained and updated by the Office of Academic Affairs at Delta State University (DSU). Faculty are encouraged to ask questions and/or seek clarity as needed.

## Eligibility and Timeline

With respect to tenure, there are two types of faculty at DSU – tenure-track and non-tenure-track. The designation is made at the time of hire. Tenure-track appointments may be at the level of assistant professor, associate professor, or professor. It is incumbent on every faculty member seeking tenure or with tenure seeking promotion to the next higher rank to demonstrate a sustained high level of successful activity in professional competency, scholarship, service, and collegiality commensurate with the increased level of rank.

The termination of tenure-track faculty members, prior to the award of tenure, must occur in accordance with the notification guidelines outlined in the University's tenure policies and IHL policies. In the last year of the tenure period, tenure-track faculty must be reviewed for tenure. A negative decision results in a terminal contract for the following year. Following the award of tenure, faculty members are designated as tenured and provided continuing employment. They can only be terminated for reasons as outlined in Institutions of Higher Learning (IHL) policies 403.0104 TENURED FACULTY DISMISSAL or as a result of post-tenure review. Those policies can be accessed on the IHL website ([www.ihl.state.ms.us](http://www.ihl.state.ms.us)). Checklists of all dates associated with the tenure/promotion process are attached (Appendix A, B, C).

Non-tenure-track faculty serving as Professors of Practice are eligible for promotion, but not for tenure. Non-tenure track appointments of practice may be at the level of assistant, associate, or professor. Faculty seeking promotion to the next higher rank must demonstrate a sustained high level of successful activity in teaching, professional practice, service, and collegiality.

## Documentation

The e-portfolio is a key document used by the faculty member to support a request for tenure and/or promotion. To ensure this document is current and comprehensive, it is crucial that it be maintained and updated on a regular basis. Throughout employment, all faculty members shall maintain a current curriculum vita; faculty are encouraged to maintain on file efforts and/or accomplishments that can be included in the e-portfolio. To assist faculty in being successful in

the tenure and/or promotion process, 2- and 4-year pre-tenure/promotion reviews provide feedback on the e-portfolio through the *Guide on Tenure and Promotion* rubric (Appendix D) and letters of recommendation from the Library Tenure and Promotion Committee and the Director of Library Services. Faculty should adapt their efforts in accordance with the rubric and recommendations provided in the reviews. Ultimately, it is the responsibility of the faculty to demonstrate that the criteria for tenure and promotion were either met or exceeded.

### Organization of the Portfolio

A portfolio submitted for promotion and/or tenure is reviewed by numerous colleagues. It is advantageous to the candidate that it be organized in such a manner that accomplishments are presented in a clear and organized fashion.

All faculty submit an e-portfolio for their 2<sup>nd</sup> and 4<sup>th</sup> year pre-tenure/promotion reviews. When applying for full professor, include only material beyond the portfolio submitted for promotion to associate professor.

Microsoft OneNote is the program of choice for e-portfolios. All faculty have access to this program. The Gertrude C. Ford Center for Teaching and Learning will provide training for faculty to develop a portfolio using the program and template provided for organization of content and documents.

#### Portfolio content

#### Portfolio content

The portfolio is arranged in the following sections:

1. Introduction
  - a. Title Page
  - b. Letters of Candidacy for the Tenure and Promotion Process
    - i. Letters of Notification to Candidate from Department Chair for 2-and 4-Year Pre-Tenure/Promotion Review
    - ii. Letter of Candidacy Notification to the Department Committee Chair (6 Year Only)
    - iii. Letter of Eligibility from Department Chair (6 Year Only)
  - c. Letters of Recommendation from 2-and 4-Year Pre-Tenure/Promotion Reviews
  - d. Letter to the T/P Committee from the Candidate
  - e. Curriculum Vitae
  - f. Annual Faculty Evaluation Documents
  - g. Guide for Tenure/Promotion Portfolio from 2- and 4-Year Review
  - h. Copy of 2- and 4-Year Guide for Tenure/Promotion Portfolios
  - i. Narrative Response to Address Recommendations for Improvement
2. Professional Competency
  - a. Major Job Responsibilities
  - b. Teaching (Including Philosophy of Teaching, Course Evaluations, Course Syllabi, Assessment, and Creative Teaching Methods including Technology)

- c. Collection Development
- d. Creative Professional Competency Methods
- e. Professional Development
- f. Narrative and Evidence of Behaviors Demonstrating Collegiality in Professional Competency
- 3. Scholarship
  - a. Narrative of Ongoing Research
  - b. Publications, Manuscripts, Books
  - c. Presentations
  - d. Creative Achievements
  - e. External Grants or Contracts
  - f. Participation as an Editor and/or Referee
  - g. Other Scholarly Activities
  - h. Narrative and Evidence of Behaviors Demonstrating Collegiality in Scholarship
- 4. Service
  - a. Profession
    - i Organizations
    - ii Trainings
    - iii Boards
  - b. University
    - i Contributions to the University
    - ii Leadership in the University
    - iii Contributions to University Accreditation-Related Initiatives
  - c. Library
    - i Contributions to the Library
  - d. Community
    - i Evidence of Community Service Related to the Academic Discipline
    - ii Evidence on Professional Boards and/or Advisory Councils in Local Communities
  - e. Narrative and Evidence of Behaviors Demonstrating Collegiality in Scholarship

*Below highlights the descriptions and/or examples of each of these elements.*

#### Section 1: Introduction

- a. The title page, providing information such as the following:

Portfolio for Jane Smith  
Assistant Professor of Library Services

Promotion from  
Assistant Professor to Associate Professor and Tenure or  
Associate Professor to Professor or submitted for  
Two-year/Four-year Pre-tenure review

2023-2024

- b. Notification Letters
  - i. Letter of candidacy notification to library committee chair (tenure and/or promotion);
  - ii. Letter of eligibility notification from library chair (pre-tenure/tenure and/or promotion).
- c. Letters of recommendation from Library Services Tenure and Promotion committee and the Director of Library Services. Letters must be uploaded after each evaluation.
- d. A letter from the candidate addressed to the Library tenure and promotion committee. The purpose of the initial part of the letter is to give the evaluators a sense of the cumulative experience of the candidate that contributes to the faculty's expertise. The letter is to address each of the following:
  - i. A statement of the requested personnel action
  - ii. Information regarding current appointment, date of hire, years at DSU, years at another institution for which the candidate was given credit at the time of hire, and any other information that might be useful to readers trying to make judgments.
  - iii. Other relevant experiences prior to DSU that give strength to the faculty member's candidacy. Examples might include experience in industry, K-12 schools, social services, research centers, and/or governmental agencies. The purpose of the initial part of the letter is to give the evaluators a sense of the cumulative experience of the candidate that contributes to the faculty's expertise, chronicle the accomplishments of the candidate of professional competency, scholarship, and service, in that order. The letter provides an opportunity for the faculty candidate to give context to the portfolio, with particular emphasis on outstanding accomplishments that may need illumination beyond the portfolio. Perhaps the candidate wants to make sure evaluators know he/she created or changed services offered by Library Services.
- e. A current curriculum vitae (CV). Care should be taken to ensure that the CV information is current and consistent with the information provided in the introductory letter and the documentation included in the remainder of the portfolio. The CV should highlight contributions in the teaching, scholarship, and service along with other significant categories as applicable (ex: Accreditation, trainings, etc.)
- f. A copy of the fully signed annual review document including the Director of Library Services comments and rankings for each year of employment at DSU or since the candidate's last promotion.
- g. A copy of the 2-year and 4-year pre-tenure/promotion review and the candidate's narrative detailing steps taken to address recommendations for improvement cited in the reviews. Narratives should explicitly state the feedback provided and changes made.

## Section 2: Professional Competency

It is incumbent on the candidate to provide evidence of performance in professional competency.

There are several approaches a candidate can take. The best portfolio will encompass many, or perhaps, all of these. Collegiality in professional competency is reflected through respectful engagement with students and peers, collaboration in instructional development, responsiveness to feedback, and contributions to a professional and supportive academic environment. Be sure to include the following:

#### Major Job Responsibilities

Rename this section to your major job responsibility (Reference Services, Access Services, Electronic Resources, etc.). Add subcategories as needed. Explain duties and contributions. Document with dates when available.

#### Teaching

Narrative of teaching LIB 101. For documentation purposes, include course evaluations and syllabi.

#### Collection Development

Explain all activities surrounding the collection development process including responsibilities as library liaisons.

Creative Professional Competency Methods Faculty candidates should give special attention to innovative professional practice they use that deserve the attention of evaluators. Any unique professional competency approaches that enhance library services should be referenced in the portfolio and could include: Instruction in accessing information and technology; collection development; access and control of information and equipment; leadership and supervision of personnel; and preservation and conservation activities.

Faculty Development Efforts by faculty members to strengthen their professional competency should be documented in the portfolio. This would include on and off campus developmental efforts. The knowledge and skills base and the professional literature supporting that base are continually changing. The extent to which candidates attempt to remain current should be noted. This should include attempts to (a) remain current in professional practice, and (b) improve skills associated with professional competency excellence. Portfolios should include information on how these faculty development efforts, on or off campus, contribute to professional growth and the associated outcomes.

Awards, Citations, and Recognition for Teaching Excellence. Candidates may include acknowledgements of exceptional achievement as a librarian by the University, professional organizations and other venues outside the university.

Other Measures of Professional Competence The candidate may include in this section any other evidence not mentioned above.

### Section 3: Research, Scholarship, and Other Creative Activities

The DSU tenure and promotion policies include a statement specifying scholarly activity as a faculty expectation. Faculty cannot be successful candidates for tenure and/or promotion without evidence of scholarly activity. The initial entry page under scholarship would be a chronological and/or categorical listing of all scholarly accomplishments. Copies of the manuscripts, papers,

conference proceedings, abstracts, and letters of acceptance for in-press manuscripts must be included.

Producing knowledge and performance in professional/creative activities are essential aspects of faculty roles. While forms of scholarship vary across the University, some examples of scholarship include engagement in writing and publishing in peer reviewed venues, procurement of external funds for research and professional activities, and documented creative activities that have professional impact. Honors and awards for significant scholarly and creative activity may also be submitted. In addition, the candidate should clearly identify those scholarly or creative activities that are peer reviewed. Candidates should discuss any activities in question with the Library Services Tenure and Promotion Chair and Director of Library Services.

The following sections should be considered for inclusion in the portfolio to document accomplishments in scholarship:

1. Publications, Manuscripts, Books – Faculty include citations with links to journals, manuscripts, or books noting those that are peer-reviewed, self-published, or any other type of review.
2. Presentations – Faculty include citations with links to conference proceedings and evidence of presentations (presentations, papers, posters, workshops, etc.). These should be peer-reviewed. Presentations at non-peer-reviewed venues are considered professional service.
3. Creative Achievements – Faculty include flyers, images, videos, or other means of documenting the scope and completion of the accomplishment.
4. External Grants or Contracts - Faculty include a description of the external grant, as well as evidence of submission, the proposal, and a citation with award amount. Internal grants for funding requests should not be included in this section.
5. Other Scholarly Activities – Faculty include a description and evidence of any other scholarly accomplishments and/or awards for scholarly accomplishments.

#### Section 4: Service

Like professional competency and scholarship, service is a required role for faculty applying for tenure and/or promotion. Faculty should provide descriptions of service contributions, and evidence of service should include substantive examples of contributions and/or engagement. The portfolio must include a summary of major accomplishments in service. Depending on what is included, faculty have the discretion as to how to organize it; however, they must include but are not limited to the following categories:

Service to the Library Profession: This includes leadership and activity in professional groups that support the discipline of the faculty member. This includes activity at the local, state, regional, and/or national level. Also consider service in professional organizations whose mission is targeted toward such areas as improvement of library services, the advancement of librarianship, or participation as an editor and/or referee in support of scholarly or creative publication.

Service to the University: Committee leadership and memberships, participation in initiatives designed to strengthen the university, and contributions to shared governance are examples that

should be included. Any service activity that contributes to the continued vitality of the university is important. Contributions may include but are not limited to leadership in committees or task forces, accreditation-related activities.

Service to the Library. Committee leadership, volunteer efforts, recruitment activity, and participation in initiatives specific to strengthening, supporting, and growing the Library are examples that should be included. Service activity that contributes to the strengthening and development of the Library in significant ways is important.

Service to the Community. A frequent question regarding service is what can be counted in the area of community service. The tenure and promotion policies speak only to community service tied to advancement of the candidate's discipline and/or the field of librarianship within the community or region. Candidates choose what to include but should demonstrate a link with their faculty role.

### Things to Avoid

Avoid newspaper articles and/or thank you letters from students and colleagues. The exception might be a newspaper article that is used to document success in professional competency, scholarship and/or service.

Be selective in choosing evidence to document achievement. Samples that are clearly marked to provide evidence of certain goals and/or achievements are preferable. Avoid overwhelming the reader with every accomplishment.

As stated earlier, the letters of recommendation from the library's tenure and promotion committee and Director of Library Services are added to the ePortfolio by the dates outlined in Appendix B.

Internal university funding is not evidence of grantsmanship or scholarship.

## Appendix A

### PRE-TENURE/PRE-PROMOTION CHECK LIST FOR LIBRARY SERVICES

- \_\_\_\_\_ By OCTOBER 1 – The Director of Library Services will notify the faculty member in writing a faculty who is in the first year of an appointment who received years of credit toward tenure or promotion at the initial appointment to rank when a pre-tenure and/or pre-promotion portfolio is to be submitted. The Provost and Vice President for Academic Affairs will be copied on this notice.
- \_\_\_\_\_ By OCTOBER 1 – The Director of Library Services will notify faculty in writing of their responsibility to submit a portfolio during that academic year for pre-tenure and pre-promotion review.
- \_\_\_\_\_ By FEBRUARY 1 – The faculty member shall notify the Director and the chair of the Library Services tenure/promotion committee their portfolio is ready for review.
- \_\_\_\_\_ By MARCH 15 - The Library Services Tenure and Promotion committee shall review the portfolio and make written recommendations by March 15 to the Director of Library Services.
- \_\_\_\_\_ By APRIL 7 - The Director of Library Services shall review the portfolio and make written recommendations by April 7 to the faculty member; Provost shall review the library Director's portfolio and make written recommendations by April 7 to the Director of Library Services. Copies of all written recommendations to date shall be forwarded to the Director's office

## Appendix B

### TENURE/PROMOTION CHECK LIST FOR LIBRARY SERVICES

- \_\_\_\_\_ By SEPTEMBER 1 – Candidates eligible for promotion request consideration in writing to chair of Library Services Tenure/Promotion Committee.
- \_\_\_\_\_ By SEPTEMBER 1 – Director of Library Services verifies eligibility of candidates for tenure and promotion according to records of hire-date (from Director and/or Provost/VPAA) and any credit given toward tenure from previous work experience.
- \_\_\_\_\_ By OCTOBER 1 – Director of Library Services notifies eligible tenure candidates in writing. Provost/VPAA notifies Director of their eligibility. Copies of letters are sent to the chair of the Library Services tenure/promotion committee, the Director, and the Provost/VPAA.
- \_\_\_\_\_ By DECEMBER 1 - Tenure/promotion candidates submit their portfolio via the electronic portfolio system for review by the Library tenure and promotion committee, the Director, the Provost/Vice President for Academic Affairs, and University President.
- \_\_\_\_\_ By JANUARY 20 - Library Services Tenure/Promotion Committee submits letter of recommendation and adds the letter to the portfolio; the committee chair notifies the Director the portfolio is ready for review. The recommendation letter to the Director copies the candidate and committee members.
- \_\_\_\_\_ By FEBRUARY 15 – The Director of Library Services submits letter of recommendation and adds the letter to the portfolio; the Director notifies the Provost/Vice President for Academic Affairs the portfolio is ready for review. The Director of Library Services will notify the chair of the University Tenure and Promotion Committee the portfolio is ready for review. A copy of the recommendation letter to the Provost is sent to the Library Services committee chair, the candidate, and the University Tenure/Promotion Committee chair.
- \_\_\_\_\_ Between FEBRUARY 15 -- FEBRUARY 25 - The University Tenure and Promotion Committee shall schedule a meeting to review the recommendations for compliance with IHL Board, University, and Library policies and procedures. The committee chair shall contact all tenure candidates to identify any potential grievance and/or concern. In the event procedural problems and/or concerns are discovered, the chair of the University Tenure and Promotion Committee shall meet with the Director to seek resolution. Annotation of any unresolved procedural problems shall be forwarded by the chair of the University Tenure and Promotion Committee to the Provost/Vice President for Academic Affairs as soon as possible after the meeting of the University Tenure and Promotion Committee and no later than March 1.
- \_\_\_\_\_ By MARCH 15 - The Provost/Vice President for Academic Affairs shall review each candidate's portfolio and make a recommendation (with reasons) regarding the award of tenure and shall forward the portfolio and the tenure recommendations to the President by

March 15, citing any unresolved procedural problems and/or concerns from the University Tenure and Promotion Committee.

\_\_\_\_\_ By APRIL 1 – Provost/VPAA notifies candidates in writing of the tenure/promotion decision made by the President.

\_\_\_\_\_ By APRIL 15 - Candidates not recommended for tenure/promotion that wish to appeal must refer the case in writing to the University Tenure and Promotion Appeals Committee. The committee hears the case within fifteen days and submits a recommendation to the President who makes a final decision within seven days and notifies the candidate of the decision in writing. Faculty candidates for tenure who wish to appeal the final decision of the President to the IHL Board of Trustees have thirty days to do so effective from the date of notification by the President.

\_\_\_\_\_ By JUNE 1 – Upon approval by IHL, candidates are notified in writing by the President of tenure award.

## **Appendix C**

### NON-RENEWAL CHECK LIST FOR LIBRARY SERVICES

\_\_\_\_\_ By SEPTEMBER 1 – Tenure-track faculty with two or more years of service must be notified of non-renewal.

\_\_\_\_\_ By DECEMBER 1 – Tenure-track faculty in second year of service must be notified of non-renewal.

\_\_\_\_\_ By MARCH 1 – Tenure-track faculty in their first year of service must be notified of non-renewal.

## Appendix D



### Guide for Tenure/Promotion Portfolios

**Candidate Name:** \_\_\_\_\_

**Reviewer Name:** \_\_\_\_\_

**Roberts LaForge Library**

**Purpose:** The guide provides specific, detailed criteria for the candidate to develop the portfolio, as well as reviewers to make comments at each level. Each section should include a narrative with supporting evidence.

Section 1 – Introduction Portfolio Documents	2 Year Comments	4 Year Comments	6 Year Comments
Title Page			
All appropriate letters of candidacy for the Tand P process (notification of 2 and 4 year, candidacy, eligibility)			
Letters of Recommendation from 2 and 4 Year Pre-Tenure/Promotion reviews			
Candidate letter that contains requested introduction information and highlights major accomplishments in the order of professional competency, scholarship, service, and collegiality			
Current and Complete Vita			
Signed, annual review documents including chair's comments and evidence of competency for each year of employment at DSU			

Copies of 2-year and/or 4-year pretenure/promotion reviews from the Library T and P Committee and director			
Is there a candidate narrative detailing steps taken to address recommendations for improvement cited in 2-year and/or 4-year pretenure/promotion reviews?			

## Criteria for Professional Competency

Delta State University is primarily a teaching institution. However, most individuals who hold appointments as Library Services faculty do not engage in teaching semester-length formal courses. Thus, for Library Services faculty, professional competency is essential for tenure consideration. Effective Library Services faculty demonstrate qualities which may include, but are not limited to, the following: high academic standards, concern for learning, a thorough knowledge of the subject, excellent organizational skills, excellent communication skills, service ethic, respect for Library Services patrons, innovation in professional practice, and continuing professional development and education. Contributions to Library Services include, but are not limited to, teaching LIB 101, instruction in accessing information and technology, collection development, research services, access and control of information and equipment, leadership and supervision of personnel, providing instructional support services, production of instructional multimedia materials, development of instructional aids and research sources guides, and preservation or conservation practice.

Section 2– Professional Competency	2 Year Comments	4 Year Comments	6 Year Comments
Accomplishments in the areas of major job responsibilities			
Teaching (including philosophy of teaching, course evaluations, course syllabi, assessment, and creative teaching methods including technology)			

Evidence of Collection Development Activities			
Evidence of Creative professional competency methods			
Evidence of participation in Professional Development activities			
Narrative and evidence of behaviors demonstrating collegiality in professional competency, such as collaboration with colleagues, mentoring of peers or new faculty, and respectful, professional interactions that contribute to a positive professional environment			

## Criteria for Research, Scholarship, and Other Creative Activities

Delta State University recognizes the important contributions that scholarship makes in the advancement of Library Services. Scholarly inquiry and learning in Library Services are reflected in, but not limited to, the following: dissemination of research and scholarly findings through books, journal articles, monographs, abstracts, reviews, indexes, and presentations at professional meetings, workshops, and training sessions; presentation of creative achievements through exhibitions, and publications; development of new research methodologies, studies, and surveys; compilation of bibliographies; identification and evaluation of scholarly resources that are appropriate for the educational mission; obtainment of grants or contracts that support scholarly and creative activity; achievement of honors and awards for significant scholarly and creative activity, and participation as an editor and/or peer reviewer in support of scholarly and creative publications.

Section 3 - Scholarship	2 Year Comments	4 Year Comments	6 Year Comments
A narrative of ongoing research			
Evidence of scholarly peer reviewed publications, manuscripts, books			

Evidence of peer-reviewed presentations state, regional, national, and international venues			
Evidence of peer-reviewed creative achievements			
Evidence of submission and/or acceptance of external grants or contracts that support scholarly activity			
Evidence of participation as an editor and/or referee in support of scholarly publications, grants, books, or proposal/abstract reviewers			
Other scholarly activities not included above (Evidence could include honors and/or awards; non-peer-reviewed publications)			
Narrative and evidence of behaviors demonstrating collegiality in scholarship, including co-authored publications and presentations, constructive peer review, mentoring or support of colleagues' scholarly efforts, and professional engagement in research communities			

## Criteria for Service

Delta State recognizes the importance of service as a part of its mission. The service component is based on performance in three areas: service to the Library Services faculty member's profession, service to the University, and public service to the community that is related to the nature of the Library Services faculty member's assignment. Efforts to advance accreditation-related initiatives, such as the Quality Enhancement Plan, shall be considered as service to the University. Evaluation shall be based on all three areas, although it is realized that

differences in emphasis may exist depending on the nature of the individual's assignment.

Section 4 - Service	2 Year Comments	4 Year Comments	6 Year Comments
<b>Profession</b>			
Evidence of involvement in professional organizations related to discipline			
Evidence of providing trainings or presentations related to the discipline			
Evidence of involvement on state and national professional boards and/or advisory councils in the discipline			
<b>University</b>			
Evidence of contributions to the university (such as committees, task forces, or other activities)			
Evidence of leadership to the university (such as committees, task forces, or other activities)			
Evidence of contributions to university accreditation-related initiatives, committees, or other activities			
<b>Library</b>			
Evidence of contributions to the university (such as committees, task forces, or other activities)			

<b>Community</b>			
Evidence of community service related to the academic discipline			
Evidence on professional boards and/or advisory councils in local communities			
<b>Collegiality</b>			
Narrative and evidence of behaviors demonstrating collegiality in service, reflected through reliable and respectful participation in committee work, shared governance, task forces, and professional or community service that supports institutional goals and fosters collaborative working relationships			

**Overall Comments by Library Tenure Committee Member:**

(Library Tenure Committee Chair and Director of Library Services submit letters with summative comments)

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