Climbing the Ladder of Success

for Library Faculty in The City University of New York

Papers delivered March 19, 2004 at John Jay College of Criminal Justice for a program sponsored by the Professional Development Committee of The Library Association of the City University of New York (LACUNY)
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  Lisa Finder and Scott Johnston
LACUNY Professional Development Committee (2003-2004)

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The cover was prepared by Barbara Cardillo. Wayne Halliday and Linda Roccos advised in the production. Monica Berger prepared the electronic version of this publication and loaded it to the Professional Development Committee’s web site at: [http://lacuny.cuny.edu/committees/pdcom.html](http://lacuny.cuny.edu/committees/pdcom.html) Janet Butler Munch edited the publication.
Introduction

Over fifty CUNY library faculty turned out on a snowy March day for the Climbing the Ladder of Success program sponsored by LACUNY’s Professional Development Committee. The papers that follow are based on the talks delivered.

Professor Larry E. Sullivan gave the opening panel presentation, drawing on his experience as chief librarian at two CUNY libraries (Lehman and John Jay), as an associate dean, and as the only library faculty member teaching in the CUNY doctoral program. Speaking of the realities of the faculty status model, he stressed the important role that publication and scholarship play in the acceptance of librarians as faculty peers.

Professor Shoshana Kaufmann spoke about mentoring of librarians, drawing on the Queens College Library experience. In addition to its program of advising and guiding library faculty on the paths to tenure, promotion and professional growth, Queens plays an important role in the socialization of library science students to the profession.

Professor Sharon Swacker, chair of the PSC’s Professional Status Committee and a long time advocate for CUNY library faculty, explained the contractual leave benefits available to librarians; and encouraged all to avail themselves of those opportunities to help secure tenure and advance professionally.

Professor Sandra Roff, who served as Chair of the Library Panel of the PSC-CUNY Research Awards, spoke of her observations about librarians submitting applications, her own experiences with grants, and the role that grants can play in one’s career path and research agenda.

Professor Lucinda Zoe, drew on her experiences at two CUNY colleges (Baruch; and Hostos as chief librarian) and as a former LACUNY president, to discuss: the requirements of service for CUNY librarians; how this requirement can be fulfilled; and benefits can accrue to the individual, their library, their institution, the university and the profession through service.

In addition to the papers delivered, Professors Lisa Finder and Scott Johnston, co-chairs of the program, prepared an annotated bibliography of sources helpful in the professional development of librarians. This bibliography also cites examples of works written by CUNY librarians and published in recent years.

Prof. Janet Butler Munch
Program Coordinator and Editor
In 1943 when Carl White accepted the dual position of director of libraries and dean of the school of library service at Columbia University, he wrote to Princeton University Librarian Julian Boyd, asking for his advice and opinion on the role of the academic librarian. Boyd was not only a librarian but a nationally recognized scholar, having spent much of his working life editing the papers of Thomas Jefferson. Boyd wrote a concise and succinct statement on the problem of the librarian’s status in relation to the university teaching faculty:

The University Librarian is the one person next to the president in the academic community charged with the responsibility of thinking of the whole institution rather than in terms of a department; he should regard himself as an educator rather than a custodian of books ... the librarian cannot meet individual scholars, committees, and officers of administration on their own terms, command their respect, and bring his voice to bear upon their problems ...unless he is himself a scholar. (Carl White Papers. Columbia University Rare Book and Manuscript Library).

The question of research and publications for librarians is not much different today than it was in White’s day. We don’t have direct evidence of White’s reaction to Boyd’s letter, but his early years at Columbia were marked by curricular revisions with an aim toward increased professionalism and research.

The very fact that librarians have faculty status in CUNY puts them in a somewhat precarious position when it comes to receiving tenure and promotion. We work longer contractual hours but we are held to similar standards for the “3-legged stool of teaching, service, and publication.” Our long hours and insufficient research time puts us at a disadvantage to the classroom faculty, because we are judged on similar standards for publication but without the comparable time off to write. This leads us into a state in which, elsewhere I have compared the librarian to Hegel’s “Unhappy Consciousness”:

The Unhappy Consciousness, the Alienated Soul which is the consciousness of self as a divided nature, a doubled and merely contradictory being. This unhappy consciousness, divided and at variance with itself, must, because this contraction of its essential nature is felt to be a single consciousness, always have in the one consciousness the other also; and thus must be straightway driven out of each in turn, when it thinks it has therein attained to the victory and rest of unity. Its true return into itself, or reconciliation with itself, will, however, display the notion of mind endowed with a life and existence of its own, because it implicitly involves the fact that, while being an undivided consciousness, it is a double-consciousness. It is itself the fazing of one self-consciousness into another, and
itself is both, and the unity of both is also its own essence; but objectively and
consciously it is not yet this essence itself—is not yet the unity of both. (G.W.F. Hegel,

To relate Hegel’s idea to the librarian we see that the librarian models himself after the
core figure in academia – the classroom faculty – and this modeling creates the double or
Unhappy Consciousness because of the dual nature of being both librarian and faculty, but not
quite classroom faculty. There are both practical and status-conscious reasons for this imitation.
The practical reasons are obvious for the faculty traditionally received a higher salary and more
liberal benefits in the form of time off for research, etc. So the library desires these benefits, of
course, but through the component of a faculty model, a mediator, or the Other. The librarian
wants these things not just as librarian but as faculty – and rightfully so. Since the object of
desire can only be obtained through the Other, by becoming the Other, we have the result of a
divided consciousness. This puts us in somewhat of a bind which we usually manage to
overcome, but sometimes with difficulty. We do go into the classroom, but, with exceptions, on
a one time only basis; we do teach at the reference desk, etc., etc.. But in many cases this only
leads us into what Max Scheler wrote about taking on models in his book Ressentiment: “the
fact of choosing a model for oneself, to compare oneself with others is a common tendency” and
all jealousy, all ambition, and even an ideal like the ‘imitation of Christ’ is based on such
comparison. But as he goes on to say, the desire to emulate ends is a psychological self-
poisoning caused by the block the model puts in the way of the disciple.” (Max Scheler,
Ressentiment. New York,: Free Press, 1960; quoted in Rene Girard, Deceit, Desire and the

Tony Tanner interprets this in a Fredian/Lacanian framework:

The self, of course, realizes itself in relationships with other, and this realization takes
place in either the realm of the Imaginary or the realm of the Symbolic, or both.... In the
realm of the Imaginary, the self realizes itself in terms of identifications and oppositions
with others, and in this way becomes alienated from itself into an image or an object. It
realizes itself as a series of imaginary functions, and is, ... a “moi” based on mirages and
misconstructions. The relationship between the “moi” and others is analogous to the
slave-master relationship as first described by Hegel... Or the self may enter into the
realm of the symbolic (which is governed by the Other, the phallus, the signifier) and
comes to realize itself in terms of similarities and differences. (Tony Tanner, Adultery in
the Novel.: Contract and Transgression. Baltimore: John Hopkins, p. 95)

This all goes by way of saying that the block put in the way of librarians attaining an
“ontologically healthy desire” or an integrated consciousness for their profession is the research
and publication requirement for attaining tenure and promotion. Now I take it for granted that
librarians will sufficiently fill the requirements of the other two legs of the stool, so I will
concentrate on publications in this discussion.

When librarians professionalized they had to build a knowledge base – a scholarly
discipline. The base was extremely narrow, which erected a block to acceptance on a scholarly professional basis. The base stressed form rather than content and was primarily technical and bibliographic. Focusing on the narrow rather than on a deep and broad body of available knowledge usually does not lead to rigorous or imaginative problem solving. This lack of depth places the discipline in a distinctly disadvantageous role in the more substantive academic arena and can lead itself to dominance, subjection and control by methodologically more rigorous disciplines and their populations.

In addition, librarians in most academic and research libraries are placed in many positions without regard to subject expertise, if indeed it is required. It was just happenstance, and serendipity, that two of my first publications were on African Americans and the Irish in the Maryland Penitentiary in the 19th century. When these were published in the late 1970s I had little idea that I would be at John Jay, where the penitentiary really matters as an academic subject for research. Real status and rewards in a university are based initially on mastery over a subject. As we know, productive scholars carry an elite status in the university – their rewards are based on this mastery and indeed the mystification of this expertise: the wizard syndrome. Initiation into this special cult entitles the member to the special privileges of tenure. In other words, their status is based on the restriction of their knowledge to outsiders. To break in, one must demystify the wizards.

In more pedestrian, administrative terms, when we discuss scholarly productivity in the large, College-wide Personnel Committee, we say “focused” research or research agenda. But the perception of the librarian’s knowledge base has certainly not been a mystification, except for, perhaps, our in-depth understanding of technological information databases and the manipulation thereof. However, our broader base of knowledge, is, I believe, an asset in our journey to the rewards of academia – tenure and promotion.

Publishing is not necessarily built into the librarian’s culture. Many, if not most, don’t possess the Ph.D. degree which, if it does anything, programs the scholar with the methods and culture of research from the dissertation process. Let us not discuss quality here, but the Ph.D. dissertation does, if nothing else, supply grist for the initial publication mill. So, many of us start out at a disadvantage, especially when the 29 or so non-librarians on the College Personnel Committee start looking at your records when you come up for tenure and promotion. I have worked with CUNY Tenure and Promotion Committees for parts of three decades, first at Lehman in the 1980s and now at John Jay since 1995, with a break in between for a stint in government service in Washington. I do know that most Personnel Committee members judge candidates on their files, which include publications. They don’t know them any other way. And when these professional records are discussed I believe I have been successful in going post-modern on librarian publishing productivity in arguing for “disciplinary relativity.” And this argument holds for professional disciplines other than librarians, such as Counselors, Physical Education faculty, Social Work, Education faculty, etc. In other words, every discipline presents scholarship equal to the standards of its own field and each does not require the same type of publications. Simply put, one standard doesn’t fit all; we don’t compare apples with oranges. And we never forget the heavy librarian workload relative to the “classroom
faculty.” But publications are still important, and nobody I know ever got tenure without them. So as Lenin asked in one of his ranting pamphlets, ‘What is to be done?’

My other colleagues on this panel will discuss opportunities for scholarly growth through grants, released time, and mentoring, but I have to mention some of them for the purposes of this dialogue. Obviously the first two, grants, and research time are significant for providing opportunities for publishing. But we as colleagues and supervisors have to encourage our librarians to publish, provide opportunities and to create a positive research culture in the library. For instance, in all my years in CUNY I don’t think I have ever denied a reassignment leave, nor have I noticed resentment on the part of librarians towards those who have taken them. We try to reserve these fellowship leaves for younger librarians – those who are going for tenure -- but it is not unknown for a full Professor to take one for a significant research project. We, as librarians, usually go into the profession because we want to provide information to our patrons. Our readers come first. But to continue serving this mission in our academic setting we need tenure, and to gain tenure we need to publish. I hope I make this very clear to every non-tenured librarian.

Also, I believe it is my job, as well as that of my senior colleagues, to aid as much as possible in librarians getting published. We can achieve this task in a number of ways. In some instances, when possible, we should emulate scientists, both social and physical, when they take on junior co-authors for their journal articles. We can certainly arrange for our non-tenured faculty to work on some of our projects that lead to publication. Many of us have developed enough contacts in certain disciplines that we can recommend our colleagues as authors of articles. I have done this numerous times with encyclopedias when I served on the editorial board or when I was the editor. We can also help them place articles in journals in whatever field they want to publish. But our broad focus on the whole universe of knowledge, as I mentioned before, plays in our favor. We can literally publish on any subject, so long as it is published in a respectable journal, book, reference work, etc. We are not expected to have the narrow focus of other disciplines. An historian, for instance, can’t get away with publishing fiction, or something on popular science. Bibliography and information technology is a natural for librarians, and we can publish on these fields. John Jay librarians are not expected to publish on criminal justice, but it certainly doesn’t hurt. For the colleges with broader curricular mandates, however, the world is at their doorstep. I have not yet seen a librarian turned down for tenure because of lack of publications in library or information science.

I take it upon myself to make sure that non-tenured librarians are given every encouragement to publish enough to attain tenure. The publication is what makes them whole in the eyes of the rest of the college’s faculty and gives them equal stature as faculty. And by and large that has worked here at John Jay. Librarians are treated in every way as equals and I believe they have achieved that ontologically healthy desire. But I also believe that the most important thing I and my colleagues can do is to create the atmosphere that is conducive to research. We must give our non-tenured librarians every opportunity to publish and to conduct research. Once the librarian receives tenure then, I feel promotion is optional. What I mean is that I will do everything in my means to keep a good librarian and see that s/he gets tenure. I
cannot do the same for promotion except encourage it – and I do. But it takes the will and desire
to rise through the ranks where publications are necessary criteria. Again, I will do everything
possible to help our library faculty to publish for promotion, but without internal motivation, not
much will happen. It’s similar to reform and rehabilitation. We give opportunities, but without
the individual will, there is little reform. But classroom faculty face a similar situation after
receiving tenure. I also feel that one of the great incentives to publish comes after an author
sees his/her name in print for the first time. And when these publications receive some
recognition, like tenure, perhaps we can unify the consciousness and if it cannot become happy,
and least it can be content.
MENTORING FOR LIBRARIANS

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Introduction

In 1989 the Professional Status Committee of the Library Association of the City University of New York (LACUNY) presented a similar program with all topics on today’s agenda except a discussion of mentoring. One reason that mentoring is included in today’s workshop relates to the fact that library administrators have come to realize the increased importance of mentoring in the professional career of CUNY librarians, and the crucial role it plays in achieving tenure and promotion.

Why has mentoring become an increasingly valued practice in recent years? With organizations’ budgets and staff shrinking and demands for productivity and assessment measurements increasing, institutions and their libraries tend to invest more in staff training and mentoring so that they can retain a productive, well-trained and multi-faceted staff. The most economical way to provide mentoring is using experienced senior in-house staff.

The term mentoring dates back to ancient Greece and Homer’s Odyssey. Mentor was the teacher of Telemachus, Odysseus’ son. Webster’s Third New International Dictionary defines a mentor as an “experienced or trusted counselor.”

Mentoring has had a long-standing tradition in many professions: law, medicine and business, to name a few, and the literature in these disciplines abounds with articles on the topic. Women in science place great emphasis on mentoring as do doctoral students and under-represented groups in law and business. Medical and health professions, where practitioners also have academic appointments, are probably most similar to librarianship in their emphasis on mentoring. In these fields an experienced colleague is often asked to provide guidance and share expertise with new, younger persons in the profession as they seek a higher level role within the organization and try to secure permanent appointments.

Library science literature deals extensively with mentoring. In recent years, it has included reports on mentoring programs initiated in various academic libraries. One such paper outlines the experience of Oakland University Library1 which has an informal mentoring program. Jetta Culpepper in “Mentoring Academic Librarians: the Ultimate

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1 Keyse, Dana. “Mentoring Untenured Librarians.” College & Research Library News. 64 (June 2003); 378-379.
Career Guidance,” a mentoring literature review, provides an excellent overview of the various elements in the mentoring process.²

Several years ago, a formal mentoring program for new teaching faculty was developed by the Provost’s office at Queens College. It is now offered at the beginning of every fall semester and covers the following areas: overview of the University and College; promotion and tenure; information technology; educational technology; governance and the Library. As part of the orientation, new faculty are introduced to mentors from their departments. Newly hired library faculty participate in these meetings and get their first introduction to the College and to the requirements for tenure and promotion.

I. Mentoring Librarians

Mentoring should be viewed as an important supplement to on-the-job training. It provides new librarians with a nurturing, ongoing relationship which helps overcome the anxiety that nowadays accompanies the tenure and promotion process.

Two types of mentoring, both voluntary, are available to librarians seeking tenure and/or promotion: informal and formal. Informal mentoring is an ongoing process in which library and teaching faculty are potential mentors. Its success depends somewhat on the mentee’s initiative and willingness to seek guidance from colleagues and teaching faculty whom he/she works with as bibliographer, library instructor, or reference librarian, and on the availability and willingness of senior library faculty to offer guidance and advice. Formal mentoring is a three-pronged process provided by a single mentor, by members of the Library Personnel and Budget Committee, and by the Chief Librarian. All three have a common goal, to guide candidates through the tenure and promotion maze and prevent surprises and pitfalls at the end of the process.

A. Individual Mentors

A new librarian is informed of the availability of mentoring when he/she is hired, and is paired with a mentor soon thereafter. If possible, the two are matched by subject matter or discipline, but this is seldom possible in today’s environment of shrinking library faculty. A mentor is usually a senior tenured librarian with a recent publishing record who is willing to give of his/her time to guide a new librarian as a mentor. Mentoring is usually most intensive in the first years, but should, if possible, continue after tenure has been granted.

Formal mentoring programs discourage immediate supervisors from assuming the role of mentors for those reporting to them since their responsibility is to teach librarians their jobs and evaluate their performance. Mentors, on the other hand, help with broader university requirements for tenure and promotion. Teaching faculty, especially from a Library School, if one exists in the same institution, can and sometimes serve as mentors, but a senior colleague from the library department is usually selected. Not much has been

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reported in library literature on whether intra-departmental mentor-mentee pairs have been more successful in the case of librarians than cross-departmental mentor-mentee pairs.

The mentor and mentee meet periodically as necessary, and regularly communicate in person or via e-mail. Mentees who are self-starters and organized will need fewer meetings. The experienced mentor who has a broad knowledge of the profession, the parent institution, and the tenure and promotion process, can be helpful to the mentee in the following areas: setting goals; formulating a research agenda; providing guidance on effective teaching and professional activities, and on time management.

1. Formulating Research Agenda/Publishing

   Since publications count most heavily in tenure decisions in many academic institutions, mentors can provide valuable help in the following areas related to research and publishing:
   - Help guide the mentee in the selection of subject matter for research, and set a timetable for publishing a sufficient number of articles in the years leading to tenure.
   - Advise on the best format to select: e.g., publishing a dissertation as a monograph or excerpting several articles from it.
   - Review drafts and provide constructive criticism as chapters or articles are completed.
   - Explain rules for submission to various journals, guidelines for revisions, and the importance of setting deadlines and adhering to them.
   - Help in selecting a refereed journal likely to publish the candidate’s paper. Provide contact to an editor and editorial staff.
   - Critique and edit completed papers, especially in case of foreign-born librarians for whom English is not a first language.
   - Introduce the candidate to teaching faculty who might be helpful in the reviewing and publishing process and in providing advice on appropriate journals and editors to contact.

2. Service to the Profession

   - Advise which national, regional and local professional organizations a mentee should join and at what point. Specialists such as music and art librarians have an advantage over generalists, because professional groups like Art Libraries Society of North America and the Music Library Association, which art and music librarians are likely to have joined before or shortly after their appointment, provide their own mentoring programs.
   - Offer guidance as to which committees in professional organization a mentee should join and how much time and effort should be devoted to committee work.
3. **Service to the College/Community**
   - Advise whether and when to join Academic Senate, ad-hoc committees, or Presidential task forces, which often are time consuming but are not given as much importance as research and publications in tenure decisions.
   - Stress the importance of library instruction - credit and subject related courses.
   - Help generate feedback from students and letters of recommendation from teaching faculty who know the candidate as instructors.

B. **Personnel & Budget Committee**
   This elected library committee, one of whose important tasks is to recommend library faculty for promotion and tenure, has a significant role in guiding candidates through the process. Its members, all but one of whom must be tenured, are knowledgeable about the candidate’s interests and research plans. They meet with untenured librarians at least once a year to review professional activities and research, works published, submitted, and in-progress, and provide constructive criticism and advice on setting priorities and getting research published in a timely fashion. The Chief Librarian who chairs the Personnel & Budget Committee is ultimately the one who presents the candidate’s case before the college committee. It is, therefore, imperative that this committee, the mentor, and the Chief Librarian work closely together and provide on-going guidance to prevent surprises when the time for tenure decisions approaches.

C. **The Chief Librarian**
   The Chief Librarian is the key person for getting librarians through tenure and promotion, because he/she presents their case to the teaching faculty Committee which makes decisions on tenure and promotion. He/she is the one who can best relate college goals and priorities to the candidate, and by presenting cases successfully, gains credibility and respect of the teaching faculty and administration. The Chief Librarian represents the library on the College Personnel & Budget Committee, participates in its deliberations and votes on tenure and promotion. He/she is familiar with requirements, the intricate tenure and promotion process, and with the “climate” around the decision making process in a particular year. He/she can, therefore, offer the best and most effective mentoring by overseeing the work of individual mentors and supervisors. During annual meetings with library faculty, the Chief Librarian reviews research, teaching, professional activities and service to the College. It is important that the Chief Librarian have the employees’ trust and that he/she give the necessary time, attention and constructive and frank criticism during annual reviews and informally throughout the year.

Can mentoring for librarians be improved? In most libraries which have documented their experience, the process has been working well for years with a small number of volunteer mentors who have given generously and willingly of their time and expertise. Would mentoring have been as successful if libraries were able to hire many more librarians on tenure track lines? Probably not. It would have placed an inordinate
burden on the shoulders of a small number of senior librarians. At the University of 
Albany Library a mentoring program was instituted to support and nurture newly hired 
librarians and help them navigate the increasingly more rigorous requirements for tenure 
and promotion. The success of the program was attributed, at least partially, to the fact 
that no new librarians were hired during the first year of the program’s existence, and no 
additional demands were made on the five librarians who agreed to serve as mentors.  

If and when academic libraries are able to hire a large number of librarians on 
tenure bearing lines, and the need arises for additional senior librarians to serve as 
mentors, there could be advantages to making mentoring programs somewhat more 
formal than they presently are. Mentors could meet as a group, sharing ideas, 
experiences, failures and successes to assure more uniformity. Mentors could offer 
formal orientation and provide periodic written evaluations of their mentee’s progress 
and experience. The question remains whether more formal mentoring, with a loss of 
independence and creativity for individual mentors, will result in a more efficient 
program that will be as successful as it now is.

II. Mentoring Students in the Graduate School of Library & Information Studies 
(GSLIS)

Queens College Library shares its building with the only library school in the City 
University of New York. It currently has the largest enrollment of all library schools in 
the New York Metropolitan Area. As a result of the physical proximity, the presence of a 
library science bibliographer, and the fact that several librarians periodically teach in the 
school, relations between librarians and Library School faculty are extremely close. 
Library School students use the library extensively and receive ongoing instruction from 
the library liaison to the school. Each semester, several GSLIS students serve as paid 
information assistants at the Main Reference Desk where they work along side reference 
librarians and get academic library experience. For many it is their first exposure to the 
workings of an academic library. This is especially true in the case of foreign students 
who make up a large number of the school’s student body. They are often the ones who 
need to have an income and welcome the opportunity to gain experience in a college 
library and earn some money simultaneously.

In 1994 the library and the Graduate School of Library & Information Studies, 
GSLIS, developed a formal internship program designed to provide future librarians with 
hands-on experience in an academic library. Since then, one or two students have been 
accepted as interns each semester. Pratt Institute and Long Island University (C.W. Post) 
Library School students have also participated in the program. GSLIS students are 
usually in their last semester and are enrolled in an internship course which requires that 
they do a 150-hour unpaid internship in a library. The formal program starts with a 
general orientation where students meet with library administrators and learn about the

library mission, organization, staff and materials budget, staffing, committees, etc. They then spend approximately 15 hours with library department heads and observe the workflow in Bibliographic Access, Circulation, and other units of the Library. They also participate in department and bibliographers meetings and observe several bibliographic instruction sessions. Most interns select Reference as their area of concentration, but some have interned in Acquisitions, Art, and Interlibrary Loan. Interns spend close to 100 hours in the area of their choice and are supervised by the department head who serves as their mentor for the duration of the internship. Each intern’s program is outlined in an action plan which is approved by the GSLIS faculty member who teaches the internship course. Interns keep a diary which they present as part of the course requirements. They are evaluated in mid-semester and at the end of their internship by their supervisor/mentor in the library, with input from the Associate Librarian who conducts a “wrap up” session during which interns provide comments about their experience and suggestions for improvement.

At a reunion of interns last October we were happy to learn that all interns landed professional jobs right after receiving their Masters degree, and that all considered the mentoring they received during their internship invaluable for securing their first professional position.

III. Conclusion

As college administrators realize that mentoring new faculty is important for the institution and for its teaching faculty, so have library administrators come to see the value of mentoring in helping their faculty achieve tenure and promotion.

Mentoring is advantageous for the libraries and for their faculty. Some professions, like medicine, have developed tools to measure the impact of mentoring on career achievements and models to improve mentor training. In libraries, we tend to rely on experience and feedback. We take it for granted that there is a direct correlation between “profit” and library faculty development programs, such as mentoring. We also believe that mentoring has a positive impact on achieving tenure and promotion. It is to the library’s advantage to have lower turnover, improved morale and better-trained librarians. Therefore, mentoring should be an on-going process and not end once tenure or promotion is granted. There is room in library literature for empirical studies on the impact of mentoring on librarians’ careers.

As library budgets and faculty lines shrink, librarians are increasingly expected to perform multiple tasks. They now need infinitely more training in many more areas than in the past and have less time for research and professional service. As a result, they also need more guidance on how to manage their time and fulfill the requirements for tenure and promotion. Investing in mentoring for library faculty and ensuring that this investment pays off, that is, that qualified librarians achieve tenure and promotion, and with it higher pay, standing, and recognition on campus, has, therefore, gained importance.
As mentoring becomes part of the work environment in business and other professions, among women and minorities, it will no longer be viewed as a staff intensive and costly option but as a necessary service to young librarians in academic institutions around the country and at the City University of New York.
REASSIGNMENT AND FELLOWSHIP (SABBATICAL) LEAVES

Sharon Swacker
Associate Professor & Coordinator of Collection Development
New York City College of Technology

Introduction
I was asked to speak at this program because I have been on the LACUNY Professional Development Committee for many years, and because of my role chairing the Library Faculty Delegate Assembly Committee of PSC/CUNY. This standing committee of the Delegate Assembly is “responsible for the consideration of concerns and the recommendation of policies related to library faculty employed at all units of the City University.” Currently, the committee is composed of Herman Cline (City), Bill Gargan (BC), Diane DiMartino (Baruch), Jose Diaz (Hostos), Bonnie Nelson (John Jay), John Drobnicki (York). Alternates are Lisa Ellis (Baruch), Beth Evans and Mariana Regalado (BC), Tess Tobin (City Tech), and Rob Laurich (City). One of our ongoing concerns has been the lack of use of professional reassignment and fellowship leaves available to library faculty in the contract. Last year the committee prepared a leave survey that was mailed to all library faculty. Some of the survey answers (78 respondents; 57 senior college, 19 community college, and 2 unknown) were used in preparing my presentation.

History of faculty rank and status
CUNY Bylaws were amended in October 1965 giving librarians faculty rank and status. See: Minutes and Proceedings of the Board of Higher Education (the predecessor of the Board of Trustees) for Oct. 25, 1965.

I am not familiar with the promotion criteria before 1965 but one can assume that after this date library faculty became subject to the same criteria as other faculty for tenure and promotion. However, workload (work week), annual leave, intersessions, and spring recess were not the same as for classroom faculty. According to Belle Zeller, the Founding President Emerita of the PSC, the union “negotiated in 1978 a new professional leave of two weeks for a limited number of librarians. The objective was to take a step toward the goal of full annual leave for librarians as for the rest of the faculty. The two-week leave was extended to three weeks in 1982 and to four weeks in 1987.”(37)

Unfortunately, library faculty lost annual leave in the September 1, 1987 – August 31, 1990 contract. New library faculty’s starting annual leave was reduced from 6 weeks to 4.

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PSC/CUNY Contract
14.3 b) For members of the Instructional Staff who, prior to January 1, 1988, are employed full-time as Librarians or in the Registrar series and who continue to be employed as Librarians or in the Registrar series there shall be 30 work days of annual leave.

Members of the Instructional Staff who are employed full-time as Librarians on or after January 1, 1988 shall accrue annual leave at the following rates:
- During the 1st year of service: 20 days
- During the 2nd through 11th year: 20 days plus one additional day for each year of service to a maximum of 30 days

To make us even more unequal in terms of time for scholarly activities, in the last contract (August 1, 2000 through October 31, 2002) library faculty were excluded from the reassigned time for scholarly activities granted to untenured faculty.

Memorandum of Economic Agreement for a Successor Agreement between The City University of New York and The Professional Staff Congress/CUNY

4e. Reassigned Time for Scholarly Activities: Untenured Faculty: Effective October 31, 2002, untenured Assistant Professors, Associate Professors and Professors, except Librarians and Counselors, who are initially appointed on or after September 1, 2002, will be eligible for reassigned time not to exceed a total of 12 contact hours during their first three (3) annual appointments in order to engage themselves in scholarly and/or creative activities related to their academic disciplines. Assignments of such released time will be made by the college pursuant to guidelines designed to encourage scholarship.

Criteria for tenure and promotion vary from campus to campus. Annual, reassignment and fellowship leaves are important to help us achieve whatever is required on our campuses for tenure and promotion. I can’t encourage you enough to make use of these leaves.

Professional Reassignments

PSC/CUNY Contract
25.4 The parties agree to establish a paid leave not to exceed four weeks during any year commencing September 1 and ending August 31 for the purpose of permitting members of the instructional staff who serve in the libraries to be reassigned for research, scholarly writing, and other recognized professional activities that enhance their contribution to City University. The reassignments shall be subject to approval by the personnel and budget committees of the respective library departments and appropriate college-wide committees. The parties accept as a goal the reassignment of 50 members of the instructional staff in the University libraries during a one-year period.

Implementation of the contract
Originally each college was allocated a fixed number of leaves. However, colleges can use additional leaves from the pool if others go used. (In PSC-
CUNY bargaining sessions, it is pointed out by administration that library faculty do not use the present number of reassignment leaves, so why should they grant us more leaves? We should try to use 50 plus leaves)

Application

University deadlines, according to Larry McCue in the Office of Library Services, are June 1st for the leaves to be taken between September 1 and January 31, and December 1st for leaves to be taken between February 1 and August 31.

The application should be sent to the University Librarian – Office of Library Services after obtaining all required departmental and college signatures, not to the Vice Chancellor for Academic Affairs.

According to the PSC Library Faculty Committee survey, some departments call for applications in both the Fall and Spring; others once a year.

Upon completion of reassignment leaves, reports are sent to the college president and then forwarded to the University Librarian – Office of Library Services.

Criteria
The application form asks for (A.) purpose of reassignment, (B.) nature of work and how it will contribute to the City University, (C.) proposed date of reassignment, (D.) where the project will be carried out; and authorities to be consulted, if appropriate and (E.) list previous reassignments. The criteria vary for each library department. Some have formal guidelines and others use the wording in the contract. Interestingly, some departments require that the project be in the library field and others indicate the project can be in any area.

Very few applicants seemed to have been rejected; however a few faculty said they are not encouraged to apply.

Approved Leaves
Dates are required on the application and the leave is taken at the convenience of the library department. Consult with your department chair and be flexible (i.e. continuous weeks, several days a week over the semester, ½ days, etc.)

The workload question has been dealt with in the application so when it is time to take a leave, use it. Plan ahead and adjust your workload so you do not have conflicts.
Data on Leaves
The number of reassignment leaves over the past few years has varied. According to the University, not all approved leaves are published in the university reports. Our survey examined leaves taken in 2003/2004:

2003-04 Reassignment Leaves Reported by LACUNY Delegates

<table>
<thead>
<tr>
<th>Senior Colleges</th>
<th>Year Total</th>
<th>Community Colleges</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch **</td>
<td>0</td>
<td>BMCC</td>
<td>0</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>1</td>
<td>Bronx</td>
<td>0</td>
</tr>
<tr>
<td>City</td>
<td>4</td>
<td>Hostos</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Center</td>
<td>1</td>
<td>Kingsborough</td>
<td>0</td>
</tr>
<tr>
<td>Hunter</td>
<td>7</td>
<td>LaGuardia</td>
<td>0</td>
</tr>
<tr>
<td>John Jay</td>
<td>2</td>
<td>Queensborough</td>
<td>0</td>
</tr>
<tr>
<td>Lehman **</td>
<td>0</td>
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<tr>
<td>Medgar Evers</td>
<td>0</td>
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<tr>
<td>NYC College of Technology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queens</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staten Island</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>York</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total:</strong> 33</td>
<td>31</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**informal arrangements for research leaves.

Reassignment leave examples
Reassignment leave topics taken have included:

- comparing “English as a second language (ESL) and English as a first language (EFL) students’ use of CD-ROM and print indexes to see if they take advantage of all possibilities in these indexes for research information. Student vocabulary was to be the focus of the study to see if it translated adequately into the indexes’ unique vocabularies.”
- researching Chinese American artist Yun Gee which resulted in a book publication (combined 3 reassignment leaves with 2 PSC/CUNY grants.)
- researching the “Beat Generation” in Mexico.
- preparing an annotated bibliography of ancient Greek costume studies that has been accepted by a publisher (combined PSC/CUNY grants with 3 reassignments).
Fellowship Awards
Fellowship or sabbaticals are another leave option available to library faculty.

PSC/CUNY Contract
25.3 Fellowship Awards

(a) Eligibility: It is the intention of the parties that the funds for fellowship awards be limited to instructional staff members of the permanent instructional staff. Tenured members of the permanent instructional staff, including those holding the title Lecturer with certificates of continuous employment, who have completed six years of continuous paid full-time service with the University exclusive of non-sabbatical or fellowship leave, shall be eligible for a fellowship award. Individuals in professorial titles who are on leave from the title Lecturer with a certificate of continuous employment shall be eligible for a fellowship award. Service shall include service in a school or college maintained in whole or part with City funds immediately preceding service in a college or institution under the jurisdiction of the Board of Trustees, provided that credit for such prior service shall not exceed three (3) years.

(b) Applications:
1. Applications for a fellowship award may be made for the following purposes:
(a) Research (including study and related travel)
(b) Improvement of teaching
(c) Creative work in literature or the arts

2. Such application shall also state that the applicant will continue to serve for at least one year after expiration of the term of his or her leave unless this provision is expressly waived by the Board of Trustees.

3. The application in the form of a plan shall be submitted to the appropriate departmental committee and, if approved, to the college committee on faculty personnel and budget. If the latter committee approves, it shall forward the application to the President with its endorsement. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave, and that the work the applicant intends to do is consonant with the principles of the fellowship leave. The President shall transmit such application to the Board of Trustees, with his or her own recommendation.

4. The Board of Trustees will consider the advantage of the applicant as a scholar and teacher to be expected from such a fellowship award, and the consequent advantage through his or her service to the college. Special consideration shall be given to those applicants who have not had a sabbatical leave or fellowship in fourteen (14) or more years.

5. Application may be for one of three types of fellowship leaves:
- a full year leave at one-half the annual salary
- a one-half year leave at one-quarter the annual salary
- a one-half year leave at full pay

(a) Fellowship leaves received by members of the instructional staff who serve in the libraries will be of the same duration as those of other instructional staff. Members of the instructional staff who serve in libraries will not accrue annual leave during the period of the fellowship leave.
Members of the unit who receive a full-year fellowship leave at one-half pay may, at their option, upon written notice to the President no later than October 30 or March 30, whichever is applicable, terminate the fellowship leave after one-half year.

Where fellowships are terminated upon request under Section 25.3 (b) 5, such termination relieves the University of any obligation to further claims for the second half of the leave, but does not reduce the time period or other qualifications required for consideration for a subsequent fellowship leave.

(c) The University agrees to request the appropriate retirement system to credit the period of the fellowship as service for retirement purposes. The period of the fellowship leave shall be credited for increment purposes.

(d) Nothing contained in this Article shall be construed to diminish or impair the rights of an employee appointed prior to July 1, 1965, of the benefits of the Bylaws of the Board as they existed on July 1, 1965 with respect to sabbatical leaves of absence.

Fellowship leave examples
Library faculty have taken fellowship leaves for:
- information literacy and distance education projects. These projects have involved developing instructional materials, textbook writing, and publication of articles.
- researching "visual representations of the Ten Commandments...An art historical project...grounded in an ongoing investigation that is now moving toward publication."

Scholar Incentive Awards
The Scholar Incentive Awards are a final contractual leave option available to library faculty. Focusing solely on scholarly research, these awards do not have the “six years of paid full time service” requirement of the Fellowship Award leave.

PSC/CUNY Contract
25.5 Scholar Incentive Awards
Scholar Incentive Awards of not less than one semester nor more than one year shall be established for full-time personnel in the following titles: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, University Professor, Distinguished Professor and Medical Series. The only purpose of these Awards shall be to facilitate bona fide and documented scholarly research. Other projects or proposals (e.g. meeting of degree requirements, study, service outside the University) or reasons (e.g. professional, career, personal) shall not be considered for these Awards.

The application in the form of a plan shall be submitted to the appropriate departmental committee and, if approved, to the college committee on faculty personnel and budget. If the latter committee approves, it shall forward the application to the President with its endorsement. Such endorsement must state that the work of the department in which the applicant serves can be so arranged as to be carried forward effectively during the period of the leave, and that the work the applicant intends to do is consonant with the principles of the Scholar Incentive Award. Upon positive recommendation of the President, the application shall be forwarded to the Chancellor for review and recommendation. The following principles for such Scholar Incentive Awards shall apply:
1. A candidate shall be a full-time member of the instructional staff in one of the above titles.
2. A candidate shall have completed not less than one full year of continuous paid full-time service with the University before becoming eligible for a Scholar Incentive Award. A candidate shall be eligible for a subsequent Scholar Incentive Award after six years of creditable service with the University since the completion of the last Scholar Incentive Award. A Scholar Incentive Award may not be held concurrently with a Fellowship Leave.

3. If a Scholar Incentive Award is immediately preceded by full-time continuous service creditable for tenure or a Certificate of Continuous Employment or Fellowship Award and immediately followed by such full-time continuous service, the period of creditable service immediately preceding the Scholar Incentive Award shall be counted in computing the years of service required for the granting of tenure, Certificate of Continuous Employment or Fellowship Award.

4. A candidate may be compensated by the University for up to 25% of annual salary rate. The total amount of money earnable with outside support and the University salary may not exceed 100% of the annual salary rate that the person would have received without the leave. The amount may be less than 25% if the amount of any outside fellowship and grant support received would result in earnings above 100% of salary.

5. The University shall develop guidelines to be utilized in approving applications for Scholar Incentive Awards.
When I was first asked to make this presentation on Monday, I thought that the topic of grants was so big that it would be hard to cover it in a few minutes. I would need to discuss granting agencies, as well as other sources of grant information—a big task. Then I began to actually consider the tenure and promotion process and what this conference is really about and I changed gears. What I think is the important thing for me to emphasize today is how grants fit into the picture that you want to present of yourself. The curriculum vitae that you prepare for the Personal and Budgets Committees is a picture of you and what you have done since you began employment at the City University of New York. It is a way to introduce you to members of your college community who might not know you and it is consequently important to make sure that you have been involved in as many of the activities listed on the vitae form as possible.

Grants are listed on the vitae form, but before attempting to pursue a grant there are several things to consider. Are you going for tenure or for promotion? Do you have a publications record? Do you have a research agenda? If you are going for tenure you should think first about publishing. Grants are great, but it is a process that takes some time. Later in my discussion I will talk about the PSC-CUNY Research Grants, which are good if you have never written a grant before, and a good place to start, but in my opinion better after you are granted tenure. Even if you apply for the PSC-CUNY Research grant, it takes several months for you to learn whether you will get the grant, and then you still have to wait until you can use the money set aside for you. If you haven’t published anything, this should be where you begin. Danielle Hoggan in a 2003 article says: “Academic institutions generally evaluate faculty based on scholarship, teaching, and service contributions….Publication can account for up to 80 percent of a tenure evaluation, and an insufficient publication record is the most frequent reason for librarians being denied tenure.”

You need a research agenda, which might include applying for a grant further in your research process. For example, you might first want to research and write an article on the subject. This is a good idea since this

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would establish you as a grant candidate who has already been able to produce a publishable finished product.

If you will indulge me, I will offer a personal example of establishing a research agenda. 1997 marked the 150th anniversary of the founding of the Free Academy, at 17 Lexington Avenue. To celebrate the event two other CUNY archivists and myself decided that it would be wonderful to exhibit artifacts from the individual campuses to tell the history of the institution. This exhibit would be moved from campus to campus. What you should know at this point is that two of us were tenured Associate Professors and one of us was a Full Professor. We knew that we were going to need funding and the process began. We first sought a PSC-CUNY Research Grant, which I will explain more about later. We did get the grant, but it would only pay for a small part of the total cost of the exhibit. We then decided to involve each of the colleges and contacted each President from every campus and asked for money for the project. This required a great deal of time to do follow-ups, but in the end all but one campus contributed. We also wanted a brochure to accompany the exhibit, so we attempted to seek private funding. We selected the Wilson Company, and they did give us a grant to cover the cost of the brochure.

The exhibit was extremely successful. Not only did several campuses get a chance to view the artifacts, but also administrators and faculty from across CUNY recognized the three of us as the curators. After doing the extensive research needed to put together this exhibit we realized that this would make a wonderful book. Now we approached various publishers. Fordham University Press wanted to publish the book but again needed additional funds to make this a reality. We again approached administrators and received money from several campuses and my own campus, Baruch, provided money from the Baruch College Fund. Consequently, you can see where one idea and a research agenda can produce multiple products. In this case an exhibit, a brochure, a book and finally articles in CUNY Matters.

Now I will speak briefly about getting a grant at CUNY. Each campus has a Grants Officer who will guide you through the grant process. Often they will alert you to grants in your particular field if you inform them of your interests. However, the Research Foundation of the City University of New York offers the PSC-CUNY Research Grants. This a good place to start since it is a grant for individuals and not for the department. It can be used for travel or for publication expenses. As I previously mentioned there is a space on the vitae to list grants. It is impressive if you can obtain a grant because it not only is prestigious to you but also to your department and to your campus. I will speak about the PSC-CUNY Research Grants from the point of view of a recipient of a few grants, a reviewer of grant applications for PSC-CUNY and also as the Library
Liaison for three years to the research grant program. When I first came to CUNY this was a highly competitive grant, with probably about 50-60% receiving funding (approximately). The application was long and the preparation of the proposal took a significant amount of time to complete. This however has changed. Junior faculty are encouraged to apply for the grants and now a good percentage of applicants do get some funds. The applications are short and must be submitted through your grant office. All disciplines are included, so you don’t have to apply to the library committee. However, a word of caution if you are considering applying for a grant in another discipline: other disciplines often don’t understand the kind of projects that librarians might be interested in pursuing. As an example, when I first came to CUNY I applied for a grant from the Women’s Studies division. I didn’t get it. When I got the reviews I saw that some of the reviewers did not understand my project, which was to prepare an index of 19th century ladies periodicals. I applied the next year to the Library Division and I received the grant.

I am just going to briefly mention other grant funding sources. Again, I would suggest that this wait until you at least get tenure. At that point you can pursue grants from Federal and State agencies. There is the Institute of Museum and Library Services, the National Endowment for the Arts, and the National Endowment for the Humanities. There are hundreds of private foundations and companies. You can find out what kind of projects foundations tend to support. The Foundation Center has a web site that can help match you with a funding source. The Center, located at 79 Fifth Avenue, provides many workshops for prospective grant seekers; and most importantly they publish the Foundation Directory.

In this very presentation there are research possibilities for anyone interested. I did a literature search to see whether there were any articles written on grants and librarians who are seeking tenure, and didn’t find anything. Titles of articles include “Publish or Perish: A Dilemma for Academic Librarians?,” “Both Sides of the Looking Glass: Librarian and Teaching Faculty Perceptions of Librarianship at Six Community Colleges,” and “Evaluation of Academic Librarians’ Publications for Tenure and Initial Promotion,” but nothing mentioned receiving grants and whether it would help the candidate. The possibilities for research projects are endless, but my suggestion to you is find something that you are really interested in and go for it. Ask colleagues for their ideas, find a mentor or even collaborate with another faculty member on a project. I wrote articles with many colleagues over the years. Most important in my opinion is become visible. I was able to do this since one of my interests was exhibits and the 150th anniversary exhibit was not the first exhibit I did at CUNY. However, each one of you has something wonderful to contribute to the profession, and whether you pursue grants or not it is exciting to envision the possibilities that lie ahead.
I have been asked to comment on how service—departmental, college, university, community and professional—can help library faculty advance professionally. While it has always been my understanding that a certain amount of service was expected for reappointment, tenure and promotion, I was under the impression that it was of marginal importance in the grand scheme of things. However, I was somewhat surprised to discover that not only is it expected, but it is clearly mandated in the qualifications and criteria for reappointment, tenure and promotion by the Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York and the CUNY Board of Trustees Bylaws. These two primary governing documents define both our jobs as CUNY faculty and specify what criteria we must meet if we intend to keep our jobs as library faculty.

Service alone will not be enough to get anyone through the reappointment and tenure process, but no service record can be potentially harmful to your career. It is first important to get a read of how service is viewed on your campus—it does seem to vary according to local campus priorities. Your department chair should be able to give you clear guidance in this regard and should, in fact, help you prioritize your service commitment and protect you if necessary.

While at a CUNY senior college I was led to believe that service was nice, but not that important; it was your record of scholarship that was the most important area to focus on. However, at Hostos, a community college with more of an emphasis on teaching than scholarship, there is serious scrutiny over a candidate’s service record—not only the quality of the service record, but evidence of actual work done on any committees a candidate reports to have served on. The emphasis is on the importance of new faculty becoming a part of the life of the college. They like to see that you are participating in college life and making a contribution to it in some measurable way. Moreover, they actually look for evidence of community service, a requirement that was never mentioned at the senior college, but a kind of service that is noted specifically in the CUNY documents noted above.

What constitutes service in CUNY? If you are new to CUNY you may be asking yourself this question long about now. First, service can be categorized into five basic areas—service to your department, your college, the university, the profession and the community. Moreover, there are several kinds of service, each of which can fall into one of these categories.
Service done as part of your primary job assignment—it counts, but it doesn’t
demonstrate additional effort “for the good of the institution”—these are the committees
that you are assigned to serve on by your chair to represent the college or the department.
Examples include service on CUNY-wide Aleph committees, like the Serials, Public
Service or Circulation Committees.

Elected committee positions—you usually run for these, thus are nominated and voted
into office to serve a term. This implies additional effort on your part, as you have to
agree to be nominated and run. Examples include service on Senate committees, and
departmental governance committees.

Committees you are asked or appointed to serve on that may not be specifically related to
your job description—special assignment and task forces, search committees, etc. Honors
Committee, CPE or WAC Committee, Title V Grant Steering Committee.

Committees or projects that you initiate and volunteer—these should be discussed with
your supervisor to insure you are not over committing yourself. Examples include serving
as a faculty advisor for a student club, mentoring students, marshalling at graduation.

Professional Service—this is service and work on professional committees like
LACUNY, ALA, ACRL etc. While work of this sort can fall into the service area, it is
more likely to be useful in the area of professional growth and development. It can be
evidence of the fact that your work is being acknowledged beyond your immediate
community, which goes to scholarship and professional growth and development.

Statement of the Board of Higher Education on Academic Personnel Practice
in the City University of New York
(Effective January 1, 1976)

First Reappointment
(iii) Service to the Institution - Since all full-time faculty members share broad responsibilities toward the institution, work in
departmental and college committees should be considered in over-all evaluations. Although it is understood that not all junior
faculty members will have an opportunity to serve on important committees, their evaluation should consider evidence of their
informal contribution to such committee work and their participation in other regular administrative activities such a
governance, registration, advisement, library and cultural activities.

(iv) Service to the Public - A candidate, though not expected to do so for the first reappointment, may offer evidence of
pertinent and significant community and public service in support of reappointment.

Second and Subsequent Reappointments
(iii) Service to the Institution - Effective service on departmental, college, and university committees.

(iv) Service to the Public - Institutions of higher education are expected to contribute their services to the welfare of the
community. Although such activities are a matter of individual discretion and opportunity, evaluation of a faculty member for
reappointment should recognize pertinent and significant professional activities on behalf of the public. The absence of this
contribution should not work to the disadvantage of any candidate for reappointment.

Tenure

(iii) Service to the Institution - The faculty plays an important role in the formulation and implementation of University policy, and
in the administration of the University. Faculty members should therefore be judged on the degree and quality of their
participation in college and University government. Similarly, faculty contributions to student welfare, through service on
committees or as an advisor to student organizations, should be recognized.

(iv) Service to the Public - Service to the community, state and nation, both in the faculty member’s special capacity as a
scholar and in areas beyond this when the work is pertinent and significant, should be recognized.
When agreeing to serve on committees and projects and trying to identify which category it falls into, try to think of if in terms of who would be benefiting from this work – the department, the college or the university. If, for instance, you are serving on a high profile ALA committee that is doing visible work being recognized nationally, then you may be bringing prestige to your college and the university.

Benefits of Service:

- Increased visibility for you and the library department.
- Networking contacts—it is important to know people on campus and for people to know you. You really get to know your colleagues by serving on committees together.
- Opportunity to become more familiar with the college and/or the university—how it works, policies and procedures, political hot buttons, who’s who, hot topics.
- Increase the library’s role in college-wide governance and decision-making.
- Committee connections can lead to publication and collaboration opportunities with your colleagues.
- Contribute to making the library department an integral, and invaluable, part of the life and mission of the college.
- Promote the library’s agenda in key arenas and work to get library initiatives included in key college documents—strategic plans, core curriculum, etc.
- Contribute to your department’s efforts to make your library an institutional priority.
- Develop and hone your administrative and organizational skills.
- Potential to get involved and become a key player on major initiatives of the college or university.
- Enhance image of library faculty and that of faculty status for librarians.
- Make significant contributions to the college or university that can have an impact of lives and the education of the students.
- Fill out your CV with worthy additions, representing a good solid body of work done to better your department, the college or the university.
Things to keep in mind…

- Choose your committee assignments wisely in consultation with your supervisor.

- Don’t over commit yourself to too many committees and projects- while it may be flattering to be asked to serve on some committees, at times you will have to say No.

- Examine and choose your service based on your specific job description and strive for some overlap—so you don’t feel pulled in too many different directions.

- Do service work that interests you that will benefit your career trajectory. Look for opportunities to learn new things that will enhance your professionalism and skill set.

- Be accountable—if you slack off and don’t do anything people will know; it will get around. If it looks like it’s going to be a committee that does nothing, try to take some initiative and think in terms of measurable outcomes—something you can show for your work at the end of it.

- If you are new to the college or the committee, listen at first to get a feel for the committee and the other members before taking a leading role.

- Always remember that you are representing your department or your college and how you behave and present yourself will reflect back on the department and your immediately colleagues.

- Don’t be afraid to be a leader and take initiative; however, don’t over- volunteer and get over committed.

- Keep your colleagues informed of what you are doing. We can respect and appreciate the contributions of our colleagues better when we know what they are doing. Report back to your department and your committee work and get input as needed.
This select bibliography of articles and web sites is intended as a follow-up to the spring 2004 program of the LACUNY Professional Development Committee. The first part lists articles that discuss publishing, research, mentoring, and the tenure process for academic librarians. The second part provides some examples of articles, reports and reviews written by CUNY library faculty and published in a variety of professional journals and books.

Part I.

Bahr and Zemon discuss the increasing trend toward collaborative articles by college and university librarians. They analyze the impact that collaboration has on factors such as article quality and author productivity.

The author argues that the strength of any profession can be found in its commitment to professional development and that the continued growth of librarianship will depend on its professional literature.

The authors discuss what specific activities qualify as service to the profession for academic librarians with faculty status. They analyze promotion and tenure documents from a number of U.S. research libraries, revealing inconsistencies between institutions and great flexibility in interpretation.

Block argues that Web contributions, such as subject guides and tutorials, should be considered as service to the library profession in tenure and promotion deliberations. Block argues that these contributions have the potential to reach a much larger audience than peer-reviewed journal articles.
Bowman provides a practical article about finding appropriate venues for research and publishing opportunities. She stresses the importance of making professional connections through local and national library organizations.

Academic library directors rank publication evaluation criteria for relative importance in the tenure and promotion process. For books, the most important criteria are assessments from subject experts, awards, and book reviews. For journal articles, the most important criteria are publication in refereed journals, the nature of articles, journal prestige, and subject experts' assessments.

The author lists several innovative and resourceful ways of finding and communicating with a mentor. The suggestions are particularly useful for those whose institutions lacking formal mentoring programs.

Colley and Thorson argue that mentoring programs are a way in which to assure that new faculty members will have a fair expectation of success. The authors focus on factors which play an important role in making the tenure track less intimidating for new faculty.

In this excerpt from his book Publishing Your Research in Authoring a PhD: How to Plan, Draft, Write, and Finish a Doctoral Thesis or Dissertation (Palgrave, 2003), Dunleavy provides a good starting point for understanding the world of professional journals.

Evans outlines the basic tenets of tenure to be discussed in the mentoring relationship. They include: publishing, professional organizations and campus involvement.

The author encourages academic librarians to participate in poster sessions at library conferences. Librarians considering a poster session project can look forward to a
positive experience and about half of all poster session presenters will eventually publish an article version of their poster session.

In this keynote address, Hill provides a personal take on the benefits, problems and ongoing issues that face librarians working in a tenure-track environment.

The author discusses problems associated with tenure expectations while noting that faculty status for librarians is positively correlated with indicators of student achievement, such as graduation rates and pursuit of graduate-level education.

Marien discusses issues surrounding research pressures of business librarians on the tenure track in this two-part article about publishing opportunities for business librarians.

The authors point out that most librarians have not received extensive training in research methodology and their work schedules lack flexibility. Given these constraints, the support and assistance of colleagues is crucial and the establishment of an informal tenure support group can provide a mechanism for discussing common concerns and channeling efforts toward finding effective solutions in the quest for tenure.

This article reviews the literature on the impact of electronic publications on tenure decisions for academic librarians.

Newman addresses the perennial complaints of librarians about the lack of time to do research, suggesting that we spend less time in meetings and conferences and more time pursuing original scholarship.
Poole considers the possible reasons why community college librarians are not contributing to the research and the professional library and information science literature. She concludes that there exists a wealth of untapped talent and expertise among community college librarians that needs to be harnessed to the tasks of research and professional publication.

The author argues that much of the future of academic libraries depends on how well librarians analyze and resolve problems dispassionately and use the scientific method to promote self assurance and reduce panic during constant change and greater ambiguity.

Arguing that library faculty require a supportive atmosphere in order to successfully engage in research and publication, the authors discuss initiatives that have taken place at Oregon State University, where the Library Faculty Association (LFA) provides venues for peer criticism of manuscripts and presentations and for the discussion of professional issues.

A portfolio can be used to document skills and accomplishments, and give managers tangible evidence of a librarian's strengths as a professional. The development and maintenance of a professional portfolio can be used to support performance evaluation or promotion and tenure review.

The authors advise new librarians to be familiar with the tenure process, learn the culture of your organization, seek out mentors, and join professional, campus, and community organizations.

Common perceptions and misperceptions of scholars regarding the legitimacy of electronic scholarly periodicals are discussed.
Part II.

For ideas about topics and venues for publication, take a look at some of the articles and reviews that our CUNY colleagues have published. Some librarians have collaborated with other colleagues in their own libraries or from other CUNY colleges. Please note that this is by no means a comprehensive list of all of the work done by CUNY librarians.


