Task Force for Research Support Final Report
December 2020

Task Force Charge

The Task Force for Research Support is a second iteration of the previously charged "Task Force for Establishing a Library Pre-Tenure Track Program" (Dec 2019 – Jun 2020). With feedback received on initial ideas, this iteration will continue to ***develop recommendations for establishing and expanding a support program to help candidates establish a research and publication record commensurate with success in the Library's tenure system***. While our scope will continue to include the potential for new position types, our approach will be more expansive in addressing known challenges. Initial topics identified include research time, learning opportunities, practical experience, and access to expertise. Ultimately, the task force will put forward a set of recommendations that outline a "support program."

Task force members are charged with identifying program objectives, outlining program components and logistics, framing a timeline, and set of milestones for implementation, and finally, establishing criteria by which a research and tenure support program's effectiveness will be evaluated. We will again consult the faculty for broader feedback prior to submitting recommendations to EC for consideration.

Task Force Membership

Peg Burnette (chair)
Tim Cole
Sara Holder
Heidi Imker
Kelli Trei
David Ward

Special thanks to Jen-chien Yu, Director of Library Assessment, for input and guidance regarding evaluation of recommendations.

Report Contents

INTRODUCTION

Library faculty must conduct rigorous research in order to be promoted. This expectation has been in place for many decades as part of the campus' tenure track system, but the support for research in the Library over that time has fluctuated. For example, in recent years, two positions became vacant in summer 2017: the AUL for Research and Research Support Services Librarian (50%). The Research Support position was not replaced, and the AUL for Research remained open for over a year. With that lapse, the AUL for Research appointed in Fall 2018 began an assessment of research support needs and gathered feedback from Academic Professionals (APs), visiting, assistant, associate, full and emeritus faculty members. The results were presented in a "research challenges" report to the Executive Committee in summer 2019. Discussions prompted by that report lead to the idea of creating on-ramping opportunities (akin to an athletic "red shirt" track) for incoming junior faculty members. A task force to investigate a possible "Pre-Tenure Track Program" was established and conducted its work in Spring 2020. While early feedback was strongly in favor of more research support, the creation of an additional "track" was controversial for several reasons. Notably, while it would address incoming junior faculty who are under-prepared, it would not address a myriad of other gaps in support that challenges other individuals. The current group, the Task Force for Research Support, was charged as a second iteration to assess these broader issues and conducted its work in Summer and Fall of 2020. This included conducting a literature review and hosting four open forums to gather thematically focused feedback.

The report below is the summary and synthesis of the Task Force for Research Support's efforts. As indicated in the above charge, this group was tasked with developing recommendations for establishing an expanded support program. The recommendations provided here are highly reflective of, and responsive to, direct input from library faculty and APs generated from the four forums. We know that this is an iterative process. These recommendations should not be taken as necessarily fixed, but they provide a call to action for developing a support program and culture of research that bolsters the success of individuals and provides meaningful and long-lasting research contributions to the library science profession.

REPORT SUMMARY

The findings of the Task Force, as articulated below, were wide-ranging and included a number of possible directions to follow. There was not universal agreement on any of the recommendations, but there were strong trends and themes which emerged. Actionable recommendations are made based on information gathered from a series of four forums,

professional literature, and discussions with colleagues in the Library and on campus. Major themes of the report and its recommendations include:

New or Modified Position Tracks

There was not widespread support for creating a new track that would serve as a precursor to a tenure track faculty line. Additionally, conversations with campus, discussed below, indicated logistical problems with creating this type of position line. However, there was significant positive feedback about the Residency program, and common interest in launching another cohort of residents informed by the first program and the recommendations of this task force.

Research Support Ecosystem

Much of the feedback received discussed the lack of cohesive messaging, logistical infrastructure, and community in support of the research component (and to a lesser extent service requirements) of tenure track and Academic Professional positions. We recommend building a community around research support which begins at the recruitment stage, continues throughout the tenure-track or AP promotion process through structured and consistent professional development opportunities, and extends past tenure with mentoring roles. More collaboration is needed across all levels, and specific recommendations for a comprehensive and deliberate approach to support are articulated below.

Support position

Finally, the losses of positions dedicated to creating, organizing, assessing, and leading research support activities are deeply felt, and have had a significant negative impact on the current cohort of tenure-track faculty. The current support and evaluation structure can feel disjointed, contradictory, and ad hoc to all involved. A strong desire for coherent leadership, in the form of a position supporting many of the activities Beth Woodard and Dan Tracy formerly provided, was expressed repeatedly throughout the process. Details and recommendations for how to structure this support role are provided in the report.

INFORMATION GATHERING

FORUM SERIES

Forum Series

The Task Force held four forums during the fall of 2020 to gather feedback from all faculty and APs regarding issues and ideas about the library's research support program. Input collection web forms were made available for one week following each forum to encourage contributions from those who were not able to attend any given forum. A thematic compilation of input collected during and after the forums can be found in Appendix A.

Forum 1 Aug. 31,2020	**Theme: Recruitment & Diversity** - ***focus on getting people here*** **Guiding Questions:** • What research support initiatives/enhancements would aid our efforts to broaden the appeal of academic librarianship to a diverse audience of potential applicants? • How can we best structure our tenure system to attract individuals who might be hesitant, or who may not have clear understanding of tenure-track/academic librarianship as a career path?
Forum 2 Sept. 16, 2020	**Theme: Research Support** – ***focus on pre-tenure faculty*** **Guiding Questions:** • How can we create a support system for the tenure process which is inclusive and supportive of differences in individual work styles? • How can we facilitate equitable access to research resources and support? • How do we enhance transparency and engage in richer and more pro-active communications about resources & expectations?
Forum 3 Oct. 13, 2020	**Theme: Research Support – *focus on support for all faculty and APs*** **Guiding Questions:** • How can we create a support system for the library research community which is inclusive and supportive of traditional and non-traditional work styles? • How can we facilitate equitable access to research resources and support? • How do we enhance transparency and communications about resources and expectations to build a more robust community of practice around research?
Forum 4 Nov. 15, 2020	**Future Paths** Forum 1 focused on issues related to recruitment and diversity of library professional staff. Forum 2 focused on research support for untenured faculty and Forum 3 focused on research support for all faculty and APs. For Forum 4, the discussion will focus on the potential for establishing some sort of new position classification for early career librarians; something similar to a postdoc or resident designation.

- The breakout sessions will address the above prompt. Each participant will then be asked to submit individual feedback via web form.

REVIEW OF THE LITERATURE

The Task Force conducted a review of the literature and identified 25 articles relevant to issues and recommendations. Evidence from the literature is integrated into each recommendation category. Works cited can be found in Appendix B.

MAJOR FINDINGS - ISSUES & CHALLENGES

New or Modified Position Tracks

Many respondents felt that a new employment classification was unnecessary. The concerns included, but were not limited to, the following:

- loss of qualified candidates to positions offered elsewhere by requiring more time to arrive at a tenure-track position
- confusion over this role resulting in decreased pools and less qualified candidates
- concerns about hiring "temporary" positions for permanent needs
- increase in disparity between positions if hired differently
- lack of flexibility in hiring on the campus level is unlikely to allow a "pre-tenured" position if unlike existing job classifications

In light of these concerns and complications, feedback focused primarily on supplementing existing tenure track support, as detailed in the rest of this report, and clarifying tenure expectations more throughout the hiring process. The feedback also indicated that a return to the residency program to train new librarians was still a preferred way to bolster the field going forward.

Research Support Ecosystem

The following represent the broad themes that came to light in forum discussions and from feedback received. Many themes overlap in scope. Section headings are consistent with those in the Recommendations section.

I. RECRUITMENT & HIRING

- Diversity, equity, and inclusion
    - In hiring:
        - Strengthen diversity considerations in the hiring process

        - Establish/use consistent definition of “diversity”
        - Request diversity statement as part of application materials
        - Strengthen inclusivity in recruitment efforts and job advertisements
    - Demonstrate commitment to diversity through action
        - Raise awareness of issues and challenges related to diversity in academia
        - Promote climate and culture of diversity and individual workstyles
        - Including addressing various needs of a diverse workforce, including but not limited to funding, training, etc.
        - Promote research that addresses issues of diversity and inclusion
- Hiring Process
    - In recruitment:
        - Work with iSchool and library GAs and SAs to recruit viable candidates
        - Use research opportunities and support infrastructure as positive recruiting tool
        - More consistent transparency with sharing salaries
        - Better clarity about “visiting” status – what it means and how it is used
    - In interview:
        - Integrate opportunity to discuss research expectations, opportunities, possibilities, etc. between candidates and faculty
        - Establish expectations for research time with unit head during interview process
        - Provide opportunity for candidates to meet and talk to faculty who are in related or similar positions who can share experiences and answer questions
    - Prepare new hires for success
        - Hire new faculty as 0Y when possible
        - See “supporting research”

II. RESEARCH SUPPORT PROGRAMMING

- Foster a “Community of Research Practice” that includes staff at all levels, recognizing researchers and support personnel
    - Create opportunities for faculty and APs to share and interact with each other about research, at all levels, in a safe and constructive environment
    - Celebrate faculty and AP successes with more presentations, symposia, etc.
    - Incorporate research activity as part of AP promotion path
    - Improve research skills development opportunities, perhaps in conjunction with the iSchool
    - Need for more funding opportunities and greater flexibility in use of funds for workshops, bootcamps, professional organizations, etc.
- Facilitate connections and mechanisms for collaboration

    - Establish central "repository" or clearinghouse for research activity, documentation, interactive communication and sharing, events and opportunities, sample documents, etc.
    - More robust mechanism for tracking and sharing research outputs
    - Develop system that fosters collaborations and connects people with experts to help fill knowledge/skills gaps
- Dossier and reporting considerations
    - Improve shared understandings/documentation about what should be included, and where, in the dossier
    - Develop mentoring program
        - Consider system for accountability and/or check-ins – mentors, buddy system, etc.
    - Create better consistency around PRC support
        - e.g., PRC training
    - Provide more clarity about expectations for research agendas and publishing

III. ROLES & PERSONNEL

- Strongly professed need for dedicated research support personnel to provide instruction, support, consultations, etc.
    - Similar if not identical to the previously existing position of "Research Support Services Librarian"

IV. POLICY & INFRASTRUCTURE

- For research support:
    - Better equity, access, and shared understandings about research time availability and flexibility that also respects need for unit activities and commitments
    - Create central repository as mentioned above in "Research Support Programming"
- More transparency about research expectations
    - Clarify what is meant by "investigation time" for APs

RECOMMENDATIONS

Recommendations reflect feedback summarized above and findings from the literature, and fall into four major categories:

I. RECRUITMENT & HIRING (p. 8)
    a. Enhance recruitment

b. Enhance interview process
c. Strengthen hiring & onboarding processes
d. Implement *Residency Program*

II. RESEARCH SUPPORT PROGRAMMING (p.13)
a. Develop comprehensive *Jump Start to Research* program
b. Improve demonstration & sharing research activity
c. Create/promote *Research Community of Practice* (CoP)

III. ROLES & PERSONNEL (p. 18)
a. Create designated *Research Support* position

IV. POLICY & INFRASTRUCTURE (p. 20)
a. Track and disseminate research successes
b. Develop research time policies
c. Formalize AP research activity for promotion
d. Increase more flexible funding opportunities for researchers
e. Create a research information clearinghouse

Each recommendation includes overarching goals and relevant findings from the literature; motivation for recommendation; action items for implementation; associated investment and dependencies; timeframe; and suggestions for assessment. Each recommendation is also weighted as follows:

***Critical
**Important
*Aspirational

Some recommendations can be accomplished with little investment beyond personnel time; others require dedication of specific persons or groups that may or may not be in place. Naming an *Implementation Team* would ensure initiation of specific actions and would demonstrate good faith to all library personnel, particularly those who participated in forum activities.

I. RECRUITMENT & HIRING

GOAL: Increase staff diversity and inclusion through enhanced recruitment efforts, promotion of research support mechanisms, and greater transparency about what it means to be a faculty/staff member of the University Library.

Ia. RECOMMENDATION: **Enhance recruitment*****

Enhance recruitment efforts to promote diversity and inclusion, better highlight research opportunities, and demonstrate successes of library faculty research, particularly as relates to diversity, equity, and inclusion.

FROM THE LITERATURE:

"Tenure support should be viewed by new hires and managers as part of the benefits package and should be used as a recruitment tool." (Vilz & Poremski, 2015)

Motivation	Make diversity a more prominent part of recruitment and hiring and recognize how job descriptions can influence and reflect diversity and inclusivity by demonstrating how we recruit, support, and retain diverse applicants.
Action Items	1) Establish a consistent definition of "diversity" for library job ads, communications, and documentation 2) Create boilerplate language for job ads that provides an overview of research support and frames the research component of library faculty and AP positions as an opportunity/benefit of positions 3) Incorporate candidate *Diversity Statement* as part of application materials 4) Include evidence of activities that support diversity and inclusion for potential candidates 5) Enhance recruitment of library SAs into information sciences and GAs as viable candidates for openings at the University Library
Investment & Dependencies	1, 2 & 3: Low impact - personnel time; AUL/HR/Director for Business and Human Resources 4: Medium impact – personnel time; Library Assessment/HR/Communications 5: Medium impact – personnel time; Committee (existing or new)
Timeframe	1, 2 & 3: by July 2021 4 & 5: by December 2021
Assessment	**Short term:** 4: Track diversity in applicants and hires annually; include in job advertisements; track number of diversity activities/events annually **Long term:** 4: Track applications/hiring that directly result from diversity activities/events over time 5: Track hiring of former SAs or GAs and link to recruitment activities

Ib. RECOMMENDATION*:* Enhance interview process***

Enhance the candidate interview experience to provide better transparency and more explicit information about research expectations and opportunities.

FROM THE LITERATURE:
"Tenure support should be included throughout the hiring process, in job postings, interviews, and orientations." (Vilz & Poremski, 2015)

Motivation	Improve presentation of the role of research as part of job responsibilities in the interview process. Provide explicit information about research expectations in the context of robust support mechanisms and positive job enhancement opportunities.
Action Items	1) Provide candidate phone interview questions ahead of time 2) Provide opportunity for informal discussions around research between candidates and appropriate faculty/APs 3) Incorporate diversity and inclusion into job talk topics
Investment & Dependencies	Low impact – personnel time; HR/Director for Business and Human Resources/Search Committees
Timeframe	by July 2021
Assessment	**Intermediate/long term:** 2: Collect candidate feedback on research support information dissemination during interview process

Ic. RECOMMENDATION: Strengthen hiring & onboarding processes***
Implement steps to maximize shared understandings of research expectations, benchmarks for success, and what it means to be library faculty or AP.

FROM THE LITERATURE:
"To ensure equality of access and ease of use, support structure programs must be published and disseminated as part of the library's tenure policy. Support structures cannot be static or put into place and then forgotten. They must be reinvented, reevaluated, and revised to reflect the needs of current tenure-track librarians." (Vilz & Poremski, 2015)

Motivation	Provide candidates with explicit information about research expectations, support for new researchers, and opportunities for development and collaboration; frame research as part of job responsibilities.
Action Items	1) Negotiate 0Y year for new hires when possible to allow for building research skills 2) Enhance onboarding process: a. Establish mutually agreeable expectations for research time (candidate and unit head) b. Provide "tour" of resources available to support researchers c. Provide opportunities for informal discussion with other faculty about research at Illinois and/or pair new hires with potential co-author(s) 3) Develop a *Roadmap for Success* for tenure track faculty at all levels

	4) Establish a fund to support new researchers' development opportunities such as workshops, bootcamps, etc. 5) Create *Research Skills Self-Assessment* tool and *Research Skills Development Plan* template for researchers (*see below*)
Investment & Dependencies	1: Medium impact – AUL/HR 2: Low impact – personnel time; unit head/Research Support position^ 3: High impact – personnel time/expertise; AUL/ Director, Library Teaching and Learning/Committee/Research Support position^ 4: High impact – $5,000 – $20,000 in funds; Committee (RPC or new)/ Research Support position^ 5: *details below*
Timeframe	1 & 2: by July 2021 3: by December 2021 4: by July 2022
Assessment	*Intermediate/Long term:* 2: Track collaborations over time that result from initial connections between new hires and library faculty 4: Track expenditures in support of development opportunities

^not current group or position

(5) Develop a *Research Skills Self-Assessment* tool and a *Research Skills Development Plan* tool**

Create a comprehensive research skills self-assessment tool so that researchers can assess knowledge gaps. The development plan document would complement the "roadmap" (see above) and include a timeline for addressing gaps.

FROM THE LITERATURE:

"Confidence in one's ability to perform the discrete steps in the research process is a statistically significant predictor of a librarian conducting research and disseminating the results." (Kennedy & Brancolini, 2012)

Motivation	Provide pre-tenure faculty an opportunity to assess their research development needs and create a plan for addressing knowledge/skills gaps.
Action Items	1) Create a research readiness/research skills assessment tool 2) Develop a template for research skills development planning
Investment & Dependencies	1 & 2: medium impact – personnel time/expertise; Implementation team^/Committee/Research Support Position^
Timeframe	By July 2022
Assessment	*Short term:* Track usage of self-assessment tool and skills development planning tool *Intermediate/Long term:*

Solicit feedback over time about use and benefit of self-assessment and planning tools

^not current group or position

1d. RECOMMENDATION: Implement *Residency Program****

There was little enthusiasm for creating a new employee classification for novice researchers. The consensus was to work within the existing system to improve support and programming opportunities for new and seasoned researchers alike. There was strong support for re-instating a residency program that reflects recommendations put forth in the final report of the Residency Program Implementation Group.

FROM THE LITERATURE:

"If academic libraries want a culture of research, they must create, nurture, and promote such an environment. Offering support to ensure successful achievement of tenure is in the best interest of academic libraries, including the fiscal interest of the university." (Vilz & Poremski, 2015)

Motivation	There were multiple concerns about creating a new employee classification including a campus directive that such a category be designated in the job description, which would negate any flexibility for hiring negotiations. Instead, strengthen existing framework and develop a new residency program.
Action Items	Implement revised residency program based on recommendations outlined in the *Final Report of the Residency Program Implementation Group* • Designate individual as Residency Coordinator (consistent with many other library residency programs) • Offer 3-year resident positions to run concurrently as a cohort • Offer structured training program
Investment & Dependencies	High impact – personnel time and $200,000 – 300,000; AUL/Director, Reference and Research Services
Timeframe	by Dec. 2022 (or when budget is sufficiently recovered to support the program)
Assessment	*Short term:* Survey and interview after year one *Intermediate/Long term:* Exit interview; Supervisor questionnaire; Self-evaluation;

II. RESEARCH SUPPORT PROGRAMMING

GOAL: Build community and foster culture of research that is inclusive of all units. Create opportunities for connecting and collaborating.

The Task Force recognizes and commends Research & Publication Committee (RPC) ongoing efforts to provide funding in support of research projects, promote sharing of research activities, and provide programming related to conducting research.

IIa. RECOMMEDNATION*:* Develop comprehensive *Jump Start to Research* program***

FROM THE LITERATURE:
"Many librarians show confidence in research activities related to their overall job assignments (literature searching, writing, and such) but find more sophisticated research skills, such as statistical analysis, more challenging." (Crampsie, Neville, & Henry, 2020)

Motivation	Need for early researchers/APs to be inculcated into the research ecosystem by providing opportunities for skills development, including funding for workshops and/or bootcamps.
Action Items	Develop comprehensive programming related to research topics such as: • Orientation to the research lifecycle • Types of research (qualitative/quantitative) • Standard research methods used in information science • Data management • Getting published
Investment & Dependencies	High impact – personnel time; Director, Library Teaching and Learning/Committee^/Research Support position^
Timeframe	by Dec. 2022
Assessment	*Short Term:* Track attendance for all programs *Intermediate/Long Term:* Solicit feedback from participants for each session/activity Track publication output of attendees in comparison to those who do not participate

^not current group or position

IIb. RECOMMENDATION*:* Improve demonstration & sharing of research activity**

FROM THE LITERATURE:
"Encourage presentations on research projects at all stages of the research life cycle, especially those in the early stages. The authors presented research projects that were largely completed.

In future series, we will present nascent research projects/ideas and encourage our colleagues to do the same." (Thielen et al., 2020)

Motivation	Track library researcher activity and output and better disseminate research successes.
Specifics	1) Develop formal/informal opportunities for experienced and new researchers to interact 2) Implement Research Forums program (*details below)*
Investment & Dependencies	1: Low impact – personnel time; Committee (RPC already engages in some of this activity)/ Research Support position^
Timeframe	1: by July 2021
Assessment	*Intermediate/Long Term:* Track number of events and respective attendees that bring new and experienced researchers together

^not current group or position

(2) Research Forums*

We acknowledge the efforts of RPC in this area and feel some mechanism to provide ongoing research sharing opportunities is important.

FROM THE LITERATURE:

"Research Forum (RF) was held for one hour each month on a Friday morning during the 2018-2019 academic year. Sessions were open for all library faculty and staff to participate as presenters or attendees. Over the academic year, approximately half of library faculty and staff attended at least one session, and eight library faculty presented their current research. To encourage attendance for this pilot year, library administration approved funding for coffee and light refreshments." (Thielen et al., 2020)

Investment & Dependencies	High Impact – ongoing; Committee (RPC)/Research Support position; may require some funding ($1,000 – $5,000)
Timeframe	by December 2022
Assessment	*Short term:* Track number of forums and number of participants, including employee classification, tenure status, and diversity *Long term:* Designate 1 forum each year for soliciting input about research support overall; collect and analyze input

IIc. RECOMMENDATION*:* Create/promote *Research Community of Practice* (CoP)***

FROM THE LITERATURE:

"CoPs have the potential to encourage individual professional growth, create solutions to

organizational issues and structures, and ultimately, improve workplace cultures in academic libraries. With all that CoPs can contribute to the development of individuals, institutions, and the profession, they are not without challenges." (Binder & Hall, 2014)

Motivation	Contribute to a robust and consistent culture of research across all library units. A CoP would serve to enhance clarity around research agendas and publishing expectations; provide a "safe" environment for asking questions; promote diversity and recognize individual workstyles; affords opportunities for connections, collaborations, and synergies around research topics, particularly around important issues such as diversity.
Action Items	1) Create listserv for researchers – consider separate lists for pre-tenure, APs, tenured faculty 2) Strengthen PRC support (*see below*) 3) Establish formal or informal research mentoring program for faculty & APs (*see below*) 4) Establish Journal Club(s) organized around themes such as Diversity & Inclusion (*see below*) 5) Provide/promote regular programming/workshops on research topics such as, the literature review; where to publish; navigating peer review; etc. (*see below*) 6) Expand use of writing groups program and promote participation (*see below*) 7) Establish internal *Peer Review* program (*see below*)
Investment & Dependencies	1: Medium impact – personnel time; HR/IT
Timeframe	1: by July 2021
Assessment	*Short Term:* 1: Track number of subscribers and levels of activity

(2) PRC Support**

Plans to restructure PRC program have been put on hold.

FROM THE LITERATURE:

"The mentor was and is supposed to be someone with no authority over the mentee's reappointment or promotional path, allowing for objectivity and a different understanding of the mentee's role and performance in the broader Libraries' environment." (Brillat & Mendez, 2017)

Motivation	Provide more transparency about the roles and responsibilities of the PRC. Need for training and better coordination and consistency around PRC support.
Action Items	1) Develop mandatory PRC training program

	2) Create opportunities for regular PRC information sharing 3) Create system for accountability and/or regular check-ins
Investment & Dependencies	Medium Impact – personnel – AUL/Director/Committee/Research Support position^
Timeframe	by December 2021
Assessment	*Short Term:* Track encounters between PRCs and tenure candidates *Long Term:* Assess PRC encounters with candidates and tenure success benchmarks

^not current group or position

(3) Mentoring Program**

"Mentoring may support the research and publication activities of librarians in several ways. A mentor may suggest research directions and help the mentee focus on a research agenda. Other mentoring activities include recommending topics for publication and sharing information about publication opportunities. A mentor also may offer advice about how to balance research and other professional obligations and may help the mentee construct timelines for projects. In some cases, the mentor may edit the writing of the mentee or collaborate with the mentee on research projects. Mentoring arrangements may be informal or formal." (Sassen & Wahl, 2014)

Motivation	Provide mechanism to connect novice researchers with "experts' to help fill knowledge/skill gaps; consider formal and informal approaches.
Investment & Dependencies	High Impact – personnel time; HR/Committee (new or existing); coordinate with any changes to PRC program
Timeframe	by December 2021
Assessment	*Short Term:* Track number of mentor relationships & timeframe *Long Term:* Analyze impact of mentor relationships on research/tenure success

(4) Journal Club*

Motivation	Provide venue for personal development, presentation skills, and networking.
Investment & Dependencies	Medium Impact – personnel time/buy-in for participation; Committee/Research Support position^
Timeframe	by December 2021
Assessment	*Short Term:*

	Track number of discussions, participation *Intermediate/Long Term:* Track level of participation over time

^not current group or position

(5) Research workshop series**

FROM THE LITERATURE:

"[T]he major reason why librarians are not performing research is due to a lack of skill (or confidence), which is underscored by a lack of training. Working together to build a training program that will develop skills, networks, and a body of scholarly literature is important." (Williamson, 2017)

Motivation	Provide regular programs/workshops to address areas of need for researchers such as, writing/publishing workshops, research methods, etc.
Investment & Dependencies	High Impact – Personnel time/money; Director, Library Teaching and Learning/Committee (RPC)/Research Support position^
Timeframe	By July 2022
Assessment	*Short Term***:** Track number of events, participation Solicit feedback from participants after each session *Intermediate/Long Term:* Track level of participation over time

^not current group or position

(6) Writing Group(s)**

FROM THE LITERATURE:
"...writing group to assist in [publishing] process; four-member group makes itself available to review and critique manuscripts submitted by LSU librarians, most of whom are tenure-track; practical materials such as forms for writers to use; results of a small survey given to participants in order to gauge their satisfaction with the entire review process; "Writers Group" included librarians with strong publication records and/or experienced writers." (Blessinger et al, 2010)

Motivation	Encourage participation in writing groups to promote community, accountability, provide guidance and feedback, and increase publication productivity.
Investment & Dependencies	Medium Impact – Personnel time; Committee/Research Support position^
Timeframe	by Dec 2021
Assessment	*Short Term:*

	Track number of groups, participants, meeting frequencies *Intermediate/Long Term:* Track level of participation over time

^not current group or position

(7) Internal peer review program*

FROM THE LITERATURE:
"Many respondents highlighted the role of the writing group in improving their work by providing an audience and creating a source of feedback that approximated the peer review process." (Ackerman et al, 2018)

Motivation	Provide writers feedback on manuscripts prior to publication; provide reviewers with experience in the peer review process. Improve overall quality and success rate of manuscript submissions.
Action Items	• Select a diverse cohort of reviewers that serve for a designated period of time • Establish guidelines for review process (e.g., blind or open) and eligible submissions (e.g., manuscripts, posters, etc.) posters/presentations? • Establish guidelines for submission process, turn-around time, and feedback format
Investment & Dependencies	High Impact – Personnel time; Committee/Research Support position^
Timeframe	by July 2022
Assessment	*Short Term:* Track number of volunteer reviewers, participants, reviews *Intermediate/Long Term:* Track review activity to publication outcomes

ROLES & PERSONNEL

IIIa. RECOMMENDATION: Create designated *Research Support* position***
Feedback demonstrated overwhelming call for an individual to provide centralized support for researchers and help researchers navigate the library and university research support systems.

FROM THE LITERATURE:
"The program should be developed and taught by practitioners who have successfully completed research projects. Ideally, they have the time to spend developing the program and providing follow up assistance and mentoring to the program attendees." (Williamson, 2017)

Motivation	Hire dedicated research support position to coordinate information, provide centralized support for researchers for methods, publication

	peer review, etc. The need for such a position was expressed during every forum.
Action Items	1) Establish need and seek approval for position, secure funds, develop job description, recruit, and hire. 2) Position coordinates regular programming for research support (*see below*) 3) Position provides support across the research life cycle (*see below*)
Investment & Dependencies	1: High impact – $50,000 – $100,00); Full time individual to fill roles as outlined below^
Timeframe	1: By December 2022 or as budget allows

^not current group or position

(1) **Coordinate regular *Research Forum* program****

For example, quarterly forum program that is open to all faculty/APs; each one focuses on a theme (peer review/surveys/thematic coding/where to publish/open access); sessions begin with topic-related presentation, either about someone's research, or about the topic at hand; plenty of opportunity for questions, discussion, and exchange of ideas. Compiled information can be added to the "clearinghouse" location.

FROM THE LITERATURE:

Thielen, Spunaugle, and Swanberg (2020) recommend providing opportunities to share progress and receive feedback on research projects from colleagues across library departments. Also, to practice presentation skills and to discuss general library and institutional trends. In particular, an informal, intra-library venue to share current research projects, generate ideas, and discuss the logistics of conducting said research (such as a monthly research forum) was well-received. The authors stressed the importance of including presentations on research projects that failed, significantly shifted focus, or which did not result in a deliverable.

Motivation	Provide regular research programs that address various aspects of research such as what Dan Tracy and Beth Woodard formerly provided.
Action Items	Plan, schedule and coordinate comprehensive research program offerings
Investment & Dependencies	High Impact – personnel time/money for programs; Research Support position^
Timeframe	by December 2022
Assessment	*Short Term:* Track number of events, participation Solicit feedback from participants after each session *Intermediate/Long Term:* Track level of participation over time

^not current group or position

(2) Support faculty across the research life cycle, from idea to publication **

FROM THE LITERATURE:
"Library research committees may offer a variety of support measures for participants. They may share calls for papers and presentations, as well as information about grant-funding opportunities.34 They also may disseminate information about research resources in the library collections and research methods courses offered on campus. The library research committee may provide instructional sessions about topics such as research methods, statistics, presentation skills, academic publishing, and the institutional review board process.36 Some groups host discussions in which librarians have the opportunity to share updates on the progress of their research projects as well as findings from their research.37 The library research committee also may provide a working group environment in which librarians can get advice on various activities. For example, librarians may make presentations, display posters, and receive feedback on their work.38 They also may seek comments on research study ideas, grant applications, and drafts of articles." (Sassen & Wahl, 2014)

Motivation	Provide support for research across the spectrum of the cycle.
Action Items	Plan and coordinate workshops such as writing and publishing;
Investment & Dependencies	High Impact – personnel time; Research Support position^
Timeframe	by December 2022
Assessment	*Short Term:* Track participation *Intermediate/Long Term:* Solicit annual feedback from participants Track level of participation over time

^not current group or position

IV. POLICY & INFRASTRUCTURE

IVa. RECOMMENDATION*:* Track & disseminate research successes***

FROM THE LITERATURE:
"Professional colleagues can and should be not only collaborators but also instigators, supporters, and sounding boards." (Binder & Hall, 2014)

Motivation	Establish a robust mechanism for tracking, sharing, and celebrating library faculty research activity more presentations, symposia, etc.

Specifics	1) Compile and share statistics specific to library research activity and output 2) Create opportunities for sharing and celebrating faculty successes
Investment & Dependencies	High Impact – personnel time; Library Assessment/Committee (RPC)
Timeframe	by December 2021

IVb. RECOMMENDATION: **Develop research time policies*****

FROM THE LITERATURE:
As noted in the introduction, unlike teaching faculty, most academic librarians work a twelve-month year. "Most librarians at the responding ARL libraries that require publication are allowed to use work time for research and publication. Ninety-eight percent of the responding deans/directors in libraries that require publication preside over libraries that allow library work time to be used for research and publication, although only 89.6 percent of them support providing library work time for research and publication. With respect to responding libraries that offer faculty status, all allow librarians to use work time for research and publication and all of the deans/directors support this practice" "Half of all responding libraries that require publication allow librarians to use one to five hours each week for research and publication. The same time allocation is also available to librarians at half of responding libraries where librarians have faculty status. Most of the remaining responding libraries allow six to ten hours per week. The number of hours allowed per week reported in the Arlen, Switzer, and Martyniak studies are consistent with these findings and suggest that this factor has remained static over time." (Sassen & Wahl, 2014)

Motivation	Provide better equity, access, and shared understandings about research or investigation time availability and flexibility that also respects need for unit activities commitments.
Action Items	Create a universal policy that formalizes parameters and addresses negotiation of research time that is acceptable to all library units • Consider options for flexible research time such as banking days, extended time during summers, etc. • Establish "meeting free" times – days, mornings, afternoons, or certain designated days during semester
Investment & Dependencies	High Impact – personnel time; administrative buy in; AUL/HR/Committee
Timeframe	by July 2021

IVc. RECOMMENDATION: Formalize AP research activity for promotion

Motivation	Incorporate AP research activity as part of promotion path (research portfolio instead of dossier?).
Action Items	Develop mechanism or tool, such as a portfolio, for APs to track activities over time for annual reviews and promotional considerations
Investment & Dependencies	High Impact – personnel time; HR/Director for Business and Human Resources; Committee
Timeframe	By December 2021

IVd. RECOMMENDATION*:* Increase more flexible funding opportunities for researchers

FROM THE LITERATURE:
"Internal funding is widely available at the responding ARL Libraries, although the discrepancy between favoring and providing again manifests itself, with 93.8 percent of deans and directors favoring internal funding and 83.3 percent providing it. And again, at libraries offering faculty status, the practice is both allowed and favored by 100 percent of the deans and directors."
"External funding requires completing often complex grant applications. The most commonly available support is a position funded by university administration to provide campus wide grant writing support. The percentage of libraries whose librarians have no in-library access to a grant specialist is very close to the percentage that have a campus wide position available to them. In the comments supporting the choice "other," several of the deans and directors indicated that their librarians have access to both a library-funded and a university administration–funded grant specialist." (Sassen & Wahl, 2014)

Motivation	Provide more funding opportunities and increase flexibility for use of funds.
Action Items	Explore funding options (expanded use of travel funds, special fund for research support not covered by RPC) for development opportunities (bootcamps) and/or organizational memberships
Investment & Dependencies	High Impact – money; Dean/AUL
Timeframe	by July 2022

IVe. RECOMMENDATION: **Create research information clearinghouse*****

Create a library research support clearinghouse – centralized location for all documentation, research outputs, opportunities for development, collaboration opportunities, etc.

FROM THE LITERATURE:
"A professional development blog - atkinslibraryprodev.wordpress.com - was also developed to share opportunities, highlight the professional work of library faculty, and create a platform for

collaboration. Collaboration is further encouraged through an online platform for sharing goals and progress for all CoP members." (Binder & Hall, 2014)

Motivation	Create centralized "home" for information related to research activity, research output, documentation materials, interactive communication and sharing, events information, etc. • Provide better transparency and shared understandings about research expectations • Provide mechanisms for informal sharing and problem solving • Provide mechanism to connect novice researchers with "experts" to fill knowledge/skill gaps
Action Items	1) Provide an explicit policy for AP investigation time 2) Create a "who does what" or "whom to go to for…" resource 3) Suggested topic areas include • Research Methods • Writing & Publication • Presenting Research • Grants & Funding • Career Development • Mentoring
Investment & Dependencies	High Impact – personnel time; IT/Committee/Research Support Position^
Timeframe	By July 2022
Assessment	*Short Term:* Track usage data

^not current group or position

TIMELINE & MILESTONES

Suggested deadlines for initiation of action items are included with recommendations. A comprehensive timeline can be found in Appendix C.

EVALUATION

Assessment strategies will, of course, depend on implementation of recommendations and associated parameters. Suggested assessments that are included with recommendations were guided by consultation with the Director for Library Assessment and are categorized into short term or intermediate/long term. The Task Force also recommends that metrics used for assessing research outputs be guided by the ACRL Framework for Impactful Scholarship and Metrics. Specific measures for publications could include:

- Citation counts (peer reviewed, single authorship, first authorship
- Poster (refereed, conference size/attendance, awards)
- Dataset, digital scholarship, digital collections (citations, published reviews, refereed)
- Book (reviews, citations, authorship order, role/contribution)
- Chapter (citations, reviews, authorship order, role/contribution)
- Published reviews (citations)

Two surveys from the literature provide a pool of questions to draw upon for the future development of faculty/AP surveys:

Crampsie, Camielle, Tina Neville, & Deborah Henry. "Academic Librarian Publishing Productivity: An Analysis of Skills and Behaviors Leading to Success." *College & Research Libraries* [Online], 81.2 (2020): 248. Web. 15 Dec. 2020

Ackerman, Erin, et al. “The Availability and Effectiveness of Research Supports for Early Career Academic Librarians.” *Journal of Academic Librarianship*, vol. 44, no. 5, Sept. 2018, pp. 553–568. *EBSCOhost*, doi:10.1016/j.acalib.2018.06.001.

APPENDIX A

Task Force for Research Support
Thematic Compilation from Forums – ALL

THEME: *Community & Communication*

- **Collaboration**
  - Establish a Community of Practice for research
  - Connect new faculty/APs with those who share research interests
  - Foster consistent research culture across all units
  - "Provide *safe* environment for asking questions – no matter what."
  - Better integration of research as part of one's job
  - Empower individuals to execute research within the context of, not separate from, other duties and responsibilities
  - Explore mechanisms/best practices for finding collaborators (Experts, etc.)

    Key themes:

    Establish a **Community of Practice for research**

    Cultivate a **culture of research** across the library

    Facilitate **connections** and mechanisms for **collaboration**

- **Demonstrating Success**
  - Library should share statistics specific to us, and then share changes over time with specific groups: including full professor, unit heads, etc., to monitor ourselves in order to work for change and share information
  - Need to have actual actions rather than words – demonstration that we retain diverse applicants
  - Keep metrics/statistics over time as far as getting tenure
  - Consider ways to acknowledge/celebrate AP activities related to research/investigation that is more formalized and may feed into promotional path
  - Consider something comparable to dossier for APs and be clear and transparent about what would be expected/required
  - Consider standard portfolio to track [AP] word and share
  - Consider alternative review mechanisms for AP/Civil Service

    Key Themes:

    More robust mechanism for **tracking and sharing research outputs**

    Celebrate faculty and AP successes with more presentations, symposia, etc.

    Incorporate **research activity as part of AP promotion path** (research portfolio instead of dossier?)

    More transparency about research expectations

- **Disseminating Research**
  - Open library research symposium via zoom; provide opportunity to interact with presenters & ask questions
  - Better dissemination of library faculty research, esp. for candidates – presentations, profiles, interviews
  - Open the Library Research Symposium to anyone to attend via Zoom; include question/answer mechanism
  - Make sure we have a showcase for our research work
  - **"**Bulletin board of projects that other library faculty are working on"
  - Emphasize sharing of research as a natural, not "braggy" thing
  - Create more opportunities (like RPC presentations) for sharing research

    Key Themes:

    Establish mechanisms and interactive activities for **more sharing of research activity and successes**

- **Transparency & Sharing**
  - Transparency and sharing of experiences
  - Need safe avenue to express concerns and perceived problems
  - Need to have structures to build community and communicate with each other
  - Establish mechanism for gathering ongoing input about needs of researchers
  - Establish centralized online clearinghouse for all research support documentation
  - Establish reporting out mechanism for sharing research
  - Provide outlet for sharing research experiences – good and not-so-good
  - Better communication about opportunities and expectations
  - Share successful dossiers
  - Need better documentation and communication overall

    Key Themes:

    Establish central "repository" or clearinghouse for research activity, documentation, interactive communication and sharing, events and opportunities, sample documents, etc.

    Provide venues for **informal sharing and problem solving**

THEME*: Diversity & Inclusion*

- **Definitions**
  - Define terms
  - Need to define
  - Be clearer about what "diversity" means

    Key Themes:

    Establish/use consistent **definition of "diversity"**

- **Demonstrating Success**
    - Need to demonstrate we can retain the diverse people who are already here
    - Demonstrate diversity through action

      Key Themes:

      Demonstrate commitment to diversity through action

- **Diversity experiences**
    - Recognizing the invisible labor that is often laid on those who are from "diverse backgrounds" in academic systems
    - Having people involved in the P & T system (or maybe all faculty?) read works by scholars of color where they discuss their experiences with the system of academia

      Key Themes:

      Raise awareness of issues and challenges related to diversity in academia

- **Doing Research**
    - Encourage and support research agendas related to diversity/inclusion
    - Promote diverse research agendas
    - Explicit support for work that addresses issues of diversity and inclusion (research support, acting on recommended changes from committees/tasks forces/etc.)
    - Recognize individual circumstances (medical issue, etc.) that impact responsibilities
    - Eliminate artificial or arbitrary standards
    - Create climate that accommodates individual workstyles

      Key Themes:

      Promote climate and culture of diversity and individual workstyles

      Promote research that addresses issues of diversity and inclusion

- **Recruitment**
    - Making diversity a bigger part of the hiring process
    - Do we need to change [jobs] (or how we describe them) before we can think about hiring diversely?
    - Improve job ads to be more inclusive
    - Diversity statement as part of job application materials and part of interview process
    - I've heard a lot of criticisms of residency programs especially ones targeting diversity actually ending up reifying inequality because they target bringing in diverse candidates but pay them less than tenure track and then they end up back on the job market in a few years

      Key Themes:

      Strengthen diversity considerations in the hiring process

Strengthen inclusivity in recruitment efforts and job advertisements

Request diversity statement as part of application materials

THEME: *Hiring Process*

- **Doing Research**
  - Provide details (with links to more information) about research support in job advertisements
  - What does library research look like?
  - We need to find a balance between frightening people and getting the word out that we do research before the campus visit
  - We expect research but it is also an opportunity. We could stress that this is an opportunity. Make research positive
    Talk about it in a positive way not like a weight/burden but an opportunity
  - Mandatory research methods/writing courses for pre-tenure status
  - Many new faculty receive start-up funds to get their research program going. Also, research assistant positions available to assist

    Key Themes:

    Discuss research with candidates as a positive opportunity – benefit, not burden

    Develop mandatory/optional research methods/writing course opportunities for pre-tenure and AP hires

    Establish funding to support new researcher development opportunities – courses, bootcamps, etc.

- **Hiring**
  - Pre-employment conversation
  - Have an in-depth conversation with a candidate when we offer them a position
  - Pair new faculty with co-authors
  - Onboarding of unit heads to establish expectations for faculty research time
  - Have conversation about options for research/investigation time and communication needs when starting position
  - Provide “tour” of resources available to researchers
  - Create “roadmap” for tenure success
  - library is the only unit on campus, I believe, that hires faculty on a rolling basis/start date. All faculty in other departments typically start the academic year after they are hired. Our hiring practices create scheduling oddities, like being evaluated for a year of work when a faculty member has only been employed for a couple of months. So, either hire like other units on campus, or try to create more flexibility for librarians so that they don't deal with strange scheduling

Key Themes:

Provide opportunity to discuss research expectations, opportunities, possibilities, etc. between candidates and faculty as part of interview process

Establish expectations for research time with unit head during interview process

- **Interviewing**
  - Offer candidates opportunity to speak with individual(s) who represent specific group(s)
  - Faculty research presentations during interview
  - Provide candidates with a written list of phone interview questions
  - When someone is interviewed, pair them with someone like them to talk about being at Illinois
  - Ask the candidate when they are interviewing, do you want to talk to specific kind of person or department? e.g., accessibility office or black caucus
  - Talk about our research during the campus visit
  - Solicit feedback on interview process as part of interview schedule
  - …add a diversity statement requirement; add to the job talk

Key Themes:

Provide opportunity for candidates to meet and talk to faculty who are in related or similar positions who can share experiences and answer questions

- **Recruitment**
  - Better outreach and marketing during recruitment
  - Having boilerplate/clear language about research support in job ads
  - Do the jobs we have attract a certain kind of person?
  - Start recruitment and preparation with undergrads and GAs
  - Maybe offer an annual forum for SAs to talk about careers in librarianship
  - …work to offer GAs opportunities to participate in research and publication
  - Explore iSchool partnerships
  - Work with the iSchool to hold informational sessions for their students on our expectations for performance in research and how to begin preparing as a student to meet them

Key Themes:

Work with iSchool and library GAs and SAs to recruit viable candidates

Use research opportunities and support infrastructure as positive recruiting tool

- **Salaries**
  - Salary transparency on job advertisements
  - Salaries in job descriptions, salary transparency overall
  - Salary transparency, diversity #s and metrics to show retention of diverse candidates

- …be more transparent about salaries (in job descriptions)

  Key Themes:

  Better transparency around salaries

- **Tenure Track**
  - Visiting status is financially risky
  - Better clarity of expectations for "visiting" faculty
  - "Zero" year (pre-zero year) for time to develop research skills and agenda
  - Add a 0 year (pre-tenure) that was focused on research methods for people who only have terminal masters
  - … common understanding of the goals and of the tenure requirements
  - **"**visiting status provides "padding" to be able to acclimate to pressures of tenure"
  - "Require master's degree or 1 year of prep before 1y"
  - Does hiring someone as visiting mean that we are planning to add them into a permanent position once one becomes available?
  - having something structurally in place whereby a librarian has a year to transform their MA work into a research agenda/begin an article would be good for many prospective faculty

  Key Themes:

  Hire new faculty as 0 year when appropriate

  Better clarity about "visiting" status – what it means and how it is used

THEME: Supporting Research

- **Culture**
  - Create opportunities for formal and informal sharing and interactions among faculty
  - Facilitate "conversations that allow people to be listened to, heard, that share experiences, provide best practices to navigate conflict in departments, between librarians"
  - Define and demonstrate collegiality, peer to peer relationships, and relationships with students, staff, and faculty within and outside of the library
  - Tension between needs and flexibility, for both tenure-track and AP level.
  - "Incentives for those who support researchers in using that time research day/time availability/expectations"
  - Research "crash course" would be a way to foster community and connect with colleagues
  - So, for the program to succeed, it must have a professionalization component built into it and not just an extra allotment of time for people to do things that they don't know how to do

Key Themes:

Create **opportunities** for faculty and APs to **share and interact** with each other about research, at all levels, in a safe and non-judgmental environment

Foster a **culture of research** that includes staff at all staff levels, recognizing researchers and support personnel

- **Documentation**
  - Centralized "home" for documentation that provides equal access to consistent policy and process information
  - Service vs. research vs. librarianship – what goes where?
  - More clarity about what goes where
  - Clear, consistent documentation about the tenure process
  - Provide sample dossiers
  - Clarify what is meant by "investigation time" for APs – is it professional development, research time or both?
  - Clarify eligibility for RPC funding, especially for APs who may not be engaged in traditional library research
  - Need documentation re: research time availability and options
  - Need clear, consistent, transparent documentation about research time availability and expectations

Key Themes:

Create **centralized "home" for research documentation** and all related information

Improve shared understandings/documentation about what should be included, and where, in the dossier

Clarify what is meant by "investigation time"

- **Doing Research**
  - Publishing support
  - How to handle peer review
  - Invite GAs, residents, and new faculty to participate in projects that offer opportunities for research/publication
  - More opportunities for research skills development
  - More support (funding/time away) for research skills development
  - Standard course on research methodology
  - Create system that connects researchers with opportunities to fill knowledge/skills gaps
  - RPC offers funding for faculty and APs, but APs rarely apply for funding – may be due to lack of clarity about eligibility
  - Perception that AP research should be related to job responsibilities may hinder opportunities for collaboration
  - Offer research methods course and ensure everyone has an opportunity to participate

- We would need to make sure there is a strong research component (for new classification) if we were in part using it as a way for new librarians to learn how to do research

Key Themes:

Improve research skills development opportunities

Develop system that fosters collaborations and connects people with experts to help fill knowledge/skills gaps

Need for more funding opportunities

- **Mentoring**
  - Need for mentoring and communities of practice
  - More mentoring
  - **"**We need a mentoring system here to answer questions"
  - Establish more consistent expectations for PRCs
  - Provide equitable access to experts and research support personnel
  - Establish mechanism for accountability and regular check-ins – PRCs, buddy system, mentor program, etc.
  - Give people opportunity for mentors around specific opportunities or intentions (research methods for example)
  - Establish "research mentors" for pursuit of similar research methods/interests; different from PRC
  - if the library is going to do this (create new classification), then it needs to help with the mentoring portion of this
  - There is going to need to be some handholding on this because MA students often don't graduate with these networks in place, and likely don't have the financial resources to attend conferences

Key Themes:

Create research **Community of Practice**

Develop mentoring program

Provide training to create better consistency around PRC support

Consider system for accountability and/or check-ins – mentors, buddy system, etc.

- **Research Agenda**
  - Establish definition of research that outlines what is acceptable and what is not
  - Mixed messages about publishing in disciplinary field vs. librarianship

- Emphasis on empirical research
- More clarity about expectations
- Clarity about leeway for establishing one's research agenda to eliminate inconsistency in recommendations depending on whom is asked
- Encourage innovative research (topics and methods)
- "Doing research" crash course; explicit document that is universally available; workshops

Key Themes:

Need more clarity about expectations for research agendas and publishing

- **Opportunities**
  - DRIVE program
  - NCSU
  - ACLS postdoc model

- **People**
  - Need for dedicated research support position
  - Hire Research Methods Librarian
  - Position dedicated to supporting library faculty/AP research
  - Have specific support for these jobs in the form of a "Dan Tracy" (old job positions).
  - Improve consistency of message for PRCs – how do PRCs support the research agenda?
  - "speed dating" to match potential collaborators
  - Need individual to maintain research "clearinghouse" content
  - Need for a dedicated research support librarian to coordinate information documentation and research support programming
  - Establish office hours for research "experts" (PTAC?)
  - Create a "who does what" or "who to do to for…." Resource
  - Reiterate the need for a person who takes on the research support piece

Key Themes:

Need for dedicated Research "Tsar" to provide instruction, support, consultations, etc.

- **Research Time**
  - Establish a universal policy for negotiating research time that is acceptable to all library units and formalizes parameters
  - **"**Emphasize that research is not taking away from other work but rather part of it**"**
  - Establish equity across units for research time allowance in the context of unique unit needs
  - More flexible research time for pre-tenure faculty, such as extended leave
  - Allow for variation in job duties, workstyles, physical and/or psychosocial circumstances, etc.

- Address challenges of supervisory, administrative, committee and unit commitments that eat into research time
- Make sure everyone has equitable time allotments for research
- APs don't get "research days"; investigation time is "less coherent" – subject to availability within the department and supervision
- Consider a "meeting-free" day (iSchool used to do this)
- Build in research time flexibility to accommodate different work styles/demands – days, ½ days, blocks of time
- Library-wide coordination of research time to minimize meeting conflicts
- Allow for time to design and carry out research in coordination with unit goals, plans and expectations
- How to accommodate research time for people with supervision or "intensive daily duties"
- Consider hiring more staff for "day to day" duties that can free up some time for researchers
- Ensure consistency in research time
- …we turn in documents much sooner than other departments. Perhaps we've drawn them out longer than we should. We should try to learn from other departments on timing

Key Themes:

Better equity, access, and shared understandings about research time availability and flexibility that also respects need for unit activities commitments

- **Support**
  - Find ways to retain the faculty we hire through better support and communication
  - Support once people are here (like what Dan T. used to do)
  - More freedom with travel funds (professional memberships)
  - More admin support for memberships
  - More documentation about research support
  - …more training and framing of expectations for PRC's
  - Ensure that units fully support the research time of new faculty in a consistent way-
  - …standards of time granted for research cannot be unit-specific
  - Publishing – what are acceptable venues for disseminating research?
  - Provide more equitable support, regardless of unit, division, or discipline.
  - Create listserv for pre-tenured faculty
  - Provide guidance for those for whom demands of tenure are not being met
  - Establish more library-wide opportunities such as designated meeting-free days for research and investigation
  - Day with no meetings – like library cleaning day, but for research or professional development
  - Form research groups or writing groups (in conjunction with above?)

- Those present expressed that NCFDD bootcamp hugely useful - grant through provost's office that funds it, but competitive, expensive
    - Standard tuition is $4,750 per participant. Early Bird tuition rate is $4,250, and Priority Registration is $3,950
- You can create as many designations as you want, but the infrastructure to support candidates needs to continue to grow and respond to the issues raised in the first few meetings. If that does not continue to improve, then the benefits of such a special designation may not come to fruition

Key Themes:

Better documentation that is universally accessible

Funding for professional memberships, personal development, and research support

THEME: New Faculty Classification

- **Forum vote results**
    - **Yes – 2**
    - **No – 7**

- **Existing Framework**
    - Strengthen support for faculty within the existing system
        - use the system we already have for visiting but strengthen and make the objectives clearer
        - better served building in support mechanisms within the structure we already have
        - best thing to support them would be better research support and not a diminished designation or longer tenure clock
        - invest in supporting people in pre-tenure years rather than extending their time of precarity and lower pay
        - There is already enough stratification among the classifications we currently have.
        - I think residency programs often end up addressing the symptoms and not the cause of perceived problems
        - We have a long track record of untenured folks making it through the tenure system as it stands today, even without being residents or postdocs
        - We should not be hiring visiting positions for permanent staffing needs

- **New Classification**
    - Use for select positions only
    - They should not be used for all faculty positions, however, as most positions should be tenure track from the beginning

- If the goal is for them to demonstrate that they've established themselves in their position and also developed a clear, realistic research agenda and built their knowledge of research methods (if necessary), then I think it could work
- understanding your role as a librarian can take just as much time as understanding your role as a researcher, especially early on in your career. It can also make folks feel like they can't dedicate the necessary time to research, so giving them a period to "get settled" into the position could be beneficial
- Candidate dependent
    - If implemented, it would be best to be optional for candidates
    - is there a way to create something like the designation, but make it optional that way candidates don't have to qualify as early career to apply to a particular job?
    - if they are early career and they do get the offer, they could decide to take advantage of the designation
    - Would this be something that all candidates would be forced into? Would it be optional?
    - campus level thoughts: how do we have conversation halfway through? Not likely possible. It would be something up front
    -
    - Possibly a *choice* for a candidate who is under-experiences in research
- Job dependent
    - Not all faculty jobs that open up are for early career librarians
    - Would we be limiting pools by tagging jobs with that designation?
    - If decided upfront and advertised that way, it will mean that more qualified candidates will not apply (it will not be attractive to a certain group of candidates)
    - which jobs would get the special designation?
- Logistics
    - What will pay/benefits be like for someone who comes in with this special designation? Would it be the same as if they come in 0/1Y?
    - Could we start folks on year 0 for longer?
        - Not regularly or easily with =out campus being concerned
    - Advertising unclear pre-tenure track will not be appealing to candidates
    - What is the transition from the special designation to 1Y TTF member going to be?
- Culture
    - There could be disparity between positions if they are hired differently. How do we help them move forward and feel like they’re part of the faculty?

- **“Visiting” category**
    - We’ve been using visiting in a similar manner – is there a reason why we couldn’t keep using this as we have?
    - Would adding another designation just further divide and confuse things? Maybe we just further codify the visiting structure?
    - We’ve abused the visiting position in the past and gotten in some trouble for it by the Provost’s office. Visiting is supposed to be used when we are pretty sure it’s only a

temporary need. We are not meant to be routinely converting these to permanent

- **Residency**
  - It would seem to make sense to use something like the residency model where there's no guarantee that the position would turn into something more permanent

- **Post-doc**
  - I think it may match up better with a post doc model – 2-yrs. Gaining valuable experience and sometimes hired into faculty positions

- **Job Security**
  - Include promise of permanent option
  - Barriers to retention
    - new hire not being fully invested in the work because they are already looking for the next job
    - current visiting faculty/AP positions are bad enough in that regard in terms of fostering frustration
    - If the expectation is that they would have a certain number of publications/presentations to demonstrate they would be successful on the tenure track, that might just end up being more stressful than helpful (almost like going through the process twice!)
    - Need to be careful about the "revolving door" effect. For subject specialists who work with schools/departments, it is bad for relationship building to have people come and leave regularly
    - people move on to other opportunities
    - not economically viable - how long do candidates spend preparing for their future, would rather be professional quickly
    - We have had visiting, post-docs, and residents, no one who has had those positions feels good about that first
    - It is not clear what a new designation would do that the current visiting system does not and it would probably make things more frustrating

- **Recruitment**
  - Positions limited to areas of short-term emphasis (emerging this or that) but advertised with the understanding that that would give people 2 years experience and possibly (but not for sure) lead to a tenure track role

APPENDIX B

Task Force for Research Support Final Report
Works Cited

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APPENDIX C

Task Force for Research Support Final Report
Timeline for Recommendations

Jan. 2021

Ia. Enhance recruitment

1) Establish a consistent definition of "diversity" for library job ads, communications, and documentation
2) Create boilerplate language for job ads that provides an overview of research support and frames the research component of library faculty and AP positions as an opportunity/benefit of positions
3) Incorporate inclusion of candidate *Diversity Statement* part of application materials

Ib. Enhance interview process

1) Provide candidate phone interview questions ahead of time
2) Provide opportunity for informal discussions around research between candidates and appropriate faculty/APs
3) Incorporate diversity and inclusion into job talk topics

RECRUITMENT & HIRING

Ic. Strengthen hiring & onboarding processes

1) Negotiate 0Y year for new hires when possible to allow for building research skills
2) Enhance onboarding process

IIb. Improve demonstration of sharing of research activity

4) Create listserv for researchers – maybe separate lists for pre-tenure, APs, tenured faculty

IIc. Create/promote *Research Community of Practice (CoP)*

1) Create listserv for researchers – maybe separate lists for pre-tenure, APs, tenured faculty

RESEARCH SUPPORT PROGRAMMING

IVb. Develop research time policies

Create a universal policy that formalizes parameters and addresses negotiation of research time that is acceptable to all library units

POLICY & INFRASTRUCTURE

June 2021

July 2021

Ia. Enhance Recruitment

4) Include evidence of activities that support diversity and inclusion for potential candidates
5) Enhance recruitment of library SAs into information sciences and GAs as viable candidates for openings at the University Library

Ic. Strengthen Hiring & Onboarding

3) Develop a *Roadmap for Success* for tenure success at all levels

RECRUITMENT & HIRING

Id. Implement *Residency Program*

Implement revised residency program based on recommendations outlined in the *Final Report of the Residency Program Implementation Group*

IIc. Create/Promote Research Community of Practice

2) Strengthen PRC support
3) Establish formal or informal research mentoring program for faculty & APs
4) Establish Journal Club(s) organized around themes such as Diversity & Inclusion, Supporting STEM disciplines, etc.
6) Expand use of writing groups program and promote participation

RESEARCH SUPPORT PROGRAMMING

IVa. Track & disseminate research successes

1) Compile and share statistics specific to library research activity and output.
2) Mechanisms the provide opportunities for interactive sharing around research

IVc. Formalize AP research activity for promotion

Develop mechanism or tool, such as a portfolio, for APs to track activities over time for annual reviews and promotional considerations

POLICY & INFRASTRUCTURE

Dec. 2021

Jan. 2022

Ic. Strengthen Hiring & Onboarding

4) Establish a fund to support new researchers' development opportunities such as workshops, bootcamps, etc.
5) Create *Research Skills Self-Assessment* tool and *Research Skills Development Plan* template for researchers

RECRUITMENT & HIRING

IIc. Create/Promote Research Community of Practice

5) Provide/promote regular programming/workshops on research topics such as, *the literature review, where to publish, navigating peer review, etc.*
7) Establish internal *Peer Review* program

RESEARCH SUPPORT PROGRAMMING

IVd. Increase more flexible funding opportunities for researchers

Explore funding options (expanded use of travel funds, special fund for research support not covered by RPC) for development opportunities (bootcamps) and/or organizational memberships

IVe. Create *Research Information* clearinghouse

1) Provide an explicit policy for AP "investigation time"
2) Create a "who does what" or "whom to go to for…" resource

POLICY & INFRASTRUCTURE

June 2022

July 2022

Id. Implement *Residency Program*

Implement revised residency program based on recommendations outlined in the *Final Report of the Residency Program Implementation Group*

RECRUITMENT & HIRING

IIa. Develop comprehensive *Jump Start to Research* Program

Develop comprehensive programming (synchronous or asynchronous) related to research topics

RESEARCH SUPPORT PROGRAMMING

IIIa. Create designated Research Support position

1) Establish need and seek approval for position, secure funds, develop job description, recruit, and hire.
2) Position coordinates regular programming for research support (*see below*)
3) Position provides support for writing & publishing (*see below*)

ROLES & PERSONNEL

Dec. 2022