

## **TABLE OF CONTENTS**

### **PREFACE**

#### **1. PERFORMANCE CHARACTERISTICS**

- a) Foundational Traits
- b) Progressively Developed Strengths
- c) Complementary Abilities

#### **2. REVIEW OF TENURE-TRACK LIBRARIANS**

- a) In the First Year
- b) In the Second Year
- c) In the Third Year

#### **3. GRANTING OF TENURE**

#### **4. EXPECTATIONS FOR PROMOTION**

- a) Promotion from to Librarian II
- b) Promotion from to Librarian III
- c) Promotion from to Librarian IV

#### **5. THE PLACE OF RESEARCH, SCHOLARSHIP & PROFESSIONAL ACTIVITIES**

- a) What is Scholarship?
- b) What is Research?
- c) Dissemination of Research & Scholarship
- d) Consideration of Research & Scholarship as Criteria for Promotion
- e) Creative Activities
- f) Professional Activities

#### **6. BUILDING THE ASSESSMENT FILE**

- a) Organization of the File
- b) Contents of the File
- c) Additional Advice – Where Else to Turn

## PREFACE

In the Summer and Fall of 2003, a series of meetings of all the librarians was held under the rubric of Career Progression discussions. Recommendations regarding tenure and promotion of librarians are made by peer committees elected and appointed from among the librarian group. This mechanism assumes a consensus within the group about what is desirable in its members. The provisions of the Collective Agreement are designed to maintain academic freedom by giving force to the exercise of that judgement, but in several respects do not prescribe in detail what criteria should inform it. The meetings discussed various aspects of criteria and procedure in an attempt to remedy perceived inconsistencies between the practice of successive Promotion and Tenure Committees, and to provide clearer guidance for librarians aspiring to progression in their careers.

This document is a report of the consensus of those discussions, organised for use by individual librarians and their peer committees at Memorial. It does not constitute a formal statement of detailed criteria under Clause 18.11 of the 2003/2005 Collective Agreement, and has not been subjected to a formal vote of the librarians. It therefore is not binding on review committees, but rather is intended to compensate for the information vacuum created, both by the election of new Promotion and Tenure Committees each year, and by seeming inconsistencies among the opinions expressed at times by members of the librarian group. The report covers six main topics: desirable performance characteristics for Memorial University librarians; review of tenure-track librarians; granting of tenure; expectations for promotion; the role of research in the librarian's career; and creating and organizing an assessment file. Where appropriate, references have been included to relevant sections of the collective agreement.\*

While the document presents some useful guidelines regarding "the norm", the Collective Agreement remains the authoritative document.

*\*Note: All references to the collective agreement (CA) refer to the Collective Agreement between Memorial University of Newfoundland and Memorial University of Newfoundland Faculty Association, July 25, 2003 – August 31, 2005.*

## 1. PERFORMANCE CHARACTERISTICS

The following list describes characteristics that the group considered desirable in Memorial University librarians. While it is not expected that an individual librarian will exhibit all the traits on the list, the group believes it desirable for him or her to have a strong combination of these attributes. Keep in mind also that, while some of these are considered "foundational" traits which it is expected will be demonstrated from "day one" of a librarian's career, others are expected to develop over time, as the librarian grows professionally and progresses through the librarian ranks.

a) **Foundational Traits:** the following qualities are judged equally desirable at all professional ranks. These should be evident at the time of initial appointment and consistent over time.

- **Flexibility**
  - is able to change priorities when appropriate
- **Preparation**
  - arrives prepared, completes background work
- **Time management**
  - is able to balance tasks and duties
  - is able to prioritize
  - meets deadlines
  - demonstrates timely follow-through
- **Reliability**
  - keeps commitments
- **Service ethic**
  - is willing to help
  - is committed to providing high quality service to library users
  - is committed to providing high quality internal service
- **Learning ethic**
  - continues to learn and grow in her or his job
  - values and pursues professional development
- **Team player**
  - is supportive and respectful of colleagues
  - having expressed his or her views, is able to compromise and be supportive of decisions made by the group
- **Interpersonal communication skills**
  - effectively communicates ideas
  - relates to and encourages others
  - creates situations which promote a positive work environment

b) **Progressively Developed\* Strengths:** The following qualities are those which a librarian would be expected to develop and improve upon over time, as he or she progresses through his or her career.

- **Problem spotting and problem solving**
  - is able to identify the need for change and to effectively address that need

- **Professional communication skills**
  - demonstrates effective verbal, written, and listening skills
- **Quality of judgment**
  - effectively gathers information
  - demonstrates quality decision making
- **Initiative**
  - is self-directed in her or his work
- **Independent thought**
  - is willing to question and/or answer matters at issue
- **Productivity**
  - demonstrates capacity to produce effective results
- **Leadership\*\***
  - inspires and influences others in the organization
  - mentors fellow librarians
  - takes initiative in organising with other people to accomplish shared goals
  - enables others to act
  - is willing to take responsibility
  - accepts a high level of accountability
  - is skilled at assessing risk
  - demonstrates breadth of vision

*\*\*Note: This characteristic is expected particularly of senior librarians in the higher professional ranks. Special consideration should be given to the presence of these qualities for promotion to the rank of Librarian IV. For more on leadership, see section 4 c), Promotion to Librarian IV.*

***\*The following questions may be used to assess whether a librarian is demonstrating progressive development:***

- *Is there a sense that the librarian's professional development has progressed by at least a normal amount, in terms of expertise or quality of contribution, with regard to the particular characteristic?*
- *Is the librarian making a contribution which is equitable given his or her rank and time of service?*
- *Is the librarian moving from a position of "mentee" to "mentor"?*
- *Is the librarian demonstrating growth in her or his assessment file?*

c) **Complementary abilities:** These two characteristics are said to be complementary in that the library needs both, but an individual librarian would most likely demonstrate greater strength in one area than in both (more rarely, some librarians may demonstrate strength in both areas). Either of these abilities are expected to develop progressively over time, and are associated with a mature understanding of librarianship (CA 18.15).

- **Innovation**

- applies creativity
- comes up with new ideas, initiatives or approaches
- makes a difference to the organization; adds value

- **Implementation**

- effectively follows-through on new ideas or initiatives of the organization

*Note: For more on innovation and implementation, see Section 4 c), Promotion to librarian IV.*

## 2. REVIEW OF TENURE-TRACK LIBRARIANS

The following expectations apply to the career progress of non-tenured librarians, hired at the rank of Librarian I, without significant prior professional experience in academic libraries\*\*. During the tenure-track period, the librarian and his or her supervisor should remain in contact to ensure that the librarian is fulfilling the appropriate expectations.

*a) In the first year:*

**During Year 1**, the librarian should be:

- learning his or her job
- getting to know his or her colleagues
- making suggestions
- learning about the larger University environment

**At the end of Year 1**, there should be evidence to show that the librarian is:

- engaged in her/his role and responsibilities
- well up on the learning curve in terms of his/her job
- offering input and making suggestions

Evidence that the librarian is meeting the above expectations is gathered from references, a survey of the librarian's colleagues, reports from her or his supervisor, and other contents of the librarian's assessment file.

***b) In the second year:***

**During Year 2**, the librarian should be:

- taking on increased responsibilities
- involving him/herself in more project work
- engaging in problem solving
- demonstrating a willingness to undertake service
- developing a breadth of vision by:
  - understanding how the individual fits into the larger community
  - developing a broader perspective on his/her own involvement within the library community
- developing a more integrated practice
- beginning to demonstrate that elements of research are being utilized

**At the end of Year 2**, there should be evidence to show that the librarian is:

- concentrating on his/her professional practice
- broadening his/her awareness of his/her professional practice
- demonstrating some facility to contribute to service, scholarship and applied research.

***c) In the third year:***

**During Year 3**, there should be evidence to show that the librarian is:

- continuing to develop competency in his/her primary area of responsibility
- participating in academic service, some or all of it inside the library
- identifying problems and proposing solutions
- participating in applied research or scholarship

**At the end of Year 3**, the librarian should be:

- competent in his or her area of primary responsibility
- demonstrating continued potential for development
- demonstrating a commitment to the profession
- demonstrating a developing capacity for judgment

**\*\*Note:** These expectations also apply to librarians appointed at the rank of Librarian I with some prior professional experience. In instances where the appointee's CV supports appointment at a more senior rank, the question before the Promotion and Tenure Committee at the first 'non decision-year' review is whether the individual has demonstrated, in the last year, the kind of performance that the CV indicated was to be expected. In the case that the performance has been demonstrated, an invitation to apply for tenure should be issued. In the case that it has not been demonstrated, the Promotion and Tenure Committee should be explicit about the areas in which improvement is needed, the CV notwithstanding.

### 3. GRANTING OF TENURE (CA, Article 17)

Tenure is granted when candidates have met the appropriate standards and expectations, as outlined in section 2 c).

For further details regarding the timing of consideration for tenure, see CA 17.06.

### 4. EXPECTATIONS FOR PROMOTION

#### a) *Promotion to Librarian II* (CA 17.21-17.23; 18.12)

When a librarian is considered for promotion from Librarian I to Librarian II, the areas of assessment include the following, as described in CA 17.22: (a), “professional competence and effectiveness as a librarian appropriate to the rank”, (b), “a demonstrated record of academic service”, and (c), “a demonstrated record of research, scholarship, creative or professional activities”.

Greatest weight is placed upon category (a). However, in all areas there should be sufficient evidence to validate **potential** for sustained and developing contributions.

**Potential** can be demonstrated in the following ways:

- For category (a), evidence of growing competency in his/her primary area of responsibility; also, the ability to identify problems and propose solutions.
- For category (b), evidence of service on committees on which she/he has participated.
- For category (c), evidence that some form of research or scholarship has been carried out, and disseminated in some form – examples might include internal or external reports, training sessions, conference presentations, poster presentations, or publication. *Note: scholarly publication is not a requirement for promotion to Librarian II.*

#### b) *Promotion to Librarian III* (CA 18.09; 18.13-18.15)

Librarians being considered for promotion from the rank of Librarian II to Librarian III should provide increased evidence of achievements in all categories. At this stage of promotion, the librarian should demonstrate a consistently high standard of performance, an increased professional maturity, and a commitment to professional development within his or her primary areas of responsibility (category (a)).

Librarians at this rank should also provide evidence of increased activity in categories (b), “a demonstrated record of academic service” and (c), “a demonstrated record of research, scholarship, creative or professional activities”. The balance of activities in categories (b) and

(c) will be different for different librarians. For example, such a balance might consist of (but is not limited to) the following alternatives:

- A fair share of category (b) in the form of academic service within the library, plus *some evidence* of service to the profession or university (e.g. professional associations, MUNFA), along with a *regular* record of activity in category (c)
- A fair share of category (b) in the form academic service within the library, plus *substantial* service to the profession and/or university (e.g. professional associations, MUNFA), along with *some evidence* of activity in category (c)
- A fair share of category (b) in the form of academic service within the library, plus a *substantial, regular* record of activity in category (c)

It should be noted that a librarian at this stage of promotion should endeavour to demonstrate effectiveness on committees and in carrying out committee-related responsibilities.

**c) *Promotion to Librarian IV*** (CA 18.09; 18.16-18.19)

A list of expectations for promotion to the rank of Librarian IV is included in the Collective Agreement, under section 18.16.

Examples of evidence might include (but is not limited to) the following:

- Significant contributions to professional or university-wide organizations, with evidence of impact as judged by one or more of the following:
  - internal peers when appropriate
  - external peers when appropriate
  - relevant service awards
- Significant scholarly activities as judged by one or more of the following:
  - internal peers when appropriate
  - external peers when appropriate
  - peer reviewed publications
  - invitations to present at recognized conferences

In addition, the librarian at this stage of promotion must demonstrate significant leadership within the library, both within his or her area of primary responsibility and in “more general matters” (CA 18.16).

**Note:** For a list of qualities and behaviours demonstrating leadership, see section 1 b), *Progressively Developed Characteristics*.

*Regarding terms like “cumulative”, “regular”, and “consistent”, an interim period of professional plateau should not be detrimental to the librarian applying for promotion, if that individual’s prior and subsequent contributions have been substantial and appropriate to the promotion.*

## 5. THE PLACE OF RESEARCH, SCHOLARSHIP, & PROFESSIONAL ACTIVITIES

### a) *What is Scholarship?*<sup>\*</sup>

Category (c) (CA 17.22; 18.09) seeks a demonstrated record of either research, or scholarship, or professional activities. “Scholarship” is a broad concept, encompassing a wide variety of activities.

Ernest L. Boyer, in his work, *Scholarship Reconsidered: Priorities of the Professoriate*, offers a useful definition of scholarship, identifying four interrelated forms: the scholarships of discovery, integration, application, and teaching:<sup>†</sup>

- The *scholarship of discovery* most resembles what we traditionally think of as “research”. The focus is upon the development of new knowledge, and on the question, “what is to be known, what is yet to be found?” (19). For more on research, see section 5 b), *What is Research?*
- The *scholarship of integration*, closely related to discovery, involves interpreting, contextualizing, and adding new insights to existing knowledge and ideas. It is “serious, disciplined work that seeks to...bring new insight to bear on original research” (19).
- The *scholarship of application* refers to the development of new knowledge from direct experience with professional, organizational, or user-based needs and challenges. It is “scholarly service...that both applies and contributes to human knowledge”. Examples include (but are not limited to) bibliographies, translations, review articles, or larger-scale studies of a discipline (23).
- Finally, the *scholarship of teaching* refers to teaching as “a dynamic endeavour”, in which the teacher explores and tests pedagogical principles and theories of adult learning, in order to “stimulate active, not passive learning and encourage students to be critical, creative thinkers, with the capacity to go on learning” (23-4).

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<sup>\*</sup> Sections 5 a) and 5 d) have been contributed by J. Goosney & D. Milne. These sections aim to clarify the meaning of the term “scholarship”, and to reflect the general direction of discussions that have taken place within the librarian group in the process of developing this document.

<sup>†</sup> Boyer, E.L., *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton: Carnegie Foundation for the Advancement of Teaching, 1990.

It is important to remember that all of the above forms of scholarship can, and perhaps should, co-exist; normally the librarian would engage in and integrate a variety of scholarly activities during his/her career.

### ***b) What is Research?***

Research is one aspect of scholarship that is specifically mentioned under Category (c) (CA 17.22; 18.09) – if we apply Boyer’s definition, it is the scholarship of discovery. The following questions can help to determine if an endeavour truly constitutes “research”:

- Does it examine or communicate something unknown, or previously unexplored, either in the library or beyond?
- Does it involve originality and innovation?
- Has some form of organized process or methodology been applied?

### ***c) Dissemination of Research & Scholarship***

Equally important to how research and scholarship are conducted is how they are communicated. Although current work-in-progress may be included in the file for consideration, dissemination is an important part of scholarly activity, allowing for evaluation by peers, and is a responsibility of the librarian (CA 4.09). Research and scholarship may be communicated either within the library or to the broader professional community, and can be distributed in a variety of ways. Generally, the greater the potential for critique and validation, the greater the weight assigned. Methods of communication include (but are not limited to) the following:

- publication in journals (refereed or non-refereed, print or electronic)
- book publication
- presentations at conferences
- panel participation
- poster presentations
- presentations delivered at other professional meetings, including in-library presentations
- distribution of written reports in a variety of formats, both print and electronic

### ***c) Consideration of Research & Scholarship as Criteria for Promotion***

Both research and scholarship are essentially iterative processes: because knowledge is the end result, we test conclusions and seek feedback regarding this knowledge. In their follow-up work to Boyer’s *Scholarship Assessed*, Glassic, Huber and Maeroff offer some useful criteria that may be considered when evaluating scholarship (25-36):<sup>‡</sup>

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<sup>‡</sup> Glassic, C.E., M.T. Huber & G.I. Maeroff. *Scholarship Assessed: Evaluation of the Professorate*. San Francisco: Jossey-Bass, 1997.

- *Clear Goals* – does the scholar:
  - “state the basic purposes of his or her work clearly?”
  - “define objectives that are realistic and achievable?”
  - “identify important questions in the field?”
  
- *Adequate Preparation* – does the scholar:
  - “show an understanding of existing scholarship in the field?”
  - “bring the necessary skills to his or her work?”
  - “bring together the resources necessary to move the project forward?”
  
- *Appropriate Methods* – does the scholar:
  - “use methods appropriate to the goals?”
  - “apply effectively the methods selected?”
  - “modify procedures in response to changing circumstances?”
  
- *Significant Results* – does the scholar:
  - “achieve the goals?”
  - “add consequentially to the field” as a result of the work?
  - “open additional areas for further exploration” as a result of the work?
  
- *Effective Presentation* – does the scholar:
  - “use a suitable style and effective organization to present his or her work?”
  - “use appropriate forums for communicating work to its intended audiences?”
  - “present his or her message with clarity and integrity?”
  
- *Reflective Critique* - does the scholar:
  - “critically evaluate his or her own work?”
  - “bring an appropriate breadth of evidence to his or her critique?”
  - “use evaluation to improve the quality of future work?”

It should be noted that while quality is important at all ranks, it is most important for librarians at the lower ranks to demonstrate that they are engaged in the process. For librarians at the higher ranks, however, it becomes increasingly important to demonstrate the value and quality of work produced. Indicators of value and quality may include (but are not limited to) the following:

- reviews of the published work
- publication in peer reviewed journals
- invitations to present on a given topic
- invitations to publish on a given topic
- references from individuals in a position to assess quality or value

Librarians working toward promotion should also keep in mind that greater weight will be placed upon published works than upon unpublished works. In addition, refereed publications will be given greater weight than those that have not been refereed (CA 18.09 (c)).

*e) Creative Activities*

Category (c) also includes “creative activities”. This phrase refers particularly to artistic works and performances. It does not refer to “creativity” in the general sense.

When reviewing a file that includes such activities, the Promotion and Tenure Committee may choose to seek advice on the merit of the work.

*f) Professional Activities*

Category (c) further includes “professional activities”. This phrase covers instances in which professional activities are exemplary of scholarship and research. Such activities might include (but are not limited to) the following:

- taking on the role of editor or referee for a scholarly publication
- using expertise gained during research to make further contributions, e.g. educating other professionals, or being invited to speak at other institutions

**6. BUILDING THE ASSESSMENT FILE (CA Article 15)**

*a) Organization of the File*

There are no “rules” regarding how material should be arranged in a librarian’s review file. Organization is an individual choice, and may vary depending on the roles and responsibilities of the librarian, and the information contained in the file. However, the following requirements do apply:

- The file should be well organized. In other words, it should be arranged in a way that assists reviewers in navigating the contents, and which best reflects the work done by the librarian.
- A covering letter summarizing activities and outlining the contents of the file should be included. The librarian should ensure that the file contents meet the statements as set out in the cover letter.
- A table of contents should also be included. The table of contents should list each item provided in the file, by the title of the document.

Although there is no one way to arrange file contents, one possible approach is to organize them by the three areas of assessment required for tenure or promotion: (a) professional competence and effectiveness; (b) academic service; and (c) research, scholarship, creative or professional activities (see CA 17.22; 18.09).

When using this organizational structure, the following should be kept in mind:

- Library working groups (e.g. the Web Team, the Distance Education Working Group, etc.) and university committees (e.g. faculty councils, curriculum committees) in which the librarian participates in order to carry out the day-to-day services or functions of the library should be presented under category (a).
- Library committees that deal in some way with governance or personnel (e.g. selection and review committees; P&T, Research, Executive, and Committee on Committees), university committees undertaken on a voluntary basis (e.g. senate committees, MUNFA), and professional organizations outside of the university (e.g. NLLA, APLA, CLA) should be presented under category (b).

It should also be remembered that, while candidates may choose to organize their file contents under categories (a), (b), and (c), it is ultimately up to the P&T Committee to decide under which category items should be considered. It is possible that the committee will choose to consider an item under a category other than the one designated by the candidate.

*Note: Another category, (d) teaching, is also included in the Collective agreement under 18.09. This category encompasses teaching that takes place outside of the librarian's day-to-day responsibilities (e.g. teaching a Library Studies certificate course, or an academic course). Library Instruction should not be included under this section, but instead under category (a).*

### ***b) Contents of the File***

A variety of materials should be placed in the file, which document the efforts outlined in the covering letter. It is recommended that throughout the year the librarian maintain a log of activities in which she or he has participated, along with a file into which any supporting documents can be placed.

Supporting documents may include, but are not limited to, the following:

- a curriculum vitae, developed for the purpose for which it is presented
- references from appropriate individuals (e.g. supervisors, colleagues, contacts outside the library or university who are familiar with your work)\*\*
- observational evaluations produced by supervisors or colleagues
- feedback or letters of appreciation from patrons, colleagues, or others
- a list of committees and the role served on each committee
- reports written by the librarian
- other documentation relating to projects worked on by the librarian
- documentation relating to presentations given (e.g. notes, Power Point slides, handouts)
- copies of published works
- teaching materials from classes developed and conducted by the librarian
- correspondence or documentation reflecting professional development or achievement

- a general report of achievements (may be included in covering letter)

*\*\* Please note that Confidential references submitted directly to the P&T committee by the referee carry more weight than those which have been previously viewed by the candidate.*

***Note:** In many cases, an initiative or project will not have been developed or worked on in isolation. When documenting efforts in which collaboration was involved, be sure to clearly state who was involved, who did what, who wrote what, and what role the librarian played in the collaboration. This may require a written statement to be included in the file along with documentation for the project in question.*

Ultimately, the librarian must make a judgment about what s/he includes in the file. However, it is better to err on the side of including as much as possible, rather than omit something that might prove to be important. Finally, the Promotion & Tenure Committee or the University Librarian may choose to request further documentation from either the candidate or from other parties (CA 17.22; 18.09).

#### ***c) Additional Advice – Where Else to Turn***

Even when taking into consideration all of the above, it is likely that new librarians and also those further along in their careers will have questions about the contents and organization of their file. The following people and materials, in no particular order, can provide useful advice for those in the midst of the promotion and tenure process:

- the University Librarian
- the Associate University Librarian
- members of the Promotion & Tenure Committee
- members of the Research Committee
- recent successful applicants; those who are “a step ahead” of you in the process
- senior librarians who have “lived through” the process, both as candidates and as previous P&T Committee members
- the current Collective Agreement
- the librarian’s immediate supervisor