GUIDELINES ON CRITERIA FOR REAPPOINTMENT AND TENURE FOR TENURE TRACK LIBRARIAN STAFF

1. INTRODUCTION

Recommendations concerning the reappointment and tenure of tenure track librarian staff (hereafter referred to as "candidates") are based on an assessment of their performance of academic duties. Evidence of performance is contained in a "dossier," which is compiled by the candidate and then reviewed by those charged with the responsibility of making recommendations concerning reappointment or tenure.

According to sections 2.3.4 and 3.6, respectively of the *Regulations Relating to the Employment of Librarian Staff* (hereafter "the Regulations"), it is the responsibility of candidates to exercise diligence in making their cases for reappointment and, eventually, tenure.

Below, candidates are provided with guidance on the following:
- The definition of "academic duties" as stated in the Regulations;
- The standard of performance expected first for reappointment and then for tenure, as stated in the Regulations;
- The details of the dossier;
- A guide to the elements that fall within each of the academic duties with particular reference to the activities included and the evidence to be provided for each in the dossier.

2. ACADEMIC DUTIES

As defined in section 1.2.2 of the Regulations, these duties include:

    (i)   position responsibilities, which require the exercise of professional expertise or practice;
    (ii)   professional and scholarly activities, which may include research, and
    (iii) other contributions to the university and scholarly communities.

Guidance is provided below ("**5: Academic Duties: Their Elements**") as to the elements and particular activities that may fall within, or comprise, each of these broad categories of duties,

3. STANDARD OF PERFORMANCE

3.1 Reappointment Criteria

To warrant reappointment to a tenure track position, the standard of performance expected of candidates is stated in the Regulations (section 2.3.6.1):

The reappointments committee and the Director of Libraries shall base their recommendations, and the Provost or delegate shall base her or his decision, on the

staff member's performance of her or his academic duties and whether the staff member's dossier discloses satisfactory promise of and progress towards meeting the tenure criteria as set out in Section 3.10 [see below, "**3.2 Tenure Criteria**"].

To provide candidates with greater guidance in the performance of their academic duties with an eye on reappointment (and, eventually, tenure) the Regulations (section 2.3.1) also provide:

> *The McGill University Libraries shall establish written criteria for the reappointment of assistant librarians and associate librarians appointed to definite term tenure track appointments. The criteria shall provide staff members with guidance in anticipation of meeting the requirements for reappointment and tenure.*

Further guidance on these "criteria" is provided in "**5: Academic Duties: Their Elements**", below.

3.2 Tenure Criteria

The standard of performance expected of candidates to warrant a grant of tenure is set out in section 3.10 of the Regulations:

> *Superior performance in position responsibilities, the first category, which is the most important of the academic duties, is required, and a superior performance in one of the remaining two categories and a reasonable performance in the other shall be the minimum requirement for the granting of tenure.*

4. THE DOSSIER

The assessment of candidates' performance of their academic duties, for both reappointment and tenure, is made on the basis of a dossier.

4.1 Reappointment Dossier

The Regulations (section 2.3.3.1) informs candidates that in preparing their reappointment dossiers they should be guided by the requirements for a tenure dossier. It is implicit in this section that a reappointment dossier does not need to be identical to a tenure dossier. The content and the arrangement of the reappointment dossier should be similar to the content and arrangement of the tenure dossier.

4.2 Tenure Dossier

The requirements for a tenure dossier are outlined in the Regulations (section 3.33) and are:

> *(i) the "internal package", which includes the candidate's curriculum vitae, the candidate's personal statement in support of her or his candidature, a record of the candidate's position responsibilities and performance review, professional and scholarly activities which may include research, and other contributions to the university and scholarly communities as well as any other materials the candidate may wish to submit (including a portfolio on the candidate's teaching activities, if any).*

Material may be added to the dossier by candidates being considered for tenure during the tenure process. For complete information on this, particularly the timing of the submission of additional material, and other matters concerning dossiers, candidates should refer to sections 3.33 through 3.39.3 of the Regulations, all of which deal with the "tenure dossier". Guidelines on dossier content are provided below.

5. ACADEMIC DUTIES: THEIR ELEMENTS
As already noted, reappointment and tenure are based on an assessment of candidates' performance of their academic duties. The following outlines the elements and activities that will be considered in assessing performance for each of the three academic duties and provides guidance as to the most appropriate content of the dossier, although candidates may include any information they wish to submit.

There is inevitably some overlap in that particular elements or activities may be included in more than one of the categories of academic duties. Contributions can be included only once – it is for candidates to determine under which **one** of the three categories of academic duties they wish to include a particular element or activity.

Teamwork is emphasized within the Library and effective performance of academic duties frequently relates closely to the work of the whole team as well as individual contributions. The performance of the entire team should be noted where relevant in the evidence provided. Candidates can emphasize either individual contributions to the team or the overall success of the team.

What follows are guidelines and, as noted above, candidates may include in their reappointment and tenure dossiers whatever documents and information they consider pertinent.

5.1. Position Responsibilities
Position responsibilities are outlined in the initial job posting and are provided to each member of staff on commencement of duties. They are updated annually on the form used during the *Performance Recognition and Development* process (an example is attached – see Attachment 1) to evaluate a candidate's performance. There are generic aspects of the position responsibilities and some specific responsibilities for each position. In addition to the general statement of duties and responsibilities, specific goals or targets are set for each year as part of the performance review process. Performance against these specific goals must be noted in the following year. Copies of a staff member's *Performance Recognition and Development* form for each year of employment at McGill are to be submitted as part of the dossier. It is emphasized that it is the performance of position responsibilities which is the most important of the academic duties being assessed in relation to reappointment and tenure. The significance of teamwork in the achievement of position responsibilities has already been acknowledged. Individual contributions made by the candidate to a team outcome must be identified clearly. Team outcomes may apply to various individuals but successful achievement of targets must identify the individual contribution made by the candidate and metrics provided will assist in substantiating claims.

5.2. Professional and Scholarly Activities
In general, a librarian's professional and scholarly activities will be evaluated for their quality, extent and impact. Quantity is of less consequence than quality and impact – that is, the creativity of activities undertaken and their contribution to overall library effectiveness, the expansion of the librarian's personal knowledge base and the enhancement of the professional body of knowledge.

Activities in this area might include:
- participation in professional and scholarly associations through presentations and panel discussions at conferences;
- conference/workshop organization;
- building productive relationships and formal links with professional colleagues at other institutions, exchanging information and fostering creative problem solving;

- publishing in librarianship or related fields;
- participation in evidence based practice;
- research tied to professional practice interest and/or position responsibilities benefiting the profession or the McGill Library as a whole.
- enhancement of skills and knowledge through participation in formal/informal education/staff development programs

Evidence supporting activities in this area might include:
- Original substantive published contributions in the form of journal articles, conference papers, monographs or other formats recognized by the profession. As a guideline, it is expected that by the time of tenure consideration a candidate will have the equivalent of 3 such contributions to their credit.
    - o While single-authored contributions in peer-reviewed journals and single-authored conference papers that must be submitted for peer review prior to acceptance as part of the conference program usually carry the most weight, the significance of teamwork in the library environment is acknowledged and jointly prepared work is considered significant.
    - o In-house library publications or university publications may be included but should not be the only type of publication. .
    - o Book reviews would not normally be considered sufficient in themselves.
    - o Citations or impact studies of publications should be included if appropriate and possible.
    - o Narrowly focused articles/presentations on "how we do it well here" should be avoided unless expanded to a broader interest area or related to a theoretical perspective.
    - o The individual contribution made by the candidate to a multi-authored contribution must be significant and transparent.
    - o Web publications can be included but should demonstrate some compelling story of impact and go beyond subject guides or the Library's ongoing business.
    - o Contributions to wikis and blogs may be included and their significance identified.
    - o Software or databases with an impact beyond the campus could be considered. .
- Unpublished conference/workshop/seminar presentations/reports. Preferably invited, these presentations/reports should demonstrate impact on a critical audience and go beyond the normal expectations of day to day work in the library. Poster sessions may be included but impact must be demonstrated.
- Contributions to professional associations which go beyond simple membership – for example, holding office or participation in conference or workshop organization.
- Research completed or in progress, with a clear and transparent indication of the contribution made by the candidate to any team research activity. Research undertaken should be documented in reports (published or unpublished).
- Relevant academic, professional or management qualifications.
- Qualifications related to linguistic skills and knowledge, particularly those relevant to the bilingual environment
- Attendance at professional development and training programs which contribute to the acquisition of knowledge or new skills.
- Competitive grants/scholarship/prizes/awards received.
- Exhibition curation may be included but must go beyond that of normal day to day library involvement in activities of this kind.

5.3. <u>Other contributions to the University and Scholarly Communities</u>

Librarians must be an integral part of the academic community and share the vision of the University and the McGill Library. Librarians contribute to determining and implementing the mission of the University and the Library in the academic community as part of their every day jobs.

Activities in this area might include:
- participation in projects across the University;
- active participation in the work of committees and task forces at Faculty and University levels;
- participation in teaching programs that go beyond information skills activities or library training programs;
- active professional links to faculty and other university professionals;
- participation in university outreach activities and fundraising initiatives.

In general, the dossier inclusions under this area should demonstrate committed service, beyond assigned position responsibilities, to the McGill Library, to the University and to other scholarly communities, and might include:
- Committee memberships.
  - Internal library committees could be noted (though ex officio membership would normally be included as part of position responsibilities).
  - Involvement with provincial and national groups like CREPUQ, CRKN or similar organizations.
  - Staff associations such as MAUT and CAUT.
- Outreach activities, such as volunteer participation in activities like Homecoming, Open House, Thankathon, and fundraising initiatives.
- Consultancies where the provision of expert advice to external third parties goes beyond responding to inquiries associated with fulfillment of position responsibilities.
- Formal teaching activities involving development of curriculum and philosophical approaches and supported by evaluations. Candidates should use the teaching dossier guidelines in preparing the dossier on such activities, if any.
- Special projects involving members of the university community might be included, with demonstrated individual contribution indicated.
- Demonstrated personal initiative in taking responsibility for new or enhanced services might be included here if the contribution is extensive.

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