

# Best Practices for Promotion to Full Librarian

An environmental scan and associated recommendations, prepared by an ad-hoc subcommittee<sup>1</sup> of the Professional Issues Committee of MAUT-LS (May 2017)

## INTRODUCTION

This report was prepared by an ad-hoc subcommittee of the Professional Issues Committee (PIC) of the MAUT Librarians' Section (MAUT-LS). The subcommittee was struck and asked to provide a summary of the requirements for promotion to the rank of Full Librarian which exist at selected universities in Canada and the United States. The report, a copy of which will be sent to all McGill librarians, will be presented to Dean Colleen Cook and Carole Urbain, Director of Academic Affairs, to assist with the development of written guidelines for the application of the criteria for promotion to the rank of Full Librarian which are found in McGill's *Regulations Relating to the Employment of Librarian Staff*.

These guidelines are being developed as per Strategic Intention 1.10 of McGill Library & Archives: "Investigate the guidelines and practices that exist in peer Canadian institutions and comparable ARL libraries." The report contains a general overview of the institutions which were examined, observations on similarities between these institutions, and a table listing the promotion requirements and links to relevant documentation for future consultation.

In this report, we disregarded purely procedural elements at other universities (such as timelines or the necessity of external evaluators). We did so because the guidelines that are being developed for promotion to Full Librarian at McGill are not meant to change — and cannot change — McGill's procedural elements for such promotions, as these are governed by the *Regulations Relating to the Employment of Librarian Staff* and by the *Statutes of McGill University*. This report is a synthesis of the promotion criteria and processes gathered from 16 Canadian and US institutions (see table below for final listing).

## METHODOLOGY

### Selection criteria

An initial list of Canadian and American universities was compiled based on the following criteria:

- Librarians **MUST** have faculty/academic status
- Librarians **MUST** have a tenure process (or equivalent)
- Canadian institutions: U15
- US institutions: Top 15 on ARL Library Investment Index ranked listing

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<sup>1</sup> The members of the ad-hoc subcommittee are Robin Desmeules (Co-chair), Tara Mawhinney (Co-chair), Jane Burpee, Jennifer Garland, Martin Morris, and Marc Richard.

In addition, we added two further universities, Guelph and Laurentian, since their inclusion was considered useful. We removed the following universities from the original list as we reviewed their institutional processes and ranks and deemed them to not be compatible to our situation: University of British Columbia, University of Alberta, University of Waterloo, McMaster University, and Yale University.

This analysis led to the following final list of included universities:

Canada	United States
Dalhousie University (Dalhousie)	New York University (NYU)
Laurentian University (Laurentian)	Ohio State University (OSU)
Queen's University (Queen's)	Penn State University (Penn)
University of Calgary (Calgary)	Texas A&M (TAMU)
University of Guelph (Guelph)	University of California system <sup>2</sup> (California)
University of Manitoba (Manitoba)	University of Illinois, Urbana-Champaign (UIUC)
University of Ottawa (Ottawa)	
University of Saskatchewan (Saskatchewan)	
University of Toronto (Toronto)	
University of Western Ontario (Western)	

## Data collection

In most cases we used publicly available information such as the text of collective agreements and employment regulations, and the 2014 CAUT Librarian Salary and Academic Status Survey (Part 2). When needed, we supplemented our data with internal documentation and verbal information supplied by colleagues. All collected data may be found in the Appendix.

## Data analysis

As a starting point for our analysis, we used the three categories of academic duties for librarians at McGill as our basic framework. According to McGill's *Regulations Relating to the Employment of Librarian Staff* (1.2.2):

“Academic duties” of a staff member 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.

We arranged information extracted from our sources into a table using these three academic duties as our framework. We supplemented this framework with two additional categories: one for impact/reputation, plus a general “other” category. The amount of data found under each category varied greatly between institutions. The following section proceeds in two main parts: first, we

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<sup>2</sup> (specifically Berkeley and Los Angeles)

highlight key findings grouped together according to unifying themes; then, we provide an overview of our findings for the three categories of academic duties, as well as for other academic duties identified in the universities under review. Finally, we provide some potential next steps and recommendations that could be taken in developing guidelines for promotion to Full Librarian at McGill.

## **FINDINGS**

While some of the universities we studied require contributions in two of the three academic duties for promotion to Full Librarian, McGill requires all three, with the following weighting of achievements being specified: “A record of excellence in the performance of position responsibilities and significant contributions in the other academic duties is expected” (article 4.2 of the *Regulations Relating to the Employment of Librarian Staff*). NYU takes this concept even further, requiring that their librarians “be judged superior in all of the overall areas of the accepted criteria.”

### **Common themes, connecting threads**

There were many common themes that connected the language across the criteria for promotion at the universities under our review. While their specific references will be treated as they appear in the sections pertaining to academic duties throughout our report, in this section we provide brief definitions to highlight their significance and note their existence.

#### **Excellence**

Excellence as a theme appears throughout the documentation we reviewed, required by most institutions in one or more of the candidate’s academic duties to be considered for promotion. In these contexts, excellence is a standard to which the person seeking promotion will be held.

#### **Sustained/growing contribution**

Another theme we discovered was the concept of sustained contribution. Such phrases were used largely in reference to a librarian's ongoing contributions in their own work and to the profession as a whole. What is more, several institutions not only demand a sustained output, but also require evidence of growth within a librarian’s roles and duties.

#### **Reputation and impact**

While many universities made reference to reputation and/or impact in their documentation, they do not use the specific phrase "international reputation" as part of their criteria for promotion to the top librarian rank. Rather, much of the documentation mentions that candidates must be recognized beyond the library, at the local, provincial or national level. In this context, the scale of the community (local, national, etc.) is less important than being recognized by one’s peers. This recognition could also be in several different categories - it could be research, it could be service. In terms of mentioning variance of scale, OSU is representative of the type of language used by several universities, stating "impact and quality of which are recognized by peers locally, nationally, or internationally."

## Diversity

Another notable concept was the acknowledgement of the diversity of each candidate under review. OSU stipulates "Appreciation of the diversity and uniqueness of each faculty member's performance, scholarship, service, and other activities shall be a part of the review process." Similarly, at Dalhousie "If the librarian has duties in more than one unit at Dalhousie, consideration shall be given to performance in all of these. Particular strength in some criteria may be considered as counterbalancing relative lack of strength in others so that decisions taken are based on an overall assessment of performance, but in no case shall reappointment, promotion, or appointment without term take place if performance in any of the criteria in Clause 11.02(a) to (d), and if appropriate (e), is less than satisfactory."

## Categories of Academic Duties

### Position responsibilities

At McGill, the librarian's position responsibilities is the first and most important of the three areas of academic duties. This is stipulated in two articles of the *Regulations Relating to the Employment of Librarian Staff*: article 3.10, which provides the criteria for tenure ("Superior performance in position responsibilities, the first category set out in Section 1.2.2, 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") and article 4.2, which provides the criteria for promotion to Full Librarian ("A record of excellence in the performance of position responsibilities and significant contributions in the other academic duties is expected").

Position responsibilities are mentioned in some form at all of the universities that we examined. While all libraries make mention of some kind of performance level in their position responsibilities, three specifically refer to the concept of excellence with regard to promotion to Full Librarian; Penn requires librarians to "demonstrate sustained excellence in librarianship", Toronto "requires evidence of a record of excellent performance" and OSU has an "expectation of an ongoing record of excellence."

Several institutions mention the related concept of professional growth in the candidate's position responsibilities, which is sustained over time. Librarians at Western, for instance, must "demonstrate a sustained record of accomplishment." Likewise, the Calgary seeks "evidence of continuing professional growth." At Queen's, "the Member must show a continuing record of professional accomplishment." Saskatchewan librarians must demonstrate "a sustained high level of performance in professional practice," and at UCLA, librarians will be "judged on consistency of performance [and] continued growth in their fields."

### Scholarly activities (Research)

This section discusses criteria in the domain of scholarly contributions. As expected, many universities in this review include scholarship as a required activity for promotion. However, there are exceptions, such as Ottawa which states: "that librarians have the right (though not an obligation) to engage in [...] scholarly activities." The term "scholarship" is often loosely defined (except in the cases of Manitoba and Laurentian, who provide lengthy definitions) but may include research, and

published or unpublished contributions to the field or to the librarian's subject-based discipline or defined area of focus. While most institutions are not prescriptive about scholarly publications, some require the dissemination of scholarly output in peer-reviewed journals (e.g. Saskatchewan and UIUC). Professional development activities are also considered for review under the scholarly activities category at some institutions and we note that 12 of 16 universities include "creative activity or work" under scholarly activities for evaluation.

Many of the universities under review qualify the standard and quality of scholarship expected, with words such as "substantial achievement" and "excellence." Reputation and impact are also included here, in terms of peer recognition (including awards and invitations to speak or contribute) and "significant" contribution. It is widely understood that candidates need to be making active and sustained contributions in the area of scholarly activities, however loosely defined by each university.

### **Other contributions to the university and scholarly communities (Service)**

This category generally refers to service to the university, profession, or society, and covers a variety of activities from reviewing papers, to serving on committees, and conducting public outreach. For many of the universities under review, service is an expected component in a successful dossier for promotion to Full Librarian (Calgary, Guelph, Manitoba, NYU, Penn, Saskatchewan, TAMU, UIUC, Western, Queen's). Notably at UIUC, there is a stream for promotion to Full Librarian "for faculty members whose public engagement activities constitute a substantial portion" of their responsibilities.

There are several examples of universities where service is an option among others for meeting the requirements of promotion to Full Librarian (e.g. California, Dalhousie, OSU, Ottawa, Toronto). For example, at Ottawa, candidates must show evidence of two of the following three categories: scholarly activities, academic service, and administrative activities. If a candidate chooses service, the contributions need to be outstanding whereas if a candidate chooses administrative activities, the contributions need only to be deemed good. Additionally, at Toronto and California, librarians need to engage in either scholarly activities/research or service activities but not necessarily both.

Not only is service required in many universities, it is expected that it will be of a high caliber. Documents use words such as substantial (Toronto), superior (Guelph, NYU), significant (Guelph, Queen's, TAMU), excellent (OSU), outstanding (Guelph, Manitoba, Ottawa), meaningful (Calgary), recognized (Dalhousie), of proven stature (Penn), outstanding, long term, mature, established, sustained (Guelph), and showing evidence of leadership (OSU).

There are exceptions to the general pattern of service excellence, notably with universities such as Saskatchewan who require only a willingness to participate in service activities and Western who expect only a satisfactory record of performance.

Service activities at peer institutions are defined broadly. Penn is typical of an open-ended approach when it states that contributions can be to the "University, Society, and the Profession." Similarly, California refers to "services to the community, state, and nation" and Manitoba recognizes "community service where the individual has made an essential non remunerative contribution by virtue of special academic and/or professional competence." In contrast, UIUC is more prescriptive about the types of service activities that are required, stating that: "All faculty members should have three types of service included...: public engagement, professional/disciplinary, and University/campus." Likewise, NYU specifies that librarians must have service contributions in the following areas: "the University, the profession and the wider community."

## Other categories of academic duties

### Administration, management and leadership

Administration, management, and leadership are mentioned in various contexts throughout the criteria for promotion to the rank of Full Librarian for many of the institutions we reviewed. Whereas administration was often linked to management responsibilities, there was more variability with the treatment of the concept of leadership. Leadership was mentioned in many of the collective agreements and employment regulations we examined, and its meaning ranged from administrative/managerial roles to referring to a person's impact or role in another aspect of their academic duties.

Some libraries make explicit mention of, or have separate streams for, librarians who take on administrative roles, in order for these duties to be acknowledged as part of their workload. For example, at Ottawa, librarians must demonstrate achievement in two of three categories, including administrative activities. What is more, Calgary requires "strong skills in management, planning, policy making and goal setting." Their documentation also mentions substantial administrative responsibilities and management of a library unit: "Librarians at this rank may have significant administrative responsibilities or be called upon to direct a unit. Librarians holding non-administrative posts must have advanced knowledge and expertise in assigned areas." At Laurentian, one of their potential academic duties is listed as University Governance and Administration, and according to their collective agreement this includes membership (as appropriate to their positions) on "appropriate" governing bodies at the university (e.g. Senate, departmental bodies) including service to the Union. The suggested workload for governance and administration is listed at 20% of their total workload. In contrast, at NYU, one may not be promoted to Full Librarian merely for working in an administrative role over time: NYU's Faculty Handbook states that promotion to Full Librarian "should never be granted as a recognition of usefulness in administration."

Some institutions also mention that while administrative work could or should be part of someone's responsibilities, it is not mandatory for promotion to Full Librarian. For example, Dalhousie mentions that administrative duties are one of the criteria that shall be taken into account, but that they are not required: "A librarian's responsibilities need not include supervisory and/or administrative duties. In such a case, a librarian will not be denied reappointment, promotion, or appointment without term because they do not perform supervisory or administrative duties." Administrative duties are frequently regarded as a valid part of a librarian's academic duties, generally falling within position responsibilities.

Leadership was mentioned by most institutions as a desired quality, but in differing contexts. In some cases, it related directly to management and administrative roles. For example, at Saskatchewan, "a fair and reasonable contribution to and evidence of leadership in the administrative work of the Library and/or University is required" for promotion to Full Librarian. Calgary mentions leadership in a similar context, stating: "Wide-ranging impact on management and planning affecting the Library, University and other bodies will occur." OSU makes the same claim, noting: "There must also be evidence of leadership in the governance of the OSU Libraries and to the profession of librarianship or a subject discipline."

Leadership as a concept was also mentioned in the broader context of the profession as a whole, often in relation to the notion of impact on the profession. At Penn, for instance, librarians must

“show evidence of leadership in the profession.” As another example, Toronto requires “a record of excellent performance with demonstrated initiative, leadership and creativity,” pertaining not specifically to one’s position responsibilities but rather to one’s academic duties more generally.

## RECOMMENDATIONS

The following section highlights several recommendations:

### General procedural recommendation

- **Ensure the involvement of McGill librarians** in the process of creating the guidelines for promotion to Full Librarian — for example by forming a committee (as per the Library’s Strategic Intention 1.10), by consulting Library Council, and ultimately by seeking the endorsement of the guidelines by Library Council.

### Suggested guideline elements

Many of the elements suggested below stem from language we identified in documents from other universities as being potentially useful in our context.

- We recommend that language related to **reputation and impact** mirror language used elsewhere, expecting recognition by peers locally, provincially, nationally and/or internationally.
- We recommend that the document stress the principle that each candidate’s dossier must be evaluated on its own, in recognition of its unique nature.
- The document should offer guidance on evaluating:
  - a. administrative duties — which may be a component of position responsibilities but which are not required for promotion to Full Librarian;
  - b. scholarly activities — recognizing the wide range and diversity of potential scholarly contributions beyond peer-reviewed articles and traditional scholarly work;
  - c. service — recognizing that this component encompasses a wide range of credited activities.

Institution	Criteria for promotion to full librarian	Position responsibilities	Scholarly activities (Research)	Service	Other contributions	International Reputation
Dalhousie University (Dalhousie)	<p>There will be four ranks for librarians: promotion to the ranks of Librarian 2, 3 and 4 shall take place only when the Member's performance satisfies the requirements of Clause 11.02, and such additional requirements as are specified below.</p> <p>(d) Librarian 4: Appointment at or promotion to the rank of Librarian 4 shall require in addition to the criteria in Clause 11.02, and at a standard above that in Clause 11.05(c), achievements in bibliographical activities which make a contribution to the field, academic administration within Dalhousie University, significant professional contributions to the needs and the effectiveness of the Library System, or a record of professional accomplishments which is widely recognized beyond the University in the fields of library science or administration.</p>	<p>(a) the librarian's formal qualifications or equivalent relevant experience;</p> <p>(b) effectiveness of the librarian's performance on the job, which shall include a consideration of the following: knowledge of, and ability to apply, the principles of librarianship; technical ability; ability to relate to library staff; ability to relate to users; teaching ability; and potential contributions to the library system;</p> <p>(c) the librarian's contribution to the library system, the University and the profession, the community at large, and scholarly activity (which does not include any normal activity necessary to maintain competence or to perform required duties as a librarian);</p> <p>(d) professional development and ability to handle increased responsibility;</p>	<p>(c) the librarian's contribution to the library system, the University and the profession, the community at large, and <b>scholarly activity</b> (which does not include any normal activity necessary to maintain competence or to perform required duties as a librarian);</p> <p>(d) professional development and ability to handle increased responsibility;</p>	<p>(c) the librarian's contribution to the library system, <b>the University and the profession, the community at large</b>, and scholarly activity (which does not include any normal activity necessary to maintain competence or to perform required duties as a librarian)</p>	<p>(e) effectiveness of the librarian's performance in <b>administrative and supervisory duties.</b></p>	[NOTHING STATED]

<p>11.02 Consideration of professional librarians for reappointment, promotion and appointment without term shall take account of the following criteria:</p> <p>(a) the librarian's formal qualifications or equivalent relevant experience;</p> <p>(b) effectiveness of the librarian's performance on the job, which shall include a consideration of the following: knowledge of, and ability to apply, the principles of librarianship; technical ability; ability to relate to library staff; ability to relate to users; teaching ability; and potential contributions to the library system;</p> <p>(c) the librarian's contribution to the library system, the University and the profession, the community at large, and scholarly activity (which does not include any normal activity necessary to maintain competence or to perform required duties as a librarian);</p> <p>(d) professional development and ability to handle increased responsibility;</p> <p>(e) effectiveness of the librarian's performance in administrative and supervisory duties.</p>	<p>(e) effectiveness of the librarian's performance in administrative and supervisory duties.</p>				
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<p>Laurentian University (Laurentian)</p>	<p>(a) An appropriate doctoral degree, it being understood that unless this doctoral degree is in the field of Library Science or Archival Studies, it shall be accompanied by a Master's degree or equivalent qualifications in Library Science or Archival Studies; or in exceptional cases, a Master's degree in Library Science or Archival Studies and professional service and library or archival supervisory skills relevant to academic librarianship or archival management, the quality of which is established as clearly satisfactory by whatever is the generally accepted method of evaluation over a period of four (4) years; and demonstrated evidence of scholarly activity as per the Collective Agreement since last promotion; and</p> <p>(b) <b>Have demonstrated outstanding professional performance</b> and, in addition, have <b>shown evidence of ongoing scholarly activity of good quality</b> as per the Collective Agreement throughout the Member's career and after his/her promotion to Associate Librarian or Associate Archivist.</p>	<p>"Have demonstrated <b>outstanding professional performance...</b> throughout the Member's career and after his/her promotion to Associate Librarian or Associate Archivist."</p> <p>"RIGHTS, RESPONSIBILITIES AND DUTIES OF ACADEMICS 5.15.2 Members have the right to engage in the following activities: Priority One: A) Teaching / Professional Librarianship / Archives Management B) Scholarly Activity Priority Two: C) University Governance and Administrative Duties Priority Three: D) Outside Professional Activities E) Service to the Community Priority Four: F) Other Paid Activity (consistent with Article 5.15.38)"</p> <p>See 5.15.3 for wording on weighting, but A and B and C take priority in terms of weighting, and in assessment excellence in one can compensate for another. Also 5.40 goes through more workload assignment detail.</p>	<p>"[...] <b>shown evidence of ongoing scholarly activity of good quality</b> as per the Collective Agreement throughout the Member's career and after his/her promotion to Associate Librarian or Associate Archivist."</p> <p>Laurentian is a complex case. Their collective agreement gives very detailed academic duties, and scholarly activities is extensively defined in 5.15.20.-26. It also includes what we would call "service". Research includes a wide range of activities, and not simply peer-reviewed publications. Some highlights: "5.15.20 It is understood that for the purposes of this Collective Agreement the term "scholarly activity" means: (a) Research directed towards a contribution to knowledge, and the dissemination of its results; and/or (b) Participation in those academic activities that contribute to the enhancement, creation and</p>	<p>See Scholarly activities for note. 5.15.26: Members have the right to participate in the activities of professional or learned societies and the like, providing such activities do not conflict with the reasonable fulfilment of assigned duties.</p>	<p>Governance and Administrative Duties make up a category of academic duties; So do: Outside Professional Activities, Service to the Community, Other Paid Activity. See: 5.15.27-39.</p>	<p>[NOTHING STATED]</p>
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			dissemination of knowledge; and/or (c) Creative and professional activities which contribute to one's discipline.			
Queen's University (Queen's)	31.5.5 Promotion is the recognition by academic peers and the University of increased status of the Member in her/his respective discipline. A librarian/archivist Member will be assessed for promotion on her/his professional and academic development, and her/his service to the Library/Archives, the University, the broader academic community and to the librarian and archivist professions. 31.5.6 In order to be promoted to the rank of Librarian/Archivist, the Member must show that the evidence favours granting the promotion. 31.5.7 Subject to Article 31.5.5, the normal expectations for Promotion to the following librarian/archivist ranks are as follows: (a) General Librarian/General Archivist: [...] (b) Assistant Librarian/Assistant Archivist: [...] (c) Associate Librarian/Associate Archivist: [...] (d) Librarian/Archivist: The Member must show a continuing record of professional accomplishment and a demonstrated ability to handle	[Article 15.1.1 a, b & c = the three academic duties. Article 15.2.5 covers professional practice of Librarians and Archivists in more detail. See part of 15.5 for Administrative duties. Info applies to all librarians, not just to promotion to the top rank.	[Article 15.1.1 a, b & c = the three academic duties. Article 15.3 covers Research, Scholarly and/or Creative Activity in more detail. Info applies to all librarians, not just to promotion to the top rank.]	[Article 15.1.1 a, b & c = the three academic duties. Article 15.5 covers Administrative and Professional Service in more detail. Info applies to all librarians, not just to promotion to the top rank.]	[NOTHING STATED]	[NOTHING STATED]

	increased responsibility. The Member must demonstrate scholarly and/or professional development and significant achievement in the field of service or specialization.					
University of Calgary (Calgary)	See 4.15.3	Evidence of <b>continuing professional growth</b> , service and scholarship is required.	Evidence of continuing professional growth, service and <b>scholarship</b> is required.	Evidence of continuing professional growth, <b>service</b> and scholarship is required. Meaningful participation in provincial, national or international bodies is expected.	Evidence of excellence in all appropriate areas of the stated performance criteria is expected.	[NOTHING STATED]

University of Guelph (Guelph)	28.7 Promotion to Librarian recognizes long-term, established, and outstanding performance in Professional Practice, Scholarship, and Service. It is granted in recognition of academic competence, maturity, and an established and widely acknowledged reputation for achievement and expertise in the Librarian Member's field. From their Guidelines: "Librarian – achieving this rank by promotion or appointment at this rank recognizes a senior Librarian's contributions to the Library, the University and the profession."	A Librarian Member must provide evidence that demonstrates their <b>excellence in the practice of Librarianship and a sustained record of superior professional performance</b> over the course of his/her career.	Librarian Members must demonstrate a record of <b>significant and sustained accomplishments and contributions in a range of research, study, professional development, scholarly and creative activities</b> (including contributions to the peer-reviewed literature of professional librarianship or other subject based discipline). Often the Librarian Member's contributions will be recognized provincially, nationally or internationally through awards, invitations to speak in their areas of expertise, and invitations to contribute their expertise at these levels.	Librarian Member must present evidence of a <b>record of significant and sustained contributions to, and leadership in, the Library's or University's administrative activities, and within the profession.</b>	Librarian Member must present evidence of a <b>record of significant and sustained contributions to, and leadership in, the Library's or University's administrative activities, and within the profession.</b>	widely acknowledged reputation
University of Manitoba (Manitoba)		The primary criterion for promotion in rank for academic librarians shall be the ability to perform at a <b>high professional level in areas which contribute to the educational and research mission of the Library and the University</b> , such as reference service, collection development, bibliographic organization and control.  Factors that may be considered	<b>The quality and originality of both published and unpublished work</b> shall be evaluated.  Factors that may be considered include: the publication of books, monographs, and contributions to edited books; papers in both refereed and nonrefereed journals; papers delivered at	This includes <b>internal and external activities related to the research and teaching functions of the Library and the University.</b> Factors that may be		[NOTHING STATED]

		<p>include: performance of professional responsibilities and all related activities, e.g. subject and bibliographic expertise, informal instruction in research methods and library use, managing the operations of a unit of the library; consistency of performance; ability to innovate; other contributions to the activities of the libraries through significant service on internal committees and task forces.</p>	<p>professional meetings; participation in panels; both supported and nonsupported unpublished research including current work in progress; editorial and refereeing duties; creative works and performances; and scholarship as evidenced by the candidate's advanced study and research in library and information science and/or a subject specialization, his/her depth and breadth of knowledge and general contributions to the research of the University.</p>	<p>considered include: participation in University, Library, faculty, departmental and staff committees; providing advice and assistance to faculty and students; service in professional organizations; general administrative service (other than normal administrative functions); community service where the individual has made an essential nonremunerative contribution by virtue of special academic and/or</p>		
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				professional competence.		
University of Ottawa (Ottawa)	18.2.2 Criteria for promotion *18.2.2.4 A Librarian IV shall be promoted to Librarian V when she: (a) meets the requirements described in 23.5.4; (b) will have attained the rank of IV and completed, by the time the promotion is to take effect, at least ten (10) years of University Level Experience; (c) has evidenced professional activity, which when evaluated in accordance with the provisions of 23.5.1.3, is deemed to be good by peers at the University of Ottawa; (d) <b>has evidenced two (2) of the following three (3):</b> (i) scholarly activities of sufficient quantity and the significance of which is, pursuant to 23.5.1.4, deemed to be outstanding by her peers at the University of Ottawa and elsewhere... (ii) academic service	(c) has evidenced <b>professional activity, which when evaluated in accordance with the provisions of 23.5.1.3, is deemed to be good by peers</b> at the University of Ottawa; <b>has evidenced two (2) of the following three (3):</b> (i) scholarly activities of sufficient quantity and the significance of which is, pursuant to 23.5.1.4, deemed to be outstanding by her peers at the University of Ottawa and elsewhere... (ii) academic service activities of sufficient quantity and the significance of which is deemed to be outstanding, pursuant to 23.5.1.4 by peers at the University of Ottawa and elsewhere... (iii) <b>administrative activities of sufficient quantity and the significance of which is deemed to be good</b> by peers at	<b>has evidenced two (2) of the following three (3):</b> (i) <b>scholarly activities of sufficient quantity and the significance of which is, pursuant to 23.5.1.4, deemed to be outstanding</b> by her peers at the University of Ottawa and elsewhere... (ii) academic service activities of sufficient quantity and the significance of which is deemed to be outstanding by peers at the University of Ottawa and elsewhere... (iii) administrative activities of sufficient quantity and the significance of which is deemed to be good by peers at the University of Ottawa and elsewhere	<b>has evidenced two (2) of the following three (3):</b> (i) scholarly activities of sufficient quantity and the significance of which is, pursuant to 23.5.1.4, deemed to be outstanding by her peers at the University of Ottawa and elsewhere... (ii) <b>academic service activities of sufficient</b>	<b>has evidenced two (2) of the following three (3):</b> (i) <b>scholarly activities of sufficient quantity and the significance of which is, pursuant to 23.5.1.4, deemed to be outstanding by her peers at the University of Ottawa and elsewhere... (ii) academic service activities of sufficient quantity and the significance of which is deemed to be outstanding,</b>	[NOTHING STATED]

	activities of sufficient quantity and the significance of which is deemed to be outstanding, pursuant to 23.5.1.4 by peers at the University of Ottawa and elsewhere... (iii) administrative activities of sufficient quantity and the significance of which is deemed to be good by peers at the University of Ottawa and elsewhere	the University of Ottawa and elsewhere		<b>quantity and the significance of which is deemed to be outstanding,</b> pursuant to 23.5.1.4 by peers at the University of Ottawa and elsewhere... (iii) administrative activities of sufficient quantity and the significance of which is deemed to be good by peers at the University of Ottawa and elsewhere	pursuant to 23.5.1.4 by peers at the University of Ottawa and elsewhere... (iii) <b>administrative activities of sufficient quantity and the significance of which is deemed to be good</b> by peers at the University of Ottawa and elsewhere	
University of Saskatchewan (Saskatchewan)	Highest rank is "Librarian". (ranks appear to have changed since 2011: <a href="http://library.usask.ca/employment/files/Library%20Standards%20-%20July%201%202011.pdf">http://library.usask.ca/employment/files/Library%20Standards%20-%20July%201%202011.pdf</a> )	For Tenure as or Promotion to Librarian: there must be <b>compelling evidence</b> , beyond that demonstrated for the rank of Associate Librarian, that the candidate: 1) has demonstrated a <b>sustained high level of performance</b> in professional practice and has <b>established a reputation</b> for expertise in the	2) as a part of that professional practice has made a <b>significant contribution to the creation and dissemination of knowledge</b> within a clearly defined program of research, played a leading role in scholarly investigations, disseminated	A demonstrated <b>willingness to participate</b>	is <b>recognized as a leader</b> in the University Library, the university, and the profession.	has <b>established a reputation</b> for expertise in the field <b>among colleagues</b>  made a contribution

		field among colleagues 4) is <b>recognized as a leader</b> in the University Library, the university, and the profession.	the results in peer reviewed outlets, and made a contribution sufficient to be recognized by colleagues in the field nationally and/or internationally 3) will maintain activity in scholarship as well as in professional practice			sufficient to be <b>recognized by colleagues in the field nationally and/or internationally</b>
University of Toronto (Toronto)	PfL Article 12 has been broken up for insertion into the following columns. The sentence "As well as making an <b>outstanding contribution to the Library and to the University</b> the candidate must submit evidence of <b>substantial achievement in one or more of the following areas</b> " will be rendered as "[substantial achievement in...]" in each applicable column, followed by the applicable criterion.	Appointment or promotion to this rank requires evidence of a record of <b>excellent performance with demonstrated initiative, leadership and creativity.</b> [...] Besides having attained a high level of professional expertise, the candidate should be considered likely to continue to fulfil a <b>vital role in the institution.</b>	[substantial achievement in...] academic activities including <b>research, publication and teaching</b>	[substantial achievement in...] <b>professional endeavours including significant involvement</b> in professional organizations; service to the Library and/or the University community	[NOTHING STATED]	[NOTHING STATED]
University of Western Ontario (Western)	called Senior Librarian or Senior Archivist	As per <a href="https://www.uwo.ca/facultyrelations/pdf/guides/promotion-continuing-appt/promotion-continuing-appt-article.pdf">https://www.uwo.ca/facultyrelations/pdf/guides/promotion-continuing-appt/promotion-continuing-appt-article.pdf</a> "16. A Member appointed or promoted to the Rank of Senior Librarian or Senior Archivist shall demonstrate <b>a sustained record of high accomplishment in the performance of Professional Practice...</b> "	"A record of <b>sustained Academic Activity recognized by peers and colleagues both within and outside of the University.</b> The Member shall provide evidence of the dissemination of the results of Academic Activity as defined in the Article Responsibilities of	"The Member shall also demonstrate a <b>satisfactory record of performance in the area of Service.</b> "	[NOTHING STATED]	"academic activity <b>recognized by peers and colleagues both within and outside of the University</b> "

			Members." "The evaluation of the record of performance in Academic Activity shall take into account <b>quality, creativity and significance for librarianship or archival practice, as well as productivity.</b> "			
New York University (NYU)	from p. 33 of handbook: The rank of Professor should be granted only after careful consideration of the individual's character, scholarship, productivity, teaching ability, and reputation among peers in his or her own field, as well as his or her capacity for inclining students toward noteworthy attainments. It should be granted only to men and women who have been so tested that there is reasonable certainty of their continuing usefulness throughout the remainder of their working years. It should never be granted as the reward of seniority and should be reserved as a mark of distinction in the field of scholarship and instruction. It should never be granted as a recognition of usefulness in administration FROM LIBRARY GUIDELINES: The candidate must also demonstrate outstanding achievements in bibliographical activities, in research, in education, or in other professional	careful consideration of the individual's character, scholarship, productivity, teaching ability, and reputation among peers in his or her own field, as well as his or her capacity for inclining students toward noteworthy attainments FROM LIBRARY: <b>be judged superior in all of the overall areas of the accepted criteria</b>	FROM LIBRARY: have a record of <b>sustained scholarship</b> through publication, creative work, or artistic work.	FROM LIBRARY GUIDELINES : <b>involved in committee work in professional associations or societies,</b> have contributed services to the University, the profession and the wider community,	FROM FACULTY HANDBOOK: It should be granted only to men and women who have been so tested that there is reasonable certainty of their continuing usefulness throughout the remainder of their working years. It <b>should never be granted as the reward of seniority</b> and should be reserved as a mark of distinction in the field of scholarship and instruction. It <b>should never be granted as a</b>	Not explicitly mentioned, but hinted with mention of <b>"reputation among peers</b> in his or her own field" and <b>"wider community"</b>

	<p>activities. The appointee must also possess the same qualifications as a person promoted to the rank. (ii) Promotion: The candidate must meet the criteria for appointment to this rank, be judged superior in all of the overall areas of the accepted criteria, be involved in committee work in professional associations or societies, have contributed services to the University, the profession and the wider community, and have a record of sustained scholarship through publication, creative work, or artistic work. In sum, appointment or promotion to this rank should be granted to persons for whom there is reasonable certainty of their continuing contributions throughout the remainder of their working years. Promotion or appointment to this rank shall require outstanding achievements in bibliographical activities, research, or in other professional endeavors. It should be reserved as a mark of distinction and should never be granted as a reward for seniority.</p>				<p><b>recognition of usefulness in administration</b></p>	
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Ohio State University (OSU)	<p>"The criteria for promotion to professor are similar to those for promotion to associate professor with tenure, with the expectation of <b>an ongoing record of excellence in librarianship</b> and continuing professional growth... The faculty member must provide evidence of further contributions to scholarship since the last review, the impact and quality of which are recognized by peers locally, nationally, or internationally. <b>There must also be evidence of leadership in the governance of the OSU Libraries and to the profession of librarianship or a subject discipline...</b> It is recognized that members of the OSU Libraries faculty vary greatly in the type of duties they perform. Appreciation of the diversity and uniqueness of each faculty member's performance, scholarship, service, and other activities shall be a part of the review process. The totality of the faculty member's accomplishments since the last review shall be evaluated for <b>evidence of overall excellence</b> and the expectation that this level of achievement will continue in the future." pp. 15-16</p>	<p>"an ongoing <b>record of excellence in librarianship</b>" p. 15</p>	<p>"The faculty member must provide evidence of further contributions to scholarship since the last review, the <b>impact and quality of which are recognized by peers locally, nationally, or internationally.</b>" p. 15</p>		<p>"There must also be <b>evidence of leadership in the governance of the OSU Libraries and to the profession of librarianship or a subject discipline</b>" p.15</p>	<p>Scholarship with "impact and quality of which are recognized by peers <b>locally, nationally, or internationally</b>"</p>
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Penn State University (Penn)	<p>Dossier: Scholarship of Librarianship, the Scholarship of Teaching and Learning (if appropriate), and Service and the Scholarship of Service to the University, Society, and the Profession focused on contributions made after the candidate was granted tenure and promotion to the rank of Associate Librarian, from the date of the last promotion or for the last five years, whichever is shorter AND Scholarship of Research and Creative Accomplishments for the entire length of the candidate's professional career</p> <p>Link to documentation:  <a href="http://www.apscuf.org/documents/members.faculty.contract.0615.pdf">http://www.apscuf.org/documents/members.faculty.contract.0615.pdf</a></p>	<p>C. Librarian: In addition to the qualifications for Associate Librarian, the Librarian should demonstrate <b>sustained excellence in librarianship</b>, give <b>evidence of creativity</b> in his/her field of specialization (including a continuing capacity for significant contributions in research and creative accomplishments), and <b>show evidence of leadership in the profession</b>. The rank of Librarian should be reserved for persons of proven stature in librarianship, research, and service.</p>	<p>A: The Scholarship of Librarianship: Candidates for promotion to Librarian should demonstrate a <b>sustained record of excellence, as well as outstanding creativity and leadership</b>.</p>	<p>B: Service and the Scholarship of Service to the University, Society, and the Profession: Candidates for promotion to Librarian <b>should show evidence of leadership in the profession</b>.</p>	[NOTHING STATED]	[NOTHING STATED]
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Texas A&M (TAMU)	<p>2.4.3.3. The title of Professor with no other qualifier indicates <b>substantial experience in academia and evidence of significant impact on the professions of college faculty and on the field in which the faculty member will teach.</b> In addition, such faculty members are expected to have demonstrated all of the required attributes listed in 2.3.3.2. for faculty members with the Associate qualifier as part of their title and rank.</p> <p>Need to have "<b>contributed significantly and continuously in the areas of scholarly research or creative work, teaching, and service</b>"</p>	<p>evidence indicating a commitment to maintain the level of competence in teaching and research expected of a tenured faculty member</p> <p>From Criteria for Librarians: Candidates for Professor must show a continuous record of achievement in librarianship at high levels</p>	<p><b>an area of specialization germane to the programs of Texas A&amp;M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority</b></p> <p>Criteria for Librarians: "Candidates for Professor must <b>show continuous scholarly activity.</b>"</p>	<p>Criteria for Librarians: "Candidates for Professor must show a continuous and valuable record of service"</p>	<p><b>professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests</b> of Texas A&amp;M University;</p> <p>From Criteria for Librarians: "must exhibit leadership in the library and the profession"</p>	<p>An exemplary level of accomplishment, as measured against the contributions of others in the field</p> <p>Criteria for Librarians: "attain <b>National or International Recognition in a research area or another form of creative activity.</b>"</p>
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<p>University of California system (California)</p>	<p>See 210-4: A candidate for merit increase or promotion in this series shall be evaluated on the basis of <b>professional competence and quality of service rendered within the library</b> and, to the extent that they are relevant, <b>one or more of the following: professional activity outside the library; University and public service; and research and other creative activity.</b></p>	<p>Professional Competence and Quality of Service Within the Library - Although contribution in each of the following areas will vary considerably from person to person, depending on each person's primary functions as a librarian, <b>performance and potential shall be reviewed and evaluated in any or all of the five major areas of librarianship:</b> obtaining, organizing, and providing access to information; curating and preserving collections of scholarly, scientific, cultural, or institutional significance; engaging with users to provide them with guidance and instruction on the discovery, evaluation, and use of information resources; carrying out research and creative activity in support of the foregoing and for the continual improvement of the profession; and library administration and management. Additionally, <b>librarians should be judged on consistency of performance, grasp of library methods, command of their subjects, continued growth in their fields, judgment, leadership, originality, ability to work effectively with others, and ability to relate their</b></p>	<p>Research and Other Creative Activity - Research by practicing librarians has a growing importance as library, bibliographic, and information management activities become more demanding and complex. It is therefore appropriate to take research into account in <b>measuring a librarian's professional development. The evaluation of such research or other creative activity should be qualitative and not merely quantitative</b> and should be made in comparison with the activity and quality appropriate to the candidate's areas of expertise. Note should be taken of continued and effective endeavor. This may include authoring, editing, reviewing or compiling books, articles, reports, handbooks, manuals, and/or similar products which are submitted or published during the period under review.</p>	<p>University and Public Service - Evaluation of a candidate's University and public service should take into account <b>University-oriented activities</b>, including, but not limited to the following: serving as a member or chair of administrative committees appointed by the Chancellor, University Librarian, or other University administrative officers; serving as a member or chair of other University committees, including those of student</p>	<p><b>Professional Activity Outside the Library</b> - A candidate's professional commitment and contribution to the library profession should be evaluated by taking account of such activities as the following: membership and activity in professional and scholarly organizations; participation in library and other professional meetings and conferences; consulting or similar service; outstanding achievement or promise as evidenced by awards, fellowships, grants; teaching and lecturing; and editorial activity.</p>	<p>Evidence of professional competence and effective service may include, but is not limited to, the <b>opinions of professional colleagues</b>, particularly those who work closely or continuously with the appointee; the <b>opinions of faculty members, students, or other members of the University community</b> as to the quality of a collection developed, for example, or the technical or public service</p>
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		<p><b>functions to the more general goals of the library and the University.</b> Evidence of professional competence and effective service may include, but is not limited to, the opinions of professional colleagues, particularly those who work closely or continuously with the appointee; the opinions of faculty members, students, or other members of the University community as to the quality of a collection developed, for example, or the technical or public service provided by the candidate; the opinions of librarians outside the University who function in the same specialty as the candidate; the effectiveness of the techniques applied or procedures developed by the candidate; and relevant additional educational achievement, including programs of advanced study or courses taken toward improvement of language or subject knowledge.</p>		<p>organizations and of the departments and schools other than the library, such as serving on undergraduate or graduate portfolio committees.  <b>Public service includes professional librarian services to the community, state, and nation.</b></p>	<p>provided by the candidate; the <b>opinions of librarians outside the University</b> who function in the same specialty as the candidate; the effectiveness of the techniques applied or procedures developed by the candidate; and relevant additional educational achievement, including programs of advanced study or courses taken toward improvement of language or subject knowledge.</p>
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<p>University of Illinois, Urbana-Champaign (UIUC)</p>	<p>From Provost Communiation #26: "A recommendation for promotion, either to the associate or full level, should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in the specialized area(s) of teaching, research, or clinical instruction that are required of the specific appointment and consistent with the rank. This assessment must be supported by tangible, demonstrable evidence." AND "A recommendation for promotion to the rank of full teaching, research, or clinical professor should be based upon an assessment that, since the last promotion, the candidate has made <b>contributions of appropriate magnitude, independence and quality in teaching and/or research and has demonstrated the ability to sustain contributions to the field and to the department</b>, so that granting the promotion is in the best interest of the University of Illinois."</p> <p>The promotion criteria will differ based on the specialized focus of the appointment (i.e., teaching, research, or clinical tracks).</p>	<p>Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. At this level, a teaching professor should be making broader contributions to pedagogy, often by sharing creative and scholarly work at conferences and in publications.</p> <p>Promotion to the rank of research professor should be based on a fulfilled promise of quality research, including making discoveries that lead to grant funding and publications in leading peer-reviewed journals or publications.</p> <p>Candidates for promotion to Professor shall demonstrate promise fulfilled, including: - <b>Excellence in librarianship</b> through outstanding performance over a sustained period of time.</p>	<p>Candidates for promotion to Professor shall demonstrate promise fulfilled, including: ...<b>A sustained record of research and publication</b> demonstrating a major impact in the field</p>	<p>"A research professor <b>may also be involved in department, college or university service</b>", "The expectations for research and service should be clearly articulated by the department at the time of appointment and the evaluation of the candidate's activities is governed by those express expectations" Communication #9 states: "<b>All faculty members should have three types of service included... public engagement, professional/d</b></p>	<p>[NOTHING STATED]</p>	<p>Evidence of attainment of national or international stature in the field.</p>
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				<p><b>disciplinary, and University/campus” There is a stream for “for faculty members whose public engagement activities constitute a substantial portion” of their responsibilities</b></p>		
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## University Documentation Consulted

### Dalhousie University

Collective Agreement Article 11: Professional Librarians

<https://dfa.ns.ca/publications/collective-agreement-2014-2017/article-11-professional-librarians/>

### Laurentian University

Collective Agreement

[https://laurentian.ca/assets/files/CareersLU/LUFA%20Collective%20Agreement%20\(2014-17\)%20.pdf](https://laurentian.ca/assets/files/CareersLU/LUFA%20Collective%20Agreement%20(2014-17)%20.pdf)

### Queen's University

Collective Agreement

<http://www.queensu.ca/facultyrelations/sites/webpublish.queensu.ca.frowww/files/files/Final%20CA%202015-19%20for%20website%20%20Jan%2025%202016.pdf>

### University of Calgary

Handbook for Academic Staff in Information Resources, 6<sup>th</sup> Edition

<http://www.ucalgary.ca/lib-old/handbook/sect04.html#4.15.3>

### University of Guelph

Collective Agreement

<http://www.ugfa.ca/userContent/documents/UGFA%20Documents/Searchable%20CA%20UGFA.pdf>

### University of Manitoba

Collective Agreement:

<http://www.umfa.ca/member-resources/collective-agreement>.

University of Ottawa

Collective Agreement:

[http://www.apuo.ca/wp-content/uploads/2016/10/APUO\\_CA-2016-2018\\_final-2016-09-20.pdf](http://www.apuo.ca/wp-content/uploads/2016/10/APUO_CA-2016-2018_final-2016-09-20.pdf)

### University of Saskatchewan

Standards for Promotion and Tenure

<http://library.usask.ca/info/libstandards2015.pdf>

### University of Toronto

Policies for Librarians (July 1, 1991)

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/pjul012001i.pdf>

UTFA Memorandum of Agreement (July 1, 2016):

<https://www.utfa.org/sites/default/files/UTFA-MoA-2016.pdf>

### University of Western Ontario

Collective Agreement

<http://uwofa.ca/@storage/files/documents/430/laca20112015.pdf>

### **New York University**

IV. Appointment, Reappointment, Promotion, and Tenure

<http://www.nyu.edu/library/resources/libadmin/p&tmaster.pdf>

Faculty Handbook

<https://www.nyu.edu/content/dam/nyu/provost/documents/facultyHandbook/6.27.16FacultyHandbookcleanversion.pdf#%5B%7B%22num%22%3A103%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C83%2C557%2C0%5D>

### **Ohio State University**

Appointments, Promotion, and Tenure Criteria and Procedures for The University Libraries (2013):

<https://library.osu.edu/document-registry/docs/356/stream>

### **Penn State University**

Guideline UL-HRG22 Procedures for Promotion to the Rank of Librarian (Full Rank)

<https://libraries.psu.edu/policies/ul-hrg22>

### **Texas A&M**

Criteria for Promotion to Professor (Libraries):

<http://dof.tamu.edu/dof/media/PITO->

[DOF/Documents/Guidelines/Guidelines%20By%20College/LIBR/PT-Libraries-\(Criteria-for-Promotion\).pdf](http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/Guidelines%20By%20College/LIBR/PT-Libraries-(Criteria-for-Promotion).pdf)

Texas A&M University Guidelines to Faculty Titles

<http://dof.tamu.edu/dof/media/PITO->

[DOF/Documents/Guidelines/faculty\\_titles/guidelines\\_faculty\\_titles.pdf](http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/faculty_titles/guidelines_faculty_titles.pdf)

### **University of California system**

Instructions to Review Committees Which Advise on the Appointment, Merit Increase, Promotion, Career Status Actions for Members of Librarian Series (see 210-4):

[http://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm-210.pdf](http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-210.pdf)

Appointment and Promotion, Librarian Series

[http://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm-360.pdf](http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-360.pdf)

### **University of Illinois, Urbana-Champaign**

Statement on Promotion and Tenure to the Library Faculty at UIUC

<http://www.library.illinois.edu/committee/promo/pta.html>

Promotion and tenure office of the Provost communication No. 9

[http://provost.illinois.edu/files/2016/08/Communication\\_9.pdf](http://provost.illinois.edu/files/2016/08/Communication_9.pdf)

General Process for Candidates Seeking Promotion to Full Professor

As noted in our Statement of Promotion and Tenure to the Library Faculty at UIUC  
[http://www.library.illinois.edu/committee/faculty/documents/Full\\_Professor\\_Process.pdf](http://www.library.illinois.edu/committee/faculty/documents/Full_Professor_Process.pdf)

Dossier Guidelines

[http://www.library.illinois.edu/committee/faculty/documents/dossier\\_guidelines.html](http://www.library.illinois.edu/committee/faculty/documents/dossier_guidelines.html)