

Librarians' Department Standards and Criteria for Tenure and Promotion

Preamble

The Library is committed to equity, diversity, inclusion (EDI), and Indigenization as core values of the department. The values that guide our work include access and opportunity, equity and inclusion, intercultural competence, pedagogy, and service. The Library explicitly notes the added barriers that people with differing life circumstances, caring responsibilities, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, professional role, and service contributions in an actively anti-discriminatory way. As such, the Library commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of applicants' career paths. Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers.

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions. For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value.

The purpose of this standards document is to articulate the Library standards and expectations to provide guidance to faculty members as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their professional, research/scholarship (if applicable), and service roles. **All candidates should additionally consult the relevant sections of the TRU/TRUFA Collective Agreement (see Appendix 1) for further guidance on the procedures and requirements of the tenure and promotion process.**

To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community, as well as to the

profession (locally, nationally, and internationally). The intent of the Library Standards and Criteria is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of librarianship. This document includes examples of criteria for the evaluation of excellence within teaching, scholarship, and service. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed. All criteria may not apply to every candidate.** As members progress up the ranks, they are expected to make sustained, meaningful contributions of increasing impact and influence. Given our institution's values, spheres of influence to be considered include:

- geographic (local, provincial, national, international)
- crossing academic disciplines
- beyond academia

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within academic library work, faculty have some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the library. The Tenure and Promotion committee recognize that the balance between professional role, service, and scholarship for bipartite and tripartite applicants will differ based on academic appointment and individual circumstances and may vary over an individual's career.

Normally, bipartite applications will be evaluated primarily on their core responsibility of professional role and on service. Tripartite applications will be evaluated primarily on their core responsibilities of professional role, as well as research/scholarship and service. However, extraordinary contributions in professional role, research/scholarship, or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants should inform the Library Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. Unless there are exceptional circumstances, the suggested weightings should be within the parameters articulated below:

Tripartite

Bipartite

Professional Role: 30-40%

Professional Role: 70-80%

Scholarship:	30-40%	Service:	20-30%
Service:	20-30%		

Assessment Criteria for Tripartite and Bipartite Librarians

Academic Qualifications and Appointment Criteria

The required academic credential for appointment is a Master's degree from a program accredited by the American Library Association (ALA) or equivalent. The Master's is the terminal professional degree for academic librarians as identified by the Association of College & Research Libraries (a division of the ALA), and is the recognized professional standard.

Assistant Librarian / Assistant Professor (tenured)

Evidence used for gaining tenure may include data obtained from previous librarian roles.

- Professional Role: Evidence of productive engagement in professional role.
- Service: Commitment to service to the Library, University, Profession, and where applicable, the Community-at-Large in a manner that would be recognized by peers.
- Scholarship (tripartite only): Productive engagement in scholarship that would be recognized and assessed by peers.

Associate Librarian / Associate Professor

- Professional Role: Consistent and increasing sphere of influence in professional role with evidence of incremental and accumulative growth.
- Service: Evidence of consistent service contribution to the Library, University, Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Librarian / Assistant Professor level. This performance should be recognized as having an increasing sphere of influence, be it crossing geographic (provincial to national) boundaries, discipline, and/or across cultures.
- Scholarship (tripartite only): Evidence of increasing sphere of influence in scholarship recognized and assessed as significant, crossing geographic (provincial to national), discipline, and/or across cultural boundaries.

Librarian / Professor

- Professional Role: Evidence of outstanding and sustained leadership in Professional Role, as demonstrated by sustained excellence in professional practice and an increasing sphere of influence.
- Service: Evidence of outstanding contribution to the Library, University, Profession, and where applicable, the Community-at-Large. The candidate must demonstrate sustained growth of service beyond performance levels expected at the Associate Librarian / Associate Professor level. This performance should be recognized to reflect an increasing sphere of influence, crossing geographic (international) boundaries, discipline, and/or across cultures.
- Scholarship (tripartite only): Evidence of outstanding and sustained leadership. This performance should be recognized and assessed as significant, with increasing sphere of influence, crossing geographic (national and international) boundaries, discipline, and/or across cultures.

A Note on Scholarly Practice vs. Scholarship

While librarianship is primarily a practitioner-driven field, it is the expectation that all faculty will take a scholarly approach to their professional role regardless of whether one has a bipartite or tripartite appointment. Although a scholarly approach to librarianship and the scholarship of librarianship are closely connected, they differ in both intent and outcome. The intent of a scholarly approach to librarianship is practitioner-based, and it is meant to inform professional practice. The *ACRL Framework for Impactful Scholarship and Metrics* outlines two distinct categories of impact: scholarly impact and practitioner impact. Scholarly impact roughly mirrors this scholarship of librarianship and applies to tripartite faculty. Practitioner impact is equivalent to the scholarly approach to librarianship.

Professional Role

Librarian roles, responsibilities and work areas vary widely, and it is expected that librarian candidates will apply these criteria to their work in the way that best fits their individual career path. All candidates will submit a professional role portfolio of materials demonstrating how their work has met the below standards; however, much of the documentary evidence submitted will differ depending on the candidate's individual role and focus. Candidates are invited to submit an introductory document with an overview of their submitted evidence, discussing how their individual role meets and exceeds the required standards.

Librarianship is a broad discipline that can extend both into the public sphere and to other areas of academia. The sphere of influence of a candidate's professional knowledge and expertise can be interpreted to include areas beyond academia. Librarians, within the

scope of their work, may also become embedded in other academic disciplines and may extend their sphere of influence through those avenues.

Notwithstanding the above, all candidates are required to include the following in their professional role portfolio:

- A professional role philosophy. Librarians who are heavily involved with instruction may choose to frame this as a teaching philosophy.
- Three peer assessments from within the preceding 40 months. Examples of work that may be reviewed includes, but is not limited, to: classroom visitations, tutorial development, virtual reference work, workshop facilitation, or important guidelines or standards developed. Candidates should submit peer assessments that are reflective of the scope of their role.

	Assistant Librarian (Tenured)	Associate Librarian	Librarian
	Engagement in Professional Role	Consistent and Increasing Contribution to Professional Role	Outstanding and Sustained Leadership in Professional Role
Information Literacy	<p>Demonstrates reflective practice and makes efforts towards collaborative improvement in developing and fostering information literacy.</p> <p>Librarians whose assigned work includes instruction and/or reference activities must include evidence of organization, presentation, and evaluation of these activities in a teaching portfolio.</p>	<p>Demonstrates sustained critical evaluation of information literacy principles and practices and a successful record of developing and fostering information literacy.</p> <p>Librarians whose assigned work includes instruction and/or reference activities must include evidence of organization, presentation, and evaluation of these activities in a teaching portfolio.</p>	<p>Demonstrates leadership in developing and fostering information literacy through a mastery of appropriate theories, principles, and practices.</p> <p>Librarians whose assigned work includes instruction and/or reference activities must include evidence of excellence in organization, presentation, and leadership in these</p>

			activities in a teaching portfolio.
Core Functional Role	Performs all responsibilities, activities, and projects related to assigned library functional areas.	Leads, coordinates, and maintains knowledge currency of the activities, projects, and resources of their library functional area(s) of responsibility.	Provides sustained excellence in leadership in the coordination of activities, resources, and projects in assigned functional area(s) of responsibility.
Organizational Change and Improvement	Demonstrates an ability to collegially participate in departmental/divisional change processes and organizational development.	Collegially participates in departmental/divisional change processes; where appropriate, demonstrates an ability to lead or coordinate process improvement.	Collegially leads process improvements and organizational change initiatives at the department and/or divisional level.
Professional Growth	Provides evidence of professional development activities to maintain currency of professional knowledge and to broaden skillsets and opportunities.	Demonstrates critical reflection on professional practice and provides consistent evidence of activities that further professional growth. Supports colleagues in their development.	Demonstrates a commitment to professional growth and learning through critical reflection and consistent engagement in professional development activities. Mentors colleagues.
Sphere of Influence	Accepts opportunities to share professional knowledge at local, regional and provincial levels.	Shares and is recognized for professional knowledge and expertise at the regional, provincial and national levels.	Shares and is recognized for professional knowledge and expertise at the national and international levels.

Service

There is an expectation that librarian faculty be involved in Service. The Library recognizes that there may be disproportionate service load traditionally undertaken by some faculty within equity-seeking groups, and such consideration will be given to the significance of participation and contributions.

Candidates are invited to submit an introductory document with an overview of their submitted evidence, discussing how their individual role meets and exceeds the required standards. Because service contributions are unique and individual, it is recommended that candidates discuss the significance and impact of their service in their submitted service portfolio.

	Assistant Librarian (Tenured)	Associate Librarian	Librarian
	Engagement in Service	Consistent and Increasing Contribution to Service	Outstanding and Sustained Leadership in Service
Service to the Department and/or Division	Actively participates in departmental and/or divisional activities and governance, including meetings, committees, and other collaborations.	Takes on increasing responsibilities within the departmental and/or divisional activities and governance (e.g., Chair of ULDC, service to ULDC subcommittees, Workload committee).	Demonstrates sustained, high-impact contributions and leadership within the department and/or division (e.g., chairing major, long-standing, or complex committees, serving as Department Chair).
Service to the University	Demonstrates engagement in university activities (e.g., meetings, committees, communities of practice,	Demonstrates active participation in TRU committees, events, and/or other campus-wide groups (e.g. Faculty	Demonstrates consistent involvement and leadership on major university-level committees and/or the intellectual/cultural life at TRU (e.g., Chair of TRU committees, Faculty Association Executive, member of University

	events or other collaborations outside the library).	Association, communities of practice).	Tenure and Promotion committee, etc.)
Service to the Profession	Demonstrates engagement in professional activities at the regional and/or provincial level (e.g., involvement in professional societies, events, mentorship programs, or other similar initiatives.).	Contributes to professional organizations at the provincial and/or national level (e.g., committees, working groups, conferences/events or communities of practice).	Demonstrates active and sustained efforts in taking a leadership role in the activities of professional associations/organizations/consortia at the national and/or international levels (e.g., Holding elected/appointed role in major associations/consortia, organizing national/international conferences)

Scholarship

The intent of the scholarship is to create, advance, or transform knowledge through a rigorous investigative process. The product that results from this process:

- may be consistent with any of the four domains of scholarship outlined in Boyer's model of scholarship: discovery, integration, application, and instructional design.
- may be subjected to a formal or informal peer review process,
- is disseminated publicly.

Scholarship must inform all the activities of a faculty member. The department also recognizes, however, that scholarship may include a broad range of activities. Thus, while expecting all tripartite faculty members to engage in the publication and presentation of scholarship to their peers, the department subscribes to an inclusive definition of how scholarship may be demonstrated.

Tripartite librarians are expected to develop a program of scholarship that reflects significant intentionality and thoughtfulness. This program will grow and evolve over time, and candidates are invited to submit an overview of their scholarship discussing the trajectory of their work. The evaluation of scholarship will address the impact of the faculty

member's work and their contribution to their field of study and the larger community. Normally, there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence. The applicant can address the choice of venues for dissemination, and the indications of impact including advancement of knowledge and/or addressing socio-economic or environmental needs. Applicants are welcomed and encouraged to pursue Open Access forums for dissemination of their work.

Assistant Professor (Tenured)	Associate Professor	Professor
Engagement in Scholarship	Consistent and Increasing Contribution to Scholarship	Outstanding and Sustained Influence in Scholarship
Develops a program of scholarship.	Maintains a program of scholarship that is recognized and assessed at the national level.	Maintains a program of scholarship that is recognized and assessed at the international level.
Assists students in scholarship development.	Assists colleagues in scholarship development.	Contributes to the scholarly development of colleagues both at the university and beyond.
Secures internal funding and seeks out external funding to support scholarship.	Regularly seeks out external funding opportunities and secures funding to support scholarship.	Consistently secures external funding to support scholarship.
Acts as a peer reviewer.	Demonstrates an increasing record as a peer reviewer.	Demonstrates a sustained record as a peer reviewer.
Has 3 publications within 5 years showcasing scholarship, normally in peer reviewed publications, including creative works related to the program of scholarship.	Has an average of one publication per year showcasing scholarship, normally in peer reviewed publications, including creative works related to the program of scholarship.	Has an average of 2 publications per year showcasing scholarship, normally in peer reviewed publications, including creative works related to the program of scholarship.

Acknowledgements

The following sources were consulted, used, and/or adapted for the development of this document:

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Appendix 1: Collective Agreement Articles Relevant to Tenure and Promotion

Article 5—Appointment of Faculty Members

5.1 Ranks

5.2.1 Tenure-Track Appointment

5.2.2 Renewal of Tenure-Track Appointment

5.2.3 Tenured Appointment

5.2.3.2 Change in Status from Bipartite to Tripartite Appointment for a Tenured Faculty Member

Article 6—Tenure and Promotion of Faculty Members

6.1 Preamble

6.2 Progression to Tenure

- 6.2.4 Initial Appointment with Tenure
 - 6.3 Progression to Promotion in Rank
 - 6.3.4 Initial Appointment with Rank
 - 6.4 Application for Tenure and/or Promotion
 - 6.5 Procedures of the Division, Faculty or School Tenure and Promotion Committee (DFSTPC)
 - 6.6 Procedures of the University Tenure and Promotion Committee (UTPC)
 - 6.7 Action Subsequent to Voting
 - 6.8 Timeline for Tenure and Promotion Process
 - 6.9 University Appeals Committee
 - 6.9.2 When a Faculty Member May Appeal
 - 6.9.3 Submitting an Appeal
 - 6.9.4 Membership of the UAC
 - 6.9.5 University Appeals Committee Procedures
 - 6.9.5.4 Appeals – Hearing Required
 - 6.9.5.5 UTPC recommendation is upheld
 - 6.9.5.6 Appeal is upheld
 - 6.10 Annual Report of Decisions on Tenure and Promotion
 - 6.11 Criteria for Rank, Tenure and Promotion
 - 6.11.5 Definitions of Categories
 - 6.11.5.1 Teaching
 - 6.11.5.2 Professional Roles
 - 6.11.5.3 Scholarship
 - 6.11.5.4 Service
 - 6.11.6 Granting of Tenure
 - 6.11.7 Rank
 - 6.11.7.1 Assistant Professor/Assistant Teaching Professor/Librarian I/Counsellor I/Instructional Support
 - 6.11.7.2 Associate Professor/Associate Teaching Professor/Librarian II/Counsellor II/Instructional Support II
 - 6.11.7.3 Professor/Teaching Professor/Librarian III/Counsellor III/Instructional Support III
- Article 6 – Appendix 1

Article 10—Workload

- 10.2 Academic Duties and Responsibilities