

# **CAMPION COLLEGE**

## **GUIDELINES FOR ACADEMIC REVIEW**

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## **INTRODUCTION**

The purpose of this document is to describe the procedures and criteria governing career review decisions for academic staff members of Champion College. This document is intended to be supplementary to the Collective Agreement, not to replace or alter it.

These guidelines have been agreed to in good faith by the academic staff members and administrative officers of Champion College, who undertake to apply them in a co-operative and collegial spirit.

This document may be opened for revision by the mechanism suggested in Article 17 of the Collective Agreement. As well, it is agreed that every effort will be made, on an annual basis, to ensure the maintenance of a common understanding of the criteria and their application.

### **1.0 ACADEMIC REVIEW: DESCRIPTION AND TIMING**

Performance review is a constructive process, meant not only to inform career decisions, but to guide those reviewed in the development of their skills and their progress professionally. It should also serve to encourage academic members to pursue excellence in their assigned duties. Standards of performance should be applied in a manner that recognizes differing expectations for the ranks, differences from discipline to discipline, different patterns of activity at various career stages, and differing annual workloads and assignments.

- 1.1 Reviews of academic staff members are to be conducted annually or every third year, depending on category of appointment as specified in the Collective Agreement, for the purpose of determining eligibility for increments, tenure, appointments converted from term to probationary, and promotions, merit increments and renewal of probationary appointments.
- 1.2 All academic staff members will submit annually to the Dean or designate a completed annual information form and updated curriculum vitae; those who are applying for tenure, promotion, or merit increment will, in addition, submit a request to that effect accompanied by supporting evidence of performance in each criterion area. Evidence will be provided from the applicant's entire career in the case of tenure and promotion. For more information: for faculty and Instructors, see section 4.7 below; for Librarians, see section 5.3.5 below.
- 1.3 The deadline to submit materials for applications for merit, tenure, and promotion is August 31. The deadline to submit annual information forms and updated curriculum vitae for faculty members on probationary appointments is December 15. The deadline to submit annual information forms and updated curriculum vitae for term appointments and tenured academic staff members is January 31.
- 1.4 An application for promotion may be made at any point in an academic staff member's career. Promotion from one rank or classification to the next results from evidence that the academic staff member has met the criteria for promotion. The Dean may invite a

request for promotion at any time, although all such applications will be subject to the normal review process (see 1.5).

1.5 Academic reviews will be conducted in three distinct stages:

- (1) The Academic Review Committee, described in section 2.0, will meet to consider the individuals to be reviewed. Decisions reached, on the basis of the criteria described in section 3.0, will result in a recommendation to the Dean.
- (2) The Dean will formulate a recommendation to the President based on a review of the performance of the individual and the recommendation of the Committee with respect to the individual's performance. If the Dean's recommendation differs from that of the Committee at this second stage, the Dean will give to the applicant in writing, in terms of the criteria in section 3.0 of this document, specific reasons for such recommendation. At this time, in accordance with the provisions of the Collective Agreement on performance review, the applicant is entitled to peruse (and, if desired, to copy) all written materials pertaining to the review. The applicant may provide further evidence or argument to the Dean, may decide to withdraw the application in cases of tenure and promotion, or may do nothing further. The Dean's recommendation to the President will give specific reasons in writing, in terms of the criteria in section 3.0 of this document.
- (3) The President, having received all of the written materials referred to in section 1.5(2) above, will make a decision within the time specified in the Collective Agreement.

1.6 Procedures and timing for appeals and arbitrations will be as outlined in the Collective Agreement.

1.7 Academic staff members may consider making an appointment with the Dean to discuss mentoring related to career progression at any time in their careers.

## **2.0 THE ACADEMIC REVIEW COMMITTEE**

2.1 The Academic Review Committee, whose function is to formulate recommendations to the Dean regarding career development, is to consist of three tenured members of the Campion academic staff elected by members of the Campion academic staff.

2.2 The Dean will normally attend the meetings of the Committee, but will not have a vote, and will not share views on the merits of individual files. The Dean participates in meetings of the Committee to provide information, to ask questions about the nature of the Committee's recommendations and, in general, to gain understanding of the basis for the Committee's recommendations. Participation by the Dean at this juncture should not prejudice the formal review of the applicant by the Dean, which follows the committee's decision (see Section 17.15 of the CBA).

- 2.3 Members of the Committee will sit for two years, with terms staggered to provide at least one newly elected member each year. Elections will be conducted to provide, in addition to the three principal members, an alternate member who may be called to serve when necessary.
- 2.4 Elections will be conducted by the Nominating Committee of the Faculty Forum. In the case of a tie the Dean will draw lots.
- 2.5 The Committee will elect its own Chair, who will record the Committee's comments and decision on the review form, and who will also deal with the matter of an alternate Committee member as necessary.
- 2.6 Members of the Committee will respect the confidentiality of the review process.
- 2.7 The Committee will have discretionary right of access to the complete documentation pertaining to the individuals to be reviewed, that is, the Annual Information Form, any materials submitted by the applicant, and all letters of reference. To assist its deliberations the Committee may request that applicants provide further information or clarify information already provided.

### **3.0 CRITERIA**

The criteria to be considered in all decisions with respect to career development are: 3.1 Teaching Effectiveness, 3.2 Scholarship, Research and Professional Activities, 3.3 Service to the College and the University, and 3.4 Service to the Community. No priority is intended in the examples listed below under each criterion. They are not intended to constitute an exhaustive list of the kinds of evidence, which may be weighed, but rather to define the criteria by illustration.

Academic staff members are encouraged to reflect upon the objectives of their current Strategic Academic Plan.

#### **3.1 Teaching Effectiveness**

Teaching at Champion College includes selecting, preparing, and presenting course materials for lectures, seminars, labs, and tutorials. Teaching also includes the assessment of student performance, availability to students outside the classroom and, in some circumstances, the supervision of students. Good teaching is required of all college staff entrusted with this activity. Good teaching includes

- knowledge of the subject matter and a commitment to fostering independent thinking in the pursuit of knowledge
- an enthusiasm for the subject and the presentation of the subject matter clearly, logically, and at a level appropriate to the class
- the fair and equitable treatment of students

- establishment of an open, supportive, and respectful learning environment

The evaluation and assessment of teaching are important parts of the performance review process. The aims of the assessment and evaluation of teaching are

- to encourage and recognize outstanding and superior performance in teaching
- to assist individual faculty to improve teaching
- to assist in the performance review process

The evaluation of teaching in the university setting is a difficult and complex process. What constitutes a ‘normal’ or ‘expected’ array of duties differs from department to department, and even among individual members of a unit. The performance review process ensures that fair recognition is given to the differential nature of teaching responsibilities in the College.

While different disciplines may evaluate teaching differently, a variety of kinds of information are available to assist in the assessment of teaching performance and such information should be used when available. Information used to evaluate teaching might include, but is not restricted to the following:

- lists of courses taught during the period under review, including enrolments
- copies of relevant teaching materials such as syllabi and examinations
- evidence of the development of a variety of new resources such as course packs, study guides, web sites, open educational resources, textbooks, etc.
- evidence of the development of new courses or new approaches to teaching
- evidence of keeping course content current
- evidence of steps taken to improve teaching and other material a faculty member may wish to submit
- evidence of using the results of one’s scholarship and research in teaching, if appropriate
- evidence of applying knowledge gained from professional activities to courses
- aggregated and summarized data from instructor and/or course evaluations by students
- evaluations conducted by the Dean, department head, or, when delegated, peers
- evidence of supervision of graduate or honours students, and of membership on thesis and project committees
- counselling of students within the discipline, in addition to the administrative counselling normally required during registration periods
- availability to students outside of the classroom

All academic staff members are required to conduct student evaluations according to the protocol established by the College. As part of any performance review, the **aggregated and summarized data from student course/instructor evaluation forms must be submitted according to 17.5.6 of the Collective Agreement. The aggregated and summarized data from student course/instructor evaluations** should be kept by the instructor for the period since the last submission for action (e.g., tenure, promotion).

### **3.2 Scholarship, Research, and Professional Activities**

Reviews of performance in relation to this criterion will include reference to factors such as the following, which are presented as examples only:

- special effort in research or study, beyond the level normally required for teaching
- attending discipline-related conferences or seminars, in so far as they contribute to professional development
- participation in conferences and symposia
- the production of scholarly or professional works such as poems, stories, novels, plays, translations, public performances, articles in periodicals, non-refereed journals and refereed journals, bibliographic studies, edited works, books, monographs, manuals, conference papers, reviews, software programs, data bases, maps, and reports. In all cases, the quality of the work, as attested by peer review and other accepted protocols of scholarly evaluation, not the sheer quantity, is the primary criterion for evaluation.
- evidence of work towards or reception of external funding from granting agencies, corporations, or other funding bodies (for collaborative endeavours of this kind, applicants will specify their roles in the application, research, project, etc.)
- evidence of work on collaborative research projects providing that the role of the individual academic staff member is adequately explained
- work toward publication of papers, books, monographs, etc.
- academic recognition as referee, reviewer, thesis examiner
- professional activity (discipline-related) as speaker, consultant etc.
- writing letters of reference for and external evaluations of peers
- organizing and chairing sessions at conferences
- membership and participation in discipline-related national and international societies

Normally, only completed work published or performed during the period under review will be considered. There are, however, circumstances when books, articles, plays, and other material have been accepted, but not published for a significant period of time because of delays beyond the control of the scholar producing them. In such cases the material may be considered upon request. It is each member's responsibility to report scholarly work in a way that ensures materials are not counted more than once. Academic staff members engaged in long-term projects may request assessment of their scholarly achievements at appropriate intervals during the project.

The evaluation process should recognize the investment of time involved in applying for funding from external sources, as well as the potential benefit of that funding for the College, the University, and its students.

### **3.3 Service to the College and the University**

Campion College and the University of Regina are committed to a collegial and consultative mode of governance; therefore, it is incumbent on every academic staff member to accept a fair share of the responsibility for the administrative functioning of the College. This typically involves committee work at one or more of the department, faculty, and university

levels. In the review of administrative contributions to the College and University, an effort will be made to assess quality and not just quantity. For those in the pre-tenure phase of their careers, expectations are minimal. As members gain tenure and progress through the ranks, expectation of service to the College and University increases.

Reviews of performance in relation to this criterion will include reference to factors including but not limited to the following:

- service on a range of College committees
- service on University committees at departmental, faculty, and university council levels
- regular attendance at Forum, and University department and faculty meetings
- administrative duties (e.g. Dean, Assistant Dean, Department Head, Acting Dean, etc.)
- service to the Faculty Association (URFA) and its committees, including leadership roles in Collective Bargaining
- organizing College events
- services to students such as administrative counselling during registration periods, voluntary participation in a tutorial program, etc.
- working with student organizations

### **3.4 Service to the Community**

Reviews of performance in relation to this criterion will include reference to factors including but not limited to the following:

- service on local, provincial or national committees or associations of a professional, charitable, artistic, or religious (but not necessarily discipline-related) nature
- voluntary public service activities which reflect credit on the profession, the College's reputation, or the mission of the College

## **4.0 APPLICATION OF CRITERIA**

### **4.1 Principles**

The following principles, which will require careful balancing, will govern the application of criteria to individual cases:

- (1) The listing of the criteria areas in section 3.0 is not to be taken as an indication of priority. However, good teaching is required of all academic staff members at Champion College.
- (2) It will be recognized that individuals have strengths in different areas and that a strong emphasis or performance in any aspect or aspects of an individual's work may offset lesser emphasis or performance on any other aspect or aspects of the work. This principle applies to all career growth decisions. In addition, exceptional circumstances will be considered when relevant.

- (3) Therefore, there is more than one possible path which an individual may follow in order to succeed in any of the career growth applications provided for below.
- (4) Expected standards will be progressively higher in applying the criteria at more senior levels.
- (5) Judgements of performance in relation to the four criteria will be made with some regard for the performance standards in corresponding areas at the University of Regina.

#### **4.2 Decisions on Performance**

The questions to be addressed in all the career review decisions specified below are:

- (1) whether the individual's performance meets an acceptable standard according to the criteria for the individual's level of appointment and years of experience.
- (2) whether, in cases in which performance in some aspect or aspects of the work does not meet what would normally be considered an acceptable standard for that level, exceptional performance in some other aspect or aspects offsets the perceived deficiency.

#### **4.3 Term Appointments with Possibility of Conversion to Probationary Appointment.**

Faculty members who, for budgetary or other reasons, were hired in a term appointment with a possibility of conversion to a probationary appointment will be reviewed according to the same standards as apply for probationary appointments. The results of these reviews will be considered at the time of a recommendation for conversion.

#### **4.4 Instructors**

The primary function of an Instructor is teaching and related duties. Instructors are expected to demonstrate excellence in teaching, and to maintain professional and scholarly competence. Some service to the College and to the University is expected.

#### **4.5 Career Growth Increments**

A career growth increment will be awarded annually (subject to the ceilings specified in the Collective Agreement) in recognition of a demonstrated contribution to the College's objectives of excellence in teaching and scholarship, and a continuing commitment to service to the College, University, and community. The contributions expected will vary with the individual's rank and position. If a CGI is not granted, the Dean will provide the faculty member with an explanation that will include suggestions for improving performance.

#### **4.6 Probation**

Renewal of a probationary appointment will be made when consistently good performance in teaching and scholarship has been demonstrated by the faculty member, or in teaching by the Instructor, as well as the potential to be considered for tenure.



## **4.7 Tenure & Promotion**

Applicants for tenure or promotion will submit a dossier including a cover letter which makes the case for tenure or promotion, a current curriculum vitae, evidence of scholarly activities (see section 3.2 above), including selected reprints or equivalent (1 for tenure, 3 for promotion to associate professor, and 5 for promotion to full professor), evidence of competent teaching (see section 3.1 above), including course syllabi and course evaluation data; for tenure and promotion to full professor, the applicant will submit the names of three references external to the College and University; for tenure as an Instructor, the applicant will provide the names of three peers able to speak to the applicant's teaching effectiveness (see Appendix C of the CBA). The Dean may also solicit three letters from additional referees, either external or internal to the College and University, having informed the applicant of their names and received pertinent comments on them. See section 1.3 above and Appendix C of the Collective Agreement for timelines and deadlines.

### **4.7.1 Tenure**

In the case of a faculty member, an appointment with tenure will be made when there is evidence of consistently good teaching along with the establishment of a record or program of research, scholarship and scholarly activity throughout the probationary period, and where such evidence indicates a promise of future contributions to the College and to the applicant's discipline. Administrative and public service will be considered as contributory. In the case of an Instructor, an appointment with tenure will be made when there is evidence of consistently good teaching throughout the probationary period, and where such evidence indicates a promise of future contributions to the College.

Any conditions specified in the original letter of appointment (e.g. the completion of a degree) must be met before tenure is granted. The granting of tenure implies satisfactory completion of a probationary appointment. Application for tenure can be made at any time "*but no individual may serve more than five consecutive years in a probationary capacity.*" (Collective Agreement, Article 14). Faculty members who wish to be considered for appointment with tenure should supply to the Dean the names of three references external to the College and University. Instructors who wish to be considered for appointments with tenure should supply to the Dean the names of three peers who are able to speak to their teaching effectiveness (see Appendix C of the CBA). The Dean shall request in writing a letter of reference from each of them. The Dean may also solicit three letters from additional referees, either external or internal to the College and University, having informed the applicant of their names and received pertinent comments on them.

A strong performance in any of the four criteria areas listed in section 3.0 may offset a lesser emphasis on any of the other areas, as indicated in sections 4.1(2) and 4.2(2).

### **4.7.2 Promotion to Assistant Professor**

To be considered for promotion from Lecturer to the rank of Assistant Professor, the candidate must complete a Ph.D. (or equivalent), and present a record of successful teaching

at all levels taught, as well as clear evidence of the establishment of an independent research program.

A strong performance in any of the four criteria areas listed in section 3.0 may offset a lesser emphasis on any of the other areas, as indicated in sections 4.1(2) and 4.2(2).

#### **4.7.3 Promotion to Associate Professor**

For promotion to the rank of Associate Professor, members must demonstrate a strong record of successful teaching at all levels taught, and an established productive program of research and scholarship. In addition, a record of service to the College, university, and community is expected.

A strong performance in any of the four criteria areas listed in section 3.0 may offset a lesser emphasis on any of the other areas, as indicated in sections 4.1(2) and 4.2(2).

#### **4.7.4 Promotion to Full Professor**

Promotion to the rank of professor is achieved after establishing a consistently strong record in the areas of teaching and scholarly achievement. There must be evidence of an abiding commitment to good teaching. The individual will have made significant contributions that have been recognized by scholars and/or others in the field, in research and/or in teaching/pedagogy, and will show active participation in national and/or international academic communities. Consistent commitment to the College and the institution, at any level, as illustrated by involvement in administrative service and/or collegial governance, should be evident. Service to the community, broadly defined, is expected. Members who wish to be considered for promotion to full professor should supply to the Dean the names of three references external to the College and University. The Dean shall request in writing a letter of reference from each of them. The Dean may also solicit three letters from additional referees, either external or internal to the College and University, having informed the applicant of their names and received pertinent comments on them.

A strong performance in any of the four criteria areas listed in section 3.0 may offset a lesser emphasis on any of the other areas, as indicated in sections 4.1(2) and 4.2(2).

#### **4.7.5 Promotion from Instructor I to Instructor II**

Promotion at this level will be based on successful completion of a Master's degree and a demonstrated record of relevant teaching proficiency. An Instructor I with a Bachelor's (Honours) degree may be promoted to an Instructor II with an established record of relevant teaching proficiency and four years of relevant teaching experience. The Instructor should have demonstrated the ability to modify existing courses as required, be ready to participate in course development, and have demonstrated service to the College.

#### **4.7.6 Promotion from Instructor II to Instructor III**

Promotion at this level will be based on successful completion of a Ph.D. and a demonstrated record of relevant teaching proficiency. An Instructor II with a Master's degree may be promoted to an Instructor III with an established record of relevant teaching proficiency and five years of relevant teaching experience. The Instructor should have demonstrated the ability to modify existing courses as required, and be ready to participate in course development, and have demonstrated service to the College.

#### **4.8 Merit Increments**

In evaluating applications for merit increments, only accomplishments since the last successful application for merit will be considered relevant. If the member has never received a merit increment, accomplishments since the initial appointment will be relevant.

A merit increment may be awarded by the College to those academic staff members who, given their rank and level, clearly exhibit exceptional performance in one or more areas of duty, in addition to consistently good performance in all areas.

### **5.0 LIBRARIANS**

#### **5.1 Academic and Professional Credentials**

The required academic credentials for appointment as a librarian are an appropriate undergraduate degree and an MLS or MLIS from an American Library Association accredited program or equivalent qualifications.

#### **5.2 Criteria**

The criteria to be considered in all decisions with respect to career development are 5.1 Effective Administration, 5.2 Professional Activities, 5.3 Service to the College and the University, and 5.4 Service to the Community. No priority is intended in the examples listed below under each criterion. They are not intended to constitute an exhaustive list of the kinds of evidence which may be weighed, but rather to define the criteria by illustration.

##### **5.2.1 Effective Administration**

Reviews of performance in relation to this criterion will include reference to factors such as the following, presented as examples only:

- administration of library budget
- recommending and implementing new policies and procedures as required
- supervision of reference and circulation services
- overseeing the growth and quality of the library collection, both of discipline-related and special collections

- hiring and overseeing the training and supervision of library staff and student assistants
- cooperating with and maintaining frequent communication with college personnel, faculty members and with different library departments on campus
- overseeing the College archives

### **5.2.2 Professional Activities**

Reviews of performance in relation to this criterion will include reference to factors such as the following, presented as examples only:

- provision of reference service to students and other library users (e.g. information searches, assistance in using online information sources such as library catalogues, electronic databases, Internet, etc.)
- coordination and implementation of library orientation programs, preparation of instructional materials and guides in anticipation of needs of library users
- selection of library materials, in consultation with faculty members when appropriate
- participation in research projects through provision of literature searches, compilation of bibliographies, subject searches and preparation of special subject seminars
- attending discipline-related conferences or seminars; presenting papers at conferences or chairing such events
- other professional activities not mentioned above such as publication of books, articles or reviews
- membership and participation in professional associations or learned organizations

### **5.2.3 Service to the College and the University**

Campion College and the University of Regina are committed to a collegial and consultative mode of governance; therefore, it is incumbent on the librarian to accept a fair share of the responsibility for the administrative functioning of the College. This typically involves committee work at one or more of the faculty and university levels. In the review of administrative contributions to the College and University, an effort will be made to assess quality and not just quantity.

Reviews of performance in relation to this criterion will include reference to factors including but not limited to the following:

- service on College committees
- organizing College events
- providing library information or materials for special events or arranging displays for such events
- service on library and University committees
- regular attendance at Forum

### **5.2.4 Service to the Community**

Reviews of performance in relation to this criterion will include reference to factors including but not limited to the following:

- service on local, provincial or national committees of a professional, charitable, artistic, or religious (but not necessarily discipline-related) nature
- voluntary public service activities which reflect credit on the profession, the College's reputation, or the mission of the College

### **5.3 Application of Criteria**

#### **5.3.1 Principles**

The following principles, which will require careful balancing, will govern the application of criteria to individual cases:

- (1) The listing of the criteria areas in section 5.0 is not to be taken as an indication of priority. However, effective administration and provision of library services to faculty and students is considered the most important duty of the librarian at Campion College.
- (2) It will be recognized that individuals have strengths in different areas and that a strong emphasis or performance in any aspect or aspects of an individual's work may offset lesser emphasis or performance in any other aspect or aspects of the work. This principle applies to all career growth decisions. In addition, exceptional circumstances will be considered when relevant.
- (3) Therefore, there is more than one possible path which the individual may follow in order to succeed in any of the career growth applications provided for below.
- (4) Expected standards will be progressively higher in applying the criteria at more senior levels.
- (5) Judgements of performance in relation to the four criteria will be made with some regard for the performance standards in corresponding areas in the libraries at the University of Regina.

#### **5.3.2 Decisions on Performance**

The questions to be addressed in all the career review decisions specified below are:

- (1) whether the individual's performance meets an acceptable standard according to the criteria for the individual's level of appointment and years of experience.
- (2) whether, in cases in which performance in some aspect or aspects of the work does not meet what would normally be considered an acceptable standard for that level, exceptional performance in some other aspect or aspects offsets the perceived deficiency.

#### **5.3.3 Career Growth Increments**

A career growth increment will be awarded annually (subject to the ceilings specified in the Collective Agreement) in recognition of a demonstrated contribution to the College's objectives of excellence and an ongoing commitment to service to the College, University, and community. The contributions expected will vary with the individual's rank and position.

If a CGI is not granted, the Dean will provide the librarian with an explanation that will include suggestions for improving performance.

#### **5.3.4 Probation**

Renewal of a probationary appointment will be made when consistently good performance and potential to be considered for tenure have been demonstrated .

#### **5.3.5 Tenure**

An appointment with tenure will be made when there is evidence of consistently effective administration along with the establishment of a record of provision of quality library service to library clients throughout the probationary period, and where such evidence indicates a promise of future contributions to the College. Scholarship and service to the community is expected. Any conditions specified in the original letter of appointment must ordinarily be met before tenure is granted. The granting of tenure implies satisfactory completion of a probationary appointment. Application for tenure can be made at any time “*but no individual may serve more than five consecutive years in a probationary capacity.*” (Collective Agreement, Article 14). Librarians who wish to be considered for appointment with tenure should supply to the Dean the names of three references external to the College and University. The Dean shall request in writing a letter of reference from each of them. The Dean may also solicit three letters from additional referees, either external or internal to the College and University, having informed the applicant of their names and received pertinent comments on them.

### **5.4 Ranks**

#### **5.4.1 Librarian I**

Librarian I is the initial career rank and it is assigned to those who have little or no experience in academic librarianship. At this level of appointment there must be evidence that the librarian is capable of applying practical and theoretical knowledge to professional practice in assigned duties. Administrative duties in the Champion Library are included in position responsibilities. An expectation of this rank is that there is promise for future growth and professional activity in order to be promoted to Librarian II.

#### **5.4.2 Librarian II**

This is an intermediate level of appointment in which the librarian is expected to show evidence of increased professional knowledge and competence in carrying out a range of duties. Duties may include the ability to apply professional knowledge and skills to a wide array of library operations and services. A Librarian II may participate in professional activities including service on College and University committees or external professional bodies or may engage in scholarship in order to increase professional knowledge and skills.

### **5.4.3 Librarian III**

This is an advanced level of appointment in which a librarian is expected to fulfill a more complex range of position duties that meet organizational objectives. A librarian at this rank shows commitment to effective administration and strengthening library service. A librarian at this rank exercises greater initiative and competence in meeting the service goals of the College and University library.

### **5.4.4 Librarian IV**

This is a senior level of appointment designated for librarians who have shown leadership in the library and/or library profession with a consistent record of superior professional accomplishment. Librarians at this rank are expected to show a high level of initiative and independence in carrying out their responsibilities. It is expected that librarians at this rank participate in professional activities that could include service on University committees or external professional bodies or scholarship, or a combination of these activities.

## **5.5 Promotion**

Librarians seeking promotion to the next rank must give evidence of meeting the criteria for promotion. A librarian who wishes to be considered for promotion to Librarian IV rank should supply to the Dean a current curriculum vitae and the names of three references external to the College and University. The Dean shall request in writing letters of reference from each of them. The Dean may also solicit three letters from additional referees, either external or internal to the College and University, having informed the applicant of their names and received pertinent comments on them.

## **5.6 Merit Increments**

A merit increment may be awarded by the College to librarians who, given their rank and position, clearly exhibit exceptional performance. Only accomplishments since the last merit increment, or if no merit has been awarded, since the initial appointment date.

## **6.0 LEAVES**

The Dean shall ask the Academic Review Committee for recommendations with respect to requests from academic staff members and Librarians for Sabbatical and Educational leaves.