

Libraries and Cultural
Resources Faculty
Guidelines

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Part A

1. Preamble to the Overall Document

The *Libraries and Cultural Resources Faculty Guidelines* are established in accordance with the regulations approved by the General Faculties Council and the Board of Governors:

- *Collective Agreement between The Governors of The University of Calgary and The Faculty Association of The University of Calgary (Collective Agreement)*;
- *GFC Academic Staff Criteria & Processes Handbook (GFC Handbook)*

Libraries and Cultural Resources (LCR) will periodically review its established guidelines regarding appointment, performance assessment, tenure and promotion to incorporate new developments in the *GFC Handbook*.

2. Introduction

The performance standards defined for the different academic ranks may be used by LCR members as a general guide to expectations. Academic staff members are strongly encouraged to discuss these standards and expectations with colleagues and the Head or equivalents when setting academic and professional objectives.

These academic and professional goals should be consistent with individual career choices and objectives, as well as the goals of LCR.

The Head or equivalents and senior academics should refer to these guidelines when mentoring and/or reviewing performance of less experienced academics. All senior academics, particularly the Head or equivalents and full Librarians/Archivists/Curators, should make themselves available to assist academics in developing, achieving, and updating career, academic, and professional objectives.

In the years leading up to application for tenure, academic appointees should meet with their Head or equivalent at least annually to engage in career planning, performance expectations, and performance review discussions. The performance guidelines provide a framework for such discussions. Similarly, regular discussions between the Head or equivalents and academic appointees are a vehicle for planning successful applications for promotion at all ranks.

Part B

1. Criteria for Professional Practice, Research and Scholarship and Service

1.1 General Guiding Principles

It is the responsibility of all academic staff members to contribute to a climate in which diversities of opinion and views are included and valued. This will enable all to participate in decision making and advancing the goals of LCR.

Although Professional Practice is considered a priority within the academic staff portfolios in LCR, each academic staff member shall be actively and continuously engaged in Research and Scholarship, and Service, and are expected to contribute to their own growth and development.

The general requirements for LCR academic staff members related to Professional Practice, Service, and Research and Scholarship are defined in this section. These criteria are intended to be flexible and to encourage engagement, creativity, and innovation.

The relative weighting between Professional Practice, Service, and Research and Scholarship will be set through the workload assignment process (Article 12 of the *Collective Agreement*) every year. Such discussion should make it possible for academic staff to develop their careers while offering optimal service to LCR.

1.2 Professional Practice

Professional Practice varies widely within LCR. Activities within this section normally constitute the majority of an LCR academic appointment's workload.

LCR academic staff members work within a highly collaborative and interdisciplinary work environment with continually evolving practices. The activities described below may equally apply to Librarians, Archivists, and Curators.

Professional Practice is broken into five sub-categories. Not every academic staff member will have duties and outputs in all the sub-categories.

1.2.1 Information and Collection Management and Creation

Activities related to the growth, appraisal, maintenance, creation, and access of information sources and platforms owned, managed by, or subscribed to by LCR. This includes physical and electronic collections of content, data, and metadata. Responsibilities relating to this include but are not limited to:

- development of strategies, mandates and policies for the acquisition of materials and collections
- acquisition and appraisal of additions to collections, regardless of format assessment and/or utilization of analytics

- physical and intellectual processing
- metadata creation and consultation
- description and organization of resources
- preservation, conservation and storage of materials and collections
- contributing to the enhancement, growth, and direction of collections
- vendor sales, negotiation, license, and copyright engagement
- development and stewardship of donor relationships and management of donated collections
- implementation and innovation of access systems and methods
- maintenance and development of discovery tools
- Research Data Management plan creation and consultation
- provision of scholarly communication support, including research impact analysis and compliance with funder requirements for open access
- testing and exploring uses of resources individually or collaboratively with professional colleagues, faculty members and students
- researching the historical and contemporary context of materials and collections
- originating, researching, and producing exhibitions
- writing and producing original texts, ranging from expanded labels to catalogues for exhibitions, displays and collections and finding aids
- arranging and managing loans of collections to and from other institutions and galleries

1.2.2 Outreach and Engagement

Activities that support and promote LCR to its various (campus or external) stakeholders, including but not limited to:

- communication in all formats to faculties and units regarding LCR services, events and programs
- creation, maintenance of or participation in public programs and services
- creation or participation in events, displays or exhibits
- establishment and maintenance of relationships with academic, information services and museum partners
- creation of new visions for partnership with relevant stakeholders
- maintaining relationships with donors and potential donors
- working closely with Development Officers and participating in fundraising activities, in connection with capital endowment or other campaigns
- working with campus units to further LCR objectives or mandate(s)

1.2.3 Leadership

Activities in which you coordinate efforts related to advancing the objectives of LCR, including but not limited to:

- creation of programs that further the effectiveness of LCR as a unit
- creation of programs or services that benefits the learning or research capabilities of our patrons

- analysis and written recommendations on collections, services and systems for decision making purposes and implementation

Activities focusing on your individual growth and development or your efforts in assisting academic colleagues' growth and development, including but not limited to:

- serving as a mentor for academic colleagues or students
- developing and sharing resources with your academic colleagues to support their professional growth or success at LCR and the University
- innovation in connecting colleagues within LCR to University of Calgary initiatives and areas of focus

1.2.4 Teaching and Instruction

In addition to *GFC Handbook* B1.3, Teaching and Instruction activities for LCR academic members include but are not limited to:

- effective development and/or use of physical and digital resources to help patrons learn and understand
- development and implementation of innovative instructional techniques or resources
- development and administering training sessions to students, staff, and/or academic colleagues
- provision of advisory services in reference, research, and instruction, including facilitating faculty or student research projects
- mediated access to specialized collections and resources
- supervision of field placement or practicum students from University of Calgary or other institutions and professional development of work experience interns
- formal or informal student supervision
- participation in curriculum review or course development

*In exceptional cases where an LCR Academic staff member is assigned to teach as the instructor of record in another faculty those activities will be recognized and evaluated under this category as "teaching and instruction".

1.2.5 Administration

Activities supporting the effective operation of LCR as an organizational unit, including but not limited to:

- management of human, physical or virtual resources
- management of budgets
- policy, procedure and manual development

1.3 Service Activities

Section B1.4 of the *GFC Handbook* applies to academic staff in LCR.

1.4 Research and Scholarship Activities

Section B1.2 of the *GFC Handbook* applies in addition to the LCR specific guidelines below.

As members of a research-based university, the academic staff at the University of Calgary, including LCR academic staff members, are expected to engage in research and advanced scholarship. This is essential to expand on existing knowledge and discover new knowledge. In addition, scholarly activities entail dissemination of knowledge. Scholarship in the context of LCR is broadly defined and normally includes the creation, organization, and dissemination of knowledge to academic, public, and professional communities through validated academic, professional or disciplinary channels. LCR academic staff members are encouraged to apply for funding to support their research and scholarship.

Examples of Research and Scholarship activities include, but are not limited to:

- publication(s) or accepted submission(s) of articles in journals that are peer-reviewed or have a substantive, rigorous editorial process
- authorship/editorship of books
- authorship of chapters in edited books
- authorship and/or editorship of publications such as external exhibition catalogues and commissioned reports
- authorship of works such as book reviews and shorter articles, presentation of lightning talks, and professional blogs or blog posting(s)
- editorship of a professional or scholarly journal, or journal section
- delivery of keynote address(es), major address(es), and formal participation in scholarly discussions at conferences/workshops through presentations, panel participation, posters
- submission of proposals for both internal and external grants
- receipt of grants from internal, or external funding bodies
- knowledge engagement and transfer in ways that benefit members of the public or the academic staff member's profession

2. Requirements for Academic Staff by Rank

Section B2.8.1 of the *GFC Handbook* states that criteria with respect to Librarians, Archivists and Curators shall be established by the Academic Council of LCR.

2.1 General Guiding Principles

Educational and credential requirements:

- Librarians at all ranks require a graduate degree from an American Library Association accredited program or equivalent international library and information studies degree.
- Archivists at all ranks require a Master's of Archival Studies or equivalent degree or a graduate degree and relevant archival experience and training
- Curators at all ranks require a graduate degree in a relevant discipline or museum studies

Academics at all ranks contribute to an LCR environment that is respectful, collaborative, and inclusive and are expected to maintain currency and competence in their field. Expectations in all categories increase with progression through the rank.

2.2 Requirements for Assistant Librarian, Archivist, Curator

Assistant Librarians, Archivists, and Curators in LCR are establishing themselves in their professional roles and must show strong potential to meet the challenges of an academic appointment at a research-intensive university. In addition to graduate level education in their field, they may have professional experience and skills acquired from other institutions and through other educational and professional experiences.

Academics at the rank of Assistant Librarian, Archivist, and Curator are normally expected to:

- demonstrate growing competence and skill(s) in meeting the requirements of their position responsibilities
- develop a portfolio of activities and responsibilities that will become progressively more complex
- develop knowledge of their field through professional development.
- initiate research and begin to contribute to professional and scholarly communications through participation as panelists, speakers, and presenters in workshops, conferences, symposia, and other academic gatherings
- develop a service profile where they contribute to LCR and the University by serving on working groups, standing committees, and through contributions to and participation in LCR Academic Council
- seek opportunities to establish themselves in relevant societies, associations, and other professional and scholarly bodies
- contribute thoughtfully to evolving practices and operations in LCR
- select research activities that will broaden and expand their capacity, allowing them to share emerging expertise
- seek opportunities to deepen their capacity for critical thinking, problem solving, collaboration, time and project management, and thoughtful participation in professional and academic life

2.3 Requirements for Associate Librarian, Archivist, Curator

Academics at the rank of Associate Librarian, Archivist, and Curator are normally expected to:

- have established themselves as practitioners in their field
- show a deepening capacity to engage in increasingly challenging practice
- develop specialized expertise and/or become expert in their roles
- deepen and expand their knowledge of their field through professional development, research, and project work
- seek leadership opportunities in LCR including opportunities for supervisory roles and chairing teams
- contribute to the expansion and sharing of knowledge in their fields
- develop networks of colleagues and associates beyond the University of Calgary, including through active participation in regional, or national organizations
- contribute to the advancement of professional practice and knowledge through research activities which likely include publication of scholarly reviews, articles, chapters, books,

conference presentations or other formal expressions of professional knowledge appropriate to their field and area(s) of expertise

- seek leadership roles on committees in professional organizations at the local, regional and/or national levels
- actively participate as a member of LCR committees and seek leadership roles

2.4 Requirements for Librarian, Archivist, Curator

The rank of Librarian, Archivist, and Curator is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in their discipline.

Academics at the rank of Librarian, Archivist, and Curator are normally expected to:

- have significant administrative responsibilities and/or have advanced knowledge and expertise in their assigned areas
- have a substantive and active body of professional, research and scholarship, and service contributions
- demonstrate increasing aptitude and expertise in their core positional responsibilities, acquired through years of progressively more challenging practice and projects, contribute more broadly to the development, implementation, and assessment of initiatives and services in LCR
- develop and demonstrate increasing sophistication and capacity to carry out duties of a more complex nature
- exhibit a strong spirit of inquiry and growth appropriate to a research-intensive university by maintaining and developing their research practice and their service contributions to their profession and scholarly communities
- seek opportunities to improve, innovate, and further their own practice through professional development, and the overall practices of the organization in a way that is responsive to changes and developments in library, archival, and curatorial practices, in higher education practices, and in society more broadly
- demonstrate leadership and initiative whether or not they are in a formal leadership role
- contribute to their respective professions and fields of expertise by assuming leadership roles in committees in professional organizations at the regional national and/or international levels
- develop networks of colleagues and associates beyond the University of Calgary, including through active participation in national and/or international organizations

3. Criteria for Renewal, Tenure, and Promotion

Sections B3.1 and B3.7 of *GFC Handbook* and Article 28 of the Collective Agreement apply.

If the academic staff member submits a teaching dossier it will be considered within the overall portfolio of Professional Practice.

3.1 Assistant Librarian, Archivist, Curator

Successful candidates for renewal are expected to have shown:

- growth in competence and skill(s) in meeting the requirements of their position responsibilities
- development of a portfolio of activities and responsibilities that will become progressively more complex
- development of knowledge of their field through professional development
- Initiation of and contributions to professional and scholarly communications, through participation as panelists, speakers, and presenters in workshops, conferences, symposia, and other academic gatherings
- development of a service profile where they contribute to LCR and the University by serving on working groups, standing committees, and through contributions to and participation in LCR Academic Council
- to have sought opportunities to establish themselves in relevant societies, associations, and other professional and scholarly bodies
- thoughtful contributions to evolving practices and operations in LCR
- selection of research activities that will broaden and expand their capacity, allowing them to share emerging expertise
- to have sought opportunities to deepen their capacity for critical thinking, problem solving, collaboration, time and project management, and thoughtful participation in professional and academic life

3.2 Associate Librarian, Archivist, Curator

Successful candidates for renewal, tenure, and/or promotion to Associate Librarian, Archivist, and Curator are expected to have shown:

- that they have established themselves as practitioners in their field
- a deepening capacity to engage in increasingly challenging practice
- development of specialized expertise and/or become expert in their roles
- that they have deepened and expanded their knowledge of their field through professional development, research, and project work
- to have sought more leadership opportunities in LCR, including opportunities for supervisory roles and chairing teams
- contributions to the expansion and sharing of knowledge in their fields
- the development of networks of colleagues and associates beyond the University of Calgary, including through active participation in relevant societies, associations, and other professional and scholarly bodies
- contributions to the advancement of professional practice and knowledge through research activities which likely include publication of scholarly reviews, articles, chapters, books, conference presentations, or other formal expressions of professional knowledge appropriate to their field and area(s) of expertise
- they have sought leadership roles on committees in professional organizations at the local, regional and/or national levels
- active participation as a member of LCR committees and have sought of leadership roles

3.3 Librarian, Archivist, Curator

Successful candidates for promotion to and/or tenure as Librarian, Archivist, and Curator are expected to have shown:

- that they have significant administrative responsibilities and/or have advanced knowledge and expertise in their assigned areas.
- and substantive scholarship and/or service
- that they have a substantive and active body of professional, research and scholarship, and service contributions
- increasing aptitude and expertise in their core positional responsibilities, acquired through years of progressively more challenging practice and projects
- contributions more broadly to the development, implementation, and assessment of initiatives and services in LCR
- increasing sophistication and capacity to carry out duties of a more complex nature
- a strong spirit of inquiry and growth appropriate to a research-intensive university by maintaining and developing their research practice and their service contributions to their profession and scholarly communities
- that they sought opportunities to improve, innovate, and further their own practice through professional development, and the overall practices of the organization in a way that is responsive to changes and developments in library, archival, and curatorial practices, in higher education practices, and in society more broadly
- leadership and initiative whether or not they are in a formal leadership role
- that they are acknowledged contributors to their respective professions and fields of expertise
- leadership roles in committees in relevant societies, associations, and other professional and scholarly bodies at the regional, national, and/or international levels
- networks of colleagues and associates beyond the University of Calgary, including through active participation in national and/or international organizations

4. Academic Performance Assessment and Progression Through the Ranks

Article 29 of the Collective Agreement, *Academic Performance Assessment and Progression Through the Ranks*, also discussed in Section B4 of the *GFC Handbook*, applies to the provision of Progression Through the Ranks (PTR) assessments and Outstanding Achievement Awards (OAA) to be awarded to Continuing, Limited Term, Contingent Term, Special Limited Term, or Pre-Tenure Track Appointment members of the academic staff. Assessment of Sessional Instructors is addressed in Article 23 of the Collective Agreement.

Assessment takes into account the rank and the assigned duties and specific workloads of each academic staff member. Criteria for Academic Performance Assessment are described in Sections 4.1, 4.2 and 4.3 below, and outlined in Table 2.

4.1 Professional Practice

Within the assessment process, Professional Practice shall be multi-faceted and, in particular, shall not be based primarily on any one method. Multiple sources of evidence may be used to

obtain a holistic picture of the performance of the academic staff member. Written assessment should include comments on the quantitative and qualitative contributions the academic staff member has made during the reporting period.

There is no fixed formula for evaluating Professional Practice. Not all academic staff members are engaged in interacting directly with faculty or students. Recognizing the range of Professional Practice in LCR, it is the responsibility of the academic staff member to provide the information needed for the Head or equivalent to undertake quantitative and qualitative assessment. Examples include but are not limited to:

- nature and impact of products created
- evidence of or description of the essential nature of the staff member's contributions
- continuous evaluation of their activities, including from external sources and needs analyses
- implementation of innovative practices
- sharing results with colleagues
- formal and informal practice assessments
- awards and other forms of recognition
- unsolicited faculty/student/peer feedback
- community and professional feedback and engagement
- critical reflection of their activities

Academic staff members should not be adversely assessed for situations outside their control, including but not limited to:

- implementing new techniques or initiatives which do not have the desired or anticipated positive results or impact
- the inability to determine impact of new techniques, initiatives or resources in the same assessment period as their implementation

4.2 Research and Scholarship Activities

Research and Scholarship Activities are evaluated according to Section B4.4 of *GFC Handbook*.

As per *GFC Handbook* B4.4 directing faculties to articulate how and when scholarly work is credited, LCR Academics are expected to be active in research in each reporting period. Some projects may take time to reach conclusion. For that reason, failure to produce and disseminate in any one period does not by itself constitute unsatisfactory performance. It is the responsibility of the academic to provide evidence of scholarly activity and to report on research in progress, in the Academic Performance Report, to demonstrate that they have met the criteria in this document related to Research and Scholarship. Credit can be claimed for a publication in-press or at time of publication but not for both. Expectations increase as academics progress through the ranks.

As per *GFC Handbook* B4.4.5 in assessing Research and Scholarship Activities, the Head or equivalents and the members of the Faculty Assessment Committee should be attentive to the evolving and changing natures of Research and Scholarship, and the ways in which knowledge is produced and disseminated, as expanded upon below.

In keeping with the principles of the San Francisco Declaration on Research Assessment (DORA) multiple types and sources of evidence shall be used to obtain a holistic picture of the Research and Scholarship activities of academic staff members. Written assessment should include comments on quantitative and qualitative contributions. Examples of evidence for Research and Scholarship activities include, but are not limited to:

- quantitative and/or description of qualitative impact on the discipline, other disciplines, and/or community
- quantitative and/or description of qualitative impact on policy, standards and/or disciplinary practices
- number of times the work has been viewed, read, cited, and/or downloaded from Prism, other repositories, or databases
- alt metrics
- conference session views
- scope and impact of involvement in a conference or event
- awards and other forms of recognition
- unsolicited written feedback from colleagues, individuals who read the publication, or attendees at the presentation/session/lecture
- formal evaluation results of conference presentation/session/lecture
- critical reflection

Academic staff members should not be adversely assessed for situations outside their control, including but not limited to

- unsuccessful grant application

LCR recognizes the value that collaboration may bring to scholarly activity, whether working on interdisciplinary projects or from interaction with disciplinary colleagues at the local, national, or international levels. There is no fixed formula used to evaluate Research and Scholarship and/or an individual's contribution to a multiple author publication, research, or other scholarly project. It is the responsibility of the academic to provide the information needed to assess the research project, and for collaborative projects, their individual contributions (e.g. co-authored publications and grants awarded to research teams). Academics are also expected to clearly describe the scope and relevance of the publication or conference in which peer-reviewed work is published or presented. Levels of expectation for Research and Scholarship are differentiated by rank, as outlined in Table 1.

4.3 Service Activities

Service Activities are evaluated according to Section B4.6 of *GFC Handbook*.

Part C

1.0 General Considerations

GFC Handbook section A.3.3 requires that each academic council establish a formal academic appointment selection process for all appointments of more than 12 months duration as part of their faculty guidelines. *GFC Handbook* Section A.3.5 requires that the guidelines are based on *GFC Handbook* Part C.1-C.5, and are to refine but not create new procedures, or add to contradict or delete stated procedures.

Definitions are as detailed in *GFC Handbook* A.1. with the addition of:

“Operating Unit” means the LCR unit or portfolio where all or the majority of an appointment is held.

2.0 Position Posting

GFC Handbook C.2 applies. As directed by *GFC Handbook* section C.2.1, the responsibility for drafting a position posting in LCR will be the responsibility of the Head or equivalent. Final approval of the posting will be by the Vice-Provost (LCR) and University Librarian (Vice-Provost) before publication.

3.0 Selection Procedures

With the exception of the items specific to LCR outlined below, *GFC Handbook* sections C.3-C.7 apply.

3.1 Responsibility

The Vice-Provost is responsible for the selection and appointment of the Academic Appointment Selection Committee.

3.2 Committee Composition

Following *GFC Handbook* C.3.1.2

- 3.2.1 Chair (Voting only to break a tie): Vice-Provost or delegate.
- 3.2.2 Three voting members from continuing, limited term and contingent term academic staff members of LCR, with a majority of these members holding a continuing appointment, specifically:
 - a) One member appointed by the Vice-Provost
 - b) Two members elected by LCR Academic Council
- 3.2.3 One voting member from outside LCR, appointed by the Vice-Provost. Must be a continuing academic staff member.
- 3.2.4 One voting member who is a continuing academic staff member from outside of LCR, appointed by the Vice-Provost.
- 3.2.5 Pursuant to *GFC Handbook* section C.3.1.2.vi, and if applicable to the hire, up to two additional members who do not hold an academic appointment may be appointed by

the Vice-Provost as non-voting members to provide additional professional, cultural or community expertise that is not otherwise present in the committee make up.

3.2.6 Student feedback, as required by GFC Handbook C.3.1.2.v will be sought by inviting members of the Students' Union and Graduate Students' Association executive to attend candidate presentations and provide comments.

3.2.7 In accordance with GFC Handbook C 3.1.7, committee composition will reflect the university's commitment to diverse representation that is inclusive and will include representation of at least two genders. In the case of a lack of representational diversity, the Vice-Provost may fulfil the mandate by appointing additional members.

3.2.8 Quorum is the majority of the voting members outlined in section 3.2.2 above.

Table 1. Comparison of expectations by rank

Assistant	Associate	Full
<p>Appointment to the rank of Assistant normally requires demonstrated potential as well as successful completion of academic requirement qualifications.</p>	<p>Appointment or promotion to the rank of Associate requires evidence of effective professional practice, a satisfactory record of recognized research, and a satisfactory record of service.</p>	<p>Appointment or promotion to the rank of Librarian, Archivist, Curator requires evidence of substantive accomplishment in professional practice, service, and scholarship.</p>
<p>Professional Practice</p>	<p>Professional Practice</p>	<p>Professional practice</p>
<ul style="list-style-type: none"> • growing competence and skill(s) in meeting the requirements of their position responsibilities • develop a portfolio of activities and responsibilities that will become progressively more complex • develop knowledge of their field through professional development. • contribute thoughtfully to evolving practices and operations in LCR or equivalent organizations • seek opportunities to deepen their capacity for critical thinking, problem solving, collaboration, time and project management, and thoughtful participation in professional and academic life 	<ul style="list-style-type: none"> • have established themselves as practitioners in their field • show a deepening capacity to engage in increasingly challenging practice • develop specialized expertise and/or become expert in their roles • deepen and expand their knowledge of their field through professional development, research, and project work • seek leadership opportunities in LCR or equivalent organizations, including opportunities for supervisory roles and chairing teams • contribute to the expansion and sharing of knowledge in their fields • actively participate as a member of campus committees, where opportunity arises 	<ul style="list-style-type: none"> • have significant administrative responsibilities and/or have advanced knowledge and expertise in their assigned areas • have a substantive and active body of professional, research and scholarship, and service contributions • demonstrate increasing aptitude and expertise in their core positional responsibilities, acquired through years of progressively more challenging practice and projects, contribute more broadly to the development, implementation, and assessment of initiatives and services in LCR or equivalent organizations • develop and demonstrate increasing sophistication and capacity to carry out duties of a more complex nature • seek opportunities to improve, innovate, and further their own practice through professional development, and the overall practices of the organization in a way that is responsive to changes and developments in library, archival, and

		<p>curatorial practices, in higher education practices, and in society more broadly</p> <ul style="list-style-type: none"> • demonstrate leadership and initiative whether or not they are in a formal leadership role • contribute to their respective professions and fields of expertise by assuming leadership roles in committees in professional organizations at the regional national and/or international levels • are acknowledged contributors to their respective professions and fields of expertise
Research and Scholarship Activities	Research and Scholarship Activities	Research and Scholarship Activities
<ul style="list-style-type: none"> • select research activities that will broaden and expand their capacity, allowing them to share emerging expertise • initiate research and begin to contribute to professional and scholarly communications through participation as panelists, speakers, and presenters in workshops, conferences, symposia, and other academic gatherings • participation in knowledge engagement and transfer in ways that benefit members of the public or the academic staff member's profession 	<ul style="list-style-type: none"> • contribute to the advancement of professional practice and knowledge through research activities which likely include publication of scholarly reviews, articles, chapters, books, conference presentations, or other-expressions of professional knowledge appropriate to their field and area(s) of expertise • increased participation or actively contributing to knowledge engagement and transfer in ways that benefit members of the public or the academic staff member's profession 	<ul style="list-style-type: none"> • exhibit a strong spirit of inquiry and growth appropriate to a research-intensive university by maintaining and developing their research practice • leading knowledge engagement and transfer in ways that benefit members of the public or the academic staff member's profession
Service Activities	Service Activities	Service Activities
<ul style="list-style-type: none"> • develop a service profile where they contribute to LCR and the University by serving on working groups, standing 	<ul style="list-style-type: none"> • seek leadership roles in committees in professional organizations at the local, regional and/or national levels 	<ul style="list-style-type: none"> • assume leadership roles in committees in professional organizations at the regional national and/or international levels

<p>committees, and through contributions to and participation in LCR Academic Council</p> <ul style="list-style-type: none"> • seek opportunities to establish themselves in relevant societies, associations, and other professional and scholarly bodies 	<ul style="list-style-type: none"> • actively participate as a member of LCR committees and seek leadership roles • develop networks of colleagues and associates beyond the University of Calgary, including through active participation in regional, or national organizations 	<ul style="list-style-type: none"> • actively participate as a member of LCR and University committees and assume leadership roles • develop networks of colleagues and associates beyond the University of Calgary, including through active participation in national and/or international organizations
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Table 2: Criteria for performance assessment

	Outstanding Achievement Awards (OAA)	Progression Through the Ranks (PTR)
Professional Practice	<p>Evidence is provided of exceptional</p> <ul style="list-style-type: none"> • performance of their activities and accomplishment of their assigned duties and overall professional practice • quality, impact, and outcomes of their professional practice 	<p>Evidence is provided of adequate, or active and high-quality</p> <ul style="list-style-type: none"> • performance of their activities and accomplishment of their assigned duties and overall professional practice • quality, impact, and outcomes of their professional practice
Service Activities	<p>Evidence is provided of exceptional</p> <ul style="list-style-type: none"> • engagement in and leadership of service • demonstrated contributions, impact, and outcomes of service 	<p>Evidence is provided of adequate, or active and high-quality</p> <ul style="list-style-type: none"> • engagement in and leadership of service • demonstrated contributions, impact, and outcomes of service
Research and Scholarship Activities	<p>Evidence is provided of exceptional</p> <ul style="list-style-type: none"> • research activity and scholarly output • demonstrated research outcomes and impact 	<p>Evidence is provided of adequate, or active and high-quality</p> <ul style="list-style-type: none"> • research activity and scholarly output • demonstrated research outcomes and impact