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Vote NO to the Librarian & Archivist MoS

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Email from James Turk, former President of the Canadian Association of University Teachers, describing the MoS as “a terrible step backwards”

Subject: Re: Follow-up re: Academic Freedom for Librarians Webinar
Date: Wed, 27 Feb 2019 12:13:17 -0500
From: James Turk <jim@jamesturk.com>
To: Mary Kandiuk <mkandiuk@yorku.ca>

Hi Mary,

My apology for taking so long to get back to you. The past two weeks have been particularly hectic for me between several talks, the Harry Crowe Conference and several CFE events.

In any case, I want to confirm your misgivings about the new negotiated language. It is a terrible step backwards.

- Language about what to assess, i.e., "publications or other presentations" now is broadened to "Publications, program development, lectures, and other modes of scholarship/debate/critique" - subjecting a wider range of librarians work to the terms of the article.
- The subject of librarians' publications and presentations was broadly "librarianship or other subject areas" (implying librarians could write and speak about areas beyond "librarianship") has been narrowed to "professional practice in librarianship or archivy and/or disciplines insofar as they relate to librarianship or archivy" (implying this is all that can be addressed).
- Previously what was being assessed was "form and content" generally; whereas the latest includes not only form, content but also "the substantiveness of their contribution to the discourse in librarianship/archivy of such materials" -- again narrowing what librarians are authorized to study.

This result is:

- a narrowing of what are deemed legitimate scholarly areas of work for librarians - "professional practice in librarianship or archivy and/or disciplines insofar as they relate to librarianship or archivy"
- a broadening of what is now to be judged in light of these new limitations-- not just publications and presentations but also "program development, lectures, and other modes of scholarship/debate/critique."

- a narrowing of what will be now be deemed relevant to assess; i.e., not general form and content, but specifically, "the substantiveness of their contribution to the discourse in librarianship/archivy of such materials"

I hope these comments are helpful.

Jim

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YUFA Indigenous Caucus Statement In Opposition to the MoS for Revised Criteria and Procedures for Promotion and Continuing Appointments of Professional Librarians and Archivists

We the YUFA Indigenous caucus, are composed of union member Indigenous faculty from across the university. We would like to express our gratitude for the important work done by our colleagues in Libraries and Archives at York University. It is precisely because of the significance of your work, that we put forth this statement in opposition of the proposed MoS, and urge our colleagues in YUFA to vote no in its ratification.

Where we affirm the preamble of the MoS we believe the substance of the document works against those stated intentions, particularly with a lens on equity, and more specifically for consideration to current and future Indigenous scholars within the department. The preamble states,

In addition, we understand it as critical to the University's academic mission and to the public good that we develop and interrogate the systems which facilitate and extend both access and organization of information, and that we provide an overarching stewardship of knowledge particularly for materials of significant and enduring value to our scholarly communities. Within the university, librarians and archivists are also uniquely responsible for advocating and ensuring the broadest possible access to the corpus of scholarly knowledge. Academic librarians and archivists bring deep expertise to the research enterprise by facilitating and supporting the lifecycle of scholarship within and evolving information landscape

Likewise we believe passionately in the role of librarians and archivists to act as stewards of knowledge with the unique responsibility for the public good, to advocate and facilitate the broadest possible access to scholarly knowledge. As Indigenous peoples we know the dangers of narrow scholarship and common practice restrictions on the discipline of library and archives specifically, as both have been named in the Truth and Reconciliations Calls to Action Numbers 69 and 70. For generations practices within these fields have led to an exclusion of Indigenous knowledges, histories, and truths.

We take significant challenge with **section 3.2.1** of the MoS. We ask members to note the places where a specific reference to "librarianship and archivy" has been inserted and where references to disciplines or subjects have been struck. One of the most troubling aspects of the new language in the MoS is the removal of language referring to subject knowledge and to research in disciplinary areas. Librarianship as a profession is interdisciplinary and cannot be defined along the lines of specific professional practice. However there is no definition or clarification of what research in this area means and it is possible that this ambiguity can be used to place limitations on the areas people wish to work in, rather than take the widest possible interpretation. This lack of clarity could be used to penalize people working in marginal or interdisciplinary areas. While it is technically true that Librarians and Archivists could engage in research outside of the area of "librarianship and archivy", the fact that it cannot be used for Tenure and Promotion puts serious barriers around what knowledge can be taken up/ is valued.

Reinforcing disciplinary boundaries in this way makes it more difficult to engage in the kinds of interdisciplinary scholarship often practiced by minority scholars and those working on issues that are relevant to marginalized and racialized communities. It sets a dangerous precedent for potential changes in any department moving forward that restrict our academic freedom as researchers, and gate-keep disciplinary boundaries in a way that could stifle important work Indigenous scholars (and others) are doing to push these boundaries or explicitly act on the peripheries of particular boundaries where there is space for exploration and innovation. Indeed freedom to explore research in other areas is what brings creative advancements and in the case of Indigenous peoples – often necessary contributions, to various academic disciplines. It may be the case that the minority of librarians most affected by this change in language are being disadvantaged by the majority who are not – and that raises serious equity concerns around how knowledge generation in the library is policed.

This should also be a particular concern to all union members as this MoS would be ceding to the Dean the managerial oversight of research agendas. That we are allowing administration to define the boundaries of the field arbitrarily, and then to marginalize any work that strays across those boundaries. This is part of a wider move by the University to restrict the activities of librarians and archivists to instrumental work directly related to the professional activities in a position description, shifting work to "functional" roles. Disciplinary specializations are being stripped from position descriptions, similarly to how teaching stream appointments are constructed. This new language may have impacts well beyond T&P and will likely be used to restrict other activities and opportunities, including denial of conference requests, grants, sabbaticals etc.

Subject expertise has been highly valued as a mechanism for understanding and supporting the work of researchers, collection development, and instruction. As Indigenous academics we know librarians and archivists with specialized knowledge in Indigenous areas of research are particularly valuable, not only for our own scholarship, or our students work- but for our communities. We imagine much of this is true for the wider YUFA membership as well. We urge YUFA members to consider the ramifications of this MoS on librarians and archivists, the explicit equity concerns raised, and the need to stomp out these changes before they enter other academic units. Indeed we ask you to consider voting “NO” on the proposed MoS ratification vote.

Academic Freedom and Librarians' Research and Scholarship in Canadian Universities

Mary Kandiuk and Harriet M. Sonne de Torrens

This study examines the extent to which librarians employed at Canadian universities have academic freedom protection with respect to the right and responsibility to engage in research and scholarship as part of their normal workload and the right to pursue unrestricted lines of inquiry in research and scholarship. An analysis of the terms and conditions of employment for Canadian academic librarians and the results of a nationwide survey reveal that the majority are protected by academic freedom in their contractual agreements. The findings also reveal that the inclusion of research and scholarship as part of normal workload is a challenge for many librarians, definitions for research and scholarship vary across institutions, and time constraints impede the ability of librarians to conduct research and scholarship.

Introduction

Librarians fill a unique occupational domain in the university. Historically, they are aligned with the teaching faculty in terms of fulfilling the academic mission of the university. Unlike faculty, however, librarians' roles have evolved within hierarchical managerial structures that do not grant many of the academic rights and professional autonomy that teaching faculty have attained. Academic libraries, as Rachel Fleming-May and Kimberly Douglass note, "more closely resemble Mintzberg's description of the 'machine bureaucracy' in which roles are designated by work assignment, middle management is more robust, and decision making and communication tend to be hierarchical."¹ Professional autonomy underpins faculty culture, relying on such rights and mechanisms as academic freedom, peer review, tenure, and collegial governance structures and processes.² Meanwhile, librarians have historically found themselves excluded from the larger institutional culture and "confined to the library," which is perceived by the broader community as their sole domain and contributes to their "academic isolation."³ However, as pointed out by Fleming-May and Douglass, the roles of librarians within the university have evolved considerably with respect to status, qualifications, and responsibilities.⁴ Approximately 44 percent of librarians

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in the United States who work at ARL institutions have faculty status and tenure.⁵ In Canada, librarians who are members of academic staff associations, the majority of which are certified unions, generally hold academic status that includes tenure (sometimes entitled continuing appointment or permanent status).⁶ The right of librarians to engage in research and scholarship within academic libraries has been acknowledged by library associations both within and outside Canada⁷ and national organizations such as the Canadian Association of University Teachers (CAUT) and American Association of University Professors (AAUP).⁸ Research and scholarship are typically required of academic librarians employed in ARL member libraries seeking tenure or continuing appointment.⁹ Four out of five (81%) of Canadian academic librarians who are members of university associations have “scholarly activities” included in their “actual workload or potential workload.”¹⁰ In this context, there is an ever pressing need to accord them the same rights and freedoms as their faculty counterparts.

This line of inquiry examines to what extent academic librarians employed at Canadian universities have academic freedom with respect to the right to conduct research and scholarship and to pursue unrestricted lines of inquiry in their scholarship. Specifically, it seeks to answer:

- Are librarians protected by an academic freedom statement that includes research and scholarship in their terms of employment?
- Are research and scholarship included as part of the professional practice and/or normal workload for librarians?
- How are research and scholarship for academic librarians defined?
- Are there restrictions imposed on librarians’ research and scholarship? If so, what kinds of restrictions?

This study is based on an analysis of current collective agreements and employment policies for academic librarians employed at Canadian universities and a nationwide survey distributed to librarians employed at Canadian universities in 2014.

Literature Review

There is a substantial body of literature that examines the role of research in the profession of academic librarianship. However, the focus has been largely on attitudes toward research,¹¹ barriers to conducting research,¹² the value of conducting research,¹³ and fostering research.¹⁴ Much has also been written about evidence-based practice research whereby librarians seek to improve library services by incorporating the results of qualitative and quantitative research into their daily practice.¹⁵ Less examined in the literature is the pursuit of scholarship by librarians in disciplines beyond Library and Information Studies (LIS), including creative disciplines, and the acceptance and support of librarians engaged in research and scholarship by academic libraries. This is notable, as the value of subject or disciplinary expertise in the profession is recognized by numerous authors in the literature and is one of the proficiency skills noted in the *ACRL Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide* (2008).¹⁶ Many academic librarians serve as subject specialists or liaisons for departments or faculties and are often assigned specific subject responsibilities on the basis of an advanced degree or subject background in the area.¹⁷ As pointed out by Susan Thomas and Anne Leonard, “librarianship is a professional degree with the terminal MLS degree, not a scholarly field” and librarians have spent a greater portion of their postsecondary education pursuing additional degrees in a scholarly discipline.¹⁸ Numerous studies point to the rise of advanced degrees, both a second master’s and the PhD, among librarians.¹⁹

Within the profession, there exists a tension between scholarly activity and practice, with a perceived discouragement noted of the former.²⁰ Studies have revealed that

the emphasis in LIS programs is not on producing scholars but instead to ensure that librarians, as professionals and practitioners, can perform in a wide range of academic settings, adding to the tensions.²¹

What is less discussed within the profession, or which may not be fully appreciated, is the concept of academic freedom, as opposed to intellectual freedom, and how this impacts librarians in their scholarly pursuits. As described by Jesse Mann, intellectual freedom and academic freedom are "related but distinct concepts," and the academic library is a "critical point of their intersection."²² Academic freedom can be viewed as an "application of intellectual freedom in the university setting," according to Richard Danner and Barbara Bintliff.²³ However, when intellectual freedom is described for librarians, it often refers to the exercise of their responsibilities in the administration of libraries.²⁴ The focus, as stated by Shannon Oltmann, is on "access to different ideas," whereas in academic freedom it is "on expression."²⁵ When the phrase "intellectual freedom" is used for faculty, it is interpreted in the broadest sense; that is, to include academic freedom protection.²⁶ In his 2007 study of the scholarship of Canadian academic librarians, David Fox reported that "more than half (51.4 %) of survey respondents indicated that scholarship is either required or encouraged at their university" and that librarians pursue "a rich array of scholarly interests that extend well beyond the everyday issues of professional practice."²⁷ He found that "scholarship is naturally expected during sabbatical and study leave, where available" and for "35 percent of participants, scholarship was also expected as an integral part of their professional responsibilities on an ongoing basis."²⁸ Marni Harrington and Natasha Gerolami's 2014 analysis of 24 Canadian collective agreements found significant variations in language and rights for librarians pursuing research/scholarly activity.²⁹ They found that additional requirements relating to intellectual freedom and the dissemination of information were imposed on librarians that were not imposed on faculty.³⁰ However, their study does not explore in depth the issue of academic freedom as relates to the research and scholarly activity of librarians. This study expands on the scholarship of Fox and Harrington and Gerolami.

Background

Academic freedom, as an essential principle and protective right, has remained a core value in the history and mandate of Canadian universities.³¹ The shift in librarianship from a male-dominated profession in the nineteenth century to a declared feminine profession in the first half of the twentieth century,³² and the development of information science as a discipline and profession, gradually led to occupational gaps between teaching faculty and librarians that proved difficult to bridge,³³ creating a greater disparity between the two groups. In more recent times, from the 1960s to the 1980s, the profession of academic librarianship underwent substantial changes that included the reinforcement of academic freedom for librarians, a quest for faculty status and the right to professional autonomy. Efforts in Canada paralleled similar efforts in the United States³⁴ and emerged simultaneously with the rise of feminism,³⁵ the establishment of new Canadian universities from the late 1950s through the 1980s, the unionization of faculty associations, and the emergence of paraprofessional library workers.³⁶ During this period, Canadian librarians turned to their U.S. colleagues and U.S. library associations for supportive policies and statements.³⁷ The added developments of provincial funding for graduate programs, the rise in student enrollment, and the growth of specialized fields of study and knowledge all contributed to the higher expectations placed on academic librarians to fulfill the role previously held by teaching faculty in the building of resources and collections. Faculty assuming responsibility for the development of library collections was no longer a viable option.³⁸ In Ontario, for example,

in 1964 the presidents of the provincially funded universities reviewed the need for more academic librarians due to the expansion of graduate programs and suggested major revisions to the education of academic librarians to meet the specialized needs of graduate studies.³⁹ The previous professional requirement of an undergraduate degree in library science was replaced with a master's professional degree, resulting in longer periods of study preceded by the acquisition of an undergraduate degree in another discipline.⁴⁰ Many librarians also sought additional graduate degrees in academic fields to better support their communities and growing specialized collections.⁴¹

Defining academic freedom for the profession of academic librarianship and the broader academic community begins with an acknowledgement of the basic freedoms to which all Canadian citizens are entitled as outlined in the *Canadian Charter of Rights and Freedoms*⁴² and the *United Nations' Universal Declaration of Human Rights*⁴³ to which Canada is a signatory.⁴⁴ Academic freedom is a requirement for librarians to fulfil their professional responsibilities, including the pursuit of research and scholarship. While academic freedom statements may vary from one institution to the next, they protect the right and freedom to pursue uncensored and unrestricted research and scholarship and to publish and disseminate the results unimpeded and unencumbered. These rights have long been advocated by leading academic associations in North America.⁴⁵ The *Guidelines for the Appointment, Promotion and Tenure of Academic Librarians* (June 2010) and *Faculty Status for College and University Librarians* (October 2012) issued by the Association of College & Research Libraries (ACRL) specify that academic librarians require academic freedom and that promotion and tenure "criteria and standards may differ from traditional classroom faculty, but they must be comparable in rigor and content."⁴⁶ In the United States, academic freedom is among the rights protected by the First Amendment.⁴⁷ In Canada, where faculty and librarians do not have the same constitutional protections as their American counterparts, they have sought academic freedom rights and protection through negotiated contractual agreements outlining terms and conditions of employment.⁴⁸

Method

The following section outlines the two types of information examined for this study. First, the written terms of employment for Canadian academic librarians in negotiated collective agreements and policies; second, the empirical research collected via a survey completed by Canadian academic librarians.

Collective Agreements and Policies

The collective agreements and policies governing the working conditions and terms of employment for academic librarians at 53 Canadian universities were analyzed (see appendix A). Unlike the United States, in Canada the majority of postsecondary institutions are public as opposed to private. Approximately 90 percent of faculty associations at Canadian universities are unionized and have negotiated collective agreements or similar types of agreements outlining the terms and conditions of employment for faculty and librarians. In the majority of cases, librarians are covered under the same collective agreement as faculty although often under separate clauses.⁴⁹ The selected institutions are members of Universities Canada and CAUT and represent the major undergraduate, comprehensive, and medical-doctoral institutions in Canada. The 53 institutions represent 55 percent of the total 96 public Canadian universities listed in Universities Canada for ten Canadian provinces.⁵⁰ The intent was to provide a broad but cohesive sample of agreements and policies from across Canada. Included are historically established institutions as well as relatively new universities, some of which originated as colleges or vocational institutions. All are research and teaching degree-granting institutions employing a sufficient number of academic librarians to

allow for a meaningful analysis. Faculty and librarians at 46 of the 53 institutions are unionized. Of those that are unionized, 44 out of 46 unionized institutions include librarians in the same bargaining unit as faculty. In the case of the 7 out of 53 institutions that are not unionized, 3 institutions include librarians in the same association as faculty.

Collective agreements and policies were obtained from institutional websites and the Canadian federal government Negotech database.⁵¹ Each collective agreement and policy was searched using analogous keywords for academic freedom (freedom of expression, intellectual freedom), workload (working conditions, duties, rights and responsibilities) and scholarship (research, creative activities/work, professional development, education, and so on), and specific topics such as the right to pursue scholarship in other disciplines (subject expertise, academic expertise, areas of specialization, and the like). In addition, all related clauses and supplemental documents pertaining to librarians' appointment, promotion, and areas of responsibilities were examined to determine if support, specific approaches, or restraints are codified.

Survey

A web-based survey entitled "Canadian Academic Librarians Academic Freedom Survey" was developed using Survey Monkey that included both closed and open-ended questions. This was an anonymous and voluntary survey approved by the Ethics Review Committees at the University of Toronto and York University. The survey was distributed via multiple national, provincial, and specialized librarians' lists from March 21 to April 11, 2014. The first part,⁵² a small subset of which is examined in this study, was composed of twenty-nine questions that relate to academic freedom protection with respect to: the performance of academic activities; experiences in the exercise of academic freedom during the performance of academic activities; attitudes toward and understanding of academic freedom; and the external and internal factors that have an impact on academic freedom. There were 348 responses from librarians. Nearly nine out of ten (88%, $n = 284$) of respondents identified as being employed at a university; 13 percent identified as being employed at a college. As there is no standard requirement for research for librarians employed by colleges, only the responses from librarians employed at universities were used for this analysis. The responses were divided into three groups: librarians that belong to a certified association that includes faculty; librarians that belong to a certified association that includes only librarians; and librarians that belong to a noncertified association that included faculty and librarians. Librarians that fell outside these three groups formed a sample too small to be included.

Findings

Collective Agreements and Policies Analysis

The majority of Canadian universities surveyed employ the same academic freedom language and protection for both faculty and librarians in their negotiated agreements. More than seven out of ten (72%, $n = 38$) of the collective agreements and policies include an academic freedom statement that protects both faculty and librarians' research and scholarship (see table 1). A remaining 19 percent ($n = 10$) of the policies do not have an academic freedom statement that protects librarians' research and scholarship, and 10 percent ($n = 5$) of the policies have academic freedom statements that pose restrictions on librarians' research and scholarship. At McMaster University, where librarians have unionized separately from faculty, Article 8.02b states that "the diversity of traditions across disciplines necessitates that an employee's freedom to pursue his/her own direction of research will vary according to individual supervisor/employee arrangements" (CA: 8.02b; collective agreements abbreviated to CA followed by number of article). In other cases, where librarians do not have full academic freedom protection,

academic freedom may be restricted to librarians' duties and/or responsibilities from which research and scholarship are excluded. For example, the academic freedom statement at Simon Fraser University pertains to librarians' "right to express their academic judgment in the development of the Library collection and to make the collection accessible to all users in accordance with the University Library policies" (CA: 12.6). Librarians' research and scholarship are not included in their academic freedom protection. Article 36.12 states: "Currency in their specific field of activity is essential, but there is no requirement for research activity" (CA: 36.12).

| Included (Yes) / Not Included (No) | No. of Institutions | % of Institutions |
|---|----------------------------|--------------------------|
| Yes | 38 | 72% |
| No | 10 | 19% |
| Other (with conditions, ambiguous) | 5 | 10% |

Research and Scholarship in Professional Practice and/or Normal Workload

More than half (52%, $n = 27$) of the 53 collective agreements/policies examined stipulate that research and scholarship are required (see table 2). Just under two out of ten (17%, $n = 9$) offer research and scholarship as an option. Combined, 69 percent ($n = 36$) of the 53 policies note research and scholarship as a component of librarians' workload. In those cases where research and scholarship are an option, permission is required and the processes for pursuing research and scholarship vary. At the University of Alberta, for example, "a staff member may participate in professional and scholarly research and may request that individual research projects be included in the specific responsibilities assigned" (CA: 7.3). At the University of Ottawa, a librarian member is not "required or obliged" to engage in scholarly activities not specifically "mentioned in her job description" (CA: 21.2.2). Every member, however, shall have the "right to devote a reasonable proportion of her scheduled working hours" to "scholarly activities or academic service activities... provided the University Librarian is informed of the extent and general nature of such activities, and she does not find that they are likely to be detrimental to the member's performance of the duties specified in her job description" (CA: 21.2.2.b).

| Included/Not Included | No. of Institutions | % of Institutions |
|------------------------------|----------------------------|--------------------------|
| Required | 27 | 52% |
| Optional | 9 | 17% |
| Not Included | 17 | 32% |

Definitions of Librarians' Research and Scholarship

In the 52 percent ($n = 27$) of the policies that require research and scholarship in the normal workload of librarians, the definitions for research and scholarship vary (see table 3). For a detailed list, see appendix B. Where there are analogous definitions of scholarship for both faculty and librarians, such as at Laurentian University, they usu-

ally include "creative activities," acknowledging the contributions of musical, literary, and artistic production by both faculty and librarians (CA: 6.10). Meanwhile, "academic activity" may be used when inclusivity is sought to reflect the contributions of all members in a collective agreement. Huntington University uses "academic activity" in the broadest sense for teachers and librarians to include scholarly competence in areas of expertise, teaching, professional development, research, and creative projects (CA: 11.02-11.03). However, "academic activity" can also denote the opposite. For librarians at Western University, academic activity must be "...relevant to librarianship or archival practice" (CA: 3.0). In other instances, scholarship for librarians includes educational pursuits such as the attainment of advanced degrees in librarianship or pertinent degrees, which enables librarians to pursue these goals in a study or research leave as at the University of British Columbia (CA: 4.30-4.04). In total, 33 percent (n = 9) of institutions that require research and scholarship in librarians' workload affirm that all academic disciplines/subjects may be considered in the librarians' research and scholarship, whereas 66 percent (n = 18) apply conditions or are ambiguous. In comparison, 70 percent (n = 19) include professional development as a component of research and scholarship. At Lakehead University, if scholarship is pursued, it must be "to increase knowledge and understanding and to improve the professional competence of librarians" (CA: 16.11.02).

In 19 percent (n = 5) of the collective agreements/policies, research and scholarship are restricted to professional practice and LIS; another 11 percent (n = 3) are ambiguous. At Concordia University, research and scholarship for librarians is defined as "the development of professional knowledge through research, scholarly and critical or creative work within the field of librarianship" (CA: 17.01.b.). The University of New Brunswick's collective agreement stipulates that the scholarship conducted by librarians and archivists shall "... in the course of their duties in accordance with the provisions of section 16.C.02, it shall have as its primary objective to increase knowledge and understanding, to improve the professional competence of Librarians and Archivists, and to enhance library services" (CA: 16.C.03). The University of Prince Edward Island Faculty Association collective agreement defines scholarship for librarians as "Scholarly and/or Professional Development Activity," which includes "scholarly contributions to the discipline of librarianship or other relevant disciplines" (CA: A9.4.). The phrase "relevant discipline" is not defined. At the University of Toronto, conflicting statements in the research and study leaves 1978 policy notes that the proposed research should be "...made use of in the librarian's continuing employment with the University," suggesting that the research and scholarship need to be related to or used in the professional work of the librarian (PFL: 51).

TABLE 3
Summary of Definitions of Librarians' Research and Scholarship

| | Yes | | No | | Other/ Ambiguous | |
|--|------|--------|-----|--------|---------------------|-------|
| | % | n | % | n | % | n |
| Scholarship required in workload | 100% | n = 27 | 0 | 0 | 0 | 0 |
| Scholarship includes all academic disciplines | 33% | n = 9 | 56% | n = 15 | 11% | n = 3 |
| Scholarship includes professional development | 70 % | n = 19 | 30% | n = 8 | 0 | 0 |
| Scholarship restricted to professional practice and/or LIS | 15% | n = 4 | 67% | n = 18 | 19% | n = 5 |

Restrictions on Research and Scholarship

One restriction that impedes the ability of librarians to pursue research and scholarship is dedicated time within the regular daily workload. In the 27 collective agreements/policies that require librarians to engage in research and scholarship, less than half allocate dedicated time within the work week for this activity. Nearly two out of ten (19%, $n = 5$) distribute workload according to percentages for librarians. At Laurentian University, 40 percent of workload is allocated for research and scholarship compared to 30 percent at the University of Guelph, 25 percent at Western University, and 10 to 15 percent at the University of Toronto. In addition, a specified number of days per year is granted to librarians at some institutions to pursue research and/or professional development. Nearly one-third (30%, $n = 8$) of the collective agreements/policies indicate librarians have research and/or professional development days, which can range from five days (University of Prince Edward Island) up to 24 days (Queen's University). The remaining 41 percent ($n = 11$) do not specifically allocate time for research and scholarship. A number employ language parity for all members (such as Brandon, Huntington, and Laurentian universities). However, this does not address the unique professional demands on librarians' time in the library.

Other institutions, such as Algoma University, describe the balance of professional practice demands and scholarship by referring to workload as "...appropriate combinations of..." (CA: 2.07). At institutions where librarians' research and scholarship are an option, such as Carleton University, the collective agreement states librarians have the right (CA: 13.3.b.iii) "...to devote time during working hours to research projects and/or professional development activities in accordance with Article 15.4(c)." Article 15.4(c) states librarians have the right to research projects "...subject to operational requirements" (CA: 15.4(c)). In other collective agreements/policies, successful requests to reduce workloads to facilitate research and scholarship are contingent on a proven research record. For example, at Concordia University, the policy states, "Clear evidence of scholarship/research can result in reduced duties" (CA: 17.04.f).

Other impediments impacting librarians' research and scholarship appear in the policies where librarians are not required to engage in scholarship or when research and scholarship are an option. At the University of Alberta, the librarians are eligible for "Professional Leave" (CA: 9). The application for leave asks that the librarian provide a statement outlining the benefit of the leave to the applicant and to the library and the level of salary requested. Article 9.05.4 states, "When the leave is determined to be of primary benefit to the Library, the salary level shall be one-hundred percent of full salary" (CA: 9.05.4). However, should the research being undertaken be deemed not to be of primary value to the Library and only to the individual then "... the salary level shall be fifty percent of full salary" (CA: 9.05.2). At Carleton University, where scholarship is an option, the workload of librarians corresponds to individual job descriptions. Librarians may pursue scholarship subject to "operational requirements" (CA: 15.4.c.).

Survey Results

The 2014 national survey of academic librarians proved useful in revealing librarians' perceptions regarding what freedom they have or are able to exercise when pursuing research and scholarship.

Research and Scholarship in Professional Practice and/or Normal Workload

The survey revealed that the percentage of librarians employed at Canadian universities whose professional responsibilities require research and scholarship has increased since Fox's 2007 study,⁵³ with the majority responding yes. Those belonging to a certified faculty association that includes faculty reported the highest number (71%; $n = 115$),

followed by those who belong to a noncertified association that includes faculty and librarians (63%; n = 27). Those who are members of a certified association that includes only librarians reported the lowest (56%; n = 6). A small number of total respondents (n = 6) indicated that, while research was not required, it was encouraged or expected.

A high percentage of librarians from all groups indicated that they were able to conduct research as part of their normal responsibilities without prior approval (see table 4). Those librarians who belonged to a certified association reported the greatest ability.

| TABLE 4 | | | | | | |
|--|-----|--------|-----|---------|-----------|--------|
| Approval for Research as Part of Normal Responsibilities | | | | | | |
| Do librarians at your institution require prior approval (written or verbal) for research activity as part of normal responsibilities? | | | | | | |
| | Yes | | No | | Sometimes | |
| Certified Faculty + Librarians | 12% | n = 20 | 67% | n = 109 | 16% | n = 26 |
| Certified Librarians | 13% | n = 1 | 75% | n = 6 | 13% | n = 1 |
| Noncertified Faculty + Librarians | 25% | n = 11 | 48% | n = 21 | 16% | n = 7 |

When asked who provided approval, the most frequently cited positions providing approval were middle managers and administration (such as Department Head, Supervisor, Associate Librarian, or Deputy Chief Librarian).

Restrictions on Research

Table 5 reveals the role administrators play in the research agenda of librarians. More than 60 percent of respondents indicated that prior approval was "sometimes" required for research agendas, whether a member of a unionized or nonunionized association. The large number of respondents in table 6 who responded "sometimes" may reflect the difference between research conducted as part of normal responsibilities as opposed to research conducted as part of sabbatical or extended research leave where formal approval is normally required, which the survey did not probe.

| TABLE 5 | | | | | | |
|--|-----|--------|-----|--------|-----------|--------|
| Approval for Research Agenda | | | | | | |
| Do librarians at your institution require prior approval (written or verbal) for research agenda (such as subject matter, discipline, topics)? | | | | | | |
| | Yes | | No | | Sometimes | |
| Certified Faculty + Librarians | 12% | n = 20 | 17% | n = 27 | 61% | n = 99 |
| Certified Librarians | 13% | n = 1 | 25% | n = 2 | 63% | n = 5 |
| Noncertified Faculty + Librarians | 16% | n = 7 | 9% | n = 4 | 63% | n = 27 |

Tables 6 and 7 reveal that librarians who are members of a certified faculty association that includes both faculty and librarians have the greatest freedom to conduct research on a topic of their own choosing. Those librarians who belong to a certified association that includes only librarians reported the least amount of freedom.

In the survey results, several respondents indicated that research must be related to librarianship or one's professional position, regardless of whether this was stipulated in a collective agreement or policy. This raises questions regarding the influence of library administrators and their support of subject expertise, outside of LIS, with respect to

| <p align="center">TABLE 6 Right to Freely Pursue Research</p> | | | | | | |
|---|-----|---------|-----|-------|-----------|--------|
| <p>I am able to conduct research, disseminate, and publish on subjects/topics and in the discipline of my own choosing.</p> | | | | | | |
| | Yes | | No | | Sometimes | |
| Certified Faculty + Librarians | 75% | n = 114 | 3% | n = 5 | 16% | n = 25 |
| Certified Librarians | 33% | n = 2 | 33% | n = 2 | 33% | n = 2 |
| Noncertified Faculty + Librarians | 69% | n = 29 | 2% | n = 1 | 17% | n = 7 |

| <p align="center">TABLE 7 Restrictions and Guidelines for Research</p> | | | | | | |
|--|-----|--------|-----|---------|-----------|--------|
| <p>Are there any restrictions or guidelines at your institution regarding what librarians may or may not do in the following areas of academic activity?</p> | | | | | | |
| <p>Research (such as subject matter, discipline, topics)</p> | | | | | | |
| | Yes | | No | | Sometimes | |
| Certified Faculty + Librarians | 11% | n = 77 | 72% | n = 111 | 16% | n = 24 |
| Certified Librarians | 43% | n = 3 | 57% | n = 4 | 0 | 0 |
| Noncertified Faculty + Librarians | 27% | n = 11 | 61% | n = 25 | 10% | n = 4 |

librarians’ scholarship. In fact, some respondents indicated that subject discipline–related research was not acceptable. A recurring theme throughout the written responses was that research must benefit the institution, in this case the library.

Respondents provided many comments relating to this part of the survey, which revealed the pressure on librarians to conduct research that is acceptable to library administration. The responses also revealed a great degree of discretion on the part of library administrators with respect to the approval of research agendas. Some examples:

- *“Theoretically, yes. But the culture of research in librarianship means that certain things aren’t seen as valuable or applicable, and this makes its way into the evaluation done by admin. This, in turn, indirectly shapes the research agendas that new librarians tend to undertake.”*
- *“There is an assumption that the research I conduct should be aligned with my professional practice and day-to-day work. It would be very difficult to find the time to carry out research on topics that are tangential to my responsibilities, and I do not believe such research would be supported.”*
- *“Within the confines of my job description if I want to have it as part of my job duties or be evaluated. If not, then I can research anything I want, but not necessarily on work time.”*
- *“Yes if in any field in library-science (as per our contract); no to research in any other discipline.”*
- *“I have had to deal with interference from Library Management. Library management strongly encouraged me to do research in LIS.”*

Discussion

The majority of Canadian universities recognize the importance of employing the same academic freedom language and protection for both faculty and librarians as endorsed in ACRL’s *Standards for Faculty Status for Academic Librarians*.⁵⁴ Only a few institutions have deviated from this practice. The lack of academic freedom protection for the research and scholarship of librarians suggests a failure to recognize the evol-

ing roles and responsibilities of academic librarians. For the most part, however, the academic freedom statements by the majority of Canadian universities examined in this study do not appear to be the tension points concerning research and scholarship and librarianship.

Research and Scholarship Included in Professional Practice and/or Normal Workload

The analysis of collective agreements and policies and the survey results reveal that the inclusion of research and scholarship in professional practice and workload is an ongoing issue and challenge for librarians at many Canadian universities examined in this study. There is significant variation in librarians' rights and ability to pursue research and scholarship due to inconsistent collective agreement language/policies across institutions. Some institutions offer support to librarians, while others perceive research and scholarship as options to be restrained rather than encouraged. Inconsistencies may be due to the history of individual institutions or the trajectory of collective bargaining. As a consequence, tensions may arise between scholarly activity and other professional responsibilities. The responses in table 5 suggest a lack of support from administrators is an issue at some institutions. Also, librarians are not always in agreement about the role of research and scholarship in the profession, which often stems from insufficient research training,⁵⁵ institutional differences, workload issues, and less to do with the actual pursuit of research and scholarship. Given the lack of time and high expectations in workload there is a fear that there will not be enough time to pursue scholarship, which, in turn, will impact their performance, merit, progress through the ranks, and promotion opportunities.⁵⁶ Melissa Goldsmith discusses the less than welcoming attitudes toward the librarian-scholar and the underlying concern by administrators that scholar-librarians will put their scholarship before their library responsibilities.⁵⁷

Definitions of Research and Scholarship

Inconsistent definitions for research and scholarship are prevalent in librarians' policies and collective agreement language. Ambiguous definitions and opaque language are open to interpretation and also negotiation. The narrowest definition for librarians' research and scholarship is that which restricts it to professional practice or LIS. In 2008 the Canadian Association of Research Libraries (CARL) issued a recommendation that "priorities for CARL research should be established based on the 'burning questions' and priorities for research as identified by CARL directors in the CARL Education Working Group surveys" in evidence-based scholarship.⁵⁸ Research priorities as stipulated by the CARL directors refer to different sectors of librarians' professional practice.⁵⁹ As demonstrated, this trend has crept into collective agreements and policy language, constraining librarians' academic freedom rights to freely engage in disciplinary academic scholarship, despite librarians being protected under academic freedom statements. This suppresses curiosity-driven research and scholarship outside of LIS that may benefit the public good or question the status quo. While it is acknowledged that collective agreement/policy language may also restrict the research of faculty members to their "area of academic expertise,"⁶⁰ it can be argued that librarians have more than one area of expertise and therefore should not be restricted to LIS research. Given the increase in librarians obtaining more than one graduate degree, this can result in negative tensions. In the most recent *8Rs Redux: CARL Human Resources Study*, it is reported that "a total of 37% of librarians have earned at least two graduate degrees (MLIS plus 32% with a second Master's degree; 5% with a PhD)."⁶¹ In addition, the survey results reveal that collective agreement language does not necessarily provide librarians the freedom to pursue their own research agenda. There is often consider-

able managerial control by supervisors. Subject discipline research is discouraged at a number of institutions regardless of librarians' rights. There appears to be greater autonomy and protection at institutions where librarians are in the same bargaining unit as faculty.⁶² By limiting librarians' research to professional practice and LIS, the full benefit of librarians pursuing unfettered research is negated. Frederick Isaac writes that "librarians should be open to all serious avenues of research" and if librarians can "raise the level of a discipline's discourse, or can change its direction by submitting their own work, they should be encouraged to do so."⁶³

Even library associations appear to have difficulty in acknowledging how research and scholarship outside library and information science is beneficial for an institution. For example, *The Joint Statement on Faculty Status of College and University Librarians* issued by the American Library Association (ALA) and the American Association of University Professors (AAUP) clearly supports research and scholarship but within the professional practice of librarianship or library and information science:

They are involved in the research function and conduct research in their own professional interests and in the discharge of their duties. Their scholarly research contributes to the advancement of knowledge valuable to their discipline and institution.⁶⁴

The support for "evidence-based scholarship" within the profession of academic librarianship is a positive movement *when* it recognizes that this is just *one field of inquiry* within the wider areas of subject expertise in which academic librarians pursue scholarship.⁶⁵ When collective agreements/policies deny areas of research because they *fall outside* the framework of what is being defined as "evidence-based scholarship" or "library and information science" for librarians, then the academic freedom of librarians is threatened and deliberately curtailed.

The inclusion of professional development or professional contributions as a form of scholarship is a double-edged sword for the profession. On the one hand, it can be understood as inclusive, widening the options for librarians. On the other hand, it can diminish the singular value of pursuing research and scholarship in the profession. Not differentiating between professional development and scholarship supports inconsistent standards and perspectives within the profession, which leads to a lack of clarity for professionals.⁶⁶ The integration of distinctly different areas, such as scholarship, education, and professional development under one umbrella, creates a constant tension and ambiguity and, ultimately, a lack of support for librarians' scholarship. The collective agreements/policies that strive for parity between faculty and librarians in the area of scholarship and academic freedom do not include professional development as a form of research and scholarship.

Restrictions on Research and Scholarship

Both the analysis of collective agreements/policies and the survey results reveal that the most common restriction on research and scholarship for librarians is the lack of time. There are considerable differences among institutions regarding time made available and the need for approval. Even librarians for whom research was included as a responsibility indicated that they had difficulty conducting research. As pointed out by Fox, "the requirement for formal scholarship by Canadian research university librarians appears to be a growing trend; and, yet, there are no commonly accepted norms for the appropriate balance between scholarship and other professional responsibilities."⁶⁷ Language in a number of collective agreements/policies is unclear and open to interpretation underpinned by significant managerial oversight and discretion. Many

collective agreements/policies were negotiated years prior to when the pursuit of research and scholarship by librarians was widely understood, accepted, or even viewed as desirable. Securing provisions to conduct research has been a long and hard-fought struggle at the bargaining table. The biennial CAUT Librarian Salary and Academic Status Survey marks the progress of librarians employed at Canadian universities over the years in securing provisions for research and scholarship.⁶⁸ It is widely accepted that for faculty members the typical expectation is that they will devote 40 percent of their workload to teaching, 40 percent to research, and 20 percent to service.⁶⁹ This similar distribution is highly unlikely for librarians, given the focus on practice and the potential impact on the daily operation of the library. However, it is clear that a negotiated and agreed amount of time to dedicate to research and scholarship within regular workload is needed.

Conclusion

The analysis of collective agreements and policies, in addition to the results of the 2014 survey, demonstrate that not all librarians employed at Canadian universities have the freedom to conduct research and scholarship and the ability to freely pursue their own research agenda based on their individual expertise or disciplinary interests. While work remains to ensure all academic librarians have the same academic freedom statement, rights, and protection as faculty, this is not where the greatest restrictions on research and scholarship exist for librarians. Our findings reveal that a range of restrictions are imposed within the collective agreements/policies that seek to direct, manage, and censor librarians' research activities. Collective agreements and policies are a product of their institutional history and reflect the efforts of many who have worked to revise, change, and improve conditions over the decades. Not every collective agreement or policy examined is mentioned in this article; and references to collective agreements are essentially devoid of their historical context to allow the focus to remain on specific ideas, language, and terminology that have professional significance for academic librarianship. It is not the intent to focus on a particular institution or collective agreement or to undermine or misrepresent in any way the hard work achieved in negotiating these agreements. Rather, the intent is to demonstrate how the language, the choice of specific terms, words, and phrases can influence, restrict, and subtly redefine the professional autonomy of academic librarians. The findings reveal trends emerging in collective agreements and policies for librarians, which librarians must be aware of. Furthermore, the findings reveal that collective agreement/policy language does not necessarily mean that librarians have the rights and freedoms with respect to research and scholarship to which they are entitled. It is hoped that future research will move beyond the focus on LIS research and explore in depth the benefits, challenges, and impact of disciplinary research for librarians. In addition, not explored in this study and worthy of examination is whether academic librarians have academic freedom with respect to other scholarly activities such as conference presentations, invitations to speak, and applications for research funding.

It is widely understood that, for librarians, academic status should mirror the faculty model and is composed of professional practice, research and scholarship, and service. Meanwhile tenure, academic freedom, peer review, and scholarship are interdependent components that define and reinforce academic status. Scholarship and the creation and dissemination of new knowledge can play an important role in raising the profile of librarians in the university. As Fleming-May and Douglass point out, "because producing original scholarship is one of the most powerful symbols of academic participation," it has been observed that "librarians' commitment to this endeavor sends a powerful message to disciplinary faculty."⁷⁰ Kempcke argues that

“it is vitally important that librarians measure up to the publishing standards of their campus colleagues—that they participate in the production of scholarly research, which is a critical component of good teaching and camaraderie in the academy.”⁷¹ Nonetheless, ongoing tensions and differences of opinion remain within and outside the profession regarding the demands and values of research and scholarship. Generally, however, the distance between those who undertake and those who do not undertake scholarship is declining.⁷² But, as some collective agreements/policies reveal, research and scholarship are not always a requirement, no matter how broadly they are defined, which perpetuates disputed differences.

Academic librarians are scholars and researchers in their own right and in a wide range of disciplines that extend beyond LIS. As full members of the academy, they are entitled to the same academic freedom protections as their faculty counterparts. Therefore, it is paramount that academic librarians have the freedom to pursue research and scholarship, as well as unrestricted lines of inquiry in their research and scholarship. For this, the following conditions need to be in place:

- Librarians must be covered by an academic freedom statement.
- Librarians must have the same academic freedom statement as faculty members.
- Research and scholarship must be understood as a component of professional practice and part of the normal or regular workload for librarians.
- An expanded definition of research and scholarship must be used that recognizes subject expertise and creative expression.

To conclude, it is hoped that this study will encourage a collective awareness that transcends institutional boundaries. It is hoped that librarians will be encouraged to scrutinize their own collective agreements and policies with the aim of seeking improvements that recognize their roles and contributions as researchers and scholars and also to encourage administrators, faculty, and leaders in the field of LIS to support them in this endeavour.

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60. *Faculty Collective Agreement between The University of Western Ontario and The University of Western Ontario Faculty Association July 1 2014–June 30, 2018*, 8, available online at www.uwo.ca/facultyrelations/pdf/collective_agreements/faculty.pdf [accessed 6 December 2017].

61. DeLong, Sorenson, and Williamson, and Williamson, *8Rs Redux*, 100.

62. Mary Kandiuk, "Academic Librarians at the Table—Bargaining for Parity," in *In Solidarity: Academic Librarian Labour Activism and Union Participation in Canada*, eds. Jennifer Dekker and Mary Kandiuk (Sacramento, Calif.: Library Juice Press, 2014), 202.

63. Frederick Isaac, "Librarian, Scholar or Author? The Librarian's New Dilemma," *Journal of Academic Librarianship* 9, no. 4 (Sept. 1983): 216–20.

64. Joint Committee on College Library Problems, *Association of College and Research Libraries Joint Statement*, paragraph 3.

65. Fox, "The Scholarship of Canadian Research University Librarians," 20.

66. Carol A. Parker, "The Need for Faculty Status and Uniform Tenure Requirements of Law Librarians," *Law Library Journal* 103 no. 1 (2011): 7–38, available online at <http://works.bepress.com/aallcallforpapers/67/> [accessed 30 August 2017].

67. Fox, "Finding Time for Scholarship," 452.

68. Canadian Association of University Teachers, "Table D / Tableau D: Academic Status of Librarians, Statut universitaire de bibliothécaires" (2014).

69. Linda Jonker and Martin Hicks, *Teaching Loads and Research Outputs of Ontario University Faculty Members: Implications for Productivity and Differentiation* (Higher Education Quality Council of Ontario, March 11, 2014): 7, available online at www.heqco.ca/SiteCollectionDocuments/FINAL%20Teaching%20Loads%20and%20Research%20Outputs%20ENG.pdf [accessed 6 December 2017].

70. Fleming-May and Douglass, "Framing Librarianship in the Academy," 402.

71. Kempcke, "The Art of War for Librarians," 534.

72. Selinda Adelle Berg, Kristin Hoffmann, and Diane Dawson, "Integrating Research into LIS Field Experiences in Academic Libraries," *Journal of Academic Librarianship* 35, no. 6 (2009): 591–98.

Appendix A. Collective Agreements and Policies for Academic Librarians in Canada

*Indicates Universities with Certified Faculty Associations plus year (Source: 2014 CAUT Librarian Salary and Academic Status Survey)

| | Unionized | Which Bargaining Unit represents Librarians | Name of University | Collective Agreement / Policy URL |
|-----|-----------|---|---|--|
| 1. | *1976 | Faculty | Acadia University | July 1, 2014–June 30, 2016. http://www.acadiafaculty.ca/sites/542b0b0c47aebaa4de03faf2/assets/57863c0847aebaf2f9034aed/14th_Collective_Agreement_July_13_2016_.pdf |
| 2. | *1976 | Faculty | Algoma University | 2012–2015. https://www.algomau.ca/wp-content/uploads/2016/06/AUFA-CA-2012-2015.pdf |
| 3. | n/a | Faculty | Athabasca University Governing Council (AUGC) And Athabasca University Faculty Association (AUFA) | Terms and Conditions: July 1, 2013 to June 30, 2015. http://www.aufa.ab.ca/uploads/1/3/9/9/13991368/collective_agreement.pdf |
| 4. | *1975 | Faculty | Bishop’s University, Librarians’ Collective Agreement and Faculty’s Collective Agreement | July 2016–June 2020. http://www3.ubishops.ca/human-resources/collective-agreements.html |
| 5. | *1978 | Faculty | Brandon University | 1 April 2015–31 March 2019. https://www.brandonu.ca/hr/files/BUFA-2015-19-FINAL-AGREEMENT2.pdf |
| 6. | *1996 | Faculty | Brock University | July 1, 2014 to June 30, 2017. https://brocku.ca/webfm_send/33840 |
| 7. | *1974 | Faculty | Cape Breton University | July 1, 2013 to June 30, 2016. http://www.cbufa.ca/news2/wp-content/uploads/2014/03/CBUFA-Collective-Agreement-1-July-2013-to-30-June-2016.pdf |
| 8. | *1975 | Faculty | Carleton University | 01 May 2014 to 30 April 2017. http://carleton.ca/hr/collective-agreements/collective-bargaining/ |
| 9. | *1981 | Faculty | Concordia University | In effect until May 31, 2018. http://cuфа.net/agreement/collective-agreement-for-2015-2018/ |
| 10. | *1979 | Faculty | Dalhousie University | 2014–2017. http://www.dal.ca/content/dam/dalhousie/pdf/hr/Academic-Staff-Relations/DFA-collective-agreement.pdf |
| 11. | *1978 | Faculty | Emily Carr University of Art & Design | 2014–2019. http://ecufa.ca/resources/ |
| 12. | * | Faculty | Huntington University (Laurentian University) | 2012–2016. https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwio0YSjsM3NAhXL5YMKHTrCDrkQFggsMAI&url=http%3A%2F%2Fwww.lufapul.ca%2Fpdf%2FHuntingtonCA_2012_2016.pdf&usg=AFQjCNGMjGBJW43CuuJnNOuPhbSqfDctMg&sig2=qJoplYh_yYkqbeLG21_lkA |
| 13. | *1979 | Faculty | Lakehead University | September 1, 2015 to August 31, 2016. http://lufa.org/agreement/ |
| 14. | *1979 | Faculty | Laurentian University | July 1, 2014 to June 30, 2017. https://laurentian.ca/assets/files/CareersLU/LUFA%20Collective%20Agreement%20(2014-17)%20.pdf |
| 15. | * | Faculty | MacEwan University | July 1, 2014–June 30, 2017. http://macewanstaff.ca/wp-content/uploads/2012/05/2014-2017-MSA-Collective-Agreement-Final11.pdf |
| 16. | | none | McGill University, Regulations Relating to the Employment of Librarian Staff | Effective date February 26, 2015. https://mcgill.ca/secretariat/files/secretariat/employment_of_librarian_staff_regs_relating_to_the.pdf |
| 17. | *2010 | Librarian | McMaster University Academic Librarians | 2015–2019. http://www.workingatmcmaster.ca/med/document/MUALA-CBA-2015-2019--Final-1-42.pdf |
| 18. | *1988 | Faculty | Memorial University of Newfoundland | October 30, 2014–August 31, 2017. http://www.mun.ca/munfa/CA2014-2017.pdf |
| 19. | *1983 | Faculty | Mount Allison University | Expires June 30, 2016. http://www.mafa.ca/wp-content/uploads/2014/11/FTCA2013.pdf |

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|-----|--------|----------|--|--|
| 20. | *1988 | Faculty | Mount Saint Vincent University | July 1, 2015-June 30, 2018. http://www.msvufa.ca/wp-content/uploads/2016/04/2015-2018-Collective-Agreement.pdf |
| 21. | *2017? | Faculty? | Nipissing University | May 1, 2015 to April 30, 2019. http://www.nufa.ca/cms-assets/documents/238627-332163.fasbu-ca-2015-2019.pdf |
| 22. | *1986 | Faculty | Nova Scotia College of Art and Design University | July 1, 2012–June 30, 2015. https://uwocapal.files.wordpress.com/2013/07/nova-scotia-college-of-art-and-design-nscad-ca-jan-1-2013-to-dec-31-2015-1.pdf |
| 23. | *1981 | Support | Ontario College of Art & Design University | 2013–2016. http://ocadfa.ca/wp-content/uploads/2013/05/2013-16-Memorandum-of-Agreement.pdf |
| 24. | *1995 | Faculty | Queen’s University | August 21, 2015 to April 30, 2019. http://queensu.ca/facultyrelations/sites/webpublish.queensu.ca.frowww/files/files/Final%20CA%202015-19%20for%20website%20%20Jan%2025%202016.pdf |
| 25. | *2006 | Faculty | Royal Roads University | April 1, 2014–March 31, 2019. http://rrufa.ca/wp-content/uploads/2015/09/RRUFA_Collective_Agreement_2014-2019.pdf |
| 26. | *1964 | Faculty | Ryerson University | In force until June 30, 2018. http://www.rfanet.ca/wp-content/uploads/2015/03/2011-2015-Collective-Agreement.pdf |
| 27. | *2005 | Faculty | Saint Francis Xavier University | July 1, 2012 to June 30, 2016. http://sites.stfx.ca/hr/sites/sites.stfx.ca/hr/files/StFX%20Association%20of%20University%20Teachers%20-%20AUT%20-%20Collective%20Agreement.pdf |
| 28. | *1974 | Faculty | Saint Mary’s University | September 1, 2015 to August 31, 2018. http://www.smu.ca/about/collective-agreements.html |
| 29. | *2007 | Faculty | Simon Fraser University | Collective Agreement. July 1, 2014–June 30, 2019. http://www.sfufa.ca/wp-content/uploads/2016/08/Collective-Agreement-2014-to-2019-FINAL.pdf |
| 30. | *1974 | Faculty | Thompson Rivers University | http://www.tru.ca/hr.html |
| 31. | *1980 | Faculty | Trent University | July 1, 2016 to June 30, 2019. http://www.trentfaculty.ca/node/659 |
| 32. | n/a | Faculty | University of Alberta, Librarian Agreement | July 2017. https://cloudfront.ualberta.ca/-/media/hrs/my-employment/agreements/librarian-agreement.pdf |
| 33. | *1999 | Faculty | University of British Columbia | July 1, 2014 to June 30, 2016. http://www.hr.ubc.ca/faculty-relations/collective-agreements/ |
| 34. | *2004 | Faculty | University of Calgary | Expires June 30, 2016. http://www.tucfa.com/wp-content/uploads/2015/12/CA_2015-2016.pdf |
| 35. | *1977 | Faculty | University of Fraser Valley | |
| 36. | *2006 | Faculty | University of Guelph | Expires June 30, 2017. http://www.ugfa.ca/userContent/documents/UGFA%20Documents/Searchable%20CA%20UGFA.pdf |
| 37. | | Faculty | University of Lethbridge, Faculty Handbook | Ratified October 15, 2015. http://www.uleth.ca/hr/documents |
| 38. | *1973 | Faculty | University of Manitoba | 2016–2017. http://www.umfa.ca/member-resources/collective-agreement |
| 39. | *1978 | Faculty | University of New Brunswick | July 1, 2013 to June 30, 2016. https://aunbtweb.files.wordpress.com/2013/02/20132016aunbtca.pdf |
| 40. | None | None | University of Ontario Institute of Technology | Expiry Date: June 30, 2017. http://www.uoitfa.ca/wp-content/uploads/Collective-Agreement-TenureTenure-Track-Faculty-1-July-2015-30-June-2018.pdf |
| 41. | *1975 | Faculty | University of Ottawa | May 1, 2012–April 30, 2016. http://www.apuo.ca/wp-content/uploads/2014/04/APUO_CA_2012-2016_Printing.pdf |
| 42. | *2001 | Faculty | University of Prince Edward Island Faculty Association | Expires June 30, 2018, Bargaining Unit 1. http://www.upeifa.org/home/sites/default/files/home/content/fa1_ca_2012_2016.pdf |

Appendix A to Academic Freedom and Librarians' Research and Scholarship in Canadian Universities 3

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|-----|---------|------------|---|--|
| 43. | * | Faculty | University of Regina | 2014–2017. https://www.uregina.ca/hr/services/faculty-staff-relations/agreements.html |
| 44. | * | Faculty | University of St. Michael's College, at the University of Toronto | July 1 , 2014–June 30, 2017. https://stmikes.utoronto.ca/about/hr/ |
| 45. | *1977 | Faculty | University of Saskatchewan | 2014–2017. http://www.usaskfaculty.ca/wp-content/uploads/2015/06/2014-2017-Collective-Agreement.pdf |
| 46. | | Faculty | University of Toronto | Policies for Librarians (1978), Workload Policies and Procedures (2013), Library Unit Workload Policy (2013), Memorandum of Agreement (2015). https://www.utfa.org/content/policies |
| 47. | * | Faculty | University of Victoria | June 5, 2015 to June 30, 2019. http://www.uvicfa.ca/collective-agreement/ |
| 48. | Support | none | University of Waterloo, Librarians' Employment Handbook | Revised June, 2010. http://www.lib.uwaterloo.ca/AboutLibrary/documents/LEH2010-June2010.pdf |
| 49. | *1978 | Faculty | University of Windsor | July 1, 2014–June 30, 2017. http://www.wufa.ca/upl/fm/collective%20agreements/FINAL%20FINAL%20FINAL%20CA%202014-2017.pdf |
| 50. | *1981 | Faculty | University of Winnipeg | 2013–2016. https://www.uwinnipeg.ca/hr/docs/uwfa/Web%20Final%20UWFA%20RAS%202013-16%202.pdf |
| 51. | *2004 | Librarians | Western University, Librarians & Archivists Collective Agreement | July 1, 2015–June 30, 2019. http://uwofa.ca/collectiveagreements/ |
| 52. | *1988 | Faculty | Wilfrid Laurier University | July 1, 2014 to June 30, 2017. http://www.wlufa.ca/wp-content/uploads/2014/06/Wilfrid_Laurier_University_Faculty_Association_2014-2017__Full_time-with-signatures.pdf |
| 53. | *1977 | Faculty | York University | 2015–2018. https://www.yufa.ca/ca/ |

Appendix B. Definitions of Librarians' Research and Scholarship

*Member of the Association of Research Libraries (ARL)

| | University | Scholarship required in workload | Terms used to describe librarians' scholarship | Scholarship includes all academic disciplines | Scholarship includes professional development | Scholarship restricted to professional practice and/or LIS |
|-----|-------------------------------------|----------------------------------|---|---|---|--|
| 1. | Acadia University | Yes | "...research, scholarly and other creative activities" (17.01.b) | No | No | No |
| 2. | Algoma University | Yes | "...scholarship; research, study, professionally develop and engage in scholarly and creative activities..." (Preamble, 2.07) | Yes | Yes | No |
| 3. | Brandon University | Yes | "...accepted norms of scholarly and creativity activity..." (12.8 Criteria for Promotion, 12.8.b) Same as faculty. | Other | Yes | Yes (in promotion policy of Professional Associates) |
| 4. | Cape Breton University | Yes | "...research activities, professional and community service..." (28.3) and "...scholarly activities..." (annual activities report, Appendix D) Defined with list of examples in 34.10.a.ii. | No | No | No |
| 5. | Concordia University | Yes | "research and scholarship" (15.02.d and 15.04.c) | No | Yes | Yes |
| 6. | Huntington University | Yes | "Academic Activity" (general heading, Article 11) / "Scholarly Activity" (defined 11.03) Same as faculty. | Yes | No | No |
| 7. | Laurentian University | Yes | "Research and Creativity" (title, Content Page, 6.10); "Research, Creativity and Professional Development" (title, Article 6.10 in agreement) Same as faculty. | Yes | No | No |
| 8. | Memorial University of Newfoundland | Yes | "Research, scholarship, creative or professional activities" (title, 17.22.c.) | Yes | Yes | No |
| 9. | Mount Allison University | Yes | "research, professional, scholarly, or creative activity, and service to the University" (12.01.ii and iii) | Yes | Yes | No |
| 10. | Mount Saint Vincent | Yes | "scholarly and/or professional activity" (21.23.4) Same as faculty. | Other (topics not noted) | No | No |
| 11. | Royal Roads University | Yes | "Research and scholarship..." (20.2) | No | Yes | Other Yes (?) |
| 12. | Ryerson University | Yes | "SRC Duties [scholarly, research and creative activities (hereinafter, "SRC duties") and / or professional development" (16.2.A.c.) | Yes | Yes | No |
| 13. | Saint Francis Xavier University | Yes | "Research, Scholarly or Creative Activity...creation of new knowledge...creative use of existing knowledge and/or creative expression in the librarian's area of expertise." (5.0) and "Research, scholarly or creative activity within their area of expertise conducted by Librarians in the course of their duties..." (5.1) | No | Yes | Yes |

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|-----|--|-----|---|-----------|-----|-----------|
| 14. | Saint Mary's University | Yes | "Research or Professional Development Leave" (19.4); "professional development" (criteria for promotion, 12.2.13) "Professional development" includes: "...research, publication, presentation at professional conferences;...service...additional degrees..." (12.2.20) | No | Yes | No |
| 15. | Thompson Rivers University | Yes | "scholarly activity" (6.11.7.1-3) and "scholarship...within the public realm" (6.11.7.1), "scholarship...evidence of consistent accomplishment in the discipline...supported by internal and external recognition..." (6.11.7.2). | Ambiguous | No | Ambiguous |
| 16. | University of British Columbia* | Yes | "contributions to the University, to the profession, to scholarship (including the attainment of advanced degrees in librarianship or other pertinent disciplines)..." (3.02.b) | No | Yes | Other |
| 17. | University of Guelph* | Yes | "Research, Study, Professional Development, Scholarly and Creative Activities" (25.10) | No | Yes | No |
| 18. | University of Manitoba* | Yes | "research in library and information science and/or other relevant academic disciplines..." (17.A.23) | Yes | Yes | Yes |
| 19. | University of Ottawa* | Yes | "Research activities to the advancement of knowledge in her area of specialization," "artistic/literary creation," "professional development" (Scholarly activities, 20.5.3) | No | No | No |
| 20. | University of Prince Edward Island | Yes | An appropriate combination of: "scholarly and/or professional development activity; and..." (Librarians' duties and responsibilities, A9.2); "Responsibilities assumed by each Librarian are to be determined with the University Librarian..." (A9.2) | No | Yes | No |
| 21. | University of Regina | Yes | "scholarship, research, and creative or equivalent professional activities..." (16.1.2) | No | Yes | No |
| 22. | University of St. Michael's College, at the University of Toronto* | Yes | "(ii) scholarship, including research and creative professional work..." (5.A.b) | No | Yes | No |
| 23. | University of Toronto, Policies for Librarians (PFL), Workload Policies and Procedures (WLPP), Library Unit Workload Policies (LUWP) and Memorandum of Agreement (MoA).* | Yes | Two definitions: PFL: 51 (written in 1978) "...Research leave may be granted when the librarian has demonstrated the potential to benefit from the leave and when the research proposed can be made use of in the librarian's continuing employment with the University." WLPP (2016): "Research and scholarly contributions, including academic, professional and pedagogical contributions or activities" (8.1.b) | No | Yes | Other |
| 24. | University of Victoria | Yes | "scholarly and professional achievement, which may include research in an academic subject, archival studies or librarianship; the dissemination of the results of such research; completion of advanced degrees..." (19.12.12) | Yes | Yes | No |

Appendix B to Academic Freedom and Librarians' Research and Scholarship in Canadian Universities 3

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|-----|----------------------------|-----|--|-----|-----|-------|
| 25. | Western University* | Yes | "Each member with responsibilities in the area of Academic Activity shall be entitled and expected to engage in Academic Activity, which involves some or all of: a) the creation of new knowledge, including understanding or concepts; b) the creative application of existing knowledge..." (3.0) | No | Yes | Other |
| 26. | Wilfrid Laurier University | Yes | "Scholarly and/or Professional Activities" (19.1.4.) | Yes | Yes | No |
| 27. | York University* | Yes | "...professional development, research and scholarship." (11.02.b) | No | No | No |