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## Sample Self-Nomination Statement B: Associate to Senior Associate

**Note: This is a sample self-nomination statement for someone seeking promotion from Associate to Senior Associate. An example of the level of detail and types of items to include in one's statement follows. Please use your judgment about what makes sense for you to include in building your unique promotion case and be sure to refer to the [AP Promotion Criteria Table](#) for a description of what is expected at each level.**

1. Describe how your Overall Experience fulfills the criteria of the next promotion rank. Please be sure to refer to the AP Promotion Criteria chart (linked in introduction above) for this question and the following 3 questions.

*This category explores the experience, expertise, and leadership of the AP in her/his field. Recognition might be internal or external, either while a UI employee or elsewhere.*

I am applying for a promotion to the Senior Associate ranking of Academic Professionals. I now have accrued 15 years of preservation and library work experience, five of them in this University Library. I have also received recognition for my work, both within this institution and at the national level, especially for my involvement in the recovery of Puerto Rico in the aftermath of hurricane Maria in 2017. I completed my M.F.A. degree in Interdisciplinary Book & Paper Arts from Columbia College Chicago in 2003 & then completed my MLIS degree from Catholic University of America in 2012. In between, I worked my way up from Conservation Technician to Conservation Coordinator, working in institutions such as Northwestern University, University of Chicago, the Library of Congress and Johns Hopkins University. These are large research and academic libraries that have the same large volume and the complexity as the University of Illinois Library system. These experiences provided a solid basis to successfully serve the goals of the Preservation Services unit. For the last five years in my current position as [position title] I have become familiar with the University Library's processes, the needs of our fellow Library units and the resources available to fulfill our duties. I serve as the point person in [my unit] to answer the day to day questions regarding issues with materials, workflows etc. for most print and paper items in general collections. I have managed large rehousing projects for the University Archives and IHLC. I am a one of the primary contacts to respond to disaster events in the Library and helped manage the recovery of large mold infestations, both at the University Press Basement and with the acquisition of the [Project Name] collections by the University Archives. I was first employed as a Visiting AP for a term of two years. The term was extended another year. The service I have rendered has been well received and I was awarded a permanent position before the third term was up in July of 2016. In January [Year], I was awarded the recognition of Outstanding Academic Professional by the University Library.

2. Describe how your Professional Service fulfills the criteria of the next promotion rank.

*This category focuses on professional contributions to the unit, the library, the university community, and professional associations. Contributions could be committee work, editing, co-authoring, participating in or leading a committee. This category looks at AP contributions to the broader service field.*

The expertise I have accrued, in collections care and disaster preparedness proved crucial in the critical time right after storm in Puerto Rico and allowed me to be of service. For example, in 2007, while working in the Library of Congress, I assisted on a week-long disaster preparedness training offered in San Juan, Puerto Rico. In 2008 I traveled to Asunción Paraguay, as a cultural envoy of the State Department, to provide training in preventative preservation and collections care. These two experiences along with my current work in the University Library led Jeanne Drewes, my prior supervisor in the Library of Congress, to recommend me as a resource to colleagues in the University of Puerto Rico in Mayaguez Campus (UPRM). They were able to reach me, and I aided them with the successful submission of an NEH Chairman Emergency Grant. With the NEH funding I travelled twice in January & November of 2018 to UPRM to assess the damage from the storm and create a disaster team and begin a plan for long-term preservation. In this first visit my UPRM partners and I saw that the need disaster and preservation training in the island was quite high, and in addition to the work we stipulated in the NEH grant, we provided additional training to other regions in other UPR campuses. I was also instrumental in the development of a three-year collaboration, between the Uofl and UPRM, as part of ALA's Adopt a Library Program. This program, like the Sister Libraries, aligns matching institutions in the mainland to work with similar libraries affected by natural disasters to help in their recovery. These efforts yielded more recognition and opportunity for dissemination of the University Library's contribution to the recovery in Puerto Rico. I was interviewed in several outlets such as the local Fox News and Smile Politely, among others. The local Fox News article was circulated nationally and internationally. I was asked to write a short byline for the ALA American Libraries Magazine, of my experiences. I was also asked to present in the Preservation Administrators & Reformatting Section (PARS) at the ALA Annual Meeting in New Orleans in June 2018. Later that month, I was also invited to co-present in a disaster training at the University of Puerto Rico in Humacao, which is one of the areas of the island where we could not host a training in January, due to the severity of the storm damages it suffered. This month I am also giving a talk in my alma mater, Columbia College, as part of its Science and Mathematics Colloquium Series: "The Dance of Resilience in Puerto Rico: How a University Library Perseveres in the Stewardship of its Collections After a Disaster." The work with UPRM continues with the University Library support. Last year I helped UPRM submit a second successful NEH grant for Preservation for Small Institutions. We have another trip planned for May of this year, in which I will continue to provide support for the development of their budding preservation program.

3. Describe how your Professional Knowledge fulfills the criteria of the next promotion rank.

*In this category the AP should demonstrate how he/she is developing expertise and is considered as an expert by colleagues and other professionals. Speaking and writing for varying*

*audiences, participation in Unit or library work, leadership roles within the library or the university community, or leading units or organization-wide efforts are all considered to be an strong indicators of Professional Knowledge.*

I have reached a variety of audiences in my outreach efforts. Prior to my employment in the UofI in Oct 2013, I was already serving for a year as the chair of the Preservation Week Working Group in ALA. During my first year I continued as co-chair of the committee until 2014. I then was invited to join the CARLI Preservation Committee in 2014 to replace a retiring coworker and became its co-chair in 2014-2015. While I was co-chair of the CARLI Preservation Committee, I helped in the creation of the CARLI Preservation Survey, the group project "A year in the life of preservation" and helped to coordinate the Audiovisual Workshop, presented by [Library peer]. I also helped to coordinate the Book Burning Workshop that [Library unit head], presented at the ISFI institute in July of 2015. I have been a guest lecturer for the iSchool's LEAP classes and participated in the Preservation Emporium event that was offered in 2016 at the Urbana Free Library. I also served in the PARS Cunha Swartzburg Preservation Award Nominations Committee in 2016. In January 2017, I co-presented a talk entitled Diversity & Inclusion in Preservation in the ALCTS President Symposium at Mid-Winter Meeting in Atlanta Georgia. I was invited to do an encore presentation as part of Preservation Week online chat in April. In June, I was the Local Coordinator for the Preservation in Action (PIA) initiative in Chicago- a one day Preservation practice at underserved cultural institution, held at the Rebuild Foundation, in the southside of Chicago. This was a one-day event to help a small institution to rehouse parts of its collection, while we trained librarians who were members at large of ALA. I coordinate & provide inhouse preservation training of the University Library staff for occasions such as Preservation Week, care & handling of rare materials workshops for new staff, and the Library disaster team table top drills. I also helped to upload the BEAP plans into the Library Wiki, and then transferred its maintenance to Facilities staff. I manage a crew of one civil servant- who works with commercial binding- one graduate assistant, and four graduate hourly student workers. All the students are cross-trained in triage, quick repairs, binding, boxing, environmental monitoring and specialty rehousing. The goal is to provide the needed care to our collections while we also give our graduate students workers as broad an experience as possible in this area of preservation. I, along with a group of graduate students, started a research project called the Mushiboshi Project, to investigate ethnographic cultural or religious practices that can be found to be beneficial to preservation. The first phase, a survey to library professionals, was launched in April 2016 during Preservation Week. The goal is to start identifying practices, sometimes with little or no cost, that have been part of the cultural or religious life around the world and how they can be applied and promoted to libraries, archives and the general public. Blogs were posted periodically to illustrate instances of ethnographic practices related to preservation. This effort was paused due to my involvement with the recovery efforts in Puerto Rico. Also, within the University of Illinois Library, I have served in the Library Exhibitions Committee as a member and as its past chair for the last 4 years. During my tenure, we provided Exhibits 101 Workshop for Library Staff, and made it a required training for the winners of the Graduate Student Exhibit Contest.

4. Describe how your Institutional Leadership or Contribution fulfills the criteria of the next promotion rank.

*This category speaks to the influence that the AP has not only in the library but in the larger community. For example; impact on grants (leading or managing), projects (i.e. IT project in the library or on the campus, etc.), research and publications.*

As detailed above, throughout my career, I have strived to increase the availability of preservation and conservation education and outreach to more people. As a prior conservation technician, I can provide insight in the difficulties of obtaining and offering preservation and conservation training. I have personal experience of trying to pursue a path to a conservation degree, and when not possible, finding alternative ways to remain and contribute to the preservation field. At Johns Hopkins, I participated in the development of the curriculum of a proposed conservation training program with the Maryland Institute for the Arts. Besides the work in diversity that I have already done with the ALCTS President's Forum & the Preservation Week webinar, in 2017, [Library unit head] and I submitted as co PIs, a grant for the 2017 ALA Diversity Research Grant called Counting Diversity in Preservation, to create a survey that "will collect current data on the various perspectives on diversity within the field of preservation and conservation of cultural heritage." This grant was not awarded, but instead we submitted successfully to the Uofl Library's Research and Publications Committee (RPC). The RPC funding allowed us to create a demographics survey of the field of preservation in libraries and archives, the results of which were presented to the PARS section in ALA at midwinter in June 2018. The survey was done in support of an applications in which I also assisted for the NEH Education and Leadership Grant. The initiative is a novel approach on increasing diversity and creating multi-tiered training opportunities to attract, train and certify conservation hopefuls that would otherwise find the available career paths to be prohibitive. This grant was also not awarded, so we will continue the effort looking for alternative means of funding. We are committed to finding a solution to the issue of lack of diversity and training opportunities in the field. The very problem of recruitment, training and deployment is one that I am also trying to address at the national level for disaster preparedness. As part of my duties as co-chair of the Programming, Planning and Publications Committee in ALA PARS section, I am lead planner for a preconference session to the ALA Annual conference in Washington DC entitled: "Better Networking for Disasters: Improving participation and coordination for disaster response and recovery of cultural heritage". Using last year's hurricane season in Puerto Rico as a case study, this session will bring together individuals and organizations involved in disaster response and recovery of cultural heritage to share updates on work undertaken and introduce new initiatives to improve engagement with & coordination of disaster response. This mix of formal presentations, moderated panels and a breakout session for the audience is designed to inspire collaborations that extend beyond established modes of working. I have been asked to run for the office of the PARS Member at Large of the ALCTS division of ALA, and if elected I will use the opportunity to continue to advocate for more participation of ALA members in disaster response. I have also been approached for further ALA and ALCTS webinars for disaster training by the current president of ALA, Loida Garcia Febo. I

believe that my overall experience, service, professional knowledge and leadership make me qualified for a promotion for the ranking of Senior Associate Academic Professional.