Criteria, Standards and Procedures for Appointment, Reappointment, Promotion and Tenure

Library Faculty
Kraemer Family Library
University of Colorado Colorado Springs

September 2015

Approved by Provost September 28, 2015

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I. Introduction

This document is in compliance with, *Reappointment, Promotion and Tenure* (University of Colorado Colorado Springs Policy #200-001, July 19, 2011) and *Post-tenure Review* (University of Colorado Colorado Springs policy 200-016, March 3, 2008).

A. The Role of Library Faculty in a University

The American Association of University Professors and the Association of College and Research Libraries have jointly stated:

> All members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and the library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process. University librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward. ("Joint Statement on Faculty Status of College and University Librarians" in *AAUP Policy Documents and Reports. 9th ed. Washington, D.C.: American Association of University Professors, 2001*)

B. Librarianship: A Summary of the Field

Every discipline has special characteristics that determine how it is practiced, influence how the field is advanced, and provide the standards by which excellence in the discipline should be judged. Librarianship -- its organization, how it is practiced, its context, its standards, norms, and characteristics -- is a "minority model" in a university setting, and is likely to be unfamiliar to those whose primary experience is of other academic departments. Because non-Library faculty may play an important role in determining the success of a recommendation for appointment, reappointment, promotion, or tenure for Library faculty, it is necessary to articulate those special features of librarianship that must be taken into account in assessing the worth of a Library faculty member's accomplishments -- both to inform non-Library faculty about librarianship, and to inform Library faculty about significant similarities and dissimilarities between the academic professions of teaching and librarianship.

> 1. *Librarianship is an academic discipline in its own right*.

> Librarianship has its own foundation of theory and practice, its own ethical constructs, its own literature, and its own type of academic

preparation. Although librarianship is its own discipline, it is not practiced in isolation. In an academic setting and worldwide, the effective practice of librarianship in all its aspects enhances the practice of all other disciplines through collecting, organizing, and providing access to information and knowledge resources.

2. *The basis of librarianship is organization, evaluation, and provision of access to information.*

Organization includes: Analyzing and describing information resources physically and intellectually; incorporating descriptive surrogates for such entities into local and national databases; imposing and maintaining coherence and syndetic relationships within a database so that information can be retrieved; organizing actual items for physical retrieval.

Evaluation includes: Assessing relevance, reliability, availability, etc. of information resources with reference to the curricular and research needs of a particular constituency, in light of economic and technological considerations; assessing relevance, reliability, availability, etc. of given information resources with reference to needs of a particular information seeker.

Provision of Access includes: Providing, through direct aid, instruction, system design, cataloging, and other activities, guidance sufficient to enable seekers of information to obtain the information they need; obtaining, through ownership, loan, etc., information resources needed by an institution or any of its users; providing, through loan, information resources needed by information seekers outside the primary service constituency; providing physical access to information resources owned; providing for continued availability of materials through preservation activities.

3. *Librarianship is a service profession.*

The ethical basis and values of librarianship are derived from its service orientation. Librarians serve users of their own and other libraries, their parent institutions, and the discipline. In line with this service orientation, librarians' careers are largely advanced within an institutional or organizational context, and their research and scholarly activities are often determined by the particular current organizational needs of the institution for which they work. A library faculty member commonly adopts the emphasis of the institution s/he joins, and focuses her/his scholarly activities on the particular problems of that institution.

4. *Librarianship is an applied field. Its laboratory is the library itself.*

Librarianship has theoretical underpinnings derived from fields such as cognitive science and taxonomy, but like engineering, librarianship is an applied field. Testing, experimentation, and application are native to librarianship, but the number and nature of variables and the nature of the laboratory determine the sort of inquiry that is possible and pertinent. Librarianship's variables include people, both individually and in groups (e.g. by ethnicity, level of

education, location), information resources (e.g. pamphlets, books, computer files, manuscripts), type of library (academic, public, special), technology, and monetary resources (for personnel, equipment, facilities, collections).

Librarianship's laboratories are libraries themselves. Experimentation is carried on constantly, but laboratory conditions are far from pure. Because of the number and nature of variables, reliability of tests conducted outside a full live environment is limited. Because of the nature of library faculty schedules (see 9 below), and the absence of support mechanisms such as graduate student assistants, etc. (see 10 below), development and conduct of experiments outside a full live environment is difficult.

5. Librarianship is characterized by cooperative practice and joint scholarship, often carried out in the context of organizations.

Librarianship is an almost archetypically cooperative discipline. This characteristic manifests itself locally, where it determines how individual work is performed and viewed, and externally, where it determines how the discipline is advanced.

Internal interdependence

Unlike most academic departments where faculty cooperate to cover all parts of a coherent curriculum and all facets of student advising, but whose work is discernible as hers/his alone, in librarianship, some activities may be individually attributable, but most are not. For instance, a cataloger may prepare a bibliographic record for an item, but the individual work must be absorbed successfully into the catalog, and the highest quality work stands out least. Even activities that seem to be individually attributable may not be. For example; A reference librarian who is unable to find a useful information resource may owe that inability to a bibliographer who did not request it, an acquisitions librarian who could not identify it, a cataloger who did not analyze it fully, or a system vendor who failed to resolve a programming bug.

External cooperative endeavors

Libraries are able to serve their constituencies only through the existence and activities of a variety of cooperative entities, such as bibliographic networks, authority control cooperatives, inter-library loan consortia, library automation groups, and professional associations. Work performed within such contexts often has substantive impact on libraries and their constituencies. Work performed for and under the auspices of cooperative entities varies in how it is most fairly characterized. Some conforms to the general academic understanding of "service as citizenship." Much, however, constitutes joint research, or joint standards-setting for the discipline, and is thus most aptly considered scholarly work. Leadership positions in automation consortia, collection development cooperatives or in similar agencies have direct bearing on development of policy and practice for the field and direct impact on

availability and usability of information by the academic community, and can also be regarded as falling into the realm of the "scholarship of service."

 6. *Librarianship depends on cooperative development of and adherence to standards.*

In today's environment, libraries would be unable to function without willing adherence by the community to a wide variety of standards for formulating, encoding, and communicating information. Development of such standards is generally a cooperative venture performed for and under the auspices of some organization, or group of organizations in alliance. Participation leading to development of standards that determine libraries' ability to satisfy information needs locally, nationally, or internationally, is appropriately considered scholarly work, and is also an indicator of an individual's expertise and reputation.

 7. *Librarianship is carried on primarily in and through libraries.   Librarians may or may not participate in classroom teaching.*

Most faculty in non-library departments define their "practice of profession" in terms of classroom teaching and related activities such as advising. For Library faculty, the "practice of profession" is the practice of librarianship, which may involve cataloging, reference service, collection development, policy development and management. Only for some librarians will it include any classroom teaching.

8. *Libraries, especially academic libraries, are hierarchical.   Many Library faculty hold positions that include managerial or administrative assignments, whose performance may constitute all or part of their "practice of profession."*

Many Library faculty positions carry administrative and managerial functions (supervision, oversight, evaluation) as a permanent and inextricable part of their duties.   Librarians are recruited for and appointed specifically to such positions based on the particular experience and abilities required for management. It is unusual for library faculty to be elected to administrative positions as is sometimes done in other departments, and it is rare for library faculty to rotate in and out of administrative positions. For Library faculty with managerial responsibilities, management constitutes all or part of their "practice of profession." This situation is so common and so widely recognized within the profession that librarians' administrative titles are well-understood indicators of status and career advancement. However, because of the wide variation among libraries of academic status and standards for promotion and tenure, professorial titles have meaning mainly in relationship to a particular academic institution. For example, librarians understand that the title "Associate Dean" connotes a level of authority just under the Library Dean, and encompasses administrative responsibilities over a variety of activities and levels of faculty and staff, while "Faculty Director" indicates managerial authority over a smaller scope of activities and personnel. By contrast, depending on local circumstances, any librarian, ranging from one with no supervisory

responsibilities at all to a Dean may have a faculty rank ranging from Instructor to full Professor.

As is true in other academic departments, Library faculty relate to each other collegially, as members of a faculty, and they advance through professorial ranks as do other faculty.

9. Library faculty work a twelve-month year. Most have a relatively inflexible daily schedule that may be considered analogous to a "heavy class load."

Library faculty work a twelve-month year. Most functions encompassed in a Library faculty member's "practice of profession" do not depend on the academic calendar, and must be carried on year-round. Because most of the functions performed depend on the presence of the staff, availability of the building, the collection, the equipment, and the automated systems, and because a library's primary function is to serve the campus whenever service is needed, most Library faculty work a relatively inflexible daily schedule. Using the terms of other departments, this might be stated as "Library faculty carry a heavy class and advising load every term, including summers."

10. The terminal degree for librarianship is a Masters degree in librarianship.

The terminal degree appropriate to the discipline, as defined by the American Library Association and the Association of College and Research Libraries, is a Masters degree from a program accredited by the American Library Association. Faculty in other disciplines generally enter academe after some years of post-graduate study and research in their discipline; Library faculty may enter academe with as little as three terms of post-graduate study. Faculty in other disciplines generally enter academe with a dissertation and/or a body of research from which to begin fashioning publications. Library faculty, because of the difference in the terminal degree, because librarianship is an applied field, and because of the extent to which Library faculties' research agendas are formed by the institutions with which they ally themselves, may take more time compared to non-library faculty to settle on a research focus and begin building a record in it.

11. Librarianship must be evaluated by means and against a standard appropriate to the discipline.

The major indices by which non-library faculty are evaluated may include: the curriculum vitae and the work represented on it; testimony from outside experts (solicited letters); formal peer review within the unit (tenure committee and "classroom visitors"); review by the Dean; and the opinion of students (as determined through a formal questionnaire). Library faculty have nearly exact analogs for most of these indices, although their content is influenced by the structure of the profession and the conditions and context of employment as described above. However, two of the evaluation tools for the "practice of the profession" -- student opinion, and review by "classroom visitors" -- are absent. For most Library faculty, they would be meaningless. If the purpose of

these evaluations is to be served, it must be accomplished through alternative means.

a. Routine evaluation of the practice of the profession: Evaluation of a Library faculty member's "practice of profession" via student questionnaires (FCQs) or any other solicitation of student opinion is not a reasonable measure of that faculty member's competence or performance. Library faculty in technical services areas may rarely come in contact with students. Even those that regularly deal with students generally have contacts that are individualized according to each student's particular need at a particular time. In order to provide a reasonable analog for formalized collection of student opinion, it is necessary to understand that what is being sought is not student opinion per se, but an analysis and evaluation of a faculty member's competence in her/his "practice of profession." Such analysis and evaluation is provided through detailed periodic supervisory review.

b. Evaluation of practice of the profession by senior colleagues: Partly in recognition of the shortcomings of FCQs as a sole means of evaluating teaching, departments often also solicit the directed opinion of senior faculty within their own departments. In teaching departments, such faculty visit class sessions of courses being taught by a candidate for reappointment, promotion or tenure, and may also interview individual students. Their detailed report of observations and their assessment of a candidate's performance provides another index upon which to base a tenure or promotion decision. Because the routine work of Library faculty is generally not carried out in a classroom setting, the concept of "classroom visitation" must be modified, but so long as the purpose of providing an additional informed assessment of a candidate's work by a senior colleague is served, the schedule and mechanism are irrelevant. What works in the Library context is to ask a senior faculty colleague who already has some reason to be familiar with a candidate's practice of librarianship to focus carefully on that work and provide a detailed analytic evaluation, supplemented by whatever additional observation or interviews s/he deems necessary.

REFERENCES

The text of section B was derived from Hill, Janet Swan, "Wearing Our Own Clothes: Librarians as Faculty," *Journal of Academic Librarianship* 20:71-76 (May 1994).

Relevant standards include:

"Standards for Faculty Status for College and University Librarians," Association of College and Research Libraries and American Library Association, January 2001.
http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm
(Approved by ACRL Board, June 2007, Revised October 2011)

"Library Personnel Practices." American Library Association. Policies B9.2 and B9.2.1.
http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section2/54libpersonnel#B.9.2

"Education for Professional Academic Librarianship," *College & Research Libraries News*. 53:590-1 (Oct 1992).

The concepts of "service as citizenship" and "service as scholarly contribution" are derived from Ernest L. Boyer *Scholarship Reconsidered: Priorities of the Professorate*. Princeton: Carnegie Foundation for the Advancement of Teaching, 1990, pp.16-23.

C.   Mission of the Kraemer Family Library at the University of Colorado Colorado Springs

The Kraemer Family Library fosters the intellectual growth of UCCS students, faculty, staff, and our community by developing innovative services, technologies, collections, and spaces that facilitate their emerging information needs.

II. General and Specific Criteria for Evaluating Library Faculty for Reappointment, Promotion and Tenure

Factors used to evaluate Library faculty are those of the discipline. These factors recognize that librarianship is a multifaceted discipline, that libraries are cooperative enterprises, and that successful academic librarianship requires continuing acquisition and application of professional and extra-disciplinary knowledge.

A. General Criteria

All candidates for reappointment, promotion, and/or tenure are reviewed in accordance with the general criteria for teaching/librarianship, scholarship, professional practice, and leadership and service specified in the University of Colorado administrative policy (APS 1022), *Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion* and the specific criteria and standards defined in the following pages.

All librarians will complete a Faculty Responsibility Statement (FRS) that identifies the proportion of effort in each of the above areas. This statement is agreed to by the individual and the supervisor and approved by the dean of the library. The FRS is reviewed periodically and updated as necessary. Generally acceptable percentages are as follows:

Classification	Teaching/Librarianship	Scholarship Creative Work	Professional Practice	Leadership and Service
Tenure Track	50-65%	20-30%	5-20%	10-20%
Tenured	50-80%	10-30%	0-20%	10-20%
Non-tenure Track	50-90%	0-10%	0-20%	10-20%

The Specific criteria related to the four general criteria are listed below. The lists are not inclusive.

B. Specific Criteria

1. Teaching/Librarianship (50-90%)
In keeping with the multifaceted nature of their discipline, Library faculty engage in a broad spectrum of activities. Library faculty are specialists in providing access to information and are involved in development of resources, collections and information systems; bibliographic control and organization; instruction, reference and advisory services; and administration and planning. The practice of teaching/librarianship takes place in a variety of settings. For an individual faculty member, it may or may not involve management assignments, public contact, classroom instruction, etc.

The items listed below are possible examples of appropriate evaluation criteria and not all will apply to all individuals:

a.   developing the Library's collections in support of the University's educational and research missions, through recommendation for purchase, identification of special acquisition opportunities, attraction of gifts, etc.;

b.   providing intellectual and physical access to information in the educational and research collections of the University and other information repositories and resources;

c.   improving instruction through integration of information resources into the curriculum, development and application of technological innovations, development of curricular support, new courses, or other related work;

d.   developing and introducing significant innovations with respect to library collections, services or processes;

e.   interacting with library users at all levels; developing and maintaining communication and interaction with other members of the University community;

f.   formulating and implementing Library policies and procedures related to the instructional mission of the Library and the University;

g.   managing human resources; developing and training effective faculty and staff;

h.   managing material and financial resources;

i.   conducting individual or group instruction; delivering course-related lectures external to the Library;

j.   teaching or participating in teaching regularly scheduled credit courses;

k.   additional formal education or coursework which enhances currency or knowledge in the field;

l.   currency in professional developments and their application;

m.   professional internships; and

n.   attendance at seminars and workshops and at international, national, regional, state or local association meetings.

Measures by which the practice of teaching/librarianship is evaluated include, but are not limited to, assessments by colleagues or other individuals who may have observed the candidate's performance; receipt of awards; portfolio assessments; and other appropriate assessment measures.

Examples of criteria for meritorious and excellent performance in Teaching/Librarianship are listed in the table below. Not all criteria will be appropriate for all individuals.

Meeting Expectations	Meritorious Performance	Excellent Performance
Contributes to teaching and learning through the practice of librarianship: - Participates in the delivery of reference services, guiding students in research and curricular activities; - Participates in information competence instruction at all levels of study; - Develops appropriate outcomes-based learning resources; - Develops Library collections in support of the curriculum; - Develops locally relevant retrieval tools to facilitate access to collections; - Catalogs and provides bibliographic access to library	**Contributes significantly to teaching and learning through the practice of librarianship:** - Effectively coordinates and/or supervises library services, programs and activities; - Demonstrates competence in the delivery of reference services, guiding students in research and curricular activities; - Demonstrates competence in information literacy instruction at all levels of study; - Develops significant, relevant outcomes-based learning resources; - Develops and manages Library collections that effectively support the curriculum and student	**Demonstrates significant and sustained excellence in teaching and learning through the practice of librarianship** - Demonstrates outstanding coordination and/or supervision of library services, programs and activities; - Demonstrates sustained excellence in the delivery of reference services, guiding students in research and curricular activities; - Demonstrates sustained excellence in information literacy instruction at all levels of study; - Develops exemplary outcomes-based learning resources;

collections and information resources; - Interprets and applies standard practices of librarianship in support of student learning; - Shows improvement in response to peer and students evaluations; - Successfully manages human resources, developing and training effective faculty and staff; - Successfully manages material and financial resources.	research; - Develops innovative retrieval tools that significantly enhance access to collections; - Catalogs and provides effective bibliographic access to library collections and information resources; - Develops online tools that enhance library services, collections or procedures; - Successfully interprets, applies or adapts new or innovative practices of librarianship in support of student learning; - Refines and improves practices based on self-reflection, assessment and peer, faculty or student evaluations; - Collaborates with faculty from other disciplines on teaching and learning activities; - Demonstrates sustained effective management of human resources, developing and training effective faculty and staff; - Demonstrates sustained effective management of material and financial resources.	- Develops and manages Library collections that contribute significantly to student learning; - Develops, manages and collaborates on innovative retrieval tools that facilitate the effectiveness of the collections as materials that enhance learning; - Catalogs and provides exemplary bibliographic access to library collections and information resources; - Develops innovative online tools that significantly enhance library services, collections or procedures; - Develops highly effective new or innovative practices of librarianship in support of student learning; - Effectively mentors other faculty; - Collaborates with faculty from other disciplines and institutions on the development of teaching and learning materials and activities; - Plans, organizes, and leads teaching and learning or curriculum development workshops; - Presents at national teaching and learning conferences; - Provides leadership in and serves as a model for others in the management of human resources, developing and training effective faculty and staff; - Provides leadership in and serves as a model for others in the management of material and financial resources.

2. <u>Scholarship and Creative Work</u> (0-30%)
Librarianship is a scholarly endeavor that is particular to itself and that is appropriately acknowledged in the evaluation of Library faculty achievements.

Progress in library and information science results from the development of new principles and the application of existing ones to professional theory and practice. The product of theoretical and applied research may appear in publications authored by separately named individuals or emanating from groups. Scholarly work may also be communicated through unpublished papers, presentations and reports to professional organizations, documents in electronic formats, and other vehicles for dissemination of scholarship.

Much of the advancement of librarianship depends on formal cooperative efforts, usually conducted under the auspices of professional organizations. Such activities are acknowledged as requiring application of knowledge and expertise equivalent to that demonstrated in independent research and publication. Although the results of such activities often result in publications in which authorship is credited to an organizational body rather than to individuals, it is understood that the members of the group that wrote the publication are its co-authors, and that the publication is in essence refereed, through the multiple review levels inherent in such publication.

Because librarianship does not exist isolated from the community which it serves, but rather co-exists with and contributes to all the disciplines it touches, scholarly endeavors of Library faculty reflect this symbiosis, and often cross disciplinary boundaries.

Examples of activities encompassed by the term "Scholarship and Creative Work" include:

    a.   Conducting research and engaging in other scholarly activity that results in published work that benefits librarianship or scholarship in any discipline. Contributions include, but are not limited to:
- single or co-authored monographs;
- edited or co-edited monographs of a scholarly nature;
- articles in refereed or peer reviewed journals;
- chapters in monographs;
- standards, papers in proceedings, refereed or peer reviewed presentations, entries in encyclopedias;
- other scholarly papers and electronic publications or technical reports;
- single or co-authored textbooks;
- abstracts, book or product reviews, and reviews of other creative activities.

    b.   Preparing and submitting grant and research proposals.

    c.   Receiving grant or contract funds.

    d.   Receiving research awards, fellowships, and scholarships.

    e.   Presenting research at international, national, regional, state or local conferences and meetings.

f. Producing creative work related to the discipline or specialty. Such work includes, but is not limited to: films, tapes, exhibits, reports, compositions, audiovisual material, computer programs, poetry, pamphlets, and concert performances.

g. Significant innovations and developments with respect to the library collections, services or methods if documented and externally evaluated. Results of this work might not be traditional publications and might include: substantial bibliographies, innovation in policy or procedures that is significant to the field of librarianship, analysis of user needs, user behavior, library resources or library practice that is significant to the field of librarianship or extensive guides to and/or original cataloging of unique collections.

h. Service as an editor, consultant or other office for a publication.

i. Writing for popular and non-academic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences.

Measures by which Scholarship and Creative work are evaluated:

Evidence considered in evaluating Scholarship and Creative work includes but is not limited to the record of contributions in the areas listed above as reflected in the self-evaluation statement and in the *Curriculum Vitae;* copies of publications, papers, grant applications; photographs or catalogs of exhibits; published reviews; critical acclaim or citations by other authors; letters of evaluation from professional associates within and outside the Library and the University community; indications of role and standing of bodies through which scholarly contributions are made; awards received and other indications of professional standing, evidence of work under contract, in press, accepted, submitted, or in process.

Means of evaluating a contribution include the nature and standing of the publishing outlet, whether it was subject to peer review, the type of publication, and the value of the contribution to the discipline. The particular nature of a collective intellectual contribution is evaluated individually for each Library faculty member and corroborated by the nature of the peer review that led to the publication, as well as by peer review from within and outside the University. In unusual circumstances (e.g. if the work is considered to be a major contribution to the field, and is in press), items that have not yet been published may be taken into account in assessing a total record, but in general, items not yet published are considered mainly as evidence of potential or as an indicator of a level of continuing research activity.

Individual contributions are assessed based on such factors as contribution to the discipline, originality, depth of analysis, validity of methods and findings. The body of scholarly and creative work is further considered in terms of its relationship to the overall body of work, including its relationship to the individuals focus in practice of librarianship and leadership and service.

Examples of criteria for meritorious and excellent performance in Scholarship and Creative Work are listed in the table below. Not all criteria will be appropriate for all individuals.

Meeting Expectations	Meritorious Performance	Excellent Performance
Initiates and participates in creative, integrative and scholarly work: - Presents at local/regional or state conferences; - Participates on committees or takes an active role in professional associations; - Contributes to local or regional publications; - Provides book or media reviews for local or regional professional publications; - Contributes to development of subject Web pages that enhance learning and access to information.	**Shows an increasing level of involvement and achievement in creative, integrative and scholarly work:** - Presents at state, regional, national, or international conferences; - Contributes to librarianship by publication in peer-reviewed or other reputable publications; - Creates innovative online resources that enhance access to information or enhance library services or collections; - Submits applications/proposals for externally or internally funded grants; - Provides book or media reviews for national professional publications; - Creates effective, critical subject Web pages that enhance learning and access to information; - Contributes to popular or non-academic publications or other media.	**Demonstrates a sustained record of significant creative, integrative and scholarly achievement:** - Gives refereed presentations at state, national or international conferences; - Develops a record of sustained contributions to librarianship by publication in peer-reviewed or other reputable publications; - Receives internal or extramural support for discovery, creation, and integration; - Fulfils editorial role with professional or scholarly publications; - Creates innovative online resources that significantly enhance access to information or enhance library services or collections; --Sustained contributions to popular or non-academic publications or other media.

3. Professional Practice (0-20%)
Library faculty engage in professional practice by providing direct service to the profession and/or the public, solving problems, disseminating information or improving the campus or community. Librarians as a group often work cooperatively on programs, standards and guidelines that enrich and strengthen the position of the library. This type of activity requires coordination and consensus within the discipline as a whole. Within librarianship, such coordination and consensus are developed and maintained mainly within professional organizations and related associations.

Activities to consider in the evaluation of professional practice may include, but are not limited to

    a.   Providing library services to the public.

b. Participation in professional organizations on many levels including contributing as volunteers, committee members, committee chairs, and officers of local, state, national, and international library organizations.

c. Planning, organizing or conducting workshops/seminars, conferences and other continuing educational activities with measurable benefit to the project, librarianship or the university.

d. Collaborative endeavors with local pre K-12, community college, public libraries, or industry and civic agencies in a variety of projects.

e. Serving as a major thesis or dissertation advisor, as a member of a thesis committee, or as a supervisor of practicum or internship students.

Examples of criteria for meritorious and excellent performance in Professional Practice are listed in the table below. Not all criteria will be appropriate for all individuals.

Meeting Expectations	Meritorious Performance	Excellent Performance
Participates in professional and community service: - Participates actively in professional organizations at the local/regional level; - Participates in offering training or professional development workshops for local and regional libraries; - Provides assistance to local or regional communities, agencies, or organizations, such as literacy tutoring, website development and consultation; - Participates in programs or activities that draw upon expertise in librarianship and show promise of enriching the professional, artistic or cultural life of the community;	**Contributes significantly to professional and community service:** - Participates in and contributes to professional organizations at the regional or state level; - Serves as peer reviewer for scholarly publications and funding organizations; - Participates in developing and offering training or professional development workshops for local and regional libraries; - Initiates collaborative partnerships with libraries, schools, industry, or other community agencies; - Participates in planning or development of community programs and services, based on the faculty member's expertise; - Participates in and contributes to programs or activities that draw upon expertise in librarianship and enrich the professional, artistic or cultural life of the community; - Participates in entrepreneurial or applied research activities that show promise of benefiting the university and community.	**Demonstrates a record of sustained contribution or leadership in professional and community service:** - Participates in and contributes regularly to professional organizations at the state or national level; - Establishes a record as a peer reviewer for scholarly publications and funding organizations; - Takes a leadership role in developing and offering training or professional development workshops for local and regional libraries; - Establishes and maintains successful collaborative partnerships with libraries, schools, industry, or other community agencies; - Plans, develops and participates in programs or activities that draw upon expertise in librarianship and substantially enrich the professional, artistic or cultural life of the community; - Develops and/or conducts entrepreneurial or applied research activities that benefit the university and community.

4. <u>Leadership and Service</u> (10-20%)
Leadership and Service for library faculty includes service to the library, the campus, the university and the community.

Examples of activities encompassed by the term "Leadership and Service" include:

   a. performing service and providing leadership within the library, the campus**,** and the University through participation in committees and other programs which address its goals

   b. participating in the university system of shared governance

   c. making contributions that extend the resources of the University to the State

   d. reviewing grant proposals, fellowship applications or other awards

   e. performing community service, such as work with civic and charitable organizations and groups, either as an individual or as a representative of the University

Measures by which Leadership and Service is evaluated:

Evidence considered in evaluating Leadership and Service includes but is not limited to the record of contributions in the areas listed above as reflected in the self-evaluation statement and in the *Curriculum Vitae;* indications of the role and standing of the organizations served, professional standing; letters of evaluation from professional associates within and outside the Library and the University community; awards received; indications of professional standing.

Individual contributions are assessed as to quality and impact, including such factors as the nature, standing, and influence of the organization or body served, the position held or function performed, contribution to the discipline, profession, or institution. The body of leadership and service contributions is further considered in terms of its relationship to the overall body of work, including its relationship to the individuals focus in practice of librarianship and scholarly endeavors.

Examples of criteria for meritorious performance in Leadership and Service are listed in the table below. Not all criteria will be appropriate for all individuals.

Meeting Expectations	Meritorious Performance	Excellent Performance
Participates in university service: - Serves on library, campus or university-wide committees; - Participates in the university's system of shared governance; - Participates in the university's services to a diverse and non-traditional student body; - Collaborates with colleagues within the Library and across campus.	**Contributes significantly to the university:** -Actively participates in library, campus or university-wide committees; - Effectively participates in the university's system of shared governance, including contributions to university-wide committees, task forces or advisory bodies or representing the Faculty as a liaison; - Helps to advance the university's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborates on projects with colleagues from other departments or colleges; - Supports student organizations.	**Provides leadership and/or substantial contributions to the university:** -Contributes substantially or plays a leadership role to library, campus or university-wide committees; -Contributes substantially or plays a leadership role in the university's system of shared governance, including contributions to university-wide committees, task forces or advisory bodies or representing the Faculty as a liaison; -Contributes substantially or plays a leadership role in advancing the university's ability to serve the needs of a diverse and non-traditional student body; -Collaborates extensively on projects with colleagues from other departments or colleges; - Plays a leadership role in student organizations.

III. Appointment, Reappointment, Promotion, Tenure and Post-tenure Review

Library faculty follow the procedures for appointment, reappointment, promotion, tenure and post-tenure review established for University of Colorado faculty. As is the case with other disciplines, expectations specific to the discipline are taken into account in assessing a Library faculty member's contributions in the prescribed evaluation areas as described in the FRS. A FRS is required within 45 days of appointment. Standards outlined are in compliance with guidelines for tenure for academic librarians approved by the Association of College and Research Libraries (ACRL), and the American Association of University Professors (AAUP).

Merit-based standards and criteria for tenure in effect at the time of the initial appointment shall not be changed during the candidate's probationary period unless otherwise mutually agreed or as stipulated as follows. If major program changes occur during the probationary period for any pre-tenure faculty, such changes may provide a basis for revising the unit criteria and standards. If changes in the academic focus occur after the comprehensive review, but before tenure is awarded, the candidate should be offered the opportunity to continue on the faculty for an additional three years from the date of the program change in order to modify the nature of their contribution to the

primary unit's revised program requirements, even if this would extend the probationary period beyond the maximum of seven years. All faculty shall be promptly notified in writing of any such alterations in criteria or standards (per APS on *Procedures for Written Standards and Criteria for Pre-Tenure Faculty*, July 1, 1993).

A. Appointment:

1. Qualifications for appointment

The minimum requirement for appointment to a position on the faculty is the terminal degree appropriate to the discipline. For librarians, the appropriate terminal degree is a master's degree from a program accredited by the American Library Association or its equivalent. Appointment to certain positions may require additional subject expertise, experience, or educational preparation.

2. Academic rank of appointment

Qualifications for the various academic ranks take into account the nature and structure of the discipline, and are analogous to those listed in the University of Colorado System APS 1022 – *Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion* as noted by the statement "Librarians play a unique role in advancing the University's educational mission. . . Librarians on University of Colorado campuses where library faculty are eligible for tenure-track appointments and who are appointed or promoted to the rank of assistant professor will be on the tenure track and the tenure probationary period will begin when they achieve that rank (taken from University of Colorado System APS 1022, *Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion).*

a. Instructor

Instructors should have the terminal degree appropriate to the field and should be otherwise well qualified to practice librarianship. Appointments as instructor are at will.

b. Senior Instructor

The rank of senior instructor is awarded to instructors who have demonstrated a high level of performance in teaching/librarianship and leadership and service. Scholarship and creative work and professional practice are optional areas of evaluation and may also be considered. Appointment is not usually made at the rank of senior instructor. Appointments as senior instructor are at will.

c. Assistant Professor

Assistant professors should have the terminal degree appropriate to the field, or its equivalent. They should be well qualified to practice librarianship, and show promise for continual growth in the field, and for scholarly, professional practice, and leadership and service contributions. Appointment at the rank of assistant professor normally initiates service toward tenure consideration. Initial appointment is normally for three years, followed by two two-year reappointment periods for a total service of seven years prior to attainment of tenure. Up to three years credit may be

granted toward the probationary period for academic experience at another institution. The amount of credit and the time line for reappointment, tenure and promotion reviews must appear in the letter of offer and is subject to approval by the Vice-Chancellor for Academic Affairs. In other circumstances, such as employment of a faculty member who has already achieved tenure at another institution, modified schedules for tenure reviews must be documented in conjunction with original letters of offer. In addition, under special circumstances, a faculty member may be hired at the rank of Associate Professor or Professor without tenure based on academic experience and accomplishments at other institutions. Finally, the hiring unit may propose, and the campus may approve, letters of offer that include tenure.

d. Associate Professor
Associate professors should have the terminal degree appropriate to the field, or its equivalent, considerable successful experience in teaching/librarianship and scholarship and creative work and accomplishment in leadership and service or professional practice. Appointment at the rank of associate professor normally carries with it tenure. To be appointed at this rank an individual must undergo a tenure review.

e. Professor
Professors should have the terminal degree appropriate to the field, or its equivalent, plus a record that, taken as a whole, is judged to be excellent. Appointment at the rank of professor normally carries with it tenure.

B. Reappointment

1. Instructor
Teaching/ librarianship and leadership and service are the primary elements in evaluating instructors. Performance in professional practice or scholarship and creative work may also be considered, but are not required except as it affects performance in teaching/librarianship. Reappointment occurs on an annual basis.

2. Senior Instructor
Teaching/librarianship and leadership and service are the primary elements in evaluation of senior instructors. Senior instructors should demonstrate meritorious performance in teaching/librarianship, with demonstrated achievement in leadership and service. Achievement in professional practice or scholarship and creative work are additional criteria that may be considered for appointment at this level. Reappointment occurs on an annual basis.

3. Assistant Professor
Evaluation of faculty at professorial ranks includes evaluation of performance in teaching/ librarianship, scholarship and creative work, and leadership and service. Librarians at the assistant professor rank should demonstrate meritorious performance in teaching/librarianship with demonstrated achievement and growth in the areas of scholarship and creative work, and leadership and service. Achievement in professional practice is additional criteria that may be considered for appointment at this level. Reappointment

periods are normally phased toward total service of seven years prior to attainment of tenure.

C. Promotion

Qualifications for promotion to a particular rank are the same as qualifications for reappointment to that rank.

1. Senior Instructor
Library faculty with the rank of instructor are eligible for promotion to a non-tenure track appointment carrying the rank of senior instructor after 3 years demonstrating meritorious performance in teaching/librarianship and achievement in leadership and service.

2. Assistant Professor
Library faculty with the rank of instructor or senior instructor are eligible for promotion to the rank of assistant professor after two years of service, provided that they meet the basic requirements for that rank, and if they so request at the time of review for reappointment. Upon promotion to assistant professor a Library faculty member enters the tenure track and begins the seven-year probationary period leading toward tenure.

3. Associate Professor
Library faculty with the rank of assistant professor are normally considered for promotion to the rank of associate professor during the seventh year of their appointment. Recommendation for promotion to Associate Professor normally precedes or accompanies recommendation for tenure.

4. Professor
Library faculty with the rank of associate professor may periodically be considered for promotion to professor in accordance with university guidelines. Library faculty with the rank of associate professor may request consideration for promotion at any time following attainment of the rank of associate professor.

For promotion to full professor the faculty member will be evaluated in the areas of teaching/librarianship, scholarship and creative work, and leadership and service according to the same criteria used in tenure reviews. Achievement in professional practice is additional criteria that may be considered for promotion at this level. The faculty member's record must demonstrate continuous significant achievement in the areas evaluated.

D. Tenure

1. Meaning of tenure
The Board of Regents of the University of Colorado grants tenure to faculty members to assure the continuing intellectual and professional growth and development of the faculty for the betterment of the academic community.

A tenured appointment is normally held by Library faculty at the ranks of professor or associate professor. Granting of tenure to Library faculty normally coincides with promotion to associate professor. In exceptional circumstances tenure may be held by individuals in the ranks of assistant professor, senior instructor or instructor. A tenured appointment carries no permanent commitment respecting the assignment of specific professional responsibilities.

2. Criteria for tenure
Library faculty who are awarded tenure have demonstrated meritorious performance in teaching/librarianship, professional practice, scholarship and creative work, and leadership and service, and in addition have demonstrated excellence in either teaching/librarianship or scholarship and creative work as those categories are historically defined by those in the discipline. The records of faculty who are awarded tenure indicate that they will continue to serve with distinction in their appointed roles. Faculty members are not expected to have equal accomplishment in all areas. Activities most often evaluated in making tenure determinations are listed above in the section under General and Specific Criteria.

Performance is assessed in relationship to the field of academic librarianship as a whole, and also in terms of its local impact. Performance assessment takes into account the particular characteristics of an individual's career, e.g. years since earning the terminal degree. Meritorious performance assumes that the individual performs with initiative and efficiency to achieve results that are effective and significant. Excellent performance is at a level above meritorious performance in quality and impact. Indicators of excellent performance may include such things as impact on the discipline or the field, and favorable comparison to others at a similar stage in their careers.

3. Review procedures
The candidate normally undergoes a comprehensive review for tenure in their fourth and seventh years of service toward tenure. The seventh year review leads to recommendation for or against tenure. Types of evidence considered include but are not limited to: candidate self-evaluation statements; professional involvement and contributions at the international, national, regional, state and local levels; professional standing; letters of evaluation from professional associates within and outside the Library and the University community, and by peer review. A candidate may offer other relevant evidence. Where appropriate, representatives of cognate disciplines are consulted.

E. Post Tenure Review

In order to facilitate continuing faculty development, faculty members who have achieved tenure shall be required to undergo a periodic comprehensive peer evaluation. Policies and procedures for this process are outlined in the University of Colorado Colorado Springs policy 200-016, *Post-tenure Review*, March 3, 2008.

Post-tenure review will evaluate faculty performance in teaching/librarianship, scholarship and creative work, professional practice and leadership and service, the same areas that are used in tenure and promotion reviews and in annual merit evaluations.

A faculty member is judged to be meeting expectations if he/she discharges conscientiously and with professional competence the duties described in his or her faculty responsibility statement, the annual evaluation and the professional plan.

Examples of criteria used to define meeting expectations are detailed in the tables of Section II of this document.

The level of review to be undertaken--Regular or Extensive--will be determined by the record of annual "Performance Ratings for Faculty," the non-confidential summaries of annual merit evaluations (mandated by the Administrative Policy Statement 5008, *Performance Ratings for Faculty*, July 12, 2012). The annual merit evaluation remains the basic tool of faculty evaluation. Because the annual Performance Rating summary is the document that may trigger an Extensive Review, faculty who do not agree with their annual Performance Ratings may appeal the rating through established grievance procedures in the college/school.

Faculty who have achieved summary evaluations of "meeting expectations" or better since the last post-tenure review (or since receiving tenure if this is their first PTR) will undergo Regular Review, as will faculty who have received a single "below expectations" evaluation in the five-year review cycle.

Faculty who receive a summary evaluation of "below expectations" are required to meet with members of their primary unit and/or the unit head to identify the causes of the unsatisfactory evaluation and to plan and implement a written Performance Improvement Agreement (PIA) to remedy their problems.

IV. Annual Evaluation

Annual Evaluation Form
The performance of all full-time and part-time library faculty will be reviewed on an annual basis, using the Annual Evaluation Form developed by the library. The Faculty Responsibility Statement should also be reviewed and revised if necessary at this time. The person under review and her or his immediate supervisor will complete these annual review forms. The content of the annual review forms will be discussed by the person under review and his or her immediate supervisor. The goals will be supportive of the general goals and objectives for the library.

Differentiated Workload
According to the University of Colorado System APS 1006 *Differentiated Annual Workloads for Faculty*, July 1, 2014, individual faculty needs can be addressed with regard to annual workload. However, as stated in the document, utilization of annual differentiated workloads in no way compromises standards governing the award of tenure and promotion.

Performance Rating
Part of the annual evaluation shall be the completion of the "Annual Performance Rating" form by the employee's supervisor (per APS 5008 *Performance Ratings for Faculty,* effective July 12, 2012*)*

V.   Procedures for Review, Reappointment, Promotion and Tenure

Definitions and procedures are outlined in detail in University of Colorado Colorado Springs policy 200-001, *Reappointment, Promotion and Tenure*, July 19, 2011.

Definitions of primary unit and dean's level review committees are included here for clarification.

Promotion from instructor to senior instructor

The applicant for promotion to senior instructor will prepare a dossier containing

Applicant's current vita
Current and previous Faculty Responsibilty Statements
Librarianship – applicant's statement, evaluative data and supporting material including letters of support
Leadership and Service – applicants's statement, evaluative data and supporting material including letters of support

For more detail on the contents of these sections refer to policy 200-001 cited above and the descriptions for dossiers for tenure-track faculty.

A. Definitions

1. Primary Unit
The primary unit for the library shall consist of all library faculty with regular appointments to the ranks of instructor through professor. All primary unit evaluation committees shall consist of a minimum of three members, a majority of whom should be library faculty. The library dean shall appoint members of the committee.

The primary unit evaluation committee for appointment, reappointment or promotion of tenure track library faculty or non-tenure track librarians shall consist of two or more members of the primary unit and one or more members of the campus teaching faculty. Untenured tenure-track faculty from outside the library and non-tenure track library faculty may serve on an initial reappointment committee for a tenure track library faculty member. The teaching faculty members shall be chosen by the Dean of the Library from a list submitted by the individuals under review.

The primary unit evaluation committee considering promotion from instructor to senior instructor shall consist of two or more members of the library faculty at the rank of senior instructor or higher and one or more members of the faculty from outside the library at the rank of senior instructor or higher. This committee will vote, prepare a summary of the evaluation and forward it to the Dean of the Library. The Dean will make the final decision.

The primary unit evaluation committee for comprehensive review and tenure decisions shall consist of tenured members of the primary unit and at least one tenured member of the teaching faculty. In cases where this condition cannot be met (such as when there are not enough tenured members of the primary unit), it may include other tenured members from within the university system at the discretion of the individual under review and the Dean of the Library.

2. Dean's Review Committee (First Level Review)
The Dean of the Library shall have a review committee to aid in the evaluation of recommendations forwarded by the primary unit evaluation committee. This review level exists for all reviews for tenure-track librarians. This committee, chosen by the Dean of the Library, shall consist of one tenured member of the primary unit, one tenured campus teaching faculty member, and one tenured librarian from the University of Colorado system outside of the primary unit. Members of the review committee may serve more than one term in the interests of providing consistency and continuity. The recommendations of the Dean of the Library and of the review and evaluation committees are forwarded to the chief academic officer.

VI. Procedures for Post-tenure Review

The Evaluation Committee shall consist of tenured members of the primary unit and at least one tenured member of the teaching faculty. In cases where this condition cannot be met (such as when there are not enough tenured members of the primary unit), it may include other tenured members from within the university system at the discretion of the individual under review and the Dean of the Library.

Procedures for this process are outlined in the University of Colorado Colorado Springs policy 200-016, *Post-tenure Review*, March 3, 2008

Appendix I

Library Faculty Non-Tenure Track	Library Faculty Tenure Track
Terminal degree: ALA accredited masters degree	**Terminal degree:** ALA accredited masters degree
Rank: Instructor Sr. Instructor	**Rank:** Assistant Professor Associate Professor Professor
Appointment: Instructor --at will appointment Sr. Instructor --at will appointment	**Appointment:** Assistant Professor --(3-yr. initial appointment) Associate Professor --(usually has tenure) Professor --(usually has tenure)
Reappointment: Instructor (Primary evaluative elements = Teaching/librarianship, leadership and service Sr. Instructor -- (Primary evaluative elements = teaching/librarianship but must also show achievement in professional practice and /or Leadership and service)	**Reappointment:** For tenure track faculty, reappointment is phased toward total service of 7 years prior to attainment of tenure (Based on performance in practice of librarianship and achievement in the area of scholarly research and creative activity and achievement in the area of leadership and service) Timeline: Year 1—Begin initial 3-yr. appointment Year 2—2nd year of initial appointment — and 1st reappointment review takes place Year 3—3rd year of initial appointment — and is final year at Kraemer Library if 1st reappointment review is Negative Year 4—Begin 2-year reappointment if 1st reappointment review is positive — and 1st comprehensive pre-tenure review takes place Year 5—Begin 2nd year of reappointment — and is final year at Kraemer Library if pre-tenure review is negative Year 6—Begin 2-year reappointment Year 7—2nd year of reappointment and has Comprehensive Review for tenure and promotion to Associate Professor Year 8—Assume position of tenured Associate Professor if Tenure review is positive — or is Final year at Kraemer Library if tenure review is negative
Promotion: Instructor → Sr. Instructor → Assistant Professor (can occur after 2 years of service and then becomes a tenure track position) Qualifications for promotion to a particular rank are same as qualifications for reappointment to that rank.	**Promotion:** Assistant Professor → Associate professor (generally considered for Associate Professor after 7 years of appointment and usually comes with achievement of tenure) → Professor (possible to be promoted to full Professor any time following achievement of rank of Associate Professor)

Review Procedures:
Annual review takes place for all.
 	
Recommendation path for promotion:
    Evaluation Committee (Primary Committee) → Review Committee (Dean's Review Committee)
	Review Procedures:
	Annual review takes place for all.
	
	Undergoes phased in timeline for Tenure review (see above Timeline under Reappointment)
	
	Prepares dossier and updates it for each review.
	
	Recommendation path for promotion, reappointment, and comprehensive reviews:
	    Evaluation Committee (Primary Committee) → Review Committee (Dean's Review Committee) → 2nd level Review (VCAA) → 3rd Level Review (President) → Board of Regents
	
	Undergoes Post-Tenure Review, either regular (every 5 years) or extensive based on annual reviews.

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