

Section 3: Appointment, Reappointment, Promotion, Tenure and Post-Tenure Review

Libraries faculty follow the procedures for appointment, reappointment, promotion, tenure and post-tenure review established for University of Colorado faculty by the Office of Faculty Affairs and regental policy.

- See [Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion](#) by the Office of Policy and Efficiency.
- See [Tenure and Promotion Appeals](#) by the Office of Faculty Affairs.

• Part 1: Appointment and Reappointment

○ *Non-Tenure Track Faculty: Instructor, Senior Instructor, Lecturer*

See [Non Tenure-Track Faculty](#) by the Office of Faculty Affairs.

See [Reappointment of Instructor Rank Faculty](#)

• Lecturer

Lecturers should have the terminal degree appropriate to the field or should be otherwise well-qualified to practice librarianship. These are temporary appointments, normally for not more than one year, and is an appointment at will.

• Instructor

Instructors should have the terminal degree appropriate to the field and should be otherwise well-qualified to practice librarianship. Initial appointment as instructor is normally for not more than three years, and is an appointment at will.

• Senior Instructor

The rank of senior instructor is awarded to instructors who have demonstrated a high level of performance in the practice of librarianship, usually after a period of not less than seven years in rank as an instructor or equivalent professional experience.

○ *Tenure Track Faculty: Senior Instructor, Assistant Professor, Associate Professor, Professor*

• Senior Instructor, Tenure Track

With the approval of the Vice Chancellor, faculty with less than two years professional experience may be appointed at the rank of senior instructor with the explicit understanding that after two years of service they undergo a review that will result in either transfer to the tenure track at the rank of assistant professor, or to a terminal contract. The purpose of such an initial appointment is to enable relatively new librarians to obtain valuable practical experience in librarianship before their “tenure clock” starts. For eligible candidates, the choice between Senior Instructor and Assistant Professor rests with the candidate. Standard workload distribution at this rank is 70% librarianship, 10% research, and 20% service. Work conducted at this rank is included in the eventual tenure dossier.

- **Assistant, Associate, or Full Professor**
See [Tenure-Track and Tenured Faculty](#) by the Office of Faculty Affairs.
- **Instructor, Senior Instructor, Lecturer**
See [Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty](#) by the Office of Faculty Affairs.
- **Senior Instructor (tenure track), Assistant Professor, Associate Professor, and Full Professor**
See [Reappointment, Tenure, and Promotion of Tenure Rank Faculty](#) by the Office of Faculty Affairs.

- **Part 2: Tenure Process**

The process is subject to the current laws and actions of the Regents, and to other university policies and procedures as applicable.

- Primary Unit (Tenure Committee) meets with candidates for review and explains the process. Candidate is informed of all recommendations, excluding external evaluators.
- Candidate submits documentation.
- Tenure Committee selects and contacts external reviewers, selected from a combined list of suggestions from the candidate and the members of the Tenure Committee.
- Tenure Committee determines which appropriate multiple measures to include.
- Tenure Committee forms Primary Unit Evaluation Committees and informs the candidate. The candidate has the option to comment on the membership of the committee.
- PUEC arranges for multiple measures as needed.
- PUEC reviews dossier, prepares report. Tenure Committee (i.e. "Primary Unit") discusses case, votes, and prepares report. Members take into account the content of the dossier as well as their own knowledge and experience of the candidate.
- PUEC and Primary Unit reports must explicitly address negative points contained in dossier or raised in discussion. The Primary Unit report includes a vote tally.
- Dossier is forwarded to the Dean's Review Committee, which reviews dossier, and prepares recommendation.
- Dean receives dossier, prepares recommendation, and forwards completed dossier to Vice Chancellor for Faculty Affairs (VCFA). Vice Chancellor refers dossier to the Vice Chancellor's Advisory Committee (VCAC) for consideration.
- Vice Chancellor informs Dean of disposition of cases. Cases go through the Chancellor, then University President and finally the Board of Regents before becoming official.

- **Special Circumstances**

- ***Additions to the File***

Candidates may submit additional information, updates, or responses at any point, which are considered from that point forward. Any review bodies may solicit additional information, and substantive information may be added by anyone involved in the review process. Candidates must be given the opportunity to respond to such additions.

- ***Appeals***

Candidates are informed of recommendations made at each step of the review process, and may respond at any stage. Recommendations made by the PUEC, Tenure Committee, and Dean's

Review Committee are not formally appealable since they only constitute advice to the Dean. A candidate may make a request for reconsideration to the Dean after the Dean has made a decision.

The Dean may consult with the Review Committee, but does not request the PUEC or Tenure Committee to reconsider their recommendations. The result of reconsideration by the Dean or the Dean's Review Committee is forwarded to the Vice Chancellor.

Appeals of final negative tenure decisions are made to the Privilege and Tenure Committee.

- ***Transfer to Tenure Stream***

Review for transfer to the tenure stream is based on internal documentation only. Although primary emphasis of this review is on librarianship, a successful evaluation also requires acceptable progress in developing a research agenda, and planning for professional service.

- ***Comprehensive Review***

The comprehensive, or reappointment, review, is conducted in the fourth year of at the rank of assistant professor. A successful comprehensive review leads to reappointment for a period of three years, leading to tenure review. A negative comprehensive review leads to a one-year terminal contract.

Comprehensive review is based primarily on internal documentation. It considers performance in librarianship, scholarly work, and service, and answers the question: does performance so far suggest that the candidate will compile a record that will justify promotion and tenure at tenure review? By policy, in making such a judgment the benefit of doubt is given to the candidate. A record that indicates non- or barely meritorious performance in any of the evaluated areas, or that strongly suggests that the candidate will not meet the standards for tenure by the time tenure review takes place, may result in a recommendation against reappointment.

- ***Tenure Review***

Tenure review normally begins in the sixth year after appointment as assistant professor. A successful tenure review leads to promotion to the rank of associate professor and granting of continuous tenure. A negative comprehensive review leads to a one-year terminal contract.

Tenure review involves consideration of both internal and external documentation, and answers the question “does performance so far provide convincing evidence that the candidate has made significant contributions in all three facets of performance, and that s/he will continue to do so?” At tenure review, the benefit of doubt is accorded the institution.

- ***Promotion to Full Professor***

Upon request of a tenured associate professor, a review may be undertaken to consider promotion to the rank of full professor. A successful review leads to promotion. A negative review leads to continuation at the rank of associate professor with tenure. There is no minimum or maximum time that must pass between promotion to associate professor and consideration for promotion to full professor. Because this is not a mandatory review, a candidate for full professor may withdraw her/his candidacy at any time.

Review for promotion to full professor involves consideration of both internal and external documentation. University standards state that: Professors (also called “Full Professors”) should have the terminal degree appropriate to their field or its equivalent, and; (a) a record that, taken as a whole, may be judged to be excellent; (b) a record of significant contribution to graduate

and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (c) a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and service.

- **Part 3: Criteria for Evaluating Libraries Faculty for Promotion, Reappointment and Tenure**

General criteria for evaluating Libraries faculty for reappointment, promotion, tenure, and post-tenure review are the (1) scholarly research and creative contributions (2), practice of librarianship, which is considered the equivalent of teaching in other campus departments, and (3) professional service. 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.

- ***Multiple Measures of Librarianship***

Dossiers for all candidates for comprehensive review, tenure, or promotion to full professor must include at least three “multiple measures” by which the practice of teaching/librarianship is evaluated. At least one of these measures must be something other than the letters described below.

- **Multiple Measures Most Commonly Used within the Libraries**

- Letters solicited by the Tenure Committee
 - *Terminology: Evaluator, Supervisor*
 - The concept of a faculty member’s work being supervised by another is unfamiliar to most teaching faculty. Therefore, to the extent possible, those who prepare such evaluations are encouraged refer to these letters as from “Internal evaluators.”
 - *First level evaluator letters*
 - A letter is solicited from the candidate’s first level evaluator. This evaluation is the equivalent of what teaching faculty might regard as a multi-year teaching evaluation.
 - *Second level evaluator letters*
 - A letter is solicited from the candidate’s second level evaluator. This evaluation is the equivalent of what teaching faculty might regard as a multi-year evaluation.
 - *Exceptions to soliciting first and second level evaluator letters*
 - For those faculty whose first or second-level evaluator would be the Dean, letters from additional Libraries colleagues may be solicited.
 - *Libraries or Campus colleague letters*
 - Candidates for review may suggest the names of faculty colleagues within or outside the libraries who can provide an informed evaluation of some aspect of their work that may be otherwise insufficiently covered in the dossier. In general, no more than one such letter from library colleagues is solicited for comprehensive review dossiers, and no more than three are solicited for review for tenure or for promotion to full professor. Working from the names supplied, the Tenure Committee solicits such evaluations as it believes will be useful for the review.
- Evaluation of classroom teaching or other instructional activities:

- *Faculty Course Questionnaires (FCQs)*
 - Any FCQs received by Libraries faculty who teach regular classroom courses are included in review dossiers.
- *Teaching Evaluation*
 - All pre-tenured faculty who have regular classroom teaching assignment are evaluated by the Tenure Committee Teaching Evaluation subcommittee, a group of four drawn from the tenured faculty. The Subcommittee members rotate annually. At least one classroom visit should be conducted annually. These evaluations are added to a candidate's dossier at the time of any tenure-related review.
- *Student Letters*
 - Some candidates may serve as academic advisors, mentors, or classroom instructors. Candidates may suggest the names of students from whom to solicit letters. Working from the names supplied, the Tenure Committee solicits such evaluations as it believes will be useful for the review process. Unless the list of names is extensive, the Committee usually solicits letters from all those named.
- **Group Interviews**

The group (or “focused”) interview is derived from a practice utilized by other University departments as a multiple measure of teaching. A group interview encourages honest assessment, and provides safeguards against “outlying” opinion being accorded too much importance. The written anonymized transcript is included in the dossier.
- *Types of Group Interviews Include*
 - Focused interviews for Comprehensive or Tenure Review
 - Candidates for review who do not have sufficient other multiple measures, or who believe that some aspect of their librarianship is not adequately covered in the dossier, should have a focused interview. These interviews usually focus on a candidate's practice of librarianship.
 - The Chair invites the candidate to submit (optionally) a brief description of primary responsibilities and suggestions regarding areas or questions of particular importance. Candidates are asked to suggest names of those who are sufficiently acquainted with their work to give an informed assessment. The PUEC determines whether to conduct a focused interview.
 - Those interviewed are selected according to their ability to provide an informed assessment of the responsibility being addressed, without regard to rank or classification. Individuals who have already contributed an evaluative statement to the dossier, and members of the PUEC are not included. Although candidates are asked to suggest the names of those who should be interviewed, the PUEC may invite additional participants.
 - Anyone invited who is unable to participate in the group interview may submit to the PUEC a written, signed letter, addressing the questions covered in the colleague interview.
- *Group interviews for promotion to full professor*
 - All Libraries faculty are invited to participate in faculty interviews for candidacy for full professor. The candidate's curriculum vitae and self-statements are made available in advance.
 - Any Libraries faculty member who is unable to participate in a Colleague interview for full professor may submit to the PUEC a written, signed letter, addressing the questions covered in the colleague interview. This letter becomes part of the dossier.

- Candidates are also asked if they wish to have a second group interview of classified staff conducted on behalf of their candidacy.
- *Selecting the interviewers*
 - At least two members of the PUEC schedule and conduct each interview. Members are selected to assure a breadth of perspective. Should the PUEC not include members with an appropriate breadth of perspective, a tenured faculty member not on the PUEC may be included. In the case of the Group Interview for full professor, as many members of the PUEC as possible attend the interview.
- *Preparing for the interview*
 - The PUEC determines in advance the areas to be covered in the interview, and agrees on questions to be asked.
- *Conducting the interview*
 - PUEC members introduce the concept and purpose of the focused interview, and answer questions about the process before proceeding with the actual interview. The notes are combined into a detailed “near-transcript,” which is added to the dossier.
- Other - supplied by the candidate
 - *Examples of such items may include:*
 - Unsolicited letters and e-mails from students, colleagues, patrons, etc. “Unsolicited” in this sense means not solicited by the Tenure Committee or the PUEC. Such letters and e-mails should be addressed to the candidate, who is responsible for holding them on file pending a review, and forwarding them for the dossier at the appropriate time.
 - Published reviews or descriptions of programs, projects, presentations, services rendered, etc. “Published” in this sense means written and distributed in a public venue, including in newspapers, newsletters, journals, websites, electronic discussion lists, etc.
 - Other evidence of achievement (e.g. Programs, tributes, awards, statistical measures, etc.)
- **Scholarly Research and Creative Activities**

Individually authored and co-authored works are equally valuable in the field. Sometimes standards and other works by committee are, in effect, peer reviewed. Generally, a meritorious record of scholarly activity will include 3-5 substantive articles in refereed journals or venues of equivalent impact, in addition to presentations and other research material. Activities encompassed by the term "Scholarly Research and Creative Activity" may include

 - Single or co-authored books and monographs,
 - Edited or co-edited books of a scholarly nature,
 - Articles in refereed journals, refereed chapters in books, refereed electronic publications
 - Standards, papers in proceedings, refereed presentations, essays in encyclopedias, other scholarly papers and electronic publications, technical reports, unrefereed chapters in books, unrefereed electronic books,
 - Abstracts, book reviews and reviews of creative activities.
 - Receiving grant or contract funds for research, research awards, fellowships and scholarships
 - Presenting papers at international, national, regional, state or local conferences and meetings
 - Producing creative work related to the discipline or specialty.

○ ***Practice of Librarianship***

Librarians specialize in diverse areas of the field. Consequently, the portfolios vary widely. Activities encompassed in the term "Practice of Librarianship" may include:

- Developing the Libraries' collections
- Providing intellectual and physical access to collections
- Library related instruction
- Outreach to library users at all levels
- Management and supervision of faculty and staff
- Management of material and financial resources

○ ***Service***

Librarianship is, by its nature, a collaborative field. Thus, librarians tend to have broad service portfolios. Activities encompassed by the term "Service" may include:

- Participation in international, national, regional, state and local professional associations and consortia
- System, campus, and departmental service
- Planning, organizing or conducting professional seminars, workshops, conferences, or programs
- Editing journals or newsletters, reviewing manuscripts, etc.
- Reviewing grant proposals, fellowship applications, or other awards
- Volunteer consulting in a professional capacity as public outreach
- Serving as a thesis or dissertation advisor, or as member of a thesis committee

Defining Librarianship

In institutions where librarians hold faculty status, the “librarianship” component of their workload is equivalent to the “teaching” component for other academic faculty. Librarianship encompasses the daily work performed by librarians in support of the research and access to information needs of the members of the campus and the global community. Many definitions of librarianship exist, and the University Libraries at CU Boulder have adapted the same definition as that used at Indiana University, a peer institution. Librarians collect, organize, and provide access to the record of human knowledge. They instruct and assist in finding and evaluating information, wherever it may be located. Librarians preserve the record of the past, help individuals inform themselves in the present, and shape the information environment for the future. A librarian must exhibit an ability to acquire and apply knowledge and skills, integrity, a spirit of cooperation, an ability to think critically, and a commitment to the needs of library users.” Librarianship is a diverse profession, encompassing numerous disciplines. Thus, the portfolio of any two individual librarians may vary widely in the librarianship responsibilities represented therein. The roles librarians may engage in include: Instruction, Cataloging, Reference, Collection Development, Management, etc. While classroom teaching is sometimes a part of a librarian’s role, in many disciplines it is not. The distinct specialties in librarianship are many and diverse, ranging across both the specific functions (e.g. acquisitions) to the librarians’ activities employed within their academic discipline (e.g. music librarian). The CU Boulder Libraries’ faculty is unusually small for an institution of this size and, as a result, there is very little overlapping of disciplines among the Libraries’ faculty. However, we are representative of many faculty librarians in other institutions throughout the country. For this reason, our disciplines frequently have their own professional organizations, standards, and influential journals.

Librarianship is, by its nature, an applied, service-oriented, and highly collaborative field. This overlapping of responsibilities can make it difficult to clearly delineate the librarianship, research, and service components of any particular case. Generally speaking, librarianship consists of the elements of our daily work that are unique to our specific responsibilities. These may include working in collaborative groups that keep the library functioning, such as our official University Libraries working groups and task forces.

Research generally comprises our published and presented scholarly and creative work. As an applied profession, it is very often true that the nature and subject of our research corresponds to our daily work responsibilities, creating a significant overlap between librarianship and research.

Service encompasses our work on committees, in the Libraries, the University, and at the national level for the broader profession. As a service-oriented profession, the service obligations of faculty librarians tend to be substantial when compared to those of untenured faculty in other academic departments.

There are other characteristics that distinguish Libraries’ faculty from those in other units on campus. University Libraries are, in almost all universities, made up of hierarchical organizations, which typically is not the case in other academic departments. Consequently, management is a separate field in librarianship that results in permanent roles (e.g. department directors), rather than the alternating role played by department chairs elsewhere. Additionally, in such an interdependent profession, faculty librarians are, of necessity, less autonomous in how they conduct their librarianship than academic faculty sometimes are in their teaching. University Libraries faculty are 12-month faculty. Their ranks and workload distributions usually mirror academic faculty, but their contracts last for the full year, including all academic breaks. Thus, our librarianship workload should be considered on par with someone who teaches a heavy course load in the fall, spring, and summer semesters every year. For librarians, the terminal degree in the field is the master’s degree. While some librarians have PhDs, it is not a standard expectation for librarians to carry a doctoral degree in the field of library science.

Because of the diverse nature of the field and the hierarchical nature of libraries in general, the evaluation of librarianship, is often best assessed by the librarian's departmental director, the associate dean, and any other member of the librarian's direct hierarchical chain. At CU-Boulder, the methods employed by the University Libraries' faculty for evaluating librarianship are detailed in the "Multiple Measures" section of our Faculty Handbook.