Tenure Committee Procedures
The Tenure Committee holds meetings as necessary, or upon request by four or more members of the Tenure Committee. All tenured faculty except those on extended leave are expected to attend meetings of the Tenure Committee. The latest edition of Sturgis' Standard Code of Parliamentary Procedure shall govern the conduct of meetings and other Committee business. Selection of officers occurs annually during April. Terms of office begin May 1 and end on April 30.

- The Chair calls and presides over Tenure Committee meetings, establishes meeting agendas, signs recommendations on behalf of the Committee (except where the recommendation concerns the Chair) prepares letters of recommendation and, after committee review, transmits them to the Dean. Either the Past Chair or the Secretary may act for the Chair in the Chair’s absence.
- Minutes are kept and posted on the Committee intranet site. Meetings that result in a written recommendation regarding reappointment, promotion, or tenure, the document itself serves as adequate record of action taken. Discussions, votes, and outcomes about qualifications of candidates are confidential.
- The Committee gives summary reports of its activities to the full Faculty.

Tenure Related Reviews
Reviews are carried out in accordance with the Administrative Policy Statement “Standards processes and Procedures for Appointment, Tenure and Promotion”
https://www.cusys.edu/policies/aps/academic/1022.pdf
- The Tenure Committee is notified by Administrative Services of pending reviews.
- Review documentation is solicited and assembled and retained by the Dean's office to protect confidentiality.
- Dossiers are available to anyone asked to contribute letters of evaluation and all members of the Primary Unit as soon as the dossier has been released to the Primary Unit Evaluation Committee.
- Those participating in a tenure related review must hold rank at least equivalent to the rank to which the candidate aspires.
- The Primary Unit identifies potential external reviewers, potential libraries or campus colleagues, and which multiple measures to seek.

Tenure-related Dossiers
For more information on tenure-related dossiers, see the VCAC checklist below. It contains advice from the VCAC and descriptions of each required item.
- Faculty Affairs Checklist: https://facultyaffairs.colorado.edu/faculty/reappointment-promotion-and-tenure/related-policy-information/dossier-contents-for-rpt
- VCAC curriculum vitae requirements: https://facultyaffairs.colorado.edu/a-z-information-guide-docs/VCACs.CV%20Advice.pdf
For samples of research, librarianship, and service statements or CVs, see the Assistant to the Senior Associate Dean.
Librarianship Statement for Dossiers

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.

http://ucblibraries.colorado.edu/internal/FacultyHandbook/LibrariesFacultyHandbook.pdf

PUEC Review

● A Primary Unit Evaluation Committee (PUEC) carries out the first stage review. PUECs are appointed to consider all tenure-related reviews.
  ○ If ethical misconduct by a tenured or tenure-track faculty member is alleged, the Tenure Committee, at the request of the Dean, forms a PUEC to investigate the allegations.
● PUECs provide evaluative information to the Primary Unit. The PUEC delivers a written report to the Primary Unit, and presents the case for discussion. Although the PUEC seeks consensus, consensus is not necessary. The PUEC does not record a vote on a case, but may explicitly characterize the level of achievement in any category and recommend particular action by the Primary Unit. The report of the PUEC is final for that body, and is not altered to reflect or respond to discussions or additions concerning the report or the dossier. Additional information becomes part of the dossier, and informs evaluations from that point on.
● Each PUEC consists of three members, acts independently, elects a chair, and acts according to the rules of the whole committee. If possible, each PUEC includes at least one member whose specialty is closely related to the specialty of the candidate. PUECs do not include a candidate’s first or second level evaluator, nor, if possible, members who are supervised by the candidate under review.
● Committee members may not be exempted or excluded from service on a PUEC because they hold an appointment as an Associate Dean.
● Any Committee member who believes s/he would be unable to render a fair decision on a particular case should inform the chair of the Committee in writing, and if possible should not be placed on that PUEC.
● If a PUEC of a sufficient number cannot be appointed from among the Tenure Committee, additional members are appointed by the Dean. Such members may be from among emeritus Libraries faculty or campus faculty from outside the Libraries. Faculty from other University of Colorado campuses, or from other non-CU colleges or universities are not eligible. If fewer than five Libraries faculty hold the rank of professor, the PUEC for a candidate for promotion to full professor must be augmented to include at least five members, and serves as the review and vote of the Primary Unit.
● Candidates are informed of the membership of their PUEC when it is formed. If a candidate has concerns about the membership of his PUEC, s/he should submit a written request to the Chair of the Committee, explaining the conflict or issue. If possible, the PUEC member will be
replaced. If it is not possible to replace the member, the candidate’s request will be retained in the dossier.

- The PUEC is informed, but not bound by, the recommendation of the Committee as a whole regarding what multiple measures of librarianship are necessary. Members of PUEC are responsible for obtaining multiple measures. Should the PUEC believe that additional information or clarification is needed from the candidate, the Chair requests that additional information, which is added to the dossier.

- Discussion of a candidate may take into account any information in the dossier as well as personal knowledge of the candidate’s qualifications.

- Candidates are notified when additional information has been added to the dossier and given the opportunity to respond.

- Following discussion, the PUEC prepares its report. The report of the PUEC is final for that body, and is not altered to reflect or respond to discussions or additions concerning the report or the dossier, with the exception of correction of factual errors. After discussion, the PUEC forwards the report for insertion into the dossier, and notifies the Chair of the Tenure Committee. A copy of the PUEC report is sent to the candidate.

**Primary Unit Review**

- A second stage of review is carried out by the body of all tenured faculty of appropriate rank, acting as the Primary Unit.

- Discussions are scheduled to enable attendance by as many members as possible. All members not on extended leave are expected to attend. In the case of unavoidable absence, the member may provide, in advance, a written assessment of a candidate’s case. All eligible members are expected to vote.

- The PUEC leads the discussion, which may take into account information in the dossier as well as personal knowledge of the candidate’s qualifications.

- Additional or revised information may be requested and added to the dossier.

- A vote is taken, normally within 3-5 working days, on the candidate’s overall qualification for the action being considered.
  - In the case of candidacy for promotion to associate professor and granting of tenure, five separate votes are taken: 1. librarianship, 2. research, 3. service, 4. whether the candidate should be promoted and receive tenure.
  - In the case of promotion to full professor, three votes are taken: 1. excellence in librarianship, research, and service, 2. whether this constitutes “a record, which taken as a whole, can be regarded as excellent,” and 3. whether the candidate should be promoted.
  - Votes must be internally consistent from each voter, so the total votes reported for the three facets of performance support the overall recommendation.
  - A simple majority is necessary for passage. Majority is defined as one more than half the number of votes cast; a tie vote does not carry. Abstentions are to be used only in cases where it is inappropriate to vote, such as when one is on extended leave and therefore cannot be informed about the case, or when there is a direct conflict of interest, such as
if one is related to the candidate.
○ Vote tallies are included in the letter.

● A recommendation reporting the decision is drafted by the Chair. It must include the recommendation, the process used, membership of the PUEC, how external reviewers and others who were asked to contribute letters were selected, etc., vote tallies with a list of those present and voting, and evaluations of the candidate’s record in all three areas under review.
● Dissenting votes must be explained in the letter of evaluation. It is permissible but ill-advised for dissenting faculty members to submit a minority report.

Dean’s Review
● The Chair of the Tenure Committee forwards the dossier to the Dean’s office, who refers it to the Dean’s Review Committee.
● In the case of disagreement between the Dean’s Review Committee and the Tenure Committee, or between the Dean and the Tenure Committee, the Dean discusses the nature of the disagreement with the Chair of the Tenure Committee, and the Primary Unit reconvenes to discuss the disagreement and reconsider the previous vote. A report of the reconsideration, including decision and rationale is prepared and forwarded to the Dean.
● After receiving the recommendation of the Dean’s Review Committee, the Dean writes a recommendation, which is added to the dossier.

Vice Chancellor’s Review
● The dossier is forwarded to the Vice Chancellor for Faculty Affairs.
● If the VCFA disagrees with the recommendations or requests reconsideration or additional information, the Dean is informed of the nature of the disagreement or question, and previous review bodies may reconsider their recommendations.
● The VCFA makes a recommendation to the President of the University

Other Tenure Committee Activities
The Tenure Committee conducts group and individual meetings as needed to explain the tenure process, etc. Such as:
● meetings with candidates and supervisors of candidates about to undergo review
● “open forum” meetings at which tenure stream faculty may bring up issues of concern of interest
● meetings to address specific topics of interest to tenure stream faculty
● meetings to follow up on advice given by the Primary Unit during a review
● meetings requested by a tenure track faculty member
● meetings with new faculty
To promote consistency, tenured faculty should seek input from the tenure committee before giving tenure-related advice.

Instruction Evaluation Procedures
At the end of fall semester, the Dean’s Office (Assistant to the Associate Dean) informs the chair of the
Teaching Evaluation Subcommittee of which faculty will be going up for review in the coming two cycles.

- The subcommittee chair prioritizes teaching evaluations for the spring and fall.
- The Assistant to the Associate Dean contacts the faculty members who will undergo review, requests their teaching schedules, and arranges for members of the subcommittee to conduct evaluations.
- The evaluator advises the candidate of the upcoming visit and offers the candidate an opportunity, both before and after the session, to provide information about the session being evaluated (e.g. goals, requests of the professor, reasoning behind pedagogical choices by the instructor, etc.).
- The evaluator observes the class session, and using the instruction evaluation form for guidance, prepares a written evaluative summary. Copies of the assessment are sent to the candidate, the candidate’s first level evaluator, and the Tenure Committee files, to be added to the dossier at the next review.
- Classroom Teaching Observation and Assessment Form: Link to form here

Evaluation of Instructional and other Presentations
Faculty who do not have a regular classroom teaching assignment may deliver occasional instruction, and may request and evaluation of such instruction (workshops, orientations, seminars, etc., but not simple presentations). Such evaluations are added to a candidate’s dossier at the time of review. The processes to be followed are the same as those used for evaluating classroom teaching.

Tenure Committee Annual Calendar
See Tenure Committee calendar for information on which tenure related activities happen in which month. See Libraries Promotion and Tenure Checklist for information on who performs which task. Both can be found on the Tenure Committee SharePoint.

Tenure Related Reviews - Overview
Post Tenure Review – An Overview

PTR Procedure
The Tenure Committee and Faculty members slated for post-tenure reviews are notified of impending review in spring. Tenure Committee forms a Post Tenure Review Committee (PTRC) of 3-5 members for each case. The dossier for post tenure review includes the following:

- Professional Plan(s) from last five-year cycle
- Professional Plan for the next five years
- Current Curriculum Vitae with activities since the last review highlighted
- Evaluation of Librarianship/Teaching for past five years
- Five year annual review history
- Five year FCQ history (if applicable)

The PTRC writes a brief summary report stating whether the candidate is meeting expectations, and
forwards the report to the Dean, the faculty member, and the Chair of the Tenure Committee. The Dean forwards a summary to the Provost. This summary includes only overall ratings.

**Triggered Review**
- Faculty who receive a “below expectations” summary rating in an annual performance evaluation undergo a “triggered review.”

**Extensive Review**
- Faculty who have received two “below expectations” summary ratings within the previous five years, or whose Performance Improvement Agreement (PIA) developed through a Triggered Review did not result in an evaluation of “meeting expectations” or better undergo Extensive Review by the Primary Unit.

**Extended Leaves**

**Tenure Clock**
- For tenure clock policies, see: https://facultyaffairs.colorado.edu/faculty/reappointment-promotion-and-tenure/related-policy-information/the-tenure-clock
- https://facultyaffairs.colorado.edu/a-z-information-guide-docs/adjustments-to-tenure-clock
- Because the total probationary period may be no longer than seven years, starting the tenure clock in the middle of the academic year (January) functionally defines a 6.5 year probationary period. Faculty members who begin their appointment in January of an academic year are eligible to request a waiver of their first semester of service towards the tenure clock. A request to extend the interim period must be made in writing using the form provided in the following link: https://facultyaffairs.colorado.edu/a-z-information-guide/a-z-information-guide#T
- Delays occur in one-semester increments

**Request for Early Promotion and Tenure**
University Libraries follows the campus policies related to Early Promotion and Tenure: https://facultyaffairs.colorado.edu/faculty/reappointment-promotion-and-tenure/related-policy-information/criteria-for-early-p-and-t

**One-Semester Release from Librarianship for Tenure-Stream Faculty**
University Libraries faculty members at the rank of assistant professor are eligible to apply for a one-semester (4.5 months) release from librarianship responsibilities. This is comparable to a similar release from teaching that is afforded tenure-stream teaching faculty elsewhere on campus.
- Candidates negotiate the timing of the leave with the first level evaluator. A candidate who encounters difficulty arranging a time for the one semester release notifies the Chair of the Tenure Committee, who assists in arriving at a reasonable release schedule.
- Eligible assistant professors complete the One Semester Release from Librarianship for Tenure-Stream Faculty form for approval.
- The form is forwarded to the Tenure Committee Chair, who shares it with the Tenure Committee for review, and forwards the application to the Dean for final approval.
- In general, the release time is best taken when the candidate has research projects underway.
In most instances, the leave is most productive when taken in a single block of time. Alternative timing requests should be explained in the application for release time.

During the release period, the faculty member on leave is expected to perform all other duties, including service, in accordance with the terms of appointment.

Procedures for Differentiated Workloads

- A written differentiated workload request may be initiated by either the faculty member or the supervisor. Differentiated workloads are negotiated for a specific time period, linked to the annual review cycle.
- The faculty member completes and signs the differentiated annual workload form and forwards the paperwork for signatures.
- Differentiated workload paperwork must be completed, with signatures, no later than June 30th of each year, or 90 days after hire, whichever is later.
- Annual evaluations and merit increases for the Libraries faculty with approved differentiated workload agreements are based on those percentages.
- A differentiated workload agreement may be revoked by either party for compelling and unforeseen reasons. In such cases, the workload is renegotiated.

IV.K.2 Senior Instructor’s One Semester Administrative Assignment

Senior instructors who have completed six years (twelve semesters) in rank at 100% appointment are eligible to apply for a one semester (4.5 month) differentiated workload. Faculty with part time appointments of at least 50% are eligible for this benefit on a pro-rated basis. Libraries senior instructors taking a one semester differentiated workload should maintain a work schedule that resembles the following:

- 1/3 time - practice of librarianship (on campus)
- 2/3 time - job related projects or study/investigation - engaged in activities that benefit the Libraries or the University.

Procedures:

- Libraries senior instructors are notified annually of eligibility for a one semester differentiated workload
- Senior instructors who wish to use their one-semester differentiated workload complete the request form.
- If multiple senior instructors’ absence from a department cannot be accommodated in a given semester, the department head decides among them.
- A senior instructor whose one semester differentiated workload has been deferred is eligible for a one semester differentiated workload in the following semester. An approved proposal from a senior instructor that was deferred has priority over a new proposal by a senior instructor from the same department.
- Lack of funding for temporary personnel is not sufficient reason to deny a one semester differentiated workload.
- Recipients of the senior instructor one semester differentiated workload are encouraged to share their experience via a written report or presentation.
Sabbatical Review
Sabbatical proposals are submitted to and considered by the Tenure Committee as a whole for scope, feasibility, timing, etc. The committee advises the Dean of the results of its recommendation.

- Libraries faculty are notified of eligibility for a sabbatical leave by Libraries Administration
- Faculty who wish to use a sabbatical leave complete the University Sabbatical Request Form
- Those without external funding (whether because it is unnecessary, or because it is unavailable), answer “I have investigated possible funding sources for my project and none are available” to the question about external funding.
- Regarding question (7) if you are taking a half-pay (i.e. 12-month) sabbatical, answer Yes or No as appropriate. If you are taking a full-pay (i.e. 6 month) sabbatical, use N/A (not applicable) even though it is not given as a choice on the University form.
- The Chair of the Tenure Committee refers the sabbatical request to the Tenure Committee for their recommendation regarding the content and clarity of the request, and forwards the request and the Committee’s recommendation to the Dean, who makes the final decision.

Deferral of Sabbaticals
Department Directors may determine whether or how multiple simultaneous sabbaticals can be accommodated.

- In the event that the Director cannot support a sabbatical request at the time requested, the Director negotiates an alternative time and provides a written statement explaining why the request cannot be supported and what alternative has been negotiated. The form and statement are then forwarded up the reporting line to the Dean as information.
- The Dean has the authority to prioritize sabbatical leave requests for Libraries faculty. If all sabbatical requests within a single department cannot be accommodated in a given year, the Dean decides among them.
- A satisfactory project proposal from a faculty member whose leave was deferred has priority over a project proposal from a faculty member from the same department whose leave has not been deferred.
- Lack of funding for temporary personnel is not sufficient reason to deny a sabbatical request.
Tenure History
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:

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. Indeed, 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 library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process. (www.ala.org/acrl/standards/jointstatementfaculty)

V.B.1 Librarianship: A Summary of the Field
(To be associated with the Tenure Committee section of the intranet – probably needs updated by someone, per 2/28/14 meeting w/LR)

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 is 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 units. Because non-Libraries faculty may play an important role in determining the success of a recommendation for appointment, re-appointment, promotion, or tenure for Libraries faculty, it is necessary to articulate those special features of librarianship that must be taken into account in assessing the worth of a Libraries faculty member's accomplishments -- both to inform non-Libraries faculty about librarianship, and to inform Libraries 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. Because many librarians' assignments involve them in service to another discipline (e.g. "music librarian", "medical librarian"), non-librarians may mistakenly believe that the librarianship portion of the job is the adjunct rather than the disciplinary specialty. It may be easy to slip into thinking of these "[modifier]-librarians" in terms of what they are not (e.g. not really musicologists) instead of what they are (librarians), but such interpretation is incorrect and
inappropriate.

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, priority, etc. of information resources with reference to the information, curricular and research needs of a particular constituency, and in light of economic and technological considerations; assessing relevance, reliability, availability, priority, 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, lease, loan, identification, etc., information resources needed by an institution or any of its users; providing, through loan or remote access, information resources needed by information seekers outside the primary service constituency; providing access to information resources, whether owned or not, either physically, or in digitized form; 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, and are articulated in various public policy statements of the American Library Association. 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 current organizational needs of the institution for which they work. A faculty member from classics or psychology serves the users of her/his college or university and performs teaching within an institutional context, but although s/he may join purposely or remain with an institution that has a strong commitment to her/his specialty, her/his research and scholarly interests are often not institution-dependent. By contrast, a library faculty member commonly adopts the emphasis of the institution s/he joins, and focuses scholarly activities on the particular issues and priorities 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, sound recordings, computer files, Websites, manuscripts), type of library (e.g. academic, public, corporate), 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. Because of the size of the laboratory, the expense of tests can be tremendous, the results potentially disastrous, and the cost of restoring pre-test conditions insupportable. Works of applied research and descriptions of individual circumstances and experiments, therefore, form a significant and valuable portion of scholarly work within librarianship.

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
In most academic departments faculty cooperate to cover all parts of a coherent curriculum, all facets of student advising, etc. The work of a faculty member who teaches Thucydides or petrology, however, 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 finds a useful information resource may owe the ability to do so to a bibliographer who requested it, an acquisitions librarian who located a vendor for it, or a cataloger who analyzed it fully.

External cooperative endeavors
Libraries are able to serve their constituencies only through the 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 has substantive impact on libraries and their constituencies. Work performed for and under the auspices of cooperative entities varies in how it is most appropriately 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, etc. 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 often 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 Libraries faculty, the "practice of profession" is the practice of librarianship, which may involve cataloging, reference service, systems design, collection development, policy development, management, etc. Only for some librarians will it include any classroom teaching.

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

As is true in other academic departments, Libraries faculty relate to each other collegially, as members of a faculty, and they advance through professorial ranks as do other faculty. Unlike other departments, however, the staffing profile of a library (approximately one quarter faculty, half support staff, and one quarter student workers at the 120 member libraries of the Association for Research Libraries) the diversity of functions encompassed, and the complexity of operations is not easily handled with a flat or loose organizational structure. Libraries, especially large ones, demand some degree of hierarchical structure for effective operation. .

Many Libraries 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 Libraries 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, while, 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/Director, and encompasses administrative responsibilities over a variety of activities and levels of faculty and staff, while "Department Head" indicates managerial authority over a narrower 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.

9. **Libraries faculty work a twelve month year. Most have a relatively inflexible daily schedule**
that may be considered analogous to a "heavy class load"
Libraries faculty work a twelve month year. Most functions encompassed in a Libraries 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 automation systems, and because a prime Libraries' function is to serve the campus whenever service is needed, most Libraries faculty work a relatively inflexible daily schedule. Using the terms of other departments, this might be stated as "Libraries faculty carry a heavy class and advising load every term, including summers".

10. Libraries faculty generally practice their profession in institutions where there is no corresponding course of graduate or undergraduate study
As of July, 2011, there were only 53 institutions hosting a graduate program in library and information science (LIS) that was fully accredited by the American Library Association. Of these, half offered doctoral programs in LIS. Although some library schools offer a few library science courses at the undergraduate level, few four-year institutions offer more than a minor undergraduate concentration in LIS. The University of Colorado at Boulder offers no major or minor concentration in LIS at any level. This is in contrast to almost every other department in which faculty may be located, where the faculty have available to them students at various levels to serve as teaching or research assistants. This lack of an available pool of knowledgeable assistants has an impact on the ease and speed with which a library faculty member may be able to carry out research, and on the scope of projects that may be feasible to consider.

11. Libraries faculty are not interchangeable. Subdisciplines are substantially different in knowledge and skills base
Librarianship consists of a number of distinct subdisciplines. Although all Libraries faculty share a common theoretical and ethical grounding in their discipline and profession, specialization during and after formal academic preparation is the norm. Specializations involve different training, experience, and "bent". Metadata provision is as different from collection development as statistical analysis of language use is from writing poetry. Thus, just as is the case with other faculty, achievements of Libraries faculty cannot be judged against a single broad standard.

12. 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; Libraries 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; Libraries faculty, because of the terminal degree, because librarianship is an applied field, and because of the extent to which Libraries faculties' research agendas are formed by the institutions with which they ally themselves, may take some time to settle on a research focus and begin building a record in it.
13. 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). Libraries faculty have 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. Two of the evaluation tools for the "practice of the profession," however, -- student opinion, and review by "classroom visitors" -- are utilized in only select instances. For most Libraries faculty, they would be irrelevant or inapplicable.

a. Routine evaluation of the practice of the profession: Evaluation of most Libraries faculty'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: Many Libraries faculty rarely come in contact with students. Even those that regularly deal with students generally have contacts that are individualized according 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". At the University of Colorado at Boulder Libraries, such analysis and evaluation is provided through detailed periodic supervisory review. In many ways, such review may be superior to review available to most other faculty through the FCQs. It is because faculty in other departments generally do not have a first level evaluator who is well acquainted, through informed and continual observation of their work, with their level of performance, that they must fall back on soliciting student opinion to help measure it.

b. Evaluation of practice of the profession by 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 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 Libraries 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 Libraries context is to ask faculty colleagues who have reason to be familiar with one or more aspects of a candidate's practice of librarianship to evaluate it. Because librarians often work for a cooperative agency in conjunction with working for their library (see 5 above), a supplementary source of evaluations of the "practice of profession" may be available from those agencies. Contributions to PCC (Program for Cooperative Cataloging), for instance, are subjected to rigorous outside review, so that the evaluation of another member or participant in the cooperative group may be pertinent to the tenure process.

REFERENCES
The academic rank and tenure status of Libraries faculty reflect the time and circumstances under which they were hired, and the changes in those circumstances that may have been instituted during their incumbency. The status of Libraries faculty over time has influenced faculty governance and Libraries administration. To provide information and historical perspective, the following chronology is provided.

Late 1960s: Librarians are granted faculty status. Libraries Faculty participate in the promotion and tenure process, with tenure possible at the rank of Instructor or above. The "practice of librarianship", defined as the librarians' equivalent to teaching, is the primary factor (80%) in tenure and promotion decisions. Scholarly work and service together account for 20% of the decision. The same percentages are applied to compensation decisions.

1983: The routine promotion and tenure process for librarians is suspended in accordance with a decision by the University President. Tenured Libraries Faculty retain tenure. Untenured Libraries Faculty retain their academic rank and are given the option of becoming non-tenure stream faculty or of pursuing tenure in accordance with standards that pertain in other departments. Most new hires are made as non-tenure-stream Instructors, although there is a possibility of negotiating another rank based on achievements at other institutions.

1988: The promotion and tenure process for Libraries faculty is reactivated. Incumbents retain their rank and tenure status. New hires are made on the tenure stream at the rank of Assistant Professor. Tenure and promotion are granted to Libraries faculty on the basis of practice of librarianship (40%), research, creative, and scholarly work (40%), and service (20%). Compensation decisions are based on
60% practice of librarianship, 20% research, creative, and scholarly work, and 20% service.

1991: To provide support for tenure-stream Libraries Faculty pursuing scholarly activities, some librarians are hired into temporary part-time positions at the rank of Instructor. Part-time non-tenure-stream librarians already in the Libraries are given the option of transferring to Support Positions. Those in Support Positions are evaluated on the practice of librarianship only, and are not eligible for scholarly or service support.

1992: Tenure-stream appointments remain the norm for permanent, full time positions, but Academic Affairs clarifies that it may be necessary from time to time, usually for budgetary reasons, to post a position off the tenure stream. Temporary or part time non-tenure-stream faculty appointments may be made as needed to fill in for faculty on sabbatical, on leave, etc.

1997: Three Libraries faculty hired under the reactivated tenure system are granted tenure and promoted to Associate Professor. On recommendation by tenure-stream faculty, the category of librarians hired in direct support of tenure-stream faculty begins to be phased out.

1997: The possibility of “legacy” faculty not on the tenure stream being transferred to the tenure stream is closed by Academic Affairs. Academic Affairs approves the hiring of librarians with little or no professional practice into initial two-year appointments at the rank of senior instructor, followed by an up or out review and for appointment at the rank of Assistant Professor (see IV.P)

2002: Standard workloads for those hired into initial two-year appointments as senior instructor are established at 80/10/20. The total pot of money available for compensation increases for all Libraries faculty is split so that 40% is distributed to performance of librarianship, 40% to achievements in scholarly work, and 20% for service achievements

2009: First Libraries faculty initially hired as assistant professors promoted to full professor

2011: Libraries modifies bylaws to permit librarians in other campus units to be tenured to the Libraries in exceptional circumstances