

Consortium Library

Faculty Evaluation Guidelines

University of Alaska Anchorage



Consortium Library, Dean
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Dated __10/15/13____

Approved_____
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INTRODUCTION

The Library faculty of the University of Alaska Anchorage and its extended campuses have established these guidelines as a basis for the evaluation of its tenure-track faculty for annual progression towards tenure, comprehensive fourth-year, tenure, promotion, and post-tenure reviews. The criteria and guidelines meet the goals and standards of the profession and were established to provide a fair and equitable means to govern the Library promotion and tenure process. The review procedures were developed with the basic assumption of trust that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

The *Library Faculty Evaluation Guidelines* is to be used in conjunction with the current policies and contract provisions listed below. In the event of conflicts, the policies and contract provisions will prevail in descending order as stated.

- United Academics AAUP/AFT Local 4996 and University of Alaska Federation of Teachers collective bargaining agreements and any applicable memorandums of agreement
- UA Board of Regents' policy on faculty appointment, review, promotion, tenure, and sabbatical leave
- UAA Policies and Procedures Relating to Appointment, Review, Tenure, and Promotion, including the *UAA Faculty Evaluation Guidelines (UAA FEGs)*

This revision of the *Library Faculty Evaluation Guidelines* conforms to the *UAA FEGs* adopted June 6, 2012, as revised April 28, 2014. It is to be phased in on the same timeline as the *UAA FEGs*:

The criteria in the new *Faculty Evaluation Guidelines* will become effective for an individual faculty member in the first academic year of service after the completion of their next major review. For the purposes of this transition, major reviews are defined as promotion, tenure, and comprehensive post-tenure review. Additionally, for those faculty members who have not previously been required to undergo a comprehensive post-tenure review, their next post-tenure review will be considered a major review. *UAA FEGs*, June 6, 2012, p. 1.

I. TERMINAL DEGREE STATEMENT

Librarianship is defined in this document as including the work of both librarians and archivists. The minimum requirement for initial faculty appointment is the terminal degree, described as follows.

The terminal degree for librarians is a Master's Degree in Library Science from an American Library Association-accredited school of Library Science as specified in the American Library Association standards for college libraries or equivalent standard.

The terminal degree for archivists is a Master's Degree in History, Library Science, or Archival Studies or equivalent, which includes graduate-level education.

II. QUALITY AND SIGNIFICANCE OF SCHOLARSHIP

Scholarship may take many forms, including discovery, integration, application, engagement, and transformation/integration.

The criteria for the evaluation of scholarship include the following:

- Reflects a high level of discipline-related expertise
- Establishes clear and relevant goals
- Uses appropriate methods and resources
- Effectively documents and communicates activities
- Results in positive impact or outcomes
- Upholds professional ethical standards

Candidates must demonstrate marked strength in at least one of the components of faculty responsibilities. This will usually be in the area of their primary responsibility, or through their integration of scholarly accomplishment across these components. A candidate's area of marked strength is one that draws on his or her unique talents to significantly advance the mission or reputation of the unit and institution (*UAA FEGs*, Section V, Definitions of Academic Ranks and Appointments).

A. Teaching/Librarianship

The Library and its faculty are central to the teaching and academic research mission of the University. In evaluating Library faculty, teaching/librarianship encompasses the basic work responsibilities of a librarian or archivist. These responsibilities include the development, promotion, and use of resources and collections, as well as the operation of the Library.

Depending upon a Library faculty member's workload agreement, he/she may further the instructional, academic research, and/or service mission of the Library in a variety of ways and may incorporate to varying degrees the six aspects of teaching expounded in *UAA FEGs* (Section IV, a. Teaching and Learning): Instruction and Learning Experiences, Librarianship, Building and Developing Curriculum and Learning Resources, Mentoring Students, Advancing Teaching Excellence, and Advancing Student Excellence. Such work also falls within the definition of scholarship set forth in *UAA FEGs* (Section III).

Activities of Library faculty include but are not limited to those enumerated in *UAA FEGs* (Section IV, a. Teaching and Learning), as well as:

- Selecting, acquiring, and preserving collections and resources to support the University's curriculum, programs, and research
- Cataloging and classifying materials
- Identifying, selecting, and applying technologies for information retrieval; and creating bibliographies, websites, and other research tools
- Encouraging and facilitating cooperation between library and departmental faculty to improve and enrich teaching, academic research, and cultural pursuits
- Consulting with students, faculty, and other library users to help them determine appropriate tools and direction for individual library research needs

- Overseeing Library operations
- Creating and maintaining specialized systems that support the organization and retrieval of information in the library environment
- Promoting the Library and its resources
- Providing group instruction through credit courses, workshops, and seminars; developing curriculum materials; and providing instruction through course-integrated sessions, Library orientations, tutorials, and websites
- Providing reference service and individual instruction by teaching Library users to find and evaluate information
- Assessing library collections, facilities, and/or services
- Promoting cultural and recreational reading

B. Academic Research/Creative Activity

Library faculty members on tripartite contracts conduct academic research and are involved in creative activities of many types; such activities may be in Library Science or Archival Management, as well as in other academic subjects. Academic research may consist of collaborative or individual work and may occur in print as well as online format. Some academic research is expected to result in publication by an independent publisher of appropriate academic quality.

The fulfillment of the academic research/creative activity component may include but is not limited to:

- Writing, editing, or compiling books or book chapters, case studies, journal articles, bibliographies, guides, handbooks, reviews of published works, or indexes
- Publishing in peer-reviewed publications or in publications having a high-impact readership, for example, essays in *Choice*, *Library Journal*, *Archival Outlook*, *CRL News*, etc.
- Publishing in emerging media formats of appropriate academic quality, for example, blogs, digital spaces, etc.
- Editing scholarly or professional publications, including journals, newsletters, or electronic media
- Fulfilling a major editorial role for scholarly or professional publications, for example, being on an editorial board or committee
- Authoring grant proposals, or supervising and/or participating in externally funded research projects that relate to the faculty member's academic research or creative activity
- Receiving grant awards, fellowships, or contracts that support the faculty member's academic research or creative activity

- Preparing and/or presenting exhibits or poster sessions for conferences that relate to the faculty member's academic research or creative activity
- Presenting papers, giving workshops, or participating on panels that relate to the faculty member's academic research or creative activity
- Developing creative projects that benefit the profession or academic field

C. Service

The service requirement for Library faculty includes participation in all of the following categories. Service by category may vary from year to year, but faculty are expected to contribute in every category at some point during a review period. Extensive service in one or two categories may offset limited participation in another area(s). The examples below are representative and not exhaustive.

University Service includes all activities that help achieve the mission of the Library or University, such as:

- Serving on University, college, school, Library, or departmental committees
- Participating in faculty governance, task forces, special projects, and some union activities
- Serving as a representative of the University or Library
- Developing outreach and/or programs to support student engagement with curriculum and/or campus activities and/or in answer to other student needs

Professional Service includes all professional activities contributing to the development or advancement of librarianship or archival management, such as:

- Participating in professional organizations
- Serving as an officer of a professional organization
- Maintaining active memberships in professional organizations
- Organizing and/or chairing conferences, symposia, seminars, or workshops
- Serving on an editorial committee or a grant or accreditation review board
- Managing the online presence of a professional organization
- Presenting at, or serving as chair or member of a panel for, a professional conference
- Contributing to technical projects, including those created in conjunction with other libraries or related institutions (e.g., museums)
- Serving as an outside reviewer or copy editor of manuscripts for professional publications

Public Service is divided into the broad categories of Service to Society and Community-Engaged Service. It includes all activities in which the candidate's professional, academic, or leadership competence is made available beyond the University but not to professional associations. Examples of activities in each of these categories are given below.

Service to Society

- Serving on private, government, or public committees
- Serving as an editor or on editorial committees for publications outside the profession
- Providing teaching/librarianship and professional services beyond the University
- Writing for popular and non-academic publications directed to audiences outside the profession
- Providing consulting services beyond the University

Community-Engaged Service

“As a form of public service to society, community-engaged service is distinguished by its focus on collaborative, jointly developed projects designed to apply concepts, processes, or techniques to community-identified issues, concerns, or problems, which result in community change and development.”

UAA FEGs, Section IV, c. Service, (2) Community-Engaged Service

In conjunction with community partners, examples are:

- Developing and participating in community reading programs that advance understanding of important societal issues
- Providing regular instruction in the use of information sources such as the Digital Pipeline for targeted communities
- Demonstrating the use of freely available health information to groups of community patrons (e.g., via social service agencies)
- Identifying, classifying, and preserving important community archives and collections

III. EVALUATION

The Library Peer Review Committee will be established and operate in accordance with guidelines set forth in *UAA FEGs*, Section VIII. Roles and Responsibilities of Reviewers and Candidates. Reviewers must attend a mandatory training when substantive changes to the review process have occurred or at least every four years. This training will be given in the fall and coordinated by Academic Affairs. Prior to conducting the first review during the Fall semester, each committee member will present to the

Committee Chair evidence of completion of the mandatory training in accordance with the *UAA FEGs*, Section VIII, Mandatory Training.

By May 15 each year, the Library faculty will elect by simple majority a Library Peer Review Committee whose charge is to evaluate the work and contributions of candidates under consideration for comprehensive fourth-year, tenure, promotion, post-tenure, and any necessary periodic reviews (see *UAA FEGs*, Section VI. Evaluation Process and Review Cycle, and Appendix I. The Scholarly Agenda).

The Peer Review Committee will be drawn from tenured Library faculty, including those at UAA's extended campuses. The Committee will be composed of five tenured faculty and one alternate, excluding the Library Dean and any non-represented administrative faculty. When promotion is under consideration, the Committee will consist of Library faculty who are at or above the rank to which the candidate aspires. If this is not possible, the Committee will notify the Dean and the Provost to determine appropriate action. If a regular member finds it impossible to review one or more files, the alternate member will take the regular member's place in reviewing the file(s) in question. Otherwise, the alternate member will only participate in the Committee's administrative meetings.

Should any candidate have concerns about the composition of the elected Committee, these concerns should be addressed in writing to the Dean and the Provost within five working days from the announcement of the election results.

The Committee will have an orientation meeting in early fall, during which it will choose a chair and notify the candidates who are under review of its meeting schedule. The meetings will be held in accordance with University policy and collective bargaining agreements. For UAFT-represented faculty, committee voting will be conducted in an open meeting. For UNAC-represented faculty, voting will be conducted in closed session. During the review process, only the candidate and reviewers shall have access to information contained in the candidate's file.

The Committee will examine and discuss the candidate's file in the context of the candidate's bipartite (teaching/librarianship and service) or tripartite (teaching/librarianship, academic research/creative activity, and service) workload. The candidate's contributions to the University will be evaluated according to Section II: Quality and Significance of Scholarship as evidenced in the candidate's file. For a definition and examples of leadership within the context of workload activities, see Appendix A. It is the candidate's responsibility to document his/her contributions in the file.

IV. PEER REVIEW COMMITTEE PROCEDURES

A. Consideration

Reviewers will respect the candidate's right to privacy by treating the contents of the evaluation file and the deliberations of review committees as privileged information to be held in confidence. The review is restricted to material in the candidate's file, evaluations by reviewers in this process, and the candidate's written responses.

The candidate's file is considered closed as of the date of submission and no material may be added to the file, with three exceptions:

1. Prior to submitting the file, a candidate may insert placeholders for expected documents. For example, if a thank-you letter has not arrived by the file's date of submission, a placeholder would be inserted for the letter. The placeholder should be inserted into the front pocket of

the file, should state from whom the document(s) are expected (name, affiliation, contact information), and should give the date the document(s) were requested.

2. Upon receipt of the written evaluation, at each stage of the review process, the candidate may respond within five working days. The written responses will become part of the candidate's file and entered in the front of the file in the section reserved for review and rebuttal. A candidate's written response is always directed to the next higher level of review.

B. Action

After appropriate deliberation, each member of the Committee will vote by ballot for each of the candidate's performance areas (teaching/librarianship, academic research/creative activity, service). A tally will be made for each performance area. The outcome is determined by simple majority. A Committee member may request that another vote be taken, following the same procedures as in the first vote. Each subsequent vote supersedes the prior vote, and prior ballots are to be destroyed. The final ballots will be kept for one year and then destroyed by the chair of the Committee.

The decision of the Committee to recommend or not recommend annual progression towards tenure, comprehensive fourth-year, tenure, promotion, and post-tenure must be based on the Committee's review of the evidence presented in the candidate's file. Significant contributions of the candidate will be noted in the review as well as areas for possible improvement. The review will include a final recommendation and must clearly indicate what the candidate could do to attain tenure and/or reach the next highest rank.

The review is written as a "Findings and Recommendations" document, in the format specified by the Office of Academic Affairs.

The review must be approved by the entire Committee and is then submitted to the Library Dean. The Dean will complete his review of the candidate's file, thus completing the review process within the Library. The files for comprehensive fourth-year, tenure, or promotion are forwarded on to the next level for review. If the overall evaluation of a (sixth-year) comprehensive post-tenure review by the Library Committee and the Dean is satisfactory, the review proceeds no further and is complete. An unsatisfactory review by the Library Committee or the Dean will proceed to the next level for review.

V. REVIEW

A candidate undergoing review must notify the Library Dean, or Campus Director, or Campus President, of his/her decision regarding the selection of evaluation criteria (see *UAA FEGs*, Section VI, Review Cycle).

Except in the case of a mandatory review, it is the candidate's responsibility to notify the Library Dean, or Campus Director or President, of his/her intent to stand for promotion and/or tenure in accordance with established deadlines.

The candidate is responsible for submission of a review file appropriate to the purpose of the review and for timely submission to the Library Dean of names and contact information when external reviewers are required.

For library faculty, external reviewers are professionals who can evaluate the candidate's teaching/librarianship, academic research/creative activities, or service. An external reviewer, for

example, may be but is not limited to a librarian, archivist, or healthcare professional from an academic or nonacademic institution outside of the UA system.

A. Annual Progression towards Tenure

Tenure-track faculty undergo an annual progression towards tenure review in years in which they are not required to stand for a comprehensive fourth-year, tenure, or promotion review. The evaluation is conducted by the Library Dean or his/her designee, or in the case of extended campus faculty by the Campus Director or President, or designee.

The annual review will consider the candidate's performance from the time of initial appointment or last promotion, whichever applies. It should evaluate and comment specifically on the faculty member's performance with regard to his/her progress toward tenure and/or promotion. Reviewers make their recommendation based on the workload agreement and promotion criteria for the candidate's current rank.

For this review, the candidate submits an abbreviated file (see *UAA FEGs*, Section VI, Full and Abbreviated Files).

B. Comprehensive Fourth-Year

Tenure-track faculty undergo a comprehensive and diagnostic review in their fourth year by peer-review committees, administrators, and the Provost. This review provides the candidate a full assessment of his/her progress towards tenure and promotion, including strengths that should be sustained or built upon, as well as gaps or areas that need to be strengthened. Once the file has been submitted, the candidate may not request that the review be converted to a tenure or promotion review.

For this review, the candidate submits a full file (see *UAA FEGs*, Section VI, Full and Abbreviated Files).

C. Tenure

Tenure-track faculty undergo a tenure review as specified in his/her letter of appointment, and in accordance with current policies and collective bargaining agreements. Tenure review is conducted to determine whether a tenure-track faculty member's work has demonstrated a consistent pattern of high-quality and significant scholarly achievements across all areas of responsibility. To achieve tenure, the candidate must show that he/she has met or exceeded the criteria appropriate to his/her faculty rank, has contributed to the Library and University missions, and that his/her contributions are likely to continue. Assistant Professors applying for tenure concurrently apply for promotion to the rank of Associate Professor.

Tenure assures the academic community of an environment that will nurture academic freedom by providing employment security to faculty members, as well as faculty continuity to the University. Tenure gives the faculty member freedom to teach, conduct academic research, or engage in community service, while maintaining high standards of professional competency, performance, leadership, and conduct.

The awarding of tenure is a serious decision affecting both the individual faculty member and the University. Tenure is a privilege, not a right, and the standards demanded in achieving it are rigorous.

For this review, the candidate submits a full file (see *UAA FEGs*, Section VI, Full and Abbreviated Files).

D. Promotion

Promotion recommendations for eligible faculty members will be based on criteria given in this document and whether or not the candidate has met the Library and University unit criteria. The review period is the time since the candidate's file submission for his/her last comprehensive review, tenure, or promotion decision. The promotion review is a summative assessment of the candidate's achievements, as appropriate to his/her appointment and position.

The range and quality of leadership accomplishments are expected to progress over time (see Appendix A). The candidate must demonstrate through the promotion file that each component (teaching/librarianship, academic research/creative activity, service) of his/her workload meets the applicable requirement. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewers shall objectively state how the candidate fails to meet the applicable requirements.

For this review, the candidate submits a full file (see *UAA FEGs*, Section VI, Full and Abbreviated Files).

Bipartite Assignment

Assistant Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline
2. Documented clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained growth and an increasing development of leadership or innovation contributing to the mission of the Library.

- b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline
2. Documented evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

Tripartite Assignment

Assistant Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline
2. Documentation of definite promise or evidence of achievement of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance of those responsibilities listed and described in Section IIA.
 - b. Academic Research/Creative Activity: Demonstrated contribution(s) to Library Science, Archival Management, or other academic fields (see Section IIB).
 - c. Service: Service to the University, profession, and the public through memberships or committee work showing a willingness to contribute.

Associate Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline

2. Demonstrated clear and convincing evidence of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained growth and an increasing development of leadership or innovation contributing to the mission of the Library.
 - b. Academic Research/Creative Activity: Performance should exceed that of the previous rank. There should be demonstrated commitment shown by a continuing record of activities as described in Section IIB.
 - c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include a demonstrated ability to provide leadership and/or to contribute effectively to the work of the respective service group or committee.

Professor:

1. Terminal degree in Library Science, Archival Management, or related appropriate field or discipline
2. Demonstrated evidence of an extensive record of high-quality and significant scholarly accomplishments in the responsibilities appropriate to the work assignment:
 - a. Teaching/Librarianship: Performance should exceed that of the previous rank. There should be a record of sustained excellence in those activities listed in Section IIA. There should be solid evidence of sustained leadership and innovation in contributing to the mission of the Library and the University.
 - b. Academic Research/Creative Activity: Performance should exceed that of the previous rank. There should be a sustained record of academic research/creative activity as described in Section IIB. It should include works of original academic research, original conceptualization, unique design, and/or extensive works involving the diffusion of knowledge or information.
 - c. Service: Performance should exceed that of the previous rank. There should be continuing service to the University, the profession, and the public through active participation, committee work, and holding of office. Service should include sustained, demonstrated, and effective leadership in the University community and beyond as listed in Section IIC.

E. Post-Tenure

Tenured faculty will be subject to post-tenure review in accordance with current policies and collective bargaining agreements.

The third-year post-tenure review is required of UAFT faculty only. Their Campus Director or President or designee makes the evaluation, as does the Library Dean or his/her designee. For this review, the candidate submits an abbreviated file.

For the (sixth-year) comprehensive post-tenure review, the evaluators are the Library Peer Review Committee and the Library Dean. In the case of an unsatisfactory review, the file proceeds to the University-wide Peer Review Committee and the Provost. For this review, the candidate submits a full file (see *UAA FEGs*, Section VI, Full and Abbreviated Files).

The file should document a record of continuing success, contributions, and leadership indicating that the candidate continues to meet promotion criteria appropriate to his/her current rank during the period under review.

F. Distinguished Professor and Professor Emeritus

Refer to *UAA FEGs*, Section V, Academic Rank, Appointment, and Tenure, for the definitions and requirements of these two ranks, and for the nomination and review process.

APPENDIX A: Leadership

Candidates for promotion in rank are expected to demonstrate leadership in the areas of teaching/librarianship, academic research/creative activity (for those in tripartite assignments), and service. While there are many definitions of leadership, its essence is about setting agendas, identifying problems, and initiating change that make for substantive improvements in the organization. The scope and quality of leadership accomplishments are expected to progress over time.

Fulfillment of leadership for Library faculty may be via *formal* means (e.g., chairing committees or other groups; editing scholarly publications; serving as a principal investigator on a grant) or via *informal* means, where an individual does not hold power or formal authority, but still influences or leads others based on the ability of that person to evoke respect, confidence, and trust through high-quality teaching/librarianship, service, and/or scholarly pursuits.

Teaching/Librarianship

Accomplishments may include but are not limited to the following examples listed in no particular order.

- Demonstrates leadership in course and curriculum development; in designing, developing, and/or evaluating materials which enhance the teaching process
- Demonstrates leadership by designing, developing, and/or teaching or facilitating credit/non-credit workshops, seminars, and/or short courses
- Receives recognition and honors for teaching/librarianship excellence; receives significant fellowship(s)
- Contributes regionally, nationally, or internationally to the body of knowledge related to librarianship
- Is widely recognized by reputation for expertise in his/her specialized area of librarianship (e.g., reference, archives, collection development, etc.) by colleagues both within the Library and beyond
- Serves as an evaluator, consultant, or visiting lecturer

Academic Research/Creative Activity

Accomplishments relating to or supporting the faculty member's academic research/creative activity may include but are not limited to the following examples listed in no particular order.

- Publishes or edits works of significance, including monographs or articles in peer-reviewed publications
- Edits scholarly or professional publications, including journals, newsletters, or electronic media

- Fulfills a major editorial role for scholarly or professional publications, for example, is on an editorial board or committee
- Authors or serves as principal investigator for grant proposals or externally funded academic research projects
- Is invited to speak or present at state, regional, national, or international conferences
- Serves as an evaluator, consultant, or visiting lecturer in areas related to academic research or creative activity
- Receives recognition and honors for academic research contributions; receives research fellowship(s)
- Writes or edits papers of significance (project reports, position papers, etc.) that are widely disseminated
- Is widely recognized or cited by colleagues both within and external to the Library for expertise or contributions to the field

Service

Accomplishments may include but are not limited to the following examples listed in no particular order.

- Represents the Library/University at state, regional, national, or international meetings
- Chairs or provides a leadership role on a Library or University committee
- Chairs and/or serves on special review groups, task forces, and policy-making bodies
- Is a recognized leader in state, regional, national, or international organization(s)
- Serves as a consultant to colleagues in area of expertise at state, regional, national, or international level
- Takes an active role in mentoring newer faculty members

APPENDIX B: History

A Library committee composed of Tohsook Chang, William Siemens Jr., and Dennis Walle drafted this document, which was approved by the Library faculty in 1981. In 1985, a committee composed of Catherine Innes-Taylor, William Siemens Jr., and Dennis Walle made further revisions.

In January 1989, the Library Director charged three subcommittees chaired by Ronald Lautaret, William Siemens Jr., and Dennis Walle to rewrite the *Library Peer Review Criteria* in light of new UA and UAA policies and procedures relating to review, promotion, and tenure.

In 1999, a committee composed of Julianna Braund-Allen, Susan Elliott, Leza Madsen, Kathleen Murray, and Dennis Walle began additional revisions. The Library faculty approved these revisions in January 2001.

Modifications have also been approved since then, notably in 2002, 2004, and 2007. Significant revisions were made in 2010 by the committee consisting of Julianna Braund-Allen, chair; Daria O. Carle; Christina Carter; Judith Green; and Kathleen Murray. Additional changes to this document were proposed in 2012 by the committee consisting of Julianna Braund-Allen, chair; Daria O. Carle; Christina Carter; Judith Green; Jodee Kuden; and Ralph Courtney.

In 2013 and 2014, co-chairs Julianna Braund-Allen and Jodee Kuden, along with committee members Daria O. Carle and Ralph Courtney retitled and revised the document to conform to the newly adopted (June 6, 2012, as revised April 28, 2014) *UAA FEGs*.