University of Colorado **Denver**

Campus Administrative Policy

Policy Title: **Comprehensive Review of the Auraria Library Director**

Policy Number: 1016D   Functional Area: Academic and Faculty Affairs (1000s)

Effective: March 1, 2026

Approved by: Kenneth T. Christensen
                                        Chancellor, University of Colorado Denver

Applies to: CU Denver

A.   Introduction

This policy establishes the process for conducting periodic comprehensive reviews of the Auraria Library Director (henceforth, the director) at the University of Colorado Denver. The main purpose of these reviews is to provide a consistent opportunity, primarily, for the library faculty and staff to offer feedback on the director's performance. The feedback collected through this process serves to assist the director in guiding their unit effectively and helps the provost make a decision regarding the director's reappointment. This policy follows Regent Policy 3.F.2, which sets the framework for evaluations of university officers.

B.   Policy Statement

1.   Timing of the Review

a. The first comprehensive review for a new director will happen in their third year, and for continuing director, it will occur every five years thereafter.

b. In September of the review year, the provost will meet with the director to inform the director about the upcoming review and address any questions they may have regarding the process.

c. The review shall be concluded in an academic year, starting with the provost's charge letter to the review committee by October 1, the committee

submitting its report by March 1, and ending with the provost's decision regarding the reappointment by June 30.

d. If the director informs the provost in writing of their intent to retire, resign, or return to a faculty position within one year of the scheduled review, they will not undergo review.

2. **Appointment and Charge of Review Committee**

a. The provost will appoint a review committee consisting of at least seven members, subject to the university's conflict of interest rules (Regent Policy 8.A.3).

b. The committee shall include at least one library staff members, two library faculty members, one Community College of Denver (CCD) faculty member named by the CCD Provost, and one Metropolitan State University of Denver (MSU Denver) faculty member named by the MSU Denver Provost.

c. The committee composition should strive to reflect the diversity of faculty and staff in the library. Staff and faculty representatives should be selected from different departments. Library faculty representatives will be from different ranks.

d. The provost will appoint a committee chair, typically a senior faculty member or an administrator from outside of the library, with experience in leading college-wide or campus-wide committees. The role of the chair is to facilitate the work of the committee and administer the committee without voting or otherwise influencing the content of the report.

e. The provost will provide the committee with a charge letter that outlines the goals of the review process and highlighting confidentiality and relevant policies. The letter will also specify the staff from the Office of the Provost who will provide administrative support to the review committee.

f. All committee members will be required to attend training provided by CU Denver Human Resources on review processes and relevant policies. The members will be asked to sign a statement of confidentiality that aligns with Regent Policy 8.A.7 and complies with Regent Policy 3.F.2.C.

3. **Collecting and Organizing the Feedback**

a. The main function of the review committee is to coordinate information gathering and write a summary report.

b. Information gathering will be informed by the competency-based leadership instrument developed by University of Colorado Boulder Academic Leaders Institute (ALI model), which is included in the appendix.

- The library director will be evaluated based on these three ALI model categories: *I. Visionary Leadership; VIII. Developing Self and Others; and X. Resource and Financial Management* In addition to these three, the director will be evaluated on a fourth category based on cultivating and managing partnerships and relationship-building reflecting the tri-institutional role of the library.

- The review committee may include one additional (a fifth) category from the ALI model. The committee shall decide on this category by its second meeting and the chair shall communicate it to the provost, who will communicate it to the director.

- When evaluating a director's effectiveness, the provost may direct the committee to gather information and input from qualified offices at CU Denver as well as from MSU Denver and CCD.

c. The director will provide a statement of accomplishments and a self-evaluation for the review period covered as well as long-term goals and objectives covering the next five years.

d. The review committee will gather, organize, and summarize input from the library faculty and staff.

e. The Office of Institutional Research and Effectiveness will support the review committee by providing expert support in assessment methods, survey design, and data analysis.

f. The collected data will be made available to the provost along with the summary report.

4.   Review Committee's Summary Report

a. The review committee will summarize the information collected on the director's performance, organized thematically in alignment with the five categories.

b. In preparing its summary, the committee may use the feedback gathered from stakeholders and any relevant documentation.

c.	The review committee will present its summary report to the provost using a template provided by the Office of the Provost. This report will describe the methodology and outline the committee's findings, identifying areas of strengths and weaknesses, and providing suggestions for improvement.

d.	The committee shall not make a recommendation for the director's reappointment, but such statements can be included in the report if they are part of the collected input from the stakeholders.

e.	The committee is required to submit the report to the provost by the date included in the charge letter.

f.	The provost may meet with the committee chair to discuss the report.

**5.	Conclusion of the Review**

a.	The provost will share the report with the CCD and MSU Denver Provosts and may meet to discuss the report with them.

b.	The provost will share the report with the director and will meet with the director to discuss it.

c.	The provost will share a summary of the report with the library faculty and staff in line with Regent Policy 3.F.2.C.

d.	The provost will decide on the director's reappointment and the length of the reappointment and inform the library director, library faculty, and staff.

Notes

1.	History:
- Dates of official enactment: January 1, 2025
- January 1, 2025: Policy is created by Associate Vice Chancellor for Faculty Affairs based on Comprehensive Review of Deans policy to adopt to the needs and tri-institutional nature of the Auraria Library.
- February 2026: Revised to adjust language in alignment with Policy 1022D.

2.	Cross References/Appendix:
- Board of Regents Policy 3F "Evaluations for Officers of the University and Officers of the Administration"
- Board of Regents Policy 8.A.3 "Conflicts of Interest"

- Board of Regents Policy 8.A.7 "Privacy and Confidentiality"

3.   Responsible Office(s):
- Office for Faculty Affairs

Appendix: Academic Leadership Institute Competencies
(Developed by CU Boulder's Academic Leadership Institute)

I. Visionary Leadership	
1. Communicates the shared vision in a compelling and inspiring manner.	1.1. Shared vision
2. Embraces a possibility mentality.	1.2. Possibility mentality
3. Anticipates the future of the discipline.	1.3. Discipline
4. Is perceptive about the desires and needs of stakeholders (i.e. students, faculty, administration, industry, donors, academic leaders, alumni).	1.4. Stakeholders
5. Is strategic -- able to establish a vision, mission, and goals; and tactical -- able to identify tactics, measurements, and action plans, to achieve a vision.	1.5. Strategic
6. Leads change initiatives and is an effective sponsor of change.	1.6. Leads change initiatives
7. Demonstrates willingness to take risks in the pursuit of excellence and innovation.	1.7. Take risks
8. Reflects the culture of service leadership, has a consistent leadership presence, and embodies the value and the role of the academic administrator in such a way that it inspires succession planning.	1.8. Service leadership
II. Ethics and Integrity	
1. Accepts all that comes with being entrusted with the responsibilities of the institution and its policies and procedures, including the legal, financial, and ethical implications that go with these.	2.1. Responsible
2. Articulates the alignment of one's own values with the organization	2.2. Articulates

and the profession.	values
3. Clearly and consistently demonstrates ethical behavior and integrity in all aspects of daily work such as teaching, mentoring, commercialization.	2.3. Ethical behavior
4. Provides guidance on, and is a role model of, ethical behavior.	2.4. Ethical role model
5. Fosters trust through the consistent demonstration of integrity.	2.5. Fosters trust
6. Courageously challenges in situations where ethics or integrity are threatened.	2.6. Ethical situations
7. Is scrupulously fair and honest in all interactions.	2.7. Fair and honest
8. Recognizes the principles of conflict of interest and is able to respond appropriately.	2.8. Conflict of interest
III. Communication	
1. Makes clear and convincing presentations, in writing or orally, that achieve their purpose, tailored to the audience.	3.1. Presentations
2. Listens perceptively, responding to others in a way that reflects understanding of spoken content and accompanying emotions**.**	3.2. Listens
3. Knows when and how to hold difficult conversations.	3.3. Difficult conversations
4. Expresses thoughts, information and proposals in a clear and convincing manner, in writing or orally.	3.4. Expresses thoughts
5. Is sophisticated in use of consultation skills, interweaving communication and problem solving with individuals and groups.	3.5. Consultation skills
6. Regularly communicates to advance the work of the unit.	3.6. Regularly communicates
7. Models civility, mutual respect, and common courtesies.	3.7. Models civility
8. Possesses the appropriate disposition to deal effectively with faculty, administrators, and staff within the college and campus structure and across the institution.	3.8. Disposition
9. Demonstrates emotional intelligence and is sensitive and empathetic.	3.9. Emotional intelligence
10. Treats others with understanding, dignity, and respect; fosters an environment of mutual trust and helps develop a sense of belonging and pride in the university community.	3.10. Treats with respect
11. Is able to discern appropriate method of communication e.g. email, face-to-face meeting, group process.	3.11. communication methods
IV. Building Collegiality	
1. Creates a sense of belonging for individuals and camaraderie within	4.1. Unit belonging

the unit.	
2. Provides transparent leadership, is consistent and predictable, and keeps appropriate parties informed in order to foster a culture of trust.	4.2. Transparent leadership
3. Maintains an open door to all constituents encouraging open communication, feedback and discussion.	4.3. Open door

4. Is candid and honest with all, including those above and below in the organization.	4.4. Candid and honest
5. Fosters networking for self and others.	4.5. Fosters networking
V. Leading Through Conflict—Managing Conflict	
1. Recognizes diverse viewpoints, brings conflicts into the open and approaches them as opportunities for growth, and involves appropriate parties to find common ground or acceptable alternatives.	5.1. Diverse viewpoints
2. Mediates conflicts, working out tough agreements to settle disputes equitably.	5.2. Mediates conflicts
3. Builds partnerships and works collaboratively with others across the organization to achieve shared objectives.	5.3. Builds partnerships
4. Analyzes conflict situations to gather data and determine stakeholder interests.	5.4. conflict situations
5. Is willing to make hard choices and stand firm on decisions, and effectively deals with difficult and disruptive behavior.	5.5. Hard choices
6. Challenges upper administration with the aim of influencing for the best outcome, while modeling positive attitudes and respect for differing roles and responsibilities.	5.6. upper administration
7. Avoids bias and is able to act as a neutral third party without regard to the professional status of the individuals involved in the conflict.	5.7. Avoids bias
8. Understands and holds knowledge of systems available and resources available for conflict management such as policies, campus offices, guideline documents.	5.8. Available resources
9. Is perceptive to faculty concepts and able to anticipate conflicts and know when to step in.	5.9. Perceptive
10. Engages in appropriate record keeping around substantive conflict issues.	5.10. Record keeping
VI. Values and Cultivates an Environment of Diversity and Inclusion	
1. Cultivates diversity – values diversity as exhibited in recruiting,	6.1. Cultivates diversity

hiring and retaining diverse talent, facilitating work, and leveraging the benefits of different perspectives.	
2. Promotes a supportive and inclusive climate for all by recognizing, valuing and working to actively engage individuals of different ethnic, regional, cultural, economic and religious backgrounds, as well as people who are first-generation immigrants, people with disabilities, people who are parents, people of different sexual and gender identities and expressions, people of different ages, political viewpoints, veteran status, and many others.	6.2. Inclusive climate
3. Fosters intercultural competence by shifting cultural perspective and adapting behavior to cultural commonality and difference. Possesses a deep cultural self-awareness and deep understanding of the experiences of people from different cultural communities -- in perceptions, values, beliefs, behaviors and practices -- and behaviorally shifts across these various cultural differences.	6.3. Intercultural competence
4. Competently addresses issues that arise with students or colleagues.	6.4. Addresses issues
5. Understands institutional resources and responsibilities particularly related to reporting violations.	6.5. Understands resources
6. Recognizes the role of implicit bias in campus interactions.	6.6. Implicit bias
VII. Creative and Strategic Problem Solving	
1. Frames questions that encourage exploration of problems.	7.1. Frames questions
2. Utilizes data as a foundation for problem solving and making decisions.	7.2. Data for decisions
3. Utilizes and analyzes data and problems to identify root causes and systemic issues.	7.3. Data for issues
4. Evaluates solutions before implementation.	7.4. Evaluates solutions
5. Navigates obstacles and barriers.	7.5. Navigates obstacles
6. Is adaptable, and models curiosity, perseverance, open-mindedness and flexibility.	7.6. Adaptable
7. Demonstrates both analytical and strategic thinking.	7.7. Analytical thinking
8. Intentionally utilize collaboration as a method of problem solving.	7.8. Collaborative problem solving
9. Consults with pertinent institutional offices when appropriate (legal, human resources, fiscal accountability offices,	7.9. Institutional offices

research misconduct, Office of Institutional Equity and Compliance, Faculty Affairs, Faculty Relations, etc.).	

VIII. Developing Self and Others

1. Maximizes the ability of faculty and staff to meet their responsibilities through mentoring, coaching and guidance.	8.1. Mentoring, coaching

2. Possesses keen self-awareness and is a reflective practitioner, prioritizing the work over self and not letting personal ambitions get in the way; is capable of conducting self-evaluation; and is authentic and empathetic.	8.2. Self-aware
3. Provides support for the development of others through encouragement and fair allocation of resources.	8.3. Resource allocation
4. Listens to and learns from others.	8.4. Listens
5. Is intentional in creating a learning environment for self and others.	8.5. Learning environment
6. Demonstrates humility, owns mistakes, and fails well.	8.6. Humility
7. Solicits feedback about one's own leadership performance for self-improvement.	8.7. Solicits feedback

IX. Planning, Managing, and Organizing

1. Utilizes time effectively – allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness. Meets regularly but judiciously, ensuring that meetings are productive.	9.1. Time management
2. Convenes and facilitates effective meetings with well-designed agendas, holding to decision- making procedures while soliciting broad and diverse perspectives, facilitating collegial group and interpersonal dynamics, and ensuring collective decisions are communicated and implemented.	9.2. Effective meetings
3. Delegates with empowerment – delegates to appropriate individuals, provides focus and attention to detail, and empowers others with skills and authority.	9.3. Delegates
4. Prioritizes and organizes – clarifies priorities for self and others, determines course of action, and follows up to ensure progress.	9.4. Prioritizes and organizes
5. Possesses the ability to make responsive and effective changes to organizational structures.	9.5. change management

X. Resource and Financial Management

1. Conducts thoughtful analysis of short and long-term departmental resource needs to make key financial and resource decisions and advocates effectively for the unit.	10.1. Resource analysis
2. Understands the academic budget model and process, and decision-making authority as well as the meaning and implications of this for the department.	10.2. Academic budget model
3. Understands and oversees the budget management process at the department level and informs decision-making to ensure alignment between unit goals and financial expenditures.	10.3. Budget management
4. Attends to appropriate external roles such as advisory boards and advancement.	10.4. External roles
XI. Unit, Institutional and High Education Knowledge	
1. Possesses knowledge of institutional culture, practices, policies and procedures, and understands the values and structure of the academy.	11.1. Institutional culture
2. Understands the interests and needs of all constituents -- students, staff, faculty, donors, and industry representatives.	11.2. Constituents
3. Understands the role, constraints, agenda and perspectives of others.	11.3. Others agenda
4. Balances the interests of one's unit with those of other units and the university as well as the political environment.	11.4. Balance interests
5. Understands and appreciates the specializations, aspirations, and strengths of faculty and staff in the unit.	11.5. Unit strength
6. Understands the university infrastructure and utilizes human resource practices, laws, legal guidance, relevant policies, experts and procedures as appropriate.	11.6. University infrastructure
7. Provides intellectual leadership in the development of departmental programs, curriculum, unit hires, and planning in anticipation of the future of the unit.	11.7. Future planning
8. Conducts due diligence in matters related to faculty and staff hiring, evaluation, merit and salary issues.	11.8. Hiring and retention