Part 2: Criteria for Evaluating Libraries Faculty for Reappointment, Comprehensive Review, Promotion, and Tenure

General criteria for evaluating Libraries faculty for reappointment, comprehensive review, promotion, tenure, and post-tenure review are (1) the practice of librarianship, which is considered the equivalent of teaching in other campus departments, (2) scholarly and creative work, and (3) service, which includes service to the Libraries, the campus, and the profession. The most critical factors in reappointment, comprehensive review, promotion, and tenure cases are the quality and impact of a candidate’s work.

Criteria are reviewed and updated regularly, on a cycle tied to the seven-year Academic Review and Planning Advisory Committee (ARPAC) review. The Executive Committee will appoint a group of pre-tenured, tenure, and instructor rank faculty to conduct the review.

Practice of Librarianship
We evaluate the practice of librarianship based on the following three criteria:
- Performance of Core Responsibilities
- Trajectory and Growth
- Impact

Performance of Core Responsibilities
Library faculty dossiers must include all position descriptions and revisions during the time period under review. The position description documents the major duties and core responsibilities of the position, and it may be updated over time to reflect changes to core responsibilities.
- Meritorious: Evidence of a high level of achievement in professional performance, defined as successfully carrying out the faculty member’s responsibilities as specified in their position description(s) for the time under consideration.
- Excellence: Beyond the level of achievement required for meritorious, with evidence of consistently outstanding performance in the area(s) of core responsibilities at a rigorous and challenging level; demonstrated, significant impact on the development, management, and/or implementation of high quality collections or services.

Trajectory and Growth
At the time of review, candidates must demonstrate continued development and professional growth in their appointed position(s).
- Meritorious: Evidence of continued growth and the development of expertise in the knowledge and skills required for their position(s). The candidate must demonstrate that they will continue to develop in their appointed position.
- Excellence: Beyond the level of achievement required for meritorious, with evidence that the faculty member is greatly accomplished in their area of expertise, has continued to develop their knowledge and skills, and/or has expanded their areas of expertise to other relevant domain areas.
Impact

The work of library faculty can have an impact in a wide range of areas depending on their job duties. The categories outlined below (in alphabetical order) provide potential areas in which candidates can demonstrate impact:

- **Collaboration**
- **Fostering inclusion**
- **Impact on research and learning**
- **Influence on the practice of librarianship**
- **Innovation**
- **Leadership and management**

Not all of these categories will apply to every candidate, dependent on the individual’s librarianship duties. Candidates are not expected to demonstrate achievement in all of the areas.

**Collaboration**
Librarianship is a collaborative effort that requires building relationships, maintaining projects, and mutual support of colleagues both inside and outside of the University Libraries.

- **Meritorious:** Evidence of success in building and maintaining essential relationships; demonstrated contributions toward projects, and in support of colleagues, through the candidate’s collaborative work.
- **Excellence:** Evidence of success in building and maintaining especially productive collaborations, including key support roles in the success and/or longevity of existing projects or relationships, or those leading to new initiatives or projects.

**Fostering Inclusion**
Librarianship, as a profession, values intellectual freedom, equity, inclusion, and diversity. Library faculty affirm inclusive excellence and diversity\(^1\) to be vitally integral to the practice of librarianship, and actively support the values outlined in the [CU Libraries’ Commitment to Diversity and Inclusive Excellence statement] (https://www.colorado.edu/libraries/about/commitment-diversity-and-inclusive-excellence); by the [American Library Association] (http://www.ala.org/advocacy/diversity); the [Association of College and Research Libraries] (http://www.ala.org/acrl/standards/diversity); and the [University of Colorado Boulder] (https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence).

- **Meritorious:** Demonstrated contributions to activities creating, supporting or promoting inclusion, equity, and intellectual freedom initiatives. Incorporates these values in their practice of librarianship.
- **Excellence:** Demonstrated, sustained, and widely significant contributions to activities creating, supporting or promoting inclusion, equity, and/or intellectual freedom; evidence of significant outcomes and impact in promoting an inclusive environment through incorporating these values in their practice of librarianship.

**Impact on Research and Learning**
Library faculty can have a large impact on research and learning practices, often achieved by either partnering directly with researchers and teaching faculty or by developing collections or building and maintaining tools, systems, services, policies, or communities of practice.

- **Meritorious:** Demonstrated contributions to supporting, enhancing, or promoting research and

---

1. As defined by the CU Boulder IDEA Plan, p. 5
2. [https://www.colorado.edu/libraries/about/commitment-diversity-and-inclusive-excellence](https://www.colorado.edu/libraries/about/commitment-diversity-and-inclusive-excellence)
3. [http://www.ala.org/advocacy/diversity](http://www.ala.org/advocacy/diversity)
5. [https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence](https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence)
Influence on the Practice of Librarianship
Library faculty work within a national community of practice that shares and establishes best practices, standards, and guidelines. CU Boulder library faculty are often leaders in their field who can have substantial influence on how librarianship is practiced.

- **Meritorious:** Evidence of consistent and sustained adoption, support, and advocacy for best practices, standards, guidelines and similar within their practice of librarianship.
- **Excellence:** Beyond the level of achievement for meritorious, excellence may be demonstrated by instrumental contributions in the development of standards or practices, such as those produced by recognized bodies at the national or international level; the creation of widely adopted, acclaimed, or influential best practices, standards, guidelines, instructional or procedural materials, and similar; or the creation or development of particularly impactful workflows, activities or documentation that materially changed the organizational culture and/or the practice of librarianship within the Libraries, campus, or professional organization(s).

Innovation
Innovation within the Libraries is experimenting with new ideas, pedagogy, techniques, or alternative approaches to library procedures, services, workflows, or physical environments.

- **Meritorious:** Demonstrated contributions in experimentation with and assessment of new ideas, techniques, or alternative approaches to library procedures; Ongoing support of practices considered innovative or new.
- **Excellence:** Demonstrated, sustained, and widely significant contributions in experimentation with and assessment of new ideas, techniques, or alternative approaches to library procedures; creating, designing, facilitating, or leading programs to encourage innovation and experimentation; introducing new best practices around communicating innovation and new ideas.

Leadership and Management
Library faculty may participate in high-level decision-making and strategic planning within or beyond their unit; influence the activities of individuals and groups and manage human, material, or financial resources to support, advance, or achieve the Libraries’ or campus’ strategic mission and goals; and/or provide effective leadership and management for activities that support, advance, or achieve unit, departmental, or Libraries strategic initiatives.

- **Meritorious:** Evidence of active participation in high-level decision-making and strategic planning within or beyond their unit, and/or providing effective leadership or management for activities that support, advance, or achieve Libraries or campus strategic initiatives.
- **Excellence:** Demonstrated, sustained, and exemplary leadership or management of initiatives or activities that support, advance, or achieve Libraries or campus strategic initiatives, and/or especially significant or influential contributions to strategic planning initiatives.

Multiple Measures of Librarianship
Dossiers for all candidates for reappointment, comprehensive review, tenure, or promotion must include at least three “multiple measures” by which the practice of teaching/librarianship is evaluated, some of which are solicited by the Primary Unit and some of which are supplied by the candidate.
Multiple measures included in the dossier must contain at least one measure beyond the letters described below.

**Terminology: Evaluator, Supervisor**

The concept of a faculty member’s work being supervised by another is unfamiliar to most teaching faculty. Therefore, to the extent possible, those who prepare such evaluations are encouraged to refer to these letters as from “Internal evaluators.”

**Letters solicited by the Primary Unit**

**Measure: Libraries' evaluator letters**

For each candidate, letters are solicited from two internal Libraries’ evaluators, determined by the candidate’s specific organizational responsibilities and role in the libraries. These evaluations are the equivalent of what teaching faculty might regard as a multi-year teaching evaluation.

**Exceptions to soliciting Libraries' evaluator 1 and 2 letters**

For those faculty for whom either of the two Libraries evaluator letters would typically be submitted by the Dean, letters from additional Libraries colleagues may be solicited by the Primary Unit.

**Measure: Libraries or Campus colleague letters**

Candidates for review may suggest the names of faculty colleagues within or outside the libraries who can provide an informed evaluation of some aspect of their work that may be otherwise insufficiently covered in the dossier. In general, no more than one such letter from libraries or campus colleagues is solicited for reappointment or comprehensive review dossiers, and no more than three are solicited for review for tenure or for promotion dossiers. Working from the names supplied, the Primary Unit solicits such evaluations as it believes will be useful for the review.

**Evaluation of instructional activities gathered by the Primary Unit**

**Measure: Faculty Course Questionnaires (FCQs)**

Faculty who teach credit courses must include in their review dossiers all FCQs received during the period under review.

**Measure: Teaching Evaluations**

All pre-tenure faculty who have significant teaching and/or credit-course teaching as part of their responsibilities are evaluated by the Tenure Committee Teaching Evaluation subcommittee. At least one evaluation should be conducted annually. The review dossier includes all evaluations received during the period under review.

Non-tenure stream and tenured faculty who have significant teaching and/or credit-course teaching may request a teaching evaluation by contacting the subcommittee. The review dossier includes all evaluations received during the period under review.

**Measure: Solicited Student Letters**

Some candidates may serve as academic advisors, mentors, supervisors or classroom instructors. Candidates may suggest the names of students from whom to solicit letters. Working from the names supplied, the Primary Unit solicits such evaluations as it believes will be useful for the review process. Unless the list of names is extensive, the Committee usually solicits letters from all those named. Solicited student letters are confidential, and the names of students who provided letters may not be shared with the candidate.
Evaluation of librarianship activities other than teaching gathered by the Primary Unit

Measure: Group Interviews

The group (or “focused”) interview is derived from a practice utilized by other University departments as a multiple measure of teaching. A group interview encourages honest assessment, and provides safeguards against “outlying” opinion being accorded too much importance. The written anonymized transcript is included in the dossier.

Types of Group Interviews

Focused interviews for Reappointment or Promotion of Instructors, and for Comprehensive Review, Tenure or Promotion Review of Tenure-stream Faculty

Candidates for review who do not have sufficient other multiple measures, or who believe that some aspect of their librarianship is not adequately covered in the dossier, should have a focused interview. These interviews usually focus on a candidate’s practice of librarianship.

The Chair invites the candidate to submit (optionally) a brief description of primary responsibilities and suggestions regarding areas or questions of particular importance. Candidates are asked to suggest names of those who are sufficiently acquainted with their work to give an informed assessment. The PUEC determines whether to conduct a focused interview.

Those interviewed are selected according to their ability to provide an informed assessment of the responsibility being addressed, without regard to rank or classification. Individuals who have already contributed an evaluative statement to the dossier, and members of the PUEC are not included. Although candidates are asked to suggest the names of those who should be interviewed, the PUEC may invite additional participants.

Anyone invited who is unable to participate in the group interview may submit to the PUEC a written, signed letter, addressing the questions covered in the colleague interview.

Group interviews for promotion to full professor

If other multiple measures are insufficient to allow for review of a case, the Primary Unit may decide to conduct a group interview. In such cases, Libraries faculty are invited to participate in faculty interviews for candidacy for full professor. The candidate’s curriculum vitae and self-statements on scholarly and creative work, librarianship, and service are made available in advance.

Any Libraries faculty member who is unable to participate in a Colleague interview for full professor may submit to the PUEC a written, signed letter, addressing the questions covered in the colleague interview. This letter becomes part of the dossier.

Candidates are also asked if they wish to have a second group interview of staff conducted on behalf of their candidacy.

Selecting the interviewers

At least two members of the PUEC schedule and conduct each interview. Members are selected to assure a breadth of perspective. Should the PUEC not include members with an appropriate breadth of perspective, a tenured faculty member not on the PUEC may be included. In the case of the Group Interview for full professor, as many members of the PUEC as possible attend the interview.

Preparing for the interview

The PUEC determines in advance the areas to be covered in the interview, and agrees on questions to be asked.
Conducting the interview

PUEC members introduce the concept and purpose of the focused interview, and answer questions about the process before proceeding with the actual interview. The notes are combined into a detailed “near-transcript,” which is added to the dossier.

Evidence of librarianship activities supplied by the candidate

Measure: Unsolicited Letters
Candidates may request unsolicited letters and e-mails from students, colleagues, patrons, etc. “Unsolicited” in this sense means letters that have not been solicited by the Tenure Committee or the PUEC. Unsolicited letters and e-mails should be addressed to the candidate, who is responsible for holding them on file pending a review, and forwarding them for the dossier at the appropriate time.

Measure: Librarianship and/or Teaching Portfolio
Candidates may submit a portfolio comprised of documentation to support their librarianship statement. Candidates are advised to be highly-selective and concise, including only evidence that best demonstrates the impact of librarianship activities.

Portfolios may include:

- Documentation and/or examples demonstrating the impact or context of librarianship activities, including but not limited to:
  - Accomplishments resulting from participation or leadership in task forces or other groups at the unit/department, Libraries, or campus level.
  - Advocacy toward, or the development of, collections, programs, and services that are inclusive of the needs of all persons in the community, and promoting open access to information for all users.
  - Awards and honors, including university, college, or professional society awards, prizes, selection for memberships in honorary societies, or honorary titles.
  - Contributions toward creating and maintaining a workplace climate that demonstrates commitment to inclusion, including but not limited to the development of instructional methods, resources or partnerships that are reflective of the broad diversity of the community.
  - The design and/or implementation of user research methods, user experience design methods and/or activities.
  - The development of improvements, new ideas, innovative techniques, alternative approaches to, or iterative assessment of, library procedures, organizational methods, and materials.
  - Serving as a thesis or dissertation advisor, or as a member of a thesis committee.
  - Work on standards adopted by national or international bodies.

- Evidence of using professional experience, research, and creativity to solve problems, improve services, and innovate.

- Examples of new partnerships created and maintained; policies, procedures, workflows, or systems implemented or improved; outreach, events, or exhibits organized; teaching or instructional materials created (e.g., syllabi, lesson plans, classroom activities, or guides).

- Quantitative and/or qualitative measurements demonstrating excellence and impact of librarianship activities, including but not limited to:
  - Published reviews or descriptions of programs, projects, presentations, services rendered, etc. “Published” in this sense means written and distributed in a public venue, including in newspapers, newsletters, journals, websites, electronic discussion lists, etc.
  - Statistical data demonstrating impact of librarianship activities.
  - User research and/or feedback demonstrating impact of librarianship activities.
  - Other evidence of engagement with activities supporting research, teaching, and
Scholarly and Creative Work

Scholarly output, in all its forms, is assessed based on its quality and impact. Creativity and originality are also highly regarded. As an applied field, impact may be demonstrated by attention metrics (e.g., citation counts, download counts). Influential and selective publication or presentation venues are valued. Individually authored and co-authored works are of equal value in the field; candidates should articulate their contributions. Standards and other works by committee may be peer reviewed.

The Libraries Faculty endorsed the University of Colorado Boulder Open Access Policy in April 2015. Further, the Association of College & Research Libraries Policy Statement on Open Access to Scholarship by Academic Librarians:

“...recommends as standard practice that academic librarians publish in open access venues, deposit in open repositories, and make openly accessible all products across the lifecycle of their scholarly and research activity, including articles, research data, monographs, presentations, digital scholarship, grant documentation, and grey literature. Authors should retain rights to these products of scholarship and make them available for reuse under an appropriate license.”

- **Meritorious for tenure-stream faculty:** a meritorious record of scholarly activity will generally include 3-5 substantive scholarly outputs including refereed book chapters, articles in refereed journals, refereed conference proceedings, or other modes of equivalent impact (e.g., digital projects, data sets, code). This is in addition to other publications including non-refereed articles, presentations, and other research material. The record should demonstrate sustained activity.

- **Meritorious for non-tenure stream faculty:** a meritorious record of scholarly activity will likely include presentations, book reviews, or non-refereed publications. It may also include refereed publications or other modes of equivalent impact.

- **Excellence for tenure-stream or non-tenure stream faculty:** a record of excellence will include sustained activity and a scholarly record above the level of achievement of meritorious. Excellence is often differentiated by exceptional impact, demonstrated by attention metrics, or distinguished through widely influential and selective publication or presentation venues. Excellence may also be evidenced by a strong scholarly reputation, demonstrated by formal acknowledgements or awards recognizing excellence in research, or invited publications or presentations.

Research outputs encompassed by the term “Scholarly and Creative Work” may include:

- Books and monographs, single or co-authored
- Books of a scholarly nature, edited or co-edited
- Refereed scholarly outputs such as articles in refereed journals, refereed chapters in books, refereed conference proceedings, or other modes of equivalent impact
- Standards, essays in encyclopedias, other scholarly papers, technical reports, non-refereed chapters in books, high-impact blog posts, non-refereed articles or other publications
- Competitively selected or invited presentations or posters

6 [https://www.colorado.edu/libraries/research-assistance/open-access/open-access-resolutions](https://www.colorado.edu/libraries/research-assistance/open-access/open-access-resolutions)
7 [http://www.ala.org/acrl/standards/openaccess](http://www.ala.org/acrl/standards/openaccess)
Reviews and abstracts such as book reviews, electronic resource reviews, or reviews of creative activities

Grant proposals (even if not funded), contract funds for research, research awards, fellowships and scholarships

Presentations, panels, or moderation of panels or roundtables

Digital scholarship and other emerging forms of digital research outputs which may include, but are not limited to, digital projects, digital exhibits, datasets, databases, applications and software, programming packages

Creative work produced in relation to the discipline or specialty

**Service**

Service encompasses a library faculty member’s work on task forces or committees related to faculty governance in the Libraries, and committees or elected/appointed bodies within the University Libraries, the CU System, and professional organizations. The role of professional organizations in directing and guiding the practice of librarianship results in increased impact and importance of service to the profession by librarians.

- **Meritorious:** A meritorious record of service and leadership is demonstrated by a definite and continuing commitment to service, marked by sustained growth and accomplishment.
- **Excellence:** An excellent record of service and leadership is demonstrated by a definite continuing commitment to service above the level of achievement of meritorious. Excellence is marked by a high level of responsibility and significant impact, and is often differentiated by elected positions; distinguished contributions to the university, profession, or community; sustained significant accomplishments in service, resulting in a reputation for expertise; or, awards recognizing excellence in service.

**Activities encompassed by the term "Service" may include:**
- Elected or appointed positions related to faculty governance in the Libraries
- Committees or elected/appointed bodies within the University Libraries, the campus, or the CU System
- Participation in professional associations and consortia
- Planning, organizing or conducting professional seminars, workshops, conferences, or programs
- Editing journals or newsletters, reviewing manuscripts, etc.
- Reviewing for grants, fellowships, or other awards
- Community engagement and volunteer work in relation to the discipline or specialty