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

- See [CU System APS 1022: Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion](#)
- See [Regent Policy 5.D: Reappointment (to a tenure-track position), Tenure, and Promotion](#).

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. The Libraries faculty value excellence in the practice of librarianship informed by active scholarship. Given that a rating of 'excellent' in leadership and service is neither required nor sufficient for promotion or reappointment, candidates are encouraged to focus on achieving a rating of 'excellent' in librarianship or in scholarly and creative work.

Criteria are reviewed and updated regularly, on a cycle tied to the seven-year Academic Review and Planning Advisory Committee (ARPAC) review. The Faculty Governance Committee will appoint a group of pre-tenured, tenure, and teaching professor 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.
- **Excellent:** 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.
- **Excellent:** 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.
- **Excellent:** 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[15] 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](#)[16]; by the [American Library Association](#)[17]; the [Association of College and Research Libraries](#)[18]; and [the University of Colorado Boulder](#)[19].

- **Meritorious:** Demonstrated contributions to activities creating, supporting or promoting inclusion, equity, and intellectual freedom initiatives. Incorporates these values in their practice of librarianship.
- **Excellent:** 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 learning.

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[15] [As defined by the CU Boulder IDEA Plan, p. 5](#)

[16] [https://www.colorado.edu/libraries/about/commitment-diversity-and-inclusive-excellence](https://www.colorado.edu/libraries/about/commitment-diversity-and-inclusive-excellence)

[17] [http://www.ala.org/advocacy/diversity](http://www.ala.org/advocacy/diversity)

[18] [http://www.ala.org/acrl/standards/diversity](http://www.ala.org/acrl/standards/diversity)

[19] [https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence](https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence)

- **Excellent:** Demonstrated, sustained, and widely significant contributions in this area. Beyond the level of achievement for meritorious, excellence may be demonstrated by broad influence on the research and learning practices of the CU community, significant impact on a more focused constituency, or special recognition for contributions promoting research and learning.

### Influence on the Practice of Librarianship

Library faculty work within an international community of library and information professionals that shares and establishes best practices, standards, and guidelines. CU Boulder library faculty are often leaders in their field whose practice and accomplishments can have substantial influence on how libraries and librarians approach their work.

- **Meritorious:** Evidence of consistent and sustained adoption, support, and advocacy for best practices, standards, guidelines and similar within their practice of librarianship.
- **Excellent:** 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 more broadly.

### 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.
- **Excellent:** 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.
- **Excellent:** 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, two letters are solicited from internal Libraries' evaluators. These letters should focus on the candidate's practice of librarianship. However, evaluators may also choose to comment on the candidate's scholarly/creative activity and leadership and service. These letters should be solicited from qualified individuals familiar with the candidate's operational role and librarianship duties in the Libraries, and at least one should be from someone who is a current member of the Primary Unit that will review the candidate for reappointment, promotion, or tenure. Candidates for review may suggest the names of library employees who can serve as evaluators.[20] The primary unit (PU) will determine which Libraries employees to ask to provide these two evaluations, considering the candidate's specific organizational responsibilities and role in the libraries and the candidate's suggestions of qualified evaluators. These evaluations are the equivalent of what teaching faculty might regard as a multi-year teaching evaluation.

  If the PU cannot find at least one internal evaluator who is at a rank above the candidate's, the PU may request an evaluative letter from an evaluator outside of the Libraries (from the campus, but not outside the university), who knows the work of the candidate and is qualified to judge the candidate, and who is above the candidate's rank. If no one at a higher

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[20] Library employees refer to faculty and staff who are supervising faculty.

rank can provide an evaluative letter, only in those rare cases may a candidate's dossier include two evaluative letters from evaluators who are at or below the rank of the candidate.

- **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):** All FCQs received during the period under review must be included in the candidate's dossier. Faculty who teach credit courses outside LIBR and DHUM must provide FCQs to the Faculty Support Project Manager.

- **Measure: Teaching Evaluations:** All pre-tenure faculty who teach (including credit-course teaching) as part of their core 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.
- Teaching professors and tenured faculty who teach (including credit-course teaching) are encouraged to 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.

**Evidence of librarianship activities supplied by the candidate**

- **Measure: Candidate-Solicited Letters:** Candidates may solicit letters and e-mails from students, colleagues, patrons, etc. These 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 Portfolio:** Candidates may submit a portfolio comprised of documentation to support their librarianship statement, illustrating their accomplishments and responsibilities. Candidates are advised to be highly-selective and concise, including only

evidence that best demonstrates the impact of librarianship activities. Portfolios may include, but are not limited to:

- 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 learning (e.g. research consultations).
  - Widely adopted or acclaimed instructional or procedural materials.

## Scholarly and Creative Work

As researcher-practitioners, the nature and subject of candidates' scholarly and creative work frequently aligns with and/or complements their practice of librarianship. 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. As a highly collaborative field, candidates' records often include only co-authored works, and there is no requirement for solo-authored works to appear in a meritorious or excellent record. Individually authored and co-authored works are both valued by the field. Candidates should articulate their contributions to co-authored works, and the significance of these contributions may factor in evaluations of the scope and strength of the candidate's record of scholarly and creative work. Standards and other works by committee may be peer reviewed.

The Libraries Faculty endorsed the University of Colorado Boulder Open Access Policy[21] in April 2015. Further, the Association of College & Research Libraries Policy Statement on Open Access to Scholarship by Academic Librarians[22]:

"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." 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 at the national or international level, demonstrated by formal acknowledgements or awards recognizing excellence in research, or invited publications or presentations.

- **Meritorious for tenure-track 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 scholarly work including non-refereed articles, presentations, grants and other research material. The record should demonstrate sustained activity.
- **Meritorious for teaching professor faculty:** a meritorious scholarly record will show evidence of activity, which may include presentations, book reviews, non-refereed publications, grants or other scholarly outputs.
- **Excellent for tenure-track faculty:** an excellent record in scholarly and creative work is demonstrated by  sustained growth and exceptional impact. It will generally include 7-10 substantive scholarly outputs such as refereed book chapters, articles in refereed journals, refereed conference proceedings, or other modes of equivalent impact (e.g.,

[21] https://www.colorado.edu/libraries/research-assistance/open-access/open-access-resolutions

[22] http://www.ala.org/acrl/standards/openaccess

digital projects, data sets, code). This is in addition to other scholarly work including non-refereed articles, presentations, grants and other research material .

- **Excellent for teaching professor faculty:** an excellent record in scholarly and creative work will demonstrate sustained activity and include regularly appearing substantive outputs such as refereed articles, chapters or conference proceedings; non-refereed publications; significant presentations; book reviews; grants; or other scholarly work.

**Research outputs encompassed by the term "Scholarly and Creative Work" may include, but are not limited to:**
- 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
- 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
- Exhibitions, exhibition catalogs

## Leadership and Service

Leadership and service encompasses a library faculty member's work on committees, task forces or other elected/appointed bodies that are charged by the Libraries faculty, or for the CU System, CU Boulder 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.
- **Excellent:** 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, but are not limited to:**

- Elected or appointed positions related to faculty governance within the University of Colorado
- Committees or elected/appointed bodies within the campus, the CU System and professional organizations
- 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
- Mentoring activities (students, colleagues, etc.)

## Approval of Tenure Criteria

- March 17, 2025 – Approved by Libraries Faculty
- April 22, 2025 – Approved by Dean of the Libraries, Robert McDonald
- October 7, 2025 – Approved by Associate Vice Chancellor for Faculty Affairs, Michele Moses

# Part 3: Comprehensive Review, Tenure and Promotion of Tenure-stream Faculty

See [Reappointment, Tenure, and Promotion of Tenure Rank Faculty](#)[23] by the Office of Faculty Affairs.

## Process

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

- Primary Unit (Tenure Committee) meets with candidates for review and explains the process.
- Candidate submits documentation (statements of librarianship, research, and service; current curriculum vitae; names of libraries and campus colleagues; librarianship portfolios (optional); FCQs from courses taught in other departments; three representative works; and names of potential external reviewers).
- Tenure Committee selects and contacts external reviewers, selected from a combined list of suggestions from the candidate and the members of the Tenure Committee.
- Tenure Committee determines which appropriate multiple measures to include.

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[23] https://www.colorado.edu/facultyaffairs/career-milestones/reappointment-promotion-and-tenure/reappointment-tenure-and-promotion