

Implementation Date: The implementation date is still to be determined. Candidates for current open positions will be shown this new document during their interviews.

Grandfathering: Current tenure-track librarians may choose whether to stay under the current [vague and unfinished] document or move to the new document; they could decide if they want to start 2011-2012 or 2012-2013 depending on where they are.

Section III. TENURE AND PROMOTION	III
--	------------

A. The Hired Librarian: First Steps	
--	--

Terminal Degree	
------------------------	--

The master's degree from a program accredited by the American Library Association or its organizational equivalent (e.g., Canadian Library Association) is the appropriate terminal professional degree for academic librarians (approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975. Reaffirmed by the ACRL Board of Directors, June 2001, and June 2007). There is no organization that provides regional accreditation.

Specialized requirements for certain librarian positions may make other combinations of degree requirements appropriate; e.g. archivist, library computer technology.

Assignment of Rank at Time of Hire: General Criteria	
---	--

Assistant Librarian—The Assistant Librarian hire typically has two years or less of professional experience in librarianship, or in a field directly related to one's appointment in the library; and would also have one or more undergraduate degrees from non-library degree program. She/he may have an additional advanced degree and work experience in another professional area. She/he would have experience as graduate student or internship/practicum. The Assistant Librarian hire must have potential for professional growth.

Associate Librarian—The Associate Librarian hire should have three to five years of professional experience in librarianship, or in a field directly related to one's appointment in the library, and should have demonstrated excellent performance and professional growth with increased involvement in research activity and/or service; may have teaching degree or other professional experience.

**ALA model statement: Promotion to this rank shall require evidence of substantial professional contributions to the library and to the institution as well as attainment of a high level in bibliographical activities, in research, or in other professional endeavors.*

Librarian—The Librarian rank hire is rare. The librarian hired into this rank should have at least nine years of professional experience in librarianship, or in a field directly related to one's appointment in the library, and should have demonstrated outstanding performance and professional growth, evidencing extraordinary knowledge and ability, with continued significant contributions to research activity and/or service.

**ALA model statement: Promotion to this rank shall require outstanding achievements in bibliographical activities, in research, or in other professional endeavors.*

The tenure and promotion criteria statements of the Library shall be consistent with both the intent and application of University criteria. The ISU Library Faculty also affirms *A Guideline for the Appointment, Promotion and Tenure of Academic Librarians* .

<http://ala.org/ala/mgrps/divs/acrl/standards/promotiontenure.cfm> . In addition, the ISU Library Faculty affirms the following American Library Association Statements:

- ***Guidelines for Academic Status for College and University Librarians*** (January 2007)
<http://ala.org/ala/mgrps/divs/acrl/standards/guidelinesacademic.cfm>
- ***Joint Statement on Faculty Status of College and University Librarians*** (June 2007)
<http://ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm> (Drafted by a committee of the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Librarians (AAUP))
- ***Standards for Faculty Status for College and University Librarians*** (June 2007)
<http://ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm>

Full Tenure Granted at Time of Appointment	
---	--

In rare instances, a new faculty member may be hired at the rank of Librarian, and concomitantly may be awarded tenure at the time of appointment, subject to the following conditions:

- a) the appointee must have previously earned tenure and rank of Librarian at one or more accredited educational institutions;
- b) a positive recommendation shall advance through the Library's Personnel Committee and Dean, and through the Library Personnel Committee solely in the case of an appointment at the level of Dean;
- c) the Provost/Vice President for Academic Affairs and the University President shall consult with the Executive Committee of the University Faculty Senate and receive its recommendation;
- d) and the University President shall convey the actions on the recommendation at each level to the ISU Board of Trustees (University Handbook [UH], 305.5.10).

In order for the appointee to be recommended for tenure upon appointment, the appointee must present documentation sufficient to satisfy the requirements for promotion to full Librarian as stated here in the Library Faculty Manual. The appointee may be asked to supply supporting materials comparable to those outlined in the section on Promotion and Final Tenure Materials.

In all other cases of appointment, the Library Personnel Committee shall be asked to recommend a rank and years towards tenure.

Appointment Letter	
---------------------------	--

The appointment letter, written by the Provost, will clearly state:

- general expectations for faculty achievements in librarianship
- the relative importance of librarianship; research, scholarship and/or creative activities; and service
- years of previous service awarded (if any),
- target dates for eligibility for promotion and tenure.

This letter becomes part of each faculty member's promotion, tenure and/or evaluation/review materials, available to the Library Personnel Committee, Department Chair, and Dean.

Any change or renegotiation of a faculty member's expectations must be in writing, a copy given to the faculty member, and a copy placed in the faculty member's official file. Such documentation will be included with that faculty member's promotion, tenure and/or evaluation/review materials, available to the Library Personnel Committee, Department Chair, and Dean.

Position Descriptions	
------------------------------	--

Every professional position will have a detailed and up-to-date position description. This is the responsibility of the Department Chair. From the position description will be derived criteria and organization for annual goals and objectives, which are an important part of the annual review. This should be reviewed annually and updated as needed, either at the time of the pre-tenure evaluation, the annual review or as needed or requested. The position description is an integral part of the university's official annual report form and procedure for faculty. It may be similarly incorporated into any internal library-specific form related to this process. Position descriptions should be divided, at minimum, into three parts: Primary Areas of Responsibility; Secondary Areas of Responsibility; Supervisory Responsibilities.

B. Academic Librarianship: Core Principles, Definitions and Competencies

Core Principles and Definitions

Contemporary librarianship falls within the larger family of information science disciplines in that the primary purpose of the librarian is to assist/support others in the classification, organization, storage, retrieval, and assessment of information. Librarians are responsible for the development of physical and virtual collections and are also responsible for the design and maintenance of the physical and virtual spaces through which library users view, access, and use information. Facilitation of information includes the creation and preservation of metadata and related schemas, instruction in information literacy, and the creation of tools for information management.

As experts in the storage and retrieval of information, librarians and their professional colleagues provide a wide range of services that support the functions of all other university units including, but not limited to, advising students, faculty, and staff on the use of library resources, storing archival records, organizing and maintaining digital repositories, providing information technology and other tools for research, learning spaces, and computer labs, as well as hosting events based on information resources. Librarians provide both formal and informal instruction to university students and advise and support faculty in their scholarly pursuits. While a teacher facilitates learning in the classroom, librarians facilitate learning in the library. This instructional role in the library is vital to university research and instructional success and encompasses the goals of encouraging lifelong learning and information literacy. Library faculty may also, under certain circumstances, teach courses in the academic departments.

As experts in the storage and retrieval of information, librarians are responsible for the provision of library services that support the functions of the university and engage the local community. *Academic librarians support the educational and research requirements of ALL faculties and students. They*

engage in both education (either indirectly or directly) and original research, all the while actively administering the entity of the library (both internally and as it relates to the wider educational institution). Regardless of the area of specialization (see competencies elsewhere in this document), all dedicated academic librarians are information scientists practicing as scholars and educators in a dynamic laboratory (the academic library). (Coker, 407)

Librarians are also teachers, not just in the area of their specialization but in the [still] new domain of information literacy. This role also encompasses instruction on the dangers of copyright infringement, intellectual property rights, and academic integrity and plagiarism. (Coker, 416). They not only instruct students within the constructs of information literacy principles, they also advise teaching faculty on ways to improve certain aspects of their courses – research and writing – in ways that will benefit the teacher, the student, the curriculum and the entire university.

Librarians also adhere to a unique set of professional values including, but not limited to, intellectual freedom, access to information, memory, privacy, democracy, education, lifelong learning, and social responsibility. Service to the community is an integral part of librarianship. To be a librarian is not only to be an educated professional, but also a human being committed to the greater good.

While each faculty member should seek to excel in the three areas of Librarian/Teaching, Research/Scholarly Activity/Creativity, and Service, all tenure-track faculty must demonstrate at least satisfactory performance in these areas of responsibility. They must have the ability to participate fully as a tenure-track faculty member. On a year to year basis, a faculty member's commitment to each of the above areas may vary considerably, depending on the individual's own interests and the department's, the Library's, and the University's needs.

Today's information professionals need to wear a number of hats. They are expected to be a researcher, planner, manager, assessor, team member, problem-solver, electronic-resources expert, and above all a versatile leader. [Ghosh]

Librarianship/Teaching

Librarianship can involve a variety of tasks including but not limited to: teaching, materials collection, materials classification, organization, storage, management, retrieval, and assessment of information. Librarians advise students, faculty, and staff on the use of library resources. They oversee the collection and preservation of archival records, the organization and maintenance of digital repositories, they provide information technology and other tools for research, learning spaces, and computer labs, and develop programming in support of the facilitation of learning and the development of an information literate user community

ISU librarians are appointed for 12-month periods. Hill (1994) *equates the time required to perform daily job functions, participate on special projects, and other necessary activities to what would be a heavy teaching load for other faculty.* Librarians do not work on an academic calendar. They are 'on the clock' with students, during weekends, spring breaks and fall breaks, when teaching faculty are 'off the clock'. Librarians are required to work in the summertime and unable to take advantage of the same summer research time granted to teaching faculty on 9 month contracts. Librarians are always working behind the scenes, striving to keep the library and its resources accessible. They are required to keep up with current events, continue general and specialized education, improve supervisory skills, and continually follow new technology trends.

Librarians develop physical and virtual collections, create access tools, develop organization and storage methods and design and maintain physical and virtual spaces that enable the user community to access information.

Teaching involves academic program planning and development, instruction, evaluation, and student academic advisement. Librarians are concerned with producing an Information Literate community of users, through strong relationships, common bonds and educational experiences. Information Literacy education should develop within students the capacity for further learning, concentrating on the knowledge and skills necessary to conduct research at a scholarly level. A strong component of education at Indiana State University is experiential learning. Librarians can equate that in part with the concept of lifelong learning skills that encompass the capacity to apply knowledge-seeking and –finding skills in the workplace and to support personal interests. Librarians might teach an academic course, co-teach, provide intense, on-going or occasional course support, either in person, via Blackboard or through other communication means. Librarians involved in all aspects of curriculum development can provide structural support to a course or program that improves teaching faculty assignments, student interactions with research resources, and provides an overall context for the information literate/information fluent academic community.

Research/Scholarship/Creative Activity

The brunt of quantitative and methodological research in the field falls to faculty-rank librarians (Coker, 414). Librarians can use work time to attend and participate in professional conferences (e.g. American Library Association, Association of College and Research Libraries); to conduct and publish research and share it with peers; and have the academic freedom to teach and advance scholarship through research.

Scholarly activity includes research, scholarship, application and creative endeavors, whose principal foci are oriented towards supporting the strategic plan of the library and the academic programs of the university.

Research Plan: Librarians may engage in basic, applied, or pedagogical research. As soon as possible, each Librarian will set up a **Research Plan**, in consultation with the Department Chair, and will update that each year as needed. The **Research Plan** will play a vital part in the research success of the librarian, and is directly tied to the standards and requirements for tenure and Promotion.

Research Release Time: Librarians can and should request research release time throughout the year to spend time solely on their research and scholarly activity. This does not include time away for conference attendance (see elsewhere in the Library Faculty Manual).

Basic research is oriented toward new knowledge and is carried out with the deliberate intent of extending knowledge in a particular area of librarianship, information science, or related educational or technological areas.

Applied research is geared toward using knowledge obtained through research in the discipline, and is carried out with the deliberate intent of addressing or solving a specific problem in a

specified time frame. The result of the research is the application of the solution to the need. Applied research is often internalized within the administrative structure of the physical Library, to improve use of the physical space, as well as improve workflow.

Pedagogical research is oriented toward methods of teaching and learning. In librarianship, this extends into the areas of information literacy and information fluency, as well as technological research geared to improve the acquisition or spread of knowledge and information through computer applications and the Internet. It may explore the merits of one educational approach to another, under what conditions students learn best, how educational materials may be organized to enhance the learning process, or investigations of the degree and the approach to which curricula embrace and infuse information literacy principles and approaches.

Creative endeavors may also fall within the sphere of research. Creative endeavor involves not only the creation of a tangible product, but also the subjection of the creative product to judgment by others through the vehicle of performance, show, publication, display, or exhibit.

These activities are vital to the university, its academic programs, and have an influence on the student as a learner. Scholarly activities are a part of the operation and development of the library. In order for the library to support its user community, research and application are necessary to further progress. Librarians are engaged in the constant assessment of organization, management, and access theory. In this sense, scholarly activity and librarianship are interrelated. Librarians must conduct research in order to develop new models for application.

Research, creative endeavor, application and scholarship are intimately involved in the professional development of individual faculty members. Through the process of sharing the application and outcomes of professional efforts with colleagues, scholarly development and achievement are validated. Because libraries are application oriented, sharing researched ideas and applying ideas in the library is a form of scholarship. This sharing, along with the review and critique of the work of others provides opportunities for faculty to test ideas and concepts developed in their own work. Often, sharing scholarly activity with colleagues provides a stimulus to fellow faculty. Because professional development is a lifelong task, sustained effort in this area of involvement is needed.

Service

Service activities include: Institution service, professional service, and service to the community.

University/Institutional service is defined as active participation on Department, Library/College and University standing and ad hoc committees.

Professional service consists of serving, in some official capacity, (officer, committee member, discussant, reviewer, session chairperson, editor, etc.) the needs of a professional society or organization related to librarianship, information science, and/or a specific discipline of the librarian's area of expertise. Professional service also includes consulting relationships with government, business, education, or industry, whether compensated or not. The key is recognized expertise that has been sought.

Community service literally includes that remainder of the myriad of activities that faculty perform for the local and regional community and can run the gamut of activities from those related to library expertise or university affiliation to any opportunity to participate in the improvement of the quality of life in their community. Services provided through a vocational interest or associated with some special talent or skill not related to one's professional competence or assignment may be considered for promotion.

Basic Expectations of All Librarians	
---	--

The University Handbook and Library Manual identify basic expectations of faculty that need to be considered concurrently with specific requirements identified for promotion to each rank. An underlying principle is that professional activities to meet promotion, tenure, and evaluation criteria/standards should be consistent.

Library faculty are expected to know, follow and meet all department, Library, and university policies and standards.

All members of the Library faculty are expected to contribute to the total spectrum of librarianship/teaching, research/creativity, and a strong service commitment to library, university, and community. The performance of such services can be of substantial value to the University's prestige and, indirectly, to its faculty and student body. Service may be within the University, in some form of public service, in leadership roles in professional organizations, or in consultant services to governmental or other agencies.

Librarians (of any rank) are expected to perform their regular duties in an acceptable manner. These duties include but are not limited to the following:

Library faculty are expected to have interpersonal skills that allow for active and collegial interaction with peers and a diverse population of library users. Library faculty will demonstrate the ability to work independently and in a collaborative environment.

Library faculty are expected to meet the responsibilities and duties of their job description. Library faculty are expected to arrange and attend scheduled appointments for the purpose of meeting job responsibilities and for availing themselves to students and other library users. The regular schedule will be appropriate to meet the needs of the university community and will be recorded in the department office. Scheduling may include individual office hours, reference desk shifts, or a departmental schedule.

Library faculty are expected to maintain the demeanor of a professional and set a good example for others to follow, (e.g., be collegial and be prepared for all their university obligations).

Library faculty are expected to treat all others as respected, valuable human beings not discriminating against anyone because of their race, religion, gender, politics, abilities, exceptionalities, veteran status, age, or national origin.

Library faculty are expected to actively participate in department and Library planning, evaluation, and governance. They should assist fellow faculty in activities that benefit the Library or broader university community.

Library faculty are expected to regularly participate in department, Library, and university functions such as: faculty meetings, committee work, program revision and development, review of candidates for department and Library positions, assisting with activities targeting new and prospective students; and are encouraged to participate in the major events found in the academy, such as commencement, and presidential addresses. Other university activities in which library faculty are encouraged to participate include but are not limited to Homecoming, Donaghy Day, Founder's Day. Likewise, library faculty should participate in major Library-centric events, including national events such as National Library Week, Banned Books Week, and local events such as the annual Authors and Artists Recognition Program.

Library faculty must have goals and activities compatible with their discipline, department, Library, and University.

Library faculty are expected to keep current in their professional/technical area through sabbaticals, conference participation, scholarship, and consulting.

Library faculty are encouraged to publish the results of research studies or scholarly activities in journals, books, monographs, or other appropriate media.

Library faculty are encouraged to be active in organizations related to their professional/technical expertise.

Library faculty are encouraged to participate in ISU community engagement activities. Library faculty are expected to support ISU community engagement activities, to communicate and market ISU community engagement activities to internal and external audiences and to complete day to day business operations that, although not directly related, may inhibit or facilitate participation in community engagement. Library faculty should be able to articulate the ISU commitment to community engagement and their role in keeping this commitment.

Library faculty are encouraged to participate in various community activities as speakers, research specialists, etc.

Library faculty are encouraged to participate in consulting activities appropriate to their academic or professional areas of competence.

Library faculty are expected to participate in the pursuit and maintenance of grants and external funding activities appropriate to their academic or professional areas of competence.

Library faculty are expected to be familiar with the curriculum of information literacy as well as the curriculum of their liaison departments (if part of librarian's position description), general education (known locally as Foundational Studies), other general information related to both the Library and the University as a whole.

Library faculty are expected to accept the responsibility for keeping information support of degree programs up-to-date, assisting in the recruitment of new students, and maintaining contact with past

students (often alumni visiting the campus make a point of coming to the Library, creating a perfect opportunity for interaction).

Library faculty who also teach assigned classes are expected to do so to the best of their ability and uphold the high quality expected of a faculty member, e.g., exercise care in the planning and supervision of academic work so that an honest effort by students will be encouraged.

Library faculty are expected to manage the area where they teach (if outside of the Library) and participate in the selection of tools, materials, and equipment for that instructional area. This area may be defined as those experiences beyond the traditional classroom that extend the learning environment via the Blackboard course management system, innovative teaching, experiential learning, or hands-on activities that occur, such as virtual learning objects, reference assistance, and online instruction. Learning support management is an important instructional role and will be reflected in promotion, tenure, and evaluation decisions. Librarians may also co-teach with faculty in academic departments.

Library faculty are encouraged to participate in and/or otherwise support ISU experiential learning activities, including communicating and marketing ISU experiential learning activities to internal and external audiences and to complete day to day business operations that, although not directly related, may inhibit or facilitate participation in experiential learning. Library faculty should be able to articulate the ISU commitment to experiential learning and their role in keeping this commitment.

Library faculty should seek opportunities serve as mentors for students and other faculty.

Areas of Specialization	
--------------------------------	--

To the university as a whole, the Library is one unit. However, within the Library there is a vast network of duties and responsibilities. In order to help clarify the roles of the academic librarian at Indiana State University, both for the tenure-track librarian as well as the University community as a whole, this section lists a number of skills and characteristics within broad areas of specialization. The criteria listed below are meant to represent typical requirements needed to work in these areas of librarianship. The competencies in each category listed may represent the role of a single librarian, or they may represent aspects of the area of librarianship that might be divided among several librarians. They are also representative of the current Indiana State University Library organizational structure as of the writing of this document. Aspects of librarianship can evolve into new areas, often due to technological advances, such as with the advent of the digital repository and other avenues of electronic scholarly preservation and dissemination. While unknown competencies cannot be included, newly developed competencies would fit into a similar structure.

Acquisitions/Serials Competencies	
--	--

Technical services librarians' work encompass the 'full life cycle of information from its creation or acquisition through its destruction'. Competencies and responsibilities tend to be spread out among both technical services librarians and reference/instruction librarians. Some specialized areas such as Special Collections and Digital Collections may be more centralized within one librarian. Some librarians are responsible for print and non-print media, while others may have sole or primary responsibility for electronic resource acquisition. Both librarians and support staff may do many of the more day-to-day tasks, but in addition to those, the librarians have greater overall responsibilities or administrative oversight.

Librarians who perform Acquisitions and/or Serials roles:

1. Manage the processes by which library materials are ordered, received and tracked; establish procedures for tracking materials, negotiate resolutions for returns, incorrect orders, items not received and price discrepancies
2. Establish procedures for ordering and handling all library resources for in an expedient manner
3. Establish procedures for the physical processing of library materials, including archival considerations
4. Establish procedures for acquiring a variety of materials, including but not limited to, serials, periodicals, audiovisual materials, electronic media, government documents, gift materials, utilizing the most efficient, cost-effective and customer-centered means possible
5. Demonstrate proficiency with software programs appropriate for managing acquisitions accounts; identify and implement new technologies in processing
6. Manage allocation of the materials budget; negotiate the purchase and licensing of materials; maintain accurate budgets and accounts

Cataloging Competencies	
--------------------------------	--

Catalogers are responsible for making library materials visible to the library user. They understand that the core purpose of the catalog is to provide library users with the best possible access to the collection. Catalogers work with both physical resources occupying physical places as well as digital resources in many formats. In order to do this, catalogers create, use and maintain large metadata sets.

Librarians who perform Cataloging roles:

1. Catalog all types of library materials according to relevant bibliographic control standards [e.g. AACR2, RDA, OCLC, Dewey Decimal System, Library of Congress call numbers and subject headings, MARC, Dublin Core]
2. Understand and use cataloging functions of integrated systems; understand basics of other functions of integrated systems as they may relate to current or future cataloging practices or resource needs
3. Understand and perform copy- or original-cataloging; provide descriptive cataloging, classification and subject analysis
4. Maintain authority control
5. Apply in-depth knowledge of cataloging standards to assess bibliographic records for accuracy and completeness
6. Use cataloging tools and services available from bibliographic utilities; assess and learn new tools promoted by bibliographic utilities
7. Identify, recommend, and learn new tools and technical skills that will improve cataloging productivity and enhance access to library resources

Work within a consortium cataloging environment [Library Consortium of the Wabash Valley] to ensure quality of information and ease of use within multiple environments (e.g., Dewey and Library of Congress collections, public library collection and academic library collection emphases)

Circulation, Interlibrary Loan, Course Reserve, Access Services Competencies	
---	--

Access Services is sometimes used as an overall term for services provided by the areas of Circulation, Interlibrary Loan and Course Reserve. At Indiana State University, one Librarian usually serves as the Circulation Librarian and therefore is always going to be a Department Chair. See also section on Department Chair competencies below.

Librarians who perform Access Services roles:

1. Coordinate, communicate, and serve as primary source of information to library users and library staff regarding circulation policies and procedures
2. Manage circulation, reserves, billing, stacks (including remote storage), and interlibrary loan services
3. Oversee daily operation of circulation department
4. Coordinate building security measures
5. Supervise largest number of support staff and student assistants within the Library
6. Resolve service problems with users at all levels and mediate customer grievances
7. Provide or coordinate primary responsibility for the continued integration and implementation of circulation and interlibrary loan into the library automated system
8. Provide or coordinate primary contact with the university for integration of the circulation department into other university technologies, such as the Banner Financial System
9. Maintain knowledge of copyright issues and electronic resources, especially related to Course Reserves
10. Study trends and developments in circulation, interlibrary loan/document delivery, and copyright and implement changes to improve services to customers and staff productivity
11. Plan, organize and direct the workflow of the Interlibrary Loan (ILL) unit, to facilitate requests for journal articles and materials not owned by the Library. With the University's emphasis on scholarship and research, combined with budgetary considerations, faculty and students increasingly rely on the information procurement services the Interlibrary Loan department provides. Soaring journal subscription costs have forced the library to replace paper subscriptions with online resources. In 2008, Interlibrary Loan four handled 32,500 requests, 59% more than in 2007. In addition to participating in the complex task of researching and confirming citations for requests, Interlibrary Loan involves billing issues, copyright compliance and reports, shipping details, and requests for renewals.
12. Oversee borrowing operations, including seeking sources for hard-to-find publications
13. Perform complex bibliographic searching
14. Have a basic understanding of the syntax of Spanish, German, and French and other languages so as to facilitate non-English bibliographic searches
15. Review access tools to assure that information is easily and readily attainable by library users; troubleshoot problems, enlisting the aid of other staff as needed to solve problems
16. Keep informed of ISU library holdings, services, policies and procedures in order to provide effective service to researchers through libraries across the nation
17. Frequently update knowledge of national, regional and local ILL codes, policies and procedures
18. Respond promptly to need upgrades to ILL software, coordinate downloads with Library Systems Department; train staff in new features
19. Establish and maintain policies and procedures in the ILL office.

20. Interact with other departments in developing procedures that involve cooperation between ILL and the other departments (e.g., Shipping, Cataloging, Acquisitions).
21. Work closely with academic faculty who generate class materials to be placed on Reserve for student access
22. Supervise the processing of faculty requests for e-reserves, and maintain and update lists
23. Ensure copyright compliance of items placed on reserve
24. Maintain and update reserves manual to ensure currency

Digital/Digitization/Scholarly Repositories Competencies	
---	--

The emergence of new scholarly communication models, self archiving services and the concept of institutional repositories have completely changed the whole life cycle within a library, starting with acquisition, exploitation, cataloging, long-term preservation and retrieval, and created many important new roles to play in this digital era. Librarians are the pathfinders and guides for their users.

Information professionals have vital roles to play in helping to recruit authors to submit their content to institutional repositories, as well as in educating users to search such repositories effectively and retrieve the scholarly content from them. Library faculty need to help teaching faculty and others in the academy who contribute to the scholarly record, archive their past research materials, digitizing them if necessary, and teach them how to archive their future contributions.

Metadata-related activities offer new opportunities for librarians to communicate with new domains including publishing, recording and content developing and other allied areas concerned with digital object creation and management. The basic skills of librarians in locating, evaluating, collecting organizing and disseminating information have new applications in the creation, development and management of digital content. Librarians can help open access journals launched at their institution to become known to other libraries, provide indexing services, identify potential fund giving. They should join library consortia like the Scholarly Publishing and Academic Resources Coalition (SPARC) to multiply efforts and publicize support for free and affordable journals. They need to make sure that scholars at their institutions know how to find open access journals and archives in their fields, and to make sure that tools are set up to allow them to access these publications efficiently.

Critical library functions require professionals of a high educational background/intellect who must be able to analyze, conceptualize, make judgments, develop and implement policy responses.

In response to the emerging Open Access environment, information professionals have to:

1. Understand and apply client-centered concepts and principles in the management of traditional and digital information resources and services
2. Analyze policies, practices, and standards related to collection development and management in traditional and digital environments
3. Identify and apply principles of service design for virtual information environments
4. Critically evaluate contemporary issues in information provision and their implications for collection development and management
5. Understand key aspects and trends of the information technology infrastructure and their implications for collection building and management
6. Carry out needs assessment and evaluation of virtual information collections, resources and services

Librarians have always used their knowledge of information delivery to facilitate information discovery. Now there is an expectation that they will also work closely with all academics to develop effective learning environments, both face-to-face and online. This requires a strong grounding in pedagogy and in digital environment, and expertise with information and communications technologies (ICT).

A half-time Scholarly Publishing Consultant was appointed by MIT Libraries in Cambridge to support MIT faculty and researchers who have questions about their options and rights in the world of scholarly publishing, evolved with the advent of the digital repositories. Until such time as Indiana State University may choose to follow a similar path, much of this responsibility falls into the sphere of the Library. Following are the areas in which all authors need guidance/information:

1. What rights the author has over his/her own work, and how he/she can ensure the rights in the future with his/her work
2. Information about standard publisher copyright transfer agreements, including the use of the institution's amendment to such agreements
3. To gain feedback about options and rights related to archiving authors' work on the web, whether via a faculty home page or a discipline-based archive
4. To discuss the options for publishing an article so that it will be openly available, without permission or subscription barriers, whether in a new open access journal or a long-standing journal
5. To ask about open access publication options, and fund or government policies in relation to those options

Librarians who perform digital/digitization/scholarly repository roles work within the areas of information resources, the organization of recorded knowledge and information, have an extreme need for technological knowledge and skills, and other responsibilities that touch many other areas of Library performance, including acquisitions, processing, and more.

Core competencies, as identified by the American Library Association, most relevant to Indiana State University, include;

Information Resources

1. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition
2. Concepts, issues, and methods related the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection
3. Concepts, issues, and methods related to the management of various collections, including preservation and conservation

Organization of Recorded Knowledge and Information

1. The principles involved in the organization and representation of recorded knowledge and information
2. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources
3. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information

Technological Knowledge and Skills

1. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies
2. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications
3. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services
4. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Digitization Librarian(s) at Indiana State University include, but are not limited to:

1. Knowledge of cataloging and metadata standards and practices relevant to information resources, including archival materials and special collections
2. Knowledge of descriptive practices in related fields, such as archival and museum communities
3. Knowledge of specific encoding schemas and descriptive techniques relevant to local best practices and routine operations
4. Knowledge of general preservation techniques and best practices regarding the handling of rare and fragile materials
5. Knowledge of institutional priorities and resources relevant to historical preservation.
6. Familiar with local standards and best practices for the acquisition, processing, preparation, management, and preservation of archival materials and special collections
7. Knowledge of computer hardware, software, and other tools used for electronic preservation of archival materials and special collections
8. Knowledge of the general principles and best practices of web design, electronic online portals, databases, information storage and retrieval systems, and other related technologies for archival materials
9. Proficient in project management with the ability to plan, initiate, execute, complete, and evaluate complex projects
10. Knowledge of local physical environments and resources for long-term preservation, security, and storage of rare and fragile materials
11. Knowledge of local electronic systems for preservation, security, storage, and retrieval of digital information
12. Keeps track of changes in the scholarly uses of information technology and user expectations
13. Keeps track of changing trends, standards, and best practices relevant to professional specialization
14. Understands methods for using digital imaging and recording technologies to reproduce primary source materials in electronic format for long-term preservation, storage, and retrieval
15. Understands disaster preparedness and other potential threats to the security, accessibility, and integrity of electronic information

Electronic Resources Competencies	
--	--

Electronic Resources is similar in many ways to the core competencies in the above section. In addition to the competencies outlined above, competencies specific to Electronic Resources at Indiana State University include, but are not limited to:

1. Knowledge of the law relevant to license agreements for electronic resources, including but not limited to: copyright, fair use, resource sharing, and access
2. Knowledge of the general principles and best practices of web design, electronic online portals, databases, information storage and retrieval systems, and other related technologies
3. Knowledge of cataloging and metadata standards and practices relevant to electronic resources
4. Knowledge of legal standards, business practices, professional norms, and institutional rules relevant to the life cycle of electronic resources:
 - a. Acquisition of electronic resources
 - b. Access to electronic resources
 - c. Administration of electronic resources
 - d. Technical support for electronic resources
 - e. Evaluation and assessment of electronic resources
5. Ability to administer Electronic Resources Management System (ERM), A-Z list, link resolver, and related tools
6. Ability to administer federated search engine in cooperation with other Systems Department personnel
7. Ability to serve as local administrator for electronic resource interfaces and related tools.
8. Being conversant with contemporary computer hardware and software
9. Technical knowledge, communication skills, and professionalism necessary to provide technical support for electronic resources to diverse user population
10. Ability to communicate complex information and create detailed reports for the Library administration, administrative committees, other library committees and governance bodies, and library departments as appropriate
11. Interpersonal skills and professionalism necessary for maintaining positive working relationships with library vendors
12. Negotiation skills required for complex license agreements and other contracts on behalf of the Indiana State University Library
13. Intellectual curiosity and proficiency necessary to provide leadership and advise other library personnel regarding changes in technology, best practices, and general developments relevant to electronic resources
14. Keeping track of changes in the scholarly uses of information technology and user expectations
15. Keeping track of changing trends, standards, and best practices relevant to professional specialization

Reference/Instruction/Information Literacy/Government Documents Librarianship Competencies	
---	--

The Reference/Instruction Department holds the largest number of librarians. They need to perform not only reference and instructional duties, but also liaison, collection development and specialized areas such as government documents librarianship, music librarianship, and distance learning library support

American Library Association Core Competencies for Reference Librarians include:

1. Reference librarians provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups
2. Reference librarians use a variety of methods to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information
3. Reference librarians promote Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy
4. Reference librarians use correct principles and methods to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development

Competencies for Reference/Instruction Librarians at Indiana State University include, but are not limited to:

1. Provide reference services, at the reference desk, via phone, email, and live chat. Reference services include simple answers to simple questions, on up to consultations on complex research questions and needs to complete course assignments and projects, to support for publishing and scholarship, including thesis and dissertation research
2. Obtain knowledge of emerging trends in reference and instruction library services as well as the ability to demonstrate and communicate those characteristics in a clear and concise manner.
3. Maintain awareness and experience with current and emerging automation and technologies, including PCs, online library systems, web construction, and databases
4. Reference librarians provide a positive vision for the future of reference services and libraries as a whole
5. Understanding of and active participation in the design, development, implementation and management of web sites
6. Experience in designing, implementing, and managing outreach programs
7. Serve as library (reference, instruction, collection development) liaison to one or more academic departments and/or colleges. At ISU, this is the primary contact between academic departments and all things library
8. Provide general, course specific, or assignment specific instruction for students and faculty
9. Responsible for regular sharing with academic departments information relating to library services and resources, including the incorporation of new library technologies, alerting the academic departments via e-mail and attendance at academic department meetings of new library services and technologies
10. Assist academic departments with acquisitions and collection development activities, including reviewing its acquisitions budget reports
11. Participate in collection development activities including review of approval plan, purchase of materials, and other duties as assigned

12. Provide demos and workshops on new library resources and services
13. Provide information on new methods and technologies for reference and instruction
14. Participate in planning for and making recommendations to the head of reference and the Dean on appropriate technologies
15. Monitor the information needs of academic departments and meet these needs in a pro-active and responsive manner
16. Gather information about new areas of research, courses, and programs in academic departments
17. Provide one-on-one orientation for new and/or continuing faculty members

Instruction

The Library's instructional role is centralized with the Reference/Instruction Librarians, although other librarians provide instruction and need to have adequate proficiencies. One librarian, usually the Department Chair, also serves as an instruction program coordinator and may have layered supervisory responsibilities specific to the program as well as to the individual librarians.

Since the ISU Library utilizes a liaison model, some programmatic instructional aspects also fall within the purview of individual librarians, either on a regular basis or as the need arises.

The American Library Association committee that is responsible for ALA's *Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide* (2008)

<http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.pdf> formulated proficiencies for instruction librarians into 12 categories:

1. Administrative skills
2. Assessment and evaluation skills
3. Communication skills
4. Curriculum knowledge
5. Information literacy integration skills
6. Instructional design skills
7. Leadership skills
8. Planning skills
9. Presentation skills
10. Promotion skills
11. Subject expertise
12. Teaching skills

Instructional Proficiencies from the ALA standards that relate to Promotion and Tenure Review at Indiana State University:

1. Document the activities, effectiveness, and needs of the instruction program through statistical analysis, formal reports, presentations, and data analysis
2. Help create teaching environments that support the needs of the instruction program
3. Design effective assessments of student learning and uses the data collected to guide personal teaching and professional development
4. Develop and implement iterative peer instructor assessment models in order to provide constructive feedback to librarians on teaching effectiveness
5. Assist librarians to develop programmatic assessment models that measure the incremental development of information literacy skills throughout a student's matriculation

6. Identify and analyze factors that measure the impact of library instruction programs on library services, campus programs, academic departments, and student learning
7. Identify national, regional, state, local, and institution assessment and evaluation efforts and works with instruction librarians to connect them with the library's instructional efforts
8. Analyze the curriculum in assigned subject area(s) to identify courses and programs appropriate for instruction
9. Keep aware of student assignments and the role of the library in completing these assignments.
10. Identify and communicate regularly with those responsible for curriculum decisions at the institution, college, or department level
11. Collaborate with classroom faculty to integrate appropriate information literacy competencies, concepts, and skills into library instruction sessions, assignments, and course content
12. Communicate with classroom faculty and administrators to collaboratively plan and implement the incremental integration of information literacy competencies and concepts within a subject discipline curriculum
13. Investigate aligning information literacy standards with the institution's program review, departmental learning objectives, foundational studies (general education) and/or accreditation standards
14. Collaborate with classroom faculty by defining expectations and desired learning outcomes in order to determine appropriate information literacy proficiencies and resources to be introduced in library instruction
15. Sequence information in a lesson plan to guide the instruction session, course, workshop, or other instructional material
16. Create learner-centered course content and incorporates activities directly tied to learning outcomes
17. Assist learners to assess their own information needs, differentiate among sources of information, and help them to develop skills to effectively identify, locate, and evaluate sources
18. Integrate appropriate technology into instruction to support experiential and collaborative learning as well as to improve student receptiveness, comprehension, and retention of information
19. Advocate for improving instructional services through support for training or improving skills of instruction librarians, better facilities, increased emphasis on library instruction by library administration, and dedication of re-sources to these areas
20. Seek potential partners to create new instruction opportunities
21. Anticipate growth and change when planning instructional services, and adapts plans to these changes
22. Link instructional services to the mission of the institution and other campus planning documents and relevant off-campus documents (e.g., national standards, key publications, and reports)
23. Lead instructional staff in creating short- and long-term goals and objectives in order to continuously develop and improve instruction programs
24. Present instructional content in diverse ways (written, oral, visual, online, or using presentation software), and select appropriate delivery methods according to class needs
25. Promote library instruction opportunities and services to new faculty, underserved departments and programs, and elsewhere on campus, as relevant to instruction responsibilities and subject areas served
26. Establish and maintain a working relationship with assigned academic departments and programs in order to incorporate library instruction into the curriculum and other educational initiatives
27. Collaborate with graphic designers and Web editors/managers to create effective promotional materials for the print and Web environments

28. Keep current with basic precepts, theories, methodologies, and topics in assigned and related subject areas and incorporates those ideas, as relevant, when planning instruction
29. Identify core primary and secondary sources within a subject area or related disciplines and promote the use of those resources through instruction
30. Use the vocabulary for the subject and related disciplines in the class-room and when working with departmental faculty and students
31. Create a learner-centered teaching environment by using active, collaborative, and other appropriate learning activities
32. Modify/adapt teaching methods and delivery to address different learning styles, language abilities, developmental skills, age groups, and the diverse needs of student learners
33. Reflect on practice in order to improve teaching skills and acquires new knowledge of teaching methods and learning theories

Collection Development within Liaison Structure of Reference/Instruction Department:

Reference/Instruction Librarian have primary responsibility for collection development work with the other academic departments. While technical services librarians and staff have collection development responsibilities, they are different from the liaisons; however, all involved work to create a seamless process so that needed materials are ordered, received, processed and used in an efficient and timely fashion.

Collection Development Competencies include:

1. Build and maintain a collections of resources in a variety of formats, based on community needs, with main community being academic audience
2. Demonstrate comprehensive knowledge of the library's collection (subject ranges, age, size, level, strengths and shortcomings. Create a collection development plan for each academic area of responsibility in consultation with academic departments. Apply knowledge to the decision-making process
3. Regularly review sources to support collection development efforts, including book reviews, journals, book vendor-provided information
4. Select and evaluate resources to assure their quality, pertinence, authentic and inclusiveness
5. Demonstrate broad knowledge of authors, literature and publishers. Follow trends in traditional and digital publishing, gather best practices from similar institutions, and adapt to community needs
6. Be sure materials are included that contribute to a collection that is diverse, current and relevant, one that reflects the ethnic diversity of the community and promotes cross-cultural understanding
7. Identify and apply objective standards to evaluate the content of resources for accuracy and authority, and identifies bias or point-of-view
8. Select and evaluate resources to assure their quality, pertinence, authenticity and inclusiveness.
9. Follow trends in traditional and digital publishing and gathers best practices of similar institutions
10. Consult a variety of review sources, in combination with informed judgment and knowledge of the community, to evaluate materials

Government Documents: at least one Reference/Instruction Librarian provides guidance and support to the Government Documents collection (U.S., state and United Nations) and support staff person.

Competencies related to Government Document librarianship include:

1. Assist support staff person with government documents responsibilities with updating government documents information as reflected by online catalog records, including serials holdings; exporting records from OCLC to the online catalog; creating holdings and item records, processing state, United Nations, and U. S. documents; ordering documents
2. Give detailed user assistance including locating specific pieces of information from government documents and explaining how to use reference tools for print, online, media and microform government documents
3. Stay informed on government document issues, such as surveys, item profiles, reference issues, etc.
4. Be aware of information needed to enhance government document records listed in the online catalog, including the addition of PURLS (Persistent Uniform Resource Locators) to existing government document records to reflect online availability
5. Consult disposal lists from other depository libraries against local holdings to see if items are needed in ISU collections
6. Identify documents that need pamphlet binding, protective envelopes, or report covers/ binders, depending on size and fragility; assigns binding, etc., to student assistants as needed

Systems/Information Technology Competencies	
--	--

American Library Association Core Competences Most Relevant to Systems:

Information Resources

1. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition
2. Concepts, issues, and methods related the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection
3. Concepts, issues, and methods related to the management of various collections
4. Concepts, issues, and methods related to the management of various collections, including preservation and conservation

Organization of Recorded Knowledge and Information

1. The principles involved in the organization and representation of recorded knowledge and information
2. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources
3. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information

Technological Knowledge and Skills

1. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies
2. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications
3. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services

4. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements

Competencies for Systems Librarian(s) at Indiana State University include, but are not limited to:

1. Knowledge of theories, objectives, principles, and techniques of information technology management in libraries
2. Knowledge of automated systems in libraries, including planning, organization, and maintenance
3. Knowledge of the general principles and best practices of web design, electronic online portals, databases, information storage and retrieval systems, and other related technologies
4. Knowledge of library organization and functions relevant to systems administration
5. Knowledge of systems analysis, design, and database management across multiple platforms
6. Knowledge of local and wide area networks
7. Knowledge of tools used by library personnel and users such as electronic mail, word processing, and data management software
8. Conversant with contemporary computer hardware and software
9. Ability to administer federated search engine in cooperation with other Systems Department personnel
10. Ability to serve as systems administrator for the integrated library system and related tools
11. Ability to serve as systems administrator for library servers and clients
12. Technical knowledge, communication skills, and professionalism necessary to provide technical support for library information technology to a diverse user population
13. Ability to communicate complex information and create detailed reports for the Library administration, administrative committees, other library committees and governance bodies, and library departments as appropriate
14. Interpersonal skills and professionalism necessary for maintaining positive working relationships with library information technology vendors
15. Intellectual curiosity and proficiency necessary to provide leadership and advise other library personnel regarding changes in technology, best practices, and general developments relevant to library systems
16. Keep track of changes in the scholarly uses of information technology and user expectations
17. Keep track of changing trends, standards, and best practices relevant to professional specialization
18. Understand disaster preparedness and other potential threats to the security, accessibility, and integrity of electronic information

University Archives Competencies	
---	--

Librarians must be conversant with digital collection management and open archive information system management skills. Information professionals have led the way in identifying the crisis in scholarly communications and taken an interest in developing potential solutions to problems. Education or staff development includes concentration in archival administration and possibly professional archival/records management experience.

University Archives Competencies

1. Develop the various programs, and manage the daily operation, of the University Archives
2. Arrange and describe the permanent records in the Archives

3. Work to identify, survey, appraise, store, access, preserve, and dispose of the records of Indiana State University
4. Provide assistance and advice to the ISU community regarding file management and records systems
5. Offer assistance in resolving problems related to the management of records
6. Oversee the transfer of inactive records from departmental offices to records storage areas and when necessary re-files, re-boxes, and labels incoming records
7. Develop and administer record retention policies
8. Interact with ISU administrators and departmental personnel, students, faculty and other researchers to support their requests for records in the Archives and performs other services, such as providing reference assistance and other information management tasks
9. Work with the head of **University Digital and Archival Services** to plan for the deposit and preservation of electronic records and other born digital items (e.g. photographs, documents) deposited in the Archives
10. Plan, design, develop, and produce displays and exhibits in conjunction with university offices, departments, and organizations, highlighting their events with historical photographs and documents
11. Develop finding aids (print and online); organize and arrange collections to provide quick access for retrieving information
12. Direct website development to enhance the visibility of the University Archives by providing historical information of the university to a viewing audience
13. Participate in public programming and events promoting ISU and partnership in activities as a representative of the ISU community
14. Seek out historically significant collections that help to document the history of the university; [community service]
15. Guide and supervise staff and students in organizing and identifying information that will be researched, processed, or documented
16. Identify newer technologies and advancements in profession: develop and maintain a sustainable model of open access repositories for users; electronic document management; developing system for disseminating scholarly material and learning objects emanating from their institutions
17. Create sensible institutional repository policies and procedures and to provide feedback about how they work in practice
18. Assisting in designing the institutional repository user interface so that it is clear, easy to use, and effective
19. Identify current self-archiving activity on campus to aid the content recruitment effort
20. Act as change agent by promoting the institutional repository to faculty and graduate students in their subject areas
21. Inform faculty and graduate students about Creative Commons licensing options and publisher e-print policies
22. Deposit digital materials for faculty in their subject areas if such assistance is desired
23. Participate in the creation of institutional repository metadata, such as local controlled vocabularies (e.g. subject categories for institutional repository documents)
24. Prepare web-based and paper documents that explain and promote the institutional repository and advocate scholarly publishing reform
25. Assist local and remote users with institutional repository utilization, answer questions about institutional repository policies and procedures, and use the institutional repository to answer reference questions

26. Work with library liaisons to share their knowledge of the specialized research needs and scholarly communication patterns of the different disciplines that can inform every step of the institutional repository's growth

Department Chairs and Other Supervisory Roles	
--	--

Competencies and Responsibilities	
--	--

Associate Librarians and Librarians may be hired as Department Chairs, or may act for sufficient lengths of time (1-2 years) as Acting or Interim Department Chair. They may supervise only support staff or a mixture of support staff, EAP, student assistants, and other librarians. If this role is part of their annual review, it helps to understand the roles and responsibilities of the Department Chair in the Library. If supervising other librarians, the Department Chair should assume some of the responsibilities of mentor. However, staff development of all employees is to be encouraged and promoted. The University Handbook indicates that Chairs are formally evaluated as Chairs every three years by the Dean (350.5.1), in addition to any Annual Review (tenure-track) or Biennial Review (tenured).

Department Chairs serve at the pleasure of the Dean and the department faculty. (UH 350.5). The position of Department Chair may fall vacant at such a time that a permanent replacement cannot be appointed immediately. In such a case, appointment of an acting chairperson is the prerogative of the administration, but that prerogative should be exercised only after consultation with the membership of the department. (UH 350.5.4.4)

Basic Responsibilities

1. Manage the Library department
2. Represent the Library department's interests to the Library and university administration
3. Serve as an advocate for the collective wishes and decisions of the Library department.
4. Conduct Library departmental meetings and represents the department at the Library chairs' meetings
5. Participate in the hiring process
6. Supervise and evaluate departmental staff and faculty
7. Develop and maintain departmental objectives, long-term planning and on-going procedures
8. Coordinate and collaborate with other library units or departments, communicate and serve as primary source of information
9. Encourage faculty (staff) professional development and collaborative research
10. Responsible for relaying information and directives from the administration to the department

Library-Based Competencies

1. Demonstrated ability to provide a positive vision for the future of library services and libraries as a whole
2. Ability to provide leadership in a busy environment of change
3. Develop short-term and long-term goals for department in consultation with department staff and the Dean of the library
4. Study trends and developments nation-wide in area/s of responsibility, and implement changes to improve services to library users
5. Evaluate/coach/mentor department staff

6. Direct the selection, training, evaluation, and deployment of support staff members and student assistants
7. Prepare regular and on-demand reports, including but not limited to strategic plans, annual goals, and annual reports
8. Collaborate collegially and cooperatively with other library Department Chairs

Ammons-Stephens, S., Cole, H. J., Jenkins-Gibbs, K., Riehle, C. F., & Weare, W. H., Jr. (2009). Developing Core Leadership Competencies for the Library Profession. [Feature]. *Library Leadership & Management*, 23(2), 63-74. Some statements quoted from Ghosh article, with Ghosh's references to Allen and Bailey [primarily University Archives section]

See **Appendix A** for list of **General Supervisory/Managerial Competencies Expected Of Library Department Chairs**

SECTION IV. ANNUAL REVIEW CRITERIA

A. Time in Rank (UH 305.3.2)	
-------------------------------------	--

Time in rank, except in rare instances recognized at every level of recommendation, is a necessary but never a sufficient requirement for promotion. Years are calculated as of the end of the academic year in which the nomination is made.

Early Promotion: Under exceptional circumstances, a candidate in the **fourth** or **fifth** pre-tenure year may be considered for promotion and tenure prior to the end of his/her stated probationary period. For this to occur, the candidate's exceptionality must be formally recognized by his/her chairperson's nominating the candidate for early consideration, and the candidate must, in turn, earn the support of every reviewing entity in the process. A negative recommendation from any review committee or administrative reviewer stops the review process. The candidate has the same right to appeal the decision as any other candidate and must follow the same appeal process as defined below. A negative recommendation in either the review or an appeal precludes the possibility of the candidate being given early consideration at a future date but does not terminate employment. [UH 305.5.7.1]

Assistant Librarians must apply for promotion to Associate Librarian in their **sixth** year, or at the same time as the application for tenure.

Associate Librarians are eligible to apply for promotion to Librarian in their **fourth** year at the rank as Associate Librarian.

B. Teaching, Scholarship, and Service Weights	
--	--

The weighting of the areas of professional responsibility has been outlined by the University, in its document related to Biennial Post-tenure Review. But weighting can also be applied to the pre-tenure process as one of the methods of planning the successful progress towards granting of tenure. The measurements outlined in this section are guidelines and should be used judiciously to assist each individual on the tenure track.

Historical Note

From various University documents that have outlined Teaching/Librarianship in the past, the Library has always had to create language tailored to Librarianship vs. Teaching. In 2001-2002, an initiative similar to the November 2010 one took place, having to do with teaching faculty workload guidelines, for the University Handbook. Some text from documents created at that time, and the Library's additional and/or replacement language are still relevant:

Teaching faculty workload depends upon the nature of departmental needs in the domains of teaching/librarianship, research/creativity, and service. The standard workload for faculty is equivalent to 12 credit hours of teaching (typical courses) plus normal engagement with service activities, such as participating in the committee structure of the department or Library and University as well as advising, and curriculum development. The standard workload of 12 credit hours, plus the service expectation, translates into 15 work unites. For purposes of workload, one credit hour and one academic clock hour (50 minutes) of teaching are equivalent.

Normal Workload Parameters

University Handbook establishes **Normal Teaching Load** as 12 semester credit hours or 24 semester credit hours per academic year (310.1.1) Although specific language on **Library faculty workload** is currently not part of the University Handbook, earlier discussions and university documentation established the minimum workload for librarians as being equivalent to 37.5 hours per week.

Standard Weights

The Library establishes the following default weights for each of the three areas (librarianship, research and service). Significant departures from the default weights may be undertaken after consultation with, and at the discretion of, the librarian's Department Chair and Dean. In such cases, the Department Chair will inform the library Personnel Committee of the arrangement.

Librarianship baseline 40-80%
Scholarship baseline 10-50%
Service baseline 10-40%

Other University Assignment: 0-100%

This category could be used to indicate Library faculty teaching a course (or the Administrative or Special assignment designation could be used).

Weighting and the New Librarian Hire

Weights must take into consideration for the 'fresh out of library school' Assistant Librarian path as well as the 'this is not my first job' Associate Librarian. Based on past experiences, here is a typical progression for new librarian: 1st year learning job and establishing research plan; 2nd year: join one library committee and one library governance committee; 3^d year: Indiana Library Federation (ILF) committee and/or ILF presentation and/or article in Indiana Libraries (not peer-reviewed); 4th year: published in peer-reviewed journal [single or co-author]; chair a library committee/governance committee; etc. Department Chair, Dean, Personnel Committee, and co-workers will ACTIVELY mentor.

Library Faculty Contractual Time Differential

Weighting must also take into consideration the fact that library faculty have 12-month contracts and teaching faculty have nine-month contracts, with optional summer teaching loads. After the *Duby-Feinaur Report* (ca. 1999) was published, the Library had conversations about the inevitability of difference in expectations vs. time on task, for the same salary. The chart below highlights the challenges library faculty face in finding the time to perform research and scholarly activity. When librarians create their goals and objectives, they and their Department Chairs should take into consideration the time frame for meeting those goals and objectives, including but not limited to the factors illustrated below.

	Librarian Faculty 12-month	Teaching Faculty 9-month
Total days on clock	260 days	162.5 - - A DIFFERENCE OF 97.5 DAYS PER YEAR
Non-office days	23	23
Vacation	20	None
Holidays	10	10
Winter recess	3	3
	Librarians work 204 days with 56 days off	Teaching Faculty 126.5 days with 36 days off
3 summer months	Yes	No - [option to teach for <i>additional/separate</i> stipend during Summer sessions]
Differential: 77.5 days ie: we are on the clock almost 80 working days more than the teaching faculty		

Source: University Holidays and Library Faculty non-office days 2001-2004 data

C. Standards of Achievement by Rank (UH, 305.3.3)

Standards of achievement by rank are listed below. Some standards will be required, and a few will have to meet specific quantification measures. Over the course of the review period, some achievements may be deemed to have more ‘weight or worth’ in relation to other achievements. This should be handled on a case-by-case basis, and would form part of the annual review process wherein goals for the coming year are set by the librarian and the Department Chair. Those goals should reflect the person’s place in the tenure and/or promotion cycle. Goals should be set for each of the three areas, Librarianship/Teaching, Research/Scholarship and Service.

Assistant Librarian: Documented evidence of adequacy in librarianship; of potential for achievement in research, scholarship, or creative activity; and of service appropriate to the mission of the faculty member's academic unit. Faculty members are to demonstrate continuous professional growth in teaching or librarianship; research, scholarship, or creativity; and service.

Associate Librarian: Documented evidence of effective teaching or librarianship; a record of research scholarship or creative activity which has earned professional recognition at the national or regional level; and evidence of effective service to the University and to both the community and the profession.

Librarian: Documented evidence of sustained effective librarianship; of a record of substantial accomplishment in research, scholarship or creativity which has led to professional recognition at the national level; and of active, substantive service to the University and to both the community and the profession.

Librarianship/Teaching – Standards by Rank	
---	--

Assistant Librarian: Documented evidence of adequacy in librarianship (and teaching, if applicable); librarianship activities must demonstrate fulfillment of the basic expectations for all librarians, and show a sustained pattern of effort and activity directed at the core position responsibilities.

Associate Librarian: Documented evidence of effective librarianship (and teaching, if applicable); librarianship activities must demonstrate fulfillment of the basic expectations for all librarians, and demonstrate a clear pattern of responsiveness to previous evaluation recommendations, goals and objectives as set for the review period, and where deficiencies have been identified, show evidence of improvement or other appropriate response. In addition, evidence of the integration of current research and trends in librarianship in general and those specific to the current position description and active participation in any necessary departmental development/changes is required.

Librarian: Documented evidence of sustained effective librarianship (and teaching, if applicable); librarianship must demonstrate continuing effectiveness across the time period since the last promotion or date of appointment. Librarianship activities and responsibilities must demonstrate clear improvement where deficiencies have been previously identified. Evidence of the integration of current research and trends in librarianship in general and especially those specific to the current position description and proactive participation in departmental development/changes is required.

Librarianship/Teaching – Evidence of Achievement	
---	--

This section contains examples of achievement in librarianship, clarifications of documentation required, and indications of whether or not an item is required or recommended for retention, tenure and/or promotion considerations,

Documentation will be based upon use of the electronic portfolio. Additional documentation will be made available, outside electronic portfolio, as needed, and will include, either in electronic portfolio or as part of packet: 1) goals and objectives, including report of progress; 2) research plan (relates to weights for Librarianship, Research and Service, and any/all of the following:

- Philosophy of librarianship
- Self-evaluation of progress
- Detailed list of accomplishments for each item in position description, specific to evaluation period (that are not listed below, separately)
- Course syllabi, if librarian taught a for-credit course at ISU or elsewhere
- Documentation of other course support, if not primary teacher; e.g. Blackboard work (list of what was added to site); *LibGuides* created for specific course or general subject area
- Workshop description/outline/materials, if librarian was workshop leader and created materials
- Documentation of newly employed pedagogical or professional materials developed

- Summary of direct support to students, especially if related to research; learning-focused student-librarian interactions. Examples may be cited in self-narrative accounts
- Letters of merit
- Observations from library users
- Observations and/or peer evaluation from library colleagues
- Observations from teaching faculty [outside of library]
- Evaluations from library student assistants, if librarian provides direct supervision
- Details of innovative procedures learned and applied
- Details of in-house studies/projects completed
- Materials created to support position or library, including but not limited to:
 - Bibliographies
 - Lists of collections
 - Instructional materials
- List of formal and/or continuing education completed, include description of how affects growth in librarianship and/or position
- List of professional meetings, workshops, etc. attended; include description of how this supports growth in librarianship and/or position
- List of new technologies learned
- List of professional awards or other honors earned
- Other information librarian believes to be pertinent.

Research/Scholarship/Creative Activity – Standards by Rank	
---	--

1. **Research Plan:** At the earliest opportunity, every librarian will create a research plan for the tenure period. That plan may begin with ‘find an area of research’ or ‘refine one or more areas’ of research. The librarian, with the Department Chair and the Dean, will set out goals for each year of the pre-tenure or promotion process. The plan should be doable but also The plan will be as specific as possible but the plan can and almost certainly will be adjusted every year. If major obstacles come up, they will be identified along with a possible solution. Sometimes a new opportunity will come up that may need to replace a goal or move it forward; those too should be added to the adjusted research plan. Indeed the research plan should even detail the various changes. If there are too many changes, that might mean something in itself [not sure what].
2. All librarians have a responsibility to help encourage every other librarian’s research plan. That encouragement could include formal or informal mentoring, seeking out co-authors, seeking out or recommending or offering to give development support.
3. **Research Release Time:** All librarians should take full advantage of the possibility of research release time throughout the year.
4. Contributing to the scholarly record is what defines the academic librarian. Academic librarians should contribute to the updating and extending of their particular areas of expertise throughout their professional life. In order to be truly effective, they must be constantly alert to new and innovative direction in librarianship, higher education, and a variety of other areas, including specific academic disciplines and curricula.

As noted earlier in this document, research may be 1) basic 2) applied or 3) pedagogical.

Assistant Librarian: Research/scholarship/creative activities must show potential for achieving a sustained record of scholarly achievement and demonstrate a sustained pattern of effort and activity related to librarianship, information science and areas of specialization. At the time of appointment the librarian will have a terminal degree (Master's). If the librarian received the degree one year or more prior to appointment, evidence of scholarly activities is required. The number and/or quality of the activities should be commensurate with the length of time and any professional positions held since that time.

Associate Librarian: scholarly activity required for appointment or promotion must demonstrate a record that has been strong, consistent, and has been achieved at the regional or national level.

Librarian: scholarly achievements must demonstrate a sustained commitment across the time-span since the last promotion or date of appointment that has been strong, consistent, and has achieved recognition at the national level.

National recognition/participation/performance is to be considered the strongest criterion for evaluation in these areas. Regional recognition/participation/performance may be considered at same level, depending on quantity, quality, and intensity of the activity.

Accomplishments should reinforce/strengthen the librarian professionally and should be shown to facilitate intellectual and professional growth. If possible, accomplishments should be positively reviewed and/or externally evaluated.

Research/Scholarship/Creative Activity – Evidence of Achievement	
---	--

Librarians will use the appropriate **Checklist** (see Appendix C) to identify their scholarly record, both annually and cumulatively for purposes of final tenure review and/or promotion. In most cases, full citation of published works or presentations will come from the electronic portfolio. Evidence or actual copies of materials are usually reserved for the final tenure review and/or promotion packet. Additional documentation or evidence must be created by the librarian in order to make clear the accomplishments to the Department Chair, Personnel Committee and Dean.

Research Requirements for Promotion and Tenure – Standards by Rank

See **Appendix C** for **Detailed Checklist of Scholarly Activities**.

Research Requirements for Promotion and Tenure – Standards by Rank			
Standard	Description of Standard	Requirement for Promotion to Associate Librarian	Requirement for Promotion to Librarian (all standards in addition to those required for promotion to Associate Librarian)
A	Deliver peer-reviewed or evaluated lectures, papers, speeches, poster sessions or presentations at colleges or universities, professional meetings, conventions, conferences, workshops, or training sessions in business and industry.	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>
B	Publish four reviews of information resources up to 500 words each or two reviews of information resources more than 500 words each.	Elective	Elective
C	Write proposals for and/or receives research or library development grants and awards.	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>	<i>Must complete at least 1 Standard C or J</i>
D	Conduct, teaches or leads institutes, short courses, seminars, and workshops that are related to the faculty member's discipline.	Elective	Elective
E	Publish article in peer-reviewed publications.	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>
F	Publish monographs or books (including textbooks).	Elective	Elective
G	Publish chapter(s) in books or monographs.	Elective	Elective
H	Publish article through non-peer reviewed journals, software or online.	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>	<i>Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.</i>
I	Obtain copyrights or patents on scholarly works produced.	Elective	Elective
J	Conduct community based research projects.	Elective	<i>Must complete at least 1 standard C or J</i>

K	Participate in and complete educational, industrial, or service sector consulting experience related to the faculty members' discipline.	Elective	Elective
L	Complete a postdoctoral fellowship, an additional degree, or continue substantive professional development activities.	Must complete at least 4 total Standards A, C, E, H or L, with at least one each of A and E.	Must complete at least 1 Standard L or N
M	Facilitate community engagement through developmental or participative activities for the purpose of establishing collaborative partnership between business, social, education, and community agencies, which contribute to the University's academic mission and directly benefit the community.	Elective	Elective
N	Conduct applied research.	Elective	Must complete at least 1 Standard L or N
Total Standards Needed for Promotion (Mandatory and Elective)		6	8

Professional Service – Standards by Rank	
---	--

Assistant Librarian

Service activities must be appropriate to the mission of the Library and demonstrate continuous professional growth. Expectations for the first two to three years as a faculty should be modest in relation to Librarianship (see Weights section).

Associate Librarian

Service activities are expected to show effective contribution, and demonstrate continuity and active/consistent/obvious progression toward promotion to the rank of Associate Librarian.

Librarian

Service activities must be active, substantive, and demonstrate continuity and active/consistent/obvious progression toward promotion to the rank of Librarian.

Service Requirements for Promotion and Tenure – Standards by Rank

See **Appendix C** for **Detailed Checklist of Service Activities**.

Service Requirements for Promotion and Tenure – Standards by Rank			
Standard	Description of Standard	Requirement for Promotion to Associate Librarian	Requirement for Promotion to Librarian (all standards in addition to those required for promotion to Associate Librarian)
A	Member of departmental, Library, or university committees.	Elective	Elective
B	Officer of a departmental or Library committee.	Elective	Elective
C	Officer of a university committee.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	<i>Must complete at least 4 standards of Standards C,D,H, I or J</i>
D	Assumes administrative responsibilities (not part of load) related to either the academic or support services of the university community.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	<i>Must complete at least 4 standards of Standards C,D,H, I or J</i>
E	Participate in activities related to either the academic or support services of the university community such as faculty recruitment or student advisement.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	Required
F	Sponsor and/or advise a student club, society, or professional organization.	Elective	Elective
G	Serve as a committee member of a professional organization related to his/her expertise.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	Elective
H	Act as a conference planner/organizer/chair at the local, regional, national, or international levels.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	<i>Must complete at least 4 standards of Standards C,D,H, I or J</i>
I	Serve as a committee chair or officer of a professional organization related to his/her expertise at the local, regional, national, or international levels.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	<i>Must complete at least 4 standards of Standards C,D,H, I or J</i>
J	Consult with government, business, and industry or other educational institutions in the area of his/her expertise.	<i>Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M</i>	<i>Must complete at least 4 standards of Standards C,D,H, I or J</i>

K	Participate in off-campus programs for the community such as non-credit continuing education related to his/her expertise.	Elective	Elective
L	Make presentations to community groups in areas related to his/her expertise.	Elective	Elective
M	Contribute services to the community that are relevant to the faculty member's role in areas of her/his expertise.	Must complete at least 2 standards of Standards C,D, E, G, H, I, J, or M	Elective
N	Contribute to the university and the community by developing and or participating in partnerships	Elective	Elective
O	Serve as a member of an editorial board for a nationally published print or online journal or website or peer reviewer for nationally funded grants or presentations.	Elective	Elective
Total Standards Needed for Promotion (Mandatory and Elective)		4	6

Professional and University Service – Evidence of Achievement	
--	--

This section contains examples of achievement in professional service, clarifications of documentation required, and indications of whether or not an item is required or recommended for retention, tenure and/or promotion considerations.

When such services are offered as criteria for promotion, they must be of demonstrated value to the University, the community and/or to the other agencies for whom they are performed. In no case should they reflect unfavorably upon University dedication to the standards of academic excellence, freedom and integrity.

All activities should be documented. Documentation may include copies of minutes, programs or agendas, letters of acknowledgement, newsletters, memos, award certificates or other material deemed appropriate/pertinent by candidate, or if required by review committee.

Categorize service by either university, professional, or community. Include dates of service, description of service, expected/known results. Documentation of the quality of service may also be included.

Community Engagement, Experiential Learning, Community Service

Since 2003, Community Engagement at Indiana State University has been defined as the development of collaborative partnerships between education, business, social services, and government that contribute to the academic mission of the University and directly benefit the community. [NCA 2010, page 143]. Therefore, to fulfill the requirements of promotion and tenure, tenure-track faculty will complete

Community Engagement-related activities within their teaching, research, and service endeavors. The 2010 NCA report clearly states: *community engagement includes activities in the teaching, research, and service endeavors of faculty* (page 160). In addition, to fulfill the requirements of promotion and tenure, tenure-track faculty will complete **Experiential Learning**-related activities within their teaching, research, and service endeavors. It is the responsibility of the supervisor of the tenure-track faculty member, the Library's Personnel Committee, and the Dean of Libraries to make it clear, from the start, that the Library will both expect and actively orient, support and mentor her/him in order to ensure growth and success in these areas.

As the 2009-2010 Association of College and Research Libraries President (and Dean of KSU Libraries) Lori Goetsch recently said, *libraries and librarians do not exist for themselves... our primary goal is to support the institution's mission as partners in the academic enterprise*. However, long before that, libraries recognized that one of their areas of focus needed to be experiential learning (Lindenfield, 1979).

Indiana State University has a long history of meeting specific educational priorities for the state of Indiana. [NCA 2010, p. 144] Generally, those priorities revolve around creating an educated person who can utilize critical thinking skills, look for resources to support their careers and personal lives, and be a productive citizen. All of these are central to the mission of any library. The academic library has an imperative, usually defined within the parameters of information literacy, to support both the college student and the lifelong learner, who may also have been a college student. In this respect, everything an academic librarian does on a daily basis fulfills the requirement to be engaged in the community.

Community engagement at Indiana State University includes activities in the librarianship/teaching, research, and service endeavors of faculty. The essence of community engagement involves a collaborative between the university, business, social services, and other government agencies. The end result will serve the academic mission of the University and directly benefit the community.

- Technical assistance and applied research to help increase understanding of a local or regional problem or test solutions for that problem.
- Lectures, seminars, and other public forum that provide a neutral place to explore community issues.
- Extension of learning into the community.
- Enriching the cultural life of the community.
- Service that directly benefits the public.
- Economic development initiatives that support small businesses.

For pre-tenure evaluation, community engagement can be applied to any one or all three performance areas depending on the nature of the activity. Librarianship and service activities for pre-tenure can be documentation by a letter from the collaborating agency.

Experiential learning, at its core, is operationalized by engaging students in learning through sequential exposure to challenging, compelling, and enriching activities conducted in appropriate settings. It integrates development of knowledge, skills, and dispositions, and fosters application of methods of critical inquiry. It engages students in personal reflection in order to organize, interpret, and bring meaning and coherence to their learning experience. Experiential learning was envisioned as occurring in both the curricular and co-curricular activities of students. [NCA 2010, page. 143].

Graduate and student library assistants learn techniques for the preservation, classification, organization, and storage of information in diverse formats, e.g., digitizing historical documents, classifying,

organizing and preserving archival materials, principles of web design, best practices in customer service, technical support for public use computers, printers, and online technical support, providing reference assistance, assisting library users with disabilities. Library staff must routinely research, develop, and implement new software and other information tools to provide information services to the entire university. Those routine operations of the Library, as well as numerous special projects of limited duration, provide opportunities for experiential learning for faculty, staff, and students. Since the Library has students both as customers and as employees, the tenure-track librarian has opportunities to provide experiential learning to both the student as student and the student as employee. If a tenure-track librarian directly supervises student assistants, experiential learning would include documenting their training as an employee, generally, specific and often detailed on-the-job training to perform complex, technical tasks, or customer-service training, or even basic office work, including expanding use of computer technologies; for example, a student being trained to use Excel for a new task, or to use Access for the first time. These examples would be documented under Librarianship.

If a tenure-track librarian works with but is not the direct supervisor of student assistants, the librarian may utilize the student as an assistant for, sporadic, as-needed activities, or may work with the student at the level of a research assistant over the long-term. Experiential learning takes place as the librarian trains the student to do the specific task at hand, but also continues as the librarian may maintain a colleague-like relationship with the student. In many cases, the student assistant would be able to take the skills learned back to their classroom experiences. Many of these projects would increase a students' research-seeking and finding skills. These examples would be documented under Service.

Experiential learning also affects the library customer, whether student, teaching faculty member, university staff member, Indiana adult or high school student. Enhancing the information-seeking behaviors of library users is a prime example of experiential learning. Pedagogical initiatives such as active learning, project-based learning, the active encouragement in support of the "appropriate use of information technologies", can all be tied to the individual efforts of librarians.

The 2010 NCA Report contains a rubric-like table: **Table 27: Levels of Commitment to Community Engagement, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission** (page 145). Selected criteria from this table have been extracted, with examples geared toward librarian performance. The tenure-track librarian would probably interact most heavily within the Community Involvement, Faculty Involvement, and Student Involvement and Curriculum factors, but could also play a role in the categories of Mission, Leadership, External and Internal Communications; Organization and Structure; Funding; and Promotion, Tenure, Hiring, and Employee Evaluation. Documentation would consist of communications (letters or emails) asking for assistance or acknowledging completed assistance.

See Appendix B for examples of contributions.

SECTION V. ANNUAL REVIEW PROCESS	
---	--

Pre-Tenure Annual Review	
---------------------------------	--

Setting Goals & Objectives	
---------------------------------------	--

Annual performance goals for Librarianship shall be established during the annual reviews of *all* faculty. These are particularly crucial for the pre-tenure faculty member. Goals established during the annual review process form the foundation for evaluations for tenure. In addition to the annual goals, each Librarian’s research plan should be reviewed and revised as needed. A discussion of current, continuing and/or expected Service goals will also occur.

An individual faculty member’s annual performance goals are established with the Department Chair. Long-term goals should be established for research and scholarship. The Personnel Committee and/or the Dean may make recommendations to improve or clarify performance goals in the course of their examination of the documentation submitted for annual reviews. The Library shall maintain specific evaluative criteria and performance standards for promotion and tenure, and candidates shall be regularly apprised of their progress in meeting them. There should be a clear relationship between the faculty member’s individual goals and objectives, those of the department, the Library, and the University.

Tenure-Track Librarian: How to Prepare for Annual Review	
---	--

Due dates for submission of review materials are established by the Office of the Provost. The Dean and Administrative Staff establish a timeline for each level of pre-tenure review and attach due dates and deadlines. These are then sent to all library faculty via email, with the name/s of the faculty affected by each timeline. Most review materials will be placed into the electronic portfolio.

Current flow of documentation throughout the year:

- 2nd year Faculty Evaluations:**
- To immediate supervisor – September
- To Dean’s Administrative Assistant for transfer to Personnel Committee – October
- To Dean – October
- Faculty Appeals to PTOC (campus Promotion-Tenure Oversight Committee) – December
- Final Notification to Faculty – December

- Promotion & Tenure Appraisals & Applications:**
- To immediate supervisor – October
- To Dean’s Administrative Assistant for transfer to Personnel Committee – October
- To Dean – November
- Faculty Appeals to PTOC – February
- Final Notification to Faculty – March

- 1st Year Faculty Evaluations:**
- To immediate supervisor – October

To Dean’s Administrative Assistant for transfer to Personnel Committee – November
To Dean – January
Faculty Appeals to PTOC – March
Final Notification to Faculty – April

3rd, 4th, 5th Year Faculty Evaluations

To immediate supervisor – November
To Dean’s Administrative Assistant for transfer to Personnel Committee – January
To Dean – February
Faculty Appeals to PTOC – April
Final Notification to Faculty of Re-appointment, Probation, or Non-Appointment – April

What to Prepare	
------------------------	--

Each librarian will create their own system for keeping track of their accomplishments. They will utilize the electronic portfolio or the current faculty activity reporting application to record their Librarianship, Scholarly Activities, Service, and Engagement. Each librarian is responsible for the timely preparation and completion of the documentation. A librarian may choose to allot some time each month to this task (handy for remembering recent activities within Librarianship, which are perhaps the hardest to track), or wait until it is time to prepare the report and accompanying documentation. Either way, this is time-consuming but necessary.

In addition, each Librarian will maintain a copy of the **Checklists for Scholarly Activity and Service** (see **Appendix C**). Each Librarian will also set up a **Research Plan**, in consultation with the Department Chair, and will update that each year as needed. The **Research Plan** and **Checklists** are directly tied to the standards for tenure and promotion.

Materials for retention evaluations shall be submitted in no more than two notebooks/binders, if needed to supplement the electronic portfolio. Documentation that will be submitted to the Department Chair, and then sent with the Department Chair’s evaluation and recommendation, onward, includes but is not limited to:

- electronic portfolio document/s – **CUMULATED** report/documentation
- goals and objectives (cumulative report and any statement regarding future goals/objectives that is considered relevant to the pre-tenure review)
- copies of publications/presentations; evaluations; information literacy materials, reports, bibliographies

Normally, work in progress will be of little relevance to the promotion process, but may be relevant to the tenure decision. Endeavors which have been under way for a year or more and which demonstrate meritorious effort may be considered even though the project is incomplete and has not yet received recognition; however, a detailed explanation of progress and estimate of completion must be included. Work in progress should be so labeled. This could include completed articles/grants submitted (acceptance unknown). Note: if librarian submitted intramural or extramural grants and those were not funded, the librarian should still report this as an activity, since the writing of a grant represents a significant enterprise as well as a learning experience.

Information provided should mirror the organizational structure of the official university professional activity report form. Citations should be given in an unambiguous manner so as to be easily identifiable.

The exact status of each publication should be noted if the status is ambiguous. For example, articles which have been officially accepted by an editor or publisher should be identified as “in press.” Articles which have been submitted for editorial review, but which have not been accepted or which have been accepted subject to revision should be identified as “submitted” or “under editorial review.”

Responsibilities of Faculty Member	
---	--

The faculty member is expected to record the due dates and deadlines for each review period when sent by the Administrative Office and confirm departmental-level due dates.

All faculty members must account for their activities in the three categories of librarianship, service, and scholarship during each year of employment at Indiana State University. It is the responsibility of the individual faculty member to keep track of and record information necessary for review by their Department Chair, the Dean of the Library, and the Personnel Committee. Faculty members should maintain an account of their activity and retain evidence including copies of publications, presentations, correspondence, reports, and other materials relevant to promotion and tenure. If a librarian is not sure if a particular activity belongs in a category, or even if it should be reported, the librarian should check with her/his Department Chair or member of the Personnel Committee.

Documentation/Portfolio: While all faculty members should maintain accurate documentation and evidence of their professional activities throughout their careers at Indiana State University, pre-tenured faculty members must also submit formal documentation as part of an annual review process. Pre-tenured faculty members must also submit a more detailed and comprehensive portfolio for their final tenure review which is addressed in another section of this document.

Pre-Tenure Annual Review Documents: Formal documentation is submitted during an annual review process and consists of a minimum of two separate documents: 1) Annual Report (cumulative, via electronic portfolio) and 2) Statement/Report of Goals and Objectives, plus 3) any accompanying documents/documentation. Both the Annual Report and the Statement of Goals and Objectives are prepared in consultation with the Department Chair or immediate supervisor according to appropriate University and College standards for documentation. The timetable for submitting formal documentation is determined by the Dean and sent out via email. Faculty members submit all required documentation for annual review to their immediate supervisor.

*1a) **Executive Summary:*** a self-reflective statement regarding the librarian’s opinion of their annual progress

1b) The **Annual Report** includes a **cumulated** summary of activity. While the precise content within the Annual Report is dependent on the specific duties, goals, and accomplishments of each individual faculty member, the following types of information are most likely to be included.

All annual reports will be cumulated reports (for example, the 3rd year documentation will be added to that created the first two years into a single document) so that not only the most recent year’s accomplishments can be viewed but the Department Chair, Personnel Committee and Dean can see the total progression of activities. This will be particularly helpful to the elected Personnel Committee, but would also aid new Department Chairs and Deans. This will also

make the creation of the final tenure-track portfolio more of a fait accompli. The electronic portfolio should assist in this.

While indicated elsewhere in this document, it is helpful to note here, the typical categories that currently need to be documented:

a) Librarianship

- i.) Activities performed that are related to the primary duties specific to the faculty member's position or assignment within the Library, usually based on the job description
- ii.) Secondary duties specific to the faculty member's position or assignment within the Library, usually based on the job description
- iii.) Supervisory duties
- iv.) Special projects (significant work outside the scope of the faculty member's primary and secondary duties, usually projects of limited duration)
- v.) Innovations and improvements in workflows, processes, or other functions of the Department or Library undertaken or suggested by the faculty member
- vi.) Contributions to experiential learning by faculty, staff or students at Indiana State University
- vii.) Scheduled and arranged classes taught
- viii.) Academic advising or other significant student-specific support
- ix.) Courses, workshops developed
- x.) Awards or special commendations received for librarianship and/or teaching
- xi.) Other significant accomplishments related to the faculty member's professional duties as a librarian

b) Service

- i.) Membership and/or offices held in Library or University committees, task forces, or other faculty governance bodies
- ii.) Membership and/or offices held in state, regional, or national professional organizations, committees, governance bodies, or other academic associations
- iii.) Special organizational responsibilities
- iv.) Speeches or workshops given
- v.) Consulting work and other professional services
- vi.) Professional service awards received
- vii.) Community engagement activities as specified by College and University standards
- viii.) Other contributions to Library, University, community, or professional bodies

c) Scholarship

- i.) Publications including but not limited to book reviews, peer-reviewed articles, book chapters, electronic media, creative works and all other categories of publication as defined by University and Library standards
- ii.) Research in progress
- iii.) Presentations of scholarly or professional content given at conferences and other settings
- iv.) Grant proposals and/or grants received
- v.) Awards for research, grants, or scholarly activity
- vi.) Other research and scholarly activity as appropriate according to University and Library standards

2) Statement of Goals and Objectives

This document includes explicit goals within the areas of librarianship, service and engagement, and scholarship set by the individual faculty member in consultation with and subject to the approval of the immediate supervisor. Goals are organized into short, medium, and long-term goals. All goals and objectives should promote the professional development of the faculty member and contribute to the mission of the University and the Library.

- 3 **Documents/documentation:** Additional materials may be included in the documentation packet (either electronic or print), based upon the librarian's prerogative or as requested by the Department Chair, Personnel Committee or Dean, or as outlined in the requirements elsewhere in this section.
- 4 **Testimonials:** if a faculty member receives a formal memo or other communication, including a hand-written thank-you, these can be included in the annual document, as well as the final tenure review. If hand-written thank-you notes are received, please transcribe into a document with any needed explanation. Or, if listing an accomplishment above for which a letter of appreciation has been received, it could be noted as a parenthetical. If a faculty member receives email notes of appreciation, these should be cumulated as one document, with any needed explanation, or also noted as a parenthetical.
- 5 **Requested testimonials:** if a faculty member wishes to document a 'job well-done', it is acceptable to ask for a letter. This is often done for final tenure documentation, but there is no reason not to accumulate these throughout the pre-tenure review period.
- 6 **External review:** External review of a pre-tenure portfolio is not required. If an individual wishes to initiate an external review, they may do so, keeping in mind submission deadlines. An accompanying note as to the qualifications of any external review {i.e., why a particular person was chosen} should be included.

Final Tenure Review And Promotion	Added March 4
--	----------------------

How to Prepare	
-----------------------	--

Since pre-tenure documentation is cumulative, preparation of the final review portfolio should be little different.

It is the prerogative of the individual librarian if she/he wishes to obtain an external review but the Department Chair and Personnel Committee should be alerted if this is going to take place.

What to Prepare	
------------------------	--

The final review portfolio should contain complete copies of all significant publications, reports, etc. that are referred to within Research and Scholarship. Typically, testimonials are also requested by the librarian and included. Regardless of the number of documents, the final evaluation documentation shall be submitted in no more than two notebooks/binders, if needed to supplement the electronic portfolio.

Be sure there is a **Table of Contents**. Use notebook tab dividers to clearly label the Sections.

The Evaluation Portfolio

For the final tenure review period and accompanying promotion (usually Assistant Librarian; rarely Associate Librarian) or promotion (Associate Librarian), a portfolio of appropriate supporting materials will be submitted along with any required University forms. Materials for promotion or tenure evaluations shall be submitted in no more than two notebooks/binders, if needed to supplement the electronic portfolio. Omit materials not applicable to the evaluation period. One source of documentation is sufficient for each activity. On documentation such as published articles, the faculty member's name should be highlighted.

A typical final tenure/promotion portfolio contains:

a. Librarianship

1. Cumulated Annual Review and Evaluation documents
2. Curriculum Vitae
3. Current position description
4. Goals and Objectives:
 - a. Attach a summary of how the faculty member has progressed in achieving their goals and objectives
 - b. Specific performance goals shall be established during the annual reviews of all faculty. These are particularly crucial for the pre-tenure faculty member. Goals established during the annual review process form the foundation for evaluations for tenure
 - c. An individual faculty member's annual performance goals are established with the Department Chair. Long-term goals should be established for research and scholarship. The Personnel Committee may make recommendations to improve or clarify performance goals in the course of their examination of the documentation submitted for annual reviews. There should be a clear relationship between the faculty member's individual goals and objectives, those of the department, the Library, and the University
5. Formal or informal reports of activities
6. Documents developed
7. Published documents
8. Letters of support/appreciation from librarians, teaching faculty, and other testimonials

b. Research/Creative Activity.

Copies of research activity, regardless of format, should be included. For results of creative activity, records in appropriate format for such activity may be included.

1. In the case of a journal article, the entire journal should not be included
2. For larger works, such as an entire book (author or editor), upload title page and table of contents.
3. Dissertations can be represented by an abstract or a letter from the chair of the committee.

4. Documentation of presentations at conferences can include 1) a copy of the paper, proposal, or abstract and/or 2) letter of acceptance, or copy of the appropriate page of the program. Documentation should **not** include the entire program.
5. Reviews or work cited.
6. External reviews of scholarship (optional)
7. Testimonials

c. Service.

Service activities within the department, college, and/or university can best be documented through statements summarizing membership and performance in these activities. Service activities to the community should be relevant to the member's area of expertise.

Promotion to Full Librarian	
------------------------------------	--

Librarians hired in at the **Associate Librarian** rank will not be promoted automatically to full librarian when tenure is granted. The librarian must follow the library guidelines for promotion to the rank of **Librarian**.

Post-Tenure Biennial Review	
------------------------------------	--

All regular university faculty shall be evaluated **biennially** and a record of that evaluation placed in their official personnel files. This information may be used to inform any performance-based salary processes. These evaluations will not substitute for annual reviews conducted of pre-tenure faculty (although pre-tenure faculty may opt out of this evaluation on the basis of their continuing status, as described below). In these, as in all faculty evaluative processes, Indiana State University subscribes to AAUP guidelines.

This process is designed to be faculty-driven though peer evaluation, and use broad categorization rather than a ranking process. Evaluations, particularly of scholarship, may also take into account the continuing merit, stature, and benefit of each faculty member's overall career achievements.

Faculty taking an administrative assignment (Department Chair, Faculty Fellow, etc.) or other special assignment (e.g. teaching abnormally large sections) will have their permissible ranges adjusted to reflect the change in expectations associated with the assignment. The faculty member, in conjunction with his/her Department Chair, will determine the permissible range in each category. When submitting materials for review the faculty member will select weights within those ranges.

1. The evaluation of the University assignment shall be done by the Department Chair and shall be considered in the overall evaluation of the faculty member's performance. Likewise, faculty on sabbatical leave may have the ranges of permissible weights adjusted.
2. After receiving input from members of the department and other appropriate individuals, the Dean will evaluate the administrative assignment of the Department Chair.
3. A library faculty member may not claim a higher percentage of weight for than what was established under the weights assigned for the review period.

4. Individual faculty typically assigned additional administrative or special assignments over the evaluation period may reduce weights for scholarship and service to 10%. These reduced weights must be approved by the Department Chair and Dean.

Evaluation System

- 1) Each library faculty member's performance will be evaluated for each component (librarianship/teaching, scholarship, service, and/or other assignments). The **individual categories** will be evaluated as "*exceeds expectations*," "*meets expectations*," or "*does not* ." (See "Definitions" section)
- 2) A library faculty member's **overall performance** shall be designated *Contributing Exceptionally*, *Contributing*, or *Contributing Below Expectations* . (See "Definitions") It is expected that no more than 15% of the Library's faculty shall be designated *Contributing Exceptionally* for an evaluation period.
- 3) A library faculty member whose overall performance is designated as *Contributing Below Expectations* will develop, in concert with the Department Chair, an *improvement plan*. This plan must define specific performance expectations and will be submitted to the Dean for final approval. The faculty member will be evaluated by his/her Department Chair during the off year to assess progress on the improvement plan.

Library Review and Evaluation

For biennial review, the Library will use the same criteria and procedures to evaluate librarianship/teaching, scholarship and service developed for promotion and tenure. Librarians achieving more of the '*required*' Standards are more likely to receive a 'contributing exceptionally' evaluation.

The review and evaluation will be completed by October 10.

- a) Following the University process guidelines (see **Overall Performance Evaluation** criteria), this review will determine the evaluation designation for each person within each domain, as well as the overall evaluation.
- b) The Personnel Committee will provide the Dean its independently-derived, domain-specific, and overall evaluations for each person. After receiving evaluations from the Personnel Committee, the Dean will complete a second review and produce domain-specific and overall evaluations for each faculty member.

Dean, Department Chair, and Personnel Committee Role

It is the responsibility of the Dean, Department Chair, and Personnel Committee, working together, to develop the final recommendation for faculty whose overall performance has been judged *Exceptional* or *Contributing Below Expectations*. No faculty member may be recommended to be either *Exceptional* or *Contributing Below Expectations* without the consent of the Personnel Committee and Dean. If the Personnel Committee and Dean disagree, the faculty member's overall recommendation will be *Contributing*.

If the number of individuals recommended as *Contributing Exceptionally* exceeds the **15%** recommended limit, the Dean and Personnel committee will address the issue and forward final recommendations to the Provost.

Pre-Tenure Faculty Exception

Pre-tenure faculty may opt not to participate in this review, but in doing so will forgo the opportunity to achieve the *Contributing Exceptionally* designation or the raise that might accompany that designation.

Notification and Appeal Process

The Department Chair will notify faculty of their departmental domain-specific and overall evaluations at the time their evaluations are forwarded to the Dean. Within five (5) days, a faculty member may forward to the Dean a one- page objection to the evaluation. The Personnel Committee and Dean shall consider the objection when finalizing the faculty member's evaluation. The Dean will notify each individual faculty member of his/her overall library-level evaluation. A faculty member may appeal the final overall assessment of *Contributing Below Expectations*. The College Personnel Committee shall hear the appeal and make a final determination.

Definitions and Guidelines

The following definitions and guidelines will assist each department and college in a fair and consistent evaluation of faculty performance.

Librarianship/Teaching, Scholarship, Service, and Other Administrative Assignments

- 1) **Quality of Effort:** Individuals doing performance evaluations shall focus on the quality of the effort and the results of that effort in each domain when determining whether the faculty member is exceeding, meeting, or not meeting expectations. Assigned weights shall not be considered in these determinations.
- 2) **Weights:** Faculty-assigned weights will then be applied to the evaluation from each of the performance domains to create an overall determination that the faculty member's professional activities are *Contributing Exceptionally*, *Contributing*, or *Contributing Below Expectations*.

Librarianship/Teaching

- a. **Exceeds Expectations:** Librarian consistently engages in librarianship, teaches courses or earns extra departmental or librarian awards or obtains evaluations librarianship and/or teaching that are well above those typical for colleagues in the library.
- b. **Does Not Meet Expectations:** Librarian regularly engages in one or more of the following practices: practices librarianship or teaches courses in a fashion that produces substantiated breaches of propriety or professionalism; refuses to have his/her librarianship or teaching evaluated; does not substantively follow the directives within which the Library operates; has evaluations well below those typical of Library colleagues, or generally fails to provide an appropriate environment to facilitate, support and enhance learning .

2. Scholarship

- a. **Exceeds Expectations:** Librarian consistently produces scholarship (appropriately defined with regard to the discipline/concentration of expertise, Library, and University mission) that

is recognized nationally and/or internationally (either in terms of awards or as a result of publication in the most highly-regarded discipline-specific journals and publishers, or at the most highly-regarded exhibitions or performance arenas), or the library faculty member (in terms of quality, quantity, or a combination) exhibits or performs scholarship well beyond that typical for Library colleagues.

b. Does Not Meet Expectations: Librarian has a current record of not producing substantive scholarship, (nor performs or exhibits work) cannot show substantive progress on any project of significant magnitude. He/she does not show evidence of sustained scholarly or creative activity over extended periods leading to its dissemination through such forms as presentations, exhibits, performances, articles, or books.

3. Service

a. Exceeds Expectations: Librarian consistently participates in service activities within the profession, discipline, University, Library, and/or department, making a meaningful positive difference for colleagues as a result of that service in a way that is well beyond that typical of colleagues.

b. Does Not Meet Expectations: Librarian fails to work with colleagues to advance the mission of the department, Library, and/or University. He/she refuses to participate in substantive service activities or is demonstrably and consistently detrimental to the progress of colleagues' work.

All those whose performance falls between the domain-specific standards for “**Exceeds Expectations**” and “**Does not Meet Expectations**” will be designated “**Meets Expectations**” in that domain.

Overall Performance Evaluation

Contributing Exceptionally: A librarian's overall performance may be designated Contributing Exceptionally if the individual is classified as "**Exceeds Expectations**" in **at least two of the three categories** and **Meets Expectations** in the **third**, or may be considered **Contributing Exceptionally** if designated "**Exceeds Expectations**" in a category where the agreed-upon weight **exceeds 60%** when the person simultaneously performs adequately in the other two categories.

Contributing Below Expectations: A librarian's overall performance may be designated as **Contributing Below Expectations** in overall performance if designated "**Does Not Meet Expectations**" in **at least two of the three categories**, or may be considered **Contributing Below Expectations** if designated "**Does Not Meet Expectations**" in a category in which the agreed-upon weight **equals or exceeds 50%**, even if the individual is simultaneously designated as meeting expectations in the other two categories.

Tying Compensation to Performance

In years when performance-based adjustments are possible, 87% to 93% / 85% to 95% of the additional faculty salary pool will be assigned as a percentage increment to base pay of all faculty designated at least **Contributing**. The remaining 7% to 13% / 5% to 15% increase of the salary pool will be held for assignment to those achieving **Contributing Exceptionally** levels of performance, with the goal of

ensuring that monies available to those who achieve the overall designation of **Contributing Exceptionally** will be somewhat consistent over the years.

This pool will be divided equally by the total number of overall **Contributing Exceptionally** designees since the last performance pool allocation. Thus, a Librarian who received a **Contributing Exceptionally** designation in a prior biennial evaluation when no performance adjustment was made will receive an additional “share” of the pool in the first year when funds are available. These increments will be added to base pay.

Librarians who receive overall evaluations of **Contributing Below Expectations** in the biennial review will be ineligible for any salary adjustment and will ordinarily remain ineligible until achieving at least a Contributing evaluation in a biennial review. Those who make significant progress toward performance goals during interim periods, however, may petition their Department Chairs and Deans for an exception to this rule.

How / What to Prepare	
------------------------------	--

Individual Faculty Members' Responsibility

Each faculty member shall prepare an electronic report (format to be developed if not covered by the electronic portfolio mechanism) which documents activities in librarianship/teaching, scholarship, service, and/or other administrative assignment. The report shall also specify the weights for each year of evaluation. This report shall **not exceed three (3) pages** and shall be completed no later than September 1 after the end of year two. Faculty must submit evidence of their librarianship and/or teaching effectiveness.

GENERAL SUPERVISORY/MANAGERIAL COMPETENCIES EXPECTED OF LIBRARY DEPARTMENT CHAIRS

COGNITIVE ABILITY

Problem-Solving (Demonstrate the ability to actively and creatively solve problems; solve problems in a thorough, yet timely manner; Able to step back from a situation in order to suggest an objective solution; Fosters an environment that encourages others to create solutions for their own problems)

Decision Making (Assumes responsibility for making critical decisions; Acts decisively, making sound and timely decisions; Shows transparency in decision making)

Reflective Thinking (Demonstrates the ability to accurately assess shortcomings and assets of the organization; Able to recognize and implement opportunities for continuous improvement)

VISION

Global Thinking (Exhibits the ability to think beyond the institution and current issues therein and considers the impact of the institution in the greater community and beyond; Demonstrates the ability to consider ideas, environments, and technologies that impact communities and the institution on a broader scale; Able to implement global ideas appropriately scaled for the organization)

Creative/Innovative (Fosters creativity and innovation by encouraging inventive thoughts and experimentation; Demonstrates the ability to think innovatively about the mission and goals of the organization)

Forward Thinking (Shows foresight by anticipating problems as well as opportunities; Exhibits the ability to envision both positive and negative consequences/outcomes; Inspires others to think creatively about what might be, rather than just what is)

INTERPERSONAL EFFECTIVENESS

Culturally Competent (Exhibits an awareness of and appreciation for diverse cultures and beliefs; Fosters an environment where all cultures are respected and valued)

Accountability (Instills trust in others and self; Leads by example; Assumes responsibility for decisions made)

Team Building (Effectively builds relationships inside and outside the organization; Actively promotes and encourages strategic teambuilding; Fosters a culture that values innovation/creativity)

Development (Actively seeks ways to grow people and develop staff; Views development of staff as an integral part in the growth of the organization; Provides opportunities for development through training and mentoring)

Inspirational/Motivational (Inspires individuals to succeed; Motivates individuals to actively contribute to the organization; Creates an environment of trust and integrity; Builds and provides ongoing support for staff; Encourages a developmental climate)
Communication Skills (Actively listens; Effectively articulates ideas through verbal and written communication; Able to give and receive constructive feedback; Able to withhold judgment and not participate in gossip; Encourages an environment of active communication)

MANAGERIAL EFFECTIVENESS

Manage Change (Able to build internal and external support for change; Able to work with others to keep any transitions/ changes running smoothly; Demonstrates willingness to take calculated risks)

Resource Management (Demonstrates comprehension of cost efficiency and effectiveness; Apportions and distributes resources equitably; Able to teach others how to utilize resources in a proficient and useful manner; Able to assign projects to colleagues and employees; Acts with diligence and care)

Strategic Planning (Identifies clear, well-defined outcomes; Exhibits short-term and long-term planning capabilities; Able to drive results)

Collaboration (Able to build relationships with community groups and constituents; Works with others where sharing resources would be appropriate)

Flexibility/Adaptability (Exhibits an open mind to new ideas; Exhibits the ability to maintain a level head through difficult situations)

PERSONAL ATTRIBUTES

Principled / Ethical (Practices principles above personalities; Stands up for what he/she believes in; Makes decisions without begin swayed by political expediency; Considers the ethical implications of all personal actions and organizational activity)

Honest (Conducts conversations with others in a professional manner; Addresses all issues—even sensitive issues— as they arise)

Humble (Gives credit to others as well as one’s self when a task is completed; Admits limitations and mistakes)

Gracious (Maintains a positive attitude in critical situations; Mitigates gossip and other negative influences in the workplace; Open and professional with others despite personal feelings; Acknowledges when another does something positive or helpful for the institution)

Teachable (Identifies when assistance is needed and willing to ask for help; Internalizes lessons learned from experiences for future use; Accepts questions and input from others; Influenced, but not manipulated, by others)

APPENDIX B

COMMUNITY ENGAGEMENT – Examples of Librarian Involvement

Engagement Factors	Examples
<p>Community Involvement</p>	<p>Librarian works with academic departments, campus offices, student organizations, etc. to create events that support the experiential learning component in specific courses or curricula, programs, academic departments and/or colleges. Examples: SENCER, Teachers for Tomorrow, Sycamore Educator’s Day, Girls’ State.</p> <p>Librarians create support print and digital documents; e.g. bibliographies, web sites, LibGuides for students/participants to use before, during and after events.</p> <p>Librarian, as a professional educator, with concomitant skills (especially ‘excellent written and oral communication skills’), is asked/invited/appointed to serve on special committees, task forces, etc of community organizations, such as the United Way of the Wabash Valley’s funding review teams.</p> <p>Librarian, with experience in grant-writing and grant funding cycles, for research support purposes, serves on community organization to provide active support or consultative services related to grant submissions for research and other purposes.</p> <p>Librarian represents library and/or university on joint campus/community committee to plan events; e.g. Human Rights Day.</p> <p>Librarian actively involved in activities that, overall, demonstrate the ‘value’ of the [academic] library.</p>
<p>Faculty Involvement</p>	<p>Librarian sends emails alerting teaching faculty and students to experiential opportunities, such as attending off-campus community programs related to specific courses, programs, departments, or that would satisfy Supplemental Instruction parameters.</p> <p>Librarian helps teaching faculty balance the perceived “extensive experience with technology” of the modern college student with the acquisition of skills needed to translate that experience into using the modern tools of academic research (whether basic or applied); librarian works with teaching faculty to identify ways to promote, encourage and require the intelligent and efficient use of the library’s Integrated Library System, plagiarism tools (TurnItIn), and bibliographic management tools (EndNote).</p>

Engagement Factors	Examples
	<p>Librarian creates, maintains, identifies, promotes self-directed learning opportunities and interactive environments that help create personally meaningful learning experiences and more hands-on approaches to learning.</p> <p>Librarian works with individual teaching faculty members or academic department as a whole to create an information-literacy enriched academic experience that permeates the curriculum.</p> <p>Librarian works with individual teaching faculty members to enhance course projects and assignments to include a research component, expand a research component and tie the research component to the experiential course component. Librarian can document expansion of critical and/or analytical thinking skills.</p> <p>Librarian actively involved in activities that, overall, demonstrate the ‘value’ of the [academic] library.</p> <p>Librarian effectively utilizes new knowledge to enhance reference and user services practices, integrates use of latest technology and tools into every day practice, and informs teaching faculty of these technologies and tools, suggesting ways in which to incorporate them into existing courses. [RUSA]</p>
Student Involvement and Curriculum	<p>Librarian works with one or more library student assistants on special projects. Project/s are directly related to student assistant’s hired position, but are more focused. Project/s may utilize unique skills of individual student assistant not directly related to hired position.</p> <p>If the librarian directly supervises student assistants, the librarian models good workplace habits and good employee/employer relationships.</p> <p>Librarian actively involved in student training for good customer service techniques.</p> <p>Librarian actively involved in student training for ‘reference interview’ techniques.</p> <p>Librarian actively encourages student assistants to grow in their jobs, however menial.</p> <p>Librarian looks for job-related activities currently done by regular employees that student assistants could assume.</p> <p>Librarian creates opportunities to interact with students</p>

Engagement Factors	Examples
	<p>Librarian creates or supports active learning experiences; e.g., active learning components in the classroom, library instruction room, or creates/supports online tutorials with interactive components.</p> <p>Librarian involves, trains, confers with student assistants and/or students in background research for grant-writing activities.</p> <p>Librarian directly mentors student in overall support role to create a positive college experience for student.</p> <p>Librarian involves student in personal research activities; student may be support person or co-author.</p> <p>Librarian informs interested or potentially interested students about the career of a librarian. ISU does not have a Master's program, so librarian informs of locations in state, possibly with personal experience. Student enrolls in Master's program based at least in part upon influence of librarian.</p> <p>Librarian actively involved in creating opportunities for students to pursue recreational reading.</p> <p>Librarian actively involved in activities that, overall, demonstrate the 'value' of the [academic] library.</p>

Lindenfield, J. F. (1979). Experiential learning: a new/old role for libraries. [Article]. RQ, 18, 245-247. Professional Competencies for Reference and User Services Librarians, RUSA Task Force on Professional Competencies, January 26, 2003.

http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/ALA_print_layout_1_512078_512078.cfm

CHECKLIST OF SCHOLARLY ACTIVITIES

Assistant Librarian to Associate Librarian: In order to qualify for tenure and promotion to the rank of Associate Librarian, the Assistant Librarian must achieve the minimum number of **six (6) Required** activities as enumerated in the **Standards** (pages 30-31), as well as a number of **Electives** (determined with the assistance of the Department Chair). Normally the attainment of these **Scholarly** activities will be spread across all the years in rank. All activities will be further notated in the librarian’s multi-year research plan and portfolio. There must be evidence of continuous effort by the third year. By the 6th year, there needs to be 1 substantial presentation and 1 substantial publication, so adjudged by the Department Chair, Personnel Committee and Dean.

Associate Librarian to Librarian: In order to qualify for promotion (and, in some cases, tenure) to the rank of Librarian, the Associate Librarian will achieve the minimum number of **eight (8) Required** activities as enumerated in the **Standards** (pages 30-31), as well as a number of **Electives** (determined with the assistance of the Department Chair).

Quality of the work, as noted in the annual portfolio, will also be part of the evaluation. Fulfillment of the minimum is no guarantee for promotion and tenure.

This checklist is lengthy but not exhaustive. If a new scholarly or service criterium is proposed for addition to the list, the Personnel Committee will evaluate it and make a recommendation.

Standard	SCHOLARLY ACTIVITY	
E	Publish article in peer-reviewed library publications	
E	Publish article in peer-reviewed educational or subject discipline publications	
F	Publish in monographs or books published (national publisher; includes textbooks)	
G	Publish chapter/s in books (includes textbooks) or monographs	
H	Publish article via non-peer reviewed articles, software or online (e.g. CD; article as an electronic display)	
H	Publish article in trade journals and publications	
H	Publish article in popular magazines or newsletters	
H	Publish software or audio-visual materials and other electronic media (nationally published or distributed)	
B	Regular reviewer: book review in review-specific professional journal; e.g. Choice (indicate if contractual/long-term via documentation)	

Standard	SCHOLARLY ACTIVITY	
B	Regular reviewer: book, database, etc. reviews in peer-reviewed journal – submitted/accepted	
B	Regular reviewer: book, database, etc. reviews in peer-reviewed journal – invited reviewer	
B	Occasional Book review, database, etc. in a peer reviewed journal – submitted/accepted	
B	Occasional Book review, database, etc. in a peer reviewed journal – submitted/accepted	
B	Publish critical, substantive review(s) of nationally published textbook(s)	
B	Publish book review, database, etc. in a non-peer reviewed forum such as an electronic media book review service	
H	Create Internet website or produce online publications or applications as part of non-Library website	
I	Obtain copyright or patents on scholarly works produced	
E	Indication of articles currently undergoing editorial review but not final acceptance	
E	Indication of articles accepted for publication	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at non-ISU colleges or universities (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at regional professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at national or international professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at workshops or training sessions in business and industry (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at non-ISU colleges or universities (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at regional professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at national or international professional meetings, conventions, or conferences (submitted/accepted)	

Standard	SCHOLARLY ACTIVITY	
A	Deliver peer-reviewed <i>or evaluated</i> papers at workshops or training sessions in business and industry (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at non-ISU colleges or universities (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at regional professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at national or international professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at workshops or training sessions in business and industry (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at non-ISU colleges or universities (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at regional professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at national or international professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at workshops or training sessions in business and industry (submitted/accepted)	
A	Deliver poster sessions at non-ISU colleges or universities (submitted/accepted)	
A	Deliver poster sessions at regional professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver poster sessions at national or international professional meetings, conventions, or conferences (submitted/accepted)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at non-ISU colleges or universities (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at regional professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at national or international professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> lectures at workshops or training sessions in business and industry (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at non-ISU colleges or universities (invited)	

Standard	SCHOLARLY ACTIVITY	
A	Deliver peer-reviewed <i>or evaluated</i> papers at regional professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at national or international professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> papers at workshops or training sessions in business and industry (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at non-ISU colleges or universities (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at regional professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at national or international professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> speeches at workshops or training sessions in business and industry (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at non-ISU colleges or universities (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at regional professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at national or international professional meetings, conventions, or conferences (invited)	
A	Deliver peer-reviewed <i>or evaluated</i> presentations at workshops or training sessions in business and industry (invited)	
A	Deliver poster sessions at non-ISU colleges or universities (invited)	
A	Deliver poster sessions at regional professional meetings, conventions, or conferences (invited)	
A	Deliver poster sessions at national or international professional meetings, conventions, or conferences (invited)	
A	Deliver poster sessions at workshops or training sessions for (e.g. business, industry) (invited)	
C	Write proposals for research grants and awards (funded)	
C	Write proposals for research grants and awards (submitted/pending)	

Standard	SCHOLARLY ACTIVITY	
C	Write proposals research grants and awards (not funded)	
C	Write proposals for library development funding from intramural sources (funded)	
C	Writes proposals for library development funding from intramural sources (submitted/pending)	
C	Write proposals library development funding from intramural sources (not funded)	
C	Write proposals and obtains funding for library development from extramural sources (funded)	
C	Write proposals and obtains funding for library development from extramural sources (submitted/pending)	
C	Write proposals and obtains funding for library development from extramural sources (funded)	
C	Write proposals that have been submitted, but not yet funded	
D	Conduct, teach, or lead at institutes, short courses, seminars, and workshops that are related to the faculty member's discipline	
D	Moderate or lead break-out sessions at institutes, short courses, seminars, and workshops that are related to the faculty member's discipline	
L	Continue substantive professional development activities such as conventions, workshops, and other conferences or for credit courses to maintain or enhance competence in scholarly endeavors	
L	Complete a postdoctoral fellowship	
L	Complete an additional degree	
L	Obtain appropriate professional certification	
K	Participate in and complete educational, industrial, or service sector consulting experience related to the faculty members' discipline	
J	Conduct community-based research projects	
M	Facilitate community engagement through developmental or participative activities for the purpose of establishing collaborative partnership between business, social, education, and community agencies, which contribute to the University's academic mission and directly benefit the community	

Standard	SCHOLARLY ACTIVITY	
N	Conduct applied research and utilizes knowledge obtained to further library initiatives, planning, programming, organizational models, etc.	

CHECKLIST OF SERVICE ACTIVITIES

TENURE AND PROMOTION TO ASSOCIATE LIBRARIAN – SERVICE – CHECKLIST

Assistant Librarian to Associate Librarian: In order to qualify for tenure and promotion to Associate Librarian, the Assistant Librarian must achieve the minimum of **four (4) Required** activities as enumerated in the **Standards** (pages 32-33), as well as a number of **Electives** (determined with the assistance of the Department Chair). Normally, the attainment of these service activities will be spread across all the years in rank. All activities will be further notated in the librarian’s portfolio. There must be evidence of significant service by the third year.

Associate Librarian to Librarian: In order to qualify for promotion (and in some cases, tenure) to the rank of **Librarian**, the **Associate Librarian** must achieve the minimum number of **six (6) Required** activities as enumerated in the **Standards** (pages 32-33), as well as a number of **Electives** (determined with the assistance of the Department Chair). Normally, attainment of these service activities will be spread across all the years in rank. All activities will be further notated in the librarian’s portfolio. There must be evidence of continuous service throughout the time in rank.

Quality of the work, as noted in the annual portfolio, will also be part of the evaluation. Fulfillment of the minimum is no guarantee for promotion and tenure.

This checklist is lengthy but not exhaustive. If a new scholarly or service criterium is proposed for addition to the list, the Personnel Committee will evaluate it and make a recommendation.

		SERVICE	
Institutional Service	A	Serve as member of departmental or library committee	
	B	Serve as officer of a library committee	
	A	Serve as member on a Library or University subcommittee or ad hoc committee	
	C	Serve as officer of a university committee	
	D	Assume administrative responsibilities related to either the academic or support services of the university community (such as interviewing prospective students, functioning as course facilitator, participating in New Student Orientation, etc).	
	F	Sponsor and/or advise a student club, society, or professional organization	

	E	Participate in activities related to either the academic (such as student or faculty recruitment or advisement) or support services of the university community (such as interviewing prospective students, functioning as course facilitator, participating in New Student Orientation, etc).	
Professional Service	G	Serve as a committee member of a professional organization related to his/her expertise	
	H	Act as a conference planner/organizer/chair at the local or regional levels	
	H	Act as a conference planner/organizer/chair at the national or international levels	
	I	Serve as a committee chair or officer of a professional organization related to his/her expertise at the local or regional levels	
	I	Serve as a committee chair or officer of a professional organization related to his/her expertise at the national or international levels	
	O	Serve as a peer reviewer for nationally funded grants or presentations	
	J	Provide consultative services by government, business, and industry or other educational institutions in the area of his/her expertise	
	O	Serve as a member of an editorial board for a nationally published print or online journal or website	
Community Service	K	Participate in off-campus programs for the community such as non-credit continuing education related to the discipline or to his/her expertise.	
	L	Make presentations to community groups in areas related to university affiliation, the discipline, or his/her expertise.	
	L	Deliver lectures, papers, speeches, presentation, and/or poster sessions in business/industrial settings	
	M	Contribute services to the community that are relevant to the faculty member's role in the university or her/his expertise.	
	N	Contribute to the university and the community by developing and or participating in partnerships that are related to university affiliation, the discipline, or area of expertise	
	N	Contribute to the international community or discipline-related exchange of knowledge related to the greater world community and its information needs and practices.	

Approved, Library Faculty Assembly, April 14, 2011

Approved, Alberta Comer, Dean, Library Services [date]