# Indiana University Indianapolis Library Faculty Standards for Evaluating Librarians

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## Indiana University Indianapolis Library Faculty Standards for Evaluating Librarians

#### Preamble

The quality and integrity of Indiana University Indianapolis libraries depend upon the performance of individual librarians. Indiana University Indianapolis and its librarians have a mutual and reciprocal commitment to ensuring the ongoing success of Indiana University Indianapolis as a whole and librarians as individuals. We as librarians strive for excellence, promote and represent Indiana University Indianapolis in a positive manner, and support the university, campus, unit, and library missions through our performance, professional development, research or creative activity, and service.

The purpose of this document is to convey our values as academic librarians on the Indiana University Indianapolis campus and to provide context for the evaluative criteria below. The standards should be applied in the context of librarians contributing to the missions of Indiana University, Indiana University Indianapolis, their school, and their individual library unit.

These standards are used by individual librarians in shaping their career path as well as by the committees evaluating a librarian’s work.

*Guiding Principle**s*

Building on the principles described in the campus guidelines, we affirm that:

* Indiana University Indianapolis librarians promote the teaching, learning, research, and community outreach of Indiana University Indianapolis and its constituents.
* Indiana University Indianapolis librarians contribute to the Indiana University Indianapolis community by fostering equity, diversity, and inclusion.

Indiana University Indianapolis librarians, as stated in the Indiana University Indianapolis Library Faculty bylaws, are governed by the American Library Association’s [Code of Ethics.](http://www.ala.org/tools/ethics)

*What work is valued**?*

Librarian practice touches many areas of the campus, the university, the scholarly ecosystem, and the community. The scholarly products created by librarians are many and varied, including research articles, books, chapters, informational resources, code and software, data, scholarship of teaching and learning (SoTL) including the development and/or assessment of learning resources or curriculum, and new forms that may emerge. The evidence used to demonstrate the significance of these diverse products may differ from more traditional forms of scholarship. All evidence and dissemination outlets should be considered based on the candidate’s case.

Though typically thought of as a performance activity, the development of skilled professionals in a variety of fields may occur as part of the candidate’s professional development, research, or creative activity or service. This work should be considered based on the candidate’s case.

A librarian’s research and creative activity are part of professional development, research, or creative activity. However, a librarian may choose to use specific products as evidence in support of their performance and service. Librarians doing so should ensure that they still meet the required criteria for professional development, research, or creative activity. Though a project may result in multiple products, each product can only be used as evidence in one area, unless a candidate has chosen a balanced-integrative case type.

*How is work evaluated**?*

It is the responsibility of the candidate to present the best case possible for tenure and/or promotion through their statements and supporting evidence.

Significance and impact may be demonstrated by articulating goals related to the unit and campus mission and providing sufficient evidence that the goals were achieved. Evidence may include, but is not limited to, program evaluation data, citation metrics, alternative metrics, and qualitative evidence such as testimonials and communications indicating use, adoption, or direct impact.

When assessing librarian work, we believe that evaluators should consider the value and impact of all outputs (including datasets, software, digital collections, professional standards, committee reports, etc.) in addition to publications, and consider a broad range of impact measures including qualitative indicators of impact, such as influence on policy and practice. Evaluators should also assess a candidate, in part, on the content of outputs rather than relying solely on journal metrics.

*Promotion & Tenure Standards & Dossie**r*

These standards are aligned with [The Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers*,*](https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure/guidelines-and-standards/)[IU Policy ACA-37](https://policies.iu.edu/policies/aca-37-faculty-librarian-tenure/index.html), and [IU Policy ACA-38.](https://policies.iu.edu/policies/aca-38-faculty-librarian-promotion/index.html)

These standards are cumulative for the probationary period in rank until a librarian has been granted tenure and/or promotion. Once a librarian has been promoted to Associate, they must meet the criteria for Librarian while in-rank as an Associate Librarian. An Associate Librarian hired without tenure must meet the requirements of excellent performance and at least satisfactory professional development and service for tenure. Seeking promotion to Librarian is not a requirement.

Because these standards are cumulative, they should not be used for annual review purposes. However, annual review criteria should align with these standards in a way that helps librarians achieve promotion and tenure.

#### Librarian case types and requirements for achieving tenure and levels of promotion.

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| **Promotion to Associate Librarian with Tenure** | **Performance** | **Professional Development** | **Service** |
| Performance/Professional Development | Excellent | Beyond Satisfactory | Satisfactory |
| Performance/Service | Excellent | Satisfactory | Beyond Satisfactory |
| Performance/Balanced - Binned | Excellent | Beyond Satisfactory | Beyond Satisfactory |
| Performance/Balanced - Integrative Thematic | Excellent | Integrated, Beyond Satisfactory | |

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| **Promotion to Librarian** | **Performance** | **Professional Development** | **Service** |
| Performance/Professional Development | Excellent | Excellent | Satisfactory |
| Performance/Service | Excellent | Satisfactory | Excellent |
| Performance/Balanced - Binned | Excellent | Excellent | Excellent |
| Performance/Balanced - Integrative Thematic | Excellent | Integrated, Excellent | |

#### Performance/Professional Development Case

### A Performance/Professional Development case type requires that a librarian meet the requirements of excellent Performance at the level of their aspired rank while also meeting the requirement of beyond satisfactory Professional Development for promotion to the Associate Librarian-rank and excellent at the Librarian-rank. These librarians must have at least satisfactory Service.

#### Performance/Service Case

### A Performance/Service case type requires that a librarian meet the requirements of excellent Performance at the level of their aspired rank while also meeting the requirement of beyond satisfactory Service for promotion to the Associate Librarian-rank and excellent at the Librarian-rank. These librarians must have at least satisfactory Professional Development.

#### Performance/Balanced – Binned Case

A balanced case raises the bar for librarians in that it requires the same level of achievement in both Professional Development, Research, or Creative Activity (Professional Development) and Service in addition to the highest level of Performance. For example, a candidate seeking promotion to Librarian with a balanced case would be required to demonstrate excellent Performance and excellent in both Professional Development and Service. For this reason, the balanced – binned case is the most challenging librarian case type.

**Performance/Balanced – Integrative Thematic Case**

The Performance/Balanced – Integrative Thematic Case allows candidates to present their work connected to a specific theme defined by the candidate tied to Indiana University Indianapolis’ institutional values: Civic Engagement, Diversity, Equity, Inclusion, Public Scholarship, and Translational Research. Candidates must meet the requirement of excellence in Performance. In the areas of Professional Development and Service, candidates must achieve at least Satisfactory for the Associate Librarian rank or Beyond Satisfactory for the full Librarian rank. Those achievements when considered together along with demonstrated excellence in work related to the theme, show a level of distinction appropriate to the rank under review: Beyond Satisfactory for Associate Librarian rank or Excellent for the Librarian rank.

*Ran**k*: At the *Associate Librarian-level* candidates must meet the requirements for excellent Performance and at least satisfactory achievement in Professional Development and Service. The combination of these two areas along with demonstrated excellence in thematic efforts rises to the level of Beyond Satisfactory: The candidate should have led or been an essential part of endeavors with distinct and demonstrable local, direct outcomes. Local refers to either or both campus/university and local community. National or international dissemination is also expected as a reflection of the quality of the work.

At the *Librarian-level* candidates must meet the requirements for Excellent Performance and at least Beyond Satisfactory achievement in Professional Development and Service. The combination of these two areas along with demonstrated excellence in thematic efforts rises to the level of Excellent. The candidate should be seen as a local leader and also have achieved a national or international reputation or recognition of their work.

*Demonstrating Excellence* *through* a *Theme:*  Effective evaluation of initiatives related to the theme should demonstrate distinct outcomes with a focus on direct impact on communities served. Tying to unit (program, department, library, school, campus, or university) missions strengthens the importance of the impact. (e.g., in a diversity, equity, and inclusion-based case contributing to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula). The balanced-integrative thematic candidate must present evidence for the integrated area of Professional Development and Service that amounts to Beyond Satisfactory (Associate Librarian rank) or Excellent (Librarian rank) value while at least meeting the minimum standards for Satisfactory (Associate Librarian rank) or Beyond Satisfactory achievement (Librarian rank) in Professional Development and Service. It is important to note that Integrative thematic cases represent a marked departure from making clear distinctions among Professional Development and Service as separate areas of review. This is intentional as the work of significant thematic efforts frequently involves activities which would be considered more appropriate to separate across these areas. Though not typically required for librarians, this case type may reasonably include community service work done as a librarian. The successful candidate demonstrates how their work in these areas shows: (1) integration (2) independence, innovation, and/or initiative (3) scholarly impact and (4) direct impact. Further, the candidate identifies plans for future work.

The candidate should demonstrate excellence by communicating integrated scholarly activities aligned with the chosen theme as well as overall benefit to the university, profession, and/or community. They articulate and describe their personal role as an essential and generative actor within initiatives related to the theme. They are expected to engage in interrelated activities in their Professional Development and Service which demonstrably support and advance the chosen theme. Collaborative work is both expected and valued, but the candidate needs to articulate their own roles and responsibilities clearly.

Dissemination of scholarship related to the theme is expected and the candidate must provide documentation demonstrating the impact of the scholarship. Documented evidence might include, but is not limited to, the following: the scholarship received favorable feedback from community partners, the work was reused by others in subsequent programming, the work was cited or mentioned by other scholars or related professionals, the work contributed to a change in policy, or the work received an award or special recognition.

The candidate articulates the scholarly impact and/or direct impact and dissemination of their creative outputs through appropriate means, venues, and metrics. When demonstrating the impact of direct interventions, it is expected that a candidate provides evidence from the community served. In these cases, an argument for excellence needs to be made based on the scope and context of the activity.

## Performance Standards

* Performance is the primary area of evaluation for all librarian cases. Performance refers to a librarian’s fulfillment of the duties assigned at the time of their appointment and/or as described in their position description. Performance duties may evolve over time.
* Professional service activities (including administrative responsibilities) prescribed by the candidate’s position description are NOT considered Service, but rather Performance.
* Any scholarship related to Performance is typically considered Professional Development, Research, or Creative Activity, NOT Performance. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development, Research, or Creative Activity.
* Failure to meet standards for satisfactory performance is considered unsatisfactory performance.

#### For Promotion to Associate Librarian

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| **Category/Bin** | **Satisfactory** | **Excellent (Associate Librarian)** |
| Performance | Consistently makes contributions toward the library and/or unit’s mission and/or goals. Satisfactory performance includes:   * Documentation of the contributions of the individual librarian and * Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian’s position description   Examples of documentation may include, but are not limited to:   * Instruction evaluations * Letters from faculty indicating impact on a course or * Statistics related to the provision of service | Meets the criteria for satisfactory and demonstrates impact or recognition within the library and/or unit.  Examples of contributions that could have documented impact may include, but are not limited to:   * Increasing either the quality or efficiency of a library service, program, product or project * Implementing a new service, program, product, or project or * Mastering important new responsibilities (beyond those assigned at time of appointment) |

#### For Promotion to Librarian

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| **Category/Bin** | **Satisfactory** | **Excellent (Librarian)** |
| Performance | Consistently makes contributions toward the library and/or unit’s mission and/or goals.  Satisfactory performance includes:   * Documentation of the contributions of the individual librarian and * Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian’s position description   Examples of documentation may include, but are not limited to:   * Instruction evaluations * Letters from faculty indicating impact on a course or * Statistics related to the provision of service | Meets the criteria for excellent and demonstrates impact outside the library and/or unit or recognition at the state, regional, or national level.  Examples of contributions that could have documented impact outside the library and/or unit may include, but are not limited to:   * Alteration of school, campus, or university practices or * Adoption of a service, program, or product by another library, library consortium, or professional organization.   Examples of recognition at the state, regional, or national level may include, but are not limited to:   * Acknowledgement of the impact of a service, program, or product in the professional literature or * Awards and/or prizes that reflect on the significance and impact of the librarian’s performance |

## Professional Development, Research, or Creative Activity Standards

* Professional Development, Research, or Creative Activity (Professional Development) includes research and creative activity. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development.
* For the balanced-integrative thematic case it is important that the librarian ensure that Professional Development is at least Satisfactory for the Associate Librarian rank or Beyond Satisfactory for the Librarian rank.
* Failure to meet standards for satisfactory Professional Development is considered unsatisfactory Professional Development.

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| **Category/Bin** | **Satisfactory** | **Beyond Satisfactory** | **Excellent** |
| Professional Development | A librarian must regularly engage in activities that advance the education or knowledge of the candidate as a professional AND engage in at least three activities that disseminate research or expertise, at least two of which must be peer reviewed or appear in a law review.  Examples of activities that advance the education or knowledge of the candidate include, but are not limited to:   * Attend a professional conference, meeting, institute, continuing education workshop, or training program or * Take for-credit academic courses   relevant to the librarian’s professional responsibilities or   * Complete a professionally recognized certification   Examples of activities that disseminate research or expertise and are typically peer reviewed include, but are not limited to: | To show continued improvement beyond the satisfactory level, a librarian must regularly engage in activities that advance the education or knowledge of the candidate as a professional AND demonstrate a significant role in the completion of at least four activities that disseminate research or expertise, at least three of which must be peer reviewed or appear in a law review.  For examples of activities that advance the education or knowledge of the candidate, see the Satisfactory criteria. | To show excellence, a librarian must have a significant role in the completion of five activities that disseminate research or expertise, at least four of which must be peer reviewed or appear in a law review, and at least one of which must have significant scholarly, professional, or societal impact, in most cases beyond the state level. It is not necessarily required that the significant impact activity be peer reviewed or appear in a law review.  For examples of activities that disseminate research and/or expertise and are typically peer reviewed, see the Satisfactory criteria.   * Examples of indicators of significant impact include, but are not limited to: * Recognition of a particular productor project by a regional or national professional organization * Recognition of a Librarian’s reputation in the form of an invitation to give a keynote address or develop a continuing education course for the organization or * Engagement with, use, or adaptation of a particular product, project, or method as reflected by citation, post-publication |

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|  | * Peer reviewed article, book chapter, or book review essay * Law review article * Invited book chapter or encyclopedia article * Invited/peer reviewed presentation at a professional conference * Favorably reviewed research grant or project grant or * Co-authorship on a systematic review publication   Examples of activities that share research and/or expertise and are not typically peer reviewed include, but are not limited to:   * Newsletter article * A review of a book, database, or exhibit * Course presentation development * For credit course development * Exhibit preparation and mounting * Substantial contribution to professional discourse regardless of media * Co-production of a digital project * Interviews, invited or otherwise, that highlight emerging professional expertise |  | review, or adaptation and reuse in other organizations or other professional fields or,   * Wide popular awareness and engagement (within and outside of librarianship) with a new service, tool, training program, or concept. |

## Service Standards

* + Professional service activities (including administrative responsibilities) prescribed by the candidate’s position description are NOT considered Service, but rather as Performance.
  + Any scholarship related to Service is typically considered Professional Development, Research, or Creative Activity, NOT Service. However, a librarian may choose to use specific products as evidence in support of their Performance and/or Service. Librarians doing so should ensure that they still meet the required criteria for Professional Development, Research, or Creative Activity.
  + For the balanced-integrative thematic case it is important that the librarian ensures that service is at least satisfactory for the associate librarian rank or beyond satisfactory for the librarian rank.
  + Failure to meet standards for Satisfactory Service is considered Unsatisfactory Service.

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| **Category/Bin** | **Satisfactory** | **Beyond Satisfactory** | **Excellent** |
| Service | A librarian must regularly engage in activities outside the normal realm of the person’s responsibilities that serve the University (library, school, campus, or university), AND activities that serve the Discipline and/or Profession.  One comparable community service activity may be substituted for service to the discipline and/or profession if there is an application of professional expertise.  Service to the University (see below for examples) must normally consist of three documented contributions tied to the institution’s mission. Each year of a multiple year commitment counts as an independent contribution.  Service to the Discipline and/or Profession (see below for examples) must normally consist of three documented contributions. Each year of  a multiple year commitment counts as | A librarian must meet the criteria as outlined under satisfactory.  In addition, at least two of these six activities must have documented impact, one of which must be service to the Discipline and/or Profession.  In order to have documented impact, service to the University must affect faculty, staff, and/or students beyond the Indiana University Indianapolis libraries.  In order to have documented impact, service to the Discipline and/or Profession must beat the state level or higher**.** | A librarian must demonstrate a consistent pattern of service as outlined under Beyond Satisfactory  The service to the Discipline and/or Profession must have significant impact (see below for examples) on the profession of librarianship or an academic discipline beyond the state level in most cases. Significant impact may also be demonstrated by significant recognition (see below for examples) from outside the university. |

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|  | an independent contribution. |  |  |
| Service to the University (library, school, campus, or university) | Examples of Librarian service to the University include, but are not limited to:   * Serve on a faculty governance organization at the library, campus, or university level * Serve on a search and screen committee or system-wide task force * Serve as student organization sponsor or   Serve as academic adviser, internship supervisor, or thesis/dissertation committee member. | Examples of activities which demonstrate impact include, but are not limited to:   * Create or revitalize a student organization * Teach a college-level credit- bearing course outside of the librarian’s duties with demonstrated positive impact upon the students * Serve on university- wide library committee with impact on user services or * Serve as a vital member (not necessarily an officer) of a campus committee that makes an important   contribution. | A librarian must demonstrate a consistent pattern of service to the university as outlined under Satisfactory. |
| Service to the Discipline or Profession | Examples of service to the discipline or profession include, but are not limited to:   * Active membership in one or more professional organizations as an officer, candidate for office, committee member, electronic mailing list moderator, mentor in a formal mentoring program, webmaster or some other role that requires professional expertise. | Examples of activities which demonstrate impact include, but are not limited to:   * Serve as a vital member (not necessarily an officer) of a professional committee that makes an important contribution * Make an important contribution to a professional organization while in a leadership role or * Serve as a peer reviewer or editorial board member for a journal, conference, or other scholarly output. | Examples of activities which have significant impact include but are not limited to:   * Influence the adoption/modification of standards of a profession or discipline * Develop an instrument/method which changes professional practice * Create or revitalize a significant professional organization or * Influence the passage of legislation related to the profession or discipline   Examples of significant recognition include but are not limited to:   * Awards and/or prizes that reflect on the significance and impact of the librarian’s service * Appointment as editor of a selective scholarly peer- reviewed publication or   law review or |

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|  |  |  | * Election as an officer or board member of a professional organization of at least 500   members, or the leading organization for a library specialty |
| Librarian Service to the Community (city, state, nation, or the world)  [Community service is optional for librarian candidates and will be most relevant for a Performance/Balanced – Integrative Thematic case] | Community service refers to the service outside of the university and profession where there is an application of professional expertise.  For binned cases, one community service contribution may be substituted for a contribution to the discipline or profession as determined by individual units.  Examples of community service include, but are not limited to:   * Providing a library-related service to a governmental, nonprofit, or community organization or * Establishing a new library at a governmental, nonprofit, or community organization | A librarian’s community service must have a demonstrated impact to meet the level of Beyond Satisfactory.  An example of an activity which demonstrates impact sufficient for Beyond Satisfactory includes, but is not limited to:   * Consulting that produces beneficial change in the organization for which the consultation was done * Providing educational programming in service of a governmental, nonprofit, or community organization | If a librarian’s community service has both significant impact and recognition, it meets the level of Excellent. However, this level of achievement is not required for any case type.  An example of an activity which demonstrates impact sufficient for Excellent includes, but is not limited to:   * Appointment to the board of a governmental, nonprofit, or community organization of significant size, scope, or impact and demonstrated, significant impact in that role * Community service awards and/or prizes that reflect on the significance and   impact of the librarian’s service |

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