

# Review and Promotion Guidelines for Librarians

## Introduction

Librarians at Augustana’s Thomas Tredway Library and the Swenson Swedish Immigration Research Center are non-tenure-track faculty who participate extensively in the academic life of the college. Like all faculty, librarians undergo periodic review with the Faculty Review Committee (FRC). Librarians’ work, however, differs enough from the work of classroom faculty that FRC members may need guidance to assist with evaluation.

This document outlines the work of librarians according to the academic triad of Teaching, Service, and Research. Each section of the document describes one component of librarians’ work and suggests ways to evaluate that component. Briefly stated:

Category	Equivalent for Librarians
Teaching	<ul style="list-style-type: none"><li>● Instruction (group and one-on-one)</li><li>● Other activities that support teaching and learning</li></ul>
Service	<ul style="list-style-type: none"><li>● Service activities within the library, on campus, and in the library profession</li></ul>
Research	<ul style="list-style-type: none"><li>● Professional development (required for librarians)</li><li>● Professional expression (supported for librarians, but not required)</li></ul>

A key principle underlying this document is that **no single librarian will do everything described below**. Rather, the document describes the many types of library work that *may* fall under each category, while position responsibilities determine the specific ways in which each librarian contributes. For example, in the category of teaching, research and instruction librarians will deliver a great deal of direct instruction (information literacy sessions and research help consultations), while the technical services librarian may exclusively contribute via indirect activities (e.g., collection development, organization and description of resources) that support teaching and learning. The descriptiveness of the document is to enable FRC members to identify where librarians’ contributions “fit” in the world of academic work.

## Criteria for Promotion

For promotion, a librarian should provide evidence of substantive contributions in all three categories, as well as commitment to principles of diversity, equity, inclusion, and accessibility as described below:

Category	Required for Promotion
Teaching	Evidence of substantive contributions to direct (group and one-on-one)

	instruction <i>and/or</i> other activities that support teaching and learning. Where the weight of these expectations is placed depends on the librarian’s position responsibilities. Refer to the library director with questions.
Service	Evidence of substantive service in at least one area (within the library, campus-wide, and/or in the library profession).
Research	Evidence of substantive professional development efforts.  Librarians who engage in professional expression should receive credit in this category, but professional expression <i>is not required</i> , i.e., librarians should be promoted with evidence of substantive professional development alone.

Explanations of what constitutes “substantive” effort in each category are provided below.

Augustana’s faculty librarians value and strive to enact the principles of diversity, equity, inclusion, and accessibility, as shown in Tredway Library’s [statement on DEIA](#). Examples of what constitutes DEIA work in the Teaching, Service, and Professional Development/Expression (Research) activities of librarians are provided in the respective sections of this document, below.

### **Criteria for Review after Promotion**

After faculty librarians undergo review with the possibility of promotion, they continue to be reviewed by the FRC every five years. Criteria for reviews that do not include the possibility of promotion are as follows:

<b>Category</b>	<b>Required for Non-Promotion Reviews</b>
Teaching	Evidence of ongoing contributions to direct (group and one-on-one) instruction <i>and/or</i> other activities that support teaching and learning. Where the weight of these expectations is placed depends on the librarian’s position responsibilities. Refer to the library director with questions.
Service	Evidence of ongoing service within the library, campus-wide, and/or in the library profession.
Research	Evidence of ongoing efforts to remain current with developments in academic librarianship.  Librarians who engage in professional expression should receive credit in this category, but professional expression <i>is not required</i> .

Librarians should similarly demonstrate ongoing contributions to the work of diversity, equity, inclusion, and accessibility in the library and/or on campus.

## Teaching

Teaching by librarians is of two types: (1) instruction (both group and one-on-one) and (2) other activities—such as collection development, liaison work, and organization and description of resources—that support teaching and learning. The time devoted to, and the level of accomplishment reached in, each activity will vary according to the specifics of each librarian's role within the library.

Group instruction. Librarians deliver group instruction in a variety of settings: in the library, in workshops, in classrooms across campus, and virtually. In many cases, a classroom faculty member requests the session, and the librarian works with them beforehand to connect the instruction to a class assignment and class goals. Most group instruction takes place within a regularly scheduled meeting time of any given class. Planning time available for a class ranges widely, from a few weeks to only a day or two. In addition, librarians may also provide presentations—on a new library resource, for example—without the session being tied to a specific class.

Group instruction will be evaluated using the following criteria:

- *Instructional design* can be understood and evaluated in terms of, but not limited to, determining/communicating appropriate outcomes for the session and designing effective learning exercises. The librarian should make relevant and productive use of instructional technologies, provide content that is clear and well-organized, and incorporate principles of universal design and/or inclusive pedagogy as relevant. All of these are done in partnership with classroom faculty.
- *Student learning* can be difficult to demonstrate in library instruction. Librarians generally do not have access to the end products of student research, and the quality of those products is rarely traceable to specific class sessions. However, librarians should demonstrate an effort to (a) evaluate student learning with the means available to them—including, but not limited to, in-class assessments/surveys, requests for faculty feedback, and library-wide assessments of information literacy learning—and (b) improve and adjust their pedagogy in response to those evaluations.

N.b., librarians rarely teach credit-bearing classes and, therefore, most candidates for review will not have IDEA forms to submit.

Research help (one-on-one instruction). Much of a librarian's teaching is conducted individually with students and other researchers. Many of these one-on-one sessions are conducted in the library at the moment that a student requests assistance, and often are fairly brief (approximately 5-20 minutes each). Students also have the option of requesting a longer one-on-one appointment with a librarian, who may have a general idea of the topic and student's needs before the meeting occurs.

Teaching through research help requires its own set of skills and expertise, such as: negotiating questions (what information the student needs vs. what they are asking for), placing the

information need in the overall context of the subject matter, assessing which resources to use given the assignment and time constraints, and communicating these to the student in a clear, concise fashion. The goal of research help services is always to help the student develop abilities that will be applicable to other assignments and to their careers and lives after graduation.

Other activities that support teaching and learning. Tredway Library's services and resources support the curriculum of the college; many activities of the Swenson Center also support campus curriculum and teaching activities. Librarians, therefore, engage in numerous activities that make teaching and learning possible campus-wide, and they should be evaluated on their work in the following:

- *Preparation of materials for self-directed learning:* Preparation of research guides, tutorials, and/or instructional videos to aid students as they conduct research independently. These materials may be tied to a specific class and/or assignment, or they may provide general research guidance in a subject area.
- *Organization and description:* Cataloging and classification of materials and establishing and maintaining user-friendly systems for access, including the library's website, the integrated library system (OneSearch/I-Share), ILLiad (interlibrary loan), and other library applications (Augustana Digital Commons and ArchivesSpace, among others).
- *Collection development:* Selecting and ordering pertinent print/electronic materials to promote student learning and engagement. Management of electronic resources includes developing vendor relationships, negotiating prices, and maintaining on- and off-campus access.
- *Work with classroom faculty:* Whether through formal liaison work with an academic division or through other means, each librarian must have a good working relationship with classroom faculty in order to accomplish other goals. Examples of librarians' work with faculty include but are not limited to:
  - Scheduling and collaboratively planning information literacy instruction
  - Consulting on the design of research assignments and syllabi
  - Collaborating with departments to integrate information literacy into their curricula
  - Assisting with library resources and supporting faculty research needs
  - Collaborating on collection development
- *Supervision and mentoring of student workers and interns:* Librarians frequently supervise and mentor students, many of whom wish to pursue careers in libraries, archives, and/or public history. These relationships contribute to students' personal growth, academic learning, and career development.

**Diversity, Equity, Inclusion, and Accessibility.** Activities that may demonstrate librarians' commitment to DEIA in teaching include, but are not limited to, the following:

- Incorporating principles of inclusive pedagogy, antiracist pedagogy, and/or universal design for learning into information literacy instruction
- Incorporating critical information literacy<sup>1</sup> and/or the social justice-related implications of information into instruction sessions
- Employing principles of universal design and accessibility in the construction of the library website and/or the preparation of materials for self-directed learning
- Preparing materials for self-directed learning on DEIA-related topics
- Collecting print and electronic materials that enhance collection diversity and inclusivity
- Collaborating with classroom faculty on curricular and/or pedagogical initiatives that promote DEIA

N.b., these are *examples* and not an exhaustive list. A librarian need not demonstrate all of the above—and may provide evidence of other highly relevant practices/efforts—in order to show commitment to DEIA in teaching and activities that support teaching.

## Service

Service by librarians is of two main types: on-campus service (within the library and college-wide) and professional representation of the Tredway Library or Swenson Center.

The items below are *examples* of the types of service frequently engaged in by Augustana’s librarians. No librarian can or should engage in all of them. Rather, to demonstrate effective service, a librarian should offer thoughtful and substantive contributions in select areas.

Service within the library can be understood and evaluated in terms of, but not limited to, the following:

- Leadership in a component of the library’s services, for example:
  - Organizing and developing the information literacy instruction program
  - Leading library assessment efforts
  - Managing research help services
  - Coordinating student success, outreach, and engagement initiatives
  - Planning and executing library displays and events
  - Conducting outreach to faculty/staff on behalf of library initiatives

N.b., each research and instruction librarian is assigned a “coordinator role” that encompasses one or more of the above.

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<sup>1</sup> According to Emily Drabinski and Eamon Tewell, “critical information literacy (CIL) is a theory and practice that considers the sociopolitical dimensions of information and production of knowledge, and critiques the ways in which systems of power shape the creation, distribution, and reception of information. CIL acknowledges that libraries are not and cannot be neutral actors, and embraces the potential of libraries as catalysts for social change.” See Drabinski and Tewell’s “Critical Information Literacy,” in *International Encyclopedia of Media Literacy*, ed. Renee Hobbs and Paul Mihailidis (Wiley, 2019), [https://academicworks.cuny.edu/gc\\_pubs/542/](https://academicworks.cuny.edu/gc_pubs/542/), CUNY Academic Works.

- Participating in library strategic planning or budget planning, managing library facilities issues, developing new services or improving existing services, and/or serving on library committees
- Participating in personnel-related matters, e.g., supervision and/or service on hiring committees

College-wide service can be understood and evaluated in terms of, but not limited to, the following:

- Serving on Faculty Council, a college committee, or a college working group
- Advising first-year students
- Advising a student group
- Organizing events for the campus community, such as visiting lectures, workshops, or presentations

Service in the profession can be understood and evaluated in terms of, but not limited to, the following:

- Representing Augustana in local, state, national, or international consortia, purchasing or resource-sharing cooperatives, e.g., the Consortium of Academic and Research Libraries in Illinois (CARLI) or the Oberlin Group of Libraries. Representation in these organizations has a direct effect on the library's resources and services (e.g., electronic resources are purchased at a group price, new forms of access are provided, etc.)
- Committee work for a professional organization, e.g., CARLI, the Association of College and Research Libraries (ACRL), the Society of American Archivists, etc.
- Serving as an external reviewer or consultant for a library or another, related organization

Information about the quality of librarians' service work can be obtained from the library director, other librarians and library staff, and other faculty/staff/administrators on campus.

Occasionally, librarians may also engage in public service in the Quad Cities or a broader community. Examples include, but are not limited to, service on boards or committees, participation in public-service organizations, and/or volunteer work. Instances of public service, particularly where the librarian serves as a representative of the library or college, should also be evaluated as contributions to the "Service" component of librarians' work.

**Diversity, Equity, Inclusion, and Accessibility.** Activities that may demonstrate librarians' commitment to DEIA in service include, but are not limited to, the following:

- Incorporating principles of DEIA into library services (including coordinator roles),

policies, and practices

- Serving on committees and working groups—within the library, on campus, and/or in the broader profession—that are focused on DEIA
- Participating in projects that advance DEIA in the context of service activities

N.b., these are *examples* and not an exhaustive list. A librarian need not demonstrate all of the above—and may provide evidence of other highly relevant practices/efforts—in order to show commitment to DEIA in service.

## **Professional Development and Expression (Research)**

Due to the service-oriented nature of library work—as well as the non-tenure-track status of faculty librarians on campus—professional development is expected of librarians, while *professional expression is supported but not required*.

N.b., librarians' ability to engage in professional development and professional expression is subject to budgetary constraints, including the availability of PMA funding, the size of their library's travel budget, and personal finances. As a result, not all librarians will be able to participate in the same activities and to the same extent.

Professional development can be understood and evaluated in terms of, but not limited to, activities such as the following:

- Attending in-person or virtual workshops or seminars
- Attending webinars
- Attending in-person or virtual conferences or other professional meetings
- Pursuing additional relevant credit-bearing coursework
- Pursuing an individualized program of reading or study in relevant aspects of librarianship

Determination of the quality of professional development hinges on the degree of benefit to the librarian's job growth and/or the work of the library.

Professional expression can be understood and evaluated in terms of, but not limited to, activities such as the following:

- Publishing a book, book chapter, journal article, encyclopedia article, or review of an article, book, or artistic production
- Presenting a paper or poster at a conference or other professional meeting

- Giving an invited lecture at another organization, or a presentation to a museum, area school audience, or other group

Professional expression occurs most often in the field of librarianship, but may be in another academic discipline in which the librarian has expertise.

Although the quality of professional expression in academics is commonly measured by factors such as journal rankings, reputation of publisher, citation metrics, and the application of double-blind peer review, a key component of 21st-century librarianship has been to question such measures and the ways in which they may reinforce structures of dominance. Additionally, librarians' non-tenure-track status—along with the fact that professional expression is not mandated—means that the quality of their publications and presentations can and should be measured by different criteria than those applied to tenure-track faculty.

A holistic assessment of librarians' professional expression encompasses factors such as the degree of the librarian's job growth, contribution to the library (e.g., sharing the library's work with a broader audience), reception in the profession, and contribution to the work of DEIA and social justice in librarianship.

**Diversity, Equity, Inclusion, and Accessibility.** Activities that may demonstrate librarians' commitment to DEIA in professional development and expression include, but are not limited to, the following:

- Attending workshops, seminars, webinars, conferences, and other professional meetings focused on critical librarianship, social justice, and/or DEIA
- Pursuing additional coursework, or an individualized program of study, on topics relevant to critical librarianship, social justice, and/or DEIA
- Publishing or presenting original work that is focused on critical librarianship, social justice, and/or DEIA
- Pursuing professional development and expression with publishers and/or organizations that are committed to advancing principles and practices of DEIA in librarianship

N.b., these are *examples* and not an exhaustive list. A librarian need not demonstrate all of the above—and may provide evidence of other highly relevant practices/efforts—in order to show commitment to DEIA in professional development and expression.