

IUPUI Library Faculty Standards for Evaluating Librarians

Preamble

The quality and integrity of IUPUI libraries depend upon the performance of individual librarians. IUPUI and its librarians have a mutual and reciprocal commitment to ensuring the ongoing success of IUPUI as a whole and librarians as individuals. We as librarians strive for excellence, promote and represent IUPUI 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 IUPUI 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, IUPUI, 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 Principles

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

- IUPUI librarians promote the teaching, learning, research, and community outreach of IUPUI and its constituents.
- IUPUI librarians contribute to the IUPUI community by fostering equity, diversity, and inclusion.

IUPUI librarians, as stated in the IUPUI Library Faculty bylaws, are governed by the American Library Association's Code of Ethics.

What work is valued?

Librarian practice touches many areas of the campus, the university, and the scholarly ecosystem. This also includes activities that engage and have positive impact on the landscape and composition of communities at all levels from the professional to international and could influence both the scholarly and non-scholarly 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.

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 goal(s) related to the unit and campus mission and providing sufficient evidence that the goal(s) was achieved. Evidence may include, but is not limited to, community evaluation, program evaluation data, citation metrics, alternative metrics, and qualitative evidence such as testimonials and communications indicating use or adoption.

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 & Dossier

These standards are aligned with The Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, IU Policy ACA-37, and IU Policy ACA-38.

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. 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.

Table 1: The requirements for achieving tenure and levels of promotion.

	Tenure	Promotion to Associate Librarian	Promotion to Librarian
Performance	Excellent	Excellent	Excellent
Secondary Area (Professional Development, Research, or Creative Activity or Service)	Satisfactory	Beyond Satisfactory	Excellent
Tertiary Area (Professional Development, Research, or Creative Activity or Service)	Satisfactory	Satisfactory	Satisfactory

Candidates who wish to pursue the balanced-integrative DEI case communicate excellence in the three areas of librarianship (performance, professional development, and service) differently than the traditional case. Connections between one or more of the areas of librarianship can be made with annotations in the narrative and CV as necessary.

Performance

- 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.
- For the balanced-integrative DEI case, overall DEI excellence is considered to be synonymous with excellence in the area of performance. It is important that the librarian ensure that performance is within acceptable guidelines. (See below for additional details)

For Promotion to Associate Librarian

Type	Unsatisfactory	Satisfactory	Excellent (Associate Librarian)
Performance	Unsatisfactory performance is the failure to meet the standards for Satisfactory performance.	<p>Consistently makes contributions toward the library and/or unit’s mission and/or goals. Satisfactory performance includes:</p> <ul style="list-style-type: none"> • Documentation of the contributions of the individual librarian; and • Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian’s position description <p>Examples of documentation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Instruction evaluations; • Letters from faculty indicating impact on a course; or • Statistics related to the provision of service 	<p>Meets the criteria for satisfactory and demonstrates impact or recognition within the library and/or unit.</p> <p>Examples of contributions that could have documented impact may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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

Type	Unsatisfactory	Satisfactory	Excellent (Librarian)
Performance	Unsatisfactory performance is the failure to meet the standards for Satisfactory performance.	<p>Consistently makes contributions toward the library and/or unit's mission and/or goals. Satisfactory performance includes:</p> <ul style="list-style-type: none"> • Documentation of the contributions of the individual librarian; and • Evidence of effective accomplishment of professional responsibilities outlined in the individual librarian's position description 	<p>Meets the criteria for excellent and demonstrates impact outside the library and/or unit or recognition at the state, regional, or national level.</p> <p>Examples of contributions that could have documented impact outside the library and/or unit may include, but are not limited to:</p> <ul style="list-style-type: none"> • Alteration of school, campus, or university practices; or
		<p>Examples of documentation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Instruction evaluations; • Letters from faculty indicating impact on a course; or • Statistics related to the provision of service 	<ul style="list-style-type: none"> • Adoption of a service, program, or product by another library, library consortium, or professional organization. <p>Examples of recognition at the state, regional, or national level may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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

- Professional Development, Research, or Creative Activity 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 DEI case it is important that the librarian ensure that professional development is satisfactory based on the guidelines.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Professional Development	A librarian who fails to meet the criteria outlined under satisfactory.	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.	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.	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.
		<p>Examples of activities that advance the education or knowledge of the candidate include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	For examples of activities that advance the education or knowledge of the candidate, see the Satisfactory criteria.	For examples of activities that disseminate research and/or expertise and are typically peer reviewed, see the Satisfactory criteria.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
		<p>Examples of activities that disseminate research or expertise and are typically peer reviewed include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. <p>Examples of activities that share research and/or expertise and are <u>not</u> typically peer reviewed include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	<p>For examples of activities that disseminate research and/or expertise and are typically peer reviewed, see the Satisfactory criteria.</p>	<p>Examples of indicators of significant impact include, but are not limited to:</p> <ul style="list-style-type: none"> • Recognition of a particular product or project by a regional or national professional organization; or • 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 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

- 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 DEI case it is important that the librarian ensure that service is satisfactory based on the balanced-integrative DEI case guidelines.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Service	A librarian who fails to meet the criteria outlined under satisfactory.	<p>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.</p> <p>One comparable community service activity may be substituted for service to the discipline and/or profession if there is an application of professional expertise.</p> <p>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.</p> <p>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 an independent contribution.</p>	<p>A librarian must meet the criteria as outlined under satisfactory.</p> <p>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.</p> <p>In order to have documented impact, service to the University must affect faculty, staff, and/or students beyond the IUPUI libraries.</p> <p>In order to have documented impact, service to the Discipline and/or Profession must be at the state level or higher.</p>	<p>A librarian must demonstrate a consistent pattern of service as outlined under beyond satisfactory.</p> <p>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.</p>

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
Service to the University (library, school, campus, or university)		<p>Examples of Librarian service to the University include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	<p>Examples of activities which demonstrate impact include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	<p>A librarian must demonstrate a consistent pattern of service to the University as outlined under Satisfactory.</p>
Service to the Discipline or Profession		<p>Examples of service to the Discipline or Profession include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	<p>Examples of activities which demonstrate impact include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. 	<p>Examples of activities which have significant impact include but are not limited to:</p> <ul style="list-style-type: none"> • 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.

Type	Unsatisfactory	Satisfactory	Beyond Satisfactory	Excellent
				<p>Examples of significant recognition include but are not limited to:</p> <ul style="list-style-type: none"> • 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 • Election as an officer or board member of a professional organization of at least 500 members, or the leading organization for a library specialty.
<p>Librarian Service to the Community (city, state, nation, or the world)</p> <p>[NOT required for IUPUI librarians]</p>		<p>One community service contribution where there is an application of professional expertise may be substituted for a contribution to the discipline or profession as determined by individual units.</p> <p>Examples of community service include, but are not limited to:</p> <ul style="list-style-type: none"> • providing a library-related service to community organization; or • service on board of library-related and/or discipline-related community organization. 	<p>An example of an activity which demonstrates impact includes, but is not limited to:</p> <ul style="list-style-type: none"> • consulting that produces beneficial change in the organization for which the consultation was done. 	<p>An example of an activity which demonstrates impact includes, but is not limited to:</p> <ul style="list-style-type: none"> • establishing a new library at a community organization.

Balanced Case-Binned Highly Satisfactory 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 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 Exceptional Achievement in Performance and Excellent in both Professional Development, Research, or Creative Activity and Service. For this reason, the use of a balanced case-binned by librarians is not recommended.

Balanced-Integrative DEI Case

[IUPUI Supporting Documents](#)

The primary differences between the integrative case and others are the lack of categorization of all items and an increased focus on community and direct impact. While a candidate under review for promotion and/or tenure through an integrative case needs to meet minimal requirements for promotion in the three areas of librarianship (excellent in performance, satisfactory, beyond satisfactory, or excellent in their secondary area as defined above, and satisfactory in their tertiary area), overtly stating the connection between activities and categories is not the focus of their dossier and they would not also be evaluated against these criteria for excellence. Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes. Tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact. (e.g., contributing to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.)” The balanced-integrative DEI candidate must present integrative evidence (further outlined below) that amounts to excellence in value to the university. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. Balanced-integrative cases should address six major areas: performance, integrated activities; independence, innovation and initiative; scholarly impact; community/direct impact; and future plans.

Rank: Different tracks can be used for different promotion levels. A candidate could achieve associate using the balanced-integrative DEI case and full using the traditional track. At the **associate librarian-level** 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 of campus/university and local community. National or international dissemination is also expected as a reflection of the quality of the work. At the **full librarian-level** 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:** The dossier is particularly vital for the balanced-integrative DEI case and should substantiate statements, as well as give context and details of activities. The candidate should demonstrate excellence by communicating an array of integrated scholarly activities aligned with diversity, equity and inclusion as well as excellent overall performance of comparable benefit to the university. They articulate a philosophy of diversity, equity and inclusion including, if appropriate, including plans for future developments. They describe their personal role as an essential and generative actor within diversity initiatives. They engage in interrelated activities and accomplishments as an IUPUI librarian in performance, professional development and service which demonstrably support and advance diversity, equity and inclusion. Interdependence and teamwork are valued as well as contributions to group achievements, but the candidate needs to articulate their own roles and responsibilities clearly. They demonstrate distinct, local outcomes through effective evaluation of diversity, equity and inclusion initiatives. Tying these to unit (program, department, library, campus or university) missions strengthens the importance of the impact (e.g., contributing to local communities using professional expertise, diversifying collections, etc.). They articulate the scholarly and or direct impact and dissemination of their creative outputs through appropriate means, venues, and

metrics. In the case of many DEI activities, community response rather than research metrics are used to measure impact. In these cases, an argument for excellence needs to be made based on the scope and context of the activity. For the balanced-integrative DEI case it is important that the librarian ensure that their work and DEI case falls within acceptable guidelines. It is up to the candidate to articulate the 'excellence' of their activities in terms of aggregate innovation, scope, quality, and outcomes and support those claims with relevant documentation and evidence. The absolute number of activities will vary from person to person: one might have a variety of smaller-scale items, another person may have a particular large-scale item.

Documentation of Activities in the Dossier

Candidate Statement:

- Presents a philosophy of diversity, equity and inclusion that are reflected in activities and achievements.
- Articulates how the candidate's activities and achievements are interrelated; shows that the candidate's work is intentional and coherent.
- Ties work to the library, campus or university mission and to the librarian's specific responsibilities.
- Highlights key accomplishments in DEI work.
- Establishes both independence and initiative—articulates the candidate's own role in multi-person endeavors and shows where the candidate fits in initial conception, execution, and/or expansion.
- Proves satisfactory activity in the three areas of librarian evaluation as defined above for the level of promotion or tenure desired. Performance is considered to be integral and inextricable from DEI activities and thus excellence in DEI is considered to be synonymous with excellence in the area of performance. Explicit binning of activities into the three areas is not regularly done in the balanced-integrative DEI case. When a candidate wants to identify a direct connection with one or more areas of librarianship this can be noted with annotations in the narrative or CV.
- In the candidate's statement, the candidate should identify key accomplishments and endeavors that highlight the candidate's value to the university in respect to DEI work. Not every item on a candidate's CV would be expected to be tied to the DEI /integrative case.
- Candidate's DEI Philosophy: Stated philosophy of diversity, equity, and inclusion is well thought out and of high-quality. Candidate's statement provides evidence of DEI-focused activity and ties that activity to a cogent narrative of DEI-focused philosophy and action.
- Provides a philosophy of the importance of DEI-related work that is referred back to throughout ensuing dossier sections.
- Provides a discrete structure and narrative for remainder of dossier.
- Job descriptions are one very useful source of guidance to help outline the candidate's statement.

Integration:

- Clearly demonstrates a cohesive and integrative series of activities and accomplishments as a faculty librarian, the whole of which demonstrates excellence in value to the community and campus in advancing diversity, equity and inclusion.
- The candidate may discuss their activities and accomplishments without reliance on the categories of 'performance', 'professional development' and 'service'

Independence, Innovation and Initiative:

- Articulates their personal role as an essential and generative actor within diversity initiatives. Activities that are essential to the success of the DEI initiatives and generative would be considered of greater impact.
- Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.

Scholarly Impact:

- Dissemination activities align with the stated philosophy of diversity, equity and inclusion.
- Scholarly products are openly accessible from a stable URL, academic journal, or open archive (e.g., Internet Archive, IUPUI ScholarWorks, In the Library with a Lead Pipe, etc.).
- Candidate provides documentation demonstrating the impact of the scholarship as aligned with the stated philosophy of diversity, equity and inclusion. For example, 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.
- For full librarian candidates, dissemination at the national or international level is required.

Direct Impact:

- Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes and explains impact on individuals, communities, etc.
- Activities have demonstrable and transformative direct impact (including on the community) and are tied to specific outcomes outlined in the department, library, campus, and/or university missions.

Further Plans:

- Clearly demonstrates a plan for future development and professional growth that builds on existing successes while also accounting for and seeking out new opportunities for impactful activities.
- For full librarian candidates, sustained excellence over time is expected.

EXAMPLES: The following list outlines examples, primarily DEI-based but potentially applicable to any activity. This does not represent an exhaustive list of potential activities, nor does it represent specific expectations for inclusion in a dossier. It is simply a guide to help candidates identify activities and how they might articulate them.

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work

- Policy work and impacts related to DEI – this could take the form of global changes to metadata standards (state, national, etc.) leading to improved resource discoverability
- Grants related to DEI or that serve communities of color or other marginalized communities in the United States and internationally
- Work with pre-college students that supports the educational pursuits of diverse students
- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g., Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Program development and leadership targeting underrepresented high school students
- Effectively mentoring faculty/staff from underrepresented groups or engaged in community-based research
- Effectively mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Any efforts of "diversifying" library services or materials to be more inclusive and equitable
- Curriculum development and/or revision related to DEI
- Recruitment and/or retention of diverse research teams/personnel
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Scholarship creation and/or management
- Research or professional agenda pertaining to DEI (e.g., health literacy, underrepresented groups in collections)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Conference presentations and/or invited speaking engagements (e.g., workshops, guest lectures); community-based, national, and/or international
- Keynote address at a conference or other public venue; community-based, national, and/or international
- Community engaged research
- Community engagement in partnership with diverse and marginalized groups
- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

- Chairing the department/library/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Acquiring a new donor collection
- Collaboration in data collection, analysis, or depositing on behalf of research recipients

- Major examples of DEI activities as defined by campus include but are not limited to:
 - Mentored individuals who are underrepresented
 - Diversified library collections and/or the scholarly record including the creation or support of a new collection or campus research center
 - Provided direct support to programs which support diverse student populations
 - Provided direct support to programs which foster the success of diverse faculty populations
 - Provided direct support for DEIJ-related faculty or student research/creative activity
 - Advanced library DEIJ goals/initiatives
 - Developed tools, guides, or documents which reduce or eliminate inequities and barriers to information to groups that have been historically underserved

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