Librarianship

Performance Indicators	**Librarianship Indicators**
	Primary effort indicators:
	  1. Appropriate performance must be exhibited in one's area of assigned responsibility
	  2. Acting with an understanding of interdependency among units to achieve overall Library goals
	  3. Handling increased levels of responsibility
	  4. Active role in teaching functions of the Libraries
	Secondary effort indicators:
	  1. Active participation in one's own professional development
	  2. Presents guest lectures for courses in LIS or other units (Activity in this category may count as either teaching or service, but not both.)
	  3. Develops and teaches a new course, significantly revises an existing course, initiates and/or participates in curriculum development and revision

Level 1 Unacceptable	Performs significantly below expectations in primary area of job responsibility, in understanding of overall library goals, and in taking on increased levels of responsibility. No evidence of playing appropriate roles in the functions of the Libraries both inside and outside the University, nor of participating in professional development activities. [1]
Level 2 Development Needed	Development needed in primary area of job responsibility, in understanding of overall library goals, and in taking on increased levels of responsibility. Shows minimal evidence of playing appropriate roles in the Libraries, may assist with workshops, makes minimum effort in professional development. [2]
Level 3 Solid	Evidence of solid work in primary area of job responsibility, in understanding of overall library and university goals, and in taking on increased levels of responsibility. Evidence of playing appropriate roles in the functions of the Libraries, and of participating in professional development activities.[3]
Level 4 Very Good	Exceeds expectations in area of job responsibilities, exhibits significant understanding of library and university goals and operations, eager to take on additional responsibilities, strong evidence of playing appropriate roles in the functions of the Libraries, develops and presents workshops. [4]
Level 5 Exceptional	Evidence of significantly exceeding expectations in all areas of Librarianship. Pro-active as a leader in the Library and University, handles higher levels of responsibility in a variety of library functions, mentors newer library faculty, participates in professional development in order to use the information in library operations and teaching. [5]

The notes below represent examples of outlets of expression for the six criteria as one progresses through the five rating levels

[1]Little evidence showing focus on area of responsibility. Little evidence of possessing basic level knowledge of librarianship. Evidence of only minimal familiarity with information retrieval and resources. No evidence of involvement with university information needs. Little evidence of responding to library needs or of work accomplished. Shows little interest in understanding larger librarianship issues and in adjusting work practices to best serve the

Libraries/University. Demonstrates almost no interest in, or ability to, take on increased levels of responsibility at the unit or the Libraries/ University level. Shows no evidence of teaching IL sessions, LIS courses, or assisting with IL or LIS classes. Shows no evidence of collaboration with Library Science and other University faculty. Shows no evidence of mentoring or working with students. Does not present workshops or concurrent sessions. Does not participate in workshops/training/conferences or other professional development opportunities.

[2]Evidence of basic understanding of librarianship related to area of responsibility. Little evidence of dependability in accomplishing activities/work. Shows basic understanding of information retrieval and resources, but does not relate to rest of Libraries or University objectives. Little evidence of working with colleagues. Demonstrates some understanding of larger Libraries/University issues, but rarely contributes constructive ideas to solve problems. Takes on increased levels of responsibility, but does not voluntarily do so. Success in assuming additional responsibilities is uneven. Shows minimal evidence of IL sessions/LIS courses in relation to overall workload responsibilities; receives mostly negative peer and/or student evaluations. Shows minimal evidence of collaboration with Library Science and other University faculty. Shows evidence of mentoring students to a minimal degree. Assists multiple presenters with workshop or concurrent session. Attends minimal professional development opportunities as explained in Level 1.

[3]Evidence of using knowledge of field(s) of specialization in librarianship in accomplishing work. Familiar with most information resources and how they can be used in the Libraries and University. Evidence of working well with colleagues on projects and daily operations. Interacts well with other members of the University community. Accomplishes work in a timely fashion. Participates in the identification of Library/University problems beyond the unit level, and contributes to their solutions. Successfully handles increased levels of responsibility within one's unit or the Libraries/University. Maintains steady schedule of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives mostly positive peer evaluations and mostly positive student evaluations. Shows evidence of regular collaboration with LIS or other MSU faculty; specifically tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes. Shows evidence of mentoring students. Leads local or state workshop or concurrent session in area of expertise. Receives good evaluations. Participates in professional development opportunities such as attending a conference or workshop on teaching or librarianship. Shares information gained with others.

[4]Very good grasp of work as seen by accomplishments in area of responsibility. Proactive with new developments and initiatives to enhance library services. Proactive in suggesting joint projects and collaboration on daily work. Evidence of appropriately and regularly sharing information about information resources with other members of the University community. Always on time or ahead of schedule in accomplishing work. Always dependable. Participates at a significant level in Libraries/University issues, and has demonstrated strong problem-solving skills on several occasions. Demonstrates a strong ability and eagerness to handle, consistently and successfully, increased levels of responsibility beyond one's unit and within the larger Libraries/University. Shows evidence of large number of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives mostly positive peer evaluations and mostly positive student evaluations. Shows evidence of modifying content to better address student learning outcomes. Shows evidence of regular collaboration with LIS or other MSU faculty; specifically tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes, works with LIS colleagues to present in an LIS class or joint IL session. Shows evidence of regular contact with students interested in or involved in library science; shows evidence of mentoring students. Leads multiple (different) area/state workshops or concurrent sessions in area of expertise. Develops ideas for and is requested to present workshops. Workshop evaluations are very good. Actively participates in both teaching and librarianship workshops and other training. Attends conferences, and shares information gained with others.

[5]Excellent understanding of area of work and how it relates to the Libraries and University as shown by accomplishments. Colleagues seek this person out as the "go to" person. Work is done ahead of time and in a positive manner. Can be depended upon for help in any situation. Can lead discussions, evaluate potential new resources, can learn how to use any database or resource. Shows an understanding of needs of patrons in developing information retrieval strategies. Interacts very well with colleagues in and out of the Libraries. Evidence of appropriately and regularly sharing information about information resources with other members of the University community. Relates well to students in Information Literacy (IL) sessions, as library employees, and/or in other University settings. Participates in leadership roles in major Libraries/Universities decision-making including planning, identifying and solving problems, and budgeting. Shows an exceptional ability to handle significantly higher levels of responsibility both within the Libraries and University; successfully seeks out leadership opportunities. Shows evidence of large number of IL/LIS class sessions in relation to overall workload; shows evidence of student achievement of IL/LIS class objectives; receives positive peer evaluations and positive student evaluations; is sought after to teach specific sessions. Develops new LIS course/IL session. Shows evidence of modifying content to better address student learning outcomes. Shows evidence of extended collaboration with LIS or other MSU faculty; specifically tailors IL sessions working with faculty; works with faculty to identify and/or pull appropriate materials for classes, works with LIS colleagues to present in an LIS class or joint IL session. Shows evidence of regular contact with students interested in or involved in library science; shows evidence of mentoring students; helps students foster contacts within the field to better explore career/educational options. As appropriate, advises students in the development of their programs of study in, and professional preparation for, Library Science; shows evidence of supervising or assisting with internships, working with students or staff taking courses in library science. Leads multiple (different) area/state with additional regional/national workshops/concurrent sessions in area of expertise. Workshop evaluations are excellent. Provides opportunities for other faculty to assist. Actively participates in both teaching and librarianship workshops and other training. Attends conferences and special pre- and post- conference training sessions to increase area of expertise to train colleagues.