

University of South Carolina Upstate Library Unit Criteria for Promotion and Tenure

For Library Faculty, this document describes and expands upon the criteria for promotion and tenure in the *Faculty Manual*. It presents specific criteria and suggests appropriate activities and documentation for the three areas evaluated: Effectiveness as a Library Faculty Member; Scholarship and Creativity; and Service. In the three areas, library faculty are expected to demonstrate a command of the principles and practices of librarianship as well as understanding of advances in the field. In addition, in all areas of their work, library faculty are expected to contribute to the educational mission of the university and, in doing so, are expected to work cooperatively and collaboratively with students and faculty toward this mission.

In all the areas, evidence of effectiveness may be found in the judgments of colleagues on the library faculty, faculty and staff of the USC Upstate academic community, professional colleagues outside the academic institution, and students.

All library faculty are expected to hold at minimum a master's degree from a program accredited by the American Library Association. Additional advanced degrees are looked upon favorably in promotion decisions.

Note: In all areas of library faculty performance, examples of evidence in this document are not intended to be all inclusive, but illustrative of the diversity of types and levels of activities that describe elements of performance.

Appointment (2016 Faculty Manual)

To be eligible for the rank of assistant librarian, faculty members must have a minimum of two years of relevant library experience and must possess strong potential for development. Library faculty members are expected to have an earned master's degree from a program accredited by the American Library Association.

Definition of Evaluative Terms in the Faculty Manual (2016)

Excellent. Faculty members considered excellent are those that significantly exceed the normal requirements of their position. Their level of performance indicates extra thought, time, effort, and imagination. They make important contributions to the University and its mission.

Highly Effective. The category of highly effective is reserved for faculty members whose performance exceeds the normal requirements of their position. The quality of their performance makes significant contributions to the University and its mission.

Effective. The category of effective is reserved for faculty members whose performance meets the requirements of their position. Their accomplishments support the mission of the University.

Less than Effective. Less than effective is applied to those faculty members whose performance fails to meet the requirements of their position. Continued performance at this level would clearly impede the mission of the University.

Tenure and Promotion to Associate Librarian (2016 Faculty Manual)

To be eligible for tenure, library faculty members must possess a record of *highly effective* performance in librarianship and have made *effective* contributions to scholarship and creativity as well as service. Library faculty members are expected to hold a master's degree from a program accredited by the American Library Association and to have successfully negotiated their probationary years at USC Upstate.

To be eligible for the rank of associate librarian, faculty members must at a minimum possess a record of *highly effective* performance in librarianship and made *effective* contributions to scholarship and creativity as well as service. Library faculty members are expected to hold an earned master's degree from a program accredited by the American Library Association and have a minimum of five years of relevant library experience.

Promotion to Librarian (2016 Faculty Manual)

To be eligible for the rank of librarian, faculty members must, at a minimum, possess a record of *excellence* in librarianship, made *highly effective* contributions to scholarship and creativity or service, and *effective* contributions the other category. Library faculty members are expected to hold a master's degree from a program accredited by the American Library Association and to have a minimum of nine years of relevant library experience. (As amended at the General Faculty Meeting, August 25, 2017)

Candidates for tenure and promotion to Associate Librarian should document a sustained effort and growth in each of the three areas of Effectiveness as a Library Faculty, Scholarship and Creativity, and Service over the probationary period. Candidates for promotion to Librarian should document a sustained effort and further growth in Effectiveness as a Library Faculty, Scholarship and Creativity, and Service over the period since promotion to Associate Librarian.

EFFECTIVENESS AS A LIBRARY FACULTY MEMBER

The category of Effectiveness as a Library Faculty Member for librarians parallels the category of Teaching for classroom faculty. This category encompasses those activities that directly support the educational mission of the university. These include reference work, information literacy instruction, collection development, liaison work with academic disciplines or schools at USC Upstate, and (based on his/her job description) the coordination of operations and/or services within the Library. Library faculty may have duties in any or all of these areas depending on the specific requirements of their position. For this reason, there can be no blanket statements as to what all librarians should do. Candidates for promotion and tenure should provide a summary of their duties as they pertain to each area as part of their file. Because libraries are inextricably tied to each other's resources, a demonstrated interest in and awareness of the importance of cooperation among libraries is expected of all

library faculty. The specific job responsibilities of each librarian vary and the kind of documentation in his/her file should reflect the variation.

Alignment of Evaluative Terms Between the 2016 Faculty Manual and the Administrative Review for Effectiveness as a Library Faculty Member

Effective contributions to librarianship meet the expectations of the position for which the library faculty member was hired. This includes documented success in carrying out assigned duties in reference, information literacy instruction, collection development, liaison duties and coordinating activities as well as consistent ratings of at least *Satisfactory* on administrative reviews. Candidates are expected to document continued growth in engaging with all areas of librarianship during the period under review.

Highly Effective contributions to librarianship will meet the level of competence expected of the *Effective* category and show a sustained growth in all areas of librarianship during the period under review, demonstrated by a developing expertise in at least one area of the library faculty member's assigned duties. This category also demonstrates a creative engagement with the position that may include updates and improvements to existing library systems and processes. Library faculty members in this category will achieve consistent ratings of at least *More Than Satisfactory* on administrative reviews.

Excellent contributions to librarianship show a significant and sustained growth over the period under review, demonstrated by documented expertise in carrying out assigned duties, and a high level of creativity leading to significant library innovations involving new systems and processes. Library faculty members in this category will achieve consistent ratings of *Outstanding* on administrative reviews.

The criteria listed under each of the areas of Reference Services, Information Literacy, Collection Development, and Coordinating Activities show generally what librarians are expected to do, dependent on assigned duties. The lists of documentation for each activity are meant to be illustrative rather than exhaustive. Candidates should explain the significance of their achievements with regard to the missions of the library and university. In determining the proper evaluative term for Effectiveness as a Library Faculty Member, the peer review committee should consider such factors as the actual balance of the areas of librarianship reflected in the candidate's assigned duties, the quality of performance of those duties, and the commitment of time and effort demonstrated in the documentation of the candidates file.

Reference Services

Reference Services refers to the library's program for patrons (university students, staff, faculty, and community users) in their use of the library's collections and external resources to effectively meet their educational and research needs. This program requires a high degree of interaction between the library faculty and the patrons.

Library faculty provide active assistance to help patrons

- Access information in all formats;
- Evaluate information in all formats;

- Interpret information in all formats;
- Evaluate the sources of that information;
- Interpret the sources of that information.

Reference services are delivered through

- In-person interactions at the Reference Desk;
- Telephone inquiries;
- Online chat and text;
- Individual email inquiries;
- Scheduled appointments and research consultations.

Library faculty provide broad-based factual information and guidance in the use of information resources appropriate for research. Providing this service requires an in-depth knowledge of:

- Titles of information resources;
- Types of information resources;
- Content of information resources;
- How to use the information resources.
- Choosing appropriate sources for the patron's needs;
- Assisting in constructing a search strategy that is efficient and cost-effective;
- Assisting users in evaluating the validity and authority of electronic and print information and resources.

Criteria

Depending upon their assigned duties, library faculty will:

1. Provide research guidance to students, staff, faculty, and community users by:
 - a. Staffing the physical public reference desk as scheduled;
 - b. Be approachable and welcoming while staffing the physical public reference desk;
 - c. Staffing the virtual reference desk by monitoring online text and chat sessions, answering questions as they arise;
 - d. Answering telephone reference questions;
 - e. Providing opportunities for one-on-one guidance by appointment;
 - f. Communicating with library colleagues about questions and issues that have a significant impact on reference services;
 - g. Designing topic and academic library guides based on patron needs;
2. Keep informed about changes in reference resources by:
 - a. Monitoring print and electronic additions to the reference collection;
 - b. Keeping informed about database interface changes;
 - c. Attending seminars, webinars, and workshops designed to explore reference resources or improve searching skills.

Documentation

Documentation of reference work includes, but is not limited to:

1. Position description of assigned responsibilities;

2. Evidence of effectiveness at the reference desk such as hours spent staffing the reference desk, number of online questions answered, etc.;
3. Feedback from other librarians, classroom faculty, and students regarding the quality of assistance and depth of knowledge of resources;
4. Documentation of one-on-one, scheduled research consultation appointments;
5. Evidence of the expert use of electronic resources;
6. Evidence of innovation in reference work;
7. Evidence of improvement to the quality of reference services;
8. Evidence of written communication and/or presentations at staff meetings that assist those staffing the reference desk to answer questions related to course assignments in the librarian's liaison areas;
9. Topic and academic help guides created to serve as point of need assistance;
10. Participation in seminars and webinars intended to improve knowledge of reference resources and services.

Information Literacy (Library Instruction)

Information literacy encompasses the library's efforts through its Information Literacy Program to provide instructional and outreach services to students and classroom faculty through course or program-based instruction, liaison work in a subject area, and teaching credit courses or supervising certain internships. Library faculty may have duties in one or more of these areas.

Information literacy instruction refers to services carried out by library faculty for specific classes or programs that are intentional in their instructional goals and that serve a specific group of students. These services may include, but are not limited to:

- Teaching face-to-face instruction sessions;
- Creating online instructional materials for a particular class or course;
- Collaborating with classroom faculty on an assignment to be used in a particular class.

Information literacy instruction is focused on facilitating student learning of information literacy skills in the context of the particular course in which the instruction is provided. This may include teaching:

- Access to the library's print and electronic resources;
- Knowledge of library services;
- Searching and evaluation of library databases and other electronic resources and the Internet;
- Effective strategies for online searching;
- Making students aware of research as a process;
- The ethical use of information.

Providing opportunities for the practice of information literacy skills through hands-on searching and active learning is valued in face-to-face sessions.

Library faculty may be assigned to teach sessions for courses in the First-Year Information Literacy Program (University 101, English 101 and English 102) and/or a

subject liaison area. Library faculty with liaison duties in a subject area also take the lead to promote the library to classroom faculty in that area, including integrating information literacy into the curriculum of the discipline.

Library faculty who have completed online teaching certification through USC Upstate have the opportunity to teach sections of the library's credit course. They are expected to:

- Plan and revise course assignments;
- Provide a clear syllabus;
- Be accessible to students through office hours and other means;
- Provide students with clear grading criteria;
- Grade assignments in a timely manner;
- Create and maintain an atmosphere conducive to learning.

Library faculty are expected to seek feedback from students and classroom faculty for most face-to-face information literacy sessions using the standard library student and faculty surveys. Library faculty teaching the credit course will use the standard student opinion polls. Periodic peer observation is recommended for all library faculty teaching face-to-face sessions. Informal means of obtaining student and classroom faculty feedback for specific activities or for services not covered by formal means of feedback are also encouraged.

Criteria

Depending on their assigned duties, library faculty will:

1. Carefully plan and teach well-organized sessions.
 - a. Design sessions with clear goals, expressed as objectives or learning outcomes;
 - b. Design sessions using selected learning outcomes for First-Year Information Literacy Program courses;
 - c. Consult with classroom faculty to choose learning outcomes and goals for all sessions or services;
 - d. Be familiar with the course assignment forming the focus of a session and choose resources accordingly;
 - e. Understand how the session and course assignment fits into the plan of the course, and request the course syllabus as needed;
 - f. Provide opportunities to practice information literacy skills during a session through hands-on searching or active learning as time permits;
 - g. Provide supplementary materials as needed: library guides customized for a section, additions to the common library guides for the First-Year Information Literacy Program, handouts, worksheets for class activities, etc.;
 - h. Be approachable and maintain a constructive atmosphere during a session;
 - i. Collaborate with faculty to develop test questions, research projects, and presentations.
2. Promote the integration of information literacy into the curriculum of a subject liaison area.
 - a. Meet with classroom faculty in the assigned liaison area to identify courses into which library instructional support for information literacy can be integrated;

- b. Consult as needed with the Coordinator of Information Literacy about instructional support in the liaison area.
3. Create online instructional materials and collaborative assignments for specific courses.
 - a. Consider the need for instructional support of online courses as well as face-to-face courses;
 - b. Design and produce online instructional materials to meet specific needs of a course;
 - c. Employ principles of universal design to create accessible handouts, work sheets, libguides, videos and other online instructional materials;
 - d. Design library assignments for a particular class in collaboration with classroom faculty.
4. Teach and manage the library's credit course.
 - a. Provide a clear syllabus, assignments, and other course materials;
 - b. Keep scheduled office hours;
 - c. Grade student work in a timely manner;
 - d. Encourage the completion of student opinion polls.
5. Evaluate and improve teaching skills.
 - a. Seek feedback from students and faculty through the Student and Faculty Feedback Surveys for face-to-face library sessions and Student Opinion Polls for the credit course;
 - b. Engage in periodic peer observation of face-to-face library sessions;
 - c. Seek to improve and develop more effective teaching techniques in both face-to-face and online settings;
 - d. Participate in institutes (e.g., ACRL Immersion), workshops, seminars or webinars intended to improve instruction.

Documentation

Documentation of information literacy activities will reflect the assigned duties of library faculty and may include, but not be limited to, the following:

1. Position description of assigned responsibilities, outlining information literacy areas in which library faculty member is active.
2. Information literacy sessions and services:
 - a. Summary table of information literacy sessions and services (number of sessions and students by year and semester);
 - b. Complete list of information literacy sessions and services (including date, course, instructor, number of students, type of session or service, arranged by semester);
 - c. Samples of lesson plans, session outlines, or other planning materials;
 - d. Samples of handouts, worksheets, activity instructions, and other materials designed for sessions;
 - e. Printouts, CD/DVD copies, or URLs to library guides and online instructional materials created for a session or course;

- f. Record of research consultations with individual students of a class;
 - g. Samples of online instructional materials or collaborative assignments designed for courses not scheduling a face-to-face information literacy session;
 - h. Narrative of the process of creating selected online instructional materials, including learning outcomes, objectives, or goals on which materials are based;
 - i. Narrative of improvements made in light of feedback from students, faculty, and peer observation;
 - j. Documentation of the application of universal design principles in the creation of accessible instructional materials.
3. Evaluation and Improvement
 - a. Peer observation reports;
 - b. Averages from Student Feedback Surveys by year, semester, and course section for the period under review;
 - c. Representative, random sample of Student Feedback Surveys for the period under review;
 - d. Faculty Feedback Surveys for the period under review;
 - e. Letters or email messages from classroom faculty who have scheduled information literacy sessions for their classes. These may include letters of appreciation or correspondence that documents the evolution of an activity, collaborative assignment, or creation of online support materials;
 - f. Documentation of participation in institutes, workshops and seminars intended to improve instruction.
 4. Subject Liaison Work
 - a. Description of plans developed for instructional support in a specific subject area.
 - b. Record of meetings with classroom faculty or the Coordinator of Information Literacy in developing a plan for a subject area.
 5. For library faculty teaching the credit course:
 - a. Table of semesters taught with number of students for each semester;
 - b. Sample of syllabi showing evolution of course during period under review;
 - c. Sample assignments, especially showing evolution over several semesters;
 - d. Sample screen shots showing online course organization;
 - e. Student opinion polls for each semester taught;
 - f. Narrative of improvements made to course in light of student opinion polls, feedback from other faculty, or formal or informal course review.

Collection Development

Collection Development is the process whereby library faculty determine materials to be included in the library collections and then, assess and evaluate the collection as a whole.

This program works to provide informational and instructional support for the university curriculum, individual programs and classes, and research support of faculty and students.

Criteria

Depending on their assigned duties, library faculty will:

1. Select and acquire materials for the library in their assigned liaison areas;

2. Assess and evaluate the physical and electronic collections within the assigned liaison areas;
3. Identify core lists for assigned areas;
4. Develop collection development plans and policies for the assigned areas;
5. Weed and withdraw materials that are outdated or in poor physical condition;
6. Solicit recommendations from liaison area faculty;
7. Communicate with liaison area faculty regarding new acquisitions and accomplishments in the liaison areas.
8. Participate in seminars, webinars or other professional development activities designed to enhance knowledge and skills in the area of collection development

Documentation

Documentation of Collection Development includes, but is not limited to:

1. Position description of assigned responsibilities, outlining collection development areas in which library faculty member is active;
2. Evidence of responsiveness to the library needs of the USC Upstate community as reflected in the selection of materials chosen to support the curriculum;
3. Names of disciplines/schools and names of departmental/school faculty (if there is just one for the department/school) with which library faculty work, by year;
4. Evidence of the development of departmental liaison relationships for the purpose of collection development (i.e. notes from meetings with departments/school, notes/handouts from presentations at department/school meetings);
5. Percent of the library's total acquisition budget and dollar figure for which responsible;
6. Plans written for collection development;
7. Documentation of the tools used for collection development;
8. Documentation of formal analysis/evaluation of areas of the collection;
9. Documentation of recommendations for major purchases;
10. Development and implementation of cooperative collection development among libraries;
11. Projects that highlight strengths in the library collection, such as providing selective bibliographies in specific subject areas;
12. Documentation of assistance in identifying and obtaining library resources for new courses and programs;
13. Documentation of library holdings and services for accreditation visits and representing the Library during the visits;
14. Documentation of professional development activities that enhance collection development.

Coordinating Activities

Coordinating activities are activities that contribute to the operation of a specific area within the library. They may include such responsibilities as budgeting authority, broad-based planning, policy development, data analysis, and report writing. Coordinating activities

are a significant part of the responsibilities for tenure track library faculty but do not replace or exclude the other criteria for effectiveness as a library faculty member.

Criteria

Depending upon their assigned duties, library faculty will:

1. Develop and implement unit policies and procedures;
2. Develop unit workflow timelines;
3. Develop reports on at least an annual basis and more as required by the Dean or other university administrators;
4. Collaborate with colleagues to determine impact of changes made in one area upon the overall operation of the library;
5. Develop and/or lead professional development opportunities in the specific coordinating area.

Documentation

Documentation for Coordinating Activities

1. Position description of assigned responsibilities, outlining the coordinating areas in which library faculty member is active;
2. Evidence of contribution to effective management and coordination of library activities (Include name of area supervised or coordinated and number of personnel supervised or coordinated);
3. Evidence of the formation and implementation of new library policies (policy manuals) and/or review and revision of existing library policies;
4. Evidence of leadership and management skills ~~as evidenced~~ in the planning and implementation of library services;
5. Evidence of maintenance and monitoring of the quality of library service;
6. Assessment reports for areas supervised or coordinated;
7. Description of budget responsibilities (how much money and for what purposes);
8. Annual reports;
9. Documentation through memorandums, reports, minutes of meetings etc. of significant projects completed;
10. Training sessions provided to library staff or members of academic community;
11. Documentation of professional development activities undertaken to enhance knowledge or skills in a coordinating area.

SCHOLARSHIP AND CREATIVITY

Scholarship and creativity encompasses those areas of librarianship or other academic expertise which relate to inquiry, research, and creative projects that enhance the library's effectiveness in serving its users. Because the terminal degree for librarians, the Master of Library Science (or Library and Information Science), does not always require a thesis, and because most librarians are twelve-month employees, scholarship for library faculty tends to grow out of their daily duties rather than continuing a line of research established in graduate

school. For these reasons, the scholarship of librarianship and engaged scholarship with the broader community are valued as much as traditional kinds of scholarship. Because library faculty develop expertise in organizing and finding information in particular subject areas, their contributions to the research or scholarly projects of others are also significant. These factors also result in collaborative scholarship, which is common and valued along with individual scholarship.

Evaluative Terms in the 2016 Faculty Manual as Applied to Library Scholarship and Creativity

Effective contributions to scholarship may be documented by showing a sustained growth in developing a research agenda. Growth is valued over specific quantities, but generally a candidate will have at least three acceptable contributions from the Valued and Highly Valued categories.

Highly Effective contributions to scholarship show a sustained growth of a research agenda over the period under review. The candidate will demonstrate an active research agenda, including at least three acceptable contributions from the Highly Valued and Most Highly Valued categories.

Excellent contributions to scholarship show a sustained growth and productivity exceeding those of the first two categories, as well as a higher preponderance of contributions in the Highly Valued and Most Highly Valued categories, with at least two significant contributions falling in the latter category.

Criteria

Library faculty will

1. Undertake research and creative activities
 - a. For the production and dissemination of new knowledge;
 - b. To maintain currency in the field of librarianship;
 - c. To improve library programs and services.
2. Sustain professional contact with colleagues.
3. Engage in continuing professional activities to upgrade and augment existing skills or develop new ones.
4. Demonstrate a sustained effort in developing a research agenda over time.

Documentation

Documentation of scholarly and creative activities may include, but is not limited to, any of the types of publications and activities listed below. It is expected that most candidates for promotion and tenure will present a mix of publications and activities from the three levels of Most Highly Valued, Highly Valued, and Valued. Quality should be balanced with quantity and the emphasis placed on the growth of a sustained research agenda over the period under review.

1. Most Highly Valued

- a. Invited presentations, refereed presentations, panel or roundtable presentations, or poster presentations at international, national, or regional conferences.
 - b. Presentations at state conferences of exceptional substance and quality.
 - c. Refereed journal articles.
 - d. Authored books.
 - e. Authored book chapters.
 - f. Publication of presentations in proceedings of international, national, or regional conferences.
 - g. Bibliographies (including sections of a book).
 - h. Compiled indices to scholarly or creative work.
 - i. Citations or acknowledgements of one's work by others.
 - j. National grants awarded.
 - k. International, national, or regional awards related to one's scholarship.
2. Highly Valued
- a. Invited presentations, refereed presentations, panel or roundtable presentations, or poster presentations at state and local conferences.
 - b. Publication of presentations in proceedings of state and local conferences.
 - c. Organization and presentation of workshops, seminars, and webinars.
 - d. Articles in non-peer-reviewed publications.
 - e. Edited book.
 - f. Book reviews and abstracts.
 - g. Textbook.
 - h. Projects that result in the better organization of information or access to information.
 - i. Acknowledgements or citations for extensive or in-depth research assistance to others.
 - j. Digital and physical exhibits.
 - k. Invited presentations.
 - l. State and local grants awarded.
 - m. State, local, and institutional awards related to one's scholarship.
3. Valued
- a. Manuscripts written and submitted for review.
 - b. Documentation of research projects in progress.
 - c. Completion of courses, workshops, seminars, and webinars in area of scholarly interest.
 - d. Attendance at conferences.
 - e. USC Upstate and USC system grants awarded.
 - f. Peer-reviews for a scholarly journal or other publication.
 - g. Grants submitted for review.

SERVICE

Service to the university, the profession, and the community is an essential part of the responsibilities of tenure-track library faculty. These contributions enable the university to implement its mission. Service activities reflect a faculty member's skills and interests, not all of which may be directly related to librarianship, especially where community service is concerned. Although candidates are expected to document activities in the three areas of University, Professional, and Community service, the balance of activities in these areas will vary depending on the candidate's skills, interests, and opportunities for service.

Evaluative Terms in the 2016 Faculty Manual as Applied to Library Service

Effective contributions to service successfully meet the expectations of the position with a preponderance of service activities at the Valued and Highly Valued levels.

Highly Effective contributions to service show a substantial investment of time and a sustained record in all three service areas. A preponderance of activities will fall in the Highly Valued and Most Highly Valued categories.

Excellent contributions to service show a sustained record of service displaying significant leadership roles in at least one of the three areas. Several service activities fall in the Most Highly Valued category.

Criteria

Library faculty will

1. Be active participants in serving the library, USC Upstate, and the USC system;
2. Make contributions to the library profession;
3. Serve the community.

Documentation

Candidates for promotion and tenure should document the effort expended on each activity. The Peer Review and Promotion and Tenure Committees may adjust the value rankings to a higher level for activities that take an unusually high commitment of time and energy or which make an unusually large impact on the university, profession, or community.

1. University Service
 - a. Most Highly Valued
 - i. Faculty Governance Officer.
 - ii. Chair of Faculty Governance Committee.
 - iii. Serving on the Promotion & Tenure Committee or Peer Review Committee.
 - iv. Participation in system-wide committees.
 - v. Participation in university-wide task forces, ad-hoc committees, search committees for senior administrative positions.
 - vi. Organizing university-sponsored conferences, seminars, and workshops.
 - vii. Mentor to a USC Upstate colleague.
 - b. Highly Valued
 - i. Member of Faculty Governance Committee.

- ii. Faculty Senate Representative.
 - iii. Chair of library committee, task force, or search committee.
 - iv. Invited judge or commentator for university-sponsored events.
 - v. Serving as faculty advisor to student groups or organizations.
 - vi. Creating a display for university events.
- c. Valued
- i. Member of library committee, task force, search committee.
 - ii. Presentations or seminars for faculty or student groups relating to professional matters.
 - iii. Volunteering for university events.
 - iv. Participating in university conferences, workshops, or presentations.
2. Professional Service
- a. Most Highly Valued
- i. Leadership role in an international, national or regional organization.
 - ii. Serving international, national or regional organizations on committees, editorial boards, etc.
 - iii. Chairing or organizing a meeting of a national or regional organization.
 - iv. Serving as editor for publications of a professional organization.
 - v. External reviewer for a promotion and tenure file.
 - vi. Moderator of a professional discussion list.
- b. Highly Valued
- i. Leadership role in a state or local organization.
 - ii. Serving state or local organizations on committees, editorial boards, advisory boards, etc.
 - iii. Chairing or organizing a meeting of a state or local organization.
 - iv. Moderating a session for a national or regional conference.
 - v. Grant proposal reviewer.
- c. Valued
- i. Membership in a professional organization.
 - ii. Participation in a professional discussion list.
 - iii. Moderating a conference session for a state or local organization.
3. Community Service
- a. Most Highly Valued
- i. Officer of a board or commission of a community organization, business, local government, or school district.
 - ii. Writing grants for community organizations.
 - iii. Consultant to a community organization based on areas of expertise.
- b. Highly Valued
- i. Serving on the board or commission of a community organization, business, local government, or school district.

- ii. Engaging students in service to the community as representatives of the university.
 - iii. Making media appearances in area of expertise.
 - iv. Invited judge or commentator for a community event.
- c. Valued
- i. Active participation and membership in community organizations.
 - ii. Volunteer work for community organizations.