

Valdosta State University
Master of Library & Information Science Program
Guidelines for Tenure and Promotion
Revised 2012-2013
Adopted April 25, 2013

Preamble

The Master of Library and Information Science (MLIS) is a terminal degree designed to educate professionals for positions in libraries and information centers in the United States and Canada. The field of library and information science (LIS) is grounded in a tradition of service to the constituents of the communities and institutions served by their libraries. For accreditation purposes, the American Library Association (ALA) Committee on Accreditation (COA) periodically reviews the master's programs in library and information science. These master's programs must meet standards based upon values unique to the LIS profession as articulated by the ALA COA and the ALA Council. The nature of an MLIS program, therefore, includes emphases upon those values which include organization and dissemination of knowledge, intellectual freedom, ethical conduct, collaborative scholarship, strategic research, service and outreach to constituents, resource management, and the application of current and emerging information technologies. Consequently, MLIS Programs nationwide seek to align their standards with these values of the profession, both in designing their curricula and in the evaluation of their faculty. In addition, the MLIS Program at Valdosta State University (VSU) places a strong emphasis on meeting fundamental requirements that relate to teaching in an online environment. In terms of tenure and promotion, the guidelines developed to measure teaching, scholarship, and service in the VSU MLIS Program align with these professional values and instructional expectations.

Departmental Standards and Procedures

The Master of Library and Information Science (MLIS) Program at Valdosta State University (VSU) is an academic graduate teaching program situated within Odum Library. The Program Director is responsible to the University Librarian. The University Librarian serves as the dean equivalent within the structure of the University.

To develop its tenure and promotion policy, the VSU MLIS Program is guided by the *Board of Regents Policy Manual: Section 800: Personnel*; *VSU Faculty Handbook*; the VSU Graduate School's *Criteria for Membership on the Graduate Faculty*, the *Tenure and Promotion Policies and Procedures of the University Tenure and Promotion Committee (UTPC) of Valdosta State University*, and the *Standards for Accreditation of Master's Programs in Library & Information Science 2008* mandated by the American Library Association for accreditation. See Appendix A for sections of these documents relevant to tenure and promotion.

VSU MLIS faculty must meet the requirements for Graduate Faculty status as a requirement of appointment. To meet promotion and tenure criteria, an MLIS faculty member must exceed Graduate Faculty minimum requirements.

Three standards frame the criteria for tenure and promotion in the VSU MLIS Program. These standards align with the standards from the *Tenure and Promotion Policies and Procedures of the UTPC*:

- Teaching
- Scholarship
- Service

A fourth standard, Professional Growth and Development, functions as a guiding principle in that professional growth and development is considered an ongoing, ever-evolving process for the academic in all three areas. In these MLIS guidelines for tenure and promotion, that standard is subsumed as a category that applies to all three primary standards – teaching, scholarship, and service.

Faculty members seeking tenure and/or promotion apply for candidacy in writing in the fall semester of the year in which they qualify based on: (a) required length of service and (b) the candidate's timeline for tenure and/or promotion. A faculty member must apply for tenure no later than the start of the sixth year of service. The candidate's timeline for promotion depends upon the successful progression from essential to valued levels of performance as specified in this document. Faculty members are to address their requests to the MLIS Program Director; the Program Director is to make similar requests to the University Librarian.

Candidates for tenure and/or promotion are to follow the agenda and timetable established by the Provost/Vice President for Academic Affairs or other designated University officers for the tenure and promotion process. The Program Director and the University Librarian will follow that same agenda and timetable to assure that requests for tenure and/or promotion move forward through the review process.

Each candidate for tenure and/or promotion in mutual agreement with the Program Director (or in the case of the Program Director, the University Librarian) will nominate a committee of at least three tenured faculty members of the MLIS Program who are not placed in an administrative position over that faculty member. In the event that there are too few MLIS faculty members who meet the specified criterion, other tenured Valdosta State University faculty will be nominated jointly by the candidate, the departmental Committee Chair, and appropriate administrators of the Program.

The committee to review faculty members seeking promotion to Associate Professor must consist of tenured faculty of a rank equal to or superior to that of Associate Professor; for a candidate seeking promotion to Full Professor, committee members must hold the rank of Full Professor. The committee for faculty members seeking tenure may consist of tenured faculty holding the same or higher rank of the candidate.

Tenure and Promotion Defining Criteria

Two levels of performance competencies distinguish the degree to which an MLIS faculty member fulfills tenure and promotion criteria. A candidate achieves the first level of competence by providing evidence of meeting the requirements specified in the standards as **Essential Requirements**. A candidate achieves the second level of competence by providing evidence of meeting the requirements specified in the standards as **Valued Requirements**.

Tenure-defining Criteria

The successful candidate for tenure in the MLIS Program fulfills the **Essential Requirements** under **all three standards** – teaching, scholarship, and service – and provides evidence of professional growth and development. **Essential Requirements** are specified in Section III.A. Teaching; Section IV.A. Scholarship; and Section V.A. Service.

Promotion-defining Criteria, Assistant to Associate Professor

The successful candidate for promotion from Assistant Professor to Associate Professor in the MLIS Program fulfills the **Valued Requirements for teaching** as specified in Section III.B. Teaching. The successful candidate fulfills additional **Valued Requirements in one other standard** - either scholarship or service – as specified in Section IV.B. Scholarship or Section V.B. Service. The candidate must sustain fulfillment of **Essential Requirements** in the remaining standard and must provide evidence of professional growth and development.

Promotion-defining Criteria, Associate Professor to Professor

The promotion from Associate Professor to Professor in the MLIS Program is premised upon the assumption that the candidate met essential requirements in previous reviews. Therefore, the candidate's promotion at this level focuses upon fulfilling the **Valued Requirements in all three categories** as specified in Section III.B. Teaching, Section IV.B. Scholarship, and Section V.B. Service, and must provide evidence of professional growth and development.

Tenure and Promotion Dossier

As mandated by the *Tenure and Promotion Policies and Procedures of the UTPC*, a dossier must be submitted by a faculty member applying for tenure or promotion with credentials organized into sections with the contents of each section specified. Therefore, the arrangement of the pages that follow in these Guidelines for Sections I through V correspond to those required sections.

Section I: Cover Page and Curriculum Vitae

1. Cover page – tenure and/or promotion application cover form(s)
2. Vitae

Section II: Evaluations of the Candidate by Review Committees and Administrators

1. Copy of the relevant MLIS Tenure and Promotion Guidelines
(see Appendix B for effective date of 2013 revised Guidelines)
2. Recommendation for Tenure/Promotion form
(see Appendix C for a copy of the form)

3. Annual Faculty Evaluations for each year under review.
4. Pertinent sections from the Annual Faculty Activity Reports (AFAR) for each year under review.
 - 4.1. Summaries of accomplishment of annual goals as stated in the AFARs.
 - 4.2. Status of any recommended areas for improvement as stated in the AFARs.
5. All pertinent letters of review
 - 5.1. For a dossier accompanying an application for tenure only, include the:

Pre-Tenure Review Committee letter, the Unit Tenure review letter by the MLIS Tenure and Promotion Committee, the Unit Tenure review letter by the department head, and the Unit Tenure review letter by the University Librarian.
 - 5.2. For a dossier accompanying an application for promotion or simultaneous tenure and promotion, include:

All documents for all years the candidate has been at Valdosta State University, the Unit Tenure and/or Promotion review letter(s) by the MLIS Tenure and Promotion Committee, the Unit Tenure and/or Promotion review letter(s) by the department head, and the Unit Tenure and/or Promotion review letter(s) by the University Librarian.
 - 5.3. For a dossier accompanying an application for promotion to full professor, include:

All documents for all years since the last job action, the Unit Tenure and/or Promotion review letter(s) by the MLIS Tenure and Promotion Committee, the Unit Tenure and/or Promotion review letter(s) by the department head, and the Unit Tenure and/or Promotion review letter(s) by the University Librarian.

Section III: Teaching

Teaching in the MLIS Program includes a faculty member's abilities to convey subject matter to students in a predominantly online learning environment. Teaching in the Program may include, in addition, face-to-face or blended instruction, one-on-one independent studies, supervision of fieldwork experiences, design of new courses, periodic review and revision of existing courses, application of fair and appropriate assessment methods, and competent course management. In the *ALA Standards* (2008) on Faculty, Section III.4 states that "[t]he qualifications of each faculty member include competence in designated teaching areas . . . [and] effectiveness in teaching" (p. 9). By extension, an effective teacher holds students to high academic standards and codes of ethics, provides learning opportunities that inspire and empower students, understands and respects the unique needs of adult distance learning students, and personally aspires to keep current in the discipline and the technologies that support teaching and the library and information science profession. In addition, advising students in the development of coherent programs of study is deemed as an essential element of Program effectiveness as stated in Section IV.4 of the

ALA *Standards on Students* (2008, p. 10). In an online distance program, all of these qualifications require the effective teacher to master the distance education technologies that support teacher-to-student, student-to-student, and student-to-instruction modalities.

To demonstrate the level of teaching competence achieved by the candidate, this section of the dossier must contain evidence of the candidate's teaching abilities. The candidate will organize evidence into the categories as applicable under Section III.A. for tenure and/or under Section III.B. for promotion and include documentation applicable since the last personnel action.

Section III.A. Essential Requirements for Teaching

Attainment of **tenure** requires the successful candidate to provide evidence of performance under every **essential** teaching-related category below.

Evidence that qualifies to fulfill the teaching criteria includes, but is not limited to:

1. Fulfillment of teaching assignments

Scope note: Meets course assignment requirements

Evidence:

- Teaching load per academic year (e.g., 3-3)
- Optional summer course assignments, if applicable
- Reassigned time or course release(s) and purpose(s), if applicable
- Course syllabi in MLIS format (in reverse chronological order)

2. Instructional expertise

Scope note: Includes theories and practices in teaching, learning, assessment, and course management that inform or inspire the instructional strategies or teaching innovations used by the candidate.

Evidence:

- Statement of teaching philosophy that includes descriptions or examples of:
 - Instructional methods and any innovation(s) used in courses
 - Course management practices (e.g., use of online learning software, administration of course policies and assessments, any face-to-face course-related activities)

Option: A candidate may create an Appendix for work samples that illustrate the methods, practices, or innovations described in the teaching philosophy. Label this section as **Appendix** and place it after Section V in the dossier.

- Documentation for two of the three following assessments – the candidate is invited to describe how feedback from these two assessments informed or improved teaching:

- Summaries of Instruction (SOIs) for each course taught
 - Provide data on class size and number of respondents for each course
 - Essential performance is reflected by SOI scores that consistently reach or approach class averages of 4.0 or higher
- Peer review of the candidate's teaching
 - Review of one course per year for each year under consideration
 - Reviewer should indicate own professional experience with subject matter reviewed and with teaching online
- Additional evidence that demonstrates effective teaching
 - If a peer review cannot be obtained in a given academic year of service, one example of additional evidence must be substituted
 - Examples include but are not limited to teaching awards, or any other indicators of teaching excellence
- Contributions to course and curriculum development:
 - Excerpts from the candidate's Annual Faculty Activities Report
 - Additional evidence that demonstrates course or curriculum development

3. Advising and relational expertise with students

Scope note: Includes academic guidance of students based on familiarity with degree requirements, core courses, optional tracks to help students build coherent programs of study, pertinent policies and procedures, and timely, responsive communication methods.

Evidence:

- Representative advising correspondence
- Samples of program of study development
- Documentation demonstrating consistent and significant participation in mandatory program orientation sessions
- Optional: Other evidence that demonstrates effective mentoring of advisees or protégés

4. Professional growth and development

Scope note: Includes any activities that result in increasing the candidate's knowledge, skills, or experiences in teaching.

Evidence examples (not inclusive requirements):

- Securement of teaching fellowships, certifications, or licensures
- Enrollment in post-doctoral courses or programs related to teaching
- Successful collaboration with colleagues on teaching initiatives or projects
- Optional: Other evidence that demonstrates professional growth or development

Section III.B. Valued Requirements for Teaching

A promotion to Associate Professor, and, subsequently, to Professor, requires the successful candidate to sustain performance in all of the essential requirements (above) plus fulfillment of additional evidence as outlined under each teaching-related category below:

1. Continuing fulfillment of teaching assignments

Scope note: The valued candidate continues to maintain a full teaching load, participates in course development, and revises and/or updates the courses taught regularly.

Evidence:

- Teaching load per academic year (e.g., 3-3), showing the addition of courses to the candidate's teaching repertoire
- Optional summer course assignments, if applicable
- Reassigned time or course release(s) and purpose(s), if applicable
- Course syllabi in MLIS format that show revisions or updates to regularly taught courses

2. Instructional expertise

Scope note: Includes evidence that the candidate continues to develop and integrate new knowledge and discourse on current issues and debates from LIS and relevant fields into courses, and that the candidate uses pedagogies that engage students in their learning by using a variety of approaches to accommodate student learning styles, abilities, and the varied needs of a diverse student population; and that the candidate incorporates student feedback to improve goals, pedagogies and materials.

Evidence:

- Statement of teaching philosophy that includes descriptions or examples of:
 - Strategies employed to keep current in subject areas
 - The growth in use of instructional methods and any innovation(s) used in courses
 - Improved course management practices (e.g., use of online learning software, administration of course policies and assessments, any face-to-face course-related activities)
 - Student feedback being used to revise course design or pedagogy
- Documentation for two of these three assessments – the candidate is invited to describe how feedback from these two assessments informed or improved teaching:
 - Summaries of Instruction (SOIs) for each course taught
 - Provide data on class size and number of respondents for each course
 - Valued performance is reflected by SOI scores that consistently reach or exceed class averages of 4.0

- Peer review of the candidate's teaching.
 - Review of one course per year for each year under consideration
 - Reviewer should indicate own professional experience with subject matter reviewed and with teaching online
- Additional evidence that demonstrates effective teaching
 - If a peer review cannot be obtained in a given academic year of service, one example of additional evidence must be substituted
 - Examples include but are not limited to teaching awards, or any other indicators of teaching excellence

3. Advising and relational expertise with students

Scope note: Valued advising expertise includes fulfillment of essential advising activities while assuming a greater role as a mentor and counselor.

Evidence examples (not inclusive requirements):

- Mentoring junior faculty in developing their advising expertise
- Counseling students with exceptional needs
- Encouraging students to apply for awards and scholarships
- Employing strategies that contribute to student retention
- Co-presenting or co-publishing with students
- Advising or co-advising student organizations
- Developing/maintaining advising tools (e.g., documents, web pages, discussion groups, social media, etc.)
- Demonstrating consistent and significant participation in mandatory program orientation sessions
- Tracking student progress for departmental reports or contributing to the maintenance of departmental student tracking records
- Assuming a greater share of advisees as seniority increases
- Additional evidence that demonstrates continuing effective mentoring of advisees or protégés and/or continuing support of junior faculty to develop their advising skills

4. Professional growth and development

Scope note: Candidate continues to pursue activities that result in increasing the candidate's knowledge, skills, or experiences in teaching.

Evidence examples (not inclusive requirements):

- Securement of teaching fellowships, certifications, or licensures
- Enrollment in post-doctoral courses or programs related to teaching
- Successful collaboration with colleagues on teaching initiatives or projects
- Development of teaching improvement workshops at professional conferences
- Leadership of continuing education workshops for practitioners
- Additional evidence that demonstrates professional growth or development

Section IV: Scholarship

Scholarship for the faculty member in the VSU MLIS Program seeking tenure or promotion is defined as the purposive pursuit of an agenda for research or scholarship appropriate to the field of library and information science, accompanied by evidence that the resulting scholarly accomplishments are relevant to the profession. In the *ALA Standards* (2008) on Faculty, Section III.5 states that “[f]or each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship” (p. 9). Of particular value are those scholarly pursuits that align with the mission of the Valdosta State University in its commitment to:

“ . . . scholarly and creative work [that] enhance[s] instructional effectiveness and faculty research in selected areas of institutional strength . . . focused on regional need.”

(Valdosta State University Organization and Mission, para. 3, <http://ww2.valdosta.edu/vsu/org/>)

To demonstrate the level of scholarship achieved by the candidate, this section of the dossier must contain evidence of the quality and significance of the faculty member’s research and/or creative activity. The candidate will organize evidence into the categories as specified under Section IV.A. for tenure and under Section IV.B. for promotion and include documentation applicable since the last personnel action.

Section IV.A. Essential Requirements for Scholarship

Attainment of **tenure** requires the successful candidate to provide evidence of performance under every **essential** scholarship-related category below.

Evidence that qualifies to fulfill the scholarship criteria includes, but is not limited to:

1. Development of a research agenda

Scope note: There is a discernable pattern in terms of subject matter and purpose in the scholarly output cited in the candidate’s dossier.

Evidence:

A written statement that summarizes the candidate’s progress in:

- Actualizing a research project
- Pursuing grants to fund research
- Publishing derived from research
- Creating presentations based upon research
- Optional: Other evidence that demonstrates purposive pursuit of a research agenda

2. Record of professional publication

Minimum of 2 publications over the period preceding the application for tenure.

Citations must be listed under the named categories and cited in chronological order starting with the most recent work.

Evidence examples (not inclusive requirements):

See Appendix D for a list of major publication outlets for library and information science.

- Article(s) in a peer reviewed journal
- Monograph(s) published by a reputable academic press
- Chapter(s) in professional book(s) with references that reflect substantive research
- Article(s) in professional journal(s), non-refereed
- Conference paper(s) published in peer reviewed proceedings
- Textbook(s), workbook(s), lab manual(s)
- Signed column(s) in a recognized publication
- Additional works that may potentially have an impact on the profession or discipline – must be described and fit the candidate's research agenda

3. Record of professional presentations

Minimum of 3 presentations over the period preceding the application for tenure.

Evidence examples (not inclusive requirements):

See Appendix E for a list of relevant conferences for library and information science professionals.

- Poster(s) presented at professional conferences, distinguish juried from non-juried
- Presentation(s) at professional conferences, distinguish juried from non-juried
- Speech(es), media appearance(s), public forum(s)
- Workshop(s), symposia, guest lecture(s)
- Additional presentations that may potentially have an impact on the profession or discipline – must be described and fit the candidate's research agenda

4. Professional growth and development

Scope note: Includes activities that result in increasing the candidate's knowledge, skills, or experiences in scholarship.

Evidence examples (not inclusive requirements):

- Receiving awards recognizing scholarly development
- Organizing panels
- Training in grant writing and identification of grant sources – if applicable, authorship of grant(s) or contract proposal(s)
- Initiating contact with other scholars in the field to build collaborations – if applicable, participation in a collaborative research endeavor
- Attending writing for publication or writing for tenure types of workshops
- Securing internal/external support to participate in conferences that highlight the candidate's specialized research
- Additional activities that may potentially advance the candidate's research agenda

Section IV.B. Valued Requirements for Scholarship

A promotion to Associate Professor requires the candidate to sustain performance in all of the essential requirements (above). The successful candidate must show additional evidence in **either valued scholarship or valued service**. If the candidate chooses **scholarship** as the focus of valued performance, evidence must be presented from each scholarship-related category below.

Subsequently, a promotion from Associate Professor to Professor requires the successful candidate to sustain performance in all of the essential requirements (above). The successful candidate must show additional evidence in **both valued scholarship and valued service**.

1. Continuation of a coherent and productive research agenda

Scope note: There is discernable evidence of the influence of the candidate's scholarship on the profession or within the discipline.

Evidence examples (not inclusive requirements):

- Wide recognition of the candidate's research beyond the home campus
- Invited to organize or chair high-impact research efforts or projects
- Funding of grant proposal(s) as Principle Investigator or Co-investigator
- Nominated/bestowed honors or awards
- Additional evidence that identifies outcomes in the profession or discipline influenced by the candidate's research

2. Record of professional publication

Minimum of 3 publications since that candidate's entrance into the faculty at Valdosta State University for promotion from Assistant to Associate Professor

(To qualify for promotion to Associate Professor, an Assistant Professor previously tenured with 2 publications must add at least one more publication.)

Minimum of 3 additional publications since that candidate's promotion to Associate Professor at Valdosta State University or in a prior tenure-track position in valued venues for promotion to Professor.

See Appendix D for a list of major publication outlets for library and information science.

Evidence (examples of valued venues):

- Continued publication of articles, monographs, or book chapters
- Publication in journals that transfer knowledge to constituents and the profession as a whole (see Appendix D).
- Advanced research reported in scholarly publications
- Invited series of articles
- Re-publication of the candidate's work
- Works cited repeatedly by other experts in the field or discipline
- Additional works from any of the publication venues cited under Section IV.A. representing **Essential Requirements** of scholarship with evidence of their impact on the profession or discipline – must be described and fit the candidate's research agenda.

3. Record of professional presentations

Minimum of 3 presentations in valued venues since the candidate's last personnel action at Valdosta State University for promotion from Assistant to Associate Professor.

Minimum of 3 presentations in valued venues since the candidate's last personnel action at Valdosta State University for promotion from Associate to Professor.

See Appendix E for a list of relevant conferences for library and information science professionals.

Evidence (examples of valued venues):

- Advanced research presented at professional conferences
- Invitations to speak or present at professional conferences, identify the candidate's role as a presenter (e.g., keynote speaker, conference headliner, panelist, panel respondent, etc.)
- Additional presentations from any of the presentation venues cited under the "essential" requirements of scholarship with evidence of their impact on the profession or discipline – must be described and fit the candidate's research agenda

4. Professional growth and development

Scope note: Includes activities that result in increasing the candidate's knowledge, skills, or experiences in scholarship or the dissemination of scholarship.

Evidence examples (not inclusive requirements):

- Authorship of grant(s) or contract proposal(s) resulting in award(s) to the University
- Media productions that reach an audience beyond the classroom or department
- Consultation(s) that result in named attribution in a completed project or product
- Additional activities from any of the categories cited under Section IV.A. representing **Essential Requirements** of scholarship that indicate the candidate has achieved a level of professional knowledge, skill, or experience that others in the profession seek out as a model to guide their research agendas.

Section V: Service

Service obligations for a candidate seeking tenure or promotion in the VSU MLIS Program include participation in work that serves the University, the VSU Graduate School, the department, professional organizations, and audiences external to the university, but relevant to the profession. The ALA *Standards* (2008) on Faculty cites service in the criteria its reviewers use to assess faculty members in several sections of its accreditation guidelines. Section III.4 of its *Standards* states, "[t]he qualifications of each faculty member include competence in . . . active participation in appropriate organizations," and in section III.8, the *Standards* specify "accomplishment and innovation" in service as one of the areas in which faculty are evaluated

(ALA, 2008, p. 9). Although service is highly valued in the tenure and promotion process, it is incumbent upon the candidate to demonstrate a clear relationship between the service activities and the mission of the University and the department.

To demonstrate the level of service contributed by the candidate, this section of the dossier must contain evidence of the candidate's involvement in activities associated with service. The candidate will organize evidence into the categories as specified under Section V.A. for tenure and under Section V.B. for promotion and include documentation applicable since the last personnel action.

Section V.A. Essential Requirements for Service

Attainment of **tenure** requires the successful candidate to provide evidence of performance under **all three essential** service-related categories below.

List all service activities, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held).

Evidence that qualifies to fulfill the essential service criteria includes, but is not limited to:

1. Service to the University

Evidence (**both** types of service required):

- Active participation on University committees
Identify role and duties on committee (e.g., member)
- Active participation on Program committees
Identify role and duties on committee (e.g., member)

2. Service to the profession

Evidence examples (not inclusive requirements):

- Active participation in professional organizations
Identify roles and duties on committees (e.g. member, reviewer for refereed journal, peer reviewer of grants, etc.)

3. Professional growth and development

Evidence examples (not inclusive requirements):

- Certified continuing education (provide certificate(s) or accrediting agency)
- Documented attendance at professional conferences, workshops, seminars, or symposia

Section V.B. Valued Requirements for Service

A promotion to Associate Professor requires the candidate to sustain performance in all of the essential requirements (Section V.A.). The successful candidate must show additional evidence in **either valued scholarship or valued service**. If the candidate chooses **service** as the focus of valued performance, evidence of service must be presented from **two of the three valued service categories below**. **A minimum of one leadership role must be identified from the two categories selected.**

Subsequently, a promotion from Associate Professor to Professor requires the successful candidate to sustain performance in all of the essential requirements (Section V.A.). The successful candidate must show additional evidence in **both valued scholarship and valued service**. Evidence of service must be presented from **two of the three valued service categories below**. **A minimum of one leadership role must be identified from the two categories selected.**

Service categories:

1. Service to the University

If the candidate chooses this category: Minimum of **one** leadership role required.

Evidence examples (not inclusive requirements):

- Leadership roles in University committee(s) or project(s) (e.g., committee chair, interim administrative position, reviewer for tenure/promotion or thesis/dissertation outside the program, consultant or chair for a University project, etc.)
- Leadership roles on Program committee or project (e.g., committee chair, reviewer for tenure/promotion, faculty advisor for student organization(s), author/editor/designer of Program-related documents, lead in Program-specified accreditation activities, Program-designated recruiter, etc.)

2. Service to the profession

If the candidate chooses this category: Minimum of **one** leadership role required.

Evidence examples (not inclusive requirements):

- Leadership roles in professional organizations (e.g., invited or elected officer or leadership role in professional association(s) or organization(s), consultant, creator or organizer of program(s) or workshop(s), etc.)
- Editorship for professional publications or book reviewer of professional literature
- Moderating a professional or academic panel discussion

- Advisor or consultant to government agencies, industrial associations, educational institutions, etc.
- Service to other universities or educational institutions (e.g., external reviewer for accreditation, tenure/promotion, or thesis/dissertation for other institution, etc.)
- Receipt of any special service recognitions or awards

3. Community

If the candidate chooses this category: Minimum of **one** leadership role required.

Evidence examples (not inclusive requirements):

- Leadership roles in the community on committees or projects (e.g., committee chair, mentor to members of a professional group, etc.)
- Provision of professional knowledge in the form of non-paid public service to the local community, state, region, nation, or on the international front (e.g., serving as a project expert, on a task force, as an officer in a community organization, as a presenter at workshops or talks, etc.)

Appendix to Section III.2 Statement of Teaching Philosophy

This is optional. The candidate may include samples or artifacts that illustrate the methods, practices, or innovations described in the teaching philosophy.

A checklist for use by the candidate and by the members of the candidate's review committee is found in Appendix F.

APPENDIX A

Guiding Documents with Sections on Tenure and Promotion

Board of Regents Policy Manual

803.08 CRITERIA FOR PROMOTION

Each University System institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the Senior Vice Chancellor for Academic Affairs for review.

B. Minimum for all three types of institutions in all professorial ranks:

1. Superior teaching.
2. Outstanding service to the institution.
3. Academic achievement.
4. Professional growth and development.

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

C. Research and Regional Universities: In addition to "A" above, promotion to the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

D. State Universities: In addition to "A" above, promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

E. State and TwoYear Colleges: In addition to "A" above, promotion to the rank of professor requires at least the equivalent of two years of fulltime study beyond the bachelor's degree. Longevity of service is not a guarantee per se of promotion.

803.09 TENURE

A. Each institution in the University System shall establish clearly stated tenure criteria and procedures that emphasize excellence in teaching for all teaching faculty. Such policies shall conform to the requirements listed below and shall be reviewed and approved by the Senior Vice Chancellor for Academics and Fiscal Affairs. The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments to its own peculiar problems or circumstances. These policies are to be considered a statement of general requirements which are capable of application throughout the System and are not a limitation upon any additional standards and requirements which a particular institution may wish to adopt for its own improvement. Such additional standards and requirements, which must be consistent with the Regents' policies and approved by the Board of Regents, shall be incorporated into the statutes of an institution.

- B. Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100% workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency, or program modification as determined by the Board.
- C. Normally, only assistant professors, associate professors, and professors who are employed fulltime (as defined by Regents' policies) by an institution are eligible for tenure. However, faculty members holding these professorial ranks who are employed by or on the staff of the Medical College of Georgia (MCG) on less than a fulltime basis, and who also hold an appointment at the Veterans Administration Medical Center Augusta, shall be eligible for promotion and/or the award of tenure by the Board of Regents (BR Minutes, 197980, p. 73; 198081, p. 303; 199091, pp. 36970). The term "fulltime" is used in these tenure regulations to denote service on a 100% work load basis for at least two out of three consecutive academic terms. Faculty members with adjunct appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments (BR Minutes, 199091, pp. 36970).
- D. Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of fulltime service at the rank of assistant professor or higher. The five year period must be continuous except that a maximum of two years interruption because of a leave of absence or parttime service may be permitted, provided, however that an award of credit for the probationary period of an interruption shall be at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five year probationary period may be suspended during the leave of absence. A maximum of three years_ credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for fulltime service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher. Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases an institution may recommend to the Board of Regents that an outstanding distinguished senior faculty member be awarded tenure upon the faculty member's initial appointment. Each such recommendation shall be considered by the Board individually and shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at his or her prior institution, and brings a demonstrably national reputation to the institution (BR Minutes, 198384, p. 94; May, 1996, p. 52; April 2000, pp. 3132).
- E. Anything in this policy manual to the contrary notwithstanding, faculty members employed by the Medical College of Georgia (MCG) who hold a professorial rank in a tenure track position of assistant professor or above and who also hold a parttime or fulltime appointment at the Veterans Administration Medical CenterAugusta (VA), shall as stated above (Section 803.09C) be eligible for the award of tenure at MCG upon completion of at least five years of fulltime or parttime service at the rank of

assistant professor or higher. Such faculty members shall otherwise meet the same probationary periods, criteria for promotion, procedures and other requirements set forth in the Bylaws and Policy Manual of the Board of Regents and Statutes of MCG for the award of tenure to fulltime faculty, provided, however, that such faculty members who have been employed previously by MCG for five consecutive years or more shall be eligible to apply for tenure. The tenure of a faculty member who also holds a VA appointment shall apply only to that portion of a faculty member's salary and benefits which are provided directly by MCG. In no event shall the award of tenure to faculty members holding such joint appointments obligate MCG to assume any portion of the salary or other benefits provided by the VA. In the event a faculty member who has been awarded tenure at MCG under the provisions of this section shall for any reason cease to be employed by the VA, the Medical College shall have the right, at its sole discretion, to revoke the tenure, employment or other affiliation of the faculty member by MCG without a hearing or other due process procedures or requirements set forth in the Bylaws and Policy Manual of the Board of Regents and the Statutes of MCG for other fulltime tenured faculty. After termination of employment or revocation of tenure, MCG shall not be obligated to provide such faculty members with any further salary, benefits or other financial support.

- F. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the Board of Regents. The maximum time that may be served in combination of fulltime instructional appointments (instructor or professorial ranks) without the award of tenure shall be 10 years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the Board of Regents (BR Minutes, 1992 93,p. 188; April 2000, pp. 3132).
- G. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of fulltime instructor shall be seven years (BR Minutes, April 2000, pp. 3132).
- H. Tenure or probationary credit towards tenure is lost upon resignation from an institution, or written resignation from a tenured position in order to take a nontenured position, or written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given. In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.
- I. Upon approval of the award of tenure to an individual by the Board of Regents, that individual shall be notified in writing by the president of his/her institution, with a copy of the notification forwarded to the Chancellor or his/her designee.
- J. Each institution shall provide data annually to the Senior Vice Chancellor for Academics and Fiscal Affairs showing the institution's tenure rates by gender and race.

VSU Faculty Handbook

Promotion

Promotions in rank are based on merit and are not automatic. The Board of Regents has fixed certain minimum criteria for promotion from one rank to another; these criteria include superior teaching, outstanding service to the institution, academic achievement, and professional growth and development. In at least two of these four areas, the faculty member's accomplishment should be noteworthy, with the greatest emphasis on teaching. Regents policies also state that there should be appropriate involvement of faculty in making recommendations for promotion. Each department should have written procedures for making recommendations for promotion and these procedures should be available to all faculty members.

Tenure

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, after completion of a probationary period of at least five years of fulltime service, defined as a one hundred percent workload basis for three out of every four consecutive academic quarters [*sic*], at the rank of assistant professor or higher. The year period must be continuous, with the exception of a maximum of two years' interruption because of a leave of absence or approved parttime service. However, no probationary credit may be given for such interrupted service. The maximum time that may be served at the rank of assistant professor or above without the award of tenure is seven years.

Criteria for Membership on the Graduate Faculty

To be considered for appointment or reappointment to Full Membership on the Graduate Faculty, the faculty member must meet all of the following criteria:

Possess the doctoral degree in an appropriate discipline or, in areas/disciplines which do not have such credentials, an appropriate terminal degree.

Hold a tenure track position at the rank of assistant professor, associate professor, or professor in a department which presently offers a graduate degree or graduate courses (or has Board of Regents approval to develop a graduate degree).

Demonstrate excellence in classroom teaching at the graduate level and/or senior undergraduate level. Such evidence is provided through the Department Head evaluations of teaching, peer/colleague evaluations, student evaluations, and/or letters of support from those having knowledge of the faculty member's teaching methods.

Publish scholarly papers and/or engage in creative endeavors in an appropriate discipline during the previous six years. Normally, evidence of such activities includes the publication of at least one or more articles/major essays/short stories/poems in appropriate journals/books or the publication of one scholarly book. In the arts, the evidence may be demonstrated by one or more creative activities (solo performances, featured performances, or juried exhibits) during the previous six

years. However, the quality of the creative activity or the journal/publisher and the nature of the activity or the publication must be considered. For example, articles published in a journal which has wide distribution and which is "refereed" by professional peers provides stronger evidence of scholarship than an article which is published in a local, nonrefereed journal. Also, a research article, review essay, or major creative endeavor typically provides stronger evidence than a book review. While publication in a vanity press cannot be considered as evidence of scholarship, publication in a commercial or university press would provide strong evidence of scholarship. Sole authorship of a book provides more evidence of scholarship than a text or an edited collection of articles by other scholars. In the creative arts, the nature and types of exhibits and the "level" of the audience for a musical or dramatic production may be used as evidence of the quality of the endeavor. Juried exhibits provide more evidence of quality than nonjuried exhibits. Externally funded research grants may also be used as evidence of research productivity.

Standards for Accreditation of Master's Programs in Library & Information Science, 2008

III: Faculty

Standard III.2 of the *ALA Standards* states:

The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment. (p. 9)

Standard III.4 of the *ALA Standards* states:

The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations. (p. 9)

Standard III.5 of the *ALA Standards* states:

For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship. (p. 9)

Standard III.8 of the *ALA Standards* states:

Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process. (p. 9)

APPENDIX B

Effective Dates for Revised Guidelines

In 2011, the Valdosta State University adopted guidelines developed by the University Tenure and Promotion Committee (UTPC) that mandated all colleges and departments to revise their guidelines to align with the standards and format of the UTPC guidelines. Subsequently, an ad hoc committee from the MLIS department revised the MLIS Tenure and Promotion Guidelines, Adopted September 2005. These Guidelines, Adopted April 25, 2013, will go into effect immediately for all faculty hired from spring 2013 and forward. After fall 2015, all personnel actions will follow the revised guidelines regardless of a faculty member's date of hire.

MLIS faculty hired between academic years 2010-11 and 2011-12 may elect to have their first personnel action evaluated either under the standards in the departmental guidelines in effect at the time of hire, i.e., the 2005 MLIS Guidelines for Tenure and Promotion, or under the standards of the revised departmental guidelines. The format of the dossiers, however, must be organized into the sections as presented in this 2013 revised Guidelines. Candidates applying for a personnel action prior to fall 2015 must submit to the MLIS Program Director in advance of their reviews the choice of standards by which they elect to be reviewed.

APPENDIX C

Recommendation for Tenure/Promotion Form

RECOMMENDATION FOR TENURE/PROMOTION

Valdosta State University

Name: _____

Current Rank and Title: _____

(Please note a recommended promotion for the current year if applicable and prepare a complete and separate package for promotion)

Total Number of Years at Valdosta State University at rank of Assistant Professor or Higher (including current year): ____

Total Number of Years at Valdosta State University (including current year): ____

Years of Probationary Credit Granted: ____

List of degrees and dates they were obtained:

Summary of Action:

	Signature	Date	Approval/ Disapproval
Department Committee	_____	_____	_____
Department Head	_____	_____	_____
Dean/Director	_____	_____	_____
UTPC	_____	_____	_____
Provost	_____	_____	_____
President	_____	_____	_____

APPENDIX D

Major Publication Outlets for Library and Information Science

Journals selected by specialists in the LIS discipline as those cited most frequently in LIS publications¹

American Archivist (Society of American Archivists)
Behavioral & Social Science Librarian (Taylor & Francis)
Canadian Journal of Library and Information Science (CLA)
Cataloging and Classification Quarterly (Taylor & Francis)
Collection Management (Taylor & Francis)
College & Research Libraries (ALA/ACRL)
Government Information Quarterly (Elsevier)
Information Processing and Management (Elsevier)
Information Technology & Libraries (ALA/LITA)
Journal of the Association for Information Science and Technology (ASIST formerly ASIS)
Journal of Academic Librarianship (Elsevier)
Journal of Documentation (Emerald)
Journal of Education for Library and Information Science (ALISE)
Journal of Government Information (Elsevier)
Journal of Information Science (Chartered Institute of Library and Information Professionals/SAGE)
Journal of Interlibrary Loan, Document Delivery and Information Supply (Taylor & Francis)
Journal of Library Administration (Taylor & Francis)
Journal of the Medical Library Association (MLA) (formerly *Bulletin of the Medical Library Assoc.*)
Knowledge Quest (ALA/AASL) (formerly *School Library and Media Quarterly*)
Library Administration & Management (LAMA)
Libraries and the Cultural Record (University of Texas at Austin)
Library & Information Science Research (Elsevier)
Library Collections, Acquisitions, and Technical Services (Elsevier)
(formerly *Library Acquisitions: Practice and Theory*)
Library Hi Tech (Emerald)
Library Quarterly (University of Chicago)
Library Resources & Technical Services (ALA/ALCTS)
Library Trends (University of Illinois at Urbana-Champaign)
Medical Reference Services Quarterly (Taylor & Francis)
Notes (Music Library Association)
Online Information Review (Emerald) (formerly *Online & CD-ROM Review*)
Public Libraries (ALA/PLA)
Reference & User Services Quarterly (ALA/RUSA) (formerly *RQ*)
Reference Services Review (Emerald)
Resource Sharing & Information Networks (Taylor & Francis)
Science & Technology Libraries (Taylor & Francis)
Serials Librarian (Taylor & Francis)
Serials Review (Elsevier)
Technical Services Quarterly (Taylor & Francis)
The Reference Librarian (Taylor & Francis)

Selective classified list of LIS peer reviewed and trade journals by publisher

* Indicates titles included in the most frequently cited LIS journals listed on the previous page.

American Library Association Publications

Peer reviewed journals

Children and Libraries (ALSC)

*College & Research Libraries** (ACRL) <http://crl.acrl.org/>

(Converted to open access, peer reviewed. Full archives for 1997-present with retrospective digitization in progress.)

*Information Technology & Libraries** (LITA)

Issues in Science & Technology Librarianship (ACRL/Science & Technology Section)

*Knowledge Quest** (formerly *School Library and Media Quarterly*) (AASL)

*Library Administration & Management** (LLAMA)

*Library Resources & Technical Services** (ALCTS)

Public Libraries (PLA)

*Reference & User Services Quarterly** (RUSA)

School Library Research (merger of two journals, *School Library Media Research* and *School Library Media Quarterly Online*) (AASL)

Emerald (United Kingdom) peer reviewed journals

Asian Libraries

The Bottom Line: Managing Library Finances

Campus-Wide Information Systems

Collection Building

The Electronic Library

Electronic Resources Review

Information Management & Computer Security

Information Technology & People

Interlending & Document Supply

International Journal on Grey Literature

Internet Research: Electronic Networking Applications and Policy

*Journal of Documentation**

Librarian Career Development

Library Consortium Management: An International Journal

*Library Hi Tech**

Library Management

Library Review

New Library World

OCLC Systems & Services

*Online Information Review**

Performance Measurement and Metrics

Program: Electronic Library & Information Systems

Records Management Journal

*Reference Services Review**

VINE

Taylor & Francis (United Kingdom) peer reviewed journals

Acquired Haworth Publishing (United States)

The Acquisitions Librarian
*Behavioral & Social Science Librarian**
*Cataloging and Classification Quarterly**
*Collection Management**
College and Undergraduate Libraries
Internet Reference Services Quarterly
Journal of Access Services
Journal of Archival Organization
Journal of Business & Finance Librarianship
*Journal of Interlibrary Loan Document Delivery and Information Supply**
Journal of Internet Cataloging
*Journal of Library Administration**
Journal of Library and Information Service for Distance Learning
Journal of Web Librarianship
Legal Reference Services Quarterly
Library & Archival Security
*Medical Reference Services Quarterly**
Music Reference Services Quarterly
New Review of Academic Librarianship
New Review of Children's Literature and Librarianship
*New Review of Information and Library Research (formerly International
Journal of Information and Library Research)*
New Review of Information Networking
New Review of Libraries and Lifelong Learning
Public Library Quarterly
*The Reference Librarian**
*Resource Sharing & Information Networks**
*Science & Technology Libraries**
*Serials Librarian**
Slavic & East European Information Resources
*Technical Services Quarterly**

Miscellaneous publishers of LIS peer reviewed journals

*American Archivist** (Society of American Archivists)
Art Documentation (Art Libraries Society of North America)
*Canadian Journal of Information and Library Science** (University of Toronto Press
(formerly *Canadian Journal of Information Science*)
Chinese Librarianship: An International Electronic Journal <http://www.iclc.us/cliej/>
(Converted to open access. Full digitized archives back to Volume 1, 1996.)
Georgia Library Quarterly (Georgia Library Association)
Government Information Quarterly (Elsevier)

Health Information and Libraries Journal (Blackwell)
International Journal of Legal Information (Cornell Law School)
International Journal of Human-Computer Studies (Elsevier)
(formerly *International Journal of Man-Machine Studies*)
Journal of Educational Media & Library Sciences (Tamkang University Press)
Journal of Information Ethics (McFarland & Company)
*Journal of Information Science** (Chartered Institute of Library and Information Professionals /SAGE)
Journal of the Medical Library Association <http://www.ncbi.nlm.nih.gov/pmc/journals/93/>
(Converted to open access. Full digitized archives back to Volume 1, 1898.
Formerly *Bulletin of the Medical Library Association*)
Law Library Journal (American Association of Law Libraries)
Libraries and Culture (GSLIS Univ. of Texas at Austin) <http://www.gslis.utexas.edu/~landc/fulltext.htm>
(Converted to open access. Full digitized archives from Winter 2001-present. For previous issues, see JSTOR.)
Library Issues (Richard Dougherty Associates)
Libri (K. G. Saur)
The Southeastern Librarian (Southeastern Library Association)
VOYA (Voice of Youth Advocates) (E L Kurdyla Publishing LLC)
Urban Library Journal (Library Association of the City University of New York)

Born digital LIS peer reviewed journals

Collaborative Librarianship (Regis University and other allied universities)
<http://www.collaborativelibrarianship.org/>

Communications in Information Literacy
<http://www.comminfolit.org/index.php/cil> (Independent) An open access publication.

E-JSAL: The Electronic Journal of Academic and Special Librarianship (International Consortium for the Advancement of Academic Publication)
<http://southernlibrarianship.icaap.org/>

Evidence Based Library and Information Practice (University of Alberta) An open access publication.
<http://ejournals.library.ualberta.ca/index.php/EBLIP>

First Monday (University of Illinois at Chicago Library)
<http://www.firstmonday.dk/>

Information Research: An International Electronic Journal
<http://informationr.net/ir/>
Peer-reviewed, but managed by an individual.

International Journal of Digital Curation (University of Bath) An open access publication.
<http://www.ijdc.net/index.php/ijdc>

Journal of Electronic Publishing (University of Michigan)
<http://www.press.umich.edu/jep/>

Journal of Library Innovation
(Western New York Library Resources Council)
<http://www.libraryinnovation.org/>

Library Philosophy and Practice (University of Idaho Library)
<http://www.webpages.uidaho.edu/~mbolin/lpp.htm>
Mirrored at the DigitalCommons@University of Nebraska

LIBRIS: Library and Information Science Research Electronic Journal (Curtin University of Technology)
<http://libres.curtin.edu.au/>

M/C Journal (University of Queensland)
<http://journal.media-culture.org.au/journal/about.php>

Partnership: The Canadian Journal of Library and Information Practice and Research
(Licensed through Creative Commons open access. Digitized issues back to Volume 1, 2006)
<http://journal.lib.uoguelph.ca/index.php/perj/>

portal: Libraries and the Academy (Project Muse, Johns Hopkins University)
<http://muse.jhu.edu/journals/pla/>

Miscellaneous LIS professional trade journals

Against the Grain <http://www.against-the-grain.com/>

American Libraries <http://americanlibrariesmagazine.org/>

(Full archives from 2009-present with retrospective digitization in progress.)

Ariadne <http://www.ariadne.ac.uk/information/#about>

College & Research Libraries News <http://crln.acrl.org/content/by/year>

Computers in Libraries <http://www.infotoday.com/cilmag/>

EContent (formerly *Database*)

D-Lib (D-Lib Alliance) <http://www.dlib.org/>

Freedom to Read News and Opinions http://www.freedomtoread.ca/news_and_opinions/index.asp

IFLA Journal (International Federation of Library Associations and Institutions)

<http://www.ifla.org/en/publications/ifla-journal>

Information Outlook (Special Libraries Association formerly *Special Libraries*)

Library Journal <http://lj.libraryjournal.com/>

(Converted to open access. Full digital archives back to 2002.)

Library Technology Reports <http://www.libraryjournal.com/csp/cms/sites/LJ/LJInPrint/Archive/index.csp>

Online Searcher (a merger of two trade journals, *Searcher* and *Online*) <http://www.infotoday.com/online searcher/>

School Library Journal <http://www.slj.com/> (Converted to open access. Full digital archives back to 2009.)

SEAALL Newsletter <http://www.aallnet.org/chapter/seaall/publications/newsletter.html>

*U*N*A*B*A*S*H*E*D Librarian* <http://www.unabashedlibrarian.com/>

Youth Library Review <http://www.cilip.org.uk/groups/ylg/ylr/>

(Published for the Youth Libraries Group in the UK by the Chartered Institute of Library and Information Professionals (CILIP).)

Most prominent publishers of LIS monographs

ABC-CLIO/Greenwood

Association for Information Science and Technology (ASIST formerly ASIS)

Publishes two highly-valued monographic serials comprised of juried papers:

Annual Review of Information Science and Technology

Proceedings of the ASIST Annual Meeting

Emerald

Publishes two highly-valued monographic serials comprised of invited, edited chapters:

Advances in Librarianship

Advances in Library Administration and Organization

Libraries Unlimited

Linworth

Scarecrow Press

These divisions of the American Library Association:

Association for Library Collections and Technical Services (ALCTS)

Association of College and Research Libraries (ACRL)

Association of Library Services to Children (ALSC) mostly confined to bibliographies

Library and Information Technology Association (LITA)

Library Leadership and Management Association (LLAMA)

Public Library Association (PLA)

¹ Culled from these three articles:

Blessinger, K., & Frasier, M. (2007). Analysis of a decade in library literature: 1994 to 2004. *College & Research Libraries* 68, 155-169.

Weller, A. C., Hurd, J. M., & Wiberley, S. E. (1999). Publication patterns of U. S. academic librarians from 1993 to 1997. *College & Research Libraries* 60, 352-362.

Wiberley, S. E., Hurd, J. M., & Weller, A. C. (2006). Publication patterns of U. S. academic librarians from 1998 to 2002. *College & Research Libraries* 67, 205-216.

APPENDIX E

Conferences Relevant to Library and Information Science Professionals

Tier 1 LIS conferences

Scope note: “Tier 1” LIS-related conferences are defined as relevant conference venues in which submissions are refereed by professionals drawn from national or international sponsors.

This list is representative, not exhaustive, in its scope.

- American Association of Law Libraries
National. Annual.
- American Educational Research Association (AERA)
National. Annual.
- American Library Association (ALA)
National. Annual.
- American Library Association Divisions
(each division hosts its own annual conference)
- Association for Information Science and Technology (ASIST)
formerly American Society for Information Science and Technology
National/International. Annual.
- Association for Library and Information Science Educators (ALISE)
National. Annual.
- Canadian Library Association (CLA)
International. Annual.
- Educause Conference
National. Annual.
- European Association for Library & Information Education and Research (EUCLID)
International. Sponsors and co-sponsors periodic conferences with organizations such as the European Conference on Information Literacy, International Federation of Library Associations and Institutions, and BOBCATSSS (an annual LIS student-run symposium).
- HCI International
International. HCI (Human Computer Interaction) is independently managed. Biennial.
- International Federation of Library Associations and Institutions (IFLA)
International. Annual.
- Medical Library Association
National. Annual.

- Special Library Association
National. Annual.
- United States Distance Learning Association (USDLA)
National. Annual.

Tier 2 LIS conferences

Scope note: “Tier 2” LIS-related conferences are defined as relevant conference venues in which submissions are refereed by professionals drawn from local, state, or southeast U.S. regional sponsors.

This list is representative, not exhaustive, in its scope.

- Charleston Conference
Regional. Hosted in Charleston, SC. Independently managed. Annual.
- Childrens Literature Association Conference
Regional. Hosted by the University of Southern Mississippi. Annual.
- Conference on Literature for Children and Young Adults
Statewide. Hosted at Kennesaw State University. Annual.
- Distance Learning Administration Conference
Statewide. Hosted on Jekyll Island. Annual.
Co-sponsored by the University of West Georgia and the *Online Journal of Distance Learning Administration (OJDLA)*. Accepted papers are published in the *Distance Learning Administration Annual* and “Best Papers” are invited to publish in *OJDLA*.
- Distance Learning Conference
Regional. Hosted in Columbus, GA. Annual.
- Georgia Conference on College & University Teaching
Statewide. Hosted at Kennesaw State University. Annual.
- Georgia Council of Media Organizations (GA COMO)
Statewide. Sponsored by the Georgia Library Association (GLA) and Georgia Association for Instructional Technology (GAIT). Conference site rotates. Annual.
- Georgia Educational Research Association
Regional. Hosted in Savannah, GA. Annual.
- Georgia International Conference on Information Literacy
International. Hosted in Savannah, GA. Annual.

- Online Lifeline Conference
Regional. Hosted by Valdosta State University. Annual.
- SoTL Commons (A Conference for the Scholarship of Teaching and Learning)
Regional. Georgia Southern University. Annual.
- Southeast Library Association Conference (SELA)
Regional. Conference site rotates. Biennial.
- Southeast Regional Conference/Educause
Regional. Conference site rotates. Annual.
- Southeastern Chapter/ American Association of Law Libraries (SEAALL)
Regional. Conference site rotates. Annual.
- Southern Chapter/Medical Library Association
Regional. Conference site rotates. Annual.

APPENDIX F

Tenure/Promotion Dossier Checklist

Tenure/Promotion Dossier Checklist

Use this checklist to assure that as a candidate for tenure/promotion, you have included all the necessary documents in the order required by the University and the MLIS Program.

Items designated by an open bullet ○ are required documentation.

Section I: Cover Page and Curriculum Vitae

- Cover Page
- Vitae

Section II: Evaluations of the Candidate by Review Committees and Administrators

- MLIS Tenure and Promotion Guidelines
- Recommendation for Tenure/Promotion form
- Annual Faculty Evaluations for each year under review
- Summaries of annual goals and action on areas recommended for improvement (if applicable)
- All pertinent letters of review

Section III: Teaching

1. Fulfillment of teaching assignments
 - Teaching load per academic year
 - Documentation for two of these three assessments
 - Optional summer course assignments, if applicable
 - Reassigned time or course release(s) and purpose(s)
 - Course syllabi in MLIS format (in reverse chronological order)
2. Instructional expertise
 - Statement of teaching philosophy
 - Documentation for two of these three assessments:
 - Peer review of the candidate's teaching (one per year required)
 - Summaries of Instruction (SOIs) for each course taught
 - Additional evidence that demonstrates effective teaching
 - Contributions to course and curriculum development
3. Advising and relational expertise with students
 - see MLIS T & P Guidelines for examples
4. Professional growth and development
 - see MLIS T & P Guidelines for examples

Section IV: Scholarship

1. Development of a research agenda
 - Statement that reflects the candidates progress in:
 - Actualizing a research project
 - Pursuing grants to fund research
 - Publishing derived from research
 - Creating presentations based upon research
 - Optional: Other evidence that demonstrates purposive pursuit of a research agenda
2. Record of professional publication
 - Reverse chronological list of publications (designate publication type for each citation, e.g., peer reviewed article, monograph, book chapter, etc.)
 - Copies of those publications
3. Record of professional presentations
 - Reverse chronological list of presentations (designate presentation type for each citation, e.g., juried, non-juried, national, state, local, etc.)
 - Programs or other documents that annotate the presentations
4. Professional growth and development
 - List of activities or programs
 - Statement of the impact of those activities or programs on professional growth

Section V: Service

1. Service to the University
 - see MLIS T & P Guidelines for examples
2. Service to the profession
 - see MLIS T & P Guidelines for examples
3. Professional growth and development (applies to Tenure dossiers)
 - see MLIS T & P Guidelines for examples
4. Community (applies to Promotion dossiers)
 - see MLIS T & P Guidelines for examples

Appendix to Section III.2. OPTIONAL.

ACKNOWLEDGMENTS

The following members of the VSU MLIS faculty served on the ad hoc committee that revised the MLIS Tenure and Promotion Guidelines during the 2012-2013 academic year:

Anita L. Ondrusek, Chair
Linda R. Most
Changwoo Yang
Harold E. Thiele

Those parts of the revised MLIS Tenure and Promotion Guidelines that address the criteria for teaching, scholarship, service, and professional development are based largely upon tenure and promotion standards from peer and aspirational schools of library and information science.

The MLIS Tenure and Promotion Committee members wish to recognize that the tenure and promotion guidelines from these peer and aspirational programs contributed to the VSU MLIS guidelines:

Emporia State University
St. Catherine's University
University of Alabama
University of Denver
University of South Carolina
University of Southern Mississippi