

Guidelines for University Libraries Faculty Promotion

Augusta University

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AUGUSTA UNIVERSITY
University Libraries

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I. Purpose of these Guidelines

These guidelines are intended to assist University Library faculty members and members of the promotion committee in: (1) tracking faculty members' progress to promotion and assisting faculty with developing a personal career plan, (2) assessing the faculty member's readiness to be considered for promotion, and (3) preparing the promotion portfolio.

The AU Libraries has created its own promotion guidelines specific to librarianship that are aligned with the [University's Faculty Promotion Policy](#). The following guidelines include content both directly from the promotion policy and content generated by the University Libraries that provides additional, specific content related to librarianship. Where irrelevant to University Libraries faculty, language from the promotion policy has been removed from the AU Libraries Guidelines. Please refer to the [Augusta University's Faculty Promotion Policy](#) for the complete policy.

II. Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms defines the terms used in the [Augusta University Promotion Policy](#). Where applicable, references are included in footnotes.

Regular, full-time: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months. The term "full-time" denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms.

Regular, part-time¹: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment of less than 1.00 FTE for a continuous basis and whose duration of employment may also be defined by an agreement, term, and/or restricted funding source(s).

Limited Term¹: Limited Term includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months but that is not expected to continue indefinitely. Positions expected to exist for more than 3 years should be established as regular positions. Faculty in a limited-term position are not eligible for promotion and/or tenure.

¹ These definitions are not included in the AU Promotion Policy and so were taken from the [USG Handbook Section 4.2](#) and the [USG Human Resources Handbook](#), respectively. The definitions are included in this document because the University Libraries employ these types of faculty positions.

Appointment unit: This is the faculty member's academic home, the academic unit or department to which the faculty member is assigned for tenure and promotion purposes and wherein the candidate's primary faculty appointment resides.

Joint Appointment: Full-time Academic Faculty members at Augusta University may hold an appointment in a different department or school; these appointments hold budgetary and annual evaluation responsibility and are a part of the promotion and tenure process.

Secondary Appointment: Full-time, Academic Faculty members at AU may hold secondary appointment(s) in a different department of school; these appointments hold no budgetary or annual evaluation responsibility and are not a part of the promotion and tenure process.

III. Process and Procedures for Promotion

A. General Criteria and Expectations for Promotion

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year or beyond of service in their current rank. Notifications for eligibility shall occur in the academic year before the review. Recommendations for promotion are not normally considered for individuals who are currently on leave of absence. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. "Early" promotion may only be considered according to the following timetable:

- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

In extraordinary cases, faculty may be considered for promotion earlier than indicated above; however, these cases require strong justification and approval by the President.

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, more than three years probationary credit at initial faculty appointment may be awarded. Such awards require approval by the President and written notification to the University System of Georgia Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the

President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

B. Promotion within the Professorial Ranks

The criteria for promotion to a professorial rank include the following areas of professional activity and accomplishments:

- 1) Scholarship (research, scholarship, creative activity, or academic achievement)
- 2) Teaching (teaching and effectiveness in instruction)
- 3) Service (professional service to the institution, community, or profession)
- 4) Professional Development (professional growth and development)
- 5) Student Success (involvement in student success activities)

Each college or school shall determine if student success and professional development will be embedded within the remaining categories or reported separately. The University Libraries opt to have five distinct categories rather than embedding professional development and student success into Research/Scholarship, Teaching, and Service.

The results of the candidate's annual evaluations will be utilized as a part of promotion decisions. Annual faculty evaluations utilize the following Likert scale:²

Exemplary (EX, 5)	Exceeds Expectations (EE, 4)	Meets Expectations (ME, 3)	Needs Improvement (NI, 2)	Does Not Meet Expectations (DNME, 1)
Performance far exceeds expectations and standards for the evaluation category at the current rank.	Performance consistently exceeds expectations and standards for the evaluation category at the current rank.	Performance meets expectations and standards for the evaluation category at the current rank.	Performance intermittently falls below expectations and standards for the evaluation category at the current rank.	Performance consistently falls below expectations and standards for the evaluation category at the current rank.

A 4 or 5 on the above Likert Scale indicates Noteworthy achievement. A 3 or higher indicates that the standard has been met, and a 1 or 2 indicates that the standard was not met.

It is expected that faculty will meet the standards in all five of these areas. During the years of transition from three categories to five categories, it may be prudent for the candidate to note in their portfolio that while some of their previous evaluations did not include separate

² Table and verbiage for Likert Scale ratings are taken from the faculty annual evaluation form.

categories for Student Success and Professional Development, those activities were completed and subsumed into Teaching, Research, and/or Service.

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. While it is not required that a candidate receive noteworthy achievement as an overall annual evaluation each year, or in every evaluation category, the candidate's performance should be noteworthy when holistically viewed over the promotion period.

While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research and creative activity), teaching, and service. While effort allocations are not required for student success and professional development at the institution level, the University Libraries have opted to have five distinct categories rather than embedding professional development and student success into Research/Scholarship, Teaching, and Service. It is recognized that a comprehensive university will have faculty with varied areas of expertise and responsibilities and, therefore, the percent of effort in each of these areas will not be consistent within or across units. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in these areas.

General expectations for each of these areas as well as specific guidelines for University Libraries faculty are presented below in section V.

C. Evidence of Accomplishments in Promotion Portfolio

Candidates for promotion to a professorial rank will submit a portfolio demonstrating their accomplishments in the five areas stated above (Scholarship, Teaching, Service, Student Success, and Professional Development). While evidence of accomplishments in the areas of student success activities and professional growth and development may be included in the appendices pertaining to Scholarship, Teaching, and Service, the University Libraries have opted to have five distinct categories and, therefore, student success and professional development activities should also be listed in their own category.

Further details regarding the promotion portfolio are provided below in section V.

D. Overview of Promotion Process for Augusta University

The Associate Provost for Faculty Affairs sends the list of eligible faculty members to the Deans of the individual schools/colleges in February/March of each year. The Dean distributes the list of candidates to the appropriate departments. The Department Chair or supervisor informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with their chair (or dean for units without departmental structures) before deciding to submit a portfolio for consideration.

E. University Libraries Promotion Portfolio Review Committee

To establish library promotion guidelines and assist candidates with promotion activities, the AU Library Faculty Assembly Bylaws call for a Promotion Portfolio Review Committee (Article 7, Section 1b). The duties of this committee include: be aware of university and library faculty promotion and tenure guidelines and apply these standards when evaluating candidate's portfolio; establish timeline for portfolio review and committee feedback to candidates; review candidate portfolio to identify achievements needing documentation or explanation, recommend potential formatting changes, and strengthen candidate portfolio for the official promotion review process; provide written feedback to candidate prior to portfolio submission deadline; review library promotion guidelines to suggest potential changes and ensure library procedures are aligned with university guidelines.

This committee is also responsible for providing support to candidates by reviewing candidate portfolios and providing feedback with the goal of strengthening the candidate's promotion portfolio before it is submitted to the college and institution level Promotion Review Committees. Please note that this committee is not an official part of the institutional promotion process and participation is not required but offered as additional support to University Libraries Faculty. This committee will reach out to candidates eligible for promotion with the additional, internal timeline for this review process.

A detailed Promotion Calendar can be found on the [Faculty Affairs website](#) that lists institutional, department, and candidate deadlines. The University Libraries Promotion Portfolio Review Committee will have additional deadlines for internal review processes.

An overview of the Libraries and University promotion process is as follows (on next page):

F. Promotion Committee Membership at All Levels

1. No faculty member shall serve on more than one Promotion & Tenure Committee at different levels (department, college, university) that would cause them to evaluate the same individual(s).
2. No faculty member in a position at or above the level of department chair shall serve on any Promotion & Tenure Committee. Exceptions to this must be granted by the Provost and Associate Provost for Faculty Affairs.
3. Any faculty member with responsibility for directly supervising the candidate shall not be present or participate in any manner in the discussion of the candidate, including not voting.
4. Any member who is a candidate for tenure or promotion should recuse themselves from serving on a promotion and tenure committee at any level (department, college, university) for that cycle.
5. All committee members shall adhere to the [Augusta University \(AU\) Individual Conflicts of Interest Policy](#).
6. All votes on promotion applications shall be conducted by secret-ballot.
7. A quorum will consist of 75% of those eligible to vote who must be physically or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or to tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as a no vote and counts toward quorum. However, if there is a legitimate conflict of interest requiring an abstention, that should be documented in the committee letter; in such a case, the vote will not count as a no vote.
8. Members may not serve consecutive terms.

G. University Promotion & Tenure Committee

1. Changes in the policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the University Tenure and Promotion Committee must be approved by the University President, published on the Office of Faculty Affairs (OFA) webpage, and be reviewed by the college at least every 3 years.
2. Each college/School/Library that has a Promotion & Tenure Committee will have one representative on the University Senate Promotion & Tenure Committee. The college

representative will be elected by the full-time faculty of that College. Ideally this representative should be a faculty member with the senior most rank in the college.

3. Term limits for University Promotion & Tenure Committee membership will be three years. One-third of the committee members (as designated by Groups 1, 2, and 3) will roll off each year and new members elected by their respective colleges. In extraordinary circumstances, it may be necessary for a college to reappoint a member sooner than the three-year rotation; however, the college faculty must vote to re-elect the member.
 - Group 1 consists of Hull College of Business, Dental College of Georgia, and Medical College of Georgia.
 - Group 2 consists of College of Allied Health, Pamplin College of Arts, Humanities and Social Sciences; School of Public Health, and the University Libraries.
 - Group 3 consists of the College of Education, College of Nursing, College of Science and Mathematics, and School of Computer and Cyber Sciences.
4. All members of the University Promotion & Tenure Committee will have full-time faculty appointments, be tenured, and hold the rank of Associate Professor or above.
5. Colleges that have no tenured associate-level or above faculty eligible to serve on the University Promotion & Tenure Committee are allowed to elect a representative that is an Associate Professor or above who is not tenured to serve on this committee. Such representatives may not vote on tenure applications.
6. The Graduate School and AU Online do not have their own Promotion & Tenure Committee, because all AU faculty in The Graduate School and AU Online have primary appointments in another college. Therefore, The Graduate School and AU Online do not meet the criteria for representation and shall not have a representative on the University Promotion and Tenure Committee.
7. The duties of the committee include reviewing all prior recommendations for due process and adherence to each unit's published guidelines. If the committee finds evidence of a violation in due process or inconsistencies in adherence to unit or university guidelines, the committee recommendation shall be accompanied with a detailed explanation.
8. The duties of the committee include reviewing all changes to college level promotion guidelines.

H. College Promotion & Tenure Committee

1. Each college will establish a standing Promotion & Tenure Committee consisting of an odd number of members with a minimum of 5 members. This committee shall be known as the “Promotion & Tenure Committee” of that college. The policies and procedures of the College Promotion & Tenure Committee shall be established by each College. These policies and procedures must be approved by the College Dean, Augusta University Faculty Senate (AUFS), and the Provost (or designee), be published on the OFA webpage and be reviewed by the college at least every 3 years.
2. Exceptions to the committee membership policy may be appealed by the Dean to the Provost. The Provost will review college/library committee membership annually.
 - a. In departmentalized colleges, membership on this committee should be proportionally representative of the departments with at least one member from each department.
 - b. Approximately one-third of the committee membership will be newly elected/appointed each year. The chair of the committee cannot serve as chair in consecutive terms. Colleges set their own term limitations.
 - c. All members of the College Promotion & Tenure Committee will have full-time faculty appointments and will hold the rank of Associate Professor or above.
3. Committee members do not need to be tenured to vote on promotion decisions.
4. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be identified to serve on the College Promotion & Tenure Committee.
 - a. The manner in which outside members are appointed to the committee must be specified in the college governance documentation.
 - b. When outside members are appointed to a College Promotion & Tenure Committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the college and some familiarity with those discipline’s norms for excellence. The procedures used to place outside members on the committee must be harmonious with the elected/appointed proportions described in 1.

I. Exceptions to these Policies

In the case of Chairs, Assistant Deans, Associate Deans, and Vice Deans considered for promotion, the individual’s superior will appoint a 3-person committee from the college to review the portfolio and make a recommendation. This committee serves in place of the departmental Promotion & Tenure Committee. The 3 individuals will have the same or

higher professorial rank and tenure status for which the candidate is being considered. The recommendation is made to the college Promotion & Tenure Committee and the remaining process follows the steps illustrated in the Visual Overview of Promotion Process for University Libraries Faculty on page 9.

In the case of Deans considered for promotion, the review process will start at the College Promotion & Tenure Committee. The College Promotion & Tenure Committee will make a recommendation to a distinct review committee established by the Provost that serves in the place of the Dean. The review committee shall include 3 members charged with reviewing the portfolio and making a formal promotion decision. The 3 individuals will have the same or higher professorial rank for which the candidate is being considered. This committee serves in place of the Dean and the remaining process follows the steps illustrated in the Visual Overview of Promotion Process for University Libraries Faculty on page 9.

J. Promotion Appeals

All faculty shall be notified in writing within 5 business days of the recommended decision of the chair, Dean, Provost, and President and shall receive a copy of the written rationale of the recommendation, at each step of the promotion process outlined in the Visual Overview of Promotion Process for University Libraries Faculty on page 9. Department committees and College P&T committees may forward a copy of their recommendation to the candidate by hardcopy or email if desired.

- If the candidate objects to the determination of any Promotion and Tenure Committee, they shall have a right to challenge the decision. At each level of the review process, within 10 business days from the date of the communication of the committee's, the candidate shall have the right to submit a written objection providing a rationale as to why they believe the committee decision is erroneous and provide any additional evidence needed to support their rationale insofar as it directly addresses the specific reasons for denial. This objection shall become a part of the candidate's portfolio for subsequent review levels.
- At the end of the review process the candidate may request the initiation of a full appeal to the Associate Provost for Faculty Affairs. The Associate Provost shall inform all parties that an appeal has been submitted and is under review.
- An Appeals Committee of not fewer than three, but not more than five, impartial faculty members will be appointed by the Faculty Senate Executive Committee from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty and should meet the minimum requirements for service on the University Promotion and Tenure Committee. The hearing committee should elect a chair from its membership.

- The findings and recommendations of the Appeals Committee shall be made to the President who makes the final decision for the AU. The appellant will be notified of the President's decision, through the delegated authority of the Executive Vice President for Academic Affairs and Provost, with copies to the dean, department chair, candidate, and Human Resources.
- The promotion decision made by the President is generally not appealable. Notwithstanding the foregoing, a candidate may apply for Discretionary review by the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision within 20 calendar days following the decision. An application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance. See [BoR Policy 6.26 Application for Discretionary Review](#).

K. Required Rubric for Promotion and Tenure Committees at all levels:

All Promotion and Tenure Committees shall complete an evaluation rubric and upload the completed form to the candidate's promotion/tenure application folder. See [Faculty Promotion Policy](#) for the rubric.

IV. Promotion Portfolio Guidelines

These guidelines detail the portfolio format and contents that must accompany the request for promotion as it moves through the approval process. Department, school, or college committees may require or request additional information to help them make their decisions, but these materials should remain at the respective level. Schools and colleges should include directions for any mandatory additions in their promotion and tenure documents.

Faculty Affairs utilizes a platform called Interfolio to manage the promotion review process. Candidates for promotion populate the following required materials into Interfolio. This platform acts as a digital portfolio for reviewers. Candidates up for promotion will be provided with more information about this platform when notified of eligibility for promotion.

A. Required Organization and Format of Portfolio

The portfolio shall be organized as follows. The details of the following list of items are described in sections B-F below.

1. **Promotion Application Form** (form available on Faculty Affairs website)
2. **Portfolio Attestation** (form available on Faculty Affairs website)
3. **Summary of Annual Evaluations Form** (form available on Faculty Affairs website)

4. **Summary of Annual Assigned Contract Effort Form** (form available on Faculty Affairs website)
5. **Curriculum Vitae**

The candidate should include a CV that adheres to the guidelines for documentation style in a specific discipline (e.g., AMA, APA, CMS, MLA). The CV must clearly distinguish the activities/achievements that have occurred since the candidate's last promotion.
6. **Statement of Teaching** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the candidate's teaching philosophy, methods and procedures, and how these contribute to student learning. This narrative should also highlight the candidate's contributions in student advising and mentoring and other activities that contribute to student success.
7. **Statement of Scholarship** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the significance of the candidate's scholarship, using criteria from the candidate's discipline as evidence. The candidate should expound on the relevance of publications, presentations, and other examples of scholarship listed on the CV, for both disciplinary and non-disciplinary colleagues, explaining how the candidate's scholarship contributes to regional, national or international prominence, appropriate to rank. If the candidate's scholarship includes activities that contribute to student success, the candidate should explain those contributions.
8. **Statement of Service** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the candidate's service to their profession; their department, college, AU, and/or USG; and/or community. The candidate should identify any service activities that contribute to student success.
9. **Statement of Student Success Activities** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight the candidate's contributions to activities that contribute to student success. This statement is optional for all Professorial Faculty at the Institution level, but the University Libraries have opted to have 5 separate categories and these activities must be listed in their own section.
10. **Statement of Professional Development Activities** (maximum one single-spaced page Calibri 12 point)

This narrative will highlight a candidate's professional development activities to their profession; their department, college, AU, and/or USG; and/or community. The candidate should identify any professional development activities that contribute to student success. This statement is optional for all candidates but the University Libraries have opted to have 5 separate categories and these activities must be listed in their own section.

11. **Appendix A – Copies of the Annual Performance Evaluation** (last 5 years)
12. **Appendix B – Evidence of Teaching** (since last date of promotion)

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams. See section B below for more details regarding Appendix B.
13. **Appendix C – Evidence of Scholarship/Research** (since last date of promotion)

The candidate should present the information that best supports their candidacy based on expectations of their discipline, including the scholarship of teaching and learning, the scholarship of engagement, and the scholarship of discovery. This information should be presented in the most concise manner possible using lists, tables, and diagrams. See section C below for more details regarding Appendix C.
14. **Appendix D – Evidence of Service** (since last date of promotion)

The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams. See section D below for more details regarding Appendix D.
15. **Appendix E – Evidence of Student Success** (since last date of promotion)

The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams. See section E below for more details regarding Appendix E.
16. **Appendix F – Evidence of Professional Development** (since last date of promotion)

The candidate should present the information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables, and diagrams. See section F below for more details regarding Appendix F.
17. **Review and Recommendation Documents**

The following attachments shall accompany the candidate's portfolio through all levels of the promotion review process, but the documents in the attachment are appended during the review process, as described below, by the committees and not the candidate.

 - a. **External Letters of Review**

Appended by the Chair or designee prior to the department tenure committee review. Candidates for the award of tenure are expected to have a minimum of three confidential external (outside of Augusta University) letters of review. External review letters should be from reviewers of the same or higher rank and tenure status as that to which the candidate is applying and be objective reviewers who have no vested

interest in the candidate's success. External reviewers should have a significant scholarly reputation and sufficient knowledge of the candidate's field or sub-field. Selection of a pool of possible external reviewers is the shared responsibility of the candidate, the departmental or college promotion/tenure committee, and the department chair. Augusta University Colleges and Schools will develop a process, subject to approval by the Provost or his or her designee, for selecting and contacting external reviewers. Candidates shall not be informed of the identities of the external reviewers.

b. Internal Letters of Support

Appended by chair and/or reviewers at each level of review: department Promotion & Tenure Committee, Chair, college tenure committee, and Dean.

B. Appendix B – Evidence of Teaching

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

Required Evidence of Teaching:

- The summary sheets of quantitative and qualitative course evaluations for the past 5 years.
- Evidence of peer review, including letters from peers that have observed the candidate teaching.

Guidance from Office of Faculty Affairs:

- If advising graduate student projects or residents include communications from up to 5 residents, graduate students, advisees, etc. that address the quality of the supervision that the student received.
- A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- A list of course and program development activities.
- Evidence that the candidate assesses whether or not they have been successful in increasing student learning outcomes.

- An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member's teaching and how the faculty member has addressed this information in planning their classes and instructional strategies.
- Evidence of activities enhancing student success through teaching and instruction (see the Augusta University guidelines for inclusion of student success activities in the evaluation of faculty).
- Evidence of continuous professional growth and development related to teaching.

Library Specific Evidence of Teaching:

Teaching by librarians encompasses various roles. All activities and responsibilities related to supporting the instructional and research needs of students, faculty, and staff, including preparation and contact time for the following areas, are considered evidence of teaching:

1. Collection Development

Resources in various media must be developed to enhance the programs of all colleges, schools and units, and to maintain the effectiveness of the library as a resource for Augusta University. Library faculty, whose responsibilities are concentrated in this area, must take the initiative for exploring and identifying scholarly publications in a wide range of disciplines that relate to the content and objectives of programs on the AU campuses. Areas of expertise related to collection development include, but are not limited to, the following:

- Knowledge of library resources, procedures and techniques relevant to collection development activities
- Knowledge of the library collections and the University programs which they support
- Knowledge of the world of publishing and its distribution channels
- Effectiveness in obtaining needed library materials as expeditiously as possible through purchase, exchange agreements, interlibrary loan, or other methods
- Ability to recognize research and publication trends, in one or more subject disciplines and to anticipate collection needs which develop from such trends
- Ability to develop and maintain the collection in subject fields through on-going and critical review of relevant literature
- Proficiency in languages or subject knowledge related to university programs

2. Bibliographic Control

The Libraries' catalogs, files, and locally created bibliographic tools provide access to a wide range of materials. The design, development, and maintenance of these library access tools is a cooperative and cumulative process. Our resources, when included in local, national, and international databases, make the Augusta University's collections available to scholars and students worldwide. Areas of expertise related to bibliographic control include, but are not limited to, the following:

- Knowledge of technical resources and methodologies available for achieving bibliographic control in the most accurate and effective manner
- Knowledge of an academic discipline(s) or an advanced specialization in one or more subject, format, or language fields
- Skill in analyzing books, serials, manuscripts, or non-print media in a scholarly manner to extract the essential content
- Skill in applying national and international standards to the description of library materials and holdings in various subjects, languages, and formats
- Effectiveness in interpreting various catalogs and other finding tools to library users

3. Public and Reference Services

Public and reference services must ensure the effective sharing and utilization of library resources in all media. An understanding of and commitment to the educational and research programs at AU will influence the scope, variety, and quality of sources offered. Areas of expertise related to public and reference services include, but are not limited to, the following:

- Working effectively with people to provide thorough, efficient, and courteous assistance to library users
- Possessing skill in interpreting questions, locating relevant information, and/or conducting reference interviews
- Facilitating use of the library collections by patrons through knowledge of the collections and the University programs they support
- Developing knowledge in an academic discipline(s) or an advanced specialization in one or more subjects, formats, or language fields
- Effectively designing search strategies in manual and/or automated systems

- Effectively conveying information regarding library policies, procedures, and/or services to users
- Retrieving resources from and providing resources to external institutions for patron use

4. Instructional Services

Instruction, whether in formal classroom settings or in less formal group and individual sessions, is an ongoing activity for librarians. It consists of helping to define questions assisting in the conduct of research or effectively assisting in the use of library resources and bibliographic services. This also includes providing instruction to faculty and staff in addition to students. Areas of expertise related to instructional services include, but are not limited to, the following:

- Proficiency in planning, developing, and conducting library orientation programs and implementing other instructional projects for various levels of library users
- Teaching ability, whether in conducting formal classes in library resources and services, or in instructing individual patrons in particular aspects of library use, or in the development of learning aids, audio visual presentation and guides to the collections.
- Effectiveness in developing and using a variety of materials and methods in formal library instruction about bibliographic research, use of reference materials in specialized areas, and instruction in the use of the library's catalogs in all formats

5. Management

The effective organization of activities in all sections of the library is essential to the operation of the University Libraries. Librarians with managerial responsibilities must work effectively to create an optimum environment for the accomplishment of departmental activities and library objectives. Areas of expertise related to management include, but are not limited to, the following:

- Effectiveness in planning, organizing, and controlling workflow
- Keeping abreast of best practices for area of management
- Demonstrating effective leadership and innovative ability in improving library procedures, services, and communication
- Ability to identify and resolve problems
- Contributing to the development of supervisees and in-service training of staff and student assistants

6. Information Technology

Computer-based systems and services have become integral to the way libraries function. They have become the foundation for electronic storage, retrieval, and delivery of a wide range of bibliographic and full-text data. Information technology enhances and offers broader and deeper access to library resources and other on-line information. Integrating appropriate information technology into the mission of the library is one of the responsibilities for library faculty active in this aspect of librarianship and often requires a high degree of understanding of the operation of all units of the library. Additionally, these faculty must keep current with new developments in the application of information technology in support of programs on the AU campuses. Areas of expertise related to information technology include, but are not limited to, the following:

- Knowledge of library procedures and services and their automated counterparts, i.e. circulation, serials, acquisitions, cataloging, online retrieval systems, etc.
- Effectiveness in communicating, analyzing, interpreting, and testing technical requirements of automated library and online information systems as they affect the processing, access and delivery, use and dissemination of information
- Knowledge of the world of computer hardware; software, online information resources or automated systems
- Ability to work effectively with staff, vendors, and patrons to provide thorough and responsive assistance and consultation resulting in access to online resources and/or computer technology
- Skill in facilitating use of online systems and broad or specialized knowledge of their capabilities to support augmented access to a wider range of data which complement and enhance traditional information resources
- Developing expertise or an advanced specialization in one or more applications of information technology or computerized systems
- Effectiveness in translating technical jargon and conveying information regarding automated library services and procedures to the user, as well as to designers and vendors of computer-based systems

7. Clinical Support Services

Clinical support services provided by librarians align with the teaching role outlined in academic standards for medical librarians. These activities contribute to the

education of healthcare professionals by enhancing clinical decision-making, fostering lifelong learning, and integrating information literacy into patient care. Areas of expertise related to clinical support services include, but are not limited to, the following:

- Knowledge of principles of evidence-based practice and ability to incorporate them into instructional materials
- Skill in locating and providing information resources at the bedside during clinical rounds
- Ability to critically appraise clinical literature, translate possible implications for clinical practice and convey information to users
- Proficiency in performing in-depth literature reviews, such as systematic or scoping reviews

C. Evidence of Scholarship/Research

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

Guidance from Office of Faculty Affairs:

- Faculty member's publications: designate that which is peer-reviewed versus that which is not peer-reviewed, such as material from other publications, including the Scholarship of Teaching and Learning, the Scholarship of Engagement, and any evidence consistent with [USG ASA Handbook 4.8.2: The Scholarship of Discovery](#).
- Creative endeavors and activities including art exhibitions, professional poetry recitals, theatrical, dance, or music performances, etc.
- All grants, fellowships, and scholarships, as appropriate to the discipline, with funding amounts.
- Invited seminars and presentations.
- Conference proceedings publications, explicitly designating peer-reviewed material.
- Conference presentations, explicitly designating peer-reviewed material.
- Evidence of interdisciplinary collaborations across departments, centers, institutes, or colleges.

- Evidence that the faculty member's research or scholarship makes noteworthy contributions to student success.
- Evidence of the candidate's most significant publications and/or creative endeavors (e.g., abstracts, first pages with DOI's, or complete publication, as appropriate).
- Evidence of continuous professional growth and development related to scholarship/research.

Library Specific Evidence of Scholarship/Research:

Library faculty are expected to remain current with research and best practices in their fields and to generate new knowledge through individual and collaborative research. Library faculty are expected to engage in scholarly communication through presentations at local, regional, national, or international conferences, and through intellectual contributions as writers or editors in professional and academic publications in their field and related fields. Library faculty are encouraged to seek grant opportunities, engage in both funded and non-funded research, participate in professional exhibits, and enhance their education through workshops, coursework, additional degrees, or certifications. Evidence of Research, Scholarship, and Creative Achievements include, but are not limited to:

1. Intellectual contributions (publications)
 - Articles in peer-reviewed or professional journals
 - Books or book chapters
 - Blogs
 - Book or media reviews
 - Electronic articles
 - Exhibit catalogs
 - Instructional design (software development, tutorials, web content)
 - Library research guides
 - Newsletters
 - Other publications
 - Pamphlets
 - Papers published in conference proceedings
 - Publications unrelated to librarianship

2. Presentations unrelated to librarianship
3. Conference presentations or posters
4. Professional Exhibits
5. Grant projects

D. Evidence of Service

The candidate should present the information that best supports their candidacy based on expectations of their discipline. This information should be presented in the most concise manner possible using lists, tables, and diagrams.

Guidance from Office of Faculty Affairs:

- International, national, or regional professional committees, including any offices held.
- USG, AU, college, and department committees, organized by level.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member makes noteworthy contributions to student success.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served their profession through professional organizations and/or other professionally oriented entities.
- Evidence that the faculty member has participated in clinical patient care, when appropriate.
- Evidence of continuous professional growth and development related to service.

Library Specific Evidence of Service:

Library faculty are expected to engage in service as a representative of the University, in the faculty member's area of expertise for the purpose of contributing to the public or professional good. Service is a critical component of faculty work that contributes to solutions to complex societal and enhances the quality of life in the community. Service also

provides for the advancement of the libraries, the university, and the profession. Evidence of service includes, but is not limited to:

1. Serve as a member/chair on Libraries' committees
2. Serve as a member/chair on University committees
3. Serve as a member/chair on University System initiatives
4. Journal editorships, editorial board service, or peer reviewer
5. Service (and/or leadership role) in academic/community/honors/professional organizations
6. Speeches and presentations to community and civic organizations
7. Consultation or collaboration with community groups
8. Leadership and/or participation in AU outreach programs like community health fairs, book festivals, etc.
9. Writing for university or local media or guest appearance on media (TV, Radio, etc.)
10. Lectures, speaking engagements, etc. for community and public K-12 schools
11. Acting as an advisor, mentor, or expert in the faculty member's area of expertise as an official representative of the University.
12. Externally sponsored public service (e.g. HRSA funded service activities)
13. Participating in University functions including, commencement and honors ceremonies, library programs, sporting events
14. Attending faculty presentations such as lecture series, recitals and readings, workshops or programs
15. Planning/conducting a statewide programs or events
16. Participation in institution fundraising activities

E. Evidence of Student Success

Guidance from Office of Faculty Affairs:

Teaching and student success activities:

- Using data and student feedback to continuously improve student engagement.
- Completing early alerts for students' course and career mentoring.
- Advising of students.
- Promoting academic growth mindset in students.
- Developing and updating courses to include best practices for student engagement.
- Assisting students, residents, and fellows in their clinical practice and duties.

Research and student success activities:

- Directing student research.
- Co-authoring or co-presenting with students.
- Sponsoring and/or supporting students to attend professional meetings and conferences.
- Presenting or publishing papers or securing grants related to student success.
- Providing resource support for student research success.

Service and student success activities:

- Serving on committees, teams, and task forces related to student success.
- Mentoring faculty colleagues in student success activities.
- Providing professional development student success sessions to faculty colleagues.
- Attending commencement ceremonies and other student recognition events.
- Organizing or providing professional development activities for students.
- Participating in student recruitment, and retention activities.
- Partnering with academic support services and student affairs organizations.

Administration and student success activities:

- Providing support for curriculum development.
- Assessment of student learning and development.
- Implementing student-centered course scheduling.
- Development of academic calendar policies.
- Developing student support.
- Implementing pedagogical training for faculty members.
- Assisting students with administrative issues.

Library Specific Evidence of Student Success:

Library faculty are expected to contribute to student success as a representative of the University, in the faculty member's area of expertise. While librarians certainly participate in some of the activities above, student success activities are often more indirect in

librarianship. Student success is primarily demonstrated in the Teaching, Research, and Service of librarianship. See the librarian's Teaching, Research, and Service sections for specific evidence of student success. Broadly, evidence of student success might include, but is not limited to, the following:

1. Student Success (& Teaching):

- a. Using assessment data and student feedback to improve student engagement
- b. Developing and updating class materials to include best practices for student success (LibGuides, D2L, LibWizard)
- c. Supervising Student Assistants, Volunteers, etc.
- d. Providing resource support for student research success (access issues)
- e. Cataloging print and electronic materials
- f. Collection development (e.g., selecting and purchasing materials)
- g. Creating in-person and digital exhibits
- h. Planning and executing events such as Banned Books Week, Constitution Day, etc.

2. Student Success (& Research):

- a. Research Consultations to help students find resources to complete research
- b. Publishing the *Arsenal* (AU Research Publication) and/or Online Teaching Commons
- c. Serving as judge for student conferences (e.g., CURS/PKP, Graduate Research Day, department research days) or serving on the planning committee for these events
- d. Collaborating with students on research projects and scholarly publications

3. Student Success (& Service):

- a. Volunteering for AU new student events (e.g., Move-in days, Lemonade Brigade)

- b. Serving on / being active members of library and university committees for student success (e.g. Finals Frenzy, Midterm Madness, Scholarship Review Committee, AU Faculty Senate Student Affairs Committee)
- c. Partnering with academic support services on library initiatives

4. Student Success (& Professional Development)

- a. Attending training / webinars that enhance instruction methods / facilitate student success through learning
- b. Providing / attending in-house faculty development training promoting student success

5. Student Success (& Administration)

- a. Open Access curriculum initiatives like Affordable Learning Georgia Textbooks grants
- b. Providing support for curriculum development (e.g., Senate Curriculum & Academic Policies Committee)
- c. Assessment of student learning and development (SLOs)
- d. Implementing pedagogical training for faculty members

F. Evidence of Professional Development

Guidance from Office of Faculty Affairs:

- Workshops, seminars or other training related to teaching, research, clinical work, administration
- Participation in leadership programs

Library Specific Evidence of Professional Development:

Librarians participate in professional development activities pertaining to the faculty member's area of expertise and in additional programs that further their ability to contribute to the missions of Augusta University.