

GUIDELINES FOR THE EVALUATION OF SERVICE IN THE REAPPOINTMENT/PROMOTION PROCESS

Following are guidelines for those evaluating the service category on Form 1-L and NTT Form 1-L for reappointment/promotion within the Rutgers University Libraries. These guidelines should be used in conjunction with other Library Faculty documents and with the University's Academic Reappointment/Promotion Instructions for University Library Faculty.

There are a greater and constantly evolving number of outlets for service to accomplish the role of the professional librarian in the academic setting. Hence, these guidelines are presented in the form of questions and will require periodic updating. The questions are not intended to be mutually exclusive or comprehensive. Not every question will be applicable to all candidates. They are suggestive of those types of questions that evaluators should be asking when a candidate is considered for reappointment or promotion. Evaluators are encouraged to ask other questions as appropriate.

While some professional activities clearly fall under one of the three categories (Librarianship, Scholarship, Service), some may potentially cross over two or even all three. In this case, the candidate should use his/her best judgment, in consultation with a mentor and others, to determine how to best categorize the activity.

Service to the University, including the Libraries

- Is there evidence of leadership such as chairing a committee or taskforce, taking on a significant project, or demonstrating other significant contributions to the committee or taskforce?
- Were there substantive results from the candidate's participation? (Examples might include a report or new policies)
- If partnering with other university units, how did this advance the Libraries' mission?
- If representing the University or the Libraries at public events or before government bodies, how did this enhance the Libraries' or University's standing?
- How did the service sustain the Libraries or University, or enable it to carry out its academic goals?
- Was this a form of participation in shared governance?
- Did these activities assist in the development of programs or services?

- Did this activity directly involve students or faculty in a way that is beyond the scope of regular liaison or outreach responsibilities?
- Does this enhance the relationship between the Libraries and other units on campus?

Service to the Profession

- How does this contribute to the profession or discipline specifically or in general (mentoring, acting as an outside reviewer, or otherwise benefitting individuals)?
- Is there evidence of leadership such as chairing a committee or taskforce, or taking on a significant project?
- Were there substantive results from the candidate's participation? (Examples might include best practices, guidelines, or policies)
- How does it relate to the candidate's professional responsibilities?
- For editorial service (such as editing a publication or serving as a referee), how does the service relate to the candidate's professional responsibilities? What was the intended audience and what was the impact or outcome?
- If the service involves planning a conference or event, what was the intended audience, how many people attended, and what was the impact or outcome?

Service to the Community at Large

- Does this enhance the Libraries' or University's standing?
- Who was impacted, and in what way?
- Is this in some way related to the candidate's professional interests or did it in some way lead to a professional project or activity? (For example, did it spark a research idea or did exposure to software or some other workflow in this area lead to the suggestion of adopting something similar in the professional setting)?
- Was this in service to a geographic or cultural area served in any way by Rutgers?