Supplemental Criteria and Standards for Promotion and Tenure for University Libraries Faculty

Approved by Provost Judy Bonner
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I. Introduction

The University of Alabama - Our Mission
To advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service.¹

The University of Alabama - Our Vision
The University of Alabama will be the university of choice for the best and brightest students in Alabama and a university of choice for all other students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic community united in its commitment to enhancing the quality of life for all Alabamians.²

The University of Alabama - Our Strategic Goals
• Advance the University's academic, research, scholarship and service priorities, consistent with a top tier university, and continue to promote growth and national prominence in these areas.
• Retain and recruit outstanding faculty and staff to support the teaching, research and service mission of the University.
• Enhance the University's learning environment to attract and retain excellent students.
• Develop a university-wide emphasis on leadership as a primary role of the flagship university of the State of Alabama.³

University Libraries – Our Mission
As The University of Alabama's principal locus of information services, University Libraries strives for excellence in advancing the University's teaching, research, and outreach programs by anticipating information needs, providing access to resources, and promoting effective use of information by students, faculty, and staff.⁴

Role of the Libraries’ Faculty in Fulfilling the University’s Mission
The Libraries’ faculty partner with the teaching faculty in the pursuit of the University's goals for instruction, research, and service while also providing information resources that enhance the University's learning environment. Libraries’ faculty have professorial rank and are expected to make significant contributions to the mission and goals of the University. To accomplish these goals, library faculty must meet criteria that are both unique to the academic research library profession and similar to the activities of teaching faculty.

Librarians provide access to scholarly resources through the acquisition, organization, management and preservation of the collections and through reference and instruction services. Libraries’ faculty address many challenges, including integrating information and technology resources into the intellectual and creative life of the University community, developing instruction programs that foster students' critical thinking about information sources, implementing new information access technologies, managing multiple information systems, and maintaining a leadership role among libraries at the state, regional, national, and international levels.
Libraries’ faculty have an obligation to advance the discipline of librarianship, to pursue the discovery of new knowledge related to their field of expertise, to disseminate the results of their scholarly work, and to seek opportunities for service to the Libraries, campus, state, nation and profession.

Libraries’ Criteria and Standards

The Faculty Handbook states: "All departments and academic divisions are encouraged to amplify the University criteria and standards for appointment, promotion, and tenure with more explicit and specific criteria which apply to their discipline or profession; these amplifications must in no way diminish or conflict with the University criteria and standards ...". This document amplifies the University criteria and standards for tenure and promotion for the faculty of the University Libraries. No statement or example in this document in any way supersedes any part of the Faculty Handbook.

It is the responsibility of the candidate to show how the candidate’s activities in fulfillment of the criteria and standards for tenure or promotion have contributed to the mission and priorities of the University Libraries and the University, as well as the significance and impact of those contributions.

An academic research library is a complex environment with a diverse group of stakeholders. Library faculty are expected to display a high level of professionalism in their working relationships with colleagues within the library and the larger professional community, as well as in interactions with library users and persons in other campus units.

(2) Ibid.
(3) Ibid.
(5) Faculty Handbook, Ch. 2, Part I, ¶7
II. Criteria and Standards for Awarding Tenure to Probationary Faculty

Attainment of tenure at the University Libraries is by no means automatic, based on years of service, but is the result of a thorough evaluation of a library faculty member’s performance in librarianship, professional achievement, and service to the University.

A librarian should show commitment to high academic and professional standards, be effective in providing service and access to appropriate resources, and act fairly and appropriately with respect to all colleagues and library users.

The summary activity report, a required element for library faculty dossiers, is the mechanism that provides the candidate an opportunity to explain his/her specific responsibilities, clearly detail his/her accomplishments, and relate how those contributions have supported and advanced the University Libraries and the University. The summary activity report serves as a basis for assessment of performance in all criteria and provides reviewers a greater understanding of the candidate’s unique role within the University Libraries and beyond.

Criterion 1: Librarianship

Excellence in job performance as an academic librarian is required for the candidate to achieve tenure. Strengthening library services and programs, advancing the University Libraries’ mission and priorities, and supporting the mission and priorities of The University of Alabama are essential components of excellence in job performance.

Variety among library faculty responsibilities and contributions constitutes a strength of the University Libraries and is valued. However, this difference necessitates that candidates explain their role within the University Libraries in their summary activity report. It is the candidate’s responsibility to detail how he/she has made sustained high-quality contributions in his/her area of responsibility and relate how those contributions have improved the quality of services in the candidate's primary area of responsibility and have supported and advanced the mission of the University Libraries and the University.

The candidate should supply additional documentation, when available and meaningful to the process, that demonstrates how the candidate has advanced and supported the priorities of the University Libraries and The University of Alabama. Documentation supplied by the candidate should include “any available evidence that the candidate has made contributions (beyond those included in responsible academic citizenship) to improving the quality of … [library services and programs].”¹ Documentation created as part of the review process as required by The University of Alabama Faculty Handbook² will provide additional assessment of performance as an academic librarian.

Examples of such documentation include but are not limited to:

(a) complimentary, unsolicited letters or email from colleagues, students, teaching faculty, and other library users;
(b) statistics related to job performance;
(c) screenshots of electronic resources created;
(d) copies of policies, procedures, reports, or other documents which the candidate has authored or significantly influenced;
(e) other documentation that provides qualitative measures of job performance.
Criterion 2: Professional Achievement

“A successful candidate must present a strong, continuing record of productive research, publication, creative activity and scholarly achievement appropriate to his/her discipline and fields of specialization; this record must be sufficient in both quantity and quality to demonstrate substantial progress toward an outstanding level of performance.”¹

It is the candidate’s responsibility to demonstrate how his/her professional achievements have made a material contribution to the University Libraries, the University and/or the profession.

Contributions in any area of library and information science, in fields related to the candidate’s professional expertise as defined by their primary area of responsibility, or in fields in which the candidate holds academic credentials will be considered in determining whether the candidate has met the requirements for professional achievement insofar as they advance the mission, priorities, and academic reputation of the University Libraries and The University of Alabama. Contributions at the state, regional, national, and international levels will be considered when determining whether the candidate has met these requirements. Contributions at the state level can have significance and impact; however, because The University of Alabama operates on a national and international stage, the preponderance of activities should reflect regional, national or international activity. Contributions at the local level should be included under Criterion 3: Academic Citizenship.

“In appraising the quantity and quality of a candidate's scholarly and creative contributions to his/her discipline, emphasis is placed upon (1) whether the amount of productive research, publication, and creative activity the candidate presents is commensurate with what should be expected of someone applying for tenure, (2) evidence as to the substantive and consistent nature of the candidate's scholarly or creative efforts, (3) the quality of the refereed journals in which manuscripts have been published (or the quality of invited or juried or reviewed exhibitions, presentations, or performances), (4) the calibre of the publications in which the candidate's works (other than refereed journal articles) have appeared, (5) any evidence of the impact which the candidate's works have had on the discipline and of the extent to which the candidate's publications have been recognized or cited by others, (6) the emerging professional stature of the candidate, (7) the quality of any invitations to consult or lecture, and (8) the quality of any participation by the candidate in research contract or grant activities.”²

The typical ways in which an academic librarian establishes a record of achievement within the profession are through the dissemination of knowledge in the form of publications and presentations, etc. and through active contribution or leadership in a relevant professional organization. Within the field of librarianship, presentations and publications that focus on practical application may have as great an impact as presentations and publications that focus on theory; the two approaches should be given equal consideration.

While appointment as chair or member of a committee or other functional unit of a professional association belongs in the service category rather than this category, such an appointment often affords the candidate the opportunity to participate in activities that lead to professional achievement. Examples include the preparation of policy documents or professional best practices, program planning and presentation, and the publication of an article or website, among others. The candidate must justify how

¹ Faculty Handbook, Ch. 2, Part IV, Sec. A.1.c
² Faculty Handbook, Ch. 2, Part VII
his/her professional association contributions have made a material (i.e., significant) contribution to the profession.

Examples include but are not limited to:

(a) presentation of papers, demonstrations, poster sessions at professional meetings, symposia, workshops and conferences;
(b) serving as session moderators or panelists;
(c) publication of articles in refereed or respected non-refereed journals;
(d) preparation of distributed reports, guides, manuals, white papers, policy statements or recommendations, best practices and other documentation by a professional organization committee or task force of which the candidate has been a member and a significant contributor;
(e) significant execution of duties as an elected officer in a professional organization at the state, regional, national, or international level;
(f) planning a professional conference at the state, regional, national, or international level;
(g) preparation and submission of grant proposals to external funding sources and administration of funded proposals;
(h) creation of born-digital resources that meet quality requirements as described above;
(i) creation of substantial processes, computer programs, software or other apparatus useful in library operations beyond local application;
(j) appointment as a referee, or as a member of an editorial board, or as an editor of a scholarly academic or professional journal;
(k) publication of book-length works such as scholarly monographs or edited bibliographies.

(1) Faculty Handbook, Ch. 2, Part IV, Sec. A.2, ¶1
(2) Faculty Handbook, Ch. 2, Part IV, Sec. A.2, ¶3

Criterion 3: Academic Citizenship

"Each successful candidate must show evidence of a continuing record of responsible academic citizenship appropriate to the candidate’s area."¹

Academic citizenship includes activity in service to the Libraries and the University above and beyond the duties assigned to the candidate’s position, as well as service to the profession through appointment to committees, task forces, or other units of professional associations or organizations. It also includes service to the community that enhances the reputation of the University.

Examples include but are not limited to:

(a) active participation on Libraries’ committees or task forces beyond the faculty member’s primary job responsibilities;
(b) appointment to and active participation on a professional association committee or task force;
(c) contributing to Libraries or University publications or exhibits;
(d) active participation on a University committee or task force beyond the faculty member’s primary job responsibilities;
(e) holding a leadership role on a University committee or task force where membership is part of the candidate’s primary job responsibilities;
(f) advising or sponsoring University student groups or activities;
(g) teaching a continuing education course or for-credit course for an academic department;
(h) presenting to social, governmental, or community groups in a professional capacity beyond the 
faculty member's primary job responsibilities;
(i) community service appropriate to one's discipline that enhances the reputation of the Libraries 
and the University.

(1) *Faculty Handbook*, Ch.2, Part IV, Sec. A.3, ¶1

**Criterion 4: Professional Status**

"Each successful candidate must have made substantial progress toward achieving a professional status 
which will enhance the stature of the University's faculty and must be judged to have the potential to 
make a continuing contribution to the University's mission in teaching, research, and outreach/academic 
citizenship."

(1) *Faculty Handbook*, Ch.2, Part IV, Sec. A.4, ¶1
III. Criteria and Standards for Promotion

“A faculty member usually completes at least four years in rank before being considered for promotion from Assistant Professor to Associate Professor or from Associate Professor to Professor; consequently, candidates normally do not apply for promotion before their fifth year in rank. Faculty members whose academic credentials and performance are outstanding, or who have held academic appointments at their present rank at other institutions, may be considered for promotion sooner.”

Tenure and promotion review are separate processes; therefore, an independent review will take place should a candidate apply for promotion to Associate Professor in the final tenure review year. A separate promotion dossier should be prepared in addition to the tenure dossier.

The summary activity report, a required element for library faculty dossiers, is the mechanism that provides the candidate an opportunity to explain his/her specific responsibilities, clearly detail his/her accomplishments, and relate how those contributions have supported and advanced the University Libraries and the University. The summary activity report serves as a basis for assessment of performance in all criteria and provides reviewers a greater understanding of the candidate’s unique role within the University Libraries and beyond.

(1) Faculty Handbook, Ch. 2, Part III, ¶1

A. Promotion from Assistant Professor to Associate Professor

“To merit promotion to the rank of Associate Professor, candidates must possess a strong record of performance at the Assistant Professor rank. Decisions to promote an Assistant Professor to the rank of Associate Professor are based upon (1) the calibre of the faculty member's ... [performance as a librarian] ... and (2) the calibre of the faculty member's record of ... [professional achievement] .... These two areas of performance are co-equal in importance and are predominant in the evaluation of candidates for promotion from Assistant to Associate Professor.”

(1) Faculty Handbook, Ch. 2, Part III, Sec. B. ¶1

Criterion 1: Librarianship

To merit promotion to the rank of Associate Professor, excellence in job performance as an academic librarian is required. Strengthening library services and programs, advancing the University Libraries’ mission and priorities, and supporting the mission and priorities of The University of Alabama are essential components of excellence in job performance.

It is the candidate’s responsibility to detail how he/she has made sustained high-quality contributions in his/her area of responsibility and relate how those contributions have improved the quality of services in the candidate's primary area of responsibility and have supported and advanced the mission of the University Libraries and the University.

The candidate should supply additional documentation, when available and meaningful to the process, that demonstrates how the candidate has advanced and supported the priorities of the University Libraries and The University of Alabama. Documentation supplied by the candidate should include “any
available evidence that the candidate has made contributions (beyond those included in responsible academic citizenship) to improving the quality of … [library services and programs]. Documentation created as part of the review process as required by The University of Alabama Faculty Handbook will provide additional assessment of performance as an academic librarian.

Examples of such documentation include but are not limited to:

(a) complimentary, unsolicited letters or email from colleagues, students, teaching faculty, and other library users;
(b) statistics related to job performance;
(c) screenshots of electronic resources created;
(d) copies of policies, procedures, reports, or other documents which the candidate has authored or significantly influenced;
(e) other documentation that provides qualitative measures of job performance.

(1) Faculty Handbook, Ch. 2, Part III, Sec. B.1.c
(2) Faculty Handbook, Ch. 2, Part VI

Criterion 2: Professional Achievement

“A successful candidate must present a strong, continuing record of productive research, publication, creative activity and scholarly achievement appropriate to his/her discipline and fields of specialization; this record must be sufficient in both quantity and quality to demonstrate substantial progress toward an outstanding level of performance.”

It is the candidate’s responsibility to demonstrate how his/her professional achievements have made a material contribution to the University Libraries, the University and/or the profession.

Contributions in any area of library and information science, in fields related to the candidate’s professional expertise as defined by their primary area of responsibility, or in fields in which the candidate holds academic credentials will be considered in determining whether the candidate has met the requirements for professional achievement insofar as they advance the mission, priorities, and academic reputation of the University Libraries and The University of Alabama. Contributions at the state, regional, national, and international levels will be considered when determining whether the candidate has met these requirements. Contributions at the state level can have significance and impact; however, because The University of Alabama operates on a national and international stage, the preponderance of activities should reflect regional, national or international activity. Contributions at the local level should be included under Criterion 3: Academic Citizenship.

“In appraising the quantity and quality of a candidate’s scholarly and creative contributions to his/her discipline, emphasis is placed upon (1) whether the amount of productive research, publication, and creative activity the candidate presents is commensurate with what should be expected of someone applying for the rank of Associate Professor, (2) evidence as to the substantive and consistent nature of the candidate’s scholarly or creative efforts, (3) the quality of the refereed journals in which manuscripts have been published (or the quality of the invited or juried or reviewed exhibitions, presentations, or performances), (4) the calibre of the publications in which the candidate’s works (other than refereed journal articles) have appeared, (5) any evidence of the impact which the candidate’s works have had on the discipline or of the extent to which the candidate's publications have been recognized or cited by
others, (6) the emerging professional stature of the candidate, (7) the quality of any invitations to consult or lecture, and (8) the quality of any participation by the candidate in research contract or grant activities.\footnote{2}

The typical ways in which an academic librarian establishes a record of achievement within the profession are through the dissemination of knowledge in the form of publications and presentations, etc. and through active contribution or leadership in a relevant professional organization. Within the field of librarianship, presentations and publications that focus on practical application may have as great an impact as presentations and publications that focus on theory; the two approaches should be given equal consideration.

While appointment as chair or member of a committee or other functional unit of a professional association belongs in the service category rather than this category, such an appointment often affords the candidate the opportunity to participate in activities that lead to professional achievement. Examples include the preparation of policy documents or professional best practices, program planning and presentation, and the publication of an article or website, among others. The candidate must justify how his/her professional association contributions have made a material (i.e., significant) contribution to the profession.

Examples include but are not limited to:

(a) presentation of papers, demonstrations, poster sessions at professional meetings, symposia, workshops and conferences;
(b) serving as session moderators or panelists;
(c) publication of articles in refereed or respected non-refereed journals;
(d) preparation of distributed reports, guides, manuals, white papers, policy statements or recommendations, best practices and other documentation by a professional organization committee or task force of which the candidate has been a member and a significant contributor;
(e) significant execution of duties as an elected officer in a professional organization at the state, regional, national, or international level;
(f) planning a professional conference at the state, regional, national, or international level;
(g) preparation and submission of grant proposals to external funding sources and administration of funded proposals;
(h) creation of born-digital resources that meet quality requirements as described above;
(i) creation of substantial processes, computer programs, software or other apparatus useful in library operations beyond local application;
(j) appointment as a referee, or as a member of an editorial board, or as an editor of a scholarly academic or professional journal;
(k) publication of book-length works such as scholarly monographs or edited bibliographies.

\footnote{Faculty Handbook, Ch. 2, Part III, Sec. B.2, ¶1}
\footnote{Faculty Handbook, Ch. 2, Part III, Sec. B.2, ¶3}

**Criterion 3: Academic Citizenship**

"Each successful candidate must show evidence of a continuing record of outreach/academic citizenship appropriate to the candidate’s area and expertise."\footnote{1}
Academic citizenship includes activity in service to the Libraries and the University above and beyond the duties assigned to the candidate’s position, as well as service to the profession through appointment to committees, task forces, or other units of professional associations or organizations. It also includes service to the community that enhances the reputation of the University.

Examples include but are not limited to:

(a) active participation on Libraries’ committees or task forces beyond the faculty member’s primary job responsibilities;
(b) appointment to and active participation on a professional association committee or task force;
(c) contributing to Libraries or University publications or exhibits;
(d) active participation on a University committee or task force beyond the faculty member’s primary job responsibilities;
(e) holding a leadership role on a University committee or task force where membership is part of the candidate’s primary job responsibilities;
(f) advising or sponsoring University student groups or activities;
(g) teaching a continuing education course or for-credit course for an academic department;
(h) presenting to social, governmental, or community groups in a professional capacity beyond the faculty member’s primary job responsibilities;
(i) community service appropriate to one’s discipline that enhances the reputation of the Libraries and the University.

(1) Faculty Handbook, Ch.2, Part III, Sec. B.3, ¶1

B. Promotion from Associate Professor to Professor

“To merit promotion to the rank of Professor, candidates must possess a strong record of performance at the rank of Associate Professor. Decisions to promote an Associate Professor to the rank of Professor are based upon (1) the calibre of the faculty member’s … [performance as a librarian] … and (2) the calibre of the faculty member’s record of … [professional achievement] …. These two areas of performance are co-equal in importance and are predominant in the evaluation of candidates for promotion from Associate Professor to Professor.”

(1) Faculty Handbook, Ch. 2, Part III, Sec. C. ¶1

Criterion 1: Librarianship

To merit promotion to the rank of Professor, a consistent record of outstanding performance as an academic librarian is required. Strengthening library services and programs, advancing the University Libraries’ mission and priorities, and supporting the mission of The University of Alabama are essential components of outstanding job performance.

It is the candidate’s responsibility to detail how he/she has made sustained high-quality contributions in his/her area of responsibility and relate how those contributions have improved the quality of services in the candidate’s primary area of responsibility and have supported and advanced the mission of the University Libraries and the University.
The candidate should supply additional documentation when available and meaningful to the process in order to demonstrate a consistent record of outstanding performance as an academic librarian. Documentation supplied by the candidate should include “any available evidence that the candidate has made substantial contributions (beyond those included in responsible academic citizenship) to improving the quality of … [library services and programs]” and that demonstrates how the candidate has advanced and supported the priorities of the University Libraries and The University of Alabama. Documentation created as part of the review process as required by The University of Alabama Faculty Handbook will provide additional assessment of performance as an academic librarian.

Examples of such documentation include but are not limited to:

(a) complimentary, unsolicited letters or email from colleagues, students, teaching faculty, and other library users;
(b) statistics related to job performance;
(c) screenshots of electronic resources created;
(d) copies of policies, procedures, reports, or other documents which the candidate has authored or significantly influenced;
(e) other documentation that provides qualitative measures of job performance.

(1) Faculty Handbook, Ch. 2, Part III, Sec. C.1.c
(2) Faculty Handbook, Ch. 2, Part VI

Criterion 2: Professional Achievement

“A successful candidate must present an outstanding record of productive research, publication, creative activity and scholarly achievement appropriate to his/her discipline and fields of specialization; this record should be sufficiently consistent in both quantity and quality to warrant the expectation of continued performance at this level.”

It is the candidate’s responsibility to demonstrate how his/her professional achievements have made a material contribution to the University Libraries, the University and/or the profession.

Contributions in any area of library and information science, in fields related to the candidate’s professional expertise as defined by their primary area of responsibility, or in fields in which the candidate holds academic credentials will be considered in determining whether the candidate has met the requirements for professional achievement insofar as they advance the mission, priorities, and academic reputation of the University Libraries and The University of Alabama. For promotion from Associate Professor to Professor, it is expected that professional achievement contributions should reflect national or international activity. Contributions at the local level should be included under Criterion 3: Academic Citizenship.

“In appraising the quantity and quality of a candidate’s scholarly and creative contributions to his/her discipline, emphasis is placed upon (1) whether the amount of productive research, publication, and creative activity the candidate presents is commensurate with what should be expected of someone applying for the rank of Professor, (2) evidence as to the substantive and consistent nature of the candidate’s scholarly or creative efforts, (3) the quality of the refereed journals in which manuscripts have been published (or the quality of invited or juried or reviewed exhibitions, presentations, or performances), (4) the calibre of the publications in which the candidate’s works (other than refereed journal articles)
have appeared, (5) evidence of the impact which the candidate’s works have had on the discipline and of the extent to which the candidate’s publications have been recognized or cited by others, (6) the professional stature of the candidate, (7) the quality of any invitations to consult or lecture, and (8) the quality of any participation by the candidate in research contract or grant activities.¹²

The typical ways in which an academic librarian establishes a record of achievement within the profession are through the dissemination of knowledge in the form of publications and presentations, etc. and through active contribution or leadership in a relevant professional organization. Within the field of librarianship, presentations and publications that focus on practical application may have as great an impact as presentations and publications that focus on theory; the two approaches should be given equal consideration.

While appointment as chair or member of a committee or other functional unit of a professional association belongs in the service category rather than this category, such an appointment often affords the candidate the opportunity to participate in activities that lead to professional achievement. Examples include the preparation of policy documents or professional best practices, program planning and presentation, and the publication of an article or website, among others. The candidate must justify how his/her professional association contributions have made a material (i.e., significant) contribution to the profession.

Examples include but are not limited to:

(a) publication of book-length works such as scholarly monographs or edited bibliographies;
(b) publication of articles in refereed or respected non-refereed journals with accompanying evidence of such articles’ impact;
(c) presentation of papers or demonstrations at professional meetings, symposia, workshops and conferences;
(d) preparation of distributed reports, guides, manuals, white papers, policy statements or recommendations, best practices and other documentation by a professional organization committee or task force of which the candidate has been a member and a significant contributor;
(e) significant execution of duties as an elected officer in a professional organization at the national or international level;
(f) planning a professional conference at the national or international level;
(g) preparation and submission of grant proposals to external funding sources and administration of funded proposals;
(h) creation of objects appearing only in a digital format that meet quality requirements as described above;
(i) creation of substantial processes, computer programs, software or other apparatus useful in library operations beyond local application;
(j) appointment as a referee, or as a member of an editorial board, or as an editor of a scholarly academic or professional journal.

¹ Faculty Handbook, Ch. 2, Part III, Sec. C.2, ¶1
² Faculty Handbook, Ch. 2, Part III, Sec. C.2, ¶3
Criterion 3: Academic Citizenship

"Each successful candidate must show evidence of a continuing record of outreach/academic citizenship appropriate to the candidate's area and expertise."¹

Academic citizenship includes activity in service to the Libraries and the University above and beyond the duties assigned to the candidate’s position, as well as service to the profession through appointment to committees, task forces, or other units of professional associations or organizations. It also includes service to the community that enhances the reputation of the University.

Examples include but are not limited to:

(a) active participation on Libraries’ committees or task forces beyond the faculty member’s primary job responsibilities;
(b) appointment to and active participation on a national or international professional association committee or task force;
(c) contributing to Libraries or University publications or exhibits;
(d) active participation on a University committee or task force beyond the faculty member’s primary job responsibilities;
(e) holding a leadership role on a University committee or task force where membership is part of the candidate’s primary job responsibilities;
(f) advising or sponsoring University student groups or activities;
(g) teaching a continuing education course or for-credit course for an academic department;
(h) presenting to social, governmental, or community groups in a professional capacity beyond the faculty member’s primary job responsibilities;
(i) community service appropriate to one’s discipline that enhances the reputation of the Libraries and the University.

¹Faculty Handbook, Ch.2, Part III, Sec. C.3, ¶1