National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina

Guidelines for External Reviewers

What We Publish
The majority of our book-length publications are designed to inform practice in institutions of higher education, generally focusing on an educational or institutional structure, student subpopulation, or curricula or cocurricular innovation. These books typically begin with a discussion of the history and philosophical underpinnings of the general topic or issue. Literature reviews and reports of relevant research may be used to build a case for why this topic needs our attention or to justify a particular approach. Subsequent chapters frequently provide recommendations for addressing the subject from a variety of viewpoints. Typically this section also discusses the potential impact of this issue or innovation on student learning, success, or retention.

Successful manuscripts will:
• Examine a topic of continuing importance to professionals working in the first-year experience or students in transition field
• Present new and significant information and observations about the topic that can inform work in a variety of educational settings
• Offer insights derived from a solid and sufficiently broad knowledge base of theory, research, and/or practice

The Role of the Reviewer
Reviewers of book-length publications for the Center are invited to offer global feedback as well as feedback specific to each chapter. Typically, the feedback is submitted in MS Word format beginning with global feedback followed comments on the sections or chapters. For specific notations, please include the page numbers and section of the text to ensure the reference is clearly understood.

We ask that reviewers consider the following criteria when evaluating the manuscript:
• Is there is a clear statement of purpose and focus?
• Does the content include an adequate coverage of scope and depth and are assertions adequately supported with reference to the literature or practice or by example?
• Is there an appropriate balance of theory and practice, including implications for practice?
• Is it readable, without vague language, inconsistencies, or contradictions?
• Are ideas developed and related in a logical, organized fashion?
• What is the importance of each chapter in terms of contributing to the literature?
• What is the currency—is there a balance of classic research or theory and more current references?

Reviews should be submitted to Tracy L. Skipper, Assistant Director for Publications, via e-mail tlskippe@mailbox.sc.edu. In appreciation for this service, external reviewers will be acknowledged in the book and receive a complimentary copy upon publication.