College of Library and Information Science
Policies and Procedures

I.   ADMINISTRATION AND OPERATION   Policy Number: A1.32

         SUBJECT: Evaluations for   Date: 11-22-96
         Tenure and Promotion   Date Revised 2-22-02
                                                              Approved by UCTP 3-06-02

POLICY:

PREAMBLE

As a professional school with the state's only masters degree program in library and information science accredited by the American Library Association, the College of Library and Information Science has a special responsibility to its constituency, especially that within South Carolina. Effective teaching, scholarly activity, and professional leadership through service are fundamental to its mission. Effective teaching is considered to be the first and most important responsibility. Effective teaching is the pivotal faculty function. Having no doctoral level programs, the College offers the master's and specialist's degrees which prepare individuals for entry level and supervisory positions in a broad spectrum of libraries and other information agencies. Graduates and other professionals continue to call upon the College for advice and leadership. Members of the faculty assist these individuals in their continuing education and also work with them to carry out research that is beneficial to the state's professional community and general population. Therefore, scholarly activity that supports the College's service mission is one of its important responsibilities.

The American Library Association, Committee on Accreditation Criteria (1996) defines Library and Information Science as a discipline concerned with "information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management."

Library and Information Science is an evolving discipline with developing bodies of theory and practice. Research in these areas draws substantially from the methodologies of the social and behavioral sciences, the humanities, and the physical sciences. For example, researchers draw upon the social sciences to study the information needs and information seeking behavior of various population groups, the humanities to produce compendia and criticisms of materials and the physical sciences

to study the preservation of materials. Library and information professionals apply their discipline to problems in a number of different environments: higher education, public, school, industrial, governmental and the private sector. There is need for a considerable amount of field-based research, much of it focused upon the practice of the information professions in these environments.

The variety of problems to be investigated in library and information sciences requires researchers to draw upon the experimental, descriptive, and historical methodologies appropriate to the specific inquiries. The faculty of the College of Library and Information Science acknowledges the importance of all research methodologies and a wide variety of publication formats. The faculty asserts that the true test of a methodology or publication format is its appropriateness to the topic, and subscribes to no *a priori* notions of hierarchy among them.

TENURE AND PROMOTION CRITERIA

The College of Library and Information Science uses separate criteria to evaluate candidates for tenure and promotion.

Areas considered in evaluating candidates for tenure and promotion are: teaching, scholarship, and service. The criteria for each of these areas follow.

Evaluation Criteria:

I. Teaching

(Required sources: student evaluations of every course taught prior to tenure or since the last promotion; peer evaluations prior to tenure or since the last promotion; a summary of all teaching prior to tenure or since the last promotion.
Optional sources: annual evaluations by the Tenure and Promotion Committee prior to tenure or since the last promotion; annual evaluations by the dean of the College prior to tenure or since the last promotion.)

Definition of Teaching: Teaching in regularly scheduled classes, one-on-one independent studies, advising, supervision of student research studies, supervision of internships, service on external master's or doctoral theses, preparation of instructional materials, and design of new courses

Excellence in teaching is required for tenure and promotion. It is the first and most important criterion for promotion and tenure.

Evaluations by students will be examined to determine the degree to which they perceive faculty effectiveness in instruction. It is recognized that there may be differences in the student evaluations of required (for degrees or areas of emphasis within degree programs) and elective courses for any individual faculty member.

Peer evaluations, following the approved College policy, will be given strong consideration in judging teaching effectiveness.

II. Scholarship

(Sources: Publications; evaluative letters from selected scholars in the field; consultant reports which contribute to the knowledge base and are disseminated to the profession; grant proposals (if not funded, with evaluators' comments when available); other evidence of scholarly activity. Candidates document state, regional, and/or national/international visibility by demonstrating the impact of their scholarly activity on the discipline, as well as the professional status and degree of recognition by colleagues writing letters of support).

Definition of Scholarship: Refereed and non-refereed publication, books (including textbooks), critical commentaries or reviews, editing, development of data bases, preparation of scholarly exhibits or Web publications, presenting research papers, chairing research sessions at professional meetings, and similar projects are valid scholarly activities. (Refereeing is the process by which a board or group of individuals is selected by a publisher or producer of a publication to consider whether an scholarly product is suitable for publication.) Scholarly editing may take one of two forms: (1) the editorship of professional journals, conference proceedings, textbooks or other works the contents of which have not been previously published; or (2) the conceptualization of content, recruitment of participants, editing of submitted papers, and marketing of the product to a publisher or producer.

Scholarship includes those intellectual activities, as defined above, that contribute to the development and dissemination of the knowledge base of the discipline and the information professions. Competence in scholarship is demonstrated by the candidate's ability in a variety of the following categories to: (1) conduct research with appropriate methodological technique and rigor; (2) conceptualize and theorize in an original way; (3) synthesize, criticize, and clarify extant knowledge and research; (4) innovate in the collection or analysis of empirical data; (5) relate research to the solution of practical problems of individuals, groups, organizations (e.g., libraries, schools, communities, government agencies, and corporations), or societies through professional literature; or (6) communicate and disseminate the results of scholarly inquiry in the discipline for the benefit of society.

Definition of publication: Publication is the formal process of placing information, knowledge, or ideas before the public. Publication is the primary method for development of a knowledge base in the discipline and for the dissemination of scholarship. It is one of the major productivity measures for peer review and evaluation.

Because of its nature, this discipline makes extensive use of electronic communication. Thus, our faculty may present research findings through a variety of media. Print

media, which have traditionally been used almost exclusively for scholarly publication, continue to be important formats. However, other systems, most of which are electronically or digitally based, are now widely used and accepted methods for disseminating the results of scholarship. They show promise for even greater importance because they offer scholars a number of advantages over print media. Electronic/digital media (e.g., video, audio, Web/Internet) often provide possibilities for more timely presentations, enable scholars to interact simultaneously, permit information to be transmitted visually and aurally, and transcend the barriers of geography and disability. All media, if used appropriately, have potential as important vehicles for conceptualization, synthesis, clarification, innovation, and translation within the discipline. For this reason, the scholarly activity of candidates who use these kinds of media in these kinds of ways will be judged on its merit and the extent to which it reflects scholarship.

Judging the Candidate's Record: The candidate's record will be judged on the significance and contribution made to the discipline and the information professions. Consideration will be given to whether an article has refereed or non-refereed status, the difficulty of attainment of the scholarly activity, the influence of the scholarly activity on the discipline or the information professions (such as being cited), grant or contract seeking activities, and any benefit that accrues to the College and University as a result of the scholarly activity. Differing levels of involvement, such as original scholarship, co-authorship, editing or consulting, will be noted.

III. Service

(Sources: the record as presented by the candidate and letters of support from colleagues working with the candidate, as well as peer evaluations of service. Candidates document state, regional and/or national/international professional visibility by demonstrating the relative importance of the professional organizations in which they are active as well as the professional status and degree of recognition of colleagues writing letters of support. Candidates also document College and University service by demonstrating participation and leadership in the faculty governance structure of the College and University.)

Definition of Service: Participation and service on College and University committees and related activities, election, service or leadership with professional organizations in Library and Information Science, non-research based consulting, presentation of seminars and workshops, and application of professional expertise with community groups.

The degree and quality of professional activity and service locally, regionally and nationally/internationally, will be evaluated.   Service to the College through active and productive participation in the College's faculty governance structure will be evaluated. The degree and quality of service to the University's faculty governance structure will also be evaluated. In particular, leadership roles in professional organizations, the University faculty governance structure, consulting which did not

lead to publication, and application of professional expertise in community activities will be considered.

Tenure Criteria

Consistency and durability of performance are relevant factors in evaluating faculty for tenure; therefore, the length of service that a faculty member has completed in a given rank is a valid consideration in formulating a tenure recommendation. Faculty members appointed at the rank of Assistant Professor normally will not be recommended for tenure until they are in their fourth year at the University. Faculty members appointed at the rank of Associate Professor or Professor normally will not be recommended for tenure until they are in their third year at the University.

A candidate at the rank of Assistant Professor or above will be considered eligible for tenure if he/she has demonstrated, during a probationary period, consistent growth and development in the areas of teaching, scholarship, and service. A candidate must also have excellence in teaching and at least one other area (scholarship or service). The candidate's record will indicate a degree of consistency and durability that could be expected to lead to the achievement of state or regional or national or international professional visibility that enhances the image of the College and University. The candidate will be expected to hold an earned doctorate.

Promotion Criteria

Consistency and durability of performance are relevant factors in evaluating faculty for promotion; therefore, the length of service that a faculty member has completed in a given rank is a valid consideration in formulating a promotion recommendation.

Associate Professor:

A candidate will be considered eligible for promotion to the rank of Associate Professor if he/she meets the definition of excellence in teaching, excellence in either scholarship or service, and the definition of good in the remaining area. The candidate must demonstrate strong potential for continued development as a teacher and scholar, and have state or regional or national or international visibility in a specialized area that enhances the image of the College and University. It is expected that the candidate will hold an earned doctorate.

Professor:

A candidate will be considered eligible for promotion to the rank of Professor if he/she has, during the time at rank, met the definition of excellence in teaching and scholarship, and at least good in service. He/she will have achieved national or international professional visibility that enhances the image of the College and University.

PROCEDURE:

The College of Library and Information Science adheres to the tenure and promotion procedures delineated in the *Faculty Manual* (located on the Web at: http://www.sc.edu/policies/facman/fmhome.html). Candidates should note specifically the procedures in the *Faculty Manual* under the headings: "Guidelines for Departmental and College Policy," and "Tenure and Promotion Procedures." The tenure and promotion calendar is established by the Office of the Vice President for Academic Affairs and Provost and is made available to candidates through the dean's office. The dean of the College will notify potential candidates for tenure and/or promotion in writing by April 15 of the timetable for the submission and consideration of files.

The outline of a candidate's application file for tenure and/or promotion must follow the guidelines established for that purpose by the University Committee on Tenure and Promotion. The candidate bears primary responsibility for preparation of the file on which the decision will be based.

In addition to the procedures outlined above in the *Faculty Manual* and in the guidelines of the University Committee on Tenure and Promotion (available on the Provost Web site at: http://www.sc.edu/tenure/goldenrod99/), the College adheres to the following procedures:

I. Membership of College Tenure and Promotion Committee

The College Tenure and Promotion Committee is composed of all tenured faculty in the College. In the matter of tenure, voting members of the committee are all those tenured college faculty members of equal or higher rank. In matters of promotion, voting members of the committee are all those tenured College faculty members of higher rank. The dean of the College is not eligible to vote or to serve on the committee.

The chair of the College Tenure and Promotion Committee shall be elected in a meeting of the committee in April of each year, for a one-year term that shall extend from the ensuing June 1 to May 31. The chair of the committee must be a tenured Professor in the College. All tenured College faculty members are eligible to vote for candidates for chair of the committee.

In the event that there are fewer than five College faculty members eligible to vote on a given application, the dean of the College shall appoint a sufficient number of faculty members from other academic units within the University that do meet the eligibility requirements to make up a committee of five voting members.

II. Voting on a Tenure or Promotion Application

In addition to the voting procedures given in the *Faculty Manual*, the College Tenure and Promotion Committee adheres to the following procedure for determining whether an affirmative recommendation on an application will be made to the dean:

 A majority affirmative recommendation on an application for tenure or promotion is achieved when at least fifty-one percent of all those eligible committee members have cast a "yes" ballot on the candidate's application for tenure or promotion. Eligible members of the committee who cast an "abstain" ballot, or who do not vote, are not counted for purposes of determining whether a majority affirmative recommendation has been achieved. The *Faculty Manual* requires that every vote, including "abstain," be accompanied by a written justification.

Eligible members of the committee who are on official leave from the University (e.g., sabbatical, leave without pay) retain the right to vote during their absence, provided that they have notified the chair of the committee in writing of a desire to do so before beginning the leave, and are familiar with the evidence presented in the file. The chair of the committee shall make every reasonable effort to provide information to eligible members of the committee on official leave.

III. Use of Outside Referees

Each application file for tenure and/or promotion shall contain at least five evaluations of the candidate's file by referees from outside the University. The referees should be individuals of high merit at peer institutions who can make an objective evaluation of the candidate's file. The referees should not include individuals who were former instructors of the candidate, dissertation directors, co-authors, colleagues with whom the candidate has served at other institutions, or who were fellow students with the candidate at the same institution.

The Chair of the Tenure and Promotion Committee shall ask the candidate for a list of up to four individuals that the candidate recommends to serve as outside referees. The Chair, with the advice of other members of the Committee and the dean, shall select a maximum of two individuals suggested by the candidate and will select enough additional outside referees to ensure that at least five evaluations are received. The dean's office will handle all communications with the outside referees using the letter recommended by the University Committee on Tenure and Promotion and will add the referees' evaluations to the candidate's file for review by the Committee on Tenure and Promotion. In requesting letters from outside referees, the Chair will include the language suggested in the UCTP "Guide to Criteria and Procedures."

IV.   Summary Assessment of Teaching

A summary assessment of all teaching at the University prior to the awarding of tenure or since the last promotion will be prepared and placed in the candidate's file. The summary assessment of teaching is based on the required sources (student evaluations of every course taught prior to tenure or since the last promotion and peer evaluations prior to tenure or since the last promotion and on any optional sources (annual evaluations by the Tenure and Promotion Committee prior to tenure or since the last promotion and annual evaluations by the dean of the College prior to tenure or since the last promotion.) It will include comments regarding differences in the student evaluations of required (for degrees or areas of emphasis within degree programs). The Chair of the Tenure and Promotion Committee shall prepare, or request another member of the Committee to prepare, the summary. This document will clearly explain the College's student evaluation process, evaluation system, and provide an overall rating of teaching in keeping with the definitions of teaching in the Glossary.

I. Definitions of Ratings:

Scholarship:

> Excellent: Candidate's scholarship record generally reflects a consistent record of productivity; the evaluations by external referees generally attest to the quality and significance of the candidate's scholarship; candidate documents the influence of his/her scholarship (e. g., citations to his/her scholarly work or evidence of positive influence on practice) on the discipline of Library and Information Science.

> Good: Candidate's scholarship record is generally adequate but inconsistent in the rate of productivity; the external referees generally attest to the quality and significance of the candidate's scholarship; candidate documents the influence of his/her scholarship (e. g., citations to his/her scholarly work or evidence of positive influence on practice) on the discipline of Library and Information Science.

> Fair: Candidate's scholarship record shows a low rate of productivity; the external referees minimally attest to the quality and significance of the candidate's scholarship; candidate only minimally documents the influence of his/her scholarship on the discipline of Library and Information Science.

> Unsatisfactory: Candidate's scholarship record shows only minimal productivity; the external referees are unable to attest to the quality and significance of the candidate's scholarship; the candidate is not able to document the influence of his/her scholarship on the discipline of Library and Information Science.

<u>Teaching</u>:

    <u>Excellent</u>: The candidate's teaching generally receives high student course evaluations; generally receives a rating of excellent on faculty peer evaluations (using the categories on the peer review form); and the summary assessment of teaching (p. 7) prepared by the College Tenure and Promotion Committee rates his/her teaching as excellent.

    <u>Good</u>: The candidate's teaching generally receives overall positive student course evaluations; generally receives at least a rating of good on faculty peer evaluations (using the categories on the peer review form); and the summary assessment of teaching (p. 7) prepared by the College Tenure and Promotion Committee rates his/her teaching as good.

    <u>Fair</u>: The candidate's student course evaluations are only occasionally positive; occasionally receives at least a rating of fair on faculty peer evaluations (using the categories on the peer review form); and the summary assessment of teaching (p. 7) prepared by the College Tenure and Promotion Committee rates his/her teaching as fair.

    <u>Unsatisfactory</u>: The candidate's teaching consistently receives student course evaluations that are not positive; consistently receives faculty peer evaluations (using the categories on the peer review form) that are rated as unsatisfactory; and the summary assessment of teaching prepared by the College Tenure and Promotion Committee also rates the teaching as unsatisfactory (p. 7).

<u>Service</u>:

    <u>Excellent</u>: Candidate's service record shows a high level of service in at least two of the following areas: College, University, community, or professional associations.

    <u>Good</u>: Candidate's service record shows an adequate level of service in at least two of the following areas: College, University, community, or professional associations.

    <u>Fair</u>: Candidate's service record is adequate in at least one of the following areas: College, University, community, or professional associations.

    <u>Unsatisfactory</u>: Candidate's service record is inadequate in all of the following areas: College, University, community, and professional associations.