



**School of Library and Information Science
College of Mass Communications and Information Studies
Tenure and Promotion Criteria, Policies and Procedures**

PREAMBLE

Having the state's only bachelor's program in information science (BSIS) and master's (MSLIS), certificate of advanced graduate study (CAGSILS), specialist (SILS), and doctoral (PHD) degree programs in library and information science, the School of Library and Information Science has responsibilities to integrate research, teaching, and service. The School's professional master's program is accredited by the Committee on Accreditation of the American Library Association, and with accreditation comes a special responsibility to its constituency—librarians and other information professionals, the organizations employing them, and the people who benefit from their services and systems, especially within the state of South Carolina. Effective teaching, research and publication in support of evidence-based practice, professional leadership through service, and their integration is fundamental to the School's mission. Effective teaching, exemplary research, and credible and ethical service leadership are considered to be critical responsibilities of the faculty of the School. In recognizing primacy for these areas of scholarship, we also recognize that teaching, research, and service enrich one another. In an applied field, the interaction of these pillars of scholarship is essential to bridging the gap between theory and practice as well as ensuring that the scholarship of the faculty and students of the school is relevant to the real world of practice.

The School offers the bachelor's, master's, certificate, and specialist degrees to prepare individuals for entry level or supervisory positions in a broad spectrum of 21st Century jobs in the information field. Graduates as well as other professionals continue to rely on the faculty, staff, and students of the School for support, advice, and leadership. Members of the faculty, staff, and doctoral students assist these individuals in their continuing education and also work with them to carry out research and engage in service that is beneficial to the state and beyond. Therefore, scholarly activity that supports the School's service mission is one of its important responsibilities.

The Standards of Accreditation for Master's Programs in Library and Information Studies (2008) notes that: "Library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and

management. ” Given the dynamic nature of the evolution of technology, new forms of interaction with information, and new challenges of providing access to information are constantly on the horizon. Library and Information Science is, thus, a continually evolving discipline with rapidly developing bodies of theory and practice related to a full range of issues from literacy and providing access to the cultural record to developing methods for representing and retrieving information ranging from texts to images and objects of cultural significance. Scholarship in the information field is decidedly inter- and multidisciplinary. This scholarship draws substantially from the theories and methods of the social and behavioral sciences, the arts and humanities, and the physical sciences, including computer science. In turn, the information field contributes broadly to society in its emphasis on bringing together people, information, and technology in order to enable people to find, use, and create information for their own purposes in work and life. By way of example, scholars 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. In turn, librarians and other information professionals apply their expertise to information problems in a number of different environments that follow people from early childhood, through the learning and working years into retirement.

The scope of the information field leads researchers to draw upon experimental, descriptive, and historical methodologies appropriate to specific inquiries. In particular, research is demonstrated by ability to:

- conduct research with appropriate methodological technique and rigor;
- conceptualize and theorize in an original way;
- synthesize, criticize, and clarify extant knowledge and research;
- innovate in the collection or analysis of empirical data;
- relate research to the solution of practical problems of individuals, groups, organizations (e.g., libraries, schools, communities, government agencies, and corporations), or society through professional literature; or
- produce or interpret literature, art, etc. through performance and/or publication; and
- communicate and disseminate the results of scholarly inquiry in the discipline for the benefit of society.

Production and performance may be included in the scholarly output of those in the information field who focus their scholarship—teaching, research, and service—on enriching cultural literacy through literature, folklore, and storytelling, especially to children.

Because of its nature, the information field makes extensive use of electronic communication. Faculty may present research findings through a variety of media. Print media, which have traditionally been used almost exclusively for publication, continue to be important formats. Other systems, most of which are electronically or digitally based, are now widely used and accepted methods for disseminating the results of research. These approaches 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 presentation or production, 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 their merit and the extent to which they reflect scholarship.

Given the above, a significant aspect in determining a faculty member's advancement is the individual's accomplishments in integrating teaching, research, and service as the ultimate achievement in scholarship. While there are a variety of ways that such integration may be evidenced, we offer the following with respect to what we label as community outreach as an example.

Through community outreach scholars bring their research and teaching skills to bear on relevant local, national, or international problems and issues. Community outreach may include planning literary or artistic festivals or celebrations. These community based activities are tied directly to the faculty member's special field of scholarship. As scholars engage in community outreach, they will disseminate promising innovations to appropriate audiences and subject their work to critical review.

Not all external activities are community outreach in the sense intended here. For example, those who serve as jurors, PTA members, etc. do so in their role as citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the School and the University and utilize faculty members' academic or professional expertise.

The provision of service learning opportunities for students may be another example of this integration, which brings together teaching, research, and service in a synergy that may create a contribution greater than the sum of the individual parts.

The faculty of the School of Library and Information Science acknowledges the importance of a full range of approaches to scholarship, which draw upon strategies appropriate for supporting teaching, research, and service to people across the life span.

TENURE AND PROMOTION CRITERIA

The School of Library and Information Science uses separate criteria related to teaching, research, and service to lead to a comprehensive evaluation of the scholarship of candidates for tenure and promotion.

Overall, tenure and promotion reviews address the candidate's past sustained performance and impact as a scholar as well as the anticipation of sustained future scholarly performance and impact. Teaching, research, and service are each components of scholarly performance. The synergy among teaching, research, and service that is scholarship is evaluated through evidence of impact on student learning, advancement of knowledge, and the information professions and broader society at state, national, and international levels. Time and accomplishments in a faculty position at another educational institution may be considered in evaluating a candidate for tenure and promotion. There is no minimum time per se before consideration for tenure and/or promotion; rather evidence of scholarly productivity will need to be sufficient to justify consideration.

Faculty members hired into the tenure track after January 1, 1995, will be responsible within their probationary period for meeting the unit tenure and promotion criteria and university standards in effect at the time of their hiring unless the faculty member elects to be considered under the unit criteria and university standards in effect at the time of the application for tenure. For all subsequent promotions the faculty member shall be responsible for meeting unit criteria and university standards in effect at the time of their application for that promotion.

Evaluation Criteria:

I. Teaching

Definition of Teaching:

Teaching in

- regularly scheduled classes—whether face-to-face, distance, blended, or other pedagogically sound approaches,
- one-on-one independent studies,
- advising,
- supervision of student research studies,
- supervision of internships and service learning experiences,
- service on undergraduate, master's or doctoral theses/dissertations,
- preparation of instructional materials,
- design of new courses, and
- other curriculum development work.

Evidence:

- Student evaluations from every course taught prior to tenure, or since the last promotion;
- Peer evaluations prior to tenure (at least annually);

- A summary of all teaching since appointment as a tenured or tenure-track faculty member in the School, prepared by the Chair and/or other members of the SLIS Tenure and Promotion Committee.
- Course materials for all courses since appointment as a tenured or tenure-track faculty member in the School. These materials would likely include, for example, syllabi and examples of assessments and learning aids.
- Annual evaluations by the Tenure and Promotion Committee since appointment as a tenured or tenure-track faculty member in the School or since the last formal review.
- Annual evaluations by the director of the School since appointment as a tenured or tenure-track faculty member in the School.
- Indication of service learning contributions.
- Awards, teaching-related grants, etc.
- Supervision of student internships.
- Course/curriculum development evidence.
- Indication of direction of student research at undergraduate, master's, or doctoral levels
- Membership on thesis or dissertation committees.
- Other feedback from colleagues, students, alumni, in the form of solicited letters of input.

Evaluation:

- Evaluations by students will be examined to determine the degree to which students judge faculty as effective 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 will be given consideration in judging teaching effectiveness. Peer evaluations are conducted at least annually for untenured faculty.
- Improvements in teaching effectiveness as judged by student and peer reviews will be considered in a positive light, with more recent reviews receiving more weight in evaluation. Other factors that might influence an up or down in ratings, such as class size or a required versus elective class, will be considered in viewing more erratic patterns of course evaluations.
- Course materials will be examined to assess their relationship to the curriculum-related learning outcomes of the degree program(s) involved, incorporation of the evidence-based approach in teaching, encouragement of student research, and development of connections to professional practice and/or service

II. Research

Definition of Research:

- Research includes those intellectual activities that contribute to the development and dissemination of the knowledge base of the information field and the information professions.
- Peer reviewed publication, other non-peer reviewed publication, books (including textbooks), critical commentaries or reviews, editing, development of research-related databases, preparation of scholarly exhibits or Web publications, presentation of research papers or chairing research sessions at professional meetings, and related projects are valid research activities.
- Refereeing is the process by which individuals are selected by the editor of a publication to consider whether a research product is suitable for publication.
- Research-related editing such as the editorship of professional journals, conference proceedings, textbooks or other works the contents of which have not been previously published; or the conceptualization of content, recruitment of participants, editing of submitted papers, and marketing of the product to a publisher or producer.
- Productions and performances that are related to the research output of a tenure track faculty member are considered in the evaluation of research.

Definition of publication, presentation, production, and performance:

- Publication is the formal process of placing information, knowledge, or ideas before the public and is not limited to any particular format. As such, publication may include the production or performance of artistic or creative endeavors.
- Publication, incorporating presentation, production and performance, is the primary method for development of a knowledge base in the discipline, for the dissemination of scholarship, and for the transmission of the cultural record.
- Publication, incorporating presentation, production and performance, particularly that which is peer-reviewed or juried, is one of the major productivity measures for review and evaluation.
- Among various forms of publication, presentation, production, and performance, peer-reviewed and/or juried work has a higher standing than other forms.
- Citations, reviews, awards, and other forms of recognition of the quality of publication, production, and performance provide further evidence of impact.

Evidence:

- Peer reviewed publications or juried presentations, productions, or performances;
- Invited publications, presentations, productions, or performances in recognition of scholarly productivity or expertise;
- Other publications (e.g., technical reports, professional standards, white papers, open source publications, evaluations, assessment tools);
- 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);
- Invitations to participate in scholarly work, including scholarly panels, grant and other review panels, editorial review boards, peer-reviews for publication, consulting work, thesis or dissertation committees, presentations, or produce publications;
- Documentation of state, regional, and/or national/international visibility through demonstration of the impact of scholarly activity on the discipline and beyond (e.g., citations, participation on dissertation committees, awards, review panels);
- Professional status and degree of recognition by colleagues writing letters of support.
- Citations, reviews, awards; and
- Other evidence of scholarly activity, which the candidate offers for consideration or by request of the SLIS Tenure and Promotion Committee.

Evaluation:

The candidate's record will be judged on the significance, contribution, and impact made to the discipline and the information professions. This judgment will be supported by comments of external reviewers and other indicators of the impact of the candidate's scholarly activities, including:

- Peer reviewed or juried status;
- Invited publication;
- The influence or impact of the scholarly activity on the discipline or the information professions (such as being cited, positively reviewed, or recognized through awards);
- Grant or contract seeking activities,
- Benefit that accrues to the School, College and University as a result of the research activity;
- Differing levels of involvement, such as original scholarship, coauthorship, editing or consulting;
- Research that contributes to theoretical, conceptual, and/or methodological development and influences practice;
- Faculty production and/or performance through presentation of scholarship are recognized as approaches for research communication. Research contributions that are nationally and internationally recognized; and
- Research products that advance teaching and/or strongly influence professional practice.

Service

Definition of Service:

- Participation and service on School, College and University committees, task forces, and related activities,

- Election, service or leadership related to professional organizations in the information field,
- Non-research based consulting, presentation of seminars, workshops, and continuing education events, and
- Application of professional expertise with community groups.

Evidence:

- The service record as presented by the candidate
- Letters of support from colleagues indicating the nature of the service contributions
- Documentation of School, College and University service by demonstrating participation and leadership in the faculty governance structure of the School, College and University.)

Evaluation:

- The degree and quality of professional activity and service locally, regionally, nationally, and internationally, will be evaluated in recognition of the particular contribution of such service to scholarship in a professional school in the information field.
- Service to the School or College through active and productive participation in the faculty governance structure will be evaluated.
- The degree and quality of service to the University's faculty governance structure will also be evaluated.
- 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.
- Service efforts that contribute to teaching and/or research are particularly valued.
- Untenured faculty members are encouraged to emphasize service that enhances their teaching and research.

Definitions of Ratings:

Research:

Outstanding: Candidate's research record and level of national/international recognition is at a very high level of quality as evidenced by citations, awards, testimonials of positive influence on practice, and other indicators of impact. The evaluations by external referees note the outstanding quality, significance, and impact of the candidate's research record.

Excellent: Candidate's research record generally reflects a consistent record of quality. The evaluations by external referees generally attest to the quality and significance of the candidate's research record. Indicators of impact support the substantial influence of the candidate's research record (e. g., citations to his/her scholarly work or evidence of positive influence on practice). A national/international level of recognition has been achieved.

Good: Candidate's research record is generally adequate but may vary in the rate and/or quality of productivity due to the nature of the research. There has been insufficient time to judge longer term impact. The external referees generally attest to the quality and significance of the candidate's scholarship. Indicators of impact support the influence of the candidate's research record (e. g., citations to his/her scholarly work or evidence of positive influence on practice).

Fair: Candidate's research 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.

Unacceptable: 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.

Teaching:

Outstanding: The candidate's teaching contributions are particularly noteworthy and go beyond the excellent level through recognition by School, University, or National/International awards for teaching contributions. Alternatively, the candidate may be sought after to mentor other faculty or doctoral students, offer teaching workshops, and the like.

Excellent: 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 prepared by the SLIS Tenure and Promotion Committee rates his/her teaching as excellent.

Good: The candidate's teaching generally receives overall positive student course evaluations with some indication of continuing areas for improvement; candidate has taken the initiative to seek help in areas needing improvement; 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 prepared by the School's Tenure and Promotion Committee rates his/her teaching as good.

Fair: 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 prepared by the School's Tenure and Promotion Committee rates his/her teaching as fair.

Unacceptable: 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 School's Tenure and Promotion Committee also rates the teaching as unsatisfactory.

Service:

Outstanding: Candidate's service contributions go beyond the excellent as evidenced by consistent outstanding service contributions, such as election as an officer or board/council member, frequent appointment to committee chair or other positions that make a significant impact on the information field. Service awards from professional, community, and other organizations would be a further indication of outstanding service.

Excellent: Candidate's service record shows an exceptionally high level of service in at least two of the following areas: School, College, University, community, or professional associations.

Good: Candidate's service record shows a high level of service in one of the following areas: School, College, University, community, or professional associations.

Fair: Candidate's service record is adequate in one of the following areas: School, College, University, community, or professional associations.

Unacceptable: Candidate's service record is inadequate in all of the following areas: School, College, University, community, and professional associations.

Tenure Criteria

Consistency, durability, and impact of scholarship are relevant factors in evaluating faculty for tenure. Development/improvement over time is another consideration. Length of service in a given rank is a valid consideration in formulating a tenure recommendation. Faculty members may be recommended for Tenure upon appointment. In this case the faculty member will

typically already hold tenure at another institution and/or present a convincing case for meeting SLIS and USC tenure criteria. Faculty members appointed at the rank of Assistant Professor normally will not be recommended for tenure until they are in at least their fourth year at the University. A candidate who is an Assistant Professor must be a candidate for tenure and promotion in the candidate's penultimate or, typically, sixth year. A faculty member may not be tenured at the rank of Assistant Professor. Faculty members appointed at the rank of Associate Professor or Professor (without tenure) normally will not be recommended for tenure until they are in, at least, their third year at the University. An earned doctorate is normally required for tenure.

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 along with durability of performance as a scholar in the areas of teaching, research, and service. A candidate for tenure must show excellence in either teaching or research and be at least good in the other area (teaching or research). It is expected that Service will at least be at the good level and will complement teaching and research. The candidate's record will indicate a degree of growth and development in scholarship leading to the expectation of achievement of state, regional, national, or international visibility that enhances the image of the School, College, and University.

Promotion Criteria

Growth, development, and impact in scholarship are important factors in evaluating faculty for promotion.

Associate Professor:

Candidates will be considered eligible for promotion to the rank of Associate Professor when they show excellence in either teaching or research and are good in the other area (teaching or research). It is expected that Service will at least be at the good level and will complement teaching and research. The candidate must demonstrate substantial potential for continued development as a teacher and researcher, and have state or regional or national or international visibility in a specialized area that enhances the image of the School, College and University. It is expected that the candidate will hold an earned doctorate.

Professor:

Candidates will be considered eligible for promotion to the rank of Professor if they meet the definition of excellence in teaching and research, and are at least good in service. They will have achieved national or international professional visibility that enhances the image of the School, College, and University. Their performance will demonstrate consistent and durable impact on the information field.

PROCEDURE:

The School of Library and Information Science (SLIS) 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 director’s office. The director of the School will notify potential candidates for tenure and/or promotion in writing of the timetable for the submission and consideration of files (available on the Provost’s Tenure and Promotion website: <http://www.sc.edu/tenure/>).

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 at <http://www.sc.edu/tenure/>), the School adheres to the following procedures:

Membership of the SLIS Tenure and Promotion Committee:

The SLIS Tenure and Promotion Committee is normally composed of all tenured faculty in the School. In matters of tenure, voting members of the committee are all those tenured faculty members of the School of higher rank to the person being considered for tenure. In matters of promotion, voting members of the committee are all those faculty members of the School of higher rank (i.e., Associate or Full Professors for review of Assistant Professors; Full Professors for review of Associate Professors). The director of the School is not eligible to vote or to serve on the committee, though the director will participate in meetings of the Tenure and Promotion Committee in an advisory role when possible.

The chair of the SLIS Tenure and Promotion Committee will be elected in a meeting of the committee by April 15th of each year for a one-year term that will extend from the ensuing June 1 to May 31, by a majority vote of the members of that committee. All tenured School faculty members are eligible to vote for candidates for chair of the committee.

In the event that there are fewer than five School faculty members eligible to vote on a given application for tenure and/or promotion, the director of the School will 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.

Voting on a Tenure or Promotion Application

In addition to the voting procedures given in the Faculty Manual (e.g., voting by secret ballot), the SLIS Tenure and Promotion Committee adheres to the following procedure for determining whether an affirmative recommendation on an application will be made to the director:

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 are not counted for purposes of determining whether a majority affirmative recommendation has been achieved. The Faculty Manual notes that written justification of all votes at the unit level is mandatory and this justification will state specifically how the candidate meets or does not meet the unit’s criteria; we interpret the mandatory justification requirement in the faculty manual to include a requirement for justification for abstentions.

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 will make every reasonable effort to provide information to eligible members of the committee on official leave.

Use of Outside Referees

Each application file for tenure and/or promotion will contain at least five evaluations of the candidate’s file by impartial scholars at peer or aspirant institutions within the field of library and information science. A person who is a leading scholar in the field of library and information science may be used as an outside evaluator if she or he is at an institution that is not peer or aspirant. A non-university specialist may be used as an outside evaluator if their expertise is particularly relevant. The outside reviewers should not include individuals who were former instructors of the candidate, dissertation directors, coauthors, colleagues with whom the candidate has served at other institutions, who were fellow students with the candidate at the same institution, or where there may be some other conflict of interest.

The Chair of the Tenure and Promotion Committee, with the advice of other members of the Committee and the Director, will select enough outside referees to ensure that at least five evaluations are received. Recognizing that persons having relationships with the candidate as outlined above will normally be excluded as outsider reviewers, the Chair of the SILS Tenure

and Promotion Committee will consult with the candidate regarding suitability of outside evaluators. In particular, all outside evaluators will be asked to disclose any relationship or interaction with the applicant. The Director'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 University 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."

Summary Assessment of Teaching

A summary assessment of all teaching at the University since assumption of a tenure track position or since the granting of tenure or the last promotion will be prepared and placed in the candidate's file. The summary assessment of teaching is based on the required sources (e.g., student evaluations) and any optional sources (annual evaluations by the Tenure and Promotion Committee and annual evaluations by the director of the School.) The summary will include comments regarding differences in the student evaluations of required (for degrees or areas of emphasis within degree programs) versus elective courses for a degree program. The Chair of the Tenure and Promotion Committee will prepare, or request another member of the Committee to prepare the summary. This document will clearly explain the School's student evaluation process, evaluation system, and provide an overall rating of teaching in keeping with the definitions of rating of teaching given below.

Faculty with Joint Appointments

Jointly appointed faculty are faculty members whose tenure home is in one unit (the "primary unit") and who have a part time appointment, with some combination of teaching, research, and service obligations, in one or more unit or program (the "secondary unit"). A joint appointment is formalized by a Memorandum of Understanding (MOU) or Charter that specifies the responsibilities of the faculty member to the primary and secondary units. The MOU (1) identifies the tenuring unit; (2) specifies teaching load and split of teaching load between the primary and secondary units; (3) includes formula and criteria for sharing indirect cost return (IDCR) among the units; and (4) specifies service responsibility load and split between the units.

The criteria for granting tenure or promotion to a jointly appointed faculty member will be those of the primary unit. Each secondary unit is given an opportunity to propose outside evaluators and to comment on the evaluators proposed by the primary unit. Primary and secondary units will work together to obtain a suitable, representative group of evaluators. In any event, an evaluation must be solicited from at least one evaluator nominated or approved by each secondary unit.

In the case that SLIS is the secondary unit for a faculty with a joint appointment, the normal procedures either specified above or stipulated in the MOU regarding the tenure and promotion procedures related to the joint appointment will apply regarding solicitation of comments and providing them to the primary unit. In the case that SLIS is the primary unit, the normal procedures specified above as supplemented by the MOU regarding tenure and promotion procedures related to the joint appointment will apply regarding coordination and solicitation of comments. Specifically, the secondary unit will be involved in the selection of outside evaluators, tenure and/or promotion materials will be made available to eligible faculty of the secondary unit, and formal input will be obtained from the eligible faculty of each secondary unit and placing it in the candidate's file at least five working days prior to the unit's vote on the application.