

GUIDELINES FOR THE PREPARATION OF THE FACULTY INFORMATION FORM (FIF)

USCL FACULTY EVALUATION COMMITTEE, APRIL 2006

According to the University of South Carolina Lancaster's Annual Faculty Peer Review policy, annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the *Regional Campuses Faculty Manual*, and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for these criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas. For the purposes of peer review, the committee will evaluate faculty performance according to the following percentages:

60%	Effectiveness as a Teacher and/or Librarian
20%	Scholarship
20%	Service

This scale is based on USC Lancaster expectations for annual peer review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level. The following guidelines are recommendations for the preparation of the Faculty Information Form for annual peer review. Faculty are encouraged to adhere strictly to these guidelines, especially those who plan to seek tenure or promotion in the future, as the information compiled here can serve to build an eventual formal T&P file. Faculty who plan to seek tenure or promotion are encouraged to prepare their FIFs with both local expectations in mind, as well as the more rigorous requirements for the tenure or promotion they will seek. For all levels of review, the narrative and justification for teaching effectiveness is of paramount importance for both annual evaluation and for criteria for tenure and promotion.

Teaching, Scholarship, & Service

Teaching effectiveness should list courses taught, enrollments, preparations, as well as an explanation of how the professor demonstrates teaching excellence. The professor is encouraged to provide a summary of student evaluation data. The professor may discuss testing methods, describe how a course has been designed or changed to meet student needs, or discuss a specific assignment in terms of the campus general education goals, for example. The discussion of teaching effectiveness should demonstrate serious thought and effort to improve one's teaching, particularly given the fact that the evaluation of teaching represents 60% of the overall evaluation score.

The *Regional Campuses Faculty Manual* defines **scholarship** broadly to include the many types of activities our faculty engage in. Faculty must familiarize themselves with the criteria for rank and promotion in the *Manual* and may wish to cite those in the FIF, particularly for scholarship. But because the definition is broad, the faculty member should justify how projects are scholarly

in nature; you should argue persuasively how your activities fit the definition of scholarship. Even a clearly scholarly project such as a journal publication requires contextualization; is the journal peer reviewed? How significant is the journal in your field? For other activities less obviously scholarly, such as reading and study to expand one's body of knowledge, it is important to explain how such activities meet the *Manual's* definition of scholarship.

The *Manual* defines four different types of **service** activities; while the faculty member may not have service in each of the categories, the FIF should clearly define which activities fall into which category. List the activities, but also explain the level of your involvement. If particularly significant, or if reviewers are unlikely to be familiar with the service activity, the faculty member may wish to explain its relevance.

Other Useful Information

- Junior faculty members should regard the FIF as an annual activity preparatory to the completion of the tenure and promotion file. Assembling the file annually will also aid senior faculty in preparing for promotions and post-tenure review.
- Complete all three sections of the FIF; a modest case is certainly better than no case at all.
- Provide narrative explaining the significance of the items listed in the FIF; it is important to both list items and explain them.
- List projects completed during the year, but also works in progress. Although the work may not yet be completed, it is nevertheless a part of your activity during the year. Grants should include a statement of funding status; if not funded, grants may still be listed, including plans for revision and resubmission.
- Information included in the FIF should be from the current year only, not a cumulative listing of activities.