

FIRST-YEAR TENURE-TRACK FACULTY PEER REVIEW

UNIVERSITY OF SOUTH CAROLINA LANCASTER

PURPOSE

As stated in the *Regional Campuses Faculty Manual*, the University of South Carolina is committed to annual review of all faculty. First year review is a specialized form of annual peer review applicable to faculty in the first year of their tenure-track appointments. Administrators with faculty rank are urged to undergo first-year tenure-track faculty peer review in the first year of appointment, particularly if the administrator plans to pursue promotions and/or tenure in the future.

This evaluation is designed to introduce the faculty member to the basic procedures of the tenure and promotion process at the University of South Carolina Lancaster. In addition, the review will give faculty members constructive feedback on their initial performance in rank in terms of tenure and promotion criteria, specifically teaching, scholarship, and service.

RECOMMENDATIONS & SPECIAL CONSIDERATIONS FOR FIRST YEAR REVIEW

The USCL Tenure and Promotion Committee will evaluate the first-year review file, as will the faculty member's division chair, and the Associate Dean for Academic and Student Affairs. A person undergoing first year review is exempt from Annual Faculty Peer Review but may request that the first-year review file be sent to a higher level for an informal review.

Typically, the faculty member submitting a first year review file has only been on campus for one semester. As a result, the file may be not only a description of work performed thus far, but also the strategy for future development. Ideally the file will include a plan for scholarly research, if not actual research conducted during that time period.

The faculty member should in this first year develop an appropriate mechanism for recording and documenting professional activities, which will facilitate the preparation of the files for third-year review and application for tenure and/or promotion. The faculty member should refer to the *Regional Campuses Faculty Manual* for a listing of appropriate documentation, and should be aware that documentation is more than simply listing but includes preservation and presentation of evidence. At this early stage in the faculty member's professional career, the most useful forms of evidence should include classroom peer visitations and a scholarship strategy.

First-year faculty are urged to work closely on this review procedure with a mentor. The new faculty member may request the Associate Dean recommend a mentor.

PREPARATION OF THE FILE

Annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. First year review also uses the format of the FIF, which is arranged according to the criteria for tenure and promotion found in the *Regional Campuses Faculty Manual*. 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 his or her contributions to the mission of USC Lancaster in the performance of each of these areas.

The committee evaluating the file will consider the following percentage scale for these areas, but candidates for tenure or promotion should consider that this scale is based on USC Lancaster expectations for 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:

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

For a description of the criteria for each of these areas, please refer to the most recent edition of the *Regional Campuses Faculty Manual*. It is important that the faculty member include activities in each of the three areas of the FIF, and the faculty member is encouraged to present limited narrative providing context and explaining the importance of the most significant activities included in the file. Faculty members should note that within the category of service, USC Lancaster sets a high priority on service to the community.

PROCEDURES AND DEADLINES

First-year faculty review shall be conducted according to the following schedule (the first date is the deadline for first-semester appointments, and the second is for second-semester appointments).

| | |
|----------------------------|--|
| January 15/May 25 | The faculty member shall have submitted a completed first-year review file to the office of the Associate Dean for Academic Affairs. The Associate Dean will retain one copy of the file for reference, forward one copy to the faculty member's division chair, and forward six copies of the file to the Tenure and Promotion Committee (hereafter referred to as "the committee").* |
| February 7/June 10 | The division chair will return the file to the Associate Dean, including a letter regarding his or her recommendation. The committee also will review the file and submit its recommendations to the Associate Dean. |
| February 21/June 22 | The Associate Dean will review the file and submit a recommendation to the Dean of the University for whatever action is appropriate. |
| March 1/July 1 | If during the first year of an appointment not expressly temporary in nature, it is deemed in the best interest of the University to terminate |

* For second semester appointments, the tenure and promotion committee serving during the academic year of the new faculty member's hiring will review the file.

the appointment at the end of the first year, notice of such termination will be given in writing by March 1 for first-semester appointments and July 1 for second-semester appointments.

April 30/July 30

By this date, the new faculty member will have received from the committee a written evaluation on the Peer Review Form. Each faculty member must sign his or her PRF acknowledging that the evaluation has been completed. This signature does not necessarily constitute agreement with the evaluation, and every faculty member has the right to respond to the annual peer evaluation in writing. The original of the signed PRF shall be given to the faculty member, and a copy shall be given to the Associate Dean for Academic Affairs, who will maintain the copy as a part of the faculty member's personnel file.

May 31/August 30

By this date, any faculty member who wishes to respond to the annual peer evaluation in writing must have submitted the response to the Associate Dean for Academic Affairs. Any written response from a faculty member to the PRF must be attached to the copy maintained in the office of the Associate Dean for Academic Affairs.

COMMITTEE PROCEDURES

First-Year Tenure-Track Faculty Peer Review will be conducted each year by the USCL Tenure and Promotion/Peer Review Committee. Evaluation of the faculty member will be based on the FIF submitted by that faculty member, and the evaluation will proceed in the following manner.

1. After review of the FIF and using the numerical rating system listed on the PRF, each member of the committee will evaluate the performance of each faculty member, producing a numerical rating and brief comments for each of the three areas.
2. Each committee member will determine an overall numeric rating for the faculty member, using the following weighted scale as a guide:

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

The committee member's overall score for each faculty member need not be an exact average of these percentages, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.

3. The Chair of the committee will average the ratings of each of the committee members into a single numerical rating for each of the three areas included on the PRF. The Chair of the committee will also collate the comments of each committee member and include those comments in the narrative section of the PRF.

4. The committee will meet and discuss the average scores in each of the areas, and determine an overall numeric score. This score need not be an exact average of the percentages referenced in step 2 above, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration. The committee should also at this time discuss and justify individual narrative comments and edit those comments for clarity as the committee deems necessary. It is desirable that the committee reach consensus in the preparation of the narrative comments, but when necessary, dissenting comments shall be included.
5. Each member of the committee must sign the PRF. These signatures do not necessarily indicate that all members of the committee agree with all comments on the form or the overall ratings, but rather indicate that the committee members have reviewed the PRF and that their comments and ratings have been included in the process.

MISSION STATEMENT

UNIVERSITY OF SOUTH CAROLINA LANCASTER

One of the five regional campuses of the University of South Carolina, the University of South Carolina Lancaster has grown since its inception in 1959 from a community dream into a vital public coeducational institution of higher learning. USC Lancaster is today a comprehensive learning center, offering high-quality University programs and services to approximately 1,200 full- and part-time students from a service area of six counties (Lancaster, Chester, Chesterfield, Kershaw, Fairfield, and York). The Lancaster campus grants associate degrees in the arts, sciences, business, criminal justice, and technical nursing. Limited upper-division course work creditable toward baccalaureate degrees through the University is also offered by USC Lancaster's faculty. Graduate courses are available through the Graduate Regional Studies Office under the auspices of the USC Columbia Graduate School. Opportunity for area residents to pursue personal enrichment is also provided through regular programs and services and additional public service activities. USC Lancaster admits all students who show promise of academic success. Most of USC Lancaster's students are first-generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this region. With the considerable resources of the University, the many advantages of a small college setting, and the efforts of a talented faculty, staff, and administration dedicated to scholarship and teaching excellence, USC Lancaster strives to create a supportive educational climate that respects cultural and intellectual diversification, encourages innovation and adaptation, and responds affirmatively to the needs of its students. Students at USC Lancaster are helped to achieve the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Public service in the broadest sense is another important purpose of USC Lancaster. Through regular course offerings, continuing education programs, summer enrichment programs, and cultural events, USC Lancaster helps area residents obtain personal development, professional growth, and cultural enrichment. Through health fitness and recreation programs, USC Lancaster helps residents develop an appreciation of the interrelationship of physical health and overall personal wellness. Through its Child Development Center, USC Lancaster helps economically disadvantaged preschool children attain the physical, social, and intellectual development necessary for later success in school. For USC Lancaster to meet the growing academic, professional, and personal aspirations of the residents of its area, it will continue to develop and expand its programs and services and provide access to the resources of the wider University of South Carolina.

Approved by the University of South Carolina Board of Trustees, April 1998