Subject: Tenure and Promotion Guidelines

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POLICY

<div align="center">**PREAMBLE**</div>

As a professional school with the state's only masters program in library and information science accredited by the American Library Association, the School of Library and Information Science has a special responsibility to its constituency, especially that within South Carolina. Quality teaching, professional leadership, scholarly activity, and service are fundamental to its mission. Quality teaching is listed as the first and most important component in this list of special responsibilities. Effective teaching is the pivotal faculty function. Having no doctoral level programs, the School 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 School for advice and leadership. Members of the faculty assist these individuals in their continuing education and also work with them to carry out research, which is beneficial to the state's library community. It is important, therefore, to note that scholarly activity, which especially supports the School's service mission, constitutes one of its important responsibilities.

Library and information sciences are emerging disciplines with developing bodies of theory. 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 disciplines 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 inquires. The faculty of the School of Library and Information Science acknowledges the importance of all research methodologies and a wide variety of publication format is its appropriateness to the topic, and subscribes to no <u>a priori</u> notions of hierarchy among them.

TENURE AND PROMOTION CRITERIA
<u>Note: Words and phrases, which are starred, are defined in the glossary. Those, which are double starred, are defined in the text. The location of the definition in the text is indicated in the glossary.</u>
The School of Library and Information Science will use separate criteria to evaluate eligibility for tenure and promotion, since it is possible that in this academic unit, as in all academic units, a candidate for both could meet the basic criteria for one but not the other.

Areas considered in determining eligibility for promotion and tenure are teaching effectiveness; scholarship; and service. The criteria for each of these areas follow.
Criteria for Evaluation Areas:
I. <u>Teaching Effectiveness</u>
(Sources: Student evaluations of every course taught and the director's synthesis of peer evaluation must be included as evidence. Other sources of evidence, which may be included, are the director's evaluations and the historical record of the individual faculty member). Excellence in teaching is the first criterion for promotion and tenure and it is the most important criterion. Evaluations by students will be examined to determine the degree to which they perc4eive faculty effectiveness in the areas of classroom instruction. It is recognized that there may be differences in the student evaluations of required and elective courses for any individual faculty member.
II. **<u>Scholarship</u>
(Sources: Publications; consultant reports which contribute to the knowledge base and which are disseminated to the profession; grant proposals (if not funded, with evaluator's comments when available); evaluative letters; or other evidence of scholarly activity. Candidates document state, regional, and/or national 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: Textbook and article publication, critical commentaries, editing, development of databases, preparation of scholarly exhibits, presenting research papers, chairing research sessions at professional meetings and similar projects are valid scholarly activities. **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. Scholarship includes those intellectual activities, as defined above, that contribute to the development and dissemination of the knowledge base of the disciplines. 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, 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 disciplines 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, more than most, uses 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 based, are now widely used and accepted methods for disseminating the results of scholarship. They show promise for each greater importance because they offer scholars a number of advantages over print media. Electronic media 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 appropriate, have potential as important vehicles for conceptualization,

synthesis, clarification, innovation, and translation within the disciplines. 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.

Judging the Candidate's Record: The candidate's record will be judged on such factors as significance to the discipline, contribution to the body of knowledge or literature of the profession, "refereed status where appropriate, difficulty of attainment, and benefit t the School and University. Differing levels of involvement will be noted, such as original scholarship, co-authorship, editing and consulting.

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 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 document School and university service by demonstrating participation and leadership in the faculty governance structure of the School and University). The degree and quality of professional activity and service locally, regionally and nationally, will be evaluated. Service to the School through active and productive participation in the School'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, and consulting which did not lead to publication will be evaluated.

Tenure Criteria
A candidate at the rant 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 will be considered eligible for tenure if he/she has demonstrated *competence in all areas with special strength in teaching and at least one other are (scholarship; or *service). The candidate's record will indicate a degree of consistency and durability which could be expected to lead to the achievement of national professional **visibility which enhances the image of the School and the University. The candidate will be expected to hold an earned doctorate.

Promotion Criteria
Assistant Professor:

A candidate will be considered eligible for promotion to the rank of Assistant Professor if he/she demonstrates "competence in all areas. The expectation at this level is that of scholarship which, for example, may be a direct outgrowth of dissertation work and cooperative projects. The candidate must possess strong potential for continued development as a teacher and scholar. It is expected that the candidate will hold an earned doctorate.

Associate Professor:

A candidate will be considered eligible for promotion to the rank of Associate Professor if he/she has demonstrated during the time at rank "competence in al areas with special strength in teaching and at least *one* other area (**scholarship or service). The candidate must demonstrate strong potential for continued development as a teacher and scholar, and demonstrate state and regional **visibility in a specialized area which enhances the image of the School and University.

Professor:

A candidate will be considered eligible for promotion to the rank of Professor if he/she has demonstrated during the time at rank *competence in all areas with *special strength in the areas of *teaching and **scholarship. He/she must possess strong potential for further development as a teacher and scholar. He/she will demonstrate the achievement of national professional **visibility which enhances the image of the School and University.

PROCEDURE

The School of Library and Information Science adhere to the tenure and promotion procedures delineated in the Faculty Manual.

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 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.

In addition to the procedures outlined above in the Faculty Manual and in the file contents guidelines of the University Committee on Tenure and Promotion, the School adheres to the following procedures:

I. The Membership of School Tenure and Promotion Committee

The School Tenure and Promotion Committee is a committee of the whole composed of those faculty members eligible to vote on a given application. In the matter of tenure, voting members of the committee are all those tenured school faculty members of equal or higher rank. In matters of promotion, voting members of the committee are all those tenured school faculty members of higher rank. The director of the School is not eligible to vote or serve on the committee.

The chair of the School 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 o the committee must be a tenured professor in the School. 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, the director of the School shall appoint a sufficient number 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 School 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 and "abstain" ballot, or who do not vote, are not counted for purposes of determining whether a majority affirmative recommendation has been achieved. 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 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 form outside the University. The referees should be individuals of high merit at peer institutions who can make an objective evaluation of the candidates file. The referees should not include individuals who were former instructors of the candidate,

dissertation directors, or who were fellow students with the candidate at the same institution.

The director of the School shall ask the candidate for a list of up to four individuals that the candidate recommends to serve as a outside referees. The director shall select 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 director's office will exclusively handle all communications with the outside referees and will add the referees' evaluations to the candidate's file or review by the School Committee on Tenure and Promotion.

GLOSSARY

I. Definitions Within the School of Library and Information Science:

Competence: The candidate's performance meets the definition of "good," "excellent," or "superior" as defined by the

University Tenure and Promotion Committee (see glossary, II).

Service: Election, appointment, or leadership in professional organizations; presentation of workshops and seminars; and non

Research-based consulting.

Publication: See page 4, "Definition of Publication."

Referee Process in Library and Information Science: A board or group of individuals is utilized by the producer of the

medium to gauge the worthiness of scholarship, which has been proposed for publication.

Scholarly Editing: See page 4, paragraph 1.

Scholarship: See page 4, "Definition of Scholarship."

Special Strength: The candidate's performance meets the definition of "excellent" or "superior" as defined by the University

Tenure and Promotion Committee (see glossary, II).

Teaching: Instruction in regularly scheduled classes, one-to-one instruction in independent studies, supervision of

internships, supervision of specialist projects, participation on specialist committees, and participation on external doctoral

committees.

Visibility (State, Regional, or National): See page 3, "Scholarship: Sources.

II. Definitions Suggested by the University Tenure and Promotion Committee:

Scholarship:

Superior: Candidate's published research and conference presentations rank in quality/quantity with that of the best

colleagues at the same rank in the same discipline at like universities.

Excellent: Candidate's contribution is recognizably higher in quality/quantity than most colleagues of the same rank in the

same discipline at like universities.

Good: Candidate's contribution compares favorably in quality/quantity with that of most colleagues of the same rank in the

Same discipline at like universities.

Fair: Candidate's contribution is recognizably less in quality/quantity than that of most colleagues of the same rank in the

same discipline at like universities.

Unsatisfactory: Candidate's contribution is unsatisfactory in quality/quantity compared to that of most colleagues of the

Same rank in the same discipline at like universities.

Teaching:

Superior: Candidate's teaching is consistently rated among the best in the unit.

Excellent: Candidate's teaching is consistently rated at or above the average for the unit.

Good: Candidate's teaching is consistently rated near average for the unit.

Fair: Candidate's teaching is consistently rated lower than the average for the unit.

Unsatisfactory: Candidate's teaching is consistently rated well below the average of the unit and is unsatisfactory.

Service:

Superior: Candidate's service record in quality/quantity is recognizably among the best in the unit.

Excellent: Candidate's service record in quality/quantity is well above average in the unit.

Good: Candidate's service record in quality/quantity compares well with the unit's average.

Fair: Candidate's service record in quality/quantity is recognizably less than the average of the unit.

Unsatisfactory: Candidate's service is consistently rated well below the average of the unit and is unsatisfactory.