

See p. 11-14 for faculty performance review and p. 18-20 for Librarians with faculty rank.

## **Nepotism Policy**

No public official, public member, or public employee may cause the employment, appointment, promotion, transfer, or advancement of a family member to a State or local office or position which the public official, public member, or public employee supervises or manages. (Section 8-13-750 State Code of Laws)

## **FACULTY PERFORMANCE REVIEW SYSTEM**

### **Preamble**

In order to allow the faculty of Francis Marion University to maintain a high standard of excellence in teaching, scholarly activity, and service, the faculty of Francis Marion University do hereby establish a formal, annual performance review of all members of the FMU faculty, whether tenured, tenure-track, or non-tenure-track. The performance review shall consist of three parts: (1) a self-review in the form of the faculty member's annual report, (2) annual summary data provided by the Student Rating Form, and (3) an annual review by each faculty member's department chair or school dean. The policies and procedures of this annual review will be consistent with "Best Practices for a Performance System for Faculty" as specified by the South Carolina Commission on Higher Education.

### **I. System Guidelines**

The Faculty Evaluation System shall:

- A. Provide information that will allow for formative evaluation, information that can be used by the faculty members to improve teaching, scholarly activity, and service.
- B. Provide information that will allow for summative evaluation, so as to allow for comparison to others--primarily within the discipline--and established professional standards, such that the information can be used to assist in decisions concerning tenure, promotion, and merit raises.
- C. Rely upon several sources of information--students, chair/dean, and self. No one source shall be the sole basis of evaluation.
- D. Provide for faculty development including, for tenure-track faculty, an internal peer evaluation during the third year. For both pre- and post-tenure faculty it is important to have evaluative information for use in faculty development.
- E. Offer ample recognition of faculty excellence in the areas of teaching, scholarly activity, and service. A faculty evaluation system based upon identifying and rewarding excellence will be far more productive than one based on penalties.

### **II. Student Evaluations of Faculty**

#### **A. General Guidelines for Use of Student Rating Forms**

1. Faculty are required to administer student course evaluations during spring and fall sessions. During all summer sessions, student course evaluations are normally

administered only at the faculty member's request; however, faculty are required to administer student course evaluations during the summer if no one has taught the course during the current academic year. Results of voluntary summer student course evaluations are sent only to the faculty member; department chairs/deans do not receive copies of voluntary evaluations unless the faculty member chooses to forward a copy to the chair/dean.

2. Summative evaluations, using The FMU Student Rating Form (See Appendix 8), shall normally be based on one year's data. Faculty shall not be evaluated solely on the basis of one student or one class. Except in the case of first-year appointments, faculty shall not be evaluated based on data from one semester.
3. Student Rating Forms shall always be used in combination with other sources of information concerning teaching, such as, annual evaluations by deans/chairs, annual self-evaluations, evaluation by colleagues, and/or portfolio information.
4. Faculty shall never be rank-ordered on the basis of Student Rating Forms or any other single piece of data. Differences among class averages of student ratings, even based on several semesters, cannot be assumed to measure accurately differences in teaching effectiveness. No single instrument to measure teaching effectiveness is so reliable and valid as to allow ranking of teaching effectiveness, as small numerical differences cannot be assumed accurately to distinguish significant differences in teaching effectiveness.
5. Student ratings shall always be viewed within the context of an individual's teaching assignment. The factors to be considered might include class size, introductory course versus upper-level, rating of instructors of similar courses within the discipline, teaching load, experience in teaching a course, etc.
6. Faculty shall always have the right to provide clarification of student evaluations.
7. Faculty should take the steps necessary to understand clearly how student ratings will be used in faculty evaluations.
8. No one item on a student evaluation shall be used to draw conclusions. Even the most effective instructor, due to style or experience, may not score high on any one particular item.
9. A uniform system of administering and collecting the information will be used.

## **B. Administration Procedures**

1. Each faculty member chooses a day within the last two weeks of class for administering the Student Rating Form.
2. The faculty member asks for a student volunteer, informs the volunteer of his or her duties, asks the volunteer if there are any questions, and leaves the room.
3. The student volunteer hands out Student Rating Forms, comment cards, and pencils.
4. The student volunteer makes the three announcements outlined in the document.
5. The student volunteer collects material, places material in a prepared envelope, seals the envelope, and returns the envelope to a specified administrative assistant. Night classes use the Library and the Library book drop. Instructors of off-campus classes are provided a pre-addressed mailing envelope so that an administrative assistant at the satellite location mails results to the Francis Marion University campus designee.

6. The administrative assistant forwards the answer sheets to the Academic Computer Center for data analysis.
7. The administrative assistant forwards the comment cards to the individual faculty member after the deadline for faculty to submit grades to the Registrar's Office.
8. Course evaluations for online courses may be delivered in an online format if anonymity is protected.

### **C. Data Analysis Procedure**

Results of voluntary summer evaluations are sent only to the faculty member. The results of mandatory student course evaluations are provided to each faculty member and his or her chair/dean with the following summary data for each question on the Student Rating Form:

1. Mean, median, standard deviation, and skewness of ratings for each course taught by that instructor.
2. Mean, median, standard deviation, and skewness of ratings for School and department across all courses.
3. Mean, median, standard deviation, and skewness of ratings for other sections of the same course.
4. Mean, median, standard deviation, and skewness of ratings for other lower-division courses (100-/200- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for other upper-division courses (300-/400- level) for that School and department; or mean, median, standard deviation, and skewness of ratings for graduate courses for that School and department
5. Mean, median, standard deviation, and skewness of ratings for all courses across the Schools and the University.
6. Other analyses as requested by the individual faculty member (i.e., analysis to determine the effects of GPA on ratings).
7. A frequency distribution for each question for each class (for faculty members only).

In certain situations the above analyses will not be applicable. Faculty members or academic units may add questions to the Student Rating Form.

### **D. Procedures for Utilization of Student Rating Form Data**

1. Annual summary data will become part of the faculty member's annual report and be used as one indicator of teaching effectiveness in the chair/dean's annual evaluation of the faculty member.
2. The Student Rating Form data must be evaluated within the context of other information gathered.

### **E. Monitoring/Review**

The Student Rating Form will be reviewed for reliability and validity as needed.

### **III. Classroom Observation**

- A. In every School and department at FMU, the department chair or designee (hereafter, observer) shall make an in-class observation once per year (1) for all faculty members on probationary contracts; (2) for each faculty member in the year that faculty member applies for tenure; and (3) for each faculty member in the year that faculty member applies for promotion in rank.
- B. The purpose of in-class observation is to raise the awareness of the Provost and chair/dean of teaching expertise and needs of individual faculty members in the department.
- C. The time of the in-class observation visit shall be determined by the observer in consultation with the faculty member.
- D. The observer shall complete the In-Class Observation Evaluation Form (hereafter, the evaluation form) soon after the in-class observation. Along with syllabi and other materials, the evaluation form shall be used by the chair/dean as a basis for writing the evaluation-of-teaching-effectiveness section of the annual report of the faculty member. The observer shall discuss findings of the in-class observation with the faculty member within two weeks of the visit. The observer shall share the evaluation form with the faculty member at this time. The original evaluation form with the signatures of the observer and faculty member shall be filed in the office of the chair/dean, with a copy given to the faculty member and the Provost. The observer for in-class observation of teaching deans or department chairs is to be selected by the Provost. For observation of the teaching dean or department chair, the original evaluation form with signatures of the observer and dean or department chair shall be filed in the office of the Provost, with a copy given to the observed dean or department chair.

### **IV. Annual Performance Rating**

Every faculty member shall receive, simultaneously with his or her annual performance review, an overall annual performance rating awarded by his or her department chair on a 4-1 scale, with 4 being highly meritorious, 3 being meritorious, 2 being satisfactory, and 1 being unsatisfactory. The overall annual performance rating shall be presented in writing to the faculty member by his or her department chair together with a copy of the faculty member's annual performance review. The rating will be based upon the faculty member's annual report, student evaluations, and professional service record.

In cases of faculty holding appointments with continuous tenure, a rating of 1 (unsatisfactory) requires the immediate institution of a peer review process for the next academic year. (For information concerning the performance review process see Policy and Procedures for Post-Tenure Review.)

In cases of non-tenured faculty, if the faculty member receives a rating of 1 (unsatisfactory), he or she will be subject to non-reappointment.

In the evaluation of deans and department chairs, the next higher administrator will administer the process.

- a. In the opinion of the committee, the candidate's progress toward tenure is satisfactory.
  - b. In the opinion of the committee, the candidate's progress toward tenure is satisfactory, but the committee has specific reservations and/or recommendations. The committee will provide concrete, written suggestions for improvements necessary to ensure smooth progress toward tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the candidate's response to these suggestions.
  - c. In the opinion of the committee, the candidate's progress toward tenure is unsatisfactory.
5. The department chair (School dean in the case of Schools without departments or if the department chair is the faculty member being reviewed) shall be responsible for communicating the recommendation, in writing, to the candidate and retaining a copy on file.
  6. The peer-review process should fully respect academic freedom. Nothing in these guidelines is intended to alter the existing rules in other institutional documents regarding tenure.

### **GUIDELINES FOR THE EVALUATION OF LIBRARY FACULTY**

Members of Francis Marion University's library faculty support the educational process by providing library collections and services meeting the teaching and research expectations of students and faculty. Since librarians contribute in the areas of instruction, research/scholarship, and professional service, their professional activities are forms of intellectual work measurable by faculty performance criteria. In the aggregate, the many academic activities that librarians perform affirm that they are indeed scholars.

The guidelines below are descriptive, not prescriptive, of performance activities appropriate in library work. They are not inclusive of all the work that a professional librarian does and do not constitute job duties for specific library positions. Indeed, work responsibilities can change over time, and some librarians have primarily administrative responsibilities while others have primarily technical services, systems, collections, or reference responsibilities. Individuals therefore may vary in the distinctive competencies they develop to shape their library career.

Performance evaluation of the library faculty should consider individual talents, goals, and objectives, as well as the levels of achievement that this *Faculty Handbook* may indicate for progress through the ranks of assistant, associate, and full professor.

#### **I. Instruction**

The library is the librarian's classroom. Committed to intellectual freedom and accessibility of information, librarians promote learning through quality services and operations that support curricular and research efforts of the academic community. Their developing, organizing, and preserving of collections, and interpreting them to library users, provide vital support for learning needs.

Instructional activities may include items such as the following:

- Performing assigned duties in reference, cataloguing, serials, or other library operations
- Selecting, organizing, or interpreting library collections
- Promoting the use of library resources to facilitate the work of the academic community
- Conferring with faculty members
- Offering bibliographic instruction
- Teaching classes
- Preparing instructional media
- Stimulating the use of the library by integrating formal, instructional materials into presentations (for example, interactive computer, workbooks, or videotapes)
- Participating in group training sessions
- Analyzing the organization of library materials and services to ensure they meet present and future needs of the University
- Assessing the literature of each discipline in order to anticipate needs, build library collections, and participate in the materials selections process
- Supervising staff development and performance in a constructive manner

## **II. Research/Scholarship**

Scholarship includes ongoing activity needed to keep abreast of library and information science as well as to make new contributions. Publications, papers, conferences, workshops, institutes, symposia, seminars, etc., are forms of research or scholarship. These activities, when applied to consequential objectives, can overlap with professional efforts applied to institutional and community needs.

Research/Scholarship activities may include items such as the following:

- Becoming a member of and participating in local, state, regional, and national library professional organizations; attending conventions and workshops; chairing committees or sessions, serving on committees, or holding office
- Attending and presenting papers at conferences or serving as discussant on panels
- Publishing books or chapters in books
- Publishing articles in professional journals or articles in conference proceedings
- Editing volumes
- Publishing special catalogs, indexes, bibliographies, manuals, or guides to library resources
- Publishing review essays or reviews of abstracts
- Translating books or other literature or editing translations
- Writing or preparing grant proposals; receiving or implementing grants
- Writing book reviews
- Receiving scholarly honors, awards, or fellowships
- Serving as a professional consultant
- Serving on a team of experts, task force, or review committee
- Pursuing additional academic course work or degrees; pursuing continuing education
- Studying abroad

- Participating in a faculty exchange
- Traveling
- Conducting professional workshops and seminars
- Producing exhibits, audiovisual presentations, instructional media, or computer programs for use of the library and its resources
- Developing new or innovative approaches to problem-solving in specific areas of librarianship
- Performing bibliographic research in support of others' research
- Preparing high-level internal studies and reports
- Serving as editor or as a member of an editorial board of a journal, newsletter, etc.
- Reviewing manuscripts for journals and publishers
- Implementing projects granted scholarship status by the dean of the Library
- Serving as a member of an accrediting team or review panel
- Performing service to the community that draws upon a librarian's professional expertise

### **III. Professional Service**

Service involves activities related to a faculty member's professional expertise but that are rendered to the University, community, or professional organizations and are beyond the normal scope of work responsibilities. Library, campus-wide, and community contributions may draw on specific library skills or on generic professional skills (communications, organization, interpreting, information technology, and administering).

Professional Service activities may include items such as:

- Cooperating in supporting the mission and the goals of the Library and the University
- Participating in standing or *ad hoc* committees of the faculty, department committees, or special committees or task forces
- Working with student organizations
- Academic advising
- Working with community, state, regional, or national organizations (for example, giving presentations, seminars, etc.)
- Utilizing professional expertise beyond daily work duties
- Working on institutional advancement projects
- Participating in assigned departmental duties (for example, curriculum development and departmental planning)
- Offering assistance to other faculty members (research assistance, etc.)
- Serving as a department chair, coordinator, or other type of administrator
- Participating in a church or synagogue, as a civic volunteer, or in a study or hobby organization in professionally relevant ways