

VIII. Third-Year Peer Review

Tenure-track faculty shall, during their third full contract year, complete a formal peer review, designed to evaluate their progress toward tenure, which will result in written recommendations. By the second week of class during the fall semester the Human Resources Office shall provide a list of third-year tenure-track faculty to the Provost and all department chairs and School deans. The department chair shall be responsible for initiating the third-year review, notifying the candidate during the fall semester of the third full contract year that his or her review shall take place during the spring semester immediately following. In instances in which a faculty member is appointed with two or three years tenure credit, then during the individual's second year of appointment, the review shall be conducted. (If the School does not have department chairs, or if the department chair is the faculty member being reviewed, the School dean shall be responsible for implementing the procedures in this document.) The following guidelines shall apply:

1. The candidate shall prepare, and make available by February 15, a folder of evidence which must include the following:
 - a. A current *curriculum vitae*
 - b. Copies of the Annual Report from the first and second years
 - c. Two letters of support from FMU colleagues.
2. All faculty members in discipline who hold appointments with continuous tenure shall review this folder. The department chair shall convene and chair a meeting of the entire tenured faculty in discipline no later than March 15. The department chair shall not have a vote except to break a tie. The committee shall consist of at least four faculty members (the department chair and at least three tenured faculty members in discipline). If there are fewer than three tenured faculty members in discipline (exclusive of the department chair), the tenured faculty members of the department shall elect the requisite number of faculty members from among the tenured faculty within the department. If there is an insufficient number of tenured faculty members within the department, the tenured faculty within the School shall elect the requisite number of faculty members from among the tenured faculty within the School. If the School does not have department chairs, or if the department chair is the faculty member being reviewed, the School dean shall take the place of the department chair in the above description in this paragraph. The meeting shall be closed.
3. At this meeting, the candidate's progress toward tenure shall be discussed, taking into consideration evidence of teaching, scholarship, and professional service.
4. Following the discussion, provided that at least three tenured faculty members on the committee are in attendance, the faculty present shall cast a vote for one of the following options:

- 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.