

ANNUAL 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. On the University of South Carolina Lancaster campus, each faculty member must undergo an annual peer review. The peer review process is designed to provide an opportunity to document the professional development of the faculty member, and to provide regular and constructive evaluations of the performance of the faculty member. Annual Peer Review also provides an opportunity to assess the contributions of the faculty member to the mission of the USC Lancaster.

EXEMPTIONS FROM ANNUAL FACULTY PEER REVIEW

Each faculty member is required to undergo annual faculty peer review. Faculty members preparing files for first or third-year review, the tenure and promotion process, or post-tenure review may be exempted from the annual faculty peer review process. Those faculty members should refer to the *Manual* and to USC Lancaster's policies for the specific requirements of these reviews. Administrators subject to administrative review by faculty may elect not to undergo annual faculty peer review in addition to administrative review.

PREPARATION OF THE ANNUAL FACULTY PEER REVIEW 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. 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.

The committee evaluating the annual peer review 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 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:

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

Full-time instructors do not have a scholarship component to their job responsibilities and will be evaluated according to the following scale *unless they choose to have their scholarship evaluated as well*. If so, please indicate this by checking the appropriate box on the FIF.

- 80% Effectiveness as a Teacher and/or Librarian
- 20% Service

For a description of the current 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 relevant section 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

Annual peer review shall be conducted according to the following schedule:

- January 31** The faculty member shall have submitted a completed FIF to the office of the Associate Dean for Academic Affairs.
- February 15** The office of the Associate Dean for Academic Affairs shall have provided the chairman of the Tenure and Promotion/Peer Review Committee (hereafter referred to as “the committee”) six copies of FIF for each faculty member undergoing annual faculty peer review.
- April 30** By this date, each member of the faculty will have received from the committee a written evaluation on the Peer Review Form (PRF). 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** By this date, any faculty member who wishes to respond to the annual peer evaluation in writing must have submitted his or her response to the Associate Dean for Academic Affairs. Any written response from a faculty member to his or her PRF must be attached to the copy maintained in the office of the Associate Dean for Academic Affairs.

COMMITTEE PROCEDURES

Annual Faculty Peer Review will be conducted each year by the 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.
6. Members of the committee may not participate in their own peer evaluations, and as such, members of the committee will not sign their own PRF's, except to acknowledge their receipt of the finished form at the completion of peer review.

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