

June 1999

**LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER
SCHOOL OF ALLIED HEALTH PROFESSIONS**

**FACULTY PROMOTION AND TENURE
PROCEDURES, STANDARDS & CRITERIA**

I. PROCEDURES FOR FACULTY PROMOTION AND TENURE

A. PREAMBLE

1. The criteria which follow should be considered an addendum to the Faculty Handbook of the Louisiana State University Health Sciences Center (LSUHSC). Faculty members should familiarize themselves with this document.
2. Categories of evaluation for promotion and tenure of allied health faculty include: 1) teaching, 2) research or scholarly activities, 3) service. For promotion, activities within each of these categories must have been carried out during the candidate's term in present rank. For tenure, all activities from initial appointment date will be considered and are to be identified.
3. The School of Allied Health Professions is in compliance with the LSUHSC Affirmative Action Program in assuring that sex, race, religion, age, handicap, or national origin will in no way interfere with promotion or tenure of a faculty member.

B. PROCEDURE FOR PROMOTION

Louisiana State University Health Sciences Center seeks to sustain and improve its academic stature. Maintaining and improving the quality of the faculty are a primary means of achieving these ends. Promotion in academic rank is a means by which the Health Sciences Center encourages, recognizes, and rewards faculty members for excellence in the performance of their duties. Appendix A shows a flowchart of activities for promotion and tenure.

1. Eligibility for Promotion
Faculty are promoted on the basis of the fulfillment of the qualifications of that rank discussed in Section 2.6.1 "Eligibility for Promotion", and in Section 2.1.1, "Ranked Faculty: Full-Time" and in Section 2.5, "Faculty Evaluation" of The Faculty Handbook (1998).
2. Initiation of Promotion Process
Normally the nomination for promotion of a faculty member is initiated by the Department Head. If a faculty member has an appointment in more than one

Department or School, the nomination for promotion is initiated by the Department Head where the primary appointment is held. A faculty member may self-nominate in instances when the Department Head does not do so. Promotions of Department Heads are initiated by the Dean of the School. A formative review by the Promotion and Tenure Committee is required of each faculty member on the tenure track after he or she has completed three years of service.

3. Endorsements for Promotion

Applications for advancement in rank must be accompanied by a recommendation from the candidate's Peer Review Committee, Department Head (s) and appropriate senior faculty. These recommendations should specifically address the degree to which the candidate meets the appropriate criteria.

4. Action on Promotion

Decisions regarding promotion represent a succession of judgements of whether the candidate meets the criteria set forth in this document. Normally promotion nominations are submitted by the Department Head to the Dean of the School on the form "Louisiana State University System Promotion/Tenure Review Request, August 1992." (See Appendix B)

Nominations are reviewed by the Office of the Dean and forwarded to the Promotion and Tenure Committee of the School. This committee returns a recommendation to the Dean. Positive recommendations are submitted to other appropriate committees or Administrative Councils for action. Negative recommendations, with which the Dean concurs, are returned to the Department Head. The Dean of the School may agree or disagree with recommendations. The above decisions are indicated on the promotion form and appropriate signatures are affixed.

When the above process has been completed within the School, even if the Dean's recommendation is negative, the recommendation is forwarded for consideration by the Vice Chancellor for Academic Affairs, the Chancellor, the Vice President for Academic Affairs, the President of the LSU System and, finally, the LSU Board of Supervisors. (See Appendix A)

If a faculty member has an appointment in more than one Department or School, each Department or School involved must participate in the promotion process (i.e., review by the appropriate faculty committees and Administrative Councils of all Schools/Departments involved).

When a recommendation for promotion is approved by the Board of Supervisors, the promotion in rank will usually become effective at the beginning of the next fiscal year.

II. PROMOTION AND TENURE STANDARDS

A. Teaching Standard

Teaching is defined as formal or informal instruction to any number of students in any appropriate setting including classroom, laboratory, clinical, tutorial, and preceptorship. The quality of teaching must denote continuous improvement as well as the attainment of the level of excellence that exceeds the normal standard.

The following guidelines are used to assess quality of teaching activities:

1. Teaching activities show evidence of being **CURRENT** with the knowledge and skills of the professional field.
2. Teaching activities receive **HIGH RECOGNITION** by students, colleagues and other appropriate individuals from within and outside the University Medical Center, whichever is appropriate for the rank to which promotion is being considered.
3. LSUHSC recognizes that **EFFECTIVE** teaching is a primary responsibility of most faculty members. An evaluation of teaching includes, but is not limited to:
 - a. Scope of teaching responsibility
 - b. Command of subject areas
 - c. Communication skills
 - d. Ability to plan, design, and implement academic courses
 - e. Ability to stimulate student interest in the current subject
 - f. Ability to evaluate students fairly and without prejudice
 - g. Ability to mentor graduate and post graduate students

The following are EXAMPLES of teaching activities:

1. Formal classroom teaching
2. Clinical teaching - medical center students, interns, residents, fellows
3. Supervising clinical experiences
4. Conducting or presenting continuing education courses
5. Serving on thesis and dissertation committees
6. Informal teaching, e.g. independent study.

The following are SUGGESTIONS for documenting teaching effectiveness:

1. Student evaluations of the candidate's teaching.
2. Comments on the candidates teaching by senior faculty members in the same

department.

3. Comments by faculty members in other departments of the Health Sciences Center whose students have been in the candidate's classes.
4. Classroom visitation of the candidate by the Department Head.
5. Information about the teaching load of the candidate and an indication of whether it is greater or less or the same as the teaching load of others in the department.
6. Evaluation of the performance of former students.
7. The development and testing of teaching methods and materials, including such resources as textbooks, films, and television tapes that demonstrate contributions to teaching in the candidate's subject area.
8. Evidence of efforts by the candidate to improve his or her teaching by actively participating in such educational projects as unit teaching conferences and seminars, and in programs sponsored by the SAHP Faculty Development Program to improve instruction.
9. Awards or special honors related to teaching, specific information on the nature of the award should be included, whether it is local or national, name of the awarding agency, etc.
10. Academic course assignments - list course number, course titles, course credit, numbers of students, contact hours, dates course was taught and the candidate's responsibilities (course instructor, team teacher, coordinator, number of lectures).
11. Clinical teaching assignments - briefly describe the nature of the clinical instruction, the number of students, and the number of contact hours.
12. Post-graduate and continuing education teaching - list the title of the course or workshop, the opening and closing dates, where it was offered, and the candidate's role in each course.
13. A list of publications related to teaching. If these are included in the candidate's bibliography, they should be clearly identified as publications related to teaching (manuals, books, book chapters, films, slide sets, videotapes, etc.). The use of such materials by other programs and institutions should be documented.
14. Student outcomes on national board or licensure exams.

B. Research and Scholarly Activities Standard

Research is defined as basic or applied studies which follow an accepted method. The quality of research must enrich the body of scientific knowledge. Results must appear in refereed or professional journals.

Scholarly Activities are defined as those activities, methods, or publications that enrich or upgrade the health professions. The quality of these activities must show evidence of scholarly endeavor.

The following are guidelines used to assess the quality of research and scholarly activities:

1. Achievement in research activities showing **PROGRESSION** throughout the candidate's term in rank.
2. Research activities receive high **RECOGNITION** by colleagues within and outside the Health Sciences Center.
3. Results of scholarly activities appear in refereed and non-refereed publications (**DISSEMINATION**), including those submitted, accepted, or in press, and intellectual property.

The following are EXAMPLES of research and scholarly activities:

1. Developing and evaluating teaching methods/ techniques or administrative methods/techniques
2. Developing and evaluating patient care methods or techniques (e.g. clinical outcomes)
3. Assessment of curriculum standards
4. Studies detailing the biological, chemical or physical aspects of health
5. Manpower needs, assessments and utilization
6. Correlation studies between academic programs of study and job performance
7. Grants authored/awarded
8. Publications in refereed journals
9. Authorship or co-authorship of texts or teaching manuals

10. Creative literary activities that are noteworthy to the health field
11. Creation of equipment or assistive devices for patient care
12. Production of audiovisual packages for presentation
13. Development and dissemination of computer assisted instruction (CAI) programs
14. Presentations at local, national, and international meetings, conventions, and symposia

The following are SUGGESTIONS for documenting quality performance of research or scholarly activity:

1. Comments from experts in the candidate's field. With regard to letters, it would be helpful to know by whom they were solicited: candidate, Department Head or Dean.
2. Reviews, prizes, presentations, competitive grant funding and citations by colleagues. If the work is of a joint nature, the candidate's contributions must be clearly and specifically identified.
3. Evidence that the candidate's work, both in quantity and quality, equals or exceeds that normally expected of one in the present rank and demonstrates a potential for continued productivity.
4. Comments from the Promotion and Tenure Committee and Department Head noting both the quality and quantity of work and the effectiveness with which the candidate used the opportunities that were available for research and scholarly activity.
5. The candidate should assure that reviewers will understand any special terminology, and should provide information about the discipline which anyone not in the discipline is unlikely to know. The Department Head should inform the Promotion and Tenure Committee as to which are the leading journals in the field, and the significance of the candidate's research in relation to the field, i.e., where the cutting edge is in new research.
6. List the publications while in present rank for promotion and all publications in a tenure dossier. Differentiate the publications which appeared in refereed journals from those in non-refereed journals. Evaluations of the quality of individual journals and publications are important. Publications should be listed according to instructions in the School of Allied Health Professions Standard Curriculum Vitae. Grants should be identified as to their sources,

dollar amounts, and the inclusive dates by the candidate.

7. Scholarly activity should be carefully described and outside evaluations should be included. Instructional materials should not be included unless they are marketed or distributed outside of the program or the university.
8. It is difficult to specify the number of publications that constitute adequacy. There is no specific number which a candidate must accomplish to obtain successful promotion or tenure decisions. Quality and significance of the publication or scholarly activities, along with quantity is extremely important in the review process. New faculty should be informed that research activity accompanied by positive outside evaluations from experts in the field is an important factor related to both promotion and tenure. Evidence should be presented that the candidate's work equals or exceeds that normally expected for the rank and that there is an expectation of continued productivity.

C. Service Standard

Service is defined as participation in those activities supportive to the Health Sciences Center and the health system including service to the Health Sciences Center, the professions, the community and patient care. The quality of service must be outstanding in that it receives recognition by individuals within the Health Sciences Center or agencies or institutions outside the Health Sciences Center, whichever is appropriate.

The following are guidelines used to assess quality of service:

- 1 Active **PARTICIPATION** in service activities shows **CONTINUOUS PROGRESSION** during the candidate's term in rank.
2. Service activities related to the University receive high **RECOGNITION** as promoting the welfare of the School of Allied Health Professions or the University.
3. Service activities related to the candidate's profession receive high **RECOGNITION** by colleagues at the local, state, and preferably at the national level.
4. Service activities related to the community receive high **RECOGNITION** by agencies or institutions within the state as promoting the welfare of the University and/or the health system.
5. Service activities related to patient care receive high **RECOGNITION** by the candidate's Department Head and colleagues.

The following are EXAMPLES of service:

1. Service to the Louisiana State University Health Sciences Center
 - a. Effective organization and administration of an academic/clinical program
 - b. Chairmanship of committees or membership and evidence of active participation on committees
 - c. Consultation service within the University
 - d. Election to office or to position within the University
 - e. Appointment to advisory committees
 - f. Student advising
 - g. Service as a member of a Peer Review Panel

2. Service to the Profession
 - a. Chairmanship of committees or membership on committees with evidence of active participation
 - b. Election to office
 - c. Appointment to advisory committees
 - d. Consultation service to the professions
 - e. Recipient of awards or honors
 - f. Presentation of papers, workshops or continuing education programs related to the candidate's professional organization
 - g. Service as an editor or on the editorial board of a journal pertinent to one's area of expertise
 - h. Peer Review Panels for journals, grants, etc

3. Service to the Community
 - a. Appointment to advisory committees
 - b. Active participation in community planning and in community activities
 - c. Presentation of papers, workshops, or continuing education courses sponsored by community agencies
 - d. Consultation service outside the University
 - e. Volunteer service to community agencies
 - f. Committee service to community agencies
 - g. Recipient of awards or honors

4. Service Related to Patient Care
 - a. Provision of direct patient care
 - b. Supportive service for patient care
 - c. Consultation service for patient care
 - d. Voluntary service for patient care
 - e. Participation in activities for promoting health

The following are SUGGESTIONS for documenting quality service:

1. Identify administrative service by listing the administrative positions with inclusive dates . Briefly describe the progression of achievement during the term in rank. Indicate how the service is judged to be outstanding.
2. Program, division, school and university service - indicate the names of committees, duration of service and the candidate's role. Include any offices held.
3. Student service - indicate any formal or informal counseling, the student group, role of the candidate and duration of service.
4. Patient care activities - delineate how the candidate's specific and unique contributions exceed normal expectations for this area.
5. Professional service - supply evidence of excellence, include the organization, inclusive dates and how the activities contributed to the welfare of the university. Do not include such activities as Little League, Scouting, membership in church choirs, etc.

III. PREPARATION OF THE TOTAL DOSSIER

A dossier is defined as a file containing detailed information about a faculty member's teaching, research, and service activities. The responsibility for completeness and currency of the dossier rests with the individual faculty member. Data assembled should be factual and objective. See Appendix C for recommendations for compiling a dossier. The completed dossier is limited to one 3-ring binder not to exceed 2 inches in depth. Any information exceeding the limitation will be returned to the candidate before circulation to the P & T Committee.

- A. Information contained in the dossier should be organized in a table of contents, with the various sections designated by side tabs (See Appendix D). The dossier should include a completed checklist as shown in Appendix E.
- B. Three copies of the dossier should be submitted: one for the Dean's Office (to be retained there); one for Promotion and Tenure Committee members in New Orleans; one for Promotion and Tenure Committee members in Shreveport. The latter two copies will be returned to the candidate. **THE DEADLINE FOR SUBMISSION OF A DOSSIER IS OCTOBER 1.**
 1. All pages of the LSU System forms must be completed.
 2. An updated Curriculum Vitae containing biographical data in the order

specified in “Instructions for Promotion/Tenure Review Request” (Appendix B) must be contained in the completed dossier.

3. A narrative overview is to be included that: (a) describes your faculty role in terms of percent effort in teaching, research/scholarly activities, and service (including changes that may have occurred); (b) orients the reader to your dossier and each of its sections; (c) synthesizes how you perceive and assess the diversity of documents it contains; and (d) expresses how it fits with the bigger picture of your continuing career development. This narrative should form the dossier’s core that is supported by the various documents (contained in the appended sections). A representative selection of dossier documents should be referenced and briefly explained within this reflective narrative.
4. The report of a peer review conducted by a committee of three faculty members within 6 months or less of the submission date should be included in the dossier.
5. Three letters of evaluation by qualified individuals who are external to the LSU System (and, ideally, who do not personally know the candidate well) must be included in applications of all candidates for tenure and promotion to Associate or full Professor. Careful thought should be given to the selection of persons from whom letters of evaluation of the candidate’s work will be solicited. Brief biographies of such individuals may be helpful. The candidate should submit a list of recommended individuals to the Department Head (see Section IV.A.4).
6. Annual faculty evaluation summaries for all years since the last Promotion and Tenure Committee review should be included in the dossier.
7. Documentation Guidelines
 - a. Include the full names of organizations, committees, courses, etc. Do not use abbreviations as the individuals reviewing the dossiers may not be familiar with the abbreviations.
 - b. Include dates for all activities.
 - c. Focus on achievements that are relevant to the categories upon which promotion and tenure are based.
 - d. Avoid inflating the dossier as well as hasty preparation of it. If promotion is the purpose, avoid submitting a dossier prematurely. It is preferable to wait until the candidate’s achievements are clearly identifiable than to submit a weak dossier.

- e. Remove all student/patient identification (e.g., names) from submitted documents.
- f. Make copies of the documents to include in the dossier. Retain in your own files the original hard copy or the electronic copy.

Suggested types of materials to be compiled for the areas of teaching, research, and service follow:

TEACHING

Course work:

1. Course syllabi (to include course content, course objectives, course organization, grading policies).
2. Description of instructional methods used (lecture, discussion, films, fieldwork, outside speakers, etc.).
3. One representative example of an instructional handout from each course.
4. Summaries of student course and instructor evaluation data for each course taught during the evaluation period.
5. Evidence of professional development activities, such as attendance at courses, workshops, and consultations aimed at improving teaching.
6. Description of planned or completed changes in instructional approaches or activities.

Student Supervision:

1. Representative samples of clinical reports of students under supervision
2. Samples of rating sheets for student performance
3. Representative example of an instructional handout
4. Representative example of a clinical evaluation

Student Advising:

1. Representative samples of summaries of student advisement forms
2. Students' evaluation of advisory meetings

RESEARCH AND SCHOLARSHIP

1. List of research projects completed during the evaluation period (include brief description and level and source of funding).
2. Copy of abstract pages of funded grant and contract proposals.
3. List of research projects in progress but not completed.
4. List of professional papers, seminars, workshops, scientific exhibits, etc. presented at state, national, regional, or international meetings

5. Copy of abstract/title page of each publication (indicate if in refereed publication). Include one representative reprint.
6. Copy of abstract/title page of each pending/submitted manuscript (indicate if in refereed publication).
7. Prospectus for books being authored/edited, etc.

SERVICE

1. List of departmental committees and role (chair, member)
2. List of school committees and role
3. List of Medical Center committees and role
4. List of professional organizations and role within those organizations
5. Administrative duties within the department (director, coordinator of academics, coordinator of clinical services, coordinator of student clinical field assignments, etc).
6. Direct clinical service
7. Community organizations with which you serve and your service capacity
8. Description of consulting services and names of agencies consulted

The foregoing represents only selected examples of documentation that may be included in a dossier and is not intended to be an exhaustive listing. Faculty members are responsible for including materials related to all work performance they intend to have considered during the evaluation process.

IV. SUGGESTIONS FOR THE DEPARTMENT HEAD

- A. Provide consultation to each faculty member on an annual basis. Annual reviews should show progression or advancement throughout the academic career. Develop mechanisms for objectively evaluating each faculty member which can be used to evaluate the faculty member's promotability or for recommending tenure.
 1. Maintain a file on each faculty member that contains: summaries of conferences, annual reviews, peer reviews, reprints or publications, awards and recognitions.
 2. Encourage the faculty member to attend promotion and tenure workshops, and to actively engage in service activities.
 3. Provide the faculty member with time for research and service.
 4. All candidates for tenure and for promotion to Associate Professor or Professor must obtain at least three letters of evaluation from outside authorities regarding the suitability of the candidate for promotion and/or tenure. An outside authority refers to a reviewer in the candidate's field who

holds a similar or more senior position (to the candidate's proposed rank) outside of the Louisiana State University System and in a comparable institution. It is the responsibility of the Department Head to request the letters of evaluation. The candidate will provide the name of one reviewer, the Department Head will provide the name of one reviewer, and a third reviewer will be chosen by mutual agreement between the candidate and the Department Head. When requesting evaluations of the candidate, a curriculum vitae of the candidate and representative publications will be sent to each reviewer. If the candidate is a member of the clinical faculty, the candidate's primary category of excellence should be specified to the reviewer. A Sample Request for a Letter of Evaluation from an Outside Authority is contained in Appendix F.

5. Provide feedback related to annual and three year reviews.
- 6 Provide guidance regarding refereed journals in which the candidate may publish.

B. Remind faculty on the tenure track that a formative review by the Promotion and Tenure Committee is required after completion of three years of service.

V. FACTORS CONSIDERED BY PEER REVIEW AND PROMOTION AND TENURE COMMITTEES IN ASSESSING A CANDIDATE'S DOSSIER

A. The information should be succinctly stated and should be applicable to the candidate's performance in rank or while at the Health Sciences Center.

B. The information should clearly portray the candidate's activities.

1. Teaching: Time devoted to teaching, student enrollment, number of students supervised, responsibility assumed for a given teaching activity. What about the teaching makes it superior or excellent?
2. Research and Scholarly Activities: How much time is devoted to these activities and what impact do the activities have on the department, school or university. How are the activities viewed by peers outside of the Health Sciences Center? Is the research viewed as being on the cutting edge of such research? Do the publications appear in prestigious journals? How did the activity involve scholarly endeavors and was there use or adoption beyond the individual's department? Unpublished reports and other research efforts of limited scope or availability are not considered sufficient evidence of activity in this category.

3. Service: Time devoted to service activities and how they promote the welfare of the department, school or Health Sciences Center. What about the service makes it excellent?

VI. CRITERIA FOR PROMOTION (ACADEMIC FACULTY)

INSTRUCTOR

Criteria: Individuals appointed to this rank normally possess a minimum of a master's degree. In addition to the above academic requirement, the individual should show promise of the ability to perform the duties (teaching, research, and service activity) for which he/she was employed or which may be assigned in the future.

Faculty Status: The rank of Instructor carries faculty status.

Tenure and Appointment: Instructors do not earn tenure and are appointed for a specified term.

ASSISTANT PROFESSOR

Criteria: The individual shall typically possess a doctoral degree. In addition, the person should exhibit clear evidence of potential for excellence in teaching, research or other scholarly activity, and service. If the initial appointment is Instructor, then the individual will normally have at least three(3) years of service at the Instructor rank.

Faculty Status: Assistant Professors have faculty status.

Tenure and Appointment: Term appointments at this rank are to be for one, two or three years. During the sixth year of service in rank as an Assistant Professor, a "pre-tenure review" will be conducted to evaluate the individual's performance. Before the end of the sixth year, of service, the individual will be informed of the University's position regarding his retention. [PM-23]

Assistant Professors are appointed for terms no longer than three years. Upon reappointment after seven years of service in rank on a particular campus, Assistant Professors receive tenure. A thorough review will be made during the sixth year of service so that notice of termination may be given if necessary no later than the end of the sixth year of service. Individual departments have the option of conducting the thorough review prior to the sixth year, provided that appropriate written notification is given to the faculty member. The University may, at its discretion, count prior service in the same school toward the seven-year evaluation period of an Assistant Professor to achieve indeterminate tenure. The ultimate decision shall be left with the President, to be applied in each individual case for which the respective campus recommends granting indeterminate tenure counting prior service favorably. [Bylaws, Section 2-7]

ASSOCIATE PROFESSOR

Criteria: The individual shall possess a doctoral degree. In addition, he/she shall have established a consistently good reputation as a scholar and have demonstrated a high quality of productivity. Normally, the individual will have served at least three (3) years as an Assistant Professor.

Faculty Status: Associate Professors are senior members of the faculty.

Tenure and Appointment: Associate Professors are tenured and are appointed for an indefinite period of time, except that the initial appointment and subsequent reappointments through not more than four years of total service to the LSU campus involved may be made for a stipulated term. Persons promoted to the rank of Associate Professor after less than four years of service of the campus may be continued to term appointment through no more than the fourth year. [Persons holding a professorial rank being paid by a grant or contract do not acquire tenure through the passage of time but may become tenured by specific individual recommendations through appropriate channels and approval by the System President.] [Bylaws, Section 2-7; also see PM-23]

PROFESSOR

Criteria: Individuals appointed or promoted to the rank of Professor shall possess all of the criteria and meet all of the standards for Associate Professor. He/she shall have demonstrated an excellence in teaching, research or other scholarly activity in the subject matter area and service. The faculty member shall have established a commendable academic reputation through publications or other creative work. Normally, the individual will have had at least five (5) years of successful service as an Associate Professor.

Faculty Status: Professors are senior members of the faculty.

Tenure and Appointment: Professors are tenured and are appointed for an indefinite period of time, except that the initial appointment and subsequent reappointments through not more than four years of total service to the LSU campus involved may be made for a stipulated term. Persons promoted to the rank of Professor after less than four years of service on the campus may be continued to term appointment through no more than the fourth year. [Persons holding a professorial rank (Professor, Associate Professor or Assistant Professor) while being paid by a grant or contract do not acquire tenure through the passage of time but may become tenured only by specific individual recommendations through appropriate channels and approval by the System President.]

VII. CRITERIA FOR PROMOTION (CLINICAL FACULTY)

ASSISTANT PROFESSOR OF CLINICAL*

Criteria: The individual shall meet the standards which govern appointment to the rank of Instructor. In addition, the person should exhibit clear evidence of potential for excellence in teaching and service (clinical supervision, direct clinical service, and/or service to the Medical Center, profession or community). If the initial appointment is Instructor, then the individual will normally have at least three (3) years of service at the Instructor rank.

Faculty Status: Assistant Professors of Clinical* have faculty status.

Appointment:

1. If teaching is the primary category on which promotion is based, there must be documented evidence the candidate has:
 - a. Demonstrated the quality of teaching as defined in Standard A.
 - b. Participated in formal classroom teaching.
 - c. Participated in research or creative activities.
 - d. Participated in service to the University at least at the program/departmental level.
 - e. Participated in professional activities at the local or state level or been active in professional service to the community.

3. If service is the primary category on which promotion is based, there must be documented evidence the candidate has:
 - a. Met standard of quality for service defined in Standard C.
 - b. Participated in a formal or informal teaching activity.
 - c. Participated in research or scholarly activities.

ASSOCIATE PROFESSOR OF CLINICAL*

Criteria: The individual shall typically possess the doctoral degree. In addition, the person shall have established an *excellent* reputation in teaching and service and have demonstrated a high quality of productivity. The individual should have 1) developed an excellent reputation as a teacher; 2) developed an area of clinical expertise and have established a recognized and productive clinical program and 3) excelled at the administration of an important clinical program. Normally, the individual will have served at least three (3) years at the level of Assistant Professor (tenure and/or non-tenure track) and will have served at least one year as an Assistant Professor of Clinical* prior to promotion.

Faculty Status: Associate Professors of Clinical* are senior members of the faculty.

Appointment:

1. If teaching is the primary category on which promotion is based, there must be documented evidence the candidate has:
 - a. Demonstrated the quality of teaching as defined in Standard A.
 - b. Demonstrated sustained excellence in teaching while in current rank.
 - c. Received recognition for excellence in teaching within or outside the University.
 - d. Participated in research or scholarly activities.
 - e. Participated in service to the University beyond the program/departmental level.
 - f. Participated in professional activities at the state or national level or been active in professional service to the community.

2. If service is the primary category on which promotion is based, there must be documented evidence the candidate has:
 - a. Demonstrated the quality of service as defined in Standard C.
 - b. Demonstrated participation in multilevel service activities within and outside the University.
 - c. Participated in formal or informal teaching activities.
 - d. Participated in research or scholarly activities.

3. At least three letters of recommendation other than those of the Department Head, Dean of the School of Allied Health Professions and the Promotion and Tenure Committee must be provided.

PROFESSOR OF CLINICAL *

Criteria: The individual appointed or promoted to the rank of Professor of Clinical* shall possess all the standards for Associate Professor of Clinical*. The individual shall have demonstrated an excellence in teaching and clinical service. The faculty member shall have established an outstanding and recognized clinical reputation through teaching, service, publications, and other creative works. Normally, the individual will have had at least five (5) years of successful service at the level of Associate Professor (tenure and/or non-tenure track) and will have served at least one year as an Associate Professor of Clinical* prior to promotion.

Faculty Status: Professors of Clinical* are senior members of the faculty.

Appointment:

1. If teaching is the primary category on which promotion is based, there must be documented evidence that the candidate has:
 - a. Demonstrated the quality of teaching defined in Standard A.
 - b. Received recognition of excellence in teaching from within and outside the University.
 - c. Participated in research or scholarly activities with publication in refereed journals, other professional journals, or other publications.
 - d. Participated in service to the University beyond the School of Allied Health Professions level.
 - e. Received recognition for professional activities at the national level or recognition for professional service to the community.
2. If service is the primary category on which promotion is based, there must be documented evidence the candidate has:
 - a. Demonstrated the quality for service defined in Standard C.
 - b. Received high recognition for multilevel service activities within and outside the University.
 - c. Participated in formal or informal teaching activities.
 - d. Conducted research or scholarly activities with publication in refereed or professional journals.
3. At least three letters of evaluation other than those of the Department Head, Dean of the School of Allied Health Professions and the Promotion and Tenure Committee must be provided.

VIII. PROMOTION OF ADJUNCT/GRATIS FACULTY

Promotion in rank of adjunct or gratis faculty will follow the same procedures, standards and criteria as described above for Assistant, Associate and full Professors of Clinical*.

IX. CRITERIA FOR CHANGING TRACKS (ACADEMIC OR CLINICAL) AND PROMOTION

1. As noted above, Assistant and Associate Professors will have served at least one year in their respective track, academic or clinical, before being promoted.
2. In the event an Assistant or Associate Professor of Clinical*, previously on the academic (tenure-earning) track, wishes to change back to the academic track, the candidate must be promoted in rank following consideration of the candidate's dossier by the P & T Committee for the change in track to be accomplished.

Note: *Department

Committee Members

B. Batchelor, Ed.D.
Communication Disorders

J.M. Cairo, Ph.D.
Cardiopulmonary Science

J.M. Cook, Ed.D.
Children's Center

R. Crow, Ph.D.
Interdisciplinary Human Studies

T. Daly, Ph.D.
Interdisciplinary Human Studies

J. Dolan, Rh.D.
Administration

L. Lawrence, Dr.P.H
Medical Technology

W. McWhorter, Ph.D.
Physical Therapy

A. Pellett, Ph.D.
Cardiopulmonary Science

T. Powell, Ph.D.
Communication Disorders

C. Seidner, M.S.W.
Occupational Therapy

P. Snyder, Ph.D.
Occupational Therapy

D. Strohmer, Ph.D.
Rehabilitation Counseling

R. Turner, Ph.D.
Communication Disorders

E. Weiss, Ph.D.
Physical Therapy

Initial Document: Adopted by Executive Committee - July,1997

Revised Document: Adopted by Executive Committee - June, 1999

“Appendix A”

Flowchart of Promotion and Tenure - SAHP, LSUHSC

Candidate



Ongoing compilation of a dossier

Annual completion and discussion with Department Head of



Faculty Evaluation Form



Selection of a Peer Review Committee and completion of the appropriate forms



Completion of LSU System Promotion/Tenure Review Request
Completion of p.2 after evaluation by tenured/senior faculty in the
Department (both campuses)
Completion of p.3) after evaluation by Department Chair/Head



Letters of evaluation from External Peer Reviewers



School of Allied Health Professions (SAHP) Promotion and Tenure Committee
School of Allied Health Professions (SAHP) Administration Council
Evaluation by Dean of School of Allied Health Professions
Vice Chancellor of Academic Affairs
Chancellor
Vice President for Academic Affairs
President
LSU Board of Supervisors

“Appendix B”

Louisiana State University System

INSTRUCTIONS FOR PROMOTION/TENURE REQUEST

Please keep all pages of the promotion/tenure review form together and attach biographical data behind Page 4 of the form.

Submit only ONE ORIGINAL FORM WITH ATTACHMENTS AND ONE COPY OF THE FORM.

The following biographical data must be included in the format listed and each item addressed.

1. Publications (complete bibliographical information and inclusive pages)
 - a. In print
 - (1) Books
 - (2) Chapters in books and articles in refereed journals, refereed bulletins, and refereed proceedings
 - (3) Other publications (e.g., compositions, essays, etc.)
 - b. Accepted for publication
 - c. Submitted for publication
2. Other scholarly/creative/artistic contributions (e.g., performances, exhibits, etc.)
3. Papers presented at professional meetings (name of organization, location, and dates)
4. Awards, prizes, lectureships which show recognition of scholarly/creative achievement.
5. Contributions to juried or refereed publications (e.g. editorships, associate editorships, referee)
6. Grants and contracts funded (source, funds, dates, other pertinent information)
7. Documentation of teaching activities (e.g. courses, theses/dissertations directed, results of peer/student evaluations, etc.)
8. Major areas of research interest
9. University service
10. Public service

August 1992

THE LOUISIANA STATE UNIVERSITY SYSTEM

Promotion/Tenure Review Request

Campus _____

Date Submitted _____

Name: _____

Social Security Number _____

Department: _____

College: _____

Present Rank/Title: _____

Years of Service:

(academic & administrative, if applicable)

In LSU System _____

Date appointed _____

In present rank _____

Appointment Status: _____ Tenured

Elsewhere _____

_____ Term

Graduate Faculty Status: _____ Member

Pay Basis: _____ AY

_____ Associate

_____ FY

_____ None

Reviewed for:

_____ Promotion to rank of _____

_____ Tenure

_____ Tenure only

Effective Date _____

Education:

Institution

Degree

Date Awarded

Professional Experience (include LSU System):

Institution

Rank

Period of Appointment

CANDIDATE: _____

EVALUATION BY THE TENURED/SENIOR DEPARTMENT FACULTY

The individual's qualifications in the following areas should be considered for each reviewing authority to make a valid and discriminating judgement: (1) Instructional ability, (2) Scholarly and research activity, (3) Participation in departmental, college, and university activities, and (4) Community service.

Current distribution of academic staff within the department/division:

Professor _____; Associate Professor _____; Assistant Professor _____; Instructor _____

The vote of the tenured/senior department faculty on the proposed action:

_____ favorable; _____ opposed; _____ abstained; _____ absent

CANDIDATE: _____

EVALUATION BY DEPARTMENT CHAIR/HEAD

The proposed action is ranked _____ out of _____ within the Department.

_____ Recommended

_____ Not Recommended

_____ Department Chair/Head

_____ Date

EVALUATION BY DEAN/DIRECTOR

The proposed action is ranked _____ out of _____ within the College/Division.

_____ Recommended

_____ Not Recommended Dean/Director

_____ Date

CANDIDATE: _____

EVALUATION BY CAMPUS REVIEW COMMITTEE OR OFFICIAL

	Reviewers					
A. Evaluation of proposed action:		1	2	3	4	5
	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Action recommended by other campus review official:

_____ Recommended

_____ Not recommended

_____ Signature _____ Date _____

_____ Title _____

CAMPUS ACTION

_____ RECOMMENDED

_____ NOT RECOMMENDED

_____ Vice Chancellor for Academic Affairs _____ Date _____

_____ RECOMMENDED

_____ NOT RECOMMENDED

_____ Chancellor _____ Date _____

Split-appointment campus action:

_____ RECOMMENDED

_____ NOT RECOMMENDED

_____ Vice Chancellor _____ Date _____

_____ RECOMMENDED

_____ NOT RECOMMENDED

_____ Chancellor _____ Date _____

_____ RECOMMENDED

_____ NOT RECOMMENDED

_____ Vice President for Academic Affairs _____ Date _____

_____ APPROVED

_____ NOT APPROVED

_____ President _____ Date _____

“Appendix C”

Recommendations to Faculty for Compiling a Dossier to Document Your Academic Productivity for Formative & Summative Evaluation by the Promotion & Tenure Committee, LSUMC/Allied Health, 3/99

1. Set up a “friendly filing system so that materials are easily collected on an ongoing basis. A reasonable approach would be to start with a separate file devoted to each of the 3 domains (teaching, research/scholarship, service) of expected achievement in academia.
2. Be broad-minded in your concept of what constitutes “relevant” documents to collect. If necessary later, deleting excess items will be rather simple and quick to do when the time comes to bind the materials together for submission to reviewers; in contrast, retrieving or creating documentation of activities or products from many months prior can be laborious and time-consuming. Furthermore, what seems at the beginning of a project to be a relatively minor measure of your professional effort or expertise may at a later time take on greater significance or at least demonstrate rewardable progress.
3. As materials get generated, make a copy of any document (or its cover sheet or summary) that you remotely feel might be used in the dossier that you will eventually submit. Note where the full, original material is being filed, and place the copy in the appropriate folder of your dossier files.
4. Periodically (perhaps once every 2 or 3 months), flip through the collected items in your dossier files. This should serve as a morale-booster by reminding you of the accomplishments and progress you have made; it might also stimulate your recognition of additional areas of activity or types of evidence that you could start including in your dossier, as well as guide judicious jettisoning of some items.
5. Based on successive reviews of your accumulated materials, create a dossier design that highlights your particular strengths and indices of productivity. Within the “personalized” categories of your dossier, you can use standard organizing conventions, such as chronological or alphabetical order, to facilitate flow and retrieval of information. Do not rely upon conventional structure and rubrics.
6. Compose a reflective narrative that: (a) orients the reader to your dossier and each of its sections; (b) synthesizes how you perceive and assess the diversity of documents it contains; and (c) expresses how it fits with the bigger picture of your continuing career development. This narrative should form the dossier’s core that is supported by the various documents (contained in the appended sections). A representative selection of the dossier documents should be referenced and briefly explained within the reflective narrative.

Appendix D

Candidate's Name
Department
Candidate for (promotion to _____) (tenure)

Dossier Table of Contents

	Page
LSU Systems Forms	1
Curriculum Vitae	5
Candidates Narrative Overview and Self-Reflection	
Peer Review Report by Three LSUHSC Faculty	
External Peer Review Letters	
Annual Faculty Summaries and Reviews	
Teaching Activities	
Summary and Explanation	
Teaching Documentation	
Supervisory Documentation	
Advisement Documentation	
Research/Scholarly Activities	
Summary and Explanation	
Documentation	
Service	
Summary and Explanation	
Documentation	

“Appendix E”

Checklist for Compiling a Faculty Dossier

Yes	No	
___	___	A. Required components of a Dossier (sequenced as listed)
___	___	Checklist
___	___	i. Table of contents with sections designated by side tabs
___	___	1. LSU Systems forms
___	___	2. Current curriculum vitae
___	___	3. Candidate’s narrative overview and self-reflection
___	___	4. Peer review report by 3 LSUHSC faculty members
___	___	5. External peer review letters
___	___	6. Annual faculty summaries and reviews (since last submission of dossier)
		B. Areas to be considered (Provide supporting data, including dates for all activities. Remove all names and other information that would allow a reader to identify a student or a patient.)
___	___	1. Academic. Candidate’s summary and explanation. Evidence of contribution may include (but is not restricted to) the following:
___	___	a. <i>Teaching.</i>
		- teaching load information
		- number and quality of new courses developed
		- innovative instructional methods and/or materials
		- representative samples of course syllabi, methodology, reading lists, instructional handouts, graded examinations, homework assignments
		- relevant continuing education activities
		- description of instructional changes
		- summaries of students’ evaluations of courses and instructor
___	___	b. <i>Supervising.</i> Documentation should be in the form of factual information which describes:
		- quality and amount of supervision
		- organization of clinical practicum
		- development of supervisory procedures
		- samples of students’ clinical reports and evaluations
		- rating sheets of clinical practicum
___	___	c. <i>Advisement.</i> Evidence of academic advisement may include (but is not restricted to):
		- samples of completed academic programs of study
		- students’ evaluations of academic advisement

____ ____

2. Research/Scholarly Activities

Candidate's summary and explanation. Evidence of activity in this area may include:

- research projects, grants, research proposals
- manuscripts submitted or pending
- articles in national or international peer-reviewed journals
- articles in non-peer-reviewed, local, state or regional publications
- books, chapters, technical reports, research projects/grants, etc.
- presentations at professional meetings

____ ____

3. Service

Candidate's summary and explanation. Examples of activity in this area include service through:

- department committees and role
- school committees and role
- Health Sciences Center committees and role
- professional organizations and role
- community organizations and role
- participation on state/national advisory groups
- certification/licensing boards
- direct clinical service
- quality of clinical service such as outcome and consumer satisfaction data
- administrative activities within the department
- consulting services (include name of agencies)

“Appendix F”

Sample Letter to Request Evaluation from Outside Authority

Dear (Reviewer):

The School of Allied Health Professions at Louisiana State University Health Sciences Center is considering (Candidate X) for promotion from _____ Professor to _____ Professor (with tenure). Our review process involves a series of evaluations designed to insure both internal and external assessment of the candidate. Candidate X's performance in teaching, research and scholarship, and service will be evaluated at the Department, School, and Health Sciences Center, and University System levels to determine whether promotion will be granted. Moreover, our process calls for prominent scholars who are knowledgeable in the candidate's area of expertise to write letters of evaluation. Because you are considered to be such a person, I am requesting that you provide us with evaluative information about Candidate X.

Enclosed please find a summary of our School's guidelines to assess quality of teaching, research and scholarship, and service. Also, enclosed is a copy of Candidate X's current curriculum vitae and a sample of publications for your reference.

In preparing your letter of evaluation, I ask that you:

1. describe your association with Candidate X; and
2. provide an assessment of the candidate's past professional performance and potential in the areas of:
 - a. teaching ability,
 - b. research and scholarship competence and productivity, and
 - c. service to the profession.

Your letter of evaluation should include any or all of these areas.

Please comment on Candidate X's overall academic endeavors, including the scientific merit of his/her work, its originality, and its impact on the field of study. In addition, how would you compare Candidate X to other faculty in this field at the same stage of career development?

I know you appreciate the importance of external evaluations for the development of a strong faculty. Your letter will become a significant part of the documentation considered in our review process. Please be aware that all documents related to promotion reviews, including letters of evaluation, are public records and are available to the candidate if he/she so requests.

Thank you for your time and effort in responding to this request. I would be grateful if you could reply by (date in bold). If, for any reason, you will not be able to evaluate this candidate, please contact me at (phone #) immediately. Please send your letter of evaluation to:

Dr. (department head), Head
Department of _____
School of Allied Health Professions
Louisiana State University Health Sciences Center
(Street address)
(city), LA (Zip code)

Sincerely,

Department Head

Enclosures:(1) Promotion and Tenure Summary Guidelines
(2) Candidate X's Curriculum Vitae
(3) Representative Publications

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER
School of Allied Health Professions

Promotion and Tenure Summary Guidelines

A. Teaching Standard

Teaching is defined as formal or informal instruction to any number of students in any appropriate setting including classroom, laboratory, clinical, tutorial, and preceptorship. The quality of teaching must denote continuous improvement as well as the attainment of the level of excellence that exceeds the normal standard.

The following guidelines are used to assess quality of teaching activities:

1. Teaching activities show evidence of being **CURRENT** with the knowledge and skills of the professional field.
2. Teaching activities receive **HIGH RECOGNITION** by students, colleagues and other appropriate individuals from within and outside the University Medical Center, whichever is appropriate for the rank to which promotion is being considered.
3. LSUHSC recognizes that **EFFECTIVE** teaching is a primary responsibility of most faculty members. An evaluation of teaching includes, but is not limited to:
 - a. Scope of teaching responsibility
 - b. Command of subject areas
 - c. Communication skills
 - d. Ability to plan, design, and implement academic courses
 - e. Ability to stimulate student interest in the current subject
 - f. Ability to evaluate students fairly and without prejudice
 - g. Ability to mentor graduate and post graduate students

B. Research and Scholarly Activities Standard

Research is defined as basic or applied studies which follow an accepted method. The quality of research must enrich the body of scientific knowledge. Results must appear in refereed or professional journals.

Scholarly Activities are defined as those activities, methods, or publications that enrich or upgrade the health professions. The quality of these activities must show evidence of scholarly endeavor.

The following are guidelines used to assess the quality of research and scholarly activities:

1. Achievement in research activities showing **PROGRESSION** throughout the candidate's term in rank.
2. Research activities receive high **RECOGNITION** by colleagues within and outside the Health Sciences Center.
3. Results of scholarly activities appear in refereed and non-refereed publications (**DISSEMINATION**), including those submitted, accepted, or in press, and intellectual property.

C. Service Standard

Service is defined as participation in those activities supportive to the Health Sciences Center and the health system including service to the Health Sciences Center, the professions, the community and patient care. The quality of service must be outstanding in that it receives recognition by individuals within the Health Sciences Center or agencies or institutions outside the Health Sciences Center, whichever is appropriate.

The following are guidelines used to assess quality of service:

1. Active **PARTICIPATION** in service activities shows **CONTINUOUS PROGRESSION** during the candidate's term in rank.
2. Service activities related to the University receive high **RECOGNITION** as promoting the welfare of the School of Allied Health Professions or the University.
3. Service activities related to the candidate's profession receive high **RECOGNITION** by colleagues at the local, state, and preferably at the national level.
4. Service activities related to the community receive high **RECOGNITION** by agencies or institutions within the state as promoting the welfare of the University and/or the health system.
5. Service activities related to patient care receive high **RECOGNITION** by the candidate's Department Head and colleagues.