

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

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

I. PROCEDURES FOR FACULTY PROMOTION AND TENURE

A. Preamble

1. The criteria that follow should be considered an addendum to the Faculty Handbook of the Louisiana State University Health Sciences Center, New Orleans (LSUHSC), Permanent Memorandum 23 (PM 23), and Permanent Memorandum 69 (PM 69), available at: <http://www.lsuhscc.edu/administration/academic/docs/LSUHSC-NO%20Faculty%20Handbook.pdf>, <http://www.lsuhscc.edu/administration/pm/pm-23.pdf>, and <http://www.lsuhscc.edu/administration/pm/pm-69.pdf>. Faculty members should familiarize themselves with these documents.
2. Categories of evaluation for promotion and tenure of Allied Health faculty include: 1) teaching, 2) research or scholarly activities, and 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 (SAHP) 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.
4. Descriptions and criteria for academic ranks and tracks are described in detail in the LSUHSC Faculty Handbook and PM 23. The rank of instructor is an appointment for a specified term (which may be renewed repeatedly). Instructors may apply for promotion on either the tenure or clinical tracks. The ranks and titles for each track are:

Tenure Track

Assistant Professor
Associate Professor
Professor

Clinical Track

Assistant Professor of Clinical*
Associate Professor of Clinical*
Professor of Clinical*

*Indicates the department or program name

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 timeline of preparation for promotion and/or tenure.

1. Eligibility for promotion

Faculty are promoted on the basis of the fulfillment of the qualifications of that rank discussed in Section 7.1 “Eligibility for Promotion”, and in Section 2.2, “Academic Ranks” and in Section 6.0, “Faculty Evaluation” of the Faculty Handbook.

2. Formative review

A formative review by the Promotion and Tenure Committee is required for all faculty members with the rank of assistant professor (tenure track) following the third anniversary of appointment/promotion to that rank.

The primary purpose of formative review is to evaluate a faculty member’s progress toward meeting criteria and standards for promotion and/or tenure, and to provide feedback to help candidates identify areas of relative strength and need. This information is intended to enable the candidate to set goals and to establish priorities that will maximize the likelihood of success in meeting the criteria and standards for promotion and/or tenure.

The faculty member who is undergoing formative review should submit to the department head one electronic copy (PDF) of a dossier that documents accomplishments pertaining to teaching, research and scholarly activity, and service while at LSU Health Sciences Center. The department head will then email the dossier (<https://files.lsuhscc.edu/>) to the chair of the Promotion and Tenure Committee. After the committee reviews the dossier, the chair of the committee will send a detailed critique addressing strengths and areas that need to be improved in order for the candidate to receive promotion and/or tenure. The formative review process and associated dossier mirror the application process and dossier for promotion and/or tenure with the following exceptions:

For the formative review process and dossier,

- a. LSU System forms (including evaluation by tenured/senior faculty, department head, and dean) do not need to be completed.
- b. No external evaluations are necessary.

Formative review materials are considered once each year; **the deadline for submission to the department head is prior to the end of the first month following the third anniversary of appointment/promotion to that rank.**

3. 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.

To initiate the promotion and/or tenure process, the candidate must complete the following:

- a. Page one of the Louisiana State University System Promotion/Tenure Review Request form and submit it electronically to the department head (https://alliedhealth.lsuhscc.edu/Admin/docs/lsu_promotion_tenure_form.pdf).
- b. Biographical data in the format specified in the instructions that accompany the LSU System Promotion/Tenure Review Request form (<https://alliedhealth.lsuhscc.edu/Admin/docs/SAHPLSUSystemFormInstructions.pdf?7920>). These data may be extracted directly from the SAHP curriculum vitae (<http://alliedhealth.lsuhscc.edu/Admin/facultyresources.aspx>).
- c. An electronic dossier (PDF) that contains the sections outlined in Appendix B.

The tenured/senior faculty complete page two of the form and forward it electronically to the department head.

The department head completes the relevant section on page 3 and inserts it and the letters of recommendation (if necessary) into the dossier.

The department head submits original unstapled copies of the LSU System form, the curriculum vitae, and the letters of recommendation to the dean. The department head emails the PDF file of the complete dossier to the chair of the Promotion and Tenure Committee using LSU Health FileS (<https://files.lsuhscc.edu/>).

4. Evaluations for promotion

Applications for advancement in rank must be accompanied by recommendations from the sources listed below (completed on the LSU System form, as indicated above). These recommendations should specifically address the degree to which the candidate meets the appropriate standards and criteria.

- a. The candidate's department head
- b. The appropriate tenured/senior faculty of the candidate's department (clinical track: all associate professors and professors in both tracks; tenure track: all tenured faculty). If the department does not include faculty at or above the rank the candidate seeks, a committee must be formed with faculty at the appropriate level from within the University. Members of the committee will be selected based upon input from the department head, candidate, and dean.

In addition, for promotion to associate professor and professor (both tenure and clinical tracks), it is the responsibility of the department head to obtain at least three letters of evaluation from recognized experts in the candidate's field. These letters should address the suitability of the candidate for promotion and/or tenure. These evaluators must not be members of the LSU faculty, and in the case of an associate professor candidate, must be of higher rank than the candidate. Care should be given to selecting evaluators who are free of bias. A letter from a person who has served as a candidate's major professor for a graduate degree or postdoctoral advisor is unacceptable. No more than one letter may come from any single institution. It is the responsibility of the department head to request the letters of evaluation. In the event the candidate for promotion is a department head, the dean of the School will request the letters. Normally, 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. A copy of the candidate's curriculum vitae and reprints of representative publications will be sent to each reviewer. A sample request for a letter of evaluation from an external evaluator is contained in Appendix C.

5. Action on promotion

Decisions regarding promotion represent a succession of judgments 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."

Nominations are reviewed by 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 and the chancellor of LSUHSC.

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 chancellor, the promotion in rank will usually become effective at the beginning of the next fiscal year.

II. PROMOTION AND TENURE STANDARDS

A. Research and Scholarship Standard

The term *scholarship* is used here to encompass the traditional area of research, as well as other scholarly activities. This domain corresponds with biographical information items 1, 2, 3, 4, 6, and 8 on the LSU System Promotion/Tenure Review Request form. *Research* is defined as basic or applied studies that follow an accepted method. The quality of research must enrich the body of scientific knowledge. Results must appear in refereed publications. *Other scholarly activities* include those activities, methods, or publications that enrich or upgrade the health professions. The quality of these activities must be methodologically sound and show evidence of scholarly endeavor.

Expectations of scholarship differ according to the faculty track (tenure vs. clinical) and the rank that is being sought. Individuals seeking promotion to senior faculty ranks on the tenure track are expected to present a record of sustained productivity, especially as evidenced by primary or senior authorship of peer-reviewed publications and books, grants, and presentations at state, national, and/or international professional meetings. Successful candidates for senior ranks on the tenure track normally have developed a line of research, have disseminated findings, and have achieved a high degree of recognition in the field.

Candidates for senior faculty ranks on the clinical track are also expected to present a record of sustained productivity; however, the type of scholarship and the methods used may differ from the traditional research model. Successful candidates for senior ranks on the clinical track normally have published peer-reviewed clinical case studies, literature reviews, descriptions of innovative interventions (educational, technological, and clinical), etc. Successful candidates typically have a consistent record of peer-reviewed presentations at state, national, and/or international professional meetings. Their research experiences are likely to result in collaborative works, but not necessarily as primary or senior author.

Criteria used to assess the quality of research and scholarly activities include the following:

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.

B. Teaching Standard

Teaching is defined as formal or informal instruction to any number of students in any appropriate setting including classroom, laboratory, clinic, tutorial, and fieldwork or thesis/dissertation supervision. The quality of teaching must aim toward continual improvement and excellence.

Criteria used to assess quality of teaching activities include the following:

1. Teaching activities show evidence of being **CURRENT** with the knowledge and skills of the profession.
2. Teaching activities receive **HIGH RECOGNITION** by students, colleagues and other appropriate individuals from within and outside the Health Sciences Center.
3. LSUHSC recognizes that teaching is a primary responsibility of most faculty members. An evaluation of teaching **EFFECTIVENESS** includes, but is not limited to:
 - Student performance on certification/licensure exams
 - Command of subject areas
 - Communication skills
 - Ability to plan, design, and implement academic courses
 - Ability to stimulate student interest in the subject
 - Ability to evaluate students fairly and without prejudice
 - Ability to mentor students

C. Service Standard

Service is defined as participation in those activities supportive of the mission of the LSU Health Sciences Center including service to the University, 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.

Criteria used to assess quality of service include the following:

1. **ACTIVE PARTICIPATION** on committees, boards, and task forces;
2. Increasing **RESPONSIBILITY** for assignments;
3. Concrete and meaningful **ACHIEVEMENTS**;

4. Community **RECOGNITION** and performance awards.

III. PREPARATION OF THE TOTAL DOSSIER

The overall goal is to create a dossier that highlights strengths and indices of accomplishments that are relevant to the categories upon which promotion and tenure are based. The dossier should be compiled on an ongoing basis throughout a person's academic career.

Areas in which documentation should be provided include teaching, research, and service. These three domains of expected achievement in academia should be organized and tabbed into separate sections. A narrative overview that forms the dossier's core should be supported by the various documents contained in the appended sections. Each section must include a self-reflection that orients the reader, assesses the diversity of the documents included, and demonstrates how accomplishments fit within the overall picture of continuing career development. A representative selection of dossier documents should be referenced and briefly explained within each reflective narrative.

A PDF file of the dossier should be created using Microsoft Word and Adobe Acrobat, in order to combine files. A table of contents and page numbers are not required, but the correct sequence of documents should be followed (see LSU System form instructions). Each section of the dossier should be bookmarked and labeled using Adobe Acrobat. After the candidate completes the dossier, a PDF file should be submitted to the department head. Scanned color versions of the letters of recommendation should be inserted into the dossier after the curriculum vitae. The department head should then send the completed PDF file of the dossier to the chair of the Promotion and Tenure Committee using LSU Health FileS (<https://files.lsuohsc.edu/>).

Suggestions for completion of the dossier can be found in Appendix B. **THE DEADLINE FOR SUBMISSION OF A DOSSIER IS OCTOBER 1.** The date of hire will determine whether this will occur during the 5th or 6th year of service. The SAHP signatory page must be submitted with the dossier. This document attests to the candidate having read all promotions guidelines and that the dossier's contents are accurate and complete. The signatory page can be obtained on the faculty page online at https://alliedhealth.lsuohsc.edu/Admin/docs/SAHP_Signatory_Page.pdf.

IV. EXPECTATIONS OF THE DEPARTMENT HEAD

- A. Refer each newly appointed member to this *Faculty Promotion and Tenure Procedures, Standards and Criteria* and related documents including those listed in I.A.1.
- B. Provide guidance and encouragement to faculty members concerning expectations, resources, and opportunities for their professional achievements in the areas of teaching, research, and service.
- C. Maintain a file on each faculty member that contains summaries of conferences, annual reviews, peer reviews, reprints or publications, awards and recognitions.
- D. Provide the faculty member with time for research and service.

- E. Obtain at least three letters of evaluation from outside authorities regarding the suitability of the candidate for promotion and/or tenure to associate professor or professor (see I.B.4 for details).
- F. Provide feedback related to annual and formative reviews. These reviews should demonstrate continued progression throughout the academic career.
- G. 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.
- H. Inform faculty on the tenure track when their dossier for promotion and tenure review should be submitted. Dossier submission is due October 1 and will occur in either the 5th or 6th year of service, depending on the date of hire.

V. FACTORS CONSIDERED BY PROMOTION AND TENURE COMMITTEE 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? 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. ELIGIBILITY CRITERIA FOR APPOINTMENT/PROMOTION (TENURE TRACK)

- A. Assistant Professor
 1. 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 3 years of service at the instructor rank.

2. Faculty status: Assistant professors have faculty status.
3. 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 retention. 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 [PM-23].

B. Associate Professor

1. 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.
2. Faculty status: Associate professors are senior members of the faculty.
3. Tenure and appointment: Applications for the rank of associate professor and tenure typically coincide. In situations where a person is untenured but holds the rank of associate professor, tenure must be achieved by the end of the 5th year of service.

C. Professor

1. Criteria: An individual 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 5 years of successful service as an associate professor.
2. Faculty status: Professors are senior members of the faculty.
3. Tenure and appointment: Most professors are tenured and are appointed for an indefinite period of time. However, a person may be hired at the professor rank without tenure. In this situation tenure must be achieved by the end of the 5th year of service.

VII. ELIGIBILITY CRITERIA FOR APPOINTMENT/PROMOTION (CLINICAL TRACK)

A. Assistant Professor of Clinical [Department or Program Name]

1. Criteria: The individual shall meet the standards that govern appointment to the rank of instructor. In addition, the person should exhibit clear evidence of potential for excellence in teaching and service. The individual will normally have at least 3 years of service at the rank of instructor.

If teaching is the primary category on which promotion is based, there must be documented evidence the candidate has:

- Demonstrated the quality of teaching as defined in teaching standard II.B.
- Participated in service to the University at least at the program/departmental level.
- Participated in professional activities at the local or state level or been active in professional service to the community.

If service is the primary category on which promotion is based, there must be documented evidence the candidate has:

- Met the standard of quality for service defined in service standard II.C.
- Participated in formal or informal teaching activities.

2. Faculty status: Assistant professors of clinical [department or program name] have faculty status.

B. Associate Professor of Clinical [Department or Program Name]

1. Criteria: The individual shall typically possess a doctoral degree. In addition, the person shall have established an *excellent* reputation in teaching and service and have demonstrated a high quality of productivity. Typically, the individual will have served at least 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 [department or program name] prior to promotion.

If teaching is the primary category on which promotion is based, there must be documented evidence the candidate has:

- Demonstrated the quality of teaching as defined in teaching standard II.B.
- Demonstrated sustained excellence in teaching while in current rank.
- Received recognition for excellence in teaching within or outside the University.
- Participated in research or scholarly activities.
- Participated in service to the University beyond the program/departmental level.
- Participated in professional activities at the state or national level or been active in professional service to the community.

If service is the primary category on which promotion is based, there must be documented evidence the candidate has:

- Met the standard of quality for service defined in service standard II.C.
- Demonstrated sustained excellence in service while in current rank.
- Participated in multilevel service activities within and outside the University.
- Participated in formal or informal teaching activities.
- Participated in research or scholarly activities.

2. Faculty status: Associate professors of clinical [department or program name] are senior members of the faculty.

C. Professor of Clinical [Department or Program Name]

1. Criteria: The individual appointed or promoted to the rank of professor of clinical [department or program name] shall possess all the standards for associate professor of clinical [department or program name]. 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 5 years of successful service at the level of associate professor (tenure and/or clinical track) and will have served at least one year as an associate professor of clinical [department or program name] prior to promotion.

If teaching is the primary category on which promotion is based, there must be documented evidence that the candidate has:

- Demonstrated the quality of teaching as defined in teaching standard II.B.
- Received recognition of excellence in teaching from within and outside the University.
- Participated in research or scholarly activities with publication in refereed journals, other professional journals, or other publications.
- Participated in service to the University beyond the School of Allied Health Professions level.
- Received recognition for professional activities at the national level or recognition for professional service to the community.

If service is the primary category on which promotion is based, there must be documented evidence the candidate has:

- Met the standard of quality for service defined in service standard II.C.
- Received high recognition for multilevel service activities within and outside the University.
- Participated in formal or informal teaching activities.
- Conducted research or scholarly activities with publication in refereed or

professional journals.

2. Faculty status: Professors of clinical [department or program name] are senior members of the faculty.

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 [department or program name].

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

A change in track may occur only once in a person's career at LSUHSC and must be initiated by the department head and approved by the dean and higher levels of administration. Assistant and associate professors must serve at least one year in the new track before being eligible for promotion or tenure. Following a transfer, the standards, procedures and eligibility criteria as described in this document will apply for all promotion and tenure applications in the new track.

Committee Members

J. Eason, Ph.D.
Physical Therapy

A. Hurley, Ph.D.
Communication Disorders

N. Moreau, Ph.D.
Physical Therapy

A. Pellett, Ph.D.
Cardiopulmonary Science

P. Wilson, Ph.D.
Interdisciplinary Human Studies

J. Zamjahn, Ph.D.
Cardiopulmonary Science

Initial Document: Adopted by Executive Committee - July, 1997
Revised Document: Adopted by Executive Committee - June, 1999
Revised Document: Adopted by Executive Committee - December, 2010
Revised Document: Adopted by Executive Committee - July, 2013

Appendix A: Timeline of Preparation for Promotion and/or Tenure

Initial Activities for Tenure and Clinical Tracks

1. Receive appointment to your department.
2. Attend the new faculty orientation to SAHP policies and procedures, obtain and read copies of LSUHSC PM-23 and the SAHP guidelines on promotion and tenure (P&T), **early in your first semester of employment.**

Ongoing Activities for Tenure and Clinical Tracks

1. Determine your department's expectations for effective performance and demonstrable productivity in the criterion domains of teaching, scholarship, and service.
2. Develop a mindset for making meaningful career-development choices concerning required and optional activities within these three domains.
3. Begin the process of compiling your dossier by creating a separate set of files (at least one for each of the three domains for **each year**) and corresponding organizational habits for documenting your activities, contributions, efforts, outcomes, and recognitions. See appendix for examples of documentation to compile.
4. Seek clarification and support **periodically** from senior faculty and other colleagues about their choices and performance in activities with regard to your assigned duties and discretionary professional opportunities.
5. Continue to prioritize and accomplish your teaching, scholarship, and service activities while maintaining the completeness and currency of your dossier.
6. Complete the Annual Faculty Evaluation form **each year in June** according to the SAHP and LSU System requirements for content, format, and attachments.
7. Meet formally with the department head **each year in June** to review your annual faculty evaluation and obtain her/his feedback on your past performance and counsel regarding future expectations.

3rd Year Activities for Tenure Track

1. Prepare your dossier and curriculum vitae. Submit them to your department head for review by the Promotion and Tenure Committee within the first month **following the 3rd anniversary of your appointment** to the faculty.

2. Upon receipt of the formative review feedback letter from the P&T Committee, determine which choices and priorities you wish to make with regard to your activities and strategies in your assigned duties and discretionary professional opportunities.

5th-6th Year Activities for Tenure Track

1. Prepare your dossier, biographical data (curriculum vitae), and paperwork for submission to the P&T Committee for your tenure review process; submission deadline is **October 1**. The date of hire will determine whether this will occur during the 5th or 6th year of service. The basis for the timing of dossier submission is that tenure-track faculty cannot be permitted to enter a seventh year of service prior to being notified of the outcome of their tenure review.

Appendix B: Items to Be Included in Dossier

The dossier should include the sections listed below. Each section should be bookmarked and labeled using Adobe Acrobat. The CV will contain most of what the committee needs to see. A longer dossier does not make it better. Supporting material should only include items that help the committee understand the nature of accomplishments in teaching, research, and service. Note that in the narrative self-reflections, for tenure-track candidates, descriptive evidence of excellence is required for each section. For candidates on the clinical track, the sections for which descriptive evidence of excellence is required will depend on the primary category on which promotion is based. Each narrative should also be used as a reflective exercise to derive meaning from the evidence.

1. Completed LSU System form
(https://alliedhealth.lsuhsac.edu/Admin/docs/lsu_promotion_tenure_form.pdf)
2. Biographical data in the order specified in “Instructions for Promotion/Tenure Review Request”
(<https://alliedhealth.lsuhsac.edu/Admin/docs/SAHPLSUSystemFormInstructions.pdf?7920>).
3. Letters from three external evaluators (to be inserted by the department head/program director)
4. Annual faculty evaluations for the most recent three years
5. Teaching
 - a. Narrative self-reflection
 - 1) Overview of teaching and education activities (If applicable, informal teaching such as independent studies or tutoring may be included.)
 - 2) Teaching philosophies and challenges; an analysis of teaching abilities and student responses to teaching, as well as what has been learned from teaching experiences, should be included.
 - 3) Descriptive evidence of excellence in teaching
 - 4) Goals and future professional development as a teacher/educator
 - b. Teaching load, to include course descriptions, academic credit, contact hours, numbers of students, and number of new courses developed. The following should NOT be included: course syllabi, reading lists, PowerPoint presentations, instructional handouts, exams or quizzes, project assignments, and grading rubrics.
 - c. Summaries of student evaluations of the course and instructor from the most recent 5 years (or less if applicable). Individual course and instructor evaluations for each course should NOT be included.
 - d. Supporting documents (shown below)
6. Research/scholarly activity
 - a. Narrative self-reflection
 - 1) Research/scholarly activity conducted at LSUHSC

- 2) Description of the development of the candidate's research agenda, including description/analysis of challenges and success
 - 3) Descriptive evidence of excellence in research/scholarly activity
 - 4) Research/scholarly activity goals, including a description of future research plans
- b. List of hyperlinked publication digital object identifiers (DOIs)
 - c. Brief samples (e.g., first page of book chapter, not entire chapter or book) of other scholarly activities
 - d. Supporting documents (shown below)
7. Service
- a. Narrative self-reflection
 - 1) University, School, departmental service
 - 2) National/international service
 - 3) Clinical service
 - 4) Administrative responsibilities
 - 5) Community service
 - 6) Descriptive evidence of excellence in service
 - b. Supporting documents (shown below; committee meeting minutes should NOT be included)
8. Signatory page

After completing the dossier, the candidate signs the SAHP signatory page (https://alliedhealth.lsuhscc.edu/Admin/docs/SAHP_Signatory_Page.pdf) confirming that all guidelines and instruction have been met in completing the dossier.

Examples of activities and/or supporting documents to demonstrate accomplishments in teaching:

1. Innovative instructional methods and/or materials
2. Organization of a clinical practicum
3. Innovative supervision techniques
4. Special awards for teaching
5. Evidence of being a positive role model or mentor
6. Leadership or substantive participation in curriculum design and/or renewal or in implementation of curriculum renewal, including interprofessional educational activities
7. Leadership or recognized excellence in continuing medical education
6. Letters of commendation for educational contributions outside the institution
8. Leadership roles in educational programs (e.g., program chair for professional society's annual meeting)
9. Evaluations from participation in professional and other external teaching programs
10. Service as reviewer or editor of educational publications

Examples of activities and/or supporting documents to demonstrate accomplishments in research/scholarly activities:

1. Statistics documenting citation of the candidate's work in literature by others
2. Publication of instructional manuals, audiovisual packages, and computer programs
3. Development of clinical instruments and/or tools for patient care and/or teaching that have been disseminated through peer-reviewed presentations and/or publications
4. Invitations for special lectures at professional meetings
5. Continued participation on review or editorial boards, associate editorships, and editorships of journals
6. Leadership roles in national or international professional societies and related meetings
7. Special awards for research/scholarship

Examples of activities and/or supporting documents to demonstrate accomplishments in service:

1. Development of an area of clinical expertise
2. Establishment of a recognized and productive clinical program
3. Reputation as a clinician and/or consultant
4. Clinical productivity
5. Recognized participation or leadership in departmental, School, University, or hospital committees or special initiatives
6. Continued participation or leadership in professional organization or society committees and/or governing boards at a local, regional, state, national, or international level
7. Participation in institutional or program reviews or site visits
8. Commendable participation in community service or other volunteer activities

Appendix C: Sample Letter to Request Evaluation from Outside Authority

Dear (Reviewer):

The School of Allied Health Professions at Louisiana State University Health Sciences Center, New Orleans 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, 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 that 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
1900 Gravier St. (or other if appropriate)
New Orleans, LA 70112

Sincerely,

Department Head

Enclosures: (1) Summary of promotion and tenure standards
(2) Candidate X's curriculum vitae
(3) Representative publications (could be online links)

Summary of LSUHSC SAHP Promotion and Tenure Standards

A. Research and Scholarship Standard

The term *scholarship* is used here to encompass the traditional area of research, as well as other scholarly activities. This domain corresponds with biographical information items 1, 2, 3, 4, 6, and 8 on the LSU System Promotion/Tenure Review Request form.

Research is defined as basic or applied studies that follow an accepted method. The quality of research must enrich the body of scientific knowledge. Results must appear in refereed publications. *Other scholarly activities* include those activities, methods, or publications that enrich or upgrade the health professions. The quality of these activities must be methodologically sound and show evidence of scholarly endeavor.

Expectations of scholarship differ according to the faculty track (tenure vs. clinical) and the rank that is being sought. Individuals seeking promotion to senior faculty ranks on the tenure track are expected to present a record of sustained productivity, especially as evidenced by primary or senior authorship of peer-reviewed publications and books, grants, and presentations at state, national, and/or international professional meetings. Successful candidates for senior ranks on the tenure track normally have developed a line of research, have disseminated findings, and have achieved a high degree of recognition in the field.

Candidates for senior faculty ranks on the clinical track are also expected to present a record of sustained productivity; however, the type of scholarship and the methods used may differ from the traditional research model. Successful candidates for senior ranks on the clinical track normally have published peer-reviewed clinical case studies, literature reviews, descriptions of innovative interventions (educational, technological, and clinical), etc. Successful candidates typically have a consistent record of peer-reviewed presentations at state, national, and/or international professional meetings. Their research experiences are likely to result in collaborative works, but not necessarily as primary or senior author.

Criteria used to assess the quality of research and scholarly activities include the following:

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.

B. Teaching Standard

Teaching is defined as formal or informal instruction to any number of students in any appropriate setting including classroom, laboratory, clinic, tutorial, and fieldwork or thesis/dissertation supervision. The quality of teaching must aim toward continual improvement and excellence.

Criteria used to assess quality of teaching activities include the following:

1. Teaching activities show evidence of being **CURRENT** with the knowledge and skills of the profession.
2. Teaching activities receive **HIGH RECOGNITION** by students, colleagues and other appropriate individuals from within and outside the Health Sciences Center.
3. LSUHSC recognizes that teaching is a primary responsibility of most faculty members. An evaluation of teaching **EFFECTIVENESS** includes, but is not limited to:
 - Student performance on certification/licensure exams
 - Command of subject areas
 - Communication skills
 - Ability to plan, design, and implement academic courses
 - Ability to stimulate student interest in the subject
 - Ability to evaluate students fairly and without prejudice
 - Ability to mentor students

C. Service Standard

Service is defined as participation in those activities supportive of the mission of the LSU Health Sciences Center including service to the University, 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.

Criteria used to assess quality of service include the following:

1. **ACTIVE PARTICIPATION** on committees, boards, and task forces;
2. Increasing **RESPONSIBILITY** for assignments;
3. Concrete and meaningful **ACHIEVEMENTS**;
4. Community **RECOGNITION** and performance awards.