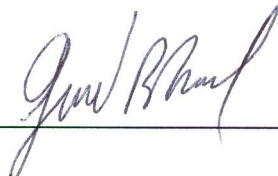





Tenure, Promotion, and Evaluation Guidelines

Department of Chemistry and Physics

College of Science and Technology

Date approved by department:  9/26/07
Department Head

Date approved by Dean:  11/21/07
Dean

Date approved by Provost:  _____
Provost

The *Southeastern Louisiana University Faculty Handbook* requires that "[a]ny changes in departmental evaluation criteria shall include involvement of the faculty." This is to document that that requirement has been met. Specifically, proposed revisions to the *Departmental Guidelines for Annual Evaluation, Tenure, Promotion* were debated in a plenary meeting of the faculty on August 29, 2007 and further debated and approved by the Department's Tenure and Promotion Committee on September 14, 2007.

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**DEPARTMENT OF CHEMISTRY AND PHYSICS:
GUIDELINES FOR ANNUAL EVALUATION, TENURE, AND PROMOTION**

The Department of Chemistry and Physics follows tenure, promotion and review policies complementary to those outlined in Southeastern Louisiana University's *Faculty Handbook* and all official addenda. This document should be used as a reference to supplement interpretation of the Departmental guidelines. For perspective on the professorate, and activities that constitute scholarship, the monograph *Scholarship Reconsidered* by Ernest L. Boyer (The Carnegie Foundation for the Advancement of Teaching, Princeton, 1990) has been consulted.

I. AREAS OF EVALUATION

I.a. Teaching/Job Effectiveness

In accordance with the *Faculty Handbook*, no one element shall be used as the principal evaluation metric for gauging teaching effectiveness. Rather, multiple measures shall be employed. Job effectiveness refers to the performance of duties for which a faculty member has received a reassignment of teaching load. The *Faculty Handbook* states that academic mentoring of students is an element of teaching or job effectiveness. Academic mentoring of students rises above the level of simply scheduling courses. Mentors advise and monitor students' progress throughout their academic careers. Therefore, the evaluation of teaching/job effectiveness shall include the following elements.

- A. The *Faculty Handbook* states that the evaluation of teaching shall be based on the following:
1. Review of course syllabi and examinations for appropriate content.
 2. Review of teaching presentation and effectiveness via classroom observation.
 3. Responses supplied in the Student Opinion of Teaching (SOT) surveys.
 4. Review of grade distributions on individual examinations and overall course grade distribution.
 5. Review of enrollment statistics/patterns.
- B. The *Faculty Handbook* further states that the evaluation of teaching may be based on the following:
1. Individualized instruction of students outside the classroom.
 2. Course/curriculum development, including development of new or original courses.
 3. Supervision of service learning, student research, internships, or field experiences.
 4. Other documentation regarding teaching effectiveness.
- C. Other documentation regarding teaching effectiveness may include, but is not limited to, the following:

1. Review of teaching techniques, including usage of demonstrations, innovative or novel approaches to teaching, appropriate use of technology.
 2. Results of pre- and post-testing of students or standardized testing of students.
 3. Evolution of teaching methods in repeatedly taught courses.
- D. The physical sciences require laboratory instruction. Teaching effectiveness must therefore include a component which addresses the unique aspects of laboratory courses. Examples of such criteria include but are not limited to the following:
1. Adherence to departmental safety policies.
 2. Laboratory hygiene.
 3. Instruction in laboratory technique.
 4. Instrumentation proficiency.
 5. Cooperation with support personnel (safety officer, College of Science and Technology Engineer, student workers, etc.).
- E. Duties to be evaluated under job effectiveness should be detailed in a written job description, a copy of which should be given to the faculty member upon employment. Performance of these duties shall be evaluated by the head of the budget unit providing the reassigned time.
- F. The *Faculty Handbook* states that the evaluation of academic mentoring shall be based on the following:
1. Narrative description of mentoring activities, such as professional development, evidence of accessibility to students, and record of successful mentoring.
 2. Quantitative measures of mentoring activities, such as logs of time spent mentoring students and statistics on number/level of students mentored.
- G. The *Faculty Handbook* further states that the evaluation of academic mentoring may be based on the following:
1. Examples of letters of recommendations written for students.
 2. Interaction with Center for Student Excellence.
 3. Resources developed for academic mentoring.
 4. Examples of department recruitment activities.
 5. Other documentation reflecting mentoring activities.

I.b. Professional Activity

Activities to be evaluated under professional activity include the following in order of relative merit. The diverse and progressive nature of the physical sciences precludes an exhaustive listing of areas. If professional activities not covered by the above are undertaken, these will be judged for their merit in the context of their applicability to the mission of the University and Department, as well as their relevance to the terms and conditions as stipulated in the individual's letter of employment.

A. First tier (most meritorious)

1. **Publications.** In accordance with The Faculty Handbook, “A professor should be engaged in scholarly and/or creative activity appropriate to his or her discipline, laboratory research, rehearsal, writing, painting, or whatever, and the result of this activity should be made public, i.e., ‘published’ by some appropriate means.” It further states that to publish “means simply to produce a written manuscript that is then disseminated through one of the conventional print media—a journal, a book, etc.” The emergence of the world-wide web has presented new and unique opportunities for publication. The merit and/or credit afforded these publications must be assessed on a case-by-case basis.
2. **Grants.** This area encompasses grant writing, awards, grant reports, and grant administration.
3. **Invited Talks.** Invited talks are done by special arrangement or at the best of conference, university, industrial, or government seminar organizers.

B. Second tier

1. **Contributed Talks.** Contributed talks are those presented as part of the normal discourse of a meeting or session that the attendee performs voluntarily.
2. **Presentations.** In the context of the physical sciences, a presentation typically refers to a poster or printed abstract contributed to the proceedings of a meeting.
3. **Refereeing.** Because of particular expertise, faculty members may be selected for reviewing of manuscripts for professional journals, grants or chapters for textbooks or specialized monographs.
4. **Editing.** Editing involves the process of preparing manuscripts from proceedings, monographs, etc. for publication including tasks such as soliciting contributions, delegating peer review, and performing editorial duties that require a specialization in a particular field.
5. **Conference Organization.** A conference organizer oversees the logistics of a meeting, including financial arrangements, scheduling, abstract preparation, etc
6. **Session Chairing.** An individual that is requested by conference organizers to organize and/or moderate a particular sessions of a meeting.

C. Third tier

1. **Professional Society Activity.** This consists of membership in and service as an appointed or elected officer of professional organizations.
2. **Gaining formal field experience.** Defined as attending workshops, making extended visits, or taking sabbatical leaves which enhance a faculty member’s professional development.
3. **Conference Attendance.** To enhance reputation and visibility, and to maintain knowledge of a subject area, it is important that faculty members attend conferences. These will be subdivided into regional, national, and international meetings.

It should be noted that the above categories are not equivalent to the categories of Excellence, Distinction, and Adequate.

I.c. Service

As defined in the *Faculty Handbook*, service encompasses:

“all of the contributions that are made to the University, students, and the community (other than in teaching).”

Activities which constitute service span a broad range of instances. However, the most meritorious service is that which relates directly to one’s field of expertise and results in an enhanced reputation of the individual within his or her profession. Factors assessed in this area include but are not limited to the following.

- A. **University service.** University service involves committee work at the university, college, or departmental level, Faculty Senate, service to other Departments, special projects or programs within or sponsored by the University, leadership *viz.* committee chairs, etc. The *Faculty Handbook* furthers with the statement “a willingness to work, performance of assigned tasks, an ability to listen, preparedness and attendance at meetings thoughtfulness, and teamwork are the hallmarks of outstanding university service.”
- B. **Service to students.** Student service includes formal and informal advising, and mentoring student organizations. The *Faculty Handbook* adds the following criteria: “availability (including regular office hours), approachability, understanding, ability to listen, willingness to guide students, participation in and support of student activities, and general rapport with students.”
- C. **Community service.** As stated in the *Faculty Handbook*, Community service is “involvement in organizations or activities in which the faculty member is acting in his/her capacity as a scientist and educator and/or as an official representative of the University which contribute to the economic or cultural development of the community, region, and state.”

II. TERMS OF EVALUATION

A new faculty member – either instructor or tenure track – will be given a letter stating the terms and conditions for employment. This will outline expectations in the areas of teaching/job effectiveness, professional activity, and service. These terms and conditions are individually structured with regard to the faculty member’s expertise and the role he or she is expected to fulfill within the Department during their probationary period, and may be referenced with regard to performance assessment.

With the current revision of this document, the weightings assigned to the three areas of evaluation are as follows:

Category	[Asst., Assoc, or Full] Professor		Instructor	
	Default	Range	Default	Range
Teaching	50%	50%-60%	65%	65%-75%
Professional Activity	30%	25%-35%	15%	5%-25%
Service	20%	15%-25%	20%	15%-25%

Evaluation weightings assume the default values unless *prior* to the start of the academic year, the faculty member and Department Head agree in writing upon modified weightings which total 100% and fall within the range of parameters. Faculty members should be aware of the fact that with modified weightings come modified expectations. The Department adheres to the criteria for evaluation as discussed in the *Faculty Handbook*. Refer to this document for further clarification. No matter what the level or rank, a significant factor in achieving high evaluations will be the extent of the individual's commitment to the welfare and progress of the University, Department and the other faculty therein. The individual's knowledge, flexibility, collegiality, and willingness in all areas of assessment are critical components of a valuable faculty member and should not be underestimated. In the departmental tenure/promotion, or review process, four levels of performance are issued. These levels are as follows.

1. **Excellence.** The *Faculty Handbook* defines excellence as "superior achievement, that which is truly outstanding." This may be evidenced by The President's Award for Excellence as the university level, peer or student evaluations that consistently express the highest accolades, or by activities that bring prestige and influence to the candidate from beyond the campus. This is to be judged in both the volume and quality of work.
2. **Distinction.** The *Faculty Handbook* states: "Distinction means achievement of a high order, that which sets itself apart from the ordinary or the merely acceptable." This embodies actions or service above and beyond in the areas of evaluation and in the terms and conditions of employment.
3. **Adequacy.** The *Faculty Handbook* defines Adequacy as "competency, that which fulfills all of the essential requirements, that which sets itself apart from the perfunctory or casual." Adequacy is thus performing the duties expected of an individual as discussed in the areas of evaluation and their terms and conditions for employment.
4. **Inadequacy.** Citing the Faculty Handbook addendum, "*Recommendations for Evaluation of Faculty and Termination/Severe Sanction of Tenured Faculty for Cause*" (Approved February 24, 2000): "...every department's procedures must include a level for inadequate performance. Whenever deficiencies are noted, the department head should work with the faculty member to improve performance.

Non-reappointment of non-tenured faculty shall follow Board of Supervisors rules as described on page III:7 of the Faculty Handbook.” University procedure for tenured faculty in the area of remediation, academic dismissal, and termination/severe sanction for cause are all outlined in “*Recommendations for Evaluation of Faculty and Termination/Severe Sanction of Tenured Faculty for Cause*”.

As applied in the four areas of evaluation, the Department of Chemistry and Physics supports the evaluation of the specific categories of Teaching Effectiveness, Professional Activities, and Service. In addition to these individual evaluations, there will be an overall evaluation of the faculty member. This evaluation will be related to, but not necessarily equivalent to the average of the individual categories and will be more related to the weighted average of the categories (e.g. A faculty member could receive Distinction in Professional Activities, Adequacy in Service, and Inadequacy in teaching effectiveness and be related overall as inadequate i.e. the Distinction that was earned in Professional Activities may not necessarily offset the Inadequacy that was earned in Teaching Effectiveness.) Criteria as terms of evaluation for the individual categories are:

II.a. Teaching/Job Effectiveness

For a minimum rating of **Adequacy** in teaching effectiveness, a faculty member should exhibit performance such as the following:

1. Knowledge of subject matter.
2. Good communication skills-both written and verbal
3. Meets classes on time.
4. Keeps students in classroom activity for the duration of the class period.
5. Makes course objectives and policies clear.
6. Provides in timely manner course syllabi which clearly outline course requirements.
7. Grades and returns assignments and tests in a timely manner.
8. Provides students with regular evaluations of their progress, ensures that they have a fair assessment of where they stand before the last day to withdraw from classes for a semester.
9. Adheres to University policies for final examinations, incomplete grades, and grade changes.
10. Is accurate and fair in student evaluations.
11. Is accessible both in and outside of class
12. Maintains a minimum of 10 office hours per week, and posts these hours.
13. Participates in faculty discussions on textbook selections, revision of lab manuals, curriculum development, etc.
14. Maintains University property such as classrooms, laboratories, and classroom technology equipment.
15. Maintains office, classroom, laboratory and building security.
16. Keeps a clean and safe laboratory work area.
17. Follows proper procedure with hazardous waste and stockroom items.

18. Attempts to make course material understandable and enjoyable.
19. Treats students and other faculty with respect.
20. Behaves in a manner that is well-representative of the Department and University.
21. Covers material of the general course syllabi, particularly in courses which are prerequisites to other courses.
22. Continually upgrades and updates notes and classroom materials to meet the dynamic nature of both the subject and the student body.
23. Does not have excessive drop rates.
24. Maintains academic standards.
25. Has SOTs that are not significantly differing from the Departmental, College, or University average.
26. Demonstrates overall growth as an instructor over time-in terms of withdrawal rates grade distributions, and future student performance.

A faculty member who fails to meet a significant number of the above minimum requirements may be deemed **inadequate**.

A faculty member who exhibits **Distinction** in teaching ability by sustaining the above characteristics over time. Additional factors that will lead to this evaluation include but are not limited to the following:

1. SOTs that are above the Departmental average.
2. Continually high academic standards.
3. Exemplary creativity and flexibility in methodology and presentation.
4. Development of new or original courses.
5. Mentoring of students in projects.
6. Engaging in formal activities designed to improve teaching skills.

The individual will be deemed **Excellent** in teaching effectiveness with a preponderance of evidence from the above two ratings, which may include the addition of the following:

1. SOTs among the best in the Department
2. Consistent pattern of high achievement by students enrolled in the individual's courses.
3. Mentoring of students in projects which lead to the presentation of research papers or publications.

II.b. Professional Activity

For a minimum rating of **Adequacy** in professional activity, a faculty member should exhibit performance such as the following:

1. Membership in local, state, national, and international professional organizations that fit within the terms of employment of the individual.
2. Attending and supporting Departmental colloquia.

3. Attending local, state, national, and international meetings.
4. Submission of both internal and external grant applications.
5. Familiarity with the current status and literature in the field of expertise as described in the individual's terms of employment.
6. Preparation of documents relating to the discipline for distribution to colleagues and students.
7. Submission of articles to professional journals.
8. Creativity in classroom demonstrations or other ways disseminating one's expertise.

A faculty member who fails to meet a significant number of the above minimum requirements may be deemed **inadequate**.

A faculty member exhibits **Distinction** in professional activity by sustaining the above characteristics over time. Additional factors that will lead to this evaluation include but are not limited to the following:

1. Publication of articles in refereed journals in areas that fit the field of expertise as described in the individual's terms of employment.
2. Contributing to local, state, national, and international meetings that coincide with the individual's area of expertise.
3. Consulting to outside entities in areas relating to the individual's field of expertise.
4. Receiving external appointments as adjunct or visiting faculty or visiting research scientist.
5. Award and administration of internal and external grants.
6. Chairing sessions at local, state, national, and international meetings that coincide with the individual's area of expertise.
7. Refereeing of professional articles or grant applications in one's area of professional expertise.

The individual will be deemed **Excellent** in professional activity with a preponderance of evidence from the above two ratings, which may include the addition of:

1. Invitation to local, state, national, and international meetings that coincide with the individual's area of expertise.
2. Organizing local, state, national and international meetings that coincide with the individual's area of expertise.
3. Award of prestigious federal grants.
4. Award of honors within the profession that bring recognition to the Department and University.

II.c. Service

For a minimum rating of **Adequacy** in service, a faculty member should exhibit performance such as the following:

1. Service on Departmental or University Committees including Faculty Senate and Southeastern's Union of Faculty and Teachers.
2. Service in student advising.
3. Service to student organizations.
4. Service in recruitment activities.
5. Service in assessment.
6. Service in curricular revision.
7. Participation in faculty meetings.
8. Service towards colleagues.
9. Service to laboratories.
10. Service to other University Departments.
11. Service to the community which supports the role, scope, and mission of the Department and University.

A faculty member who fails to meet a significant number of the above minimum requirements may be deemed **inadequate**.

A faculty member exhibits **Distinction** in service by a preponderance of activity in the above categories and/or through additional service which may include the following aspects:

1. Chairing Departmental or University committees.
2. Spearheading innovations that advance the role, scope, and mission of the Department and University.
3. Developing new courses and laboratory exercises for the Department.
4. Representing the University on regional, state, or national committees or meetings.
5. Leadership in laboratory administration and maintenance.

A faculty member exhibits **Excellence** in service by a preponderance of activity in the above categories.

III. EVALUATION

III.a. Merit

As discussed in the *Faculty Handbook*, all tenured and untenured professors and instructors, both full-time and part-time, will receive annual evaluation by the Department Heard for the purpose of merit. The areas to be assessed for merit are exactly those as described in Section I of this document. The time period covered by the merit evaluation will be June 1 – May 30 of each academic year. Material supporting the individual's merit evaluation should be supplied to the Department Head by the end of May to be counted within the given year of consideration. Items not submitted within this period may not be counted toward that year's merit, however it can be included in the professor's tenure and promotion packages. When faculty members submit merit

packages, they should include a concise statement to establish the magnitude, quality, and relative worth of their contributions based on the role, scope and mission of the Department and University, the terms of their letter of appointment, and with regard to recommendations made to them during previous evaluations. This statement must be specific as to the individual's contributions, i.e. in the case of co-authored documents, co-principal investigation on external grants, other collaborative projects, etc. At the Department Head's discretion, a numerical scale or similar means may be devised to rank order faculty members for merit.

It is the responsibility of the faculty member to provide evidence of all contributions, to clearly and succinctly state their case, and to negotiate their evaluation with the Department Head. At the candidate's discretion, or when it is deemed necessary by the Department Head, evaluation of credentials can be supplemented by opinions of external professionals with particular expertise in an area. These external materials may only be used if there is written agreement between the candidate and the members of the evaluation committee. Faculty members with questions or grievance case, each subsequent entity will require a formal statement from the previous level as well as that of the complainant.

Faculty members should note that the interim review and tenure decisions are summative evaluations and not necessarily an "average" of their annual evaluations. For example, while it may be possible to achieve a rating of "Distinction" in Professional Activity in each year without any publications, the Criteria for Tenure and/or Promotion from Assistant to Associate Professor (III.e.) stipulates that "professional activity must include publication." Therefore, the summative evaluation would be "Inadequate" in Professional Activity. Additionally, the interim review and tenure decisions may take into account trends in performance during the review period. For example, publishing one journal article per year may be considered more meritorious than publishing 5 journal articles in the first year of the review period and nothing thereafter.

III.b. Probationary Review

For faculty with a six-year probationary period, an interim review will take place no later than the end of the spring semester of the third year. For those faculty having a shorter probationary period, the review will occur approximately midway in the period. In the probationary interim, faculty members will be evaluated by the following:

1. Department of Chemistry and Physics Tenure/Promotion Committee
2. Department Head, Chemistry and Physics

The review will result in a document which describes one of these recommendations:

1. **Satisfactory Progress Towards Tenure.** In the supporting document, the reviewing entities will state the particular strengths and weaknesses of the candidate, relative to the individual's terms of employment, and the role scope and mission of the Department and University.

2. **Unsatisfactory Progress Towards Tenure.** In the supporting document, the reviewing entities will specifically discuss the candidate's shortcomings, and recommend corrective actions to the individual in regard to the individual's terms of employment, and the role, scope and mission of the Department and University. The document will contain a time frame in which the individual is obligated to make progress on the corrective actions. At the end of this time frame, the entities will subsequently reassess the candidate, and make a final probationary decision.

According to University guidelines, recommendations for non-reappointment comes from the Department Head.

III.c. Appeal Process

The Departmental appeal process will be identical to that in the *Faculty Handbook*.

III.d. Tenure/Promotion Annual Evaluation Process

All faculty members shall meet with the Department Head prior to the beginning of the academic year to establish annual goals (in terms of the rating levels) upon which the annual evaluation will be based. If appropriate, the faculty member may consult with the Department Head to establish written, quantifiable goals upon which the annual evaluation will be based. At the end of the academic year all faculty shall meet with the Department Head to discuss their annual review. All candidates for either tenure and/or promotion will be separately assessed by the following:

1. Department of Chemistry and Physics Tenure/Promotion Committee
2. Department Head, Chemistry and Physics
3. Dean of the College of Arts and Sciences
4. Provost

Recommendations will be made by each entity to either grant or deny the individual's application. Documents in support of each decision will be issued. Appeals will follow the exact process as stated in Section III.c. for probationary review.

III.e. Criteria for Tenure and/or Promotion from Assistant to Associate Professor.

Excellence in Teaching Effectiveness or Professional Activity. If Excellence is attained in Teaching Effectiveness, Distinction must be achieved in Professional Activity with Adequacy in Service. If Excellence is attained in Professional Activity, Distinction must be achieved in Teaching Effectiveness with Adequacy in Service. Regardless of the category chosen for excellence, Professional Activity must include publication. These criteria must be separately confirmed by the four entities listed above.

III.f. Criteria for Promotion from Associate to Full Professor

Excellence in both Teaching Effectiveness and Professional Activity. Adequacy must be attained in Service. These criteria must be separately confirmed by the four entities listed above.