

GUIDELINES FOR EVALUATION OF FACULTY FOR APPOINTMENT, MERIT, TENURE, AND PROMOTION

College of Applied and Natural Sciences

Louisiana Tech University

Effective: July 1, 2010



I. INTRODUCTION

This is a multi-purpose document that identifies requirements for tenure track and non-tenure track faculty seeking appointment, tenure, promotion and/or merit. These guidelines are intended to supplement statements found in the current Louisiana Tech University *Manual of Policies and Procedures* (<http://www.latech.edu/administration/policies-and-procedures>), herein referred to as the *Policy Manual*. Nothing in these College guidelines is to be interpreted as negating, canceling, or replacing any statements in the *Policy Manual*.

All recommendations concerning appointment, tenure, promotion, and merit will be forwarded to the Dean for consideration and action by the Vice President for Academic Affairs, the President, and the University of Louisiana System Board of Supervisors.

II. PROCEDURES FOR APPOINTMENT

When a full-time position is to be filled, the academic unit head shall appoint a screening committee with preference given to tenured faculty. (Screening committees for academic unit head positions will be appointed by the Dean). Members of the screening committee in cooperation with the unit head will perform their duties according to affirmative action guidelines. In summary, they will:

- prepare a job description,
- prepare an advertisement,
- place the advertisement in media appropriate for the discipline,
- in consultation with the tenured and tenure-track faculty of the unit, identify a pool of applicants who are qualified for the position, and
- arrange interviews for selected persons in the pool of qualified applicants.

The committee forwards to the unit head one or more names. After endorsement, the unit head should forward the candidate name(s) and credentials to the Dean.

III. DEFINING THE FACULTY ROLE

The Policy Manual (Policy 2109) states that Faculty have the responsibility to remain current in their disciplines so that they can fulfill the duties assigned to them at the graduate and undergraduate levels. Failure to do so impedes the efficiency of the University and its ability to fulfill its role, scope, and mission. Each person with faculty rank is expected to be engaged in the University's main functions of instruction, research, and service. The level of emphasis among these three areas may vary by academic discipline and level of degree program(s) offered in the discipline. Also, the percentage of effort to be allocated to each faculty member in each of these three areas may vary because of functions such as administrative responsibilities and the level at which the person is teaching." Also, "Faculty are to conduct themselves in a professional and collegiate manner consistent with being a productive citizen of the department, college, and University community.

Both undergraduate education and graduate education are high priorities for Louisiana Tech University and the College of Applied and Natural Sciences. The challenge is to support and expand strong graduate programs while maintaining high quality undergraduate education. To meet this challenge, doctoral tenure track faculty are to achieve and maintain graduate faculty status. Graduate program activities are a part of the workload of doctoral tenure track faculty and are considered in tenure, promotion, and merit decisions.

Each faculty member is evaluated for merit, tenure, or promotion with emphasis placed upon guidelines appropriate to their percentage allocations in instruction, research/scholarly activity, and/or service. The percentages are determined at the time a person is employed. Changes in these percentages must be negotiated with the academic unit head (typically during the annual evaluation).

IV. EVALUATION OF FACULTY

Each faculty member must be evaluated annually. The requirements for the evaluation are described in the section "Faculty Evaluation" in the *Policy Manual (Policy 2108)*. The evaluation, which occurs during spring quarter, covers the one-year time frame from spring quarter of the previous year through winter quarter of the current academic year. The evaluation is to be based on goals set by the faculty member, in congruence with their individual appointment allocation (e.g. Instruction, research/scholarly activity, and service for all tenure track faculty and Instruction and service for non-tenure track faculty), and agreed upon by the unit head and dean, during the previous annual evaluation. Faculty who are hired at the beginning of the academic year or at alternate times will be asked to set their goals during their first month of employment. These will be the goals on which faculty will be evaluated during their first formal faculty evaluation. Sometimes, faculty members will need to revise goals midway through the evaluation period, based on new assignments and/or grants received. In such cases, goals should be revised in writing and approved by the unit head.

The Digital Measures Activities Database will be used to capture information for the annual performance appraisal. The Goals and Accomplishments section provides the mechanism for faculty to record progress toward goals on a quarter-by-quarter basis. Unit heads review the Digital Measures database quarterly to assess accomplishments and review progress towards goals.

At the time of employment, all faculty are provided Digital Measures IDs and passwords. Faculty are required to use the Digital Measures system to record progress toward goals.

The Annual Evaluation Package for the College of Applied and Natural Sciences will be prepared accordingly:

1. Components of the Annual Evaluation Package
 - a. Self-Evaluation provides evidence documenting goals and accomplishments in instruction, research/scholarly activity, and service, using the Digital Measures rapid reports entitled, *Goals and Accomplishments – Annual Performance Appraisal* and *Courses Taught – Annual Performance Self-Appraisal* (copies attached). Each required standard for appointment areas (e.g. instruction and advising, research/scholarly activity, and service) including bulleted items should be addressed. Each faculty member will be responsible for preparation of this self-evaluation. One copy of the *Faculty Performance Self-Appraisal* will be submitted to the academic unit head. After complete review and after required signatures are affixed, one copy of the Digital Measures *Goals and Accomplishments* and *Courses Taught* reports will be filed in the office of the Dean, the original will be maintained in the personnel file in the unit head's office, and a copy will be returned to the faculty member.
 - b. Student Evaluations provide information on teaching performance from the student viewpoint. The University provides all printed materials necessary for administering the evaluation. It is the individual instructor's responsibility to ensure that the evaluation is administered in a proper and timely manner, following University guidelines.
 - c. Administrative Evaluation of each faculty member will be performed annually by the unit head, as described in the *Policy Manual (Policy 2108)*. Each administrative evaluation culminates with a statement addressing each of the appointment areas evaluated (e.g. instruction and advising, research/scholarly activity, service, and collegiality). Statements used are Meets expectations (for rank and assignment), Needs improvement (for rank and assignment), or Unsatisfactory performance (for rank and assignment). In the event a "Needs improvement" or "Unsatisfactory performance" evaluation is given in one area, the

overall summative evaluation will be "Needs improvement." If a "Needs improvement" or "Unsatisfactory performance" is given in more than one area, the overall summative statement will be "Unsatisfactory performance." Faculty members receiving summary evaluations of "needs improvement" or "unsatisfactory performance" will be required to submit a Plan of Improvement, outlining plans to address areas of concern in the next evaluation period. The Plan of Improvement, signed and approved by the unit head, should be submitted to the Dean of the College prior to spring quarter commencement. The Plan of Improvement becomes a part of the faculty member's permanent personnel file in the office of the unit head and the office of the Dean.

2. Evaluation Documents

a. Annual Evaluation Package Deposition:

- (1) The Annual Evaluation Package is a confidential document and will be maintained in the faculty member's personnel file in the office of the unit head and the office of the Dean.
- (2) In addition, copies of all components should be retained by faculty members as a continuing record of accomplishment and, where applicable, for preparation of the Tenure and Promotion Dossier.

REQUIRED STANDARDS of performance are defined for all faculty positions to be eligible for merit, tenure, or promotion for the appropriate faculty rank. Meeting all REQUIRED STANDARDS does not assure merit, tenure, or promotion but does indicate that the faculty member may be worthy of consideration when appropriate. All faculty will strive for the ENCOURAGED STANDARDS in their areas of evaluation. It is expected that each faculty member achieve ENCOURAGED STANDARDS in at least one area (instruction, research/scholarly activity, or service) while being productive and collegial in all relevant areas.

Where appropriate, the REQUIRED STANDARDS will include working with graduate and undergraduate students in instruction, research/scholarly activity, and service. Unless specifically documented during the annual evaluation and planning conference with the unit head, each graduate faculty member is expected to meet REQUIRED STANDARDS for the graduate program.

V. PERFORMANCE STANDARDS FOR THE EVALUATION OF MERIT FOR NON-TENURE TRACK FACULTY

Non-tenure track faculty includes those holding the rank of Lecturers, Instructors, Skills Laboratory Instructors, Laboratory Supervisors, and Laboratory Technicians. Faculty must meet ALL REQUIRED STANDARDS unless documented otherwise during the annual faculty evaluation. Achieving merit recommendations assumes achievement of significant performance at the encouraged levels. All faculty must meet REQUIRED STANDARDS to achieve "Meets Expectations for Position" as a summative evaluation.

For each position of this type, a description should be on file listing the duties of the position. The supervisor and the employee should, at the onset of employment, agree upon a definition of the role of the employee and the expectations of the supervisor. The supervisor is responsible for the annual evaluation of the employee and will evaluate the employee for merit based on the following required and encouraged standards for non-tenure track faculty. Each unit establishes what constitutes "merit" for these positions under the guidelines for meritorious service at the unit level in addition to the following standards.

REQUIRED STANDARDS FOR NON-TENURE TRACK FACULTY

Instruction and Advising (for clarification, see Appendix A) – Those with instructional responsibilities

- Achieve an overall average "Rating of Instructor" of 3.0 on student evaluations*
- Incorporate current information and technology relevant to course topics with demonstrated command of subject matter
- Use appropriate methods and materials and update/revise existing course content
- Follow University guidelines for classroom administration
- Participate in faculty development activities (e.g. workshops)
- Maintain positive, professional student-faculty relationships
- Promote students' oral and written communication skills
- Participate in student advising
- Update web page each quarter

Service (for clarification, see Appendix B)

- To the Unit/College/University
- To the profession
- To the public

Collegiality (for clarification see Appendix C)

- Achieve overall "Meets Expectations" by a simple majority of fellow faculty on Peer Appraisal
- Maintain positive professional relationships
- Share in departmental duties
- Be an effective advocate for the unit/university
- Maintain high standards of ethics, honesty, and integrity

ENCOURAGED STANDARDS FOR NON-TENURE TRACK FACULTY

The following standards are some examples of meritorious achievement.

Instruction and Advising (See Appendix A) – Those with instructional responsibilities

- Achieve an overall average "Rating of Instructor" above a 3.5 on student evaluations
- Seek and use latest research findings relevant to course topics
- Generate reading lists/resources and include innovative teaching methodologies in existing courses
- Develop new and innovative instructional materials (e.g. lab exercises, software, manuals) and design courses/content to accommodate new technologies
- Supervise independent study projects; work with students in small group activities
- Lead or present faculty improvement workshops
- Achieve recognition for outstanding advising

Service (See Appendix B)

- Participate in off-campus recruiting activities/develop recruiting materials
- Accept leadership role on committees
- Accept leadership role on accreditation/assessment/self-study committees
- Accept leadership role in outreach activities
- Mentor new non-tenure track faculty

*The overall 3.0 average must be met unless otherwise documented by the unit head during the annual faculty evaluation.

- Serve in advisory roles in student organizations

VI. PERFORMANCE STANDARDS FOR THE EVALUATION OF MERIT, TENURE, AND PROMOTION FOR TENURE TRACK FACULTY

Two levels of standards are defined for Assistant Professors, Associate Professors, and Professors: REQUIRED and ENCOURAGED. Within these levels, standards are grouped by categories: instruction, research/scholarly activity, service, collegiality, and graduate responsibilities. Unless documented otherwise during the annual faculty evaluation with the unit head and approved by the Dean, faculty are expected to meet ALL REQUIRED STANDARDS; each bulleted item listed under REQUIRED STANDARDS must be met.

Faculty must meet ALL REQUIRED STANDARDS to be recommended for tenure unless documented otherwise during the annual faculty evaluation†. Achieving merit and promotion recommendations assumes achievement of significant performance at the encouraged level. Each unit establishes what constitutes “merit” under the guidelines for meritorious service at the unit level in addition to the following standards. In addition, all faculty must meet REQUIRED STANDARDS to achieve “Meets Expectations for Position” as a summative annual evaluation.

REQUIRED STANDARDS FOR TENURE TRACK FACULTY

Instruction and Advising (for clarification, see Appendix A)

- Achieve an overall average "Rating of Instructor" of 3.0 on student evaluations[^]
- Incorporate current information and technology relevant to course topics with demonstrated command of subject matter
- Use appropriate methods and materials and update/revise existing course content
- Follow University guidelines for classroom administration
- Participate in faculty development activities (e.g. workshops)
- Maintain positive, professional student-faculty relationships
- Promote students' oral and written communication skills
- Participate in student advising
- Update web page quarterly

Research and Scholarly Activities (for clarification, see Appendix D)

- Develop intellectual products/publish/present results (see Appendix D, Table 1)
- If without current external grant funding, prepare and submit external grant proposals (see Appendix D, Table 2)
- Seek ways to improve grant writing and research skills

Service (for clarification, see Appendix B)

- To the Unit/College/University
- To the profession
- To the public

†Expectations are that faculty will meet the criteria for tenure and promotion simultaneously. However, a tenure only option exists for extenuating circumstances and will rarely, if ever, be used at the unit, college, or administrative level.

[^] Average includes all student ratings from time of appointment until tenure package submission; if promotion requested, includes all student ratings from date of last promotion. The overall 3.0 average must be met unless otherwise documented by the unit head during the annual faculty evaluation.

Collegiality (for clarification see Appendix C)

- Achieve overall "Meets Expectations" by a simple majority of fellow faculty on Peer Appraisal
- Maintain positive professional relationships
- Share in departmental duties
- Be an effective advocate for the unit/university
- Maintain high standards of ethics, honesty, and integrity

Graduate Responsibilities (for all graduate faculty)

- Teach graduate courses as assigned
- Serve as graduate student advisory committee member as requested by students and approved by the unit head
- Seek support for graduate students in grant proposals as appropriate
- Attend graduate seminars or other graduate student professional activities
- Update web page each quarter

Graduate (for graduate faculty in units with graduate programs)

- Chair graduate student advisory committee
- Involve graduate students in research and/or scholarly activity as appropriate
- Advise and mentor graduate students
- Assist with graduate recruiting and retention

ENCOURAGED STANDARDS FOR TENURE TRACK FACULTY

The following standards are some examples of meritorious achievement.

Instruction and Advising (See Appendix A)

- Achieve an overall average "Rating of Instructor" above a 3.5 on student evaluations
- Seek and use latest research findings relevant to course topics
- Generate reading lists/resources and include innovative teaching methodologies in existing courses
- Develop new and innovative instructional materials (e.g. lab exercises, software, manuals) and design courses/content to accommodate new technologies
- Supervise independent study projects; work with students in small group activities
- Lead or present faculty improvement workshops
- Achieve recognition for outstanding advising

Research and Scholarly Activity (See Appendix D)

- Serve as principal investigator and/or secure funding
- Involve students in scholarly activities
- Participate in external funding agencies' review processes

Service (See Appendix B)

- Participate in off-campus recruiting activities/develop recruiting materials
- Accept leadership role on committees
- Accept leadership role on accreditation/assessment/self-study committees
- Accept leadership role in outreach activities
- Mentor new faculty
- Serve as editor, associate editor, or reviewer for journals

- Serve in advisory roles in student organizations

Graduate Responsibilities (For graduate faculty in units with graduate programs)

- Chair and/or serve on several graduate student advisory committees
- Direct graduate thesis(es)
- Promote reports of graduate student research/scholarly activities beyond the classroom, e.g. professional meetings
- Promote graduate student publication of research/scholarly activities
- Participate in unit, college, university and professional organization committees related to graduate program
- Provide leadership for graduate recruiting and retention
- Support graduate student organizations
- Coordinate graduate internship experiences

VII. GUIDELINES FOR TENURE AND PROMOTION

The Louisiana Tech University Policy 2114 states: *The awarding of tenure to a faculty member is the most critical point in the process of selection and reward for achievement that maintains and improves the quality of the faculty. The review of candidates for tenured appointment, beginning at the Departmental level and moving through the channels to the University level, must at all levels be careful, deliberate, and searching if the standard of excellence to which we aspire is to be attained.*

Timeline for Application and Consideration for Tenure and/or Promotion

Faculty members will ordinarily be considered for tenure in the final year of their probationary period in accordance with the original letter offering employment, generally five years, unless otherwise negotiated prior to initial appointment. A tenured faculty member, usually in consultation with their Unit head, can choose to apply for promotion when the faculty member feels that the necessary credentials for promotion have been achieved.

Tenure and Promotion Dossier

1. Please note that the Annual Evaluation Document is a separate and distinct document from the Tenure and Promotion Dossier even though parts may be in common.
2. Specific format guidelines for the College of Applied and Natural Sciences, which are complementary to Louisiana Tech guidelines, are provided below.
3. Following action by the departmental committee, the academic unit head will insert a short letter summarizing the candidate's qualifications relative to teaching, research and scholarly activity, service, and collegiality. A data summary of overall annual collegiality assessments will be included in table format.
4. Letters documenting service activities may be included, but letters of support for tenure or promotion should NOT be included in the dossier.

The Tenure and Promotion Dossier will utilize the following format:

Binder: Use a three-ring, hardback binder with a 2" spine. The binder cover and spine should be labeled with the name of the candidate, and the purpose of the application (tenure, tenure and promotion from ____ to ____, or promotion from ____ to ____, date). Use labeled tabs to separate binder contents as displayed in the bold row headings in the outline below.

Font size: All documents prepared by the candidate must be in 12 pt. font comparable to Times Roman.

1. **Form A** (Request for Consideration, available from ANS website (<http://ans.latech.edu/documents/ANS/PDFs>))
2. **Qualifications Summary Sheet** (available from ANS website (<http://ans.latech.edu/documents/ANS/PDFs>); example attached to this document)
3. **Cover Letter** summarizing the case for tenure and promotion (2 page maximum)
4. **Self-evaluations, goals, administrative evaluations**
5. **Instruction and Advising**
 - a) Courses Taught form (available from ANS website (<http://ans.latech.edu/documents/ANS/PDFs>); example attached to this document)
 - b) Statement concerning use of innovative teaching, current information, and technology
 - c) Statement regarding office hours and accessibility to students
 - d) Special teaching responsibilities, participation in faculty development activities, and awards.
 - e) Statement of methods used to promote oral and written communication in students
6. **Research and Scholarly Activities**
 - a) List grant proposals submitted by year (format: single page table with column headings; Year Submitted, Title, PI, Co-PIs, Funding Agency, Amount Requested, Amount Funded, Amount of Graduate and Undergraduate Student Support. Include completed "Office of University Research Routing Form" for external grants and complete proposals for internal grants.
 - b) List publications (complete reference citations, by category), presentations, and intellectual products produced. Include first page of publications and/or abstracts. (The actual publications should be submitted in order, and maintained for inspection in the Unit office and should not be included in the dossier).
 - c) Graduate Student Research/Advising (Format: single page table with column headings: Name, Year Graduated or projected graduation date, Thesis Title, Publication Title, Journal)
 - d) Undergraduate Student Research/Advising (Format: single page table with column headings: Name, Year Graduated or projected graduation date, Project Title, Product)
 - e) Scholarship Related to Discipline (performances, exhibitions)
7. **Service**
 - a) To the university
 - b) To the profession
 - c) To the public
8. **Collegiality**
A statement of collegiality (optional, 1 page maximum)
9. **Vitae**

APPENDIX A

INSTRUCTION AND ADVISING

The Louisiana Tech University Policy 2109 states: *Every faculty member is expected to provide quality instruction for all classes assigned. Quality instruction includes the use of a variety of teaching strategies, the development and implementation of course syllabi, organization and management of courses and laboratories, and the evaluation of student achievement. Each department will establish a mechanism to develop and maintain the teaching skills of its faculty.*

Relevant new technologies, innovative methodologies, and library resources should be used as appropriate with the goal of improving the quality and quantity of the learning experience. It is expected that students will be treated with respect, tact, and friendliness so that the faculty member can function as an effective guide, mentor, and counselor.

Professional growth is required and may be evidenced by the attainment of, or progress toward, higher degrees, formal post-degree study, research and writing in the teaching field, meaningful participation in relevant professional societies, professional enhancement activities such as a structured self-study program and participation in professional seminars.

Advising students is an important responsibility of the faculty. Advising consists of more than assigning students to classes, signing drop and add forms, or solving scheduling problems. To advise students properly, faculty should:

- (a) post and maintain suitable office hours, including times other than during pre-registration;*
- (b) become familiar with program and curriculum requirements within the University, College, and Department;*
- (c) become familiar with University and Departmental regulations and requirements; and*
- (d) become acquainted with Student Service resources on campus.*

APPENDIX B

SERVICE

The Louisiana Tech University Policy 2109 states: *It is appropriate and important that faculty provide services to support and develop their University, state, and nation. Meritorious service activities are those activities directly related to a faculty member's area of professional expertise or university position.*

University service includes acting as faculty advisor for student organizations, participation on standing or ad hoc committees at various levels, and participation in other recognized University activities.

Non-university service includes service to governmental agencies at various levels through participation on advisory panels and special study groups; service to the profession through participation in regional and national societies devoted, at least in part, to the betterment of education in the faculty member's discipline; and service to the private sector through the provision of expert services to the faculty member's discipline.

Service in three areas can be described. Some examples follow.

Service to the University

- Function in membership or leadership roles in University organizations, such as University Senate or Graduate Council
- Function in membership or leadership roles in committees or task forces at the university, college, or academic level
- Advise university student organizations (non-professional)
- Assist in student recruiting and placement
- Act as professional consultant to the university
- Cultivate productive relationships with outside agencies/organizations/ industries/ individuals
- Serve as designated resource person for orientation or mentoring of new colleagues
- Assist in fund raising
- Develop new curricula
- Direct clinical program
- Participate in accreditation self-studies

Service to the Profession

- Serve as officer in professional associations and learned societies
- Serve on state, national, and international committees in professional organizations
- Serve as consultant on problems appropriate to the discipline
- Serve as teacher to a professional group
- Advise professional student organizations
- Serve on accreditation team for an agency
- Reviewer for textbooks, lab manuals, or refereed publications

Service to the Public (as a representative of the University)

- Assist the public with problem solving in the academic area of faculty member's expertise
- Serve as teacher to a community group in areas related to the faculty member's expertise
- Conduct outreach activities such as presentations, written information, workshops, seminars, etc.
- Serve as professional consultant or volunteer to public or private organizations
- Judge health and science fairs

APPENDIX C
PEER APPRAISAL FORM
COLLEGE OF APPLIED & NATURAL SCIENCES
LOUISIANA TECH UNIVERSITY

Please evaluate the collegiality of each faculty member in your unit with regard to the characteristics listed and exemplified below. Write in the appropriate capital letter to signify:

- Meets expectations = **A**
- Needs improvement = **B**
- Unsatisfactory performance = **C**
- Unable to evaluate = **D**

All responses are confidential and you may evaluate yourself.

Written comments are expected for ratings of “B” (needs improvement) or “C” (unsatisfactory performance).

1. Maintains a high degree of professionalism

- maintains effective working relationships with students and associates
- treats students and coworkers with courtesy and respect
- maintains professional appearance

2. Shares in departmental duties

- available during posted office hours
- demonstrates concern for limited financial resources
- fulfills committee responsibilities
- attends activities of the unit
- maintains an orderly work environment

3. Effective advocate for the unit/university

- supports the values and mission of the unit, college, and university
- demonstrates concern for the welfare of the unit

4. Maintains high standards of ethics, honesty, and integrity

- adheres to the code of ethics of applicable professional societies
- provides appropriate recommendations concerning tenure, promotion, employment, and awards

5. Overall evaluation of collegiality

As with the evaluation of administrators, “*The primary use of the evaluations will be to assess performance, to determine areas needing improvement, and to provide the basis for employment decisions such as merit increases, promotion, and continuation*” (Louisiana Tech University Policy 1405).

APPENDIX D

RESEARCH AND SCHOLARLY ACTIVITY

The Louisiana Tech University Policy 2109 states: *Research is an essential dimension of the faculty member's role in the university. Currency of knowledge is obtained through continuing professional growth and development programs, including research activities.*

It is recognized that the nature of research may vary by discipline. It is also recognized that the commitment to research normally increases at higher levels of instruction and academic rank.

The results of research activities may be shared and validated via a variety of media. For example, research findings may be disseminated in books, refereed and non-refereed journal articles (with refereed journal articles being preferred), proceedings of learned societies, presentations at meetings of professional societies, working papers, and collegial seminars. In some fields research may be expressed via appropriate media such as performance or displays of a creative nature. In some fields research may be expressed via competitive grant proposals and subsequent reports of findings. The overriding consideration is that excellence in a field is best demonstrated by favorable peer review of research activities.

Criteria for Evaluation of Publication

The following three categories should encompass most types of publications. This listing should not be considered exhaustive and special provisions may be necessary.

Category 1: These publications are defined as refereed scholarly publications, monographs, patents issued, and professional books. A refereed publication is defined as one that has been subjected to peer review by two or more individuals selected by the editor or editorial board of the publication. Typical examples of refereed publications include the principal journals of professional societies.

Category 2: These publications are defined as conference proceedings, peer-reviewed abstracts, copyrighted software, and non-refereed publications reviewed by a single editor.

Category 3: These publications are presentations at professional society meetings, development of and presentations at professional workshops, and abstracts not included in the categories above. Category 3 publications also include development of professional technology and laboratory/instructional manuals.

Special Note: Certain publications/presentations can fall into any of the above categories depending on the review process that they receive. For example, a report subjected to extensive review and published as a state or federal document would be classified as Category 1 if the agency review process is comparable to the peer review for a refereed publication. A report subject only to in-house review within the sponsoring agency, but still published and disseminated, would be classified as Category 2. Newspaper articles, non-scholarly (i.e. popular) publications, and non-reviewed web-based articles are not considered.

Table 1. Performance levels for publication in the College of Applied and Natural Sciences

Action Requiring a Decision	Minimum Number of Publications														
	Publication ³ Category 1					Publication ⁴ Category 2					Publication Category 3				
	Faculty Research Appointment ⁵					Faculty Research Appointment ⁵					Faculty Research Appointment ⁵				
	46 to 95%	36 to 45%	26 to 35%	16 to 25%	5 to 15%	46 to 95%	36 to 45%	26 to 35%	16 to 25%	5 to 15%	46 to 95%	36 to 45%	26 to 35%	16 to 25%	5 to 15%
Tenure of an Assistant Professor† ¹	4	3	2	1	0	4	3	2	0	0	5	5	5	5	10
Tenure and Promotion to Associate Professor ¹ (numbers for previous five years)	5	4	3	2	0	5	2	1	0	0	5	5	5	5	10
Tenure of an Associate Professor ¹ (at least two publications while at Tech)	5	4	3	2	0	5	2	1	0	0	5	5	5	5	10
Promotion to full Professor ² (number since successful application for promotion to associate professor)	6	5	4	2	1	6	2	1	0	0	6	6	6	6	10

¹Publications submitted and accepted after employment at Louisiana Tech University

²Number since successful application for promotion to Associate Professor

³Category 1 publications can substitute for two Category 2 or three Category 3 publications.

⁴Category 2 publications can substitute for two Category 3 publications

⁵Average annual research appointment over evaluation period

† Expectations are that faculty will meet the criteria for tenure and promotion simultaneously. However, a tenure only option exists for extenuating circumstances and will rarely, if ever, be used at the unit, college, or administrative level.

Table 2. Yearly Performance Levels for External Grant Submission for Tenured and Tenure-track Faculty without Current External Grant Support

Faculty Rank	Minimum Number of Annual External Grant Submissions for Faculty Without Current External Grant Support				
	Faculty Research Percentage				
	46 to 95%	36 to 45%	26 to 35%	16 to 25%	5 to 15%
Assistant Professor	3**	2**	1**	1**	1*
Associate Professor	3**	2**	1**	1**	1*
Full Professor	3**	2**	1**	1**	1*

* Participate in the preparation and submission of external grant proposals as a collaborator, but not necessarily as the PI or Co-PI.

** Develop and submit external grant submissions as PI and/or Co-PI.

The College of Applied and Natural Sciences affirms the value of interdisciplinary efforts in research/scholarly activity. An interdisciplinary publication, grant, or other research or scholarly activity product will be evaluated and considered in the same manner in which such a product would be evaluated and considered if it were in a single discipline, provided that the subject matter, or research problem, is clearly related to the College and Unit mission, and to the faculty member's role within the College and Unit.

FORMS

Goals and Accomplishments
Louisiana Tech University
College of Applied and Natural Sciences
Year



Academic Unit: _____ Academic Rank: _____

Date of initial appointment: _____ Date of last promotion: _____

Faculty Assignment: Instruction _____ % Research _____ % Service _____ % Administration _____ %

Instruction and Advising

Goals:

Goals Progress:

Spring
Summer
Fall
Winter

Additional Accomplishments:

Research and Scholarly Activity

Goals:

Goals Progress:

Spring
Summer
Fall
Winter

Additional Accomplishments:

Service

Goals:

Goals Progress:

Spring
Summer
Fall
Winter

Additional Accomplishments:

Administrative (if applicable)

Goals:

Goals Progress:

Spring
Summer
Fall
Winter

Additional Accomplishments:

Additional Information – Complete Citations

Contracts, Grants and Sponsored Research:

Category 1 Publications:

Category 2 Publications:

Submitted Publications:

Presentations:

Goals and Objectives for the Next Evaluation Year

Instruction:

Research and Scholarly Activity:

Service:

Administrative (if applicable):

Faculty Member: _____ Date: _____

Unit Head: _____ Date: _____

Dean: _____ Date: _____

Courses Taught
Annual Faculty Performance Self-Appraisal
FACULTY NAME



Spring _____

DESCRIPTOR Course Number	COURSE Title	CREDIT Hours	Clock Hours/Week		BEGINNING 9 th day Enrollment	*Ending Enrollment	"Rating of Instructor" on Student Evaluation
			Lect.	LAB			

Summer _____

DESCRIPTOR Course Number	COURSE Title	CREDIT Hours	Clock Hours/Week		BEGINNING 9 th day Enrollment	*Ending Enrollment	"Rating of Instructor" on Student Evaluation
			Lect.	LAB			

Fall _____

DESCRIPTOR Course Number	COURSE Title	CREDIT Hours	Clock Hours/Week		BEGINNING 9 th day Enrollment	*Ending Enrollment	"Rating of Instructor" on Student Evaluation
			Lect.	LAB			

Winter _____

DESCRIPTOR Course Number	COURSE Title	CREDIT Hours	Clock Hours/Week		BEGINNING 9 th day Enrollment	*Ending Enrollment	"Rating of Instructor" on Student Evaluation
			Lect.	LAB			

*Do not include students who received W, I, AU grades.

**Qualifications Summary Sheet
Tenure and Promotion Packet**



Candidate: _____ **Years Present Rank:** _____

Faculty Role: teaching _____ research _____ service _____

Publications: Category I (author, title, journal, year)

Publications: Category II (author, title, journal, year)

Publications: Category III (presentations, workshops, & reports)

Service (complete this table if your faculty role is greater than 5% service)

year	% service faculty role	service activities