



## POLICY STATEMENT 202(B) PROMOTION AND TENURE OF FULL-TIME FACULTY

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Last: Reviewed: (No Spacing)  
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**PURPOSE:** Promotion and tenure are vital to a thriving comprehensive university. When faculty succeed, students and other stakeholders succeed as well. This document outlines processes, criteria and other guidelines relevant to faculty promotion and tenure. It is understood that tenured/tenure-track faculty will hold appointments at one of the three traditional academic ranks: assistant professor; associate professor; or professor. Assistant professors will have up to seven years to achieve growth and demonstrate high performance in the areas of teaching, scholarship and service, which are the bases for promotion. In the penultimate year (the sixth year) of this pre-tenure period, assistant professors will be evaluated for promotion to the rank of associate professor, which carries tenure. Once tenured, faculty may remain at LSUA at the rank of associate professor indefinitely, though continued productivity may well lead to promotion to the rank of professor, which is the highest academic rank. Because teaching is core to the mission of LSUA, it is also prioritized above the other two criteria, scholarship and service, as evidenced below in section III. However, strength in all areas is necessary for promotion.

### GENERAL POLICY:

#### I. Annual Timeline and Deadlines

April 30: Intent to apply for promotion communicated to department chair and provost. Assistant professors concluding their fifth year (i.e., those who will be entering their sixth year in rank) will be considered automatically.

May 10: Names of five potential external reviewers submitted to provost. This list of potential reviewers will be developed jointly by the candidate and the department chair.

May 17: Requests sent by department chairs to potential external reviewers to review two samples of scholarly work.

August 15: External letters received by department chairs.

September 10: Portfolio summaries and portfolios submitted by promotion candidates to department chairs.



September 10: Provost recommends the names of seven faculty members at the rank of professor to serve on the university promotions committee. These faculty members should represent a range of disciplines and departments.

September 20: The seven members of the University Promotions Committee are confirmed by the Chancellor.

September 30: Departments submit to the provost the membership of any primary promotion committees they will convene.

October 30: Deadline for primary committee deliberations to have occurred.

November 10: All documentation from primary committees submitted to the office of the provost.

November 20: All documentation will be made available to the members of the university promotions committee.

December 20: Deadline for university committee deliberations to have occurred.

January 10: All documentation from university committee submitted to the office of the chancellor.

January 25: Chancellor makes final decisions on promotion candidates.

January 31: Provost informs candidates of the final decisions.

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January 15: Deadline for submission of materials for progress towards tenure or, for some instructors, reappointment.

January 31: Deadline for departmental tenure-track progress meetings and reappointment meetings.

February 10: Deadline for submitting (1) departmental memos and (2) department chair recommendations to the office of the provost regarding tenure-track progress and, for applicable instructors, reappointment.

February 28: Deadline for university committee to complete third-year review of applicable tenure-track faculty.

March 25: Deadline for applicable faculty to meet with the provost following third-year review.

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## II. Promotion and Tenure



## A. Materials

### 1. Portfolio Summary

When being considered for promotion and/or tenure, all candidates will submit to the department chair a portfolio summary, which is an overview of the evidence presented in support of promotion/tenure. The portfolio summary should be developed in accordance with the recommended template (see Appendix 1). Faculty candidates are strongly urged to obtain feedback about their portfolio summaries from their department chair, their mentor, the provost, and others who may be of help. The portfolio summary should also be submitted each year for consideration of progress towards promotion.

### 2. Portfolio

Whereas the portfolio summary is an overview of the evidence in support of a faculty member's candidacy, the portfolio itself will provide more detailed evidence – in particular the actual documents referenced in the portfolio summary. Examples would include for teaching – syllabi, student evaluations of teaching, letters from peer evaluators, examples of course materials; for scholarship – books, published journal articles, copies of conference programs indicating presentations, communications confirming acceptance of articles for publication; for service – flyers advertising campus talks, artifacts from committee work, communications regarding service provided. The portfolio should also be submitted each year for consideration of progress towards promotion.

These materials should be organized in a three-ring binder in a manner that mirrors the organization of the portfolio summary. Once submitted, the binder will be kept in a secure location in the departmental office and consulted by the department chair and members of the primary committee. At such times indicated by the provost, the binders will be transferred to his/her office to be utilized by the university committee.

### 3. Development/Maintenance of Materials

Faculty are encouraged to update their portfolio summaries and add to their portfolios regularly. Additionally, in determining how to develop, organize and present these materials in a way that makes the strongest case for their candidacy, faculty are urged to consult their department chair, mentors, and others who may be helpful.

### 4. External Letters

To be considered for promotion and/or tenure, candidates must have a minimum of two external reviews of their scholarly work. The reviewers must hold an academic rank equal to or higher than the rank to which the candidate aspires to be promoted. Each review will be in the form of a letter, on the letterhead of the reviewer's institution, to the department chair. The letters will be included in the candidate's supporting materials.

Two examples of scholarly work should be provided to potential reviewers. The request of those potential external reviewers will be to provide a general assessment of the quality of the scholarship. This information will be used by the primary and university committees in the assessment of whether the candidate's scholarship meets the criterion of strength of



excellence. The potential reviewers will not be asked to comment on a candidate's teaching or service, nor will they be asked to provide a recommendation on promotion and/or tenure; that is beyond their purview.

## B. Process

### 1. Definitions

The "primary Level" refers to the first level of consideration for promotion/tenure. This includes: (1) a "primary promotions committee" (usually consisting of members of the candidate's department, unless there is a need to add external members to complete the committee); and (2) a chair of the primary committee (usually the department chair, unless the chair himself/herself is the candidate or the committee chair needs to be of an academic rank higher than the department chair holds).

The "university level" refers to the second level of consideration for promotion/tenure. This includes: (1) a "university promotions committee" consisting of seven faculty members at the rank of professor; and (2) the provost, who will chair the university promotions committee.

### 2. Primary Level

Each fall, in accordance with the annual timeline, the primary committee will be convened by the chair of the committee, with the goal of considering all candidates for promotion and/or tenure. The primary committee will be comprised of a minimum of three tenured faculty members at a rank equal to or higher than the rank to which the candidate is seeking promotion. If a department has fewer than three tenured faculty members, additional faculty will be recruited from outside the department for this particular task. (There may be two versions of the primary committee in cases where, for instance: some candidates are up for promotion to associate professor, which allows the primary committee to be comprised of both associate professors and professors; and some candidates are up for promotion to the rank of professor, which requires all members of the primary committee to be professors.)

The Committee members will consider each candidate's portfolio in light of the requisite criteria for promotion. Deliberations will consider the question of whether the candidate has met the criteria in each of the three categories to be evaluated: teaching, scholarship, service. Following the deliberations, the committee members will vote by secret ballot whether to recommend promotion. A memo from the committee to the provost will be composed, providing the justification for the committee vote by describing how the criteria in each of the three categories were, or were not, judged to have been met.

The committee chair will not have a vote but will be present for the committee deliberations to facilitate discussion in a neutral manner, answer relevant questions (e.g., candidate's course load), and collect and count the ballots of the committee members when they vote. The committee chair will also write a memo to the provost with his/her recommendation and justifications, describing how in his/her view the criteria in each of the three categories were, or were not, judged to have been met.



### 3. University Level

The university promotions committee will be convened by the provost. The university committee will consist of seven faculty members at the rank of professor. Deliberations will consider the question of whether the candidate has met the criteria in each of the three categories to be evaluated: teaching, scholarship, service. Following the deliberations, the committee members will vote by secret ballot whether to recommend promotion. A memo from the committee to the Chancellor will be composed, providing the justification for the committee vote by describing how the criteria in each of the three categories were, or were not, judged to have been met.

The provost, as chair of the university promotions committee, will not have a vote but will be present for the committee deliberations to facilitate discussion in a neutral manner, answer relevant questions (e.g., candidate's course load), and collect the ballots of the committee members when they vote. The provost will also write a memo to the Chancellor with his/her recommendation and justifications, describing how in his/her view the criteria in each of the three categories were, or were not, judged to have been met.

### 4. Chancellor

The Chancellor will make all final decisions regarding promotion and tenure. In doing so, he/she will consider carefully the materials and recommendations forwarded to him/her from the primary and university levels.

#### C. Criteria

##### 1. Definitions

In the criteria below, "strength" indicates performance above and beyond a level of mere competence. "Excellence" indicates performance at a very high level. These broad, general criteria are intended to set minimum promotion and/or tenure standards. It is the responsibility of the candidate, in his/her portfolio and supporting materials, to make the case that the activities and accomplishments in his/her discipline meet the required thresholds (strength or excellence). The primary committee, and the chair of that committee in his/her separate recommendation, should then consider the faculty member's candidacy by assessing the activities and accomplishments in light of the required thresholds (strength or excellence).

"Scholarship" is understood as an original contribution to one's discipline that has been disseminated beyond the university and has been peer-reviewed. Examples include publications, presentations, grants, sponsored research, juried shows, artistic productions, or other evidence appropriate to one's field.

Examples of scholarship include books, journal articles, book chapters, research studies, verbal or poster presentations at conferences, artistic shows.



Activities that do not count as scholarships include contributions to newsletters, talks to nonprofessional groups (e.g., rotary clubs, high schools), class materials, book reviews, nonprofessional magazine articles.

A “terminal degree” in a particular discipline is the highest degree one can earn in that discipline that is relevant to and beneficial for the performance of one’s duties. Faculty teaching in associate degree programs can earn promotion to the rank of associate professor without having a terminal degree in the field; promotion to the rank of professor requires a terminal degree. Regardless, an earned Master’s Degree or equivalent is always required. (“Grandfathering” is permitted; exceptions may be made when considering the promotion of faculty members who were hired prior to the establishment of this policy revision. Otherwise, exceptions are permitted only in extraordinary circumstances, as noted below.)

## 2. Promotion to Associate Professor

For promotion to associate professor, the candidate must meet the standard of strength in both scholarship and service, along with excellence in teaching. Successful promotion to the rank of associate professor will be accompanied by a \$3,000 increase in salary.

## 3. Promotion to Professor

For promotion to professor, the candidate must meet the standard of excellence in teaching; then, excellence in either scholarship or service, along with strength in the other, is also necessary. Though there may be extraordinary exceptions, a terminal degree is usually a necessary condition for promotion to professor. Successful promotion to the rank of professor will be accompanied by a \$4,000 increase in salary.

## 4. Tenure without Promotion

Tenure-track assistant professors will be awarded tenure upon promotion to the rank of associate professor. For faculty at this rank, tenure will not be awarded separately from promotion.

Occasionally, faculty members at the rank of associate professor or professor may be hired without tenure. In such cases, tenure may be earned without any corresponding promotion. The criteria used will be those which align with the current rank of the faculty member, namely (1) for associate professor: excellence in teaching, along with strength in both scholarship and service; and (2) for professor, excellence in either scholarship or service, along with strength in the other, and excellence in teaching.

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### III. Instructor Promotion

Instructors who have been at LSUA for eight years may apply in their ninth year for promotion to “Senior Instructor” which would be accompanied by a \$2,500 increase in salary.



The process for promotion to Senior Instructor will mirror the process for promotion of tenure-track faculty, with the following qualifications:

Consideration of Instructor promotion will take place in the spring semester rather than the fall, and candidates wishing to be considered for promotion will inform their deans at the start of the spring semester in question; Primary committees may include faculty at the rank of senior instructor; Criteria for promotion will be excellence in teaching and strength in service; candidate portfolios and portfolio summaries need not include a section on scholarship.

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#### **IV. Library Faculty**

Faculty in the area of library science have certain duties that are qualitatively distinct from faculty in other academic units. Therefore, for promotion to either rank, library faculty must meet the standard of excellence in librarianship rather than excellence in teaching. Criteria in scholarship and service will be the same.

Examples of evidence supporting excellence in librarianship can be found in Appendix 2 of this policy.

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#### **V. Reappointment**

##### **A. Tenure-track faculty**

There will be no formal consideration of reappointment per se. Rather, there will be a strong presumption that each tenure-track faculty member will continue on the tenure track, and assessment will be formative rather than evaluative.

Beginning in his/her second year, each faculty member on the tenure track will be evaluated annually, in the spring semester, regarding the issue of progress towards promotion. At that time, the tenured faculty of each department (minimum of three) will review the individual's portfolio to date and vote on whether he/she is making satisfactory progress towards tenure. (If a department has fewer than three tenured faculty members, additional faculty will be recruited from outside the department for this particular task.) There will be three vote options: 1) Progress is Satisfactory; 2) Progress is Unsatisfactory – reappoint/continue on tenure track; 3) Progress is Unsatisfactory – Do Not reappoint/continue on tenure track. This third option is to be utilized only when it is very clear that the candidate will not ultimately be able to obtain tenure.

The department chair will convene these spring meetings and act in a neutral manner. The department chair will subsequently provide his/her own assessment of whether the tenure-track faculty member is making satisfactory progress towards tenure.

In the spring of his/her third year, each faculty member on the tenure track will also be evaluated by the university committee regarding the issue of progress towards tenure. At



that time, the committee members will review the individual's portfolio to date and vote on whether he/she is making satisfactory progress towards tenure. There will be three vote options: 1) Progress is Satisfactory; 2) Progress is Unsatisfactory – reappoint/continue on tenure track; 3) Progress is Unsatisfactory – Do Not reappoint/continue on tenure track. Following the vote, the third-year faculty member will meet with the provost to discuss his/her progress.

#### B. Instructors

Reappointment for full-time faculty who are not on the tenure track will take place according to the following schedule:

- Years 1-3: Each year, in the spring semester, the tenured faculty of each department (minimum of three) will vote on whether to recommend reappointment.
- Years 4-5: Instructors who are reappointed in each of their first three years need not be considered formally for reappointment in either their fourth or fifth years.
- Year 6: Instructors in their sixth year will be considered for reappointment. Those who are reappointed beyond this time will no longer be considered formally for reappointment after this time.

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## VI. Responsibilities of Participants

### A. Faculty Candidates

- Review and understand thoroughly the processes related to promotion, tenure and reappointment.
- Consult department chair, mentor(s) and others in an effort to fully understand the relevant procedures and expectations
- Develop and maintain a portfolio summary and a portfolio (a binder of supporting materials)
- Work with department chair to develop a list of possible external reviewers
- Submit all materials to department chair on a timely basis

### B. Faculty Committee Members

- Familiarize themselves fully with the procedures and criteria for promotion and tenure
- Review carefully the candidates' portfolios and consult their supporting materials as necessary
- Maintain strict confidentiality at all times
- University committee members must recuse themselves from voting on (though not discussing) candidates they have already voted on at the primary level

### C. Department Chairs



- Maintain a roster of departmental faculty, including history of any promotions and/or tenure
- Provide mentoring, and ensure additional peer mentoring, for all tenure-track faculty
- Communicate with external reviewers and ensure two such external reviews are submitted
- Convene meetings of the primary committee, as appropriate
- Ensure that discussions of the primary committee focus on the criteria of teaching, scholarship, and service
- Provide the provost with a memo of recommendation for faculty being considered for promotion and faculty being assessed for progress towards promotion

#### D. Provost

- Maintain an independent roster of departmental faculty, including history of any promotions and/or tenure
- Ensure there exists a network of peer mentoring for all tenure-track faculty
- Convene meetings of the university committee, as appropriate
- Ensure that discussions of the primary committee focus on the criteria of teaching, scholarship, and service
- Provide the chancellor with a memo of recommendation for faculty being considered for promotion and faculty being assessed for progress towards promotion

#### E. Chancellor

- Make the final decisions regarding promotion and/or tenure for each candidate
- Compose a letter to each candidate indicating that he/she has (or has not) successfully been promoted and/or tenured
- In making these decisions, carefully consider the recommendations from the primary and university levels

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## VII. **Additional Considerations**

### A. Timing of Candidacy for Promotion

#### Associate Professor:

In accordance with established practice at comprehensive universities, assistant professors will be considered for promotion and tenure in their sixth year in rank – the penultimate year of the seven-year pre-tenure period. Exceptions may be made for faculty hired with credit towards tenure.

#### Professor:

In general, promotion to the rank of professor will not be considered before a candidate has served a minimum of four years at the rank of associate professor.



Tenure:

Faculty hired without tenure at the rank of associate professor or professor will be considered for tenure in the fourth year of employment. Exceptions may be made for faculty hired with credit towards tenure.

B. Credit towards Tenure

Faculty who are hired with a given number of years credit towards tenure will have the option of applying those years. There will be no obligation to do so, and therefore all tenure-track faculty will have the full allotment of years on the tenure clock if desired.

C. Professionalism and Collegiality

In accordance with recommendations from the American Association of University Professors (AAUP), collegiality (nor any similar trait) should not be considered as a separate criterion in the evaluation of faculty. Rather, these traits should be included within the three criteria (teaching, research, and service) by developing clear criteria of the three where the virtues of professionalism, collegiality, integrity, and reliability are reflected.

Also, in accordance with recommendations from the American Association of University Professors (AAUP), “professional misconduct should constitute an independently relevant matter for faculty evaluation. This also includes efforts to obstruct the ability of colleagues to carry out their normal functions, to engage in personal attacks, or to violate ethical standards.”

D. Tenure Clock

Pausing the tenure clock means excluding a certain amount of time (usually a year) from being counted in the pre-tenure period. Justifications for pausing the tenure clock can include childbirth or adoption, significant elder or dependent care obligations, medical reasons that significantly impede progress towards tenure, and other circumstances beyond the faculty member’s control.

E. Denial of Tenure/Reappointment

Faculty who are denied tenure or reappointment will have the option of remaining at LSUA for one additional full academic year at their current rank.



(NOTE: Not everything itemized below is required. The purpose of the template is to indicate where possible accomplishments and other evidence of effectiveness might be provided.)

SECTION A: GENERAL INFORMATION

1. Name, current title and academic rank, department
2. Previous academic appointments, both at LSUA and elsewhere
3. Academic degrees, institution(s), years awarded
4. Awards, honors, recognitions
5. Memberships in academic, professional, and scholarly societies

SECTION B: TEACHING

1. List of courses taught (course numbers and titles) at LSUA
2. List of courses taught (course numbers and titles) at other institutions
3. Summary of course evaluations for the past five years of teaching (*See copies of evaluations in supporting materials*)

Sample:

Fall, 2018

#	1	2	3	4	5	6	7	8	9	10	11	12	13	Avg	
SUBJ 1101	20	4.7	4.7	4.2	4.8	4.9	4.6	4.7	4.8	4.7	4.6	4.7	4.8	4.7	4.7
SUBJ 1011	35	4.4	4.6	4.3	4.7	4.8	4.7	4.4	4.4	4.5	4.7	4.4	4.4	4.5	4.5
SUBJ 3001	21	4.3	4.3	4.1	4.5	4.7	4.2	4.3	4.4	4.4	4.7	4.4	4.4	4.5	4.4
SUBJ 3004	23	4.9	4.6	4.6	4.9	4.9	4.8	4.7	4.7	4.8	4.9	4.8	4.7	4.7	4.8

Spring,

2018 #	1	2	3	4	5	6	7	8	9	10	11	12	13	Avg	
SUBJ 2001	27	5.0	4.9	4.6	4.9	4.9	4.9	4.8	4.9	4.9	4.9	4.8	4.9	4.9	4.9
SUBJ 3004	29	4.4	4.4	4.2	4.6	4.8	4.3	4.0	4.1	4.4	4.3	4.0	4.1	4.4	4.3
SUBJ 3004	27	4.7	4.6	4.6	4.7	4.7	4.6	4.5	4.5	4.6	4.5	4.5	4.6	4.0	4.5

(.25 FTE for SUBJ Program Coordinator)

(Note: The revised IDEA surveys are expected to consist of 13 core questions as of Fall 2019.)

4. Advising, student research, and other forms of evidence supporting student learning and excellence in teaching (*See supporting materials*)
5. List of courses over which there is administrative or supervisory responsibility
6. Contributions in course and curriculum development, including innovative pedagogical models and materials
7. Listing of instructional materials created or developed (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids (*See supporting materials*))
8. Experimentation in teaching methods and techniques
9. Special activities related to teaching effectiveness, which could include involvement in supervising internships, participating in study abroad or other experiential learning initiatives, and involvement in extra-curricular activities



10. Development of and/or leading innovative educational offerings (e.g., summer institutes, student recruitment and retention initiatives, etc.)
11. Commitment to active and responsive mentoring, advising, and support of the academic success of students
12. Recognition received from students and other evidence of impact on students
13. Other evidence of excellence in teaching

#### SECTION C: SCHOLARSHIP

1. Publications (peer-reviewed)
  - a. Books
  - b. Book Chapters
  - c. Articles/Papers
  - d. Other Publications
2. Conference Presentations
  - a. Plenary Lectures
  - b. Invited Lectures
  - c. Peer-reviewed
3. Creative Endeavors / Exhibitions of creative work
4. Research grants and awards received
5. Current research interests, including experimentation and other projects in process
6. Evidence of national or international recognition, including service as editor, member of editorial advisory board, or reviewer for professional journals
7. Other evidence of strength in scholarship

#### SECTION D: SERVICE

1. Committee Membership
  - a. Departmental
  - b. University
2. Community Engagement
3. Contributions to newsletters, magazines, similar non-scholarly/non-reviewed outlets
4. Professional Service
  - a. Membership in professional associations/societies
  - b. Professional activity (e.g., conference organization)
5. Student engagement initiatives outside the scope of student learning (e.g., faculty advisor for student organization)
6. Other evidence of strength in service

#### APPENDIX 2: LIBRARY FACULTY

Per Section IV of this policy, faculty in the area of library science will have scholarship and service expectations comparable to those of non-library faculty. However, instead of "Teaching" the other area will be "Librarianship." Correspondingly, the recommended



portfolio summary for library faculty will include “Librarianship” and can include the following items as evidence of excellence in librarianship:

#### SECTION B: LIBRARIANSHIP

1. Development of productive liaison relationships with the faculty and students of designated departments
2. Effective teaching of information literacy content within other faculty members' classes and in co-curricular activities
3. Development, implementation, and assessment of programs that encourage information literacy and scholarship in our users
4. Effective point-of-use instruction with library users through individual consultations, electronic assistance, and so on
5. Creation of user assistance materials that serve curricular or scholarly objectives, such as bibliographies, finding aids, subject guides, web pages, tutorials, and other tangible information products
6. Development and implementation of effective methods and systems for organizing, classifying, cataloging, arranging or otherwise making information resources easily discoverable by users
7. Development and implementation of effective methods of acquiring materials either through purchase, licensing, resource sharing, or donation
8. Development and implementation of effective methods of soliciting, ingesting, curating, disseminating, and promoting university-produced scholarships, documents, and records
9. Effective management of library collections through budgeting; assessment of collection strengths, weaknesses, and use; selection and deselection in assigned areas; communication and negotiation with vendors; and preservation or curation in all formats
10. Effective management of library staff in the pursuit of work that supports university teaching and research
11. Design and implementation of systems that enhance staff work productivity, analysis and assessment of resources and user needs, etc.
12. Outreach programs which inform and involve those on campus who may not be aware of what the library offers, as well as improving relationships with LSUA alumni, donors, and other people with connections to the university
13. Other evidence of excellence in librarianship

**LSUA**<sup>®</sup>