NON-TENURE TRACK PROMOTION POLICY

SCHOOL OF EDUCATION - LOUISIANA STATE UNIVERSITY

Updated and approved 4/2017

# Non-Tenure Track (NT) Promotion Policy School of Education - Louisiana State University

## Policy Statement, Louisiana State University PS-36-NT, applies to the following positions:

I . Instructor

1. Senior Instructor
2. Assistant Professor - Professional Practice
3. Associate Professor - Professional Practice
4. Professor - Professional Practice

## Louisiana State University PS-36-NT

The Professional Practice series: • Assistant Professor - Professional Practice • Associate Professor - Professional Practice • Professor - Professional Practice. An appointment to a rank in the Professional Practice series will be for a specified term, ordinarily not to exceed three years.

Every initial appointment to a rank covered by PS-36-NT, including part-time or part-year appointments at those ranks, will require at least a master's degree or the equivalent in graduate study or professional experience. Those who teach University courses must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In some cases, with the provost's approval, professional experience and demonstrated contributions to the teaching discipline may be substituted for formal academic credentials.

## Seeking a Position at Another Rank

A person who holds a rank covered by PS-36-NT may apply for any available University position, including tenure or tenure-track positions, for which s/he qualifies. S/he will then be considered in accord with the policies that govern an initial appointment to said position.

## The Rules of a Department or Other Unit

**Preamble.** To establish the most effective governance and to make due provision for the varying characteristics of departments and other units, their disciplines, and their circumstances, PS-36-NT grants an important role to rules that a unit may adopt to further specify and regulate the policies and procedures dealt with by PS-36NT.

**Rulemaking Requirements.** All unit rules pertinent to the subject matter of PS-36-NT must observe the following provisions: 1. A unit's rules may not conflict with the rules of its college or with any University policy statements. 2. Unit rules may be made or amended by majority vote of the tenured faculty in the unit, including the chair or dean, who serves as the presiding officer. The tenure-track faculty will also be included for the purpose of adopting rules, if any, whereby a committee is designated to act as the panel for an initial appointment. 3. The provost may designate additional LSU faculty to serve, on an ongoing basis, on a unit's rulemaking body when there are fewer than six faculty members with tenure in the unit. 4. Designations that may be adopted by a unit to make distinctions, as to functions performed or reviews completed among

faculty members within the unit (for example, Career Instructor, Instructor III, etc.) which are not defined in the Bylaws and Regulations of the LSU Board of Supervisors will not be recognized as University ranks or titles and will not grant the faculty member any additional rights and/or responsibilities.

**Approval Procedure.** The chair of each unit must promulgate the unit's rules and, in particular, must provide the current version of the unit's rules to the dean, the provost, and the Faculty Senate Committee on Faculty Personnel Policies. The provost may require a change in the unit's rules, based on a finding that they are inconsistent with the rules of an administrative unit to whom it reports, inconsistent with a University policy, or contrary to the interests of the University.

# School of Education

**Reappointment and Promotion in non-tenure track positions**

## Career Ladder of Promotion Opportunities for Non-Tenure Track (NT) Faculty

The School of Education employs a significant number of valued faculty in non-tenure-track faculty (NT) appointments. These appointments are most often devoted to instruction and service. The School of Education has faculty positions at the following ranks: Instructor, Senior Instructor, and Professors of Professional Practice at the rank of Assistant, Associate and Full. At each of these ranks, the evaluation process is the demonstration of comprehensive effort that typifies the quality and expertise expected at a flagship institution and within the faculty's area of specialization. The School of Education acknowledges three broad areas of scholarship: teaching, service, and research/discovery.

The School of Education will have a standing NT Advisory Committee whose role is to advise the Director before a recommendation on reviews for promotion are forwarded to the Dean. The NT Advisory Committee will consist of three (3) faculty at a rank above the individual(s) seeking promotion. In the event an Advisory Committee cannot be formed due to lack of rank, the Director will appoint tenure track faculty to the Advisory Committee. Deliberations and the review of materials are strictly confidential.

Declaration of financial exigency and changes in existing and prospective needs, resources, and other conditions may affect decisions regarding faculty members governed by PS-36-NT. An appointment to a rank in the Professional Practice series will be for a specified term, ordinarily not to exceed three years.

## School of Education Promotion Guidelines for NT Faculty

1. Instructor
2. Senior Instructor
3. Assistant Professor of Professional Practice
4. Associate Professor of Professional Practice
5. Professor of Professional Practice

Promotion requires excellent performance and the continued expectation of excellent performance. The categories of Teaching, Service, and Research/Discovery will be evaluated as determined by specific duties assigned to faculty by the Director. The candidate is expected to initiate the process of consideration for promotion as per guidelines and timelines established herein this policy. Initially, the candidate should notify his/her Director that they would like to be considered for promotion. When the dossier is being compiled, the candidate will provide the materials listed below. The following items will constitute a full dossier for review:

* 1. **Curriculum vitae:** A comprehensive, current curriculum vitae that includes the candidate's current scholarly activities and accomplishments, including publications, appointments, presentations, and similar activities and accomplishments in the areas of Research/Discovery, Teaching, and Service.
  2. **Personal statement:** A two page personal statement evaluating the candidate's performance measured against the applicable criteria for promotion. The personal statement should expressly address the Research/Discovery, Teaching, and Service contributions to the School of Education as well as college, university, profession, and the community. The statement should also include discussion of contributions to institutional equity and inclusion.
  3. **Teaching portfolio:** A comprehensive portfolio of evidence of the candidate's representative examples of course syllabi or equivalent descriptions of course content and instructional expectations, student evaluations, including comments, and examples of student work.
  4. **Service portfolio:** A comprehensive portfolio of evidence of the candidate's service contributions to School of Education, college, university, profession and the community. Such evidence could include artifacts of service, professional or consulting activities related to his/her discipline, commendations, awards, op-ed pieces, and letters of appreciation. The portfolio may also include a short narrative elaborating on the candidate's unique service experiences or obligations.
  5. **Research/Discovery:** A comprehensive portfolio of evidence of the candidate's discovery contributions to School of Education: research and creative activity, grants, and appropriate evidence of recognition or impact. (Optional)

## Promotion from Instructor to Senior Instructor

After a period of 6 years, or two 3-year cycles of acceptable student evaluations, an instructor who possesses a Masters degree or Education Specialist degree will be considered for promotion to Senior Instructor. In addition, satisfactory annual evaluations will be considered. The categories of Teaching and Service will be evaluated by specific duties assigned to faculty by the Director.

When justified by increased responsibilities such as expanded teaching or supervisory duties, instructors at any rank may also be converted to other non-tenure-eligible ranked titles (such as

non-tenure-eligible Assistant Professor of Professional Practice), provided their annual performance reviews meet criteria of a "3" or above and they possess a terminal degree.

A Senior Instructor seeking a promotion in rank to Assistant Professor of Professional Practice will submit materials for review to an Advisory Committee consisting of three (3) Assistant Professors of Professional Practice.

\*Given that no policy for promotion has been established or consistently applied from 2006- 2017, any Instructor who has provided l O years of successful teaching and service to the School of Education, in all former unit iterations, and who possesses a terminal degree, may be considered for promotion to the rank of Assistant Professor of Professional Practice.

## Promotion from Senior Instructor to Assistant Professor of Professional Practice

Assistant Professors of Professional Practice are appointed for a three-year term, and are reviewed for reappointment during their third year. Third-year reviews for Assistant Professors of Professor of Professional Practice will be based on dossiers prepared in accordance with PS-

36. Based on the third-year review, the NT faculty will make a recommendation to the chair concerning renewal of the appointment. The NT faculty may recommend a three-year renewal, a renewal for a shorter period of time with a recommendation that the candidate be re-evaluated again prior to a mandatory review, or recommend that no contract extension be granted. If that recommendation is approved at higher levels, the candidate will be granted a one-year, non­ renewable appointment, and employment will be terminated after the fourth year. This mandatory review can only be delayed when the candidate applies for, and is granted by the university, an extension based on extenuating circumstances.

After a period of 6 years, employees at the rank of Instructor who have earned a Doctoral Degree may seek promotion to the rank of Assistant Professor of Professional Practice. Assistant Professors of Professional Practice may apply for accelerated review for promotion and tenure prior to the sixth year. All Assistant Professors of Professional Practice entering their sixth year may apply for tenure and promotion to the rank of Associate Professor of Professional Practice. The categories of Scholarship, Teaching, and Service will be evaluated by specific duties assigned to faculty by the Director.

## Promotion from Assistant Professor of Professional Practice to Associate Professor of Professional Practice

After a period of 5 years in rank, employees at the rank of Assistant Professor of Professional Practice who possess an earned Doctoral Degree may seek promotion to the rank of Associate Professor of Professional Practice. This level of review is never mandatory, so the candidate can withdraw at any time without negative consequences. The categories of Scholarship, Teaching, and Service will be evaluated by specific duties assigned to faculty by the Director. Evidence of sustained excellence in teaching effectiveness and commitment to student learning as well as sustained and/or exemplary service for the school, college, or University, and state, national, or international associations is expected.

An Assistant Professor of Professional Practice seeking promotion to rank of Associate Professor

of Professional Practice will submit materials to an Advisory Committee consisting of three (3) Associate Professors of Professional Practice.

## Promotion from Associate Professor of Professional Practice to Professor of Professional Practice

After a period of 5 years, employees at the rank of non-tenure Associate Professor of Professional Practice who possess an earned Doctoral Degree may seek promotion to the rank of Professor of Professional Practice. The categories of Scholarship, Teaching, and Service will be evaluated by specific duties assigned to faculty by the Director. Evidence of sustained excellence in teaching effectiveness and commitment to student learning as well as sustained and/or exemplary service for the school, college, or University, and state, national, or international associations, and publications, presentations and serving as a consultant (national and international) is expected.

An Associate Professor of Professional Practice seeking promotion to rank of Professor of Professional Practice will submit materials to Advisory Committee consisting of three (3) Professors of Professional Practice.

## Review Expectations/Standards

Professors of professional practice are to be assessed according to the standards specific to their positions rather than those for tenure-track positions.

I. **Teaching.** The University exists for the development and the dissemination of knowledge and understanding, and for the conduct of excellent instructional programs. Every faculty member with teaching duties is expected to be committed and highly competent in the performance of his or her assigned teaching duties, to contribute to the teaching mission of the department, and to perform an appropriate role in the development of curricula and/or educational policy.

Characteristics of an excellent teacher include intellectual honesty, subject expertise, pedagogical practice skill, methods of presentation, cogency and logic, the ability to engage students' curiosity, stimulation of independent learning and creative work, high standards, and thoughtful academic mentoring.

## Examples of contributions to the teaching mission recognized by SoE

l . Classroom instruction and the conduct of courses

1. Creation and delivery of formal seminars, critiques, and practica
2. Informal student seminars
3. Supervision of student clinical work; working collaboratively with host/mentor teachers
4. Conduct of a course that integrates learning and community engagement and/or service­ learning
5. Engaging students in research and publication
6. Multidisciplinary and interdepartmental teaching
7. Innovation in teaching methods such as redesign of a course or development of a new course
8. Contributions to committees or other entities concerned with teaching, curricula, or educational policy
9. Administrative duties and responsibilities as assigned

## Examples of appropriate factors and evidence of teaching

1. Observation of classroom teaching or of other presentations
2. Statements by the candidate of his/her educational philosophy
3. Evidence of course syllabi or other instructional materials
4. Evaluations by students
5. Honors or special recognition for teaching excellence
6. Invitations to teach in programs at other educational institutions
7. Invited lectures and panel presentations that pertain to teaching
8. Evaluations of teaching and testimonials by present or former students (Any sampling of student opinion should be carried out in such a manner so that students can state their judgments freely and without fear of reprisal), peers, community colleagues, and others
9. Grants and contracts to fund teaching activities or provide student stipends, especially by national agencies or foundations
10. **Service.** The term service is used to mean other contributions to the department, the University, the academic profession, or the broader community that support the primary missions of teaching and research/discovery in the SoE. In some cases, specific service is a substantial, explicit part of a faculty member's work, as specified by Director's assignment of job duties and work assignments. In such a case, s/he is expected to be reliable, committed, and highly competent in the performance of the assigned duties.

All faculty members are expected to remain informed, participate in meetings, and cast votes. Also, a faculty member's service to the community or to the profession beyond the campus may confirm his or her stature in scholarship and teaching, may enliven the intellectual climate on campus, and may improve opportunities for students and other faculty. High-quality contributions of these kinds will be valued whenever evaluations are made, and may have weight in decisions on promotion. Civic and community service based on a faculty member's professional, academic expertise will have weight.

## Examples of service

I. Clinical consultation, evaluation, assessment, specialty service, or diagnostic support, provided through University-affiliated entities

1. Service rendered to the community as a part of courses taught
2. Participation on a certification board
3. Expert advice to professions, businesses, or government
4. Holding office or other position of responsibility or organization of a conference in a professional organization
5. Participating on a governmental body
6. Holding an administrative office in the University
7. Advisory role with a student organization
8. Committee work for the department, college, University, or LSU System
9. Contributions toward faculty professional development
10. Editorial board membership
11. Refereeing or reviewing papers or grant competition proposals
12. Judging student or professional competitions
13. Administering grants

**111. Research/Discovery.** Research/Discovery is an essential purpose of the University and of every unit. However, at this level, research and discovery is not expected or applicable to these positions, but it is valued and should be considered for promotion and raises. The term research/discovery is used here broadly, to signify contributions to knowledge, in the disciplines appropriate to the department, at a level of quality and significance.

## Examples of Research/Discovery

1. Books, book chapters, essays, articles, or bulletins reporting the results of original research; publication by respected academic journals and publishing houses that accept work only after peer review
2. Publications, presentations, research, grant activity, editing, reviewing, etc., relative to clinical practices, pedagogical methods, and standards of supervision
3. Articles on pedagogy
4. Publication of textbooks
5. Citations in research publications or other evidence of impact
6. Awards for excellence, especially from national or international academic organizations
7. Invited performances, presentations, exhibitions, or lectures
8. Awards of grants and contracts that indicate recognition of research achievement or capability

## Procedures

After the candidate has provided the required electronic materials, the unit should begin preparing the dossier for internal review. To begin the process of file assembly, please provide the Office of the Dean of CHSE and Academic Affairs the following via email:

* + candidate's full name
  + unit name
  + candidate's current and proposed rank *(e.g.,* promotion from Instructor to Senior Instructor)

The electronic dossier provides evidence relevant to the consideration for promotion. The materials contained in the dossier will be returned to the candidate following final action of promotion review.

## NT Promotion Timeline

The timing of the preparation, submission, and evaluation of the promotion dossier follows a timeline similar to that used for the third year reappointment process utilized for the tenure-track­ faculty promotion and tenure process. NT promotion files will be accepted as per the timeline basis set forth herein. The Dean will notify the candidate in writing, with promotion taking effect at the beginning of the next fiscal year or with the next contract renewal, whichever comes first.

All promotion reviews have two levels of review: unit level and college level. A promotion review requires most of a year for completion. All activities related to a review must be timed to conform with the current timetable set by the provost and communicated through HRM, and with the timetables set in colleges and departments for their parts in the process. Materials are to be submitted to CHSE Dean's office no fewer than three (3) weeks before the established

University deadlines.

Generally, University deadlines follow this rough timeline:

## Prior to beginning of academic year during which review will take place

* + Candidate notifies unit head of intent to be considered for promotion.

## Fall- Departmental Review

* + Candidate provides current materials A-E as applicable to Director of the School of Education and to office manager by first Friday of September
  + The Director will make the file available to the members of the faculty panel for their review. The file will be maintained in a location which safeguards its contents and that is reasonably accessible to the faculty panel. The chair of the faculty panel will establish a date to convene the panel to consider the file, discuss the faculty member's performance, and vote on whether to recommend promotion.
  + The Director will meet with the faculty member to advise him or her of the recommendation, provide copies of departmental reports, and explain the procedural steps that will follow.
  + The Director will send a copy of the file to the CHSE Dean. He or she will prepare a written statement, provide it to the Director and faculty member, and place it in the file. If the decision is not to promote, the Dean will in timely fashion meet with the faculty member to notify him or her of the decision.
  + The last day for meetings between candidates and Deans is the fourth Wednesday in November

## Spring - Campus Review

* + Recommendations for promotion are due in Human Resource Management by fourth Monday of January
  + Collective review by Provost, Vice Provost, and Vice-President for Research & Economic Development is held by third Monday in February
  + Final Campus Review by Chancellor and Provost is completed by the last Monday in February
  + The file is returned to Human Resource Management for Processing by first Friday in March

Note: Deadlines for Promotion/Tenure Recommendations vary from year to year and can be found online on the LSU HRM webpage.

([http://www.lsu.edu/hnn/employees/employee resources/Promotion and Tenure.php)](http://www.lsu.edu/hnn/employees/employeeresources/PromotionandTenure.php))

**Sabbaticals:** Faculty appointed as Continuing Non-Tenure Track faculty are eligible for sabbaticals at the end of the sixth year of appointment if their appointment is renewed for a three-year appointment and with review and approval through regular University procedures. Continuing Track faculty are eligible for subsequent sabbaticals on the same schedule as tenure­ track faculty. Typically, sabbaticals are granted for purposes of research and development only.