LOUISIANA STATE UNIVERSITY
COLLEGE OF HUMAN SCIENCES AND EDUCATION

Policies, Procedures & Planning Manual

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D. Peabody Society Alumni and Friends By-Laws
E. School Policies and Academic Program Handbooks
F. College of HS&E Promotion and Tenure Guidelines (August 2014)
INTRODUCTION

LSU and Agricultural & Mechanical College

“As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive University, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development. Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

“In implementing its mission, LSU is committed to:

- offer a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly qualified undergraduate and graduate students;
- employ faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural, and economic enterprises; and
- use its extensive resources to solve economic, environmental, and social challenges.”

(Mission Statement approved December 2006’ reaffirmed October 2012)

Historical Perspective

Louisiana State University and Agricultural & Mechanical College originated in grants of land made by the U.S. government beginning in 1806. In 1853, the Louisiana General Assembly established the Louisiana State Seminary of Learning and Military Academy near Pineville, Louisiana. The institution opened January 2, 1860, with General William Tecumseh Sherman as superintendent. Because of the Civil War, the school closed June 30, 1861, and reopened on April 1, 1862, with Col. William Linfield as acting superintendent. He was succeeded in 1863 by Professor William A. Seay. Because of the invasion of the Red River Valley by the Federal Army, the institution was closed again on April 23, 1863.

The Seminary reopened October 2, 1865, with Col. David F. Boyd as superintendent. The Seminary was destroyed by fire on October 15, 1869, and reopened on November 1, 1869, in Baton Rouge, where it has remained. In 1870, the name of the institution was changed to Louisiana State University.
The *Louisiana State Agricultural & Mechanical College*, established by an Act of the Legislature in 1874, opened in New Orleans on June 1, 1874, where it remained until it merged with Louisiana State University on January 2, 1877. The two state institutions began their first joint session on October 5, 1877, under the name of *Louisiana State University and Agricultural & Mechanical College*.

The first Bator Rouge home of the newly named institution took up residence at what was the Institute for the Deaf, Dumb, and Blind. In 1886, the institution moved to the federal garrison grounds (now the site of the State Capitol). Construction of the campus at its present site started in 1922, and the move, which began in 1925, was not completed until 1932. Formal dedication of the present campus took place on April 30, 1926.

LSU’s chief academic divisions were founded as follows: **Law School**, 1906; the **College of Agriculture**, 1908; Arts & Sciences (renamed the **College of Humanities & Social Sciences** in 2010), Education, (renamed the **College of Human Sciences and Education** in 2012), 1909, **Engineering**, 1908; the **Graduate School**, 1909; **Continuing Education**, 1924; the College of Business Administration (renamed the E. J. Ourso College of Business Administration in 1996; renamed the **E. J. Ourso College of Business** in 2005), 1928; the Center for Wetland Resources (renamed the Center for Coastal Energy and Environmental Resources in 1991; renamed the **School of the Coast and Environment** in 2001), 1970; the College of Chemistry & Physics (renamed the College of Basic Sciences in 1982; renamed the **College of Science** in 2010), and the School of Music (renamed the **College of Music & Dramatic Arts** in 1998), 1931; Junior Division (incorporated into **University College** in 1999), 1933, University College (incorporated into General College in 1974 and reinstated in 1999), 1951; the School of Environmental Design (renamed the College of Design in 1979; renamed the **College of Art & Design** in 2001), 1965; the **School of Veterinary Medicine**, 1968; and the Graduate Division of Education (merged with the Graduate School in 1982), 1970. In 1977, the **Hebert Law Center** (formerly the Law School) was made an autonomous unit of the LSU System.

In 1978, LSU was named a sea-grant college—the 13th university in the nation to be so designated, and the highest classification in the program. In 2005, LSU was designated as a space-grant college.

**LSU Today**

LSU holds a prominent position in American higher education and is committed to meeting the challenge of pursuing intellectual development for its students, expanding the bounds of knowledge through research, and creating economic opportunities for Louisiana. LSU is in a state of dynamic transformation—changing and evolving to meet the needs of its students, faculty, and the people of Louisiana. Enriched by Louisiana’s natural and cultural distinctiveness, the community of learning at Louisiana’s rational flagship university prepares students to meet the environmental, social, economic, scientific, creative, and educational challenges that confront us locally and globally in the 21st century. LSU Flagship 2020: Transforming Lives underscores the university’s...
commitmen: to excellence at every level and focuses on the goals of learning, discovery, diversity, and engagement.

LSU is designated as a land-, sea-, and space-grant institution. It also holds the Carnegie Foundation’s designation as a Research University, reflective of LSU’s very high research activity.

The College of Human Sciences and Education

During the 2010-2011 fiscal year, the University focused discussions on ways to combine units while capitalizing on shared resources and expertise with the long-range goal of saving money through greater efficiencies. One of the primary objectives was to align units with similar programmatic missions. In August 2011 then Executive Vice Chancellor & Provost John Maxwell Hamilton, Vice-Provost Jane Cassidy and Interim Dean Laura F. Lindsay hosted a series of more than sixty conversations with deans, directors, department chairs, faculty, staff, and advisory board members of selected colleges and schools to gather information and to determine if these realignments made sense.

As the result of these conversations, LSU proposed a high profile college to the LSU Board of Supervisors and the Louisiana Board of Regents that would have a major impact on the quality of life of the citizens of Louisiana in the areas of education, mental health, health and wellness, and social and human sciences. The LSU Board of Supervisors approved the new college December 9, 2011; the Board of Regents approved the proposal in February 2012. Under the leadership of founding Dean Laura F. Lindsay, the new College became official on July 1, 2012.

Profile of the College

About the College:

The College of Human Sciences and Education houses six vibrant schools in a parallel structure: The School of Education (SOE), The School of Human Resource Education and Workforce Development (SHREWD), The School of Kinesiology (SOK), The School of Library and Information Science (SLIS), The School of Social Work (SSW), and the University Laboratory School (ULS). Each is headed by a Director who reports to the Dean of the College of Human Sciences and Education.

A copy of the board proposal and profile of the College of Human Sciences and Education can be found in Appendix A.
SECTION I: VISION, MISSION AND GOALS

CHSE 2012-2017 STRATEGIC PLAN

The College developed its 2012-2017, five-year strategic plan in concert with the University Strategic Plan 2020. Faculty and staff worked to develop the vision, mission and goals through a continuous process that included a SWOT analysis by each school and by the college as a whole, participation in and review of the vision, mission, goals, strategies and performance indicators on the school and college level as well as during the college fall and spring retreats, a community Moodle site for online posting of materials and online solicitation of feedback from faculty and the staff and periodic reviews by and feedback from the College-wide Planning Committee (CPC). In addition the Dean visited each of the schools, met with and collected feedback from the Peabody Society and had the plan draft reviewed by university planning experts and shared their suggestions at the retreats.

Since the performance indicators (PI) in this plan are continuously adjusted throughout the planning and evaluation process to ensure that the college’s programs are competing with their peers, the PIs are not included in this manual. The PIs and the college’s progress can be found posted on the college community Moodle site and are based on two criteria: 1) the PI is key to determining each program’s success based on peer comparisons or 2) the information is considered a university performance indicator (UPI). The College vision, mission and goals can be are found below.

I.1 Vision: By 2020 the College of Human Sciences and Education will be recognized by leading organizations in the professions for

- its local, national and international contributions to knowledge, policy and practice through its research and published scholarship;
- preparing diverse, knowledgeable, engaged and ethically grounded professionals; and
- empowering individuals and organizations through development, stewardship and collaborative community partnerships to improve their quality of life throughout the lifespan.

I.2 Mission: The LSU College of Human Sciences and Education has a direct impact on the complex human issues and policy decisions faced by communities throughout the state of Louisiana, the nation and the world. Each of its six schools builds upon the rich legacy of LSU’s Land Grant mission, preparing professionals to be leaders in their fields by advancing human cognitive, social, emotional, communicative and physical development across the lifespan. The faculty and staff accomplish this mission through research; preschool, K-12, undergraduate and graduate degree programs; professional service and community and international engagement.
The College of Human Sciences and Education values scholarship, collaboration, diversity, engagement and lifelong learning.

1.3 Goals:

1. Discovery/Research: The College of Human Sciences and Education participates in LSU's research-intensive mission by producing research and published scholarship that advance knowledge and provide new insights into theory, policy and practice.

2. Teaching/Learning: The College offers innovative and challenging programs that attract students with the potential to excel and that prepares them to be leaders in their communities and professions.

3. Diversity: The College commits to developing and nurturing the cultural competence of students, faculty and staff by creating vibrant and diverse educational and professional environments.

4. Engagement: The College advances the effectiveness of professional and community organizations through faculty and student engagement in state, national and international service.

5. Stewardship and Development. The College cultivates and invests resources to maximize the impact of discovery/research, teaching/learning, professional service and community engagement throughout Louisiana as well as national and international populations.
SECTION II: ADMINISTRATIVE ORGANIZATION

II.1 Academic Structures

II.1.1 College

The College of Human Sciences and Education (CHSE) is comprised of six schools in a parallel structure. These schools are, in alphabetical order: The School of Education (SOE, formerly the Department of Educational Theory, Policy, and Practice), the School of Human Resource Education and Workforce Development (SHREWD), the School of Kinesiology (SOK, formerly the Department of Kinesiology), the School of Library and Information Science (SLIS), the School of Social Work (SSW), and the University Laboratory School (ULS). Each school is headed by a director who reports to the dean of the College of Human Sciences and Education.

Appendix B provides an organization charts that depicts the College of Human Sciences and Education.

II.1.2 Schools

II.1.2.1 School of Education (SOE)

The SOE offers courses and educational experiences to prepare undergraduate and master’s students to assume positions as teachers; provides courses, educational experiences and guidance to prepare graduate students to assume instructional, counseling, supervisory, administrative, research, and support positions in a range of educational environments; and engages in and disseminates research and scholarship to improve instructional processes and outcomes. Offering both graduate and undergraduate programs, the School offers the following degrees: B.S. Early Childhood Education PK-3; B.S. Elementary Education Grades 1-5; M.A.T. Elementary Education Grades 1-5, M.A.T. Secondary Education Grades 6-12; M.A. Education; M.Ed. Counseling; M.Ed. Curriculum and Instruction; M.Ed. Educational Leadership; M.Ed. Special Education; M.Ed. Special Education Gifted; Ed.S. Education; Ph.D. Educational Leadership and Research; and the Ph.D. in Curriculum and Instruction. SOE academic programs are accredited by the National Council for Accreditation of Teacher Education and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
The School of Education is headed by a director, associate director, assistant director, a graduate coordinator, and two divisions with coordinators. The Division of Curriculum and Instruction consists of faculty and staff who perform research and teach in the B.A., B.S., M.A.T., M.Ed., M.A., and Ph.D. programs for PK3-12; coordinate teacher certification programs; and create educational partnerships on the state and parish levels. The Division of Leadership, Counseling and Research includes the respective programs in these areas.

II.1.2.1.a. Office of Field Experiences
The Office of Field Experiences coordinates field and clinical experiences for P-12 teaching candidates in the School of Education’s initial certification programs, including collaborative secondary concentrations in the College of Humanities & Social Sciences and the College of Science. Functions of the Office of Field Experiences include:
- Ensuring that programs, University, state, and national standards are met during clinical experiences
- Providing a support system for university faculty who guide teaching candidates
- Serving as a primary link between University and school partners who provide field experiences in multiple and diverse school settings

The Office of Field Experiences is staffed by a Coordinator of Field Experiences and an Administrative Program Specialist A.

II.1.2.2 School of Human Resource Education and Workforce Development (SHREWD)
The mission of the School of Human Resource Education and Workforce Development is to prepare professionals who train, educate, and lead people in developing human capital for the workplace at the local, state, national, and international levels. The scope of this mission includes two major areas: human resource and leadership development for business, government, and industry and workforce development. The School’s programs address organizational development and change, training and retraining, globalization/internationalization, environment and health, the changing workplace, technological
evolution, communication skills, workplace literacy and diversity, and career change.

At the graduate level the School offers the Ph.D. degree in Human Resource Education and the M.S. degree in Human Resource Education. Students may also pursue a B.S in Human Resource Education

In addition to the B.S. degrees, students can pursue an undergraduate minor in “Leadership Development.” Recently, the School received approval from the Louisiana Board of Regents to offer both the master’s and doctoral degrees through distance delivery.

II.1.2.3 School of Kinesiology (SOK)
The School of Kinesiology offers programs that advance the understanding of physical activity, sport, and health to optimize the quality of life across the lifespan. Its degrees include the B.S. in Athletic Training, B.S. in Kinesiology, B.S. in Sport Administration, M.S. in Kinesiology, and Ph.D. in Kinesiology. Areas of study at the undergraduate level are Athletic Training, Human Movement Science, K-12 Health and Physical Education Teacher Certification, Fitness Studies, Sports Studies, and Sport Commerce and Sport Leadership. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The K-12 Health and Physical Education Program is nationally recognized by the National Association for Sport and Physical Education of the Society of Health and Physical Educators (NASPE/SHAPE), which is the Specialized Professional Association designated by the National Council for Accreditation of Teacher Education (NCATE). The B.S. in Sport Administration, approved in 2009, has grown rapidly and is eligible to pursue accreditation through the Commission on Sport Management Accreditation (COSMA).

Specializations at the graduate level are exercise physiology, motor behavior, pedagogy and psychological sciences, and sport management. Sixteen tenure/tenure track faculty plus five professional practice faculty and five instructors offer courses leading to the completion of the B.S., M.S., and Ph.D. degrees.

II.1.2.4 School of Library and Information Science (SLIS)
The School of Library & Information Science produces qualified individuals for positions of responsibility in public and private
libraries, archives, and other information organizations that provide a diversity of services to their user communities and contribute to the advancement of knowledge in these fields. The School offers the only accredited Master of Library & Information Science (MLIS) degree program in Louisiana, serving the entire state and the surrounding region. The areas of study include Academic Libraries, Archives Management, Collection Management, Electronic Information Retrieval, Information Systems Analysis, Public Libraries, Special Libraries and Information Centers, Technical Processes, Youth Services, Health Sciences Information Centers, School Library Certification, Library and Information Science/Systems Science Joint Degree, Library and Information Science/History Joint Degree. The School has offered the MLIS degree as a distance education option since 1996 and introduced an entirely online option in 2011.

II.1.2.5 School of Social Work (SSW)
Founded in 1937, the School of Social Work has been continuously accredited since 1940 by the Council on Social Work Education (CSWE). The School of Social Work prepares social work professionals to serve diverse, vulnerable, and impoverished populations in Louisiana and the Delta region. At the undergraduate level the School prepares students to work in human services and child development settings or to attend graduate or professional school. The School offers the Master's degree (MSW) and a PhD degree in Social Work and the B.S. degree in Child and Family Studies. The School is led by a Director, MSW director, PhD program director, and a Child and Family Studies program director.

II.1.2.5.a. Office of Field Education
The LSU School of Social Work folds field practicum into the educational thrust of the MSW program, maintaining its centrality to the School mission and its relevance to course work. An integral part of social work education, field education is an experience which not only employs community agencies and programs as learning laboratories for students but represents the central form of instruction and learning. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practice setting (CSWE-EPAS, 2009).
Field placements expose students to the broad field of social work, as well as to a wide range of experiences. The internship experience is directly related to classroom learning and serves to synthesize theory and practice. Through this experience students gather more information about their commitment to social work values and ethics and their professional identity. Becoming a professional social worker demands that a student embarks on an exploration of challenging theories, analyses of policies and programs, and self-examination as he or she uses new information to deal with the complex problems presented in professional social work field education. The Office of Field Education is dedicated to providing the highest level of field education experiences for our students and supervisors. The Office of Field Education is staffed by the Associate Director of the School – Field Education and an Assistant Director of Field Education.

II.1.2.6 University Laboratory School (ULS)

Founded in 1915 as the University Demonstration School for the College of Education, the University Laboratory School offers programs across the K-12 spectrum and serves as a center for educational innovation and research. The School also offers clinical teaching experience for pre-service teachers. ULS receives operating funds from the state through the Minimum Foundation Program and student tuition. Students enroll through a selective admission process that, among other factors, considers academic readiness, diversity, and sibling status.

The University Laboratory School initiated the first International Baccalaureate (IB) Diploma Program in Louisiana. IB is a model curriculum that stresses creativity, inquiry, service, and internationalism. Juniors and seniors may choose the complete IB Diploma Program or enroll in individual IB courses along with other college-preparatory classes. Eighty percent of Lab School students take at least one IB course. Students are also given the opportunity for college credit through dual enrollment arrangements that simultaneously provide high school and college credit.

All instructors at the Lab School have master’s degrees or a doctorate and hold certificates in their fields of expertise. Many ULS teachers are National Board certified and certified student-
teacher supervisors. A number of instructors have received top local and national awards and honors, such as Presidential Teaching Awards in Math and Science and the Louisiana Teacher of the Year. The Louisiana Department of Education recognized ULS as a School of Excellence. University Lab elementary and middle school students exceed the state average scores in English/Language Arts, math, science, and social studies (Louisiana Educational Assessment Program).

II.2 College Support Structures

II.2.1 Advocacy and Community Outreach
The Office of Advocacy and Community Outreach coordinates the college's advocacy efforts and strategic partnerships as well as represent the college's interests related to external publics. The position provides support and counsel to the dean, directors, faculty and senior administrators and staff regarding community outreach initiatives. The Director of Advocacy & Community Outreach reports to the Dean.

II.2.2 Communications and Public Relations
The Office of Communications and Public Relations exists to inform state, national and international constituents about the excellence in teaching, research, scholarship and engagement exemplified by the LSU College of Human Sciences & Education. The Director of Communications and Public Relations reports to the Dean and is responsible for coordinating the College's communications in relation to the overall external relations initiatives including advancement, development, donor/alumni relations, and strategic academic marketing. The office is staffed by a Director, Graduate Assistant and 2 Interns.

II.2.3 Development and Alumni Relations
The Office of Development and Alumni Relations is responsible for providing the development program needs of assigned academic units of CHSE, with emphases on annual, major and principal gifts from individuals. Under the direct oversight of the Dean, the office works closely with the college administrative team, the directors of the academic units, and the development staff in the planning and execution of a comprehensive college development program. The office is staffed by a Senior Director of Development, an Associate Director of Development, and an Associate Director for Annual Giving and Alumni Relations.

II.2.4 Finance and Research Administration
The Office of Finance and Research Administration (OFRA) assists faculty in securing and administering externally funded research through sponsored program (grant) and corporate and foundation (philanthropic) activities, centralizes the sponsored program efforts of the College, serves
as an important resource to faculty, and provides necessary one-stop-shop assistance in important extramurally-funded areas such as the following.

- Identifying available funding sources
- Offering technical assistance to faculty on proposal preparation
- Submitting proposals through the University to the sponsoring agency
- Providing comprehensive support to principal investigators (PIs) in all areas of grant administration, including procurement of sponsored project goods and services; appointment of sponsored project staff; coordination of sponsored program activities such as conferences, travel, and other events
- Maintaining project accounts and financial reports for use by PI in project decision-making
- Serving as liaison between the PI, the University and/or the LSU Foundation, and the sponsoring agency
- Providing expertise in hosting and planning various seminars, workshops, forums and conferences.

Under the auspices of the Assistant Dean for Finance and Administration, the Office of Finance and Research Administration is staffed by a Director of Finance and Research Administration, Manager for Post-Award and Accounting, Manager for Human Resources and Accounting, Manager for Professional Education, and Coordinator of Grants for Post-Award Administration.

II.2.5 Marketing for Academic Programs and Professional Education

The Office of Marketing for Academic Programs and Professional Education is responsible for providing leadership in the development and implementation of strategic marketing plans to increase the visibility of the college’s academic programs and opportunities for professional education and life-long learning. Under the direct oversight of the Dean, the office is staffed by a Director.

II.2.6 Social Service Research and Development

The Office of Social Service Research and Development (OSSRD), an interdisciplinary unit under the College of Human Sciences & Education, has shown its commitment to advancing social science research by supporting the work of the College and its schools, and the interdisciplinary efforts of faculty across the campus. OSSRD has been leading the way for social science faculty, especially in social work, to seek and maintain the external funding and support that will enable individuals, agencies and other organizations to develop programs and policies that will transform the way we deliver benefits to our most vulnerable clients. Results of OSSRD research not only provide solutions to the toughest problems and raise awareness among the general public of the extent of the difficulty faced in our state and nation, but also empower...
social workers, as well as the leaders and organizers to inform policy in the state. The Office of Social Service Research and Development is led by a Director, and includes specialized researchers and administrative staff. OSSRD reports to the Associate Dean for Graduate Studies and Research and works closely with the Office Finance and Research Administration.

III.2.7 Student Services
The Office of Student Services (OSS) provides all student-related services for undergraduate students and master's students seeking teacher certification. The office provides a student-friendly environment designed to meet all student needs for recruitment, application, admissions, advising, records, scholarships, PRAXIS, college student organizations, and certification.

Under the auspices of the Associate Dean for Programs and Services, the Office of Student Services is led by the Assistant Dean for Enrollment Management who also serves as an academic counselor. In addition, the office is staffed by two Academic Counselors, Coordinator for Recruitment and Retention, and an Administrative Program Specialist A.

II.2.8 Technology Services
The Office of Technology Services (OTS) is a division of the College of Human Sciences and Education at Louisiana State University. Our mission is to provide a robust, reliable and secure technology infrastructure that promotes innovative teaching and learning. OTS establishes and supports the technology infrastructure of the College by procuring, installing and maintaining the technology needs of faculty, staff and students. OTS falls under the auspices of the Assistant Dean for Finance and Administration and is staffed by a Computer Manager and a Computer Analyst.

II.3 Administration (Leadership Positions and Roles)

II.3.1 Dean of the College
Responsibilities of the Dean include:
- Provide leadership related to University's strategic plan;
- Engage and mobilize various constituencies to support the goals of the college,
- Cultivate collaborative relationships with other colleges at LSU, the Office of the Governor and the Board of Regents; and
- Further strengthen and develop the College of Human Sciences and Education's infrastructure for research and teaching

II.3.2 Associate Dean for Distance Learning and Professional Education
Reporting to the Dean of the College of Human Sciences and Education, The Associate Dean for Distance Learning & Professional Education is
• *At Promotion and/or Tenure Review*
  The promotion and/or tenure package will include a recommendation for GF status to be effective the same date as the proposed action. The GS, working with HRM, will document the outcome of the review. Graduate Council Subcommittee review is continued for tenure and promotion as one part of the Provost's Advisory Committee review.

• *Annual Review*
  All faculty members participate in an annual performance evaluation. In the annual evaluation, the Director of the School will consider whether the graduate faculty member has demonstrated a current and sustained record of scholarly or creative activities consistent with the standards for GF status.

III.2.2.1.a To maintain Graduate Faculty (GF) Status
Members must demonstrate a current and sustained record of scholarship based on the profession’s standard for scholarly or creative productivity within the field. The director will note on the annual review form whether or not scholarly or creative activity meets the established standard and record recommendations made to the faculty member if improvements are needed. A first determination that improvement is needed will result in an "unsatisfactory" rating and agreement between the director and the faculty member regarding what action needs to be taken before the following annual review. An initial rating of unsatisfactory will not result in a change of graduate faculty status.

III.2.2.1.b Should a faculty member fall below the established standard for a second year, the faculty member will be referred to the school's Tenure and Promotion Committee who, in consultation with the director and the faculty member, will draft an improvement plan and set goals for productivity to be met by the next annual review. The faculty member will maintain current graduate faculty status at least until the following annual review.

III.2.2.1.c If a faculty member has been designated "unsatisfactory" for a third consecutive year, the committee and director will recommend to the Dean
either maintaining Conditional Continued Appointment at the Full or Associate Member level, change in status, or removal from GF status. In any case, a plan for improvement will be drafted with the committee and director and forwarded to the Dean. The Dean will make the final determination of the GF status.

III.2.2.1.d Previous GF status will be reinstated once the faculty member can demonstrate a record of scholarly or creative productivity that meets the industry standard averaged over 3 years. At any time within the given 3 year interval directly subsequent to change in status or removal from the graduate faculty, the faculty member may request that the director submit the faculty member's annual review and CV to the Promotion and Tenure Committee for review and determination of GF Status. Upon review, the Promotion and Tenure Committee can either: (a) recommend that the faculty member be restored to prior GF Status, (b) recommend continued Conditional Continued Appointment with an ongoing plan for improvement, or (c) recommend maintaining the previous change in status (to Associate Membership or removal of GF status). All changes in GF status will continue to be documented with written justification provided to the faculty member and Graduate School Dean.

The faculty member may appeal the decision regarding her/his GF status to the Graduate Council. The appeal must include the justification for the status change or conditional continuation from the Academic Dean. The faculty member may choose to provide a defense of his/her record in addition to the CV. The Graduate Council will make a recommendation to the Vice-Chancellor for Research and Economic Development who will make the final decision regarding the individual's GF status.

III.2.2.1.e A review of the GF status of Deans, vice-chancellors, and others reporting directly to the provost is included in the individual's annual review.
by the provost and any change in the GF status is reported to the Graduate Dean.

III.2.2.2 Terms of Full Graduate Faculty Membership Appointments
Full GF appointments will be made for seven-year intervals, with ongoing annual review by the director of each school. Upon completion of the seven-year term, the Tenure and Promotion Committee will review the faculty member's CV and current annual report and make a recommendation to the Dean, though the director, regarding continued GF status. If full membership is recommended, another seven-year term will begin. Upon promotion to the rank of Professor, full members of the graduate faculty will be subject to one more review cycle after seven years at that rank. At that point, Full Membership status will become permanent. *Those permanent members of the faculty who currently hold permanent membership under the old Graduate School Policies have been grandfathered into that status when the College of Human Sciences and Education was formed*

III.2.2.3 Term or Off-Campus Appointments
Faculty not on tenure track or not appointed on the LSUA&M campus should include a GF status evaluation in annual reviews. These appointments usually involve research affiliate or professional affiliate status, which will continue as three-year appointments. New appointments and reappointments should be reviewed and reported to the GS upon recommendation by each school's director through the Academic Dean. The Graduate Council will make a recommendation regarding GF status to the Graduate Dean who will make the final approval.

*Administrative Approvals* - All other GF appointments are handled via administrative approvals by the director's recommendation using an administrative approval form with CV. Administrative appointments should be sent forward to the GS upon recommendation by the director for approval by the GS Dean. Administrative appointments will remain in effect for a full calendar year.

III.2.2.4 Graduate Faculty Membership Requirements
III.2.2.4.a All Graduate Faculty (except Professional Affiliates)
To maintain graduate faculty status associate members must demonstrate a current and sustained record of scholarly or creative activities indicated
by publications in recognized journals in the field, books, and exhibitions or performances.

III.2.2.4.b Full Members
Full members of the graduate faculty must possess the highest degree appropriate to the field or unquestionable evidence of comparable achievement in the field.

- Newly appointed associate professors with tenure or on the tenure track in units offering work for graduate credit are normally appointed as full members, subject to annual review.

- Newly appointed full professors with tenure or tenure track in units offering work for graduate credit are normally appointed as full members, subject to annual review.

III.2.2.4.c Associate Members
Associate members of the graduate faculty must possess the highest degree appropriate to the field or unquestionable evidence of comparable achievement in the field.

- Newly appointed tenure-track assistant professors in units offering work for graduate credit are normally appointed to an associate member six-year term, subject to annual review.

- Faculty members who do not maintain full membership may be eligible for associate member status in units offering work for graduate credit, subject to annual review.

III.2.2.4.d Research Affiliates
- Individuals nominated for research affiliate are appointed for a renewable three-year term.

- Research affiliate membership is available to individuals whose appointments reside in units not offering work for graduate credit or whose appointments are not tenure track.
III.2.2.4.e Professional Affiliate

- Individuals nominated for professional affiliate by units offering work for graduate credit may be appointed to a renewable, three-year term based on evidence of expertise or knowledge that is directly relevant and applicable to the professional program in which the individuals will be teaching.

- Expertise is defined in terms of recent activities recognized by the focal area as indicative of excellence. Appropriate indicators may include but are not limited to: terminal degrees in focal or relevant areas; professional certification; licensure, diplomas, or record of professional practice; and demonstrated professional excellence through performances, exhibitions, presentations, professional publications, or national awards.

- Normally, a person who is eligible for full or associate graduate faculty status is ineligible for professional affiliate status.

- Individuals whose professional activities are a function of their LSU employment are normally ineligible for professional affiliate status.

III.2.2.5 Consideration for Administrative Responsibilities

Individuals with graduate faculty status prior to accepting a position as a Dean or director of academic programs or university-wide administrative appointment may be given extra consideration if their significant service to the university impacts their scholarly productivity for the duration of their administrative appointment. Such individuals will remain on the graduate faculty with their current status until such time as they return to full time faculty status. At that point, they will be normally be accorded at least conditional continued appointment to their former status for a three year review cycle so that they may reestablish their scholarly or creative efforts, subject to annual review by their director to monitor progress and offer support.
III.2.2.6 Graduate Faculty Rights and Responsibilities

III.2.2.6.a Full Members
- Determine policies of the Graduate School.
- Engage in all graduate education activities.
- Chair a thesis or dissertation committee.
- Nominate faculty for membership on the graduate faculty.

III.2.2.6.b Associate Members
- Engage in all graduate education activities.
- Chair a thesis or dissertation committee.

III.2.2.6.c Research Affiliates
- May serve as a member of thesis and dissertation committees but may not chair except by permission of the College Dean and Dean of the Graduate School.
- May engage in instructional activities at the masters and doctoral level.

III.2.2.6.d Professional Affiliates
- May engage in instructional activities at the masters level.
- May serve as a member of thesis committees but may not normally chair except by permission of the College Dean and Dean of the Graduate School.
- May not engage in instructional activities at the doctoral level except by permission of the College Dean and Dean of the Graduate School.

III.2.3 Supervising and Mentoring

Schools are encouraged to develop their own written processes and procedures for supervising and mentoring students. Graduate Teaching Assistants and Research Assistants must be provided feedback as determined by the Graduate school. New faculty should be assigned faculty mentor(s) as determined by the schools. P-12 faculty and/or agency personnel who supervise field experience and/or clinical practice students shall be supervised and assessed for compliance with all University and College policies. A summary of supervision and mentoring responsibilities follows.
III.2.3.1 New Faculty
Policy determined by schools

III.2.3.2 Graduate Teaching Assistants
Policies determined by schools

III.2.3.3 Graduate Research Assistants
Policies determined by schools

III.2.3.4 Field Experiences and Clinical Practice Faculty
Determined by the individual school’s offices for field experiences. Additional considerations include the following.

III.2.3.4.a In all programs, selection of field sites and mentors/field supervisors is jointly determined by University and school/agency personnel in accordance with the College’s mission and program expectations and standards.

III.2.3.4.b Roles and responsibilities of the various parties involved, as well as principles and expectations governing placements and experiences, are defined in memos of understanding and program handbooks, as well as in orientation sessions and professional development workshops.

III.2.3.4.c University supervising faculty and, if applicable, school or agency administrators monitor and assess site supervisor suitability in meeting program requirements and expectations, as well as supervisory effectiveness.

III.2.4 Promotion/Tenure

III.2.4.1 General
Whether tenure is granted at the traditional end of the evaluative period, or whether it is granted to a senior faculty member just entering the University, all tenure and/or promotion decisions for faculty in tenurable or tenured positions must be made only after a thorough, impartial analysis of said faculty member’s scholarship, teaching, and service, and with the support of evidence from a variety of sources.

The College is governed by the rules of PS-36-T and PS-36-NT, which delineates the general procedures and guidelines for faculty evaluation, promotion and tenure. The procedural guidelines described below are intended to support PS-36-T or PS-36-NT and to ensure that review at the school and college
level is as thorough, analytical, and clear as is necessary to support appropriate decisions. These guidelines shall govern review of all cases of tenure and/or promotion in the College. Early reviews are generally discouraged except under extraordinary circumstances and should only proceed when merit is well-established and clearly meets or exceeds the expectations applied in other reviews.

III.2.4.2 CHSE Promotion and Tenure Review Guidelines

An ad hoc CHSE Promotion and Tenure Guidelines Committee was formed in February 2014 to establish tenure and promotion guidelines for the College. Appendix F contains the committee’s final work product, which is intended to enhance internal communication within the College concerning performance expectations as well as to clarify the College’s tenure and promotion standards within the context of that of the larger University policies and procedures concerning promotion and tenure.

After much deliberation the ad hoc CHSE Promotion and Tenure Guidelines Committee ultimately settled on defining *minimum* performance expectations across the College. In so doing, the committee was challenged to define the *minimum* quantity of committee defined high quality outputs that a candidate may experience success when applying for tenure and/or promotion within the College. As such, it is important to emphasize that a candidate who merely achieves the *minimum* standards outlined in this document in terms of quantity may not meet the overall threshold for a successful tenure and/or promotion request unless the review committee determines that every output of that candidate was of the highest quality as defined by their academic peers. Accordingly, tenure and/or promotion candidates are strongly advised to set personal achievement goals beyond the *minimum* standards outlined in this document.

Furthermore, these standards are not aspirational goals the College hopes to reach in the future. Instead, they reflect the current standards that are presently in use when evaluating tenure and/or promotion candidates at the College level. Therefore, this document reflects *minimum* standards as defined at the time of its development, and the document shall be routinely considered for modification in order to best reflect actual performance standards in accordance with potentially revised College or University policy standards.
III.2.4.3 CHSE Promotion and Tenure Process

Timelines for submission and reviews must be consistent with University policies and academic due dates posted by the LSU Office of Human Resource Management. Materials are to be submitted to CHSE Dean’s office no fewer than 3 weeks before the established University deadlines.

Policies and procedures of the school review process must be formulated by the school and approved by the Dean, the Executive Vice Chancellor and Provost and the Faculty Senate Committee on Faculty Personnel Policies as defined in Policy Statement 36-T.

Votes will be considered *affirmative* if a minimum of 75% of the voting faculty are in favor; *mixed*, if less than 75% but greater than 50% of the voting faculty are in favor; and *negative*, if 50% or less of the voting faculty are in favor. Following the vote, the chair of the departmental review committee shall write the review and justification for the vote. This review shall be as extensive as necessary to present the case in an analytical, balanced and impartial manner, with the narrative and the vote being completely and unquestionably consistent with like reviews being undertaken. Before sending the committee letter forward, the committee chair shall circulate the review file among committee members to ascertain that it accurately reflects the committee’s evaluation. In the case of disagreement with the committee chair’s review summary, additional reports from committee members may also be submitted.

The committee vote, review summary signed by the committee chair, and any additional report(s) signed by the author(s) shall be forwarded to the director of the school. The school director shall write an independent review and a firm positive or negative recommendation, including in the case of a mixed vote of the committee or in the case of disagreement among committee members and the committee chair. This recommendation shall address the candidate’s strengths and weaknesses and shall document the director’s support or non-support of the committee’s recommendation clearly, concisely and unequivocally.

Prior to submission of promotion and/or tenure recommendations to the Dean, the candidate will receive copies of all official written statements of the evaluation generated by faculty and director regarding her/his promotion and/or tenure as defined by PS-36T & NT. The candidate may prepare a formal letter of
response for inclusion with the promotion and/or tenure file submitted for review beyond the department. In order to be considered in the College review process, such a letter must be sent to the director of the school and to the Dean no later than seven calendar days after the date when the candidate is advised of the recommendation.

To help assure rigorous and thorough reviews, an advisory committee, established in advance and composed of senior faculty, will be employed by the Dean when considering recommendations for (1) promotion and/or tenure or (2) tenure with an initial appointment. While advisory committee recommendations will not become part of appointment or review files, the Dean will incorporate the vote and comments by the advisory committee in his or her recommendation. Each Dean is solely responsible for writing evaluations and making the recommendations at his or her level, using criteria consistent with the criteria for evaluating faculty job performance enumerated in PS-36T and PS-36-NT.

The Dean shall prepare and sign a written recommendation to be forwarded to the provost. The candidate is advised in writing of the Dean's recommendation at the time of submission to the provost. In the case when promotion and/or tenure is not recommended, or if the candidate requests it, a conference with the Dean shall be held.

Beyond the College, tenure and/or promotion reviews adhere to University policy as outlined in PS-36T or PS-36NT. Decisions on tenure are ultimately made by the president & chancellor of LSU. Decisions on promotion are recommended by the president & chancellor of LSU and ultimately ratified by the LSU Board of Supervisors. The president & chancellor and Dean will, in a timely manner, provide candidates with written notification of the final decision post Board of Supervisors' ratification of promotion and or tenure requests.

III.2.5 Sabbatical Leaves

Sabbatical leaves are to be awarded only to faculty who have shown by their scholarly accomplishments that such a leave would benefit both them and the University.

Timelines for submission and reviews must be consistent with University policies and academic due dates posted by the LSU Office of Human
Resource Management. Materials are to be submitted to CHSE Dean's office no fewer than 3 weeks before the established University deadlines.

The following general guidelines are suggested for reviewing applications.

III.2.5.1 **Sabbatical leaves should be used:**
- To improve an individual's research, artistic or scholarly skills
- To change the direction, thrust or area of an individual's specialization within subject field
- To actively participate with a peer in a worthy project or activity which could not be accomplished under a normal academic workload
- To conduct intensive research or other scholarly activity which requires access and review of material that is not available to local museums, archives, libraries, etc.
- To utilize equipment, laboratories, facilities, etc, which are not available on the individual's home campus
- To conduct extended field research
- To initiate or facilitate cooperative projects with other universities
- To perform other scholarly endeavors of equal merit

III.2.5.2 Faculty are encouraged to spend their sabbatical leaves away from Baton Rouge; in fact, applications proposing a significant amount of study and research away from the campus will be given priority. However, it is recognized that in some instances the proposed scholarly activity is not affected by location, and in such cases the application will be given full consideration.

III.2.5.3 Sabbatical leaves will not be considered for purpose of "retreading" or for "rest and recreation."

III.2.5.4 Award of sabbatical leave is not automatic after each six-year period of service.

III.2.5.5 Upon return from sabbatical, faculty are required to submit a report of their sabbatical activities to the Vice Chancellor for Research and Economic Development through the Dean and school director.

III.2.5.6 Refer to PS-12 for further information on sabbatical leave.
III.2.6 Work Load Policy

As articulated in the LSU Faculty Handbook (p. 14), “the work load of faculty members includes formal classroom and laboratory teaching; course development; scholarly activities; supervision of theses, dissertations, and independent study courses; student evaluation and advising, and professional, University, and public service duties. The distribution among these various duties may vary from one faculty member to another and from one semester to another. Assignments are made by the department director in consultation with the faculty and must be consistent with the stated departmental goals and objectives and with stated criteria for evaluating faculty performance.

The normal classroom teaching assignment (for full-time faculty with minimum involvement in other faculty duties) is the equivalent of 12 semester hours of lecture per week. In some cases exceptionally large classes of 200 or more will be counted as a two-course load unless the college provides additional resources or support from graduate assistants. Classroom teaching assignments are adjusted according to research, service, and administrative assignments, and may vary according to student level (undergraduate, graduate, or professional). All full-time faculty members carry full workloads and normally have budgetary assignments that reflect the variety of assigned duties.”

The College of Human Sciences and Education recognizes the diversity of contributions faculty members make to the mission of the College and evaluates faculty consistent with their assigned responsibilities. Within the tenure and tenure-track ranks, the normal expectation for faculty in a College of Human Sciences and Education at a flagship, research University is that they maintain a record of scholarly productivity, excellence in teaching and service to the College and the profession. Particularly within graduate departments, the expectation is that faculty maintain membership on the Graduate Faculty and are available to serve on committees and teach graduate courses. Continued Graduate Faculty status requires a steady scholarly output in a focused research direction (i.e., that an individual is publishing consistently in a defined research area in quality journals or through quality presses, usually as first author). To that end, the normal teaching loads per semester of tenured and tenure-track faculty are as follows: (A course normally equates to 3 credit hours).

Assistant Professors Two Courses
Associate and Full Professors

Full Grad Faculty  Two Courses
Associate Grad Faculty  Two-Three Courses
No Grad Faculty Status  Four Courses

All faculty are expected to contribute to the research and service missions of the department, commensurate with the individual assignments that are negotiated between the faculty member and the school director.

Faculty who lose graduate faculty status entirely or whose status changes from Full Member to Associate Member and who desire to return to a two course teaching load per semester, must submit a plan to their school director outlining how they intend to regain graduate faculty standing within three years. The director and the faculty member will review the plan annually to assess the faculty member’s progress. Should the faculty member’s graduate faculty standing be upgraded, an adjustment to the faculty member’s teaching load may be made for the next semester.

It should be recognized that individual faculty members’ assignments over the course of their careers may vary based on their interests, the needs of the program, or other obligations. For example, faculty chairing an accreditation committee or editing a major journal may choose to negotiate a larger percentage of their time in service for the duration of that assignment. Alternatively, faculty might teach less than two courses if supported by external funding for scholarly projects. Faculty will be evaluated annually on the basis of the negotiated assignment.

Release time policy: The College will ensure that faculty workload and release time are appropriate for the faculty assignment. Consideration for course-release time will be given for college- or school-level administrative duties that require a significant amount of time. Among those administrative duties considered for course-release time are Dean, Associate Dean, school director, associate school director; and oversight of a major accreditation review. Release time for conducting extramurally-funded, sponsored program activities (e.g., grants, contracts, philanthropically-funded projects) will also be considered, provided an appropriate percentage of the salary of the faculty member is funded by the sponsored project. Given that such extramural funding is for the purpose of conducting sponsored research, release time is typically granted from the research effort of the faculty member’s workload. In the event release time is granted from the teaching effort of the faculty member’s workload, funding should be sufficient to hire replacement teaching faculty. In addition, the percent of teaching release time will result in a corresponding increase in the expectation for the faculty member’s research productivity.
Identification of teaching responsibilities that should be considered on-load: The directors of the school will ensure that courses that do not accurately represent actual faculty teaching loads are correctly identified through the University Courses and Curricula Committee using the appropriate course codes, for example:

- Courses coded as clinics/practicum that are taught in accordance to requirements for a scheduled course will be identified and re-submitted to the University Courses and Curricula Committee as laboratory courses.
- Courses currently coded as Research but are scheduled seminar courses will be identified and re-submitted to Courses and Curricula as seminars.
- Courses coded as clinic/practicum that meet requirements for student teaching workload according to accreditation standards will be considered part of the course load and submitted to Courses and Curricula using an appropriate code.

III.2.7 Additional Compensation

Additional Compensation (Ad Comp) may be provided to faculty in accordance with University policies and practices as detailed in PS-43 and PM-3.

III.2.8 Summer Teaching Appointments

Faculty summer appointments are made by the school director. Typically, faculty receive 1/9 salary for teaching one summer course with an additional 1/9 or fixed amount provided for a second course, depending upon school policy, course enrollment, and/or the summer school funding formula.

III.2.9 Summer Research Appointments

Research compensation for faculty without teaching appointments will be calculated on a daily rate that provides 3/9 of academic year salary. Research compensation for faculty with teaching appointments will be calculated to allow 1/9 of academic year salary for the days allowed for research outside of the Summer Session dates. Thus, faculty both with and without teaching assignments have the same potential to earn 3/9 of academic year salary.

III.2.10 Distance Learning Appointments for LSU Online

Faculty who are participating in the design and delivery of courses as part of the university’s vended distance education program offerings will have an opportunity to either earn additional compensation in accordance with
PS-43 and PM-3 or receive buy-out of teaching effort based on the approved incentive model. For more information, contact the Associate Dean of Distance Learning and Professional Education.

III.2.11 Courses Offered in Nontraditional Formats

Any courses that do not generate student credit hours for the College (e.g., intersessions, distance education, academic programs abroad) must be submitted through the school director to the Assistant Dean for Finance and Administration for approval by the Dean.

III.2.12 Performance Evaluation

Annual performance evaluations for academic employees/faculty are conducted by the Directors of the School and the Dean of the College in accordance with PS-36-T: Tenure-Track and Tenured Faculty: Appointments, Reappointments, Promotions, Tenure, Annual Reviews, and Enhancement of Job Performance for tenured/tenure-track faculty and PS-36-NT: Initial Appointments, Reappointments, Annual Reviews, and Promotions For Faculty Other Than Tenure-Track and Tenured for non-tenure track faculty. Annual performance evaluations of the Directors of the Schools are conducted by the Dean of the College in accordance with both PS-35: Performance Evaluation of Administrative, Professional and Other Academic Staff and PS-111: Consultation with Faculty in Certain Reviews of Administrative Performance. Annual performance evaluations of the Dean of the College are also conducted in accordance with both PS-35 and PS-111 under the auspices of the Office of Academic Affairs, and therefore, not included in this section.

III.2.12.1 Process for Conducting Performance Evaluation for Academic Employees/Faculty:

The annual performance review of academic employees/faculty will occur as outlined in PS-36-T: Tenure-Track and Tenured Faculty: Appointments, Reappointments, Promotions, Tenure, Annual Reviews, and Enhancement of Job Performance for tenured/tenure-track faculty and PS-36-NT: Initial Appointments, Reappointments, Annual Reviews, and Promotions for Faculty Other Than Tenure-Track and Tenured for non-tenure track faculty. In the spring semester, the Directors of the schools of the College will solicit annual activity reports from the faculty summarizing accomplishment over the previous calendar year. Because this information is used in compiling data for the college’s annual report on strategic planning, accomplishments should address each of the following, as applicable.
III.2.12.1.a Faculty
- Faculty highlights with name of individual, award or project description
- List of faculty fellows

III.2.12.1.b Programs and Partnerships
- A list of sponsored programs & collaborations and a paragraph description of each that includes impact statements (number of students or individuals affected, number and nature of organizations, or other pertinent facts/findings)
- Names of professional development schools or programs and description of each that includes impact statements (number of students or individuals affected, number and nature of organizations, or other pertinent facts/findings)
- Partnerships with community agencies to promote health behaviors and description of each that includes impact statements (number of students or individuals affected, number and nature of organizations, or other pertinent facts/findings)
- Other partnerships: please describe program outreach efforts and include name of program, funding source, location(s), organizations, agencies, schools or school districts, number of individuals participating
- Course number, title and enrollment in service learning courses.

III.2.12.1.c Discovery & Research
- List of publications in refereed academic journals, including in press
- List of refereed presentations (listed separately by state, regional, national and international)
- List of books and book chapters
- Names of faculty serving on editorial staff of journals
- Names of faculty serving on editorial or review boards
- Names of individuals who have received national/international award(s) and title of award(s)
III.2.12.1.d Graduate Students

- Name(s) of doctoral students who have refereed journal publications and names of publications
- Name(s) of doctoral students who have refereed professional presentations and location

III.2.12.1.e Service

- Name of faculty serving in elected leadership positions in professional organizations on the national/international, including name of position and organization
- Names of faculty appointed to professional organization boards/committees, including name of position and organization
- National/international symposia organized by faculty
- Names of faculty who received awards for community service and title of award

Using a standard survey instrument, the Directors will evaluate the performance of the faculty. At a minimum, the survey instrument should identify the percent of effort distribution of the faculty member’s workload assignment (i.e., teaching, research, and service) and the Director’s evaluation of the faculty member’s performance in each workload area. The survey instrument should also include a single assessment measure of the faculty member’s overall performance. To ensure the completeness of the evaluations, Directors must use the Faculty Activity Report established for the entire college.

The Director will review the performance evaluation with the faculty prior to forwarding the evaluation to the Dean of the College no later than April 15. If the faculty member wishes, s/he will have the opportunity to append a rejoinder statement with the evaluation prior to its submission to the Dean. Final copies of annual performance evaluations of the faculty are to be electronically uploaded to HRS by staff of the schools no later than July 15.

III.2.12.2 Process for Evaluation of the Directors of the Schools:

The annual performance review of the Directors of the Schools will occur as outlined by PS 35: Performance Evaluation of Administrative, Professional and Other Academic Staff. In addition, at least every other year, pursuant to PS 111:
Consultation with Faculty in Certain Reviews of Administrative Performance faculty input to the director's evaluation will be solicited. Faculty opinion will be solicited using a standard survey instrument during the spring semester of the year in which an evaluation will take place. Data will be summarized and a report will be prepared and presented to the Director as part of the annual review process. The meeting between the Director and the Dean will occur after the Director has submitted a personnel summary as outlined in PS 35 and after school summaries/progress reports have been submitted. These summaries and progress reports are typically made available to the Dean at the completion of the fiscal year with the face-to-face meeting with the director occurring in early August.

Assurance of Confidentiality: Faculty written comments about the director made during the evaluation process will be kept in strict confidence by the Dean. Faculty comments will be typed and provided to the director in the written summary.

Reporting Results to the Faculty: After the Dean has met with the director, the Dean will call a special meeting of school faculty to discuss the evaluation of the director and provide a written summative report for their review.

Final copies of annual performance evaluations of the Directors are to be electronically uploaded to HRS by the Assistant Dean for Finance and Administration no later than August 15.

III.2.13 Merit Pay Policy

School directors, in consultation with the Dean, will recommend merit pay, when available, to faculty based on annual review data. The College will promulgate to the Directors merit raise procedures, in accordance and consistent with University policies and consistent with school and College goals.

III.2.14 Endowed Professorships (Revised: April 30, 2013)

III.2.14.1 Candidate Eligibility

III.2.14.1.a Candidates must be a full-time faculty member in any of the six schools of the College, which include: the School of Education; the School of Human Resource Education and Workforce Development; the School of Kinesiology; the School of Library and Information Science; the School of Social Work; and the University Laboratory School.
III.2.14.1.b When the preference of the donor(s), as identified in the endowment agreement, restricts a professorship to a specific school or academic discipline, the preference of the donor(s) shall be honored.

III.2.14.1.c Consideration of candidate characteristics shall be based on qualities including, but not limited to, excellence in teaching, scholarship, and/or service, in honor of past, present, and future contributions appropriate to the purpose of the professorship.

III.2.14.2 Nomination Procedure
- III.2.14.2.a When professorships are available, the Dean may solicit nominations, via an announcement to the directors of the schools, of the availability of the professorship, along with any specific criteria identified by the donor(s) in the endowment agreement.
- III.2.14.2.b Directors shall submit nominations along with appropriate biographical and professional information on the nominees (e.g., standard curriculum vita, activity reports, record of grants activity, etc.) to the Administrative Council, which serves as an advisory committee to the Dean.

III.2.14.3 Selection Procedure
- III.2.14.3.a Nominations shall be reviewed by the Administrative Council.
- III.2.14.3.b As appropriate, the Administrative Council may choose to interview faculty, administrators, students, and the nominee’s colleagues outside the College and University.
- III.2.14.3.c The Administrative Council shall make the recommendation to the Dean for awarding the professorship.
- III.2.14.3.d The Dean may either accept or reject the recommendation of the Administrative Council.
- III.2.14.3.e In the case of rejection, the Dean shall explain the rationale for rejection and ask the Administrative Council for an additional recommendation.
- III.2.14.3.f Upon the selection of a candidate, the Dean shall forward a recommendation for approval to obtain necessary administrative approvals by the University.
- III.2.14.3.g The recommendation shall remain confidential until approved by the appropriate University administrative entity.
III.2.14.3.h Pursuant to the Board of Regent’s *Endowed Chair’s for Eminent Scholars Program Policy*, all recipients of Board of Regents matched endowed chairs will be selected through national searches. Search committees will include at least one individual external to the campus who is a recognized expert/scholar in the general field of the prospective chair, but who is not affiliated with either the private donor or the Board of Regents.

### III.2.14.4 Term of Appointment and Renewal

#### III.2.14.4.a
The term of appointment shall be for a period of at least one academic year, but not more than three years.

#### III.2.14.4.b
The consideration for renewal shall be initiated by the recipient’s school director in the form of a memo of support submitted to the Administrative Council.

#### III.2.14.4.c
The Administrative Council shall consider the request and recommend to the Dean whether or not to renew the honorific.

#### III.2.14.4.d
The Dean shall provide written notification to the recipient of the status of the renewal decision.

### III.2.14.5 Monetary Consideration

#### III.2.14.5.a
The total amount of monetary consideration shall be determined annually based on endowment earnings and subject to the award limits established by the LSU Foundation Board.

#### III.2.14.5.b
The total amount of monetary consideration shall be a combination of endowment earnings from the private endowment portion of the professorship, and the endowment earnings from the State-matched endowment portion of the professorship, provided the private portion has been matched by the Board of Regents. (Note: Since State matching occurs only after the private portion of the professorship endowment has been fully funded, in most instances a recipient will begin to receive the private portion of his/her monetary award before receiving the State portion.)

#### III.2.14.5.c
Monetary consideration shall continue to be made available to the recipient as long as annual endowment earnings are of sufficient levels, but no longer than the three-year term.
III.2.14.5.d The amount of monetary consideration available to the recipient as determined annually, shall be provided to the recipient in writing.

III.2.14.5.e Monetary consideration shall be made available to the recipient in one of the following forms: temporary salary supplements during the academic year, summer salary, or support for expenditures. If the professorship has been awarded on a competitive project proposal basis, funds will be restricted to elements identified in the proposal budget unless otherwise approved by the Dean.

III.2.14.5.f The recipient shall select the form of monetary consideration at the beginning of the fiscal year, and that selection shall remain in place for the duration of that fiscal year.

III.2.14.6 Annual Reporting
For stewardship purposes, endowed professorship recipients must submit a letter to the Development office by June 30 summarizing accomplishments over the past academic year. Providing the donor with this letter is extremely important in stewarding the relationship between them and the college. Donors truly enjoy hearing about the great work being done, in part, through the support of their generous gift.

If the professorship was a 1-year project-based award, recipients must submit a separate summary of project expenditures in addition to the written final report on the project. The latter will be shared with the professorship donor for stewardship purposes, while the former will be used for internal college financial accounting and reporting.

III.2.15 Scholarships

III.2.15.1 Establishment of Scholarship Management Policies
III.2.15.1.a Policies should identify the following elements and the party responsible for carrying them out

- Establishment of scholarships
- Determination of scholarship amounts and values
- Composition and roles of selection committee(s)
- Form of application
- A uniform timeline for the application and awarding of scholarships
- Procedures to apply for and award scholarships
- Post award reconciliation
- Retention of records

III.2.14.1.b In addition to a college scholarship management policy, each subsidiary school of the college should draft written procedures to govern the selection of discipline/school-specific scholarship recipients for recommendation to the Dean.

III.2.15.2 Establishment of Scholarships

III.2.15.2.a The establishment (or re-location) of a scholarship should be made under the guidance of the Sr. Director of Development (LSU Foundation scholarships) or the Assistant Dean for Finance and Administration (University/Alumni Association scholarships) and with the approval of the Dean.

III.2.15.2.b Scholarships should be established (or re-location) under the college or appropriate school as determined by either the scholarship criteria or other recognized donor intent.
  - Non-discipline specific scholarships should be established under and managed by the Office of the Dean.
  - Discipline specific scholarships should be established under and managed by the Office of the Director of each respective school.

III.2.15.2.c Scholarship criteria will be identified and placed on file with the university by the Assistant Dean for Finance and Administration at the time the scholarship is established.

III.2.15.2.d Copies of criteria for all scholarships should be maintained by the Office of Student Services.

III.2.15.2.e Copies of criteria for school-level scholarships should also be maintained by the Office of the Director of the schools.

III.2.15.3 Determination of Scholarship Amounts and Values

III.2.15.3.a The amount and value of scholarships should be determined based on availability of funds during the spring semester prior to the academic year of the award disbursement.

III.2.15.3.b Funds availability for school-level scholarships will be determined by the finance officer of each school, with verification by the Assistant Dean for Finance and Administration.
III.2.15.3.c Funds availability for college-level scholarships will be determined by the Assistant Dean for Finance and Administration.

III.2.15.4 Composition and Role of Selection Committee(s)
   III.2.15.4.a A Student Scholarship committee should be established at the college level for college-wide scholarships and within each school for school-level scholarships.
   III.2.15.4.b The college-level committee should be comprised of faculty representatives from each school of the college who are recommended by the Directors.
   III.2.15.4.c The school-level committees should be comprised of a representative group of faculty from within the school who are selected by the Directors.
   III.2.15.4.d Ex officio committee membership on both the college-level and school-level committees should be extended to appropriate staff members knowledgeable about the availability and eligibility criteria of scholarships.
   III.2.15.4.e Consideration might be given to having representatives from the school-level committees serve on the college-level committee.

III.2.15.5 Form of Application
   III.2.15.5.a Undergraduate scholarship application processes should consider use of the university's online scholarship application form through myLSU since data is updated programmatically by the university.
   III.2.15.5.b Graduate scholarship applications should be uniform; however, units may solicit program specific information necessary for awarding discipline specific scholarships.
   III.2.15.5.c All scholarship applications, new or revised, should be reviewed by the Associate Dean for Programs and Services.

III.2.15.6 Scholarship application and awarding timeline
   III.2.15.6.a The college and its subsidiary units should establish a uniform timeline for submitting, reviewing and awarding of scholarships.
   III.2.15.6.b To maximize the opportunity to use scholarship for recruitment purposes, awards should be made no later than the end of the spring semester for the following academic year.
III.2.15.7 Procedures to Apply for and Award Scholarships

III.2.15.7.a Notice of application

- Notification of the uniform timeline for awarding scholarships should be issued to all CHSE undergraduate and graduate students by the Office of Student Services and made available on the unit website.

III.2.15.7.b Collection of applicant data

- Applicant data for students to be considered for college-wide awards should be collected by the Office of Student Services.
- Applicant data for student to be considered for school-level awards should be collected by the Directors' designees.
- Use of the myLSU scholarship application reporting tools will facilitate easily compiling and sorting data sets in spreadsheet format.

III.2.15.7.c Review of eligibility

- College-wide scholarships
  a. Initial eligibility for college-wide scholarships should be determined by designated staff in the Office of Student Services based on established scholarship criteria.
  b. Eligibility of recommended recipients should be verified by the Assistant Dean for Enrollment Management in the Office of Student Services.

- School-level scholarships
  a. Initial eligibility for school-level scholarships should be determined by designated staff in the Office of the Director of the school.
  b. Eligibility of recommended undergraduate recipients should be verified by the Assistant Dean for Enrollment Management in the Office of Student Services.

III.2.15.7.d Recipient recommendations

- College-wide scholarships committee
  a. The college-level scholarship committee should be provided with information provided by the Office of Student Services, including: available scholarships, eligible applicants for each scholarship, and a listing of the scholarship criteria.
b. The committee should review all students eligible for each available scholarship and make award recommendations for the approval of the Dean or Dean’s designee

- School-level scholarships committee
  a. The school-level scholarship committee should be provided with information provided by the Office of the Director, including: available scholarships, eligible applicants for each scholarship, and a listing of the scholarship criteria
  b. The committee should review all students eligible for each available scholarship and make award recommendations for the approval of the director.

III.2.15.7.e Processing, review and approval of award entries

- College-wide scholarships
  a. Once the Dean or his/her designee has approved the recipients, an award entry should be loaded by staff in the Office of Student Services.
  b. The Assistant Dean for Enrollment Management or his/her designee should review entries to confirm eligibility and sign the entries as the initiating authority.
  c. Entries should be routed to the Assistant Dean for Finance and Administration to confirm adequacy of funds.
  d. Entries should be signed by the Dean or designee and submitted to the Office of Student Aid and Scholarships.

- School-level scholarships
  a. The school-level scholarship committee should be provided with information provided by the Office of the Director, including: available scholarships, eligible applicants for each scholarship, and a listing of the scholarship criteria.
  b. The committee should review all students eligible for each available scholarship and make award recommendations for the approval of the Director.
  c. An award entry should be loaded by staff in the Office of the Director and signed by the Director or his/her designee as the initiating authority.
d. Entries should be routed to the Assistant Dean for Finance and Administration to confirm adequacy of funds.

e. Entries should be signed by the Dean or designee and submitted to the Office of Student Aid and Scholarships.

III.2.15.7.f Notification of applicants

- College-wide scholarships
  
a. Recipients of college-wide scholarships and unsuccessful applicants should be notified by the Office of Student Services on behalf of the Dean.

b. Recipients must prepare and submit to the Office of Student Services a letter of thanks to the scholarship donor(s) which will be forwarded on their behalf.

c. Copies of thank you letters are to be provided to the Development Office for stewardship purposes.

- School-level scholarships
  
a. Recipients of school-level scholarships and unsuccessful applicants should be notified by the Office of the Director.

b. Recipients must prepare and submit to the Office of the Director a letter of thanks to the scholarship donor(s) which will be forwarded on their behalf.

c. Copies of thank you letters are to be provided to the Development Office for stewardship purposes.

III.2.15.8 Post-award reporting and reconciliation

III.2.15.8.a The Office of Student Services should provide the Development Office with an annual report of college-level and school-level scholarship awards for stewardship purposes.

III.2.15.8.b The Development Office should record student-donor correspondence in TAILS.

III.2.15.8.c The Assistant Dean for Finance and Administration or designee will monitor and maintain financial records on college-wide scholarship accounts to ensure award charges are allowable.

III.2.15.8.d The finance staff in the Office of the Director will monitor and maintain financial records on school-level scholarship accounts to ensure award charges are allowable.
III.2.15.9 Retention of records

III.2.15.9.a Scholarship application and award correspondence records should be retained for a period of at least three years in the Office of Student Services for college-wide scholarships and in the Office of the Director for school-level scholarships.

III.2.15.9.b Scholarship financial records should be retained for a period of at least three years by the Assistant Dean for Finance and Administration for college-wide scholarships and in the Office of the Director for school-level scholarships.

III.2.16 Faculty Incentives for Conducting Sponsored Research

When funds are determined to be available at the discretion of the Dean, the College will provide resources to faculty in support of their research though funds generated in the conducting of sponsored research. Examples of these are research release unexpended salary savings recovery and indirect cost (Facilities and Administrative Costs) recovery.

III.2.16.1 Policy on Research Release Unexpended Salary Recovery

When engaged in the administration of an externally funded sponsored program, faculty members have the option of charging a percent of their salary commensurate with the amount of effort expended in the execution of the sponsored program. This salary cross charge will generate research release salary funds which will accrue to the College of Human Sciences and Education on a monthly basis as salary expenditures are charged to the respective sponsored program(s). These research release salary funds are made available to the academic unit through a unit-wide unexpended salary account. All research release salary funds recovered by the College of Human Sciences and Education will be managed by the Assistant Dean for Finance and Administration through the Dean’s Office of Finance and Research Administration. The purpose of this policy is to establish the manner in which these research release salary funds will be allocated within the College.

Of the amount of research release salary savings returned to the College of Human Sciences and Education, 50% will be directly allocated to the faculty members whose salary is cross-charged to a sponsored program thereby generating the research release salary savings. In the event that replacement teaching needs result from the “buy-out” of teaching time, replacement teaching costs will be deducted from the 50% of research release salary savings allocated to the faculty member.
Faculty members receiving a research release salary savings allocation will be provided with a statement indicating the balance available to be used at that time, as well as a projection of future research release salary savings accruals through the end of that fiscal year. Research release salary savings funds are sensitive to fiscal year deadlines, and as such, unexpended balances will not carry over from one fiscal year to the next. Therefore, attention must be given to expending all research release salary savings generated in a given fiscal year by June 30 of that fiscal year. The use of research release salary savings will be at the discretion of the faculty member, and subject to all State procurement regulations and established College policies and procedures.

Accrued research release salary savings balances remaining in a faculty member’s account will be liquidated upon the faculty member’s separation of service (e.g., resignation, retirement or termination) from the University. The remaining funds will be returned to the Dean’s Office of Finance and Research Administration to be administered by the Dean.

**III.2.16.2 Policy on Indirect Cost (F&A) Recovery**

The University has established a policy concerning the return to the academic units a portion of the Facilities and Administrative Costs, also known as indirect costs, generated by externally funded sponsored programs administered by the units. Near the beginning of each calendar year, the LSU Office of Sponsored Program Accounting calculates and reports to Deans on the amount of indirect costs recovered by the sponsored programs administered by the academic unit. These indirect costs are reported for the previous fiscal year (July 1 through June 30), and the amount to be returned to the academic unit is transferred into a unit-wide indirect cost recovery account. All indirect costs recovered by the College of Human Sciences and Education will be managed within that single account by the Assistant Dean for Finance and Administration through the Dean’s Office of Finance and Research Administration. The purpose of this policy is to establish the manner in which the portion returned to the College of Human Sciences and Education will be distributed within the College.

Of the amount of University indirect cost recovery returned to the College of Human Sciences and Education, 50% will be directly allocated to the PI/Co-PI whose sponsored program generated the recovered indirect costs; 40% will be allocated to the unit under which the PI/Co-PI is affiliated; and 10% will remain in the Dean’s
Office of Finance and Research Administration and expended at the discretion of the Dean.

Directors and faculty members receiving an indirect cost allocation will be provided an annual statement indicating the balance available to be used. Indirect costs recovery funds are not sensitive to fiscal year deadlines, and as such, unexpended balances will carry over from one fiscal year to the next. The use of allocated indirect cost recovery is subject to all State procurement regulations.

III.2.17 Support for Travel (Departmental & External)

Departments will develop their own policies for distribution of faculty travel funds, when available.

When funds are determined to be available at the discretion of the Dean, the College will offer a Faculty Travel Grant Program in coordination with Directors of the school, which provides faculty travel funds for faculty presentations and research. Faculty will be informed when funds are available and the procedures for requesting funds. Typically, a written request accompanied by a budget and supporting documentation will be required of all who request funding from the Faculty Travel Grant Program. Email submissions to the Director of the Schools are encouraged. When available, graduate students may also request travel support for presentations. Faculty and graduate students are encouraged to seek additional support from the school, Graduate School, Office of Research and Economic Development or other University resources.

III.2.18 Support for Hosting Conferences

The Manager of Professional Education in the Office of Finance & Research Administration can assist with all areas of conference and workshop planning. This includes timeline and budget management, logistical confirmations (i.e., room reservations, catering, etc.), participant registrations, and communication with participants and necessary vendors.

In certain circumstances, approval from University administration may be required prior to hosting a conference. Therefore, please complete an online request as soon as necessary to ensure adequate planning and smooth execution of your event. The online request form can be found at:
(http://chse.lsu.edu/sponsored_programs/workshop_planning.shtml)
Information needed to complete the online request form include:

- Anticipated Date or Time of Year
- General description of the conference or workshop (e.g., goals, expected number of participants, target audience, and benefit/impact potential)
- Expected source(s) of funds (i.e., registrations, sponsorships, etc.)

The College has established a restricted conference account that can manage the receipt of revenues (e.g., individual conference registration or larger sponsorship contributions) which in turn can be used to defray conference expenses. In addition, the Office of Finance & Research Administration is available to provide logistical and technical support for approved conferences as well as support with budget preparations.

Hosting conferences, workshops or seminars will allow faculty and staff who develop these programs to become leaders among their peers and colleagues as well as within the University. As the funds collected can be used from year to year to further develop and strengthen programs within the College. The potential Net Revenue Model is as follows:

Net Revenue up to $5,000:
- Faculty member* receives 40% of net
- School receives 10% of net
- College receives 50% of net

Net Revenue above $5,001:
- Faculty member* receives 50% of net
- School receives 10% of net
- College receives 40% of net

*If multiple faculty members are involved in one project, it is the responsibility of the PI to determine the financial split of the faculty portion in advance.

### III.2.19 Vitae

Faculty are expected to maintain updated vitae and submit an electronic version of their vitae to their school at least once a year. It is recommended the vitae be submitted at the time the Annual Report is submitted.

### III.2.20 Syllabi

Faculty should develop and maintain a social contract of course expectations and communicate expectations and grading policies through distributing and negotiating, as appropriate, a course syllabus
for all courses. At the beginning of every semester, updated copies of course syllabi must be electronically submitted to the departmental office. It is also recommended that course syllabi be placed on the University's course management system (e.g., Moodle) in the event of a long-term campus closure.

Suggestions for contents of course syllabi and/or negotiated syllabi content:

1. Course Title, Instructor(s), and contact information and policies
2. Course description
3. Course goals and/or requirements
4. Relationship to program goals, where appropriate (e.g., conceptual framework, professional standards)
5. Articulation of relationship between course assignments and core program and/or unit assessments
6. Class policies (attendance, late assignments, test/assignment make-ups, extra-credit, etc.)
7. Required texts/lab manuals/readings
8. Tentative semester schedule showing outline of subject matter
9. Overview of primary assignments and grading scale/policy
10. Supplemental or recommended readings
11. Reminders of University academic dishonesty, attendance, disability, and materials distribution policies

Other considerations for course content and assessments should include the following.

- For 4000-level courses, faculty should confirm in advance with Department Chair whether graduate credit can be permitted and, if so, should differentiate between grading criteria for undergraduate and graduate credit.
- Faculty who teach courses that are required for certain curricula or certification tracks should address related expectations and content requirements for the course.
- Faculty who teach multiple sections of courses should ensure consistency of assessments and grading practices.
- Uniform course syllabi for such courses—specific curricula, certification tracks, multiple sections—should be maintained in the departmental office.

III.3 Professional/Administrative Employees

III.3.1 Additional Compensation
Occasionally professional/administrative employees are asked to assume responsibility for additional duties unrelated to, or independent of, their normal work. When such assignments are clearly not a part of the
employee's normal assignment, additional compensation may be permitted. A request must be approved prior to the beginning of the additional compensation assignment. Additional compensation work may include instruction, research, or public service activities which are generally short term in nature. Additional compensation may be provided to professional/administrative employees in accordance with University policies and procedures as detailed in PS-43 and PM-3.

III.3.2 Annual Performance Evaluations
Annual performance evaluations for professional/administrative employees are to be conducted at the end of each fiscal year in accordance with PS-35 and submitted to the LSU Office of Human Resource Management. Final copies of annual performance evaluations of the administrative/professional staff are to be electronically uploaded to HRS by unit HR staff no later than August 15.

III.3.3 Merit Raises
Supervisors of professional/administrative employees, in consultation with the Dean, will assign merit pay based on annual review data. Merit raise procedures will be determined in accordance with University policies and administered consistent with College goals.

III.3.4 Tuition Assistance Program
Full-time employees (non-faculty) who have been employed at least one year at 100 percent effort may—with the approval of his/her immediate supervisor, department head or director, and the Office of Human Resource Management—register for job-related courses up to six hours per semester (three hours in summer term) and receive full tuition exemption. Only three hours per week of the approved job-related courses may be taken during work time without charge to annual leave. In order to continue participation in this tuition exemption program, you must make satisfactory progress, as determined by your supervisor. Generally, “satisfactory progress” will be interpreted to include completion of the course with a passing grade.

Full-time employees (non-faculty) who have been employed less than one year may—with the approval of his/her immediate supervisor and department head or director—register for a job-related course at his/her own expense and be allowed to take this course during work time for no more than one hour per day up to three hours per week.

Part-time employees are not eligible for these educational benefits. Auditing and non-degree credit courses are not covered. “Job-relatedness” is to be narrowly interpreted and will be based on whether the course would be beneficial to the employee in performing the functions outlined in his/her position description, to advance to the next higher position to which s/he might logically aspire within the unit, or if it is required for a
degree program in which s/he is enrolled and if the degree program is also job-related.

Additional details can be found on the Tuition Exemption Program page on the LSU Office of Human Resource Management Website.

III.3.5 Professional Development
Louisiana State University is committed to providing consulting, professional development and assessment services to support continual improvement of effectiveness, both for the individual employee and the organization, in alignment with the University’s strategic objectives. An extensive list of training and development opportunities available to professional/administrative employees can be found on the HRM Training website.

III.4 Classified Employees

III.4.1 Overtime
Overtime policies pertain primarily to hourly employees such as those in the Classified/Civil Service ranks. According to PS-61, which governs overtime, “Staffing should be planned so that most jobs require minimal overtime. Other alternatives should be considered when significant and recurring overtime is required such as additional temporary help, redistribution of the workload, or postponement of the work. Overtime pay should not be used as a means to provide supplemental pay to an employee. The Compensation Section of HRM is responsible for administering this policy.”

III.4.2 Annual Performance Evaluations
Annual performance evaluations for classified employees are to be conducted in accordance with PS-39 and the Performance Evaluation System for Classified Employees. Final copies of annual performance evaluations of classified employees are to be electronically uploaded to HRS by unit HR staff no later than June 30.

III.4.3 Merit Raises
As part of the annual performance evaluation process for classified employees, supervisors determine whether employees are recommended for a merit raise which is available each year as provided for by State Civil Service regulations.

III.4.4 Tuition Assistance Program
Full-time employees (non-faculty) who have been employed at least one year at 100 percent effort may—with the approval of his/her immediate supervisor, department head or director, and the Office of Human Resource Management—register for job-related courses up to six hours
per semester (three hours in summer term) and receive full tuition exemption. Only three hours per week of the approved job-related courses may be taken during work time without charge to annual leave. In order to continue participation in this tuition exemption program, you must make satisfactory progress, as determined by your supervisor. Generally, “satisfactory progress” will be interpreted to include completion of the course with a passing grade.

Full-time employees (non-faculty) who have been employed less than one year may—with the approval of his/her immediate supervisor and department head or director—register for a job-related course at his/her own expense and be allowed to take this course during work time for no more than one hour per day up to three hours per week.

Part-time employees are not eligible for these educational benefits. Auditing and non-degree credit courses are not covered. “Job-relatedness” is to be narrowly interpreted and will be based on whether the course would be beneficial to the employee in performing the functions outlined in his/her position description, to advance to the next higher position to which s/he might logically aspire within the unit, or if it is required for a degree program in which s/he is enrolled and if the degree program is also job-related.

Additional details can be found on the Tuition Exemption Program page on the LSU Office of Human Resource Management Website.

### III.4.5 Professional Development

Louisiana State University is committed to providing consulting, professional development and assessment services to support continual improvement of effectiveness, both for the individual employee and the organization, in alignment with the University’s strategic objectives. An extensive list of training and development available to classified employees can be found on the HRM Training website.

### III.5 Graduate/Teaching Assistants

#### III.5.1 Additional Compensation

Graduate assistants are required to devote full time to their graduate programs and to the responsibilities of their graduate assistantships. A GA may accept additional employment or compensation only with the approval of the director or graduate advisor of the student’s department and the Dean of the Graduate School.

#### III.5.2 Performance Evaluations

Employing units are responsible for providing each graduate assistant with an annual written evaluation. This evaluation must be reviewed by the
GA and one signed copy must be placed in the student's departmental file. If an evaluation form is used, a sample must be submitted to the Graduate School; when more than one evaluation form is used, copies of each type must be on file in the Graduate School.

Grievances involving the employee-employer relationship of graduate assistants and the University shall be appealable through the supervisor of the employing unit (department director, head, other unit supervisor, and, when GA funding resides above the unit level, through the Dean or director) to the Dean of the Graduate School.

### III.5.3 Tuition Assistance, Benefits & Fee Responsibilities

The graduate assistant is responsible for paying in-state tuition. Full-time (20 hours per week) assistantship appointments will receive a full tuition exemption. The graduate student will be responsible for applicable University fees.

To qualify for a nonresident and/or tuition exemption, you must be employed on an assistantship at least half the semester. You must be employed on an assistantship on or before the following dates: *March 1st for spring, July 1st for summer, and October 1st for fall.*

Graduate assistants are eligible for a 10% discount on supplies and book purchases at the Barnes and Noble Union Bookstore. Graduate assistants may elect to pay University tuition and fees by payroll deduction. This option allows total tuition bill deferred in full at the time of registration and paid to the University over a four-month period in equal installments. Graduate Assistant may elect to defer half of the tuition by authorizing the University to initiate a payroll deferment. This option allows deferment to a maximum of 50% of the tuition and fees at the time of registration and the ability to pay the remaining balance in full at a later time established by the University. There is a service charge of $15 to process this option.

Non-resident students who hold assistantships are classified as residents for fee purposes only, and only for the duration of the assistantship contract. For more information regarding residency status, check the LSU Residency Policies.

Additional information on graduate assistantships may be found in PS-21, PS-85, and can also be obtained by contacting the Graduate School.

### III.5.4 Enrollment Status Requirement and Academic Standing

Graduate assistants must maintain full-time enrollment in graduate-level courses. Please refer to the Graduate School Bulletin for definition of full-time enrollment. In addition, only graduate students with acceptable academic records may be appointed to graduate assistantships. A student
admitted on probation may not be appointed to a graduate assistantship until good standing has been achieved. A graduate student placed on academic probation by the Graduate School for failing to make satisfactory progress may not be appointed or reappointed to a graduate assistantship unless the student’s cumulative/semester grade point average is at least 3.00.

Details and additional information regarding eligibility for a graduate assistantship may be found in PS-21, PS-85, and can also be obtained by contacting the Graduate School.

III.5.5 Terms of Appointments
There are two terms of appointments for graduate assistantships.

- **Academic** – Academic appointments are on a 9-month pay-basis and coincide with the academic calendar (typically August through May), semester break schedule as well as faculty appointment dates.
- **Fiscal** – Fiscal appointments are on a 12-month pay-basis and coincide with the University’s fiscal calendar (July 1st through June 30th) and annual holiday schedule as provided for in PS-31.

III.5.6 Summer Employment
Graduate assistants on academic appointments who have been teaching assistants for at least two semesters may be eligible for summer employment teaching courses and lab sections on campus, although the number of available positions available are limited. The employment term for graduate assistants on a 12-month, fiscal appointment includes the months referred to as summer term under a 9-month academic pay-basis. As such, there is no distinction for summer employment under a fiscal appointment.

III.6 Research Associate/Post Doctorate
Research associate and post doctorate appointments are administered in accordance with the guidelines for academic/faculty appointments as in Section III.2.

III.7 Contingent/Transient Employees

III.7.1 Special Provisions
The employment and payment of contingent (formerly referred to as transient) employees is governed by PS-28. The authority of Louisiana State University for employment of persons in categories termed "contingent" is pursuant to Civil Service Rule 4.1(d)1, which includes various categories of seasonal, temporary, and intermittent employees for activities such as:
- University athletic events; theatricals, musicals, ice shows, lecturers and artists' productions; livestock and horse shows, rodeos, and other agricultural events; student registration; and other special events;
- Clerical assistance with educational workshops, conferences, and meetings;
- Assistance with research projects;
- Labor and trades work for construction, repair, renovation or painting of University buildings; and
- Agricultural work.

Contingent appointments may not be used for any full-time students (university or high school) or used in the place of regular part-time or job appointments. Contingent appointments may not be used for the purpose of circumventing rules for filling positions covered by Civil Service. For instance, a contingent appointment would be inappropriate for replacing employees on leave or for temporarily filling vacant positions.

Contingent appointees are not eligible for holiday pay, earning sick or annual leave, or fringe benefits, and shall only be paid for time actually in work status. No individual who is currently being paid by the University on a regular basis may be appointed as a contingent employee. Individuals receiving retirement stipends must have prior approval through the Office of the Chancellor before appointment as a contingent employee.

For information on contingent appointment procedures, contact the Office of Human Resource Management, Employment Section.

### III.7.2 Background Check Requirement for Initiation of Work

In accordance with the Pre-Employment Background Check Policy established by the LSU Office of Human Resource Management, a criminal records search is required on all temporary positions, including contingent employees. A temporary employee may not begin work prior to the completion of the background check.

The hiring authority should have the proposed contingent employee sign the Authorization to Release Information/Request for Background Check form on the interview date and provide the applicant with the Fair Credit Reporting Act Disclosure Statement which accompanies the form. The hiring authority should forward the signed Authorization to Release Information/Request for Background Check form to the Dean’s Office of Sponsored Programs Accounting which will complete the bottom portion and forward it to the Office of Human Resource Management (faxed to 578-9499 or mailed to 110 Thomas Boyd Hall) to initiate the background check. The investigation takes three to four working days on average from
Drafted March 2012
Edited March 10-12, 2012 Arthur Halbrook
Edited March 29, 2012 CHSE Advisory Board
Edited November 12, 2012 CHSE Peabody Society
Appendix E: School Policies and Academic Program Handbooks

School Policies
Schools are encouraged to develop and make available policies for students and faculty.

- School of Education
- School of Human Resource Education and Workforce Development
- School of Kinesiology
- School of Library and Information Science
- School of Social Work
- University Laboratory School

Program Handbooks
Schools are encouraged to develop and make available academic program handbooks for students and faculty.

- School of Education
  - Elementary & Special Education Student Teaching Handbook
  - Holmes Elementary Handbook
  - Holmes Secondary Internship Handbook
  - Secondary & K-12 Student Teaching Handbook

- School of Human Resource Education and Workforce Development
- School of Kinesiology
- School of Library and Information Science
- School of Social Work
- University Laboratory School
Appendix F. College of HS&E Promotion and Tenure Guidelines

College of Human Sciences and Education
Louisiana State University and A&M College

Tenure and Promotion Guidelines

OVERVIEW

Louisiana State University and A&M College, hereafter referred to as LSU, has published a number of Policy Statements, (including Policy Statements concerning the general criteria for appointments, reappointments, promotions, tenure, annual reviews, and enhancement of job performance for tenure-track and tenured faculty (PS-36-T: http://appl003.ocs.lsu.edu/ups.nsf/4d8b193f0753c7e48625714000672ba4/9810721F6C7A3F19862575C90076C063/$File/PS36-T+FINAL+2009.pdf) as well as the general criteria for initial appointments, reappointments, annual reviews, and promotions for faculty other than tenure-track and tenured (PS-36-NT: http://appl003.ocs.lsu.edu/ups.nsf/4d8b193f0753c7e48625714000672ba4/4E1807CA341C8007862575C900776A4F/$File/PS36-NT+FINAL+2009.pdf). The purpose of this document is to provide the perspective of the College of Human Sciences and Education (CHSE) regarding minimum criteria for tenure and promotion. Accordingly, this document does not reiterate all of the information contained in the aforementioned materials, but it does clarify minimum performance expectations within the College for tenured, tenure-track, and non-tenure-track faculty positions. As such, this document is intended to enhance internal communication within the College concerning performance expectations as well as clarify the College’s tenure and promotion standards within the context of the larger University. School Directors and faculty mentors are encouraged to use this document to guide junior faculty as they strive to meet standards for promotion and tenure when applicable. For individuals working toward mandatory promotion and tenure reviews, the document can be used in the annual review process and at the third year review to evaluate progress toward meeting and exceeding the minimum performance expectations. Additionally, the document can provide a structure to provide clear feedback throughout the mentoring process.

This document was developed by an ad hoc CHSE Promotion and Tenure Guidelines Committee that was formed in the spring semester of 2014 by pairing the five Directors of each college-degree-granting school within the College with five senior faculty representatives from each of these five Schools. Throughout the course of the spring semester, this committee met bi-monthly to develop a document that would enhance clarity regarding tenure and promotion criteria across the College. As discussions proceeded on how best to describe such expectations, it was decided that the college-level document would delineate minimum expectations for tenure and promotion across the College, and that each of the five schools would then develop their own school-level document to further clarify tenure and promotion criteria within the respective school. Such school-level documents could delineate minimum expectations for the school that exceed the College-level expectations, but these
expectations must, at minimum, be equal to the minimum expectations outlined within the CHSE Tenure and Promotion Guidelines. These documents would require the support of the CHSE Dean for final approval.

After much deliberation the ad hoc CHSE Promotion and Tenure Guidelines Committee ultimately settled on defining minimum performance expectations across the College. In so doing, the Committee was challenged to define the minimum quantity of very high quality outputs that a candidate would need to likely experience success when applying for tenure and/or promotion within the College. As such, it is important to emphasize that a candidate who merely achieves the minimum standards outlined in this document in terms of quantity might still not meet the overall threshold for a successful tenure and/or promotion attempt unless the evaluation committee determines that every output of that candidate was of very high quality. Accordingly, tenure and/or promotion candidates are strongly advised to set personal achievement goals beyond the minimum standards outlined in this document in case all outputs are not judged to be of the highest quality in one’s discipline.

Furthermore, it is important to note that these standards are not aspirational goals we hope to reach in the future. Instead, they reflect the current standards that are presently in use when evaluating tenure and/or promotion candidates at the College level. Therefore, this document reflects minimum standards as defined at the time of its development, and the document should be routinely considered for modification in order to best reflect actual performance standards.

MINIMUM CRITERIA FOR TENURE AND/OR PROMOTION

In accordance with PS-36-T and PS-36-NT, the evaluation of CHSE faculty can include evaluations of scholarship, teaching, and service. The table below outlines minimum expectations for tenure-track faculty as well as non-tenure-track faculty designated within the “Professor of Practice” and “Professor of Research” designations. It is important to note that these minimum expectations were developed with the following typical workload designations in mind:

- Assistant Professor: 50% Scholarship / 40% Teaching / 10% Service
- Associate/Full Professor: 40% Scholarship / 40% Teaching / 20% Service
- Professor of Practice: 0% Scholarship / 80% Teaching / 20% Service
- Professor of Research: 80% Scholarship / 0% Teaching / 20% Service

The minimum required points for each subsection are simply double (i.e., a 2.0 multiplier) the workload percentages for each area of evaluation (e.g., a faculty member with a 20% service expectation would need a minimum of 40 points in the category of service) with only one exception: the minimum scholarship expectations for Associate Professors requesting promotion to Full Professor are calculated with a 2.5 multiplier to capture the higher expectation of scholarship maturity and efficiency for a Full Professor (i.e., an Associate Professor with a typical 40% scholarship workload must achieve a minimum of 100 points in the Scholarship sub-section to qualify for promotion to Full Professor). A minimum point system was drafted to account for any differences that might occur via the College’s flexible workload policy. Required
minimum point values can be adjusted when assignments deviate from the workload designations identified (e.g., when an individual uses grant funding to replace instructional duties with research duties).

<p>| College of Human Sciences and Education Promotion and Tenure MINIMUM EXPECTATIONS |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                 | Point value     | Tenure Track    | Prof Practice   | Prof Research   | Notes           |
|                                 | Asst-           | Assoc-Full      | Asst-           | Assoc-Full      | Asst-           | Assoc-Full      |
| RESEARCH                        | Asst-           | Assoc-Full      | Asst-           | Assoc-Full      | Asst-           | Assoc-Full      |
| MINIMUM REQUIRED POINTS         |                 | 100             | 100             | 0               | 0               | 160             | 160             |
| Tier One Journal Articles       | 1st author      | 10              | Y               | Y               | Y               | Y               | must have at least 1 top tier journal and 1 sole author or two first author; focused line of research |
|                                 | 2nd author      | 8               | Y               | Y               | Y               |                 |
|                                 | contributing author | 3              | Y               | Y               | Y               |                 |
| Tier Two Journal Articles       | 1st author      | 5               | Y               | Y               | Y               |                 |
|                                 | 2nd author      | 4               | Y               | Y               | Y               |                 |
|                                 | contributing author | 1.5            | Y               | Y               | Y               |                 |
| Book Chapters (Academic Book)   | 1st author      | 10              | Y               | Y               | Y               | Y               |</p>
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**MODIFICATION OF THIS DOCUMENT**

As noted previously, this document reflects minimum standards as defined at the time of its development via an ad hoc CHSE Promotion and Tenure Guidelines Committee. This committee included the following voting members:
- School of Education Director
- School of Education Senior Faculty Representative
- School of Human Resource Education & Workforce Development Director
- School of Human Resource Education & Workforce Development Senior Faculty Representative
- School of Kinesiology Director
- School of Kinesiology Senior Faculty Representative
- School of Library & Information Science Director
- School of Library & Information Science Senior Faculty Representative
- School of Social Work Director
- School of Social Work Senior Faculty Representative

The CHSE Dean served as the non-voting chair of the committee and was responsible for facilitating regular committee meetings. It is anticipated that this document will require regular review and modification. Such a review could be prompted by the CHSE Dean, a majority vote of the CHSE Advisory Committee on Promotion, Tenure, and Retention, or a majority vote of the school Directors. In such instances, the CHSE Dean shall establish and seat a new ad hoc CHSE Promotion and Tenure Guidelines Committee to review and potentially modify the College’s tenure and promotion guidelines.