

HuNS College Assembly

AGENDA

October 18, 2007

- I. Approval of Minutes** (September 20 and March 15, 2007)
- II. Invocation**
- III. Announcements**
 1. Administrative Assistant Duties
 2. Vita Updates
- IV. Helping Tenure-Track Faculty Prepare for Yearly Reviews**
 - a) CRTC Guidelines for Tenure and Promotion (attachment 1)
 - b) Proposal for helping untenured faculty prepare for reviews and tenure (attachment 2)
- V. Motion** (Francis Coolidge):

By the end of the fall '07 semester, HUNS will elect a Salary Equity Review Committee (SERC) charged with the review of the salary scales of ordinary and adjunct (full and part-time) faculty in the College. This review shall include a comparison of these scales with appropriate reference groups in other colleges or universities as well as an assessment of the methodologies employed in past attempts to address salary inequities in the College. The Committee shall report back to the Assembly and, after discussion, recommend to the Dean and SORC two separate monies, the first for ordinary faculty and a second for adjuncts, to fund equity adjustments. Neither equity raises for ordinary or adjunct faculty nor (if adopted) merit or cost-of-living raises for adjuncts shall be given prior to these SERC recommendations. The recommendations of SERC shall be presented to those responsible for planning the university budget in the '09-'10 year. Should monies be allocated in a future budget for equity raises, SERC shall not supercede the work of the Dean or SORC in the determination of individual equity raises for ordinary or adjunct faculty.
- VI. Centers of Excellence Criteria (attachment 3)**
- VII. Adjournment**

Attachment 1

10/18/07 (*Proposal for helping untenured faculty prepare for reviews and tenure*)

Materials for Yearly Review and for Tenure and Promotion Packets.

This is a suggestion to help new untenured faculty move gracefully to the tenure review. Obviously, each department will have specific requirements as well.

Each year departments will send recommendations to the dean for retention or non-retention of untenured ordinary faculty. Those recommendations should be based on clear guidelines set up by departments to aid untenured faculty in their progress toward tenure. If the department recommends non-retention for any reason, that recommendation should be based on specific criteria that were not met. In order to be fair to our untenured faculty, we should devise a system for evaluation based on teaching, research and service. Faculty should strongly consider assigning a tenured faculty member to mentor the untenured member in developing a portfolio.

Year One: Faculty member should be advised to begin a portfolio that includes:

1. All syllabi and examples of assignments
2. A statement about creative teaching methods, online courses, linked courses, fye courses, etc. with examples of creative assignments.
3. All student evaluation
4. Letters from faculty visiting and evaluating classes (there should be one evaluation each semester)
5. Any collaborative research with students, independent studies, collaboration with other faculty members, etc.
6. List of publications for review by the department (the faculty member should be saving all publications and any letters from reviewers who have commented on them), presentations at conferences.
7. Any grants applied for. List those funded and not funded.
8. Any community service. University service should be minimal in year one; it might focus on department service.

Year Two: Second year faculty members must be reviewed twice: once in early November to determine a third year contract, and once in February for a fourth year contract. The portfolio should contain all off the above documents:

1. All syllabi from second year courses. First review should look at first semester of second year syllabi as well as all first year syllabi.
2. Any feedback from faculty or library staff about creative teaching methods.
3. All student evaluations
4. Letters of evaluation from faculty visiting classes.
5. New publications, presentations at conferences, etc.
6. Collaborative research with students, faculty, etc.
7. Grants applied for. List those funded and those not funded.
8. Service. This year the faculty member should begin to engage in college and university service and advising.
9. Any advising evaluations the faculty member has done.

Year Two: Second evaluation should include second semester syllabi and evaluations from first semester of year two, any advising reviews, etc.

Year Three: Third Year Faculty should be well on their way to having a packet that is almost ready for fourth-year review. It should contain all of the above. Note that the faculty member should have a copy of the CRTC Guidelines for Tenure and Promotion and follow the VITA format on that form. That form can be downloaded from the HuNS College intranet. All faculty members should download a copy as it applies to promotion as well.

Year Four: This is the Pre-tenure review year. The faculty member should have everything required by the CRTC for Tenure because he/she will have to be ready during year five. The department should review the packet carefully to make sure nothing is missing.

1. CRTC VITA should be filled out completely
2. All appendices should be attached to the vita.
3. Faculty members must have external review letters on their research and their scholarly production. This is extremely important; No external letters, no positive review. Faculty members should recommend outside reviews to their chairs; they should not be friends, but others in the field who are qualified to critique their work.
4. By this time the faculty member should have six semesters of student evaluations, six letters from faculty evaluating their teaching, and four letters from the department recommending retention. These letters should be very clear about the faculty member's strengths and should detail the advice the faculty member has been given by the department about challenges the faculty member faces on progress toward tenure.

Fifth Year: Tenure Year. All the above information should be clearly documented, copies of books and other publications, and a very clear and unambiguous letter concerning the faculty member's past work and potential for future work and contribution to the university must be included.

Attachment 2

GUIDELINES FOR TENURE & PROMOTION

Subject: Documents to be submitted to CRTC

I. VITA

- a) Biographical data
- b) Degrees earned
- c) Employment

II. TEACHING RECORD

- a) Courses taught
- b) Courses created
- c) Creative teaching techniques
- d) Normal teaching load
- e) Evaluations (by students, preferably those who have graduated or who are not currently enrolled in your courses; by peers who have actually observed you in the classroom)
- f) Course development grants/directed student research
- g) Academic advising

III. RESEARCH AND ARTISTIC ACTIVITY

- a) Publications prior to joining Loyola's faculty
- b) Publications since joining Loyola (books, articles, reviews)
- c) Papers read (title of paper, name and date of conference)
- d) Research proposals authored or co-authored (indicate status of funding)
- e) Exhibitions on or off campus
- f) Plays or musicals performances directed on or off Loyola's campus
- g) Seminars on or off campus in which you were an invited participant or panel member
- h) Film and/or videotapes produced (indicate distribution status of the finished product)
- i) Conventions attended (indicate those in which professional presentations were made)
- j) Written evaluations of the above by competent authorities

IV. SERVICE TO THE COMMUNITY

- a) Service on university, college and/or departmental committees
- b) Special service for the benefit of Loyola (representation at public functions, meetings or drives)
- c) Service to the New Orleans community (lectures in the area of one's professional competence on or off campus)
- d) Service at the state and/or national level (e.g., IV c)
- e) Contribution to the profession (e.g., membership in professional organizations)
- f) Department infrastructure grant
- g) Advising students

ADDENDA

1. Applicants should submit along with the above-mentioned documents, copies of books, articles and reviews they have written.
2. The CRTC finds it particularly important that the department to which the applicant belongs submit to the CRTC an unambiguous, written statement of its recommendation regarding the candidate for tenure and/or promotion, giving specific reasons for its decision.
3. In the matter of letters from students, colleagues and outside evaluations, the CRTC would like to stress the value of selectivity. Three or four letters from competent evaluators are given more weight than a stack of glowing letters of general recommendation.
4. Results of teacher evaluations conducted by the university are invited. The CRTC would also encourage applicants to include in their applications the departmental peer evaluations which have been generated during the annual review process for non-tenured faculty.
5. All letters of recommendation are to be sent directly to the Chairperson of the appropriate academic department, Loyola University New Orleans, 6363 St. Charles Avenue, New Orleans, LA 70118. All outside letters of recommendation sent directly to the departments should be included in candidate's application to the CRTC.
6. It is the responsibility of the candidate's department to supply the CRTC with nine (9) copies of the candidate's application package.

Criteria and Process*
for
Loyola University New Orleans
Centers of Excellence

Criteria

A Center of Excellence should include a combination of the following criteria: [Clear Rationale]

1. Have great potential to contribute to the stated mission of the University.
2. Promote the achievement of academic excellence in the University.
3. Establish its case for excellence on the basis of external evaluations (e.g., through professional accrediting bodies or through external reviews commissioned for this purpose). [How does center enhance pathways?]
4. Reflect the quality of the faculty in that area.
5. Build on areas of recognized strength within the University. [+ Enhance Pathways]
6. Have the potential to promote interdisciplinary collaborations and cross departmental collaborations.
7. Demonstrate a unique ability to raise the quality of undergraduate student learning.
8. The potential for outreach to external communities. [Organization of center; discuss needs for center]

Process

1. Interested departments or collaborators should submit letters of interest, signed by chairs or potential directors.
2. The initial evaluation ("first cut") is the responsibility of the Provost to trim the field.
3. Finalists will submit a plan for how funds will be used; external evaluations will be scheduled.
4. SCAP will determine the Centers or create a committee to do this.

Recommended and approved by the Standing Council for Academic Planning, April 13, 2004.
Approved by University Planning Team on May 19, 2004.

*UPT 2003-2004 Annual Objective II. 2.