

GRAMBLING STATE UNIVERSITY

FACULTY HANDBOOK



2019

This volume replaces the Faculty Handbook updated Summer 2013. It has been approved by Dr. Connie Walton, Interim Provost and Vice President for Academic Affairs and President Richard J. Gallot, Jr., JD.

Disclaimer

The Faculty Handbook is not intended to form a contract. It is an attempt to document policies and procedures that affect the faculty of the University. In the event of any conflict of the provisions expressed in this handbook with state law, rules, regulations, or policies of the Board of Supervisors of the University of Louisiana System, the law, or rule, regulation, or policy shall prevail.

SACSCOC Accreditation

Grambling State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Grambling State University.

Covid-19 Safety Notice

Grambling State University is committed to providing a safe environment for its students, faculty, and staff. In response to the Covid-19 pandemic, all team members must do daily temperature checks and wear masks that cover their mouths and noses prior to entering work spaces. All employees shall wear a face covering while on campus. Additionally, GSU employees shall comply with the social distancing guidelines established by the CDC, which recommends a minimum distance of six feet between persons not from your household in both indoor and outdoor spaces. As an added safety benefit, GSU staff and faculty members' hands should also be washed frequently throughout the day.

Willful, wanton or reckless disregard of the mask mandate, physical distancing from others, or the CDC Guidelines pertaining to personal hygiene to help reduce spread of virus is prohibited. Generally, all faculty/staff meetings should continue to be conducted virtually. GSU employees are expected to make every effort to avoid unplanned visits to other faculty, staff or administrative offices.

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CHAPTER I

INTRODUCTION

History

Grambling State University emerged from the desire of African-American farmers in rural north Louisiana who wanted to educate black children in the northern and western parts of the state. In 1896, the North Louisiana Colored Agriculture Relief Association was formed to organize and operate a school. After opening a small school west of what is now the town of Grambling, the Association requested assistance from Booker T. Washington of Tuskegee Institute who responded by sending Charles P. Adams to aid the group in organizing an industrial school.

Under Adam's leadership, the Colored Industrial and Agricultural School opened on November 1, 1901. Four years later, the School moved to its present location and was renamed the North Louisiana Agricultural and Industrial School. By 1928, the School had become a state junior college, offering two-year professional certificates and diplomas. It was renamed the Louisiana Negro Normal and Industrial Institute. In 1936, the Institute was reorganized to emphasize rural teacher education. The Institute became internationally known as the "Louisiana Plan" or "Venture in Rural Teacher Education." Professional teaching certificates were awarded when a third year was added in 1936, and the first Bachelor of Science degree was awarded in 1944 in elementary education.

The institution's name was changed to Grambling College in 1946. Thereafter, the College focused on preparing secondary teachers. Later, curricula in the sciences, liberal arts, and business were also added, and the College was transformed from an institution of teacher education into a comprehensive college. The addition of graduate programs in early childhood and elementary education led to the College's university status in 1974, and a new name, Grambling State University. During the subsequent decades, new programs were established: doctoral programs in education and professional programs in mass communication, nursing, social work, and criminal justice. An academic reorganization in 2017 resulted in the current structure which consists of the College of Arts and Sciences, College of Business, College of Educational and Graduate Studies, and the College of Professional Studies.

Presidents

Charles P. Adams	1901 – 1936
Ralph W. E. Jones	1936 – 1977
Dr. Joseph B. Johnson	1977 – 1991
Dr. Harold W. Lundy	1991 – 1994
Dr. Raymond A. Hicks	1994 – 1997
Dr. Leonard L. Haynes III	1997 – 1998
Dr. Steve A. Favors	1998 – 2001
Dr. Neari F. Warner	2001 – 2004
Dr. Horace A. Judson	2004 – 2009
Dr. Frank G. Pogue	2009 – 2014
Dr. Cynthia Warrick	2014 – 2015
Dr. Willie D. Larkin	2015 – 2016
Richard J. Gallot, Jr., JD	2016 – present

Vision

To be one of the premiere universities in the world that embraces educational opportunity and diversity.

Mission

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons.

The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

Goals

The university aims to produce graduates from its undergraduate programs who (1) possess excellent oral and written communication, numeracy, and computer technology skills, (2) understand the basic laws that describe the physical universe, (3) understand the evolution of biological systems, (4) are able to think critically, (5) understand the development of economic, political, and social systems, (6) understand the history of civilization and the contributions of African Americans, (7) have knowledge of a language and culture other than their own, (8) practice high ethical standards of conduct, (9) show through their work a commitment to service for humankind, and (10) have acquired skills and knowledge in a major academic discipline that afford them the option of graduate/professional study or career employment. The university also aims through its graduate programs (1) to produce graduates who are able to contribute to the advancement of their fields, and (2) to produce research that advances the academic disciplines in which programs are offered.

CHAPTER II

ADMINISTRATION

President

As chief executive officer, the President is responsible for overall supervision of the University. The President is vested with the power to operate and direct the University toward achievement of its mission and goals, in accordance with applicable state laws and policies of the Board of Supervisors for the University of Louisiana System. The President reports to the President of the University of Louisiana System.

Chief Operating Officer

The Chief Operating Officer (COO) provides leadership and strategic direction for the operations of the university and serves as a key member of the university senior leadership team. The COO is responsible for the efficiency and continuous enhancement of the organization and maintains control of diverse business operations to drive strategic initiatives across the university.

The Chief Operating Officer leads and manages a staff of direct reports and full-time equivalents in the following areas: auxiliary services, facilities management, safety and risk management, data and analytics, information technology, human resources, government relations, marketing and communications, university police and Title IX/EEO. The Chief Operating Officer also holds the organizational structure distinction of second in command to the President.

Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs, as chief academic officer of the University, has administrative jurisdiction over academic matters and academic personnel. Major functions of the Provost and Vice President for Academic Affairs include, but are not limited to (1) planning and development of academic goals and curricula; (2) directing, coordinating and assessing the instructional program; (3) recruiting and developing strong faculty; and (4) facilitating collaborative working relationships among all campus units. The Provost and Vice President for Academic Affairs reports to the President of the University and is a member of the President's Cabinet.

Vice President for Finance and Administration

The Vice President for Finance and Administration, as chief fiscal officer of the University, is responsible for the executive management of the financial support and business-related service units of the University. Major functions include, but are not limited to, (1) directing all fiscal matters; (2) establishing policies and procedures; (3) preparing reports, audits and budgets; (4) increasing resources; and (5) providing cost-effective services. The Vice President for Finance and Administration reports to the President of the University and is a member of the President's Cabinet.

Vice President for Advancement, Research and Economic Development

The Vice President for Advancement, Research and Economic Development is the chief fund raising officer of the University. Major functions include assisting the President with the management of capital campaigns, annual giving programs and all events designed to raise funds for the University. The Vice President for Advancement, Research and Economic Development is responsible for alumni publications, economic development activities, reports by the President on the state of the University, and reports on the use of the Endowed Scholarship and the Endowed Professorships and Chairs Programs. The Vice President for Advancement, Research and Economic Development reports directly to the President of the University and is a member of the President's Cabinet.

Vice President for Student Affairs

The Vice President for Student Affairs provides leadership and recommends and implements goals, policies, regulations, and programs affecting students. Major functions include, but are not limited to (1) advising the President on student attitudes, general student morale, and student discipline; (2) serving as an advocate for the total development of students; (3) promoting involvement of students in all phases of the institutional organizational structure; (4) promoting the intellectual, cultural, personal, and social development of students while enhancing their physical and psychological well-being; and (5) providing programs and services that support clarification of personal values, and identity, and intellectual growth. The Vice President for Student Affairs reports directly to the President of the University and is a member of the President's Cabinet.

Athletic Director

The Athletic Director provides leadership for all areas of Intercollegiate Athletics and is responsible for the management and supervision of the sports programs at the University. Major functions include, but are not limited to (1) graduating student-athletes; (2) ensuring that student-athletes compete successfully at the highest level of NCAA Division I Intercollegiate Athletics; (3) complying with NCAA and Southwestern Athletic Conference (SWAC) rules and regulations; (4) working effectively with the press, SWAC leadership, Grambling University Athletic Foundation, alumni, and other constituents; (5) supporting the total development of student-athletes and staff. The Athletic Director reports directly to the President of the University and is a member of the President's Cabinet.

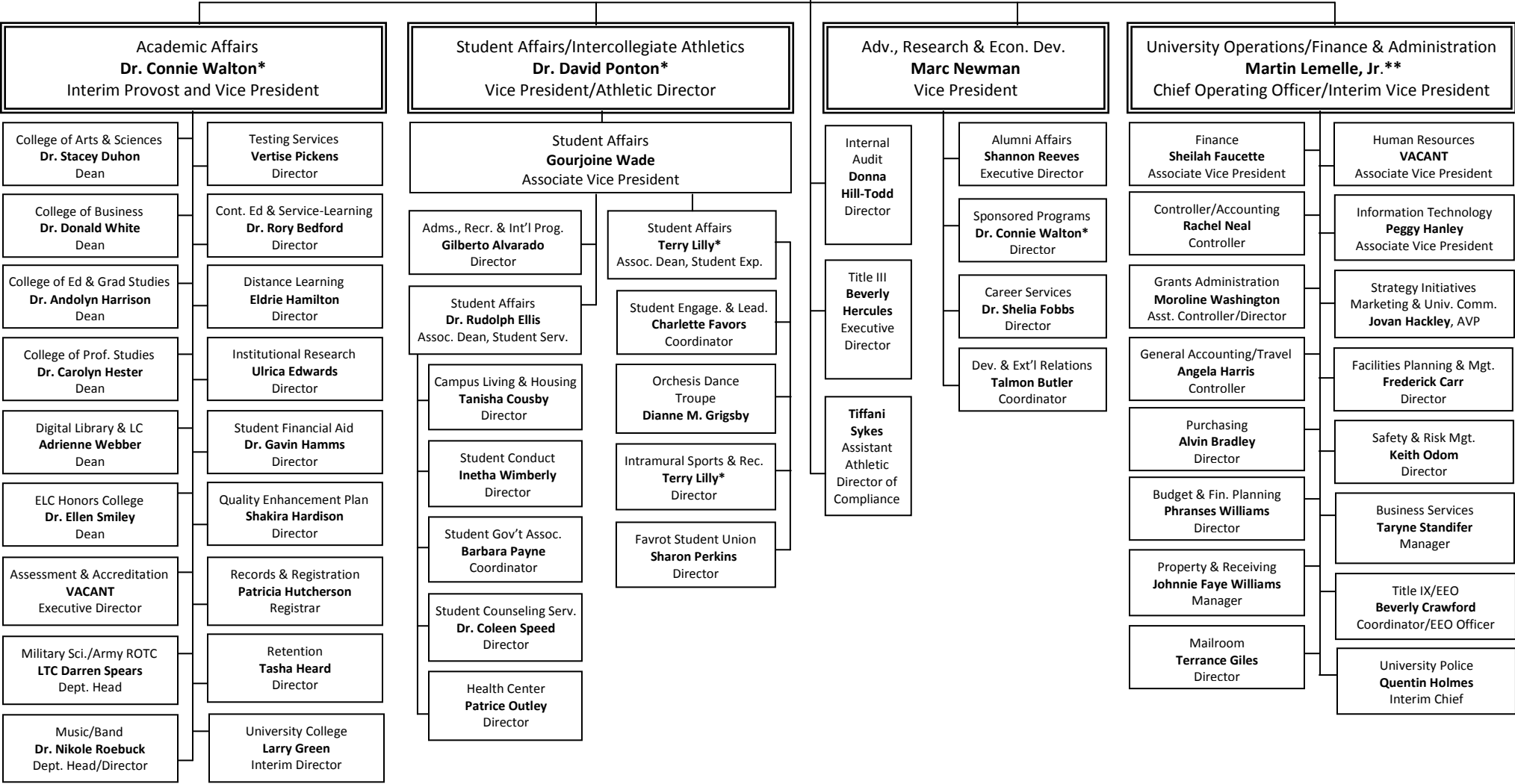
The organizational charts for the University and for the Division of Academic Affairs are shown:



ORGANIZATIONAL CHART
08/12/19

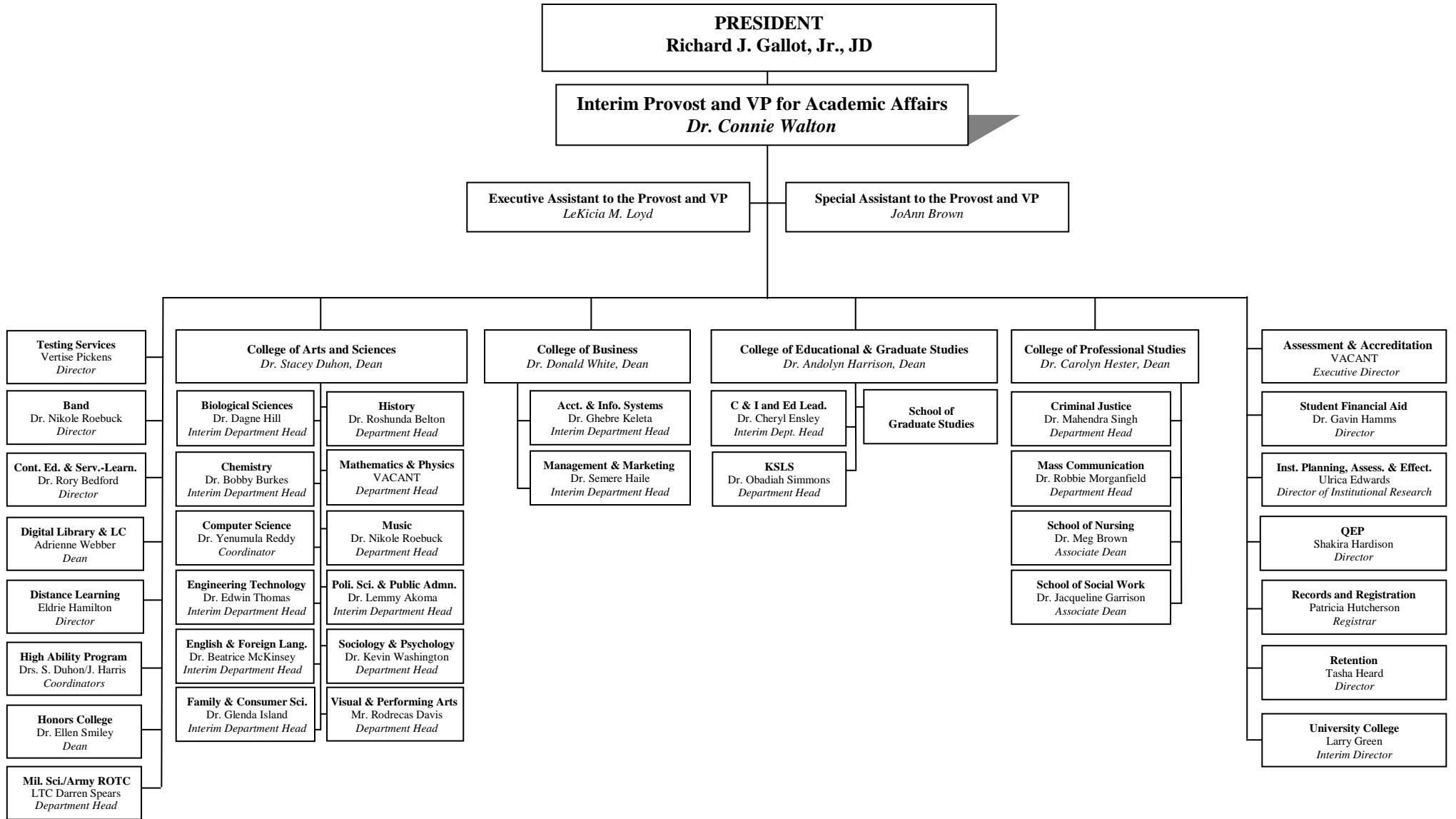
University of Louisiana System Board of Supervisors

Richard J. Gallot, Jr. JD
President



*Dual responsibility
**Second in Command

DIVISION OF ACADEMIC AFFAIRS
Organizational Chart
 Revised August 12, 2019



Administrative Councils

The University broadens participation in governance by using administrative councils to take advantage of faculty and administrator expertise to enhance communication and achieve the effective and efficient use of resources. These councils and their major functions are listed:

1. *President's Cabinet* – Advisory to the President on all matters affecting the operation of the University. The President's Cabinet, composed of the Chief Operating Officer, Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Advancement, Research and Economic Development, Vice President for Student Affairs, Associate Vice President for Student Affairs, Athletic Director, and the President, is the leadership team of the University. A member of the President's staff attends meetings of the cabinet and maintains records of actions taken. The President may designate other members of the staff and/or faculty to attend meetings of the cabinet, when their presence will facilitate deliberations on particular agenda items. The President's Cabinet reviews and recommends actions on University policies and processes, programs, budgets, and budget development. The Cabinet advises the President on campus development and the improvement of campus facilities. It addresses a wide range of issues from the recruitment of students and personnel to campus safety and security. It establishes the parameters that are to guide annual budget planning and initiates the planning of new facilities and/or the renovation of existing ones.

The Cabinet may review any program or unit at the University. Overall, the cabinet aids the President in strategically using the resources of the University to pursue its mission effectively and efficiently. The President's Cabinet meets regularly. Individuals may petition through their respective Vice Presidents to have the Cabinet address issues of concern.

Position descriptions for the President, the Vice Presidents and other key administrative personnel are presented in Appendix B.

2. *Council of Academic Deans* – Advisory to the Provost and Vice President for Academic Affairs on academic issues, policies, and programs. The Council of Academic Deans is composed of the Dean of the College of Arts and Sciences, Dean of the College of Business, Dean of the College of Educational and Graduate Studies, Dean of the College of Professional Studies, Dean of the Digital Library and Learning Commons, Dean of the Earl Lester Cole Honors College, the Registrar, Executive Director of Assessment and Accreditation, Director of Institutional Research, and the Department Head of Military Science.
3. *The Graduate Council* – Advisory to the Dean of the School of Graduate Studies. The Graduate Council reviews and evaluates graduate programs, proposals for changes in graduate programs, and proposals for new programs. All proposals that are approved are sent to the University Curriculum Committee. The Council also reviews policies that affect the operation of the School of Graduate Studies. The Council evaluates and recommends, as appropriate, applicants for Graduate Faculty Status. The Council receives and evaluates appeals from graduate students related to academic standards and policies.

College Responsibilities

Each college shall have at least three committees elected by its faculty:

1. A Curriculum Committee
2. A Search Committee
3. A Promotion and Tenure Committee

The period of service on these committees is a college decision. Each year, prior to the end of August, the Dean shall inform the Provost and Vice President for Academic Affairs of the membership of these three committees. These committees mirror the functions of the departmental committees with same titles. These committees assist the Dean in carrying out curriculum reviews, faculty searches, and promotion and tenure evaluations and recommendations. College faculty meetings and meetings of Department Heads are held regularly. Deans are expected to interpret, explain, and enforce academic policies, standards and meet all reporting requirements issued by the Provost and Vice President for Academic Affairs.

The position descriptions for the Deans and associate Deans of degree-granting colleges are presented in Appendix B.

Departmental Responsibilities

These responsibilities are in addition to those described in the position descriptions of the Department Head. Each department shall have at least three committees elected by its faculty:

1. *A curriculum committee* to review and prepare curriculum and program changes and engage in program assessment;
2. *A search committee* to assist in the review and selection of applicants to recommend for faculty appointments in the given departments; and
3. *A promotion and tenure committee* composed of at least three tenured full professors to review applications and portfolios from faculty members in the department for promotion and/or tenure. In the event that a department does not have enough tenured full professors, the Dean of the college will appoint tenured full professors from a related discipline.

The period of service on these committees is a departmental decision. Each year, prior to the end of August, the Department Head shall inform the appropriate Dean of the membership of these three committees. The Provost and Vice President for Academic Affairs will be copied on the communication from the Department Heads to their respective Deans.

When a vacancy occurs in a department, the Department Head shall obtain the approval of his/her Dean to begin a search. Once the approval is obtained, the Department Head prepares and submits to the Dean a Pre-Appointment Form, the advertisement and the position description that is to be posted on the University website and placed in the publications recommended.

If the Dean approves the material submitted by the Department Head, it is sent for final approval to the Provost and Vice President for Academic Affairs. The Office of the Provost will place the advertisement in the approved publications and process the Pre-Appointment Form so that the position can be posted on the University website.

In the review and interview of applicants, the search committee shall select and recommend three candidates for each vacant position when the applicant pool is of sufficient size. The candidates may be ranked if the committee chooses. Minutes of the meetings should be maintained and available in the Department Head's office. In all cases only candidates who meet the qualifications should be recommended.

If the committee members disagree about the qualifications of a candidate, the Department Head should be informed. The Department Head and Dean should review the credentials of the candidate and inform the committee of their position on the candidate's qualifications. If the Dean and Department Head do not both agree that the individual is qualified, then the individual is excluded from further consideration.

If the Dean and Department Head agree that the individual is qualified by virtue of his/her body of outstanding work and record of leadership in the particular field, then the candidate may be recommended. When such a candidate is submitted to the Provost, he/she will have the credentials reviewed by the Dean of the School of Graduate Studies and Research who has been designated to carry out this function.

If this Dean agrees that the individual is qualified, the Provost and President make a final review of the preparation of the candidate and determine if the University will extend an offer. Prior to completion of the employment process a background/credentials verification process is conducted by the Office of Human Resources on each person extended an offer of employment.

All candidates are informed that the employment process involves a final background and credentials verification process conducted by the Office of Human Resources and that the process is not complete until a clearance has been given by the Office of Human Resources.

Once a candidate has accepted the offer of employment and the background and credential verification process has been completed then the Department Head prepares a Personnel Action Form. Personnel Action Forms are signed by new employees in the Office of Human Resources once the form has been properly signed by required administrators.

If a department desires to create a new position, then the Department Head must seek written approval of the Dean. If the Dean approves the request to establish a new position, the Department Head must prepare a Board Prior Approval Form. Along with the form, the Department Head must prepare and submit the following items:

1. A position (job) description
2. Organizational chart depicting the place of the requested position in the department and in the college
3. A justification for the position

For positions below that of a Dean, the Board Prior Approval Form is approved on campus. Once the President has approved the request for a new position a search may be initiated by following the same process for filling an existing vacancy.

The position description for a Department Head is presented in Appendix B.

Other key administrative positions in the Division of Academic Affairs are listed below:

1. Dean of the Digital Library and Learning Commons
2. Dean of the Earl Lester Cole Honors College
3. Executive Director of Assessment and Accreditation
4. Head of the Department of Military Science/Professor of Military Science
5. Head of the Department of Music/Director of Bands
6. Director of the Office of Testing Services
7. Director of Continuing Education and Service-Learning
8. Director of Distance Learning
9. Director of Institutional Research
10. Director of Student Financial Aid
11. Director of the Quality Enhancement Plan
12. Director of Records and Registration – The Registrar
13. Director of Retention
14. Director of University College

Job descriptions for these positions are found in Appendix B of this handbook.

CHAPTER III

FACULTY PERSONNEL POLICIES

All faculty members should become familiar with and abide by the policies outlined in this chapter. When a University policy is contrary to the University of Louisiana System (ULS) Board of Supervisors or Board of Regents policies, the policy of the ULS or Board of Regents takes precedence.

Definition of Terms

Academic Faculty shall be members of the instructional staff of each college, school, and library having the rank of instructor or higher and persons engaged in artistic, research and investigative positions of equal dignity. The head of each college or university and its academic officers shall be members of the faculty. (Adapted from the Louisiana Revised Statutes 17:3304)

"**Academic year**" shall mean that period of time encompassed by fall and spring semesters.

"**Class day**" shall mean any day during which classes are scheduled.

"**Extra services**" shall be defined as duties and responsibilities performed by faculty and other unclassified faculty members outside the stated job description.

"**Fiscal year**" shall mean July 1 to the following June 30.

"**Calendar year**" shall mean January 1 through December 31.

"**Official Personnel File**" refers to all faculty files, inclusive of all locations, whether residing in the Office of Human Resources, the office of the Department Head or the office of the Dean.

"**Overload**" shall be defined as teaching in excess of the regular teaching assignment.

"**Working day**" shall mean any Monday, Tuesday, Wednesday, Thursday, or Friday during the calendar year that the University is officially open; however, in accordance with University guidelines, "working day" may also include the other days of the week.

"**Years**," with respect to teaching experience, shall mean full-time teaching for a full academic year. In exceptional cases, professional experience may be substituted for full-time ranked teaching experience in determining rank qualifications. The President and Provost and Vice President for Academic Affairs shall determine equivalencies or exceptions to any qualifications.

Qualifications for Academic Faculty

Earned terminal or master's degrees of appointees to the academic faculty must be in the discipline or field of primary contract responsibility or in one of the appropriate cognate areas for interdisciplinary studies. The President and the Provost and Vice President for Academic Affairs, in consultation with the appropriate Dean, Department Head, and faculty in the degree of program area, shall have the responsibility for determining the appropriateness of the degree field to a program area assignment.

The "terminal degree" refers to the earned doctorate in all program areas except those for which disciplinary or regional accrediting agencies make different provision or those for which doctoral programs are rarely or not at all available. The President and the Provost and Vice President for Academic Affairs, in consultation with the Deans, shall have the responsibility for determining the appropriateness of a terminal degree for a faculty appointment.

Graduate-level faculty are expected to have the terminal degree in the discipline or field.

In all cases, the University shall be guided by standards of the regional accrediting body, professional accrediting associations, and best practices in higher education.

Academic Faculty Ranks

The assignment of academic rank recognizes progressive levels of achievement and stature within the profession. The levels of academic rank, which include library faculty rank, divide into non-tenure track ranks and tenure-track or tenured ranks. The non-tenure track academic ranks are Instructor, Lecturer I, Lecturer II, and Lecturer III. The tenure-track or tenured academic ranks are Assistant Professor, Associate Professor, and Professor.

The President may approve academic rank within a discipline for academic and administrative faculty based upon the recommendation of the Provost and Vice President for Academic Affairs, who must have consulted with Deans, Department Heads, and faculty in the degree or program areas of the appointees. The President and the Provost and Vice President for Academic Affairs shall determine satisfaction of degree and experiential requirements. Degrees and teaching experience must be from regionally accredited post-secondary institutions unless otherwise determined by the President and the Provost and Vice President for Academic Affairs.

Designation of rank shall include identification of the faculty member's program area, for example, Instructor of Library Science, Professor of English, or Assistant Professor of Nursing. Academic faculty appointed to the ranks of Assistant Professor, and Associate Professor must display evidence of potential for promotion. Conferring of rank and the awarding of tenure to academic and administrative faculty shall be separate and distinct decisions.

Only academic faculty ranked as assistant, associate, and full professor, on regular appointment, shall be employed on "tenure-earning" or "tenure" contracts. Lecturers, adjunct faculty, and visiting faculty shall be employed under "term" contracts (e.g., semester term to semester term, or fall term through spring term, etc.) and notified that they are not eligible to receive or earn tenure.

The University provides for the appointment of individuals to non-tenure earning academic ranks of Instructor, Lecturer I, Lecturer II, and Lecturer III. Academic faculty ranked as Lecturer I, II, and III perform regular duties of teaching, advisement, and service. Scholarship is expected but not required.

Faculty members may be given administrative responsibility at the University by the President. Such appointments are at-will and serve at the pleasure of the University President and the Board of Supervisors.

Instructor

Although the terminal degree is desired, the minimum degree qualification for appointment to the rank of Instructor is a master's degree in the assigned teaching area or a master's degree with at least 18 graduate semester hours from a regionally accredited university of higher education in a subject matter field appropriate to the faculty member's academic assignment.

Lecturer I

The individual shall possess a master's degree in teaching discipline from a regionally accredited university of higher education and at least three (3) years of college level teaching (work as a graduate assistant is appropriate). Commitments to the academic achievement of a diverse student population, to teaching, and to the successful development of majors in the department, as well as an excellent academic record, are desirable. The individual shall teach courses in the department and contribute to the academic enhancement of the department by assisting the Department Head in curriculum reviews and in maintaining viable major programs. The individual shall also assist in the intellectual and ethical growth and development of students who study in the department.

Lecturer II

The individual shall possess a doctorate in the teaching discipline from a regionally accredited university of higher education and at least six (6) years of teaching experience at the college level or a master's degree in the teaching discipline and a record of accomplishment as a faculty member that is recognized as outstanding by a majority of colleagues in the same academic discipline at the University. Commitments to the academic achievement of a diverse student population, to teaching, and to the successful development of majors in the department, as well as an excellent academic record, are desirable. The individual shall teach courses in the department and contribute to the academic enhancement of the department by assisting the Department Head in curriculum reviews and in maintaining viable major programs. The individual shall also assist in the intellectual and ethical growth and development of students who study in the department.

Lecturer III

The individual shall possess a doctorate in the teaching discipline from a regionally accredited university of higher education and at least ten (10) years of teaching experience at the college level. Commitments to the academic achievement of a diverse student population, to teaching, and to the successful development of majors in the department, as well as an excellent academic record, are desirable. The individual shall teach courses in the department and contribute to the academic enhancement of the department by assisting the Department Head in curriculum reviews and in maintaining viable major programs. The individual shall also assist in the intellectual and ethical growth and development of students who study in the department.

Assistant Professor

The individual shall possess the appropriate terminal degree in his/her teaching or research from a regionally accredited institution of higher education. University-level teaching experience is desirable. The individual should demonstrate the potential for research to support instruction and add to the body of knowledge in the specific area of appointment.

Associate Professor

The individual shall possess the appropriate terminal degree in his/her teaching or research area from a regionally accredited university of higher education. The individual shall have a minimum of six (6) years of teaching experience at a regionally accredited institution of higher education and documentation of body of research to support instruction and add to the body of knowledge in the specific area of appointment.

Professor

The individual shall possess the appropriate terminal degree in his/her teaching or research area from a regionally accredited university of higher education. The individual shall have a minimum of ten (10) years of teaching experience at a regionally accredited institution of higher education and documentation of a substantial body of research to support instruction and add to the body of knowledge in the specific area of appointment.

Exceptions to the usual minimum qualifications for appointment to a faculty rank may be granted by the President and the Provost and Vice President for Academic Affairs based on an individual's significant accomplishments and contributions to the field as recommended by the appropriate Department Head and Dean.

Graduate Faculty Criteria

The Dean of the School of Graduate Studies and the Graduate Council consider an applicant for graduate faculty status once s/he has been recommended by the appropriate college or school. If approved, the applicant is granted graduate faculty status in one of four categories: full graduate faculty status, associate graduate faculty status, special graduate faculty status, and probationary graduate faculty status. The eligibility criteria for decision making regarding graduate faculty appointments are included in the table below.

Graduate Faculty Criteria

	Credential/Rank	Documentation of Research/Scholarly Activities*	Responsibilities/Duties	Review Cycle
Full Graduate Faculty Status	-Terminal degree in the academic area of appointment or a closely related area ** -Faculty appointment of assistant professor level or above -Faculty responsibility in an academic program that offers graduate degrees	-2 within a review cycle (3 years)	-Teach graduate courses -Advise graduate students -Chair doctoral dissertation committees -Chair master's thesis committees -Serve on the Graduate Council	3 years

Associate Graduate Faculty Status	-Terminal degree in the academic area of appointment or a closely related area ** -Faculty appointment of assistant professor level or above -Faculty responsibility in an academic program that does NOT offer graduate degrees	-2 within a review cycle (3 years)	-Serve on doctoral dissertation committees -Serve on master's thesis committees -Teach graduate courses	3 years
Special Appointment	-First professional degree (MD, JD, DVM, etc.) -Master's degree in the academic content area -Demonstrated outstanding contribution to the academic area of appointment as determined by the Graduate Council and the Provost and Vice President for Academic Affairs	-1 within a review cycle (1 year)	-Serve on doctoral dissertation committees -Serve on master's thesis committees	1 year
Probationary Appointment	-Faculty member meets all credential/rank criteria - Current graduate faculty member - Must demonstrate additional scholarly activity	- Must provide a professional development plan approved by the Department Head and Dean	-Teach graduate courses -Advise graduate students -Serve on doctoral dissertation committees -Serve on master's thesis committees	3 years

*Research/Scholarly Activity defined as follows:

- Research articles published in refereed journal
- Books, book chapters, monographs published by a trade publisher or learned society
- Refereed presentations at professional conferences
- Invited presentations at international, national, or regional professional conferences
- Invited presentations, workshops, etc. at an accredited higher education institution other than Grambling State University
- Products of creative scholarly activity such as plays, music, paintings, sculpture, choreography, etc., staged by a recognized production company, orchestra, gallery, or dance company
- Grants written and submitted for external funding: funded
- Grants written and submitted for external funding: unfunded

**A master's degree in the academic content area and demonstrated outstanding scholarly contributions to the academic area of appointment as determined by the Graduate Council and the Provost and Vice President for Academic Affairs

Faculty Appointments

Academic Faculty to Administrative Faculty

Academic faculty members who accept full-time administrative appointments move automatically to administrative faculty appointments at the same academic rank. Tenured academic faculty members retain tenure within their specified disciplines while holding administrative at-will appointments. At such time as the administrative appointment ceases, the faculty member's original faculty status continues.

Faculty Appointment Categories

Faculty appointment categories are "term," "tenure track," and "tenured." Within the faculty appointment categories, the following types of appointments are defined: regular appointment, joint appointment, summer appointment, part-time, and reappointment of retired faculty.

A full-time faculty appointment is designated as one full-time equivalent (1.0 FTE) faculty in accordance with the policies of the Board of Supervisors. A full-time faculty member's primary duties include teaching, research, and service.

Part-time faculty appointments are those designated as less than 1.0 FTE faculty. A part-time faculty member's responsibilities are less comprehensive than those of a full-time faculty member and are determined by the Department Head. Part-time faculty members must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines. The duration of appointment of part-time faculty shall generally be for one semester. Part-time faculty shall be provided appropriate orientation and supervision for work assignments, office space, and shall maintain office hours approved by their Department Head. Part-time appointments carry no assurance of reappointment. All part-time faculty members shall be evaluated by students, faculty, and the Department Head.

Term Appointments

Term appointments (whether full-time or part-time) are for designated periods and automatically expire at the end of those periods. Re-employment of faculty members after expiration of term appointments is solely within the discretion of the University.

Lecturers: The title of "lecturer" may be given to a person who teaches a limited number of courses in a specific area of expertise. Lecturers receive one-year, fixed term appointments.

Adjunct Faculty: The title of "Adjunct Faculty" may be given to a person who possesses the credentials and/or experience to hold rank but whose primary employment relationship is generally outside the University. All adjunct positions are one-semester appointments.

Visiting Professor: The title of "Visiting Professor" may be given to a person who has a temporary or permanent association at another institution of higher education and is associated with the University

while on leave from such other institution or who is otherwise hired to fill a faculty position on a temporary basis. Visiting Professor positions are term appointments that are filled by individuals who possess outstanding credentials. Visiting professor positions are term appointments for a specified period of time.

Tenure-Track Appointments

A full-time, tenure-track appointment is for a designated period not to exceed one fiscal year and may be continued for up to a maximum number of years depending on rank and subject to non-reappointment requirements of the Board of Supervisors.

Assistant Professor:	Six Years
Associate Professor:	Four Years
Professor:	Four Years

Full-time tenure-track appointments shall only be issued to faculty members holding the rank of Assistant Professor or higher. A tenure-track appointment carries no assurance of reappointment, promotion, or tenure. If a faculty member's tenure-track appointment is not to be renewed, the faculty member shall be notified in advance of the expiration of the appointment as follows:

- Not later than March 1 of the first academic year of service.
- Not later than December 15 of the second academic year of service.
- At least 12 months before the expiration of an appointment after two or more years of uninterrupted service at the University.

A scholarly leave of absence, with pay, for one year or less may count as part of the tenure-earning period if the faculty member and the University agree in writing to this provision at the time the leave is granted.

The faculty member shall be advised by the appropriate academic head of the substantive standards and procedures generally employed in decisions affecting renewal and tenure at the time of initial appointment. Any special standards adopted by the faculty member's department, school, or program shall also be brought to the faculty member's attention.

The faculty member shall be advised of the time when decisions affecting renewal or tenure are ordinarily made and shall be given the opportunity to submit material which the faculty member believes would be helpful for an adequate consideration of his/her circumstances.

Regardless of the stated terms or provisions of any appointment, written notice of continuation shall be given to the faculty member in advance of the expiration of the appointment, as specified above and upon approval of the University President and the Board of Supervisors.

Tenured Appointments

A full-time tenured appointment is for a designated period not to exceed one fiscal year but gives the faculty member the right to continuous appointments until the faculty member resigns, retires, becomes permanently disabled, is dismissed for adequate cause, or is terminated pursuant to a reduction in force resulting from a bona fide financial exigency (a state of monetary emergency declared

by the Louisiana Board of Supervisors), or from the formal discontinuance of a degree or program area. Tenure does not guarantee a right to rank, salary, or work assignment.

Regular Appointments

The term "regular appointment" refers to a full-time appointment (the equivalent of 12 credit hours per semester) to the rank of assistant professor, associate professor, and professor with a tenure-track or tenure contract. It also applies to non-tenure appointments to the rank of instructor. The regular appointment qualifies the faculty member for University benefits.

Joint Appointment

A "joint appointment" is a regular appointment which designates that the faculty members teach and conduct research in more than one program area. For the purposes of salary determination, promotion, tenure, performance assessment, and other personnel matters, individuals holding joint appointments shall be assigned by the President, upon recommendation of the Provost and Vice President for Academic Affairs and the appropriate Deans and Department Heads, to a program area as determined by the percentage of workload or level of responsibility.

Summer Appointment

A faculty member who wishes to teach in a summer session should request consideration for appointment in writing and submit the request to the Department Head. Consideration is given to the instructional needs for the summer session, faculty rank, and seniority. The President of the University shall submit to the Board of Supervisors a list of faculty members who are scheduled to teach in summer school by the April meeting each year. The University also submits to the Board for the April meeting, a plan for the compensation of faculty who teach in summer school.

Part-Time Appointment

A "part-time appointment" is a faculty appointment with academic rank and with an assigned work load that does not exceed two courses in a semester. Part-time appointments are non-tenure track and do not qualify for University benefits.

Re-Appointment of Retired Faculty

The reemployment of state retirees shall be governed by the rules of the applicable State retirement systems and ULS Board Rules (University of Louisiana System Board Bylaws & Rules Chapter III, Section II, Paragraph G).

Employment Appointment Information

Letters of Appointment

Letters of Appointment shall include the following information:

- (a) type of appointment (non-tenure earning, tenure track, tenured);

- (b) salary amount;
- (c) designation of program area(s);
- (d) designation of academic rank, academic title, or special academic status;
- (e) duration of contract; and
- (f) special conditions (if any).

Duration of Appointments

Unless specifically defined otherwise in an individual letter of appointment, appointments for the academic year shall normally commence not more than six (6) teaching days prior to the scheduled beginning of classes and end by 5:00 p.m. (CST) on the day of the spring commencement. Unless otherwise specifically defined in an individual letter of appointment, appointments for the fiscal year shall commence on July 1 and end on the following June 30.

Transcript and Licensing Requirements for Academic Appointments

Academic appointments are contingent upon receipt of the official transcripts or licenses, which establish the credentials of the faculty. Each faculty member shall have an earned advanced degree (at least a master's) in a field appropriate to the position for which he or she is being hired. Exceptions shall be based on documentation of achievement and confirmed by the Provost and Vice President for Academic Affairs.

Tenure and Promotion

Tenure and Promotion policies and procedures at Grambling State University are consistent with those mandated by the *Rules (Bylaws, Policies and Procedures) of the Board of Supervisors for the University of Louisiana System, State of Louisiana, 2008*. These tenure and promotion policies shall supersede all existing policies, with the following exceptions: (1) All persons holding tenure on the effective date of these policies shall retain their tenure; (2) any person in the employment of the University on the effective date of these policies shall be eligible to earn tenure under the terms and conditions of the policy in force and in effect at the time of that person's employment at the University; and (3) these policies shall in no way affect any rights acquired by any person employed by the University prior to the effective date of these policies. All applicants for tenure, however, must use the outline, instructions (Appendix C), and forms (Appendix D) included in this Handbook.

Tenure Definition

"Indeterminate tenure, hereafter referred to as tenure, is intended to ensure and enhance faculty members' academic freedom and job effectiveness. Tenure assures the faculty member that employment in the academic discipline at the University will be renewed annually until the faculty member resigns, retires, or is terminated for cause or financial exigency." (University of Louisiana System Board Rules Chapter III, Section XI, 12) (<http://www.ulsystem.edu>)

Eligibility for Tenure

Faculty Member initially appointed as fulltime	Eligibility Criteria	Remarks
Assistant professor	<ul style="list-style-type: none"> -Completed 5 years in a tenure-earning appointment and serving in the 6th year -Holds a terminal degree in the area of academic appointment or closely related area -Demonstrates outstanding contributions to the academic unit in teaching, research and service 	<p>If a faculty member chooses not to apply for tenure in his/her final (6th) probationary year, the contract for the faculty member will automatically be “non-renewed” at the end of the final (6th) probationary year.</p>
Associate Professor	<ul style="list-style-type: none"> -A minimum of six years of university teaching -Holds a terminal degree in the area of academic appointment or closely related area -Demonstrates outstanding contributions to the academic unit in teaching, research and service 	<ul style="list-style-type: none"> -A minimum probationary period of 1 year -A maximum probationary period of four (4) years -If a non-tenured faculty member at this rank chooses not to apply for tenure in his/her fourth (4th) probationary year, the contract for the faculty member will automatically become non-renewed at the end of the final (4th) probationary year.
Professor	<ul style="list-style-type: none"> -A minimum of 10 years of university teaching -Holds a terminal degree in the area of academic appointment or closely related area -Demonstrates outstanding contributions to the academic unit in teaching, research and service 	<ul style="list-style-type: none"> -At the discretion of the University, may be required to serve a probation period not to exceed four (4) years. - The probationary period regulation for a non-tenured faculty member at this rank is the same as previously described for a non-tenured faculty member at the rank of associate professor.

Tenure Policies

- A. Tenure shall be granted and held only within an academic discipline that is offered at the University and assures renewed appointments only within that discipline.
- B. Tenure shall be limited to persons in the faculty ranks of Assistant Professor, Associate Professor, and Professor. Administrators shall not earn tenure except as members of an academic discipline.
- C. In exceptional cases, the University may award tenure to faculty members of extraordinarily high merit prior to the end of the probationary period. Any academic unit's recommendation, with faculty input whenever possible, to award tenure before the end of the usual probationary period shall be accompanied by documentation of compelling reasons for this action.
- D. Credit may be given toward the probationary period for prior service at other institutions with the consent of the Provost and Vice President for Academic Affairs and the President.
- E. Each recommendation by the University to grant tenure to a faculty member shall be submitted to the Board of Supervisors at a time designated by the System President, which shall be no later than the date to submit annual budgets for approval.
- F. Final authority for granting or denying tenure rests with the Board of Supervisors. Under no circumstances shall tenure status be achieved without specific sanction of the Board of Supervisors. At the end of the tenure application process, the result of the evaluation of the faculty member's tenure application shall be provided to the faculty member.
- G. The University President shall inform the faculty member in writing of the decision of the Board of Supervisors. If tenure is awarded, it becomes effective on the date of the action taken by the Board of Supervisors.
- H. If the decision is made not to grant tenure, the faculty member shall be so notified, in writing, prior to the beginning of the next academic year. Independent of whether the probationary period has been exhausted, the next academic year of employment for the faculty member who was denied tenure shall be a terminal appointment. The notice of the terminal appointment shall be made at least twelve (12) months prior to the effective date of termination.
- I. Faculty members who are denied tenure may appeal the decision if and only if the appeal is based on a failure of the University to follow its published process.
- J. A faculty member can apply only once for tenure. Exceptions to this policy can be made if recommended in the appeals process and/or if approved by the President. It should be noted that a faculty member who receives positive or satisfactory annual evaluation by his/her Department Head and peers is not guaranteed to be awarded tenure.

Tenure and Rank for Administrative Appointees

Academic administrators at the level of Dean or higher are frequently appointed with academic rank (typically Associate Professor or Professor) and tenure in a specific discipline. A request to offer tenure with appointment must have prior approval by the System President. In the employment of certain academic administrators such as Department Heads, directors, or Deans where the offer of employment does not include immediate tenure, it should be stipulated in writing that a tenure review shall be performed within one (1) to three (3) years through the University's tenure procedure.

Administrators (Vice Presidents, Deans, directors) in non-academic areas (finance and administration, student affairs, advancement, research and economic development, and others) shall not be appointed with academic rank or tenure. Exceptions to this rule may include individuals appointed to such positions after having acquired rank and tenure in an academic discipline within the University or in other exceptional cases who are approved by the Board of Supervisors.

Promotion in Rank

Promotion is a means of rewarding those faculty members who have demonstrated (a) high ability within their academic field, (b) a commitment to the academic advancement of the University and its students, and (c) varied strengths in terms of academic scholarship; recruiting, retaining, educating, and motivating students; promoting high academic standards across the disciplines; and advancing the academic mission of the University. The University recognizes that hard work that reflects achievement within the academic profession which is of a significantly higher caliber than what would be termed "adequate" should be rewarded.

In keeping with Board policy, the University exercises special care in assigning faculty rank to new appointments and in making promotions from year to year. The following table provides guidelines on assignments of rank within the University:

Academic Rank	Typical Range	Maximum Range
Professor	20-30%	35%
Associate Professor	25-35%	35%

Minimum Qualifications for Promotion in Rank

The "Faculty Classification" section of this chapter describes the general qualifications one must have to attain faculty rank at the University. However, these University-wide minimum qualifications for appointment to each rank should not be interpreted to replace higher (but not lower) standards set within a college, school, or the library. In consultation with its faculty members, each academic Dean may draw up a written description of the minimum qualifications for appointment to each rank. Those qualifications may be higher (but not lower) than the standards described earlier in this chapter for initial appointment, rank, and tenure. Such qualifications may be based on standards and recommendations of accrediting agencies or professional boards in the appropriate disciplines.

Applicants may not skip a rank (e.g., an Assistant Professor can only be promoted to the rank of Associate Professor).

The University also recognizes that effective faculty members have successful experiences in many arenas other than academe; in fact, some potential faculty may have valuable field and “real world” experiences that are clearly pertinent to educating, advising, and counseling students. Therefore, it should be noted that valid experience within the profession, such as work in the field, but which is not actually teaching in an academic environment, may still be considered as part of a “valid and valuable background.” Faculty members are advised not to wait until the year in which they are applying for promotion and/or tenure before having their “other work experiences” evaluated. After consultation with, and upon recommendation of, the faculty member’s peers, Department/Unit Head, and Dean, the Provost and Vice President for Academic Affairs shall determine whether or not credit for work experience will be given to the faculty member.

Part-time teaching, whether at the University or elsewhere, shall not be included in determining the years of full-time teaching experience. This includes, but is not limited to, adjunct teaching, teaching overloads, and teaching during summer sessions. Teaching as a graduate assistant while pursuing an advanced degree may be used in determining teaching experience in order to qualify for an initial faculty appointment.

Promotion Rank From ---- To	Academic Qualifications*	Minimum Teaching Experience**
Instructor to Assistant Professor	Terminal degree in the Teaching Area	Three (3) years at a regionally accredited institution of higher education
Assistant Professor to Associate Professor	Terminal degree in the Teaching Area	Six (6)years at a regionally accredited institution of higher education
Associate Professor to Full Professor	Terminal degree in the Teaching Area	Ten (10) years at a regionally accredited institution of higher education ***

*Such qualifications must be acceptable by the standards of the relevant accrediting agency, if such an agency exists. In all cases, the University shall be guided by criteria published by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other appropriate accrediting bodies.

**This teaching experience should be certified by the Provost and Vice President for Academic Affairs after consultation with, and upon recommendation of, the faculty member’s peers, Department/Unit Head, and Dean.

***Consistent with the University of Louisiana System Board of Supervisors policy, “... very few persons who do not hold the doctorate will be promoted to the rank of full professor.”

If promotion is awarded, the affected faculty member shall be informed in writing and promotion will be effective on the date the action was taken by the Board of Supervisors. If promotion is not awarded, the faculty member shall be informed in writing.

Evaluation

Faculty members, including teaching faculty, library faculty and administrative faculty, shall be evaluated annually by comparing expectations with performance. Supporting documentation, submitted by the faculty member, along with an annual planned objectives report, shall also be utilized as part of the evaluation process by the faculty member's immediate academic unit head or supervisor (i.e., Vice President, Department Head or Dean of college/school, or library).

The criteria used for teaching faculty shall include teaching, advisement and mentoring, scholarly work, professional activities, and service. The criteria used for administrative faculty includes, but is not limited to, job performance and productivity, communication, and leadership. The criteria used for library faculty shall be based on librarianship (including teaching-related activities), professional activities, and service. In addition, library faculty shall also be evaluated by their immediate supervisor. The evaluation will consider (1) job accomplishments, (2) general job skills, (3) management traits, and (4) supervisory traits.

During the evaluation, faculty members' supervisors are able to note areas of strengths and weaknesses, to make suggestions for improvement, to make suggestions for effective use of strengths, and to recommend for or against merit, promotion, and continued employment.

Faculty Compensation

The University offers competitive salaries based on qualifications, achievement, market factors, and extant program needs. The average salaries for the teaching faculty are shown below.

Average Salary by Faculty Rank					
	2013	2014	2015	2017	2018
Professor	\$ 67,216.00	\$ 73,518.00	\$ 64,539.00	\$67,949.00	\$ 68,861.61
Associate Professor	\$ 59,667.00	\$ 65,831.00	\$ 55,377.00	\$62,239.00	\$ 60,188.00
Assistant Professor	\$ 53,131.00	\$ 55,870.00	\$ 51,210.00	\$56,478.00	\$ 56,156.14
Instructor	\$ 36,434.00	\$ 49,189.00	\$ 31,491.00	\$40,330.00	\$ 45,413.21
Lecturer	\$ 44,208.00	\$ 44,707.00	\$ 42,201.00	\$41,948.00	\$ 38,337.30
All Ranks	\$ 55,200.00	\$ 61,768.00	\$ 52,317.00	\$56,696.00	\$ 55,763.46
<i>Source: University Data System</i>					

The University strives to reward faculty achievement with salary increases. Salary increases usually take into account inflation, merit, and recommended adjustments based on market changes, equity, or changes in assigned responsibilities. Faculty members are also compensated for providing extra services by receiving release time, and teaching overload courses.

Faculty members may also be compensated for providing extra services, usually associated with a grant or contract, and for teaching overload courses. Faculty member may, in lieu of direct compensation, receive release time in order to carry out the scope of work in a grant or contract.

Extra Services

The purpose of the "Extra Services Compensation Policy" is to compensate faculty for performing additional duties or assuming responsibilities associated with special projects. The extra services contract is an option in those instances where it is not possible for an individual to be released from his/her regular University duties. Extra services from grants must be approved by the granting agency in writing.

Extra services compensation shall range from zero to 20 percent of the faculty member's salary over the period that the work is performed in accord with the conditions specified in the grant, contract, or sponsored project. The maximum compensation paid to a faculty member in any month for a single project shall not exceed 20 percent of the monthly salary.

If a faculty member is required or approved to work on two or more projects, the extra services compensation shall range from zero to 30 percent of the faculty member's salary for a specified period. The maximum compensation paid to a faculty member in any month for work on two or more projects, or some combination shall not exceed 30 percent of the monthly salary. Extra services paid to a faculty member are limited to the time period of the grant, contract or sponsored project unless altered by agreement of the funding source and the University.

Extra services contracts shall be approved and documented by the appropriate University officials. Extra services compensation shall not begin prior to the signature of all individuals listed on the extra services contract. The contracts shall be issued pending the availability of funds.

Procedures to Implement Compensation for Extra Services

An "extra services contract" shall be completed and submitted in order for a faculty member to receive "extra compensation." The head of the budget unit for which the work is to be performed shall initiate an "extra services contract" form and ensure the accuracy of data provided. Additionally, this person must secure the approval signature of the head of the faculty member's academic unit. The Office of Contracts and Grants or the Office of Budget and Planning shall not honor any other form for any type of overload salary payment. After all required persons have signed the form, copies shall be made for distribution to all persons whose signatures appear on the form.

Once the "extra services contract" has been approved, the unit head/faculty member for which the work is to be performed shall submit monthly time sheets. "Attendance and Leave Record" remuneration shall be calculated on a time basis for sponsored grant or research programs when required by the sponsoring organization. Additionally, when the sponsoring organization sets a fixed monthly payment or a one-time payment the "extra services contract" form shall be required.

Compensation for Teaching an Overload

Faculty members teaching credit courses on an overload basis, whether on or off campus, shall receive extra compensation. The overload must be recommended by the head of the academic unit and approved by the faculty member's Dean and the Provost and Vice President for Academic Affairs prior to the start of the teaching assignment. The compensation for teaching a three-hour credit course on an overload basis shall be as shown in the table.

Professor	\$3750
Associate Professor	\$3250
Assistant Professor	\$2750
Instructor	\$2250

The compensation shall be prorated accordingly for courses other than three credit hours. Compensation shall be based on enrollment and shall follow the scale used for summer school.

Teaching a continuing education course is not regarded as an overload. The compensation paid for teaching a continuing education course is dependent on the tuition charged and the enrollment. It varies from college to college and shall be determined by the Dean of each academic unit and approved by the Provost and Vice President for Academic Affairs.

Release Time

A teaching faculty member who seeks a reduced instructional load must submit a written request for release time outlining instructional, research, administrative, service, and/or professional expectations to the head of his/her academic unit (department, school, or division). The University must be compensated for the release time in order to pay for the individual who will replace the released faculty member. The head of the academic unit, the Dean and the Provost and Vice President for Academic Affairs must approve the request. The faculty member's annual evaluation shall provide an accountability record by comparing expectations with performance.

A library faculty member assigned, or requesting, reduced responsibilities from his/her job description must submit to his/her immediate supervisor as well as to the Dean of the Digital Library and Learning Commons a "Request for Release Time" form outlining the reason (librarianship, research, administrative work, or service) and professional expectations. The form should be submitted six weeks prior to the semester for which release time is sought. The library faculty member's immediate supervisor as well as the Dean of the Digital Library and Learning Commons must approve the request. The faculty member's annual evaluation shall provide an accountability record by comparing expectations with performance.

When a teaching faculty member or a library faculty member undertakes sponsored projects, such as grants, on a release-time basis, the regular load may be reduced proportionately, provided no additional compensation is received from the project.

Summer School Compensation

The University offers two five-week sessions of summer school. Faculty members are compensated for each course taught based on academic rank, enrollment and level of course (undergraduate or graduate). The compensation for teaching summer school is described in the tables shown below. Compensation is adjusted proportionately for courses involving more or less than three hours.

COMPENSATION TABLES FOR UNDERGRADUATE COURSES

3 HOUR COURSE				
Enrollment	Professor	Associate Professor	Assistant Professor	Instructor
15 and above	3750	3250	2750	2250
12 to 14	3000	2600	2200	1800
9 to 11	2250	1950	1650	1350
6 to 8	1500	1300	1100	900
3 to 5	750	650	550	450
2	500	433	365	300
1	250	217	183	150

4 HOUR COURSE				
Enrollment	Professor	Associate Professor	Assistant Professor	Instructor
15 and above	5000	4333	3667	3000
12 to 14	4000	3467	2933	2400
9 to 11	3000	2600	2200	1800
6 to 8	2000	1733	1467	1200
3 to 5	1000	867	733	600
2	667	577	487	400
1	333	289	244	200

COMPENSATION TABLES FOR GRADUATE COURSES

3 HOUR COURSE			
Enrollment	Professor	Associate Professor	Assistant Professor
12 and above	3750	3250	2750
9 to 11	3000	2600	2200
6 to 8	2250	1950	1650
3 to 5	1500	1300	1100
2	750	650	550

4 HOUR COURSE			
Enrollment	Professor	Associate Professor	Assistant Professor
12 and above	5000	4333	3667
9 to 11	4000	3467	2933
6 to 8	3000	2600	2200
3 to 5	2000	1733	1467
2	1000	867	733

Awards----*Under Review*

The Faculty Awards Program is designed to recognize and encourage excellence in teaching, research and service. The program was established at the end of the 2005-06 academic year. Through this program faculty members who have made significant contributions and/or achievements will receive awards at the annual Faculty Appreciation Dinner, which is usually held late in the spring semester. Only one award will be given in each area (teaching, research, service) and a given faculty member can only receive recognition for achievement in one area. The award for excellence in each of the three areas is \$5,000.

The metrics that will be used to determine outstanding teaching will involve student evaluations, student performance, and peer reviews. They may also involve the development of teaching materials such as textbooks, laboratory manuals, monographs, software, demonstrations, innovative teaching methods, publications in refereed journals on teaching innovations, etc.

The metrics that will be used to determine outstanding research will involve peer reviews of how the research contributes to the advancement of knowledge in a given field, publications in refereed journals which are cited, published books and monographs, grant and contract support, etc.

The measurement of outstanding service will involve peer reviews of the service with analyses of distinguishing features, the impact of the service (the number of people/organizations who benefit), and the consistency of the service with the mission of the University.

Eligibility and Nominations

Only full-time tenured or tenure-track faculty members who have completed three years of employment as faculty members prior to the year in which the application is submitted can compete for one of the awards. This includes Department Heads and Program Coordinators but excludes assistant Deans, Associate Deans, Deans and Vice Presidents. In the fall semester prior to October 15, nominations of faculty members for the excellence in teaching, excellence in research, or the excellence in service award may be made to the Office of the Provost and Vice President for Academic Affairs. The nominations must be written in a letter format to the Provost and Vice President for Academic Affairs and may be made by any full-time faculty member or full-time student at the University. The letter of nomination should set forth the significant contribution/achievement of the individual nominated. The letter of nomination will become a part of the dossier on a given candidate. Only one person can be nominated by a full-time faculty member or full-time student at the University.

The Provost and Vice President for Academic Affairs will inform faculty members who have been nominated for an award by October 31. All nominees will be invited to submit portfolios in support of their respective nominations. A nominee may decline formally or may elect not to submit any materials in support of the nomination. The portfolio to support a nominee must be submitted by the nominee by 5:00 p.m. the last day of the fall semester. An award recipient will be ineligible to re-nomination in the area for which an award was received for a period of three years. An award recipient is eligible for nomination in a different award area in the next academic year.

The Review Process

The Provost and Vice President for Academic Affairs will annually choose three panels to review dossiers and make selections. Each panel will consist of five persons, three faculty members and two administrators. A faculty member will be designated as chair. An individual can serve on only one panel. Each year the panels will be reconstituted.

An individual can serve a maximum of two consecutive years on any panel. An individual who has served two consecutive years on a panel can serve again after a one-year absence from the panels. The Provost and Vice President will install the panels during the second week of classes in the second semester. The panels will select the award winners by March 31. In case a panel finds that the nominees are not deserving, then no award will be given in that particular area.

Teaching Award Criteria

- Evidence that students in courses taught by nominee perform well on national examinations.
- Evidence that students taught and mentored by the nominee attend graduate/professional school.
- Evidence of effective pedagogical skills such as student evaluations and student testimony.
- Pedagogical innovations that have been recognized through publications, invited talks and funded grants.
- Evidence that peers have found the teaching skills of the nominee outstanding.
- Evidence of scholarship that impacts teaching such as authorship of textbooks, laboratory manuals, and monographs.
- Articles on approaches to topics covered in courses taught that are published in refereed journals.
- Development of demonstrations and/or notable approaches to teaching which have been shown to be effective.

Research Award Criteria

- Significance of the research for the advancement of knowledge.
- Originality of the research.
- Evidence that peers have found the research meaningful. Citations might be used.
- Evidence that the research has resulted in publications in refereed journals.

- Evidence that the research has obtained grant support and that the amount of support attests to the relevance of the research.
- Evidence that students have benefited from the nominee's research through direct participation or through the incorporation of research findings into course materials.
- Evidence of derivatives from the research that will benefit others such as patents, new products and new procedures.
- Publication of books, monographs, and book chapters on the research conducted.

Service Award Criteria

- Evidence that the service rendered benefited directly an identifiable segment of the community.
- Evidence that the service rendered did not involve compensation or an immediate personal benefit to the nominee.
- Evidence that the service rendered addressed a significant problem and that the service resolved the problem or lessened its magnitude.
- Evidence that the nominee has made a contribution which benefits the larger society or his/her profession.
- Evidence that the nominee's work and contributions meet high ethical standards.
- A voluminous number of services to professional, community and civic organizations that stand above the ordinary.

Portfolios/Dossiers

Nominees who elect to respond should submit portfolios which at a minimum contain the following items:

- *Cover Letter:* In the cover letter the nominee should set forth the reasons that he/she should receive the respective award.
- *Curriculum Vita:* Limit to ten pages and make prominent those elements which directly support the nominee's pursuit of the particular award.
- *Summary of Accomplishments:* Succinctly state what the nominee has accomplished and note the evidence which is attached or cited.
- *Samples:* Not to exceed five pages. These items document the summary of accomplishments (Abstracts, Sections of syllabi ...). In all cases, provide documentation of where supporting materials may be found.

The Provost and Vice President for Academic Affairs will review the Faculty Awards Program periodically and in consultation with the Council of Academic Deans recommend changes to the President.

Faculty Professional Development

Grambling State University is committed to maintaining the rigor of the academic program. One way to ensure rigor is by encouraging Faculty to be *life-long learners*. The University provides professional development opportunities for faculty as teachers, scholars, and practitioners. The activities provided enhance the skills of faculty and support faculty remaining current in the discipline.

Professional development opportunities are made available through a Title III funded *Professional Development Program* and other programs. The following *Professional Development Activities* are offered.

Title III Supported Program

- Tuition support for faculty who desire to earn the **recognized terminal degree in the teaching field**. For more information about this program please contact the Director of the Title III Program.
- Travel support is provided for faculty to attend professional conferences and workshops. The *Travel Support Activity* has a maximum amount that is awarded per travel and has other requirements. Please contact the Director of the Title III Program.

Operating and Grant Funded Professional Development Activities

- Workshops and Seminars are held on campus that target enhancement of specific skills. These workshop/seminars may be related to research, best practices in higher education or other specialized topics.
- Travel support is provided for faculty to attend conferences and workshops.

Release Time

- *Release Time for Research/Creative Works*. Often times granting agencies will require that the principal investigator has a reduction in the teaching load. In most instances, grant funds are used to pay for the release time. In certain cases the granting agency may require the university to grant the release time as a matching contribution. Faculty seeking release time must obtain approval from the Department Head and Dean prior to submitting the proposal to the funding agency.
- Time to participate in Professional Development Activities- Department Heads will allow faculty to take special leave to attend conferences, workshops and other training events that support the teaching discipline. This leave is not for an extended duration.
- Sabbatical Leave (see page 72 of faculty handbook).

Continuing Education

- The Office of Continuing Education sponsors specific training opportunities for faculty. Faculty who participate have an opportunity to earn CEUs.

Separations

Definitions Pertaining to Separations

Terms pertinent to separations are defined below:

Separation refers to all actions, whether initiated by the University or by the faculty member that result in the end of the employment of the faculty member.

Termination refers to any action by which the University ends the employment of the faculty member.

Non-reappointment is a method of termination wherein the University ends the employment of probationary or term contract faculty at the end of a contract period but always in compliance with Board of Supervisors policies.

Dismissal is a method of termination wherein the University with *adequate cause* ends the employment of tenure contract faculty or term or contract faculty who are in mid-contract.

Suspension is an action by the University causing the faculty member to cease performance of any and all contractual duties while awaiting due process. This term is described in detail below.

Demotion is an action by the University short of dismissal, following due process, whereby a faculty member loses earned rank, title, or tenure.

Financial exigency is a state of monetary emergency declared by the Board of Supervisors. Financial exigency may lead to termination of University faculty members. Tenured faculty members who are terminated as a result of financial exigency lose tenure.

Retrenchment is a group of actions by the Board of Supervisors and/or by the University which result in a reorganization of the academic and administrative structure of the University, to include restructuring and/or eliminating programs and degrees. Retrenchment may lead to termination of University faculty members. Tenured faculty members who are terminated as a result of retrenchment lose tenure.

Reductions in Force (RIF) are those terminations that result from financial exigency or retrenchment.

Resignation

Any faculty member who intends to resign his/her appointment should submit a written letter of resignation to the President at the earliest opportunity. Copies should be provided to the Department Head, Dean, the Provost and Vice President for Academic Affairs, and the Office of Human Resources.

In consideration for the welfare of the students, faculty members should not voluntarily sever their employment with the University other than at the end of their contract period.

Retirement

Detailed information concerning retirement, disability, survivor's benefits, and specific application of the teacher retirement law to individual cases can be obtained from the Office of Human Resources.

Non-reappointment

Non-reappointment is a means of separation by which the University ends its employment relationship with probationary or term contract faculty at the end of a contract period. The decision not to reappoint probationary contract faculty rests with the President and is based on recommendations of the Provost and Vice President for Academic Affairs, Deans, and Department Heads. The following Board of Supervisors policy concerns non-reappointment of probationary faculty:

"An appointment carries no assurance of reappointment, promotion, or tenure. Reappointments are made solely at the discretion of the institution. The non-reappointment of a faculty member does not necessarily reflect on the faculty member's work record or behavior. The determination to reappoint or not to reappoint should be based upon a review of the specific conditions relating to the position."

Reasons for Non-reappointment

Non-reappointment is not a dismissal for cause, and probationary or term contract faculty have no contractual right to employment beyond the expiration of their contracts. The Board of Supervisors provides guidelines for non-reappointment that include, but are not necessarily limited to, the following reasons:

- formal discontinuance of a degree or program area;
- declining enrollment;
- declared financial exigency;
- overstaffing with respect to administrative, staff, or faculty employees; and
- failure to meet the expectations of basic responsibilities of employment, as documented in the annual performance review.

Notification of Termination

Unless an appointment is of a temporary nature or for a fixed term, notice shall be given to the faculty member in writing by the appropriate academic administrator in advance of the expiration of the appointment as follows:

1. *No later than March 1* of the first academic year of service if the appointment expires at the end of that academic year, or if a one-year appointment terminates during an academic year, at least three months in advance of its termination;
2. *No later than December 15* of the second academic year of service if the appointment expires at the end of that academic year or at least six months in advance of its termination; and
3. *At least 12 months* before the expiration of an appointment after two or more years of continuous service at the University.

Dismissal

Definitions Pertaining to Dismissal

Dismissal is a severance action by which the University, for adequate cause, terminates the employment of tenure contract faculty, or term, or probationary contract faculty, in mid-contract.

Adequate cause for dismissal is grounds for termination that is directly and substantially related to the performance of the faculty member.

The Board of Supervisors of the University of Louisiana System policy regarding dismissal of tenured academic staff is as follows:

"Cause for discharge, termination of contract or demotion in rank shall consist of conduct seriously prejudicial to the college or university system such as infraction of law or commonly accepted standards of morality, failure to follow orders, violation of institutional or Board rules and regulations, willful neglect of duty, inefficiency, or incompetence. The foregoing enumeration of causes shall not be deemed exclusive; however, action to discharge, terminate, or demote shall not be arbitrary or capricious nor shall it infringe upon academic freedom.

The President of each institution shall appoint a committee of faculty members who shall hear charges against the accused and forward their findings and recommendations to the chief executive who shall make a final determination."

Reasons for Dismissal

Dismissal may be based on the following non-exclusive reasons:

- professional incompetence;
- continued neglect of duties or responsibilities in spite of two or more written warnings from the Dean;
- conviction of a felony; or
- deliberate and grave violation of the rights of others.

Preliminary Dismissal Proceedings

The preliminary proceedings for dismissal (*with adequate cause*) shall take place as follows:

- *Initial Discussion and Recommendation.* When a Department Head and Dean have reason to consider a decision to dismiss a tenured faculty member, they shall discuss the matter with that faculty member privately. After the discussion, if the decision of the Department Head and Dean is to recommend dismissal, they shall prepare a statement of the grounds constituting the cause for dismissal (including specific details such as time(s), place(s), and date(s) of occurrence when applicable) and forward it to the Provost and Vice President for Academic Affairs, with a copy also going to the faculty member and the President.

- *Informal Hearing.* If the faculty member requests a hearing, within five calendar days after receipt of the written request, an Informal Hearing Committee comprised of five tenured faculty appointed by the Provost and Vice President for Academic Affairs shall meet to make an inquiry into the situation and to recommend an adjustment, if possible. The Informal Hearing Committee shall allow all parties involved to be heard and to present documentation in support of statements made. If no settlement is reached, the Informal Hearing Committee shall recommend whether, in its view, formal proceedings should be instituted to consider the individual's dismissal, and it shall notify the individual concerned, the Provost and Vice President for Academic Affairs, and the President of its recommendation.
- *President's Review of Recommendation.* The President shall review all records and recommendations. Based on the findings, a settlement may be effected or a formal proceeding shall be initiated. If a formal proceeding is initiated, action shall be commenced according to the procedures outlined.

Formal Hearing Procedures

- *Initial Written Notice from the President to the faculty member.* The formal proceedings shall be initiated by a written communication addressed to the individual by the President informing him/her of the dismissal and the specific grounds for it. If the faculty member so requests, a formal hearing will be conducted to recommend whether the individual's employment by the University shall be terminated on the grounds stated. A faculty committee, constituted as described below, will specify the time and place of the hearing.
- *Notification of Faculty Member of Procedural Rights.* Sufficient time shall be allowed to permit the individual to prepare a defense. The individual shall be informed in detail or by reference to published regulations of the procedural rights to which he/she is entitled, including the right to counsel.
- *Faculty Member's Written Reply to President.* The individual shall indicate whether he/she wishes a formal hearing, and, if so, shall file an answer in writing with the President within two weeks of the date of the mailing of the communication by the President.
- *Cessation of Proceedings.* If the individual does not request a hearing, the dismissal shall take place as set forth in the communication from the President. If the faculty member agrees with the dismissal, proceedings cease. Similarly, the administration can drop dismissal proceedings at any stage.

Formal Hearing Committee

- *Creation of Formal Hearing Committee.* The President shall appoint one at-large faculty member as chairperson, who must be a full professor and tenured. The President shall prepare a list (for the chairperson) of twelve (12) tenured faculty (four from Arts and Sciences; two from Educational and Graduate Studies; three from Professional Studies with one from Nursing and one from Social Work; two from the College of Business, and one from the Library) to be considered to serve as committee members. The committee chairperson shall then recommend to the President six of those listed, with the provision that at least one must be from each college, to serve on the Formal Hearing Committee.

- *President's Charge to the Committee.* The President shall send in writing a copy of the statement of grounds for dismissal, accompanied by the faculty member's answer, to the Chairman of the Formal Hearing Committee. The committee shall then conduct hearings and recommend a course of action as provided below.
- *Rules of Conduct for the Hearing.* The Formal Hearing Committee is authorized to prepare specific rules for the conduct of the hearing.

Formal Hearing Committee Proceedings

- *Formal Hearing Committee's Initial Consideration.* The committee shall proceed by considering, before the time of the hearing, the statement of grounds for dismissal already formulated and the faculty member's written response.
- *Access to Committee Hearing.* The only people hearing the case for dismissal shall be the following: the members of the committee, the faculty member whose dismissal is being challenged, that faculty member's representative, the President or the President's designee, the President's representative, and witnesses called by the committee. The proceedings shall be recorded and made available to appropriate parties.
- *Supplementary Charges.* Charges contained in the initially formulated statement of grounds for dismissal may be supplemented at the hearing by evidence of new events occurring after the initial communication to the faculty member when said events constitute new or additional cause for dismissal. If such supplementary charges are brought forth, the committee shall provide the faculty member with sufficient time to prepare a defense.
- *President's Attendance at Committee Hearing.* The President shall have the option to attend the hearing. The President may designate a substitute as well as a counsel to assist in developing and presenting the case.
- *Order of Proof and Witnesses.* The committee shall determine the order of proof and shall supervise the questioning and sequestering of witnesses.
- *Faculty Member's Right to Confront Witnesses.* The faculty member or his/her representative and the President or the President's representative shall have the right within reasonable limits to question all witnesses who testify verbally.
- *Disclosure of Witness List and Their Testimonies to Interested Parties.* The committee shall use its best efforts to provide an opportunity for those involved to confront all witnesses, but where this cannot be achieved despite the efforts of the hearing committee, the identity of such non-appearing witnesses, and any written evidence they may furnish, shall be disclosed to all interested parties before the hearing.
- *Reporting of Written Statements of Witnesses.* Subject to the safeguards stipulated above, written statements may, when necessary, be taken outside the hearing and reported at the hearing. All of the evidence shall be duly reported as part of hearing proceedings. Formal rules of court need not be followed, but the committee shall make reasonable efforts to protect the rights of the parties in the presentation of evidence.

Considerations by the Formal Hearing Committee

- *Privacy of Formal Hearing Committee's Deliberations.* The committee shall formulate its recommendation in private, solely on the basis of the hearing. Before doing so, it will give opportunity to the faculty member and the President or the President's designee to make oral statements. If written arguments are desired, the committee may request them.
- *Formal Hearing Committee's Consideration and Findings of Case.* The committee can proceed directly to its recommendation without having the record transcribed when it feels that a just decision can be reached by this means. Or the committee may review the tape of the proceedings, or the committee may await the availability of a transcript based on the tape of the hearing. The committee shall make explicit findings with respect to each of the grounds for dismissal presented.
- *Presentation of Formal Hearing Committee's Recommendations to President.* A copy of the record of the hearing and the recommendations of the Formal Hearing Committee shall be furnished to the President of the University for his/her decision.
- *Presentation of Proceedings and Recommendations to Faculty Member.* A copy of the record of the proceedings and recommendations shall be furnished to the faculty member upon request only after the President has made a decision.

Presidential Action and Notification

- *President's Recommendation to the Board of Supervisor.* The President shall make the recommendation known to the Board of Supervisors within ten days following the receipt of the formal hearing committee's recommendation.
- *President's Notice to Faculty Member.* Written notice of the President's recommendation must be sent from the President to the faculty member by registered mail or hand-delivered to the faculty member with a witness present. This notice must include reasons for and the evidence supporting the recommendation. The faculty member shall be informed of his/her right to a review hearing by the Board of Supervisors.
- *Cessation of Salary and Benefits.* Salary and benefits shall cease on the effective date of dismissal. Such action shall become effective upon the date of final determination by the Board of Supervisors.

Board of Supervisors Review Hearing

- *Grounds for Board of Supervisors Review of Case.* Review of dismissal for term, probationary, or tenure-contract faculty can be made on grounds of academic freedom or an injury resulting from arbitrary or capricious application of the provisions of this *Faculty Handbook*. Requests for review of dismissal must be made directly to the Board of Supervisors in accordance with its policies. The faculty member who has exhausted due process procedures at the institutional level may petition the Board within 30 days for a review. No official action shall be taken by the institution until a final determination is made by the Board.

- *Review of Case by Board of Supervisors.* In the case of a review, the President will transmit to the Board of Supervisors the full report of the hearing committee, stating its recommendation and the President's own decision. The review shall be based on the record of the previous hearing, accompanied by the opportunity for argument, oral or written or both, by the principals at the hearing or by their representative. The decision of the Board of Supervisors on review shall be final. It will be communicated to the President and to the person involved by registered mail.

Suspension

A faculty member may be summarily suspended for a period not to exceed 30 calendar days while the dismissal process is underway upon a finding of the President that there is good cause to believe either of the following:

- The continued presence on the grounds of the University would endanger the safety or the well-being of the faculty member or other members of the University community; or
- the continued functioning of the faculty member in the position would substantially impair or substantially disrupt the normal functions of the University.

Salary and benefits shall remain in force during the term of any suspension.

A faculty member may be suspended administratively when the President determines that the faculty member's presence poses a threat to the normal operation of the University or to the faculty member. An administrative suspension allows the faculty member to receive salary and benefits. It is used to protect all parties and to provide the administration time to take appropriate action and to afford due process to the faculty member. The administrative suspension may be extended longer than thirty days for well documented reasons.

"Reduction in Force" Terminations

Definitions Pertaining to "Reduction in Force"

Definition of terms applicable to "Reduction in Force" are as follows:

- *Reduction in force:* termination resulting from a *bona fide* financial exigency or the formal discontinuance of a degree or program area.
- A state of *bona fide* financial exigency exists when the financial resources of the University's educational and general budget are judged by the Board of Supervisors to be inadequate to maintain the fiscal solvency of University operation.
- *Formal discontinuance:* the elimination of a degree or program area through action initiated by the University, the Board of Supervisors, or the Board of Regents.
- *Degree:* any Associate, Baccalaureate, Master, Specialist or Doctoral Degree awarded by the University.
- *Program:* curriculum area or service/support area.

- *Curriculum area*: a cluster or a group of courses in the same academic discipline designated by a common and approved course prefix.
- *Service/support areas*: all those units of the University not directly involved in delivery of instruction that generate credit hours. Examples are student services, physical plant, and the University Library non-professional staff. Program reductions in non-academic areas are not governed by this *Faculty Handbook* but by pertinent Board of Supervisors regulations and internal administrative policies and procedures.

Priorities for "Reduction in Force" Terminations

In the event of a *bona fide* financial exigency or the formal discontinuance of a degree or program area, the retention of viable academic programs and the protection of tenure are of primary importance. Therefore, when reasonable means for coping with *bona fide* financial exigency or formal discontinuance of degree or program areas have been exhausted with the exception of reduction in the force of faculty members, terminations of faculty appointments will be made by the President, based on recommendations of the Provost and Vice President for Academic Affairs, Academic Deans, and the Faculty Senate in accordance with the following priorities:

- Attrition resulting from resignation, non-reappointment, early retirement, or other severance actions;
- termination of term contract faculty appointments by seniority without regard to degree or program area, prior to termination of probationary or tenure contract appointment; and
- termination of probationary or tenure contract faculty appointments with regard to the criteria specified in the following sections.

Criteria for "Reduction in Force" Terminations

"Continuous service" as used in this *Faculty Handbook* shall include time spent on sabbatical leave with pay, sick leave, and annual leave. Resignations for any period of time shall constitute a break in continuous service. In making decisions about reductions in force, the following criteria shall be considered:

- protection of tenure contract faculty;
- protection of highest ranked academic faculty;
- within rank, seniority in the degree or program area, as determined exclusively by length of continuous service at the University;
- impact of terminations on students enrolled in degree or program areas; and
- Board of Supervisors policies on program discontinuance and program review.

Plan for Termination for "Reduction in Force" for Financial Exigency

The plan for terminations due to reduction in force for financial exigency is as follows:

- *President's Declaration of Financial Exigency.* Within five work days (Monday through Friday) of a declaration of *bona fide* financial exigency, the President shall notify the President's Cabinet and the Council of Academic Deans and charge them to prepare a list of degree or program areas to reduce or eliminate within a maximum of 21 calendar days of receipt of such notice. If the Cabinet and the Council of Academic Deans do not submit a plan, the President, in consultation with the Provost and Vice President for Academic Affairs and the Vice President for Finance and Administration shall exercise sole discretion in responding to the financial exigency.
- *Seeking of Information and Recommendations for Reduction in Force.* At any time during the course of deliberations, the President, the Cabinet, and the Council of Academic Deans may seek information or recommendations from departments, Department Heads, Deans, college or departmental committees, individual faculty members, and other appropriate sources such as student organizations and regional and community advisory councils.
- *President's Plan Submitted to Board of Supervisors.* The President shall forward to the ULS Board of Supervisors the list of faculty positions to be terminated. The President shall also forward to the Board of Supervisors a timetable for implementation of the recommended separations.
- *President's Notification to Affected Faculty Members.* Once the plan is approved by the ULS Board of Supervisors, the President shall communicate the University's status to its constituents. The President shall notify faculty members whose positions are to be terminated. This notification shall be sent by certified mail. Affected faculty members shall also be notified of their right to a hearing within ten teaching days of receipt of the President's notice.

Plan for Termination for "Reduction in Force" for Formal Discontinuance of a Degree or Program Area Initiated by the University

The plan for terminations for "Reduction in Force" for formal discontinuance of a degree or program area that is initiated by the University is as follows:

- *Report of Academic Programs.* The Provost and Vice President for Academic Affairs, with assistance from the appropriate Deans and Department Heads, shall develop a report of academic programs. The report shall focus on enrollment patterns, numbers of graduates in affected degree or program areas, faculty productivity, and the need for the program. This report shall give particular attention to programs in a state of decline. This report shall also contain specific recommendations and shall reflect the stated mission and goals of the University. The report shall be submitted to the President.
- *Program Reviews.* Program reviews shall be conducted in accordance with the properly adopted policies and procedures of the University, the ULS Board of Supervisors, and Board of Regents.

- *President's Notification to Faculty.* The President's recommendation, along with any other pertinent records shall be forwarded to the Council of Academic Deans and the President of the Faculty Senate.
- *Discontinuance of Programs That Do Not Require Reduction in Force.* If formal discontinuance of an existing degree or program area initiated from within the University does not require reduction in force, the President shall submit the proposal to discontinue, together with appropriate recommendations, to the ULS Board of Supervisors for its action.
- *Discontinuance of Programs That Do Require Reduction in Force.* If formal discontinuance from within does require reduction in force, the plan outlined shall be followed.

Plan for Termination for "Reduction in Force" for Formal Discontinuance of a Degree or Program Area Initiated by the Board of Supervisors

The plan for termination for "Reduction in Force" for formal discontinuance of a degree or program area that is initiated by the ULS Board of Supervisors is as follows:

- *Board of Supervisors' Consultation with University.* Formal discontinuance of existing degree or program areas initiated by action of the Board of Supervisors or the Board of Regents shall occur only after the Board of Supervisors consults with the President, who shall, in turn, consult with the Provost and Vice President for Academic Affairs, the Council of Academic Deans, the Vice President for Finance and Administration, and the Faculty Senate President.
- *President's Discontinuance of Degree or Program Areas That Do Not Require Reduction in Force.* If formal discontinuance initiated by the Board of Supervisors or the Board of Regents does not require reduction in force, the President shall accomplish the discontinuance as directed.
- *President's Discontinuance of Degree or Program Areas That Do Require Reduction in Force.* If formal discontinuance initiated by the Board of Supervisors or the Board of Regents does require reduction in force, the plan as outlined below will be followed.

Notifications for "Reduction in Force"

Notification of termination for reduction in force must be sent to faculty by certified mail with return receipt requested and must specify the reasons for the termination, the effective date of termination, and the faculty member's right to a review by the University President.

Notice of termination for reduction in force due to financial exigency may be given at any time and may take effect before expiration of academic or fiscal year contracts, provided that a minimum of 90 calendar days expires between the date of notification and the effective date of termination, unless otherwise directed by the Board of Regents or the Board of Supervisors.

Notice of termination for reduction in force due to formal discontinuance of degree or program areas must be given not later than one calendar year in advance of its effective date, unless otherwise directed by the Board of Regents or the Board of Supervisors.

Board of Supervisors Review

Affected persons may petition the ULS Board of Supervisors within thirty (30) days for a review, after all due process has been exhausted at the University level. A review of termination for reduction in force is possible for tenure contract faculty only on the following grounds:

- illegal discriminatory practices,
- violations of academic freedom, or
- injury resulting from arbitrary or capricious application of the Personnel Policies section of this *Faculty Handbook*.

Review is also available on these grounds for probationary and term contract faculty terminated before the end of the contract period.

Requests for review of termination for reduction in force must be made directly to the Board of Supervisors.

Reemployment Provisions

If tenure-contract faculty members are terminated for reduction in force, they shall receive notice at the address on file in the Office of Human Resources of all faculty vacancies advertised within a three-year period of the effective date of termination. The vacancy notice shall be sent from the Equal Employment Opportunity Officer. It shall be the duty of the terminated faculty to maintain a current address in the Office of Human Resources. If terminated, tenure-track faculty members seek reemployment and believe they are qualified for the vacancy, they will have the right to request reemployment from the President.

If, in the judgment of the President, who must consult with the Provost and Vice President for Academic Affairs, and the appropriate Dean and Department Head, and the Vice President for Finance and Administration, faculty members who seek reemployment meet or exceed qualifications for the vacancy as stated in the position announcement, they shall be reemployed in the announced position at the salary and rank in accordance with the announced position.

Faculty Reassignment and Other Assistance

In the event of scheduled terminations of tenure-contract faculty, the University shall, to the extent of available resources, in the period between notification and the effective date, assist faculty members to prepare for assignment to other degree or program areas where vacancies exist.

Assistance may include, but need not be limited to, awarding of a development or enhancement leave or participation in other faculty development programs; provision of outplacement seminars dealing with employment search strategies, career changes, and the like; use of University resources, as approved by the Provost and Vice President for Academic Affairs, in the employment search; and other appropriate services offered through the Office of Human Resources for a period of six months from the effective date of termination.

Exit Interview

Whenever a faculty member leaves the employment of Grambling State University, he/she will report to the Office of Human Resources for an exit interview to fill out forms that are required by the state and federal governments. A faculty member must complete an Authorization for Issuance of Final Paycheck form and an Inventory Clearance Form. It is the responsibility of the separating faculty member to turn in all University property, such as keys and identification cards. The faculty member shall also complete necessary forms concerning the continuation of insurance coverage and the retirement system. Exit documents will be provided to the faculty member upon receipt of an official notice of separation.

CHAPTER IV

FACULTY RESPONSIBILITIES

Basic Responsibilities of Faculty

As stated in Board of Supervisors policy, "It is a basic principle that every member of the academic staff, of whatever rank, shall at all times be held responsible for competent and effective performance of his duties." The policy also states that faculty members are "expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, research, and public service. Those members of the academic staff who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions."

Academic Freedom

The University is committed to the principle of academic freedom. This principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth. The principle also includes the right of a member of the academic staff of the University to exercise in speaking, writing, and action outside the University the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability that the member of the academic staff bears to the University, the state, and the nation. Among the many implicit responsibilities that must be assumed by those enjoying the privileges of academic freedom shall be that of refraining from insisting upon the adoption by students or others of any particular point of view as authoritative in controversial issues (Adapted from the University of Louisiana System Bylaws & Rules, Chapter III, Section I, Paragraph A).

Ethics

The University assumes ethical behavior on the part of the faculty and endorses the definitions of professional ethics pertaining to teaching faculty, as provided in the "Statement on Professional Ethics" of the American Association of University Professors. The University also endorses the ethical principles set forth by the American Library Association "Code of Ethics" for library faculty.

Right to Hold Public Office

The University acknowledges that academic faculty members have the constitutional right to seek and hold public office. Faculty members who do so must (a) notify the President of their intention prior to the date of qualification, and (b) continue normal workload (including teaching) and all other duties and office hours required by the institution. However, faculty members must take leave for the appropriate period of time in accordance with the leave rules of the Board if they are unable to meet condition (b) of continuing required normal workload, duties, and office hours. This leave must be approved by the President in advance. Faculty members shall be accurate in their statements and make every effort to indicate that they are not spokespersons for the institution (Adapted from the University of Louisiana System Bylaws & Rules, Chapter III, Section VIII, 2008).

Teaching

Faculty Workload

The regular undergraduate teaching load at the University is equivalent to 12 credit hours per semester. A faculty member's specific load may vary depending upon assigned responsibilities in the areas of teaching, research, and service. Variation in responsibilities shall be related to the mission of the faculty member's academic unit and the role that the faculty member assumes within the academic unit (e.g. Program Coordinator, Department Head, Dean, etc.).

A full-time library assignment for a tenure-track or tenure contract library faculty member shall be a minimum of 40 hours per week.

A part-time teaching assignment for a term or temporary/adjunct faculty contract faculty member shall involve less than a regular teaching load per semester.

A part-time library assignment for a term or temporary contract library faculty member shall involve less than 32 hours per week.

The responsibilities of a faculty member include teaching, research or creative activities, professional activities, university service, and community service. Library faculty responsibilities include instructional support, research, professional activities, University service, and community service. The head of the academic unit (department, school, division, or library), with the approval of the Dean, is responsible for determining the workload of each faculty member.

Because the number of student contact hours and special requirements of the discipline may vary from academic unit to unit, each academic unit head (department, school, or the Library) shall define for the approval of the Dean and the Provost and Vice President for Academic Affairs the equivalence of the 12 credit-hour load per discipline. Rationales for equivalence must be logical and compelling.

Combined Undergraduate/Graduate Load

When a faculty member teaches a combination of typical undergraduate and graduate lecture courses, a full workload shall, in general, not total more than 3 separate courses in any semester (a) two undergraduate courses and one graduate course, or (b) one undergraduate course and two graduate courses. When a faculty member teaches only graduate courses over fall and spring semesters (during one academic year), a full workload shall, in general, not total to more than 5 graduate courses (three graduate courses in the fall and two graduate courses in the spring, or vice versa).

Load Factors

Factors to be considered in determining workloads of faculty members include, but are not necessarily limited to the following: (1) nature of the discipline, (2) nature of courses taught (undergraduate, graduate, or combination), (3) number of course preparations per semester, (4) number of contact hours per semester hour, (5) number of students taught per semester, (6) course format such as practica and field experiences, (7) accrediting agency standards, (8) research or creative activities, (9) special department, college, school, division, or university assignments, (10) number of directed theses or dissertations, (11) student advising load, and (12) contracted release time for research. Deans and

Department Heads are responsible for significant administrative responsibilities that restrict their opportunities to teach full loads. The teaching load expectation for Deans shall be one course per semester; the teaching load expectation for Department Heads shall be two courses per semester.

Faculty members (including library faculty) asked to assume duties that require intensive and/or long-term additional responsibilities, such as writing detailed and/or specialized reports, or compiling portfolios for accrediting bodies may be given a load reduction from academic, regular, and/or other committee work. When a load reduction cannot be accomplished, faculty members may be compensated for professional duties assigned or performed in addition to their regular assignment through overload/extra services compensation if funding is available.

Teaching additional classes in addition to what is considered to be the “full class load” for the faculty member’s unit shall be regarded as overload and eligible for extra compensation. All agreements for overload/extra compensation shall be in writing and signed by all parties before work commences. An overload shall be limited to one additional course.

Conference/Office Hours

At least ten (10) conference hours a week shall be scheduled and posted each semester by each full-time faculty member who generates semester credit hours. These 10 hours shall be distributed throughout the workweek.

A part-time and adjunct faculty shall schedule weekly conference hours proportionate to the number of semester credit hours taught; in general, this shall equate to 2.5 hours of conference per three credit hour course.

Syllabi

The course syllabus is a major tool of instruction at Grambling State University. It identifies the course objectives, expected learning outcomes, textbook, references, assignments, and the grading schemata for the course. The syllabus will also contain important information about key course policy issues such as academic dishonesty, make-up work, make-up examinations, and extra work assignments.

Grading and Recordkeeping

The unit of credit is the semester hour. Three semester hours of credit can be earned in an on-campus course meeting three times per week (50 minutes per session) for approximately fifteen weeks or some other equivalent configuration (~2,250 minutes). The academic content and requirements for online and blended courses match the traditional, face-to-face versions of the same courses.

The University assigns quality points for grades earned as shown:

Letter Grade	Description	Quality Points per Credit Hour
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Fail	0
I	Incomplete	0*
IP	In Progress	Not Computed
FN	Fail-Never Attended	0
IX	Incomplete, Extended	0
P	Pass	Not Computed
NC	No Credit	Not Computed
W	Withdrawal/Administrative Withdrawal	Not Computed
AU	Audit	
Z	Approved Coursework Pending	Not Computed

**Graduate students whose work is incomplete are assigned the grade of "I." This grade must be removed in one calendar year or it becomes an "F."*

The total number of quality points earned for each course is determined by multiplying the number of quality points for each grade by the number of hours the course carries. A student's grade point average is computed by adding the total quality points for all courses for which quality point values may be computed, then dividing by the number of GPA hours (divisor). The grade of "P" (Pass) will be awarded for nontraditional credit and non-credit courses only. Courses so credited will not be used in computing the grade point average.

The grade of "I" (Incomplete) means that some relatively small part of the session's work remains undone because of illness or other unavoidable reason. This mark is given in exceptional cases when the student has been passing and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the end of the course. Prior to awarding a grade of "I," the instructor must submit an Incomplete Assignment Form to the Department Head. The Department Head, academic Dean, and the Provost and Vice President for Academic Affairs must approve the Grade Change Form. The grade of "I" carries zero quality points and is calculated in the grade point average for undergraduate students. The grade of "I" becomes "F" on the academic transcript if it is not changed by the deadline.

The grade of "W" indicates withdrawal of the student from a course prior to a specified date following mid-term. This date will be published in the university calendar. After this date, a student may not withdraw or drop classes. In extraordinary cases, the Provost and Vice President for Academic Affairs may approve an administrative withdrawal ("W"). A major medical emergency, an extended illness, or some event that incapacitates the student would justify seeking an administrative withdrawal. A student must present the request in writing with supporting documentation to the Director of Student Counseling Services. The Director of Student Counseling Services confirms that an administrative withdrawal is justified and sends a recommendation to the Provost and Vice President for Academic Affairs. The instructor cannot change a "W" grade.

The grade of "AU" indicates that the course has been audited. No credit is awarded for courses taken on an audit basis.

When applicable, an "IP" (In Progress) is awarded to students enrolled in courses such as practica, internships, and others in which course requirements are normally not completed within one term. The "IP" grade is assigned to the entire class and will remain until course requirements have been completed by the entire class unless there are students who have been recommended for graduation. At that time a regular grade will be awarded. No credit will be given until the "IP" is converted to a regular grade.

The FN grade is only awarded to students who did not attend GET 300 (Rising Junior Examination) during the semester in which the student was enrolled to take the examination.

The grade "Z" is for certain approved courses such as a 12-hour course for student teaching. When all work is completed, a Grade Change Form must be processed.

Faculty members must submit mid-term and final grades electronically through the Banner system. They are responsible for maintaining documentation of students' class attendance in the Banner system and maintaining documentation of students' performance on course assignments.

Research

Special requirements must be met for research proposals involving animal welfare and human subjects. Prior to the submission of a research proposal, every proposal involving animal or human subjects must be reviewed by the Institutional Review Board, which shall issue a "Letter of Approval" that must be kept on file by the Program Director/Principal Investigator of the proposal.

Faculty who are considering writing a research proposal that involves animal or human subjects should keep in mind that the review process by the Institutional Review Board is time-consuming and can lead to significant changes in the proposal. Faculty members are advised to consult with the Institutional Review Board member in their respective unit/college/school *at least two months before the deadline for the proposal.*

The Office of Human Research Protection, under the U.S. Department of Health and Human Services, issues and enforces guidelines for the protection of animal and human subjects in biomedical and behavioral research. The office mandates that *before funds are awarded, investigators must provide a description of education completed in the protection of human subjects* for each individual identified as "Key Personnel" in the proposed research. Key personnel include all individuals responsible for the design and implementation of the study. Guidelines issued by the Office of Human Research Protection, and information on tutorials for the protection of human subjects, shall be available from the chairperson of the university's Human Subjects Committee (Institutional Review Board) and the Office of the Provost and Vice President for Academic Affairs.

Proposal Transmittal

Faculty and staff who plan to write a proposal in response to a solicitation are required to complete the ***Proposal Transmittal Form***. This form will notify the Office of Sponsored Programs and the Grants Administration Office that a proposal is being prepared. The execution of this form also supports these offices reaching out to the proposal writer and providing any needed assistance, which will support the development of a highly competitive proposal.

The ***Proposal Transmittal Form*** should be submitted at least two weeks prior to the funding agency's deadline for receiving proposals.

The form requires the proposal writer verify that the proposal narrative is free of plagiarism. The ***Proposal Transmittal Form*** also requires the immediate supervisor of the principal investigator (PI) and the division head to sign, indicating agreement with the terms that the funding agency has outlined in the solicitation. These terms may be related to space, equipment, or release time.

Research that involves human subjects must be approved by the University's Institutional Review Board. Information regarding this Board can be found on the Sponsored Programs page on the GSU website (<http://www.gram.edu/offices/sponsoredprog/>).

Research Misconduct

Willful misconduct in the pursuit of basic, clinical or applied research at Grambling State University is not acceptable. It is the direct responsibility of all university faculty members to maintain the highest standards of ethics and professional integrity in the performance of and in the reporting of research activities whether such research is funded by private, state or federal agencies. Allegations of misconduct will be investigated and appropriate actions will be taken, in accordance with the University and funding agency guidelines, against anyone found guilty of violating this policy. Grambling State University specifically and fully subscribes to Federal Regulations for dealing with possible misconduct in research.

Grambling State University considers an allegation of misconduct to be a very serious charge, so it is expected that any allegations made will have a substantial element of truth. While the University recognizes the value of good faith allegations of possible misconduct in the interest of science, the University and public good at large, frivolous accusations made with reckless disregard for or willful ignorance of facts will not be tolerated and will be grounds for disciplinary action. Specific procedures regarding the investigation process provided in the Grambling State University (GSU) *Policies and Procedures for Responding to Allegations of Research Misconduct* are available on the GSU Office of Sponsored Programs webpage at <https://www.gram.edu/offices/sponsoredprog/>.

Intellectual Property

The University recognizes the need for and the desirability of encouraging the broad utilization of the results of academic research by bringing innovative findings to practical application. The primary purpose of the University's Intellectual Property/Copyright Policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit, and secondly to enhance the generation of revenue for the University and its faculty members.

Service

Faculty service is one of the key elements in the triumvirate of faculty responsibility which consists of teaching, research, and service. The defining concept in faculty service rests in the faculty member's application of his/her knowledge and expertise to address issues and problems of the university, the community, and the profession.

University Service

The faculty member is expected to be an active participant in the University through the contribution of his/her service. University service may include, but is not limited to, the following: (a) serving on inter-institutional committees (b) serving on consortia boards; (c) serving on Governor's commissions; (d) serving on standing committees at the department/unit, college/school, or university level; (e) serving on other committees as chairperson or as member; (f) organizing or actively participating in seminars, workshops, or study sessions sponsored by the department/unit, school/college, or university for the benefit of students, faculty, or community groups; (g) writing or editing detailed, specialized, or investigative reports at the bequest of the University or one of its subdivisions; (h) compiling detailed or specialized portfolios or reports for accrediting bodies; (i) other special assignments; and so forth.

Community Service

Community service involves the faculty member's application of knowledge and skills to improve social or economic conditions in the community external to the University. The faculty member might also work to develop greater appreciation of educational and cultural events, and improve better relations between the University and the local community. For example, serving as a judge at local, state, or regional competitions, in the faculty member's academic field.

Professional Service

Professional service involves the faculty member's participation in professional organizations and related activities at the local, regional, national, and international levels. Such service may include, but is not limited to, committee service, leadership roles, participation on review teams, and participation on state and national commissions.

CHAPTER V

ACADEMIC SUPPORT

The University provides support to facilitate the academic work of students, staff, and faculty members. Some support units such as the Foster-Johnson Health Center, Career Services, and Student Counseling Services are found in the Division of Student Affairs. Since these units are likely to be of interest to the faculty, they are periodically highlighted at Faculty Institutes. Brochures describing their services are available by contacting the respective units. Notably, the Office of Student Counseling Services verifies the documentation presented by students seeking an excused absence in order to make-up an assignment missed because of an absence (See the University Catalog).

In this chapter, support units in the Division of Academic Affairs that serve students are outlined.

Testing Services

The Office of Testing Services is responsible for administering the Rising Junior Examination, one which students must participate in order to meet one of the qualifications for graduation. The Center provides preparation materials for major examinations through CANVAS and the ACCUPLACER exam. Students are encouraged to contact the departments in which the mathematics and English programs are housed for tutoring, as well as Student Counseling Services to seek assistance with text anxiety. The Office administers the ACT examination and the ACCUPLACER exam free of charge for incoming and transfer students who wish to attend the University.

The office and the testing center are located in Adams Hall, Rooms 318 and 322 respectively.

Distance Learning

The Office of Distance Learning provides the opportunity for faculty members to use technology in the delivery of instruction and to enhance both teaching and learning. A number of courses outside the General Education Program are offered via distance learning. The systems used are Blackboard and Moodle. The Office of Distance Learning periodically provides training to students and faculty members to aid them in the use of the internet, and compressed video in delivering instruction. Some programs use online courses extensively.

The Office of Distance Learning is located in The Nursing Building, Room 108.

Earl Lester Cole Honors College

The Earl Lester Cole Honors College is designed to provide enhanced academic experiences for academically talented students who wish to focus and broaden their horizons while earning a degree. Interested beginning freshman students with an ACT score of 23 or its equivalent on the SAT are eligible for participation in the Honors College. If a beginning freshman student does not have an ACT score of 23 or above, but the student has a high school CGPA of 3.5 or above, he or she may also be given consideration for the Freshman Sequence at the Dean's discretion. The Honors College offers an enriched curriculum, which consists of honors courses in general education, select courses in a chosen major and interdisciplinary seminars, research, lecture series, and theses on topics in the majors of

participants. The objectives of the Earl Lester Cole Honors College are to 1) enhance social and leadership skills, 2) encourage the pursuit of academic excellence, 3) provide opportunities for intellectual achievement, and 4) foster in students an appreciation for a career as a university faculty member.

The Earl Lester Cole Honors College is located in Jacob T. Stewart Hall, Room.

High Ability Program

The High Ability Program is a five-week summer program for high school students who have completed the eleventh grade with a grade point average above 3.00. The program entails intensive college-level course work in English and Calculus. Work in these courses is augmented by required evening tutorials and homework assignments. Students also take the First Year Experience course which allows them to understand the demands of the freshman year in college. A music course and program are available for students with interest. Scholarships are available on a competitive basis for this residential program. Information on the program is available on the University website (<http://www.gram.edu>).

Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP)

The LS-LAMP is a comprehensive, statewide, coordinated program aimed at substantially increasing the number and quality of minority students enrolling in and completing baccalaureate degree and pursuing graduate studies in science, technology, engineering and mathematics. LS-LAMP at Grambling State University supports STEM majors with LS-LAMP Book Awards, academic scholarships, and travel assistance to attend professional conferences.

The LS-LAMP Office is located in Carver Hall, Room 74.

QEP Mathematics Clinic

The Quality Enhancement Plan (QEP) Mathematics Clinic specifically provides students enrolled in College Algebra (MATH 131) and Trigonometry (MATH 132) the opportunity to receive assistance from mathematics faculty outside of classes. Students can also receive help in MATH 147 (Pre-calculus I) and MATH 148 (Pre-calculus II). The Mathematics Clinic is available during the fall and spring semesters.

The Mathematics Clinic is located in Carver Hall, Room 136.

Retention

The Office of Retention seeks, through strategically designed programs, to maximize the retention of all students; however, its primary target is first-time, full-time freshman students. The Office of Retention sponsors and supports tutorials, supplemental instruction, and provides academic skills assistance. The Office of Retention works closely with the University College and the First Year Experience Program in assisting students with adjustment to the demands of University life. The Office of Retention accepts referrals from the faculty and encourages faculty members to have their students utilize the services available. These include mentoring, study sessions, assistance in finding the appropriate tutorial program, and special scheduled use of the academic skills center. The Retention Office is BH-Room 108.

STEM Resource Center

The STEM Resource Center houses a collection of educational reference materials and curriculum aids, and provides special assistance in the use of its services to meet the needs of students and faculty. Professors are able to place materials on reserve in the center for access by students. Curriculum resources are available to facilitate instruction in the sciences, mathematics and engineering technology areas. Additional services include study skills workshops, study skills assessment, SMART cart (available for check-out by faculty, and GRE prep software.

The STEM Resource Center is located in Room 107 of Carver Hall.

University College

The University College is dedicated to ensuring that first-time, first-year students' experience a smooth transition from high school to college. The University College strives to provide a foundation that will support and enhance students' matriculation from the first year through graduation. Focusing on academic advising, academic support, academic excellence, career counseling, socialization skills, personal, civic, social responsibility and accountability, the University College is committed to student achievement.

The First Year Experience (FYE) Program and courses are housed in the University College. The FYE 101 course is designed to (1) provide historical milestones about Grambling; (2) introduce the entering student to the University's academic programs, general education requirements, student handbook, University catalog, financial aid and registration processes, and University policies and procedures; making the classroom work for you; becoming a successful student; making time work for you; listening actively, taking good notes, and developing test-taking skills. The FYE 102 course is designed to (3) provide survival skills such as preparing for success in college; critical thinking; leadership, ethics, and responsibility; making healthy choices; planning for your career; and service learning; (4) through the Office of Retention, enhance student success awareness by monitoring grades and attendance, and providing campus resources and tutorial services with a special emphasis on "at-risk" students.

The University College is located in Brown Hall, Room 218.

The Writing Laboratory

Significant among the many departmentally sponsored academic support programs in the Writing Laboratory located in Woodson Hall, Room 232. The Writing Laboratory is under the direction of the Department of English and is available to all students enrolled at the University. The Writing Laboratory is maintained by an English Department faculty member. The laboratory offers assistance to students with any writing assignment. Students are encouraged to use the facility and to be prepared to engage in rewriting. Students should be recommended to use this valuable resource which exploits technology in assisting students to improve their writing.

CHAPTER V

THE FACULTY'S ROLE IN GOVERNANCE

The Faculty of Grambling State University contribute to the effective governance of the University by participating in organized meetings scheduled or called by the President or the Provost and Vice President for Academic Affairs, serving on standing committees of the faculty, or ad hoc committees of the University, and serving on University administrative councils. The Faculty addresses through formal meetings and faculty standing committees the affairs of the faculty. These include instruction, research, the curriculum, the general education program, the library and learning resources, faculty welfare, the quality of academic and student life, academic standards, financial resources, grievances and appeals of certain employment related decisions.

Faculty Meetings

Faculty members meet at the beginning of the fall and spring semesters. Updates are provided by the President and other key university administrators.

Standing Committees of the Faculty

There are seven standing committees of the faculty:

1. Academic Assessment Committee
2. Faculty Appeals Committee
3. Faculty Grievance Committee
4. General Education Committee
5. Library and Learning Resources Committee
6. Promotion and Tenure Committee
7. University Curriculum Committee

In this chapter, the function and membership of the faculty standing committees and the Faculty Senate are described. Numerous other committees are a part of the life of the University, but they function outside of the direct purview of Academic Affairs, and thus, are not detailed in this chapter.

Committee Operating Procedures

Unless otherwise noted in this chapter, faculty standing committee term limits shall be for a three year period on a revolving basis, so that no more than one-third of a committee rotates off in any given academic year. Committee members can, however, serve for two consecutive terms. Members of the faculty standing committees shall be elected unless appointment is specified.

Deans of degree-granting colleges and the Dean of the Digital Library and Learning Commons shall call for nominations of faculty members from their departments to be placed on the ballots for standing committee elections. Faculty members shall be encouraged to submit their own names for consideration. The elections shall be held no later than August 30. The Deans shall report the standing committee election results to the Provost and Vice President for Academic Affairs in writing as soon as the election results are available.

Persons serving as chairpersons shall distribute announcements of committee meetings, including agendas, to each committee member as well as to any administrative staff position that may be affected by an item on the agenda. Unless specified otherwise under the committees below, persons serving as chairpersons shall send copies of the minutes of each meeting to the Provost and Vice President for Academic Affairs, all committee members, and other key stakeholders who are affected by the work of the committee.

The Provost and Vice President for Academic Affairs shall make certain that by the fourth week of each academic year that all standing committees are fully constituted and operational. The meetings of the Faculty Appeals Committee, the Faculty Grievance Committee and the Promotion and Tenure Committee are closed. All other committee meetings are open to all members of the Faculty.

Academic Assessment Committee

The Academic Assessment Committee is a standing committee of the faculty. This committee has a primary responsibility for conducting an annual review of assessment plans for academic degree programs. The committee reviews assessment results to determine if programs are using the data to make improvements to student learning. Additionally, this committee provides feedback to faculty, Academic Deans, and the Provost/VP of Academic Affairs to support maintaining a strong assessment process. This feedback may include recommendations of workshops that should be offered. Reports by this committee shall be made to the faculty during the fall or spring Institutes.

The Academic Assessment Committee shall be comprised of nine faculty members. One faculty member will be selected by the Faculty Senate, Arts and Sciences, Business, Education, Graduate Studies, and Professional Studies. The Provost will appoint three faculty members. The members shall serve staggered three-year appointments. The chairperson of the Committee shall be elected from among the members.

Faculty Appeals Committee

The Faculty Appeals Committee (FAC) is a standing committee of the faculty whose purpose is to review and evaluate all appeals by tenured and tenure-track faculty members involving denial of promotion, denial of tenure, or non-renewal of appointment. The basis for an appeal is limited to one or some combination of the three reasons set forth in the Faculty Appeal Policy.

The FAC is composed of five tenured full professors who are appointed by the Provost and Vice President for Academic Affairs. The members serve staggered terms of three years. The Committee Chair is also appointed by the Provost and Vice President for Academic Affairs. The Committee is initially convened by the Provost after an appeal is received. The Provost will convene the FAC within ten working days of the receipt of an appeal. The Provost does not participate in the deliberations of the Committee; however, the Provost is available to the Committee for consultation. The Committee completes the evaluation of an appeal and renders findings within the ten working-day period that begins when the appeal is received by the Provost. On completion of the work of the FAC, the Committee Chair submits the findings directly to the President of the University.

The members serve staggered terms of three years. The Committee Chair is appointed from the elected members by the Provost and Vice President for Academic Affairs.

Faculty Appeal Policy

The appeal process is available to all tenured and tenure-track faculty members on the subjects of denial of promotion, denial of tenure, or non-renewal of appointment when the denial of promotion, denial of tenure, or the non-renewal is alleged to involve one of the following:

- Violation of University and/or University of Louisiana System policies and procedures
- Violation of academic freedom
- Discrimination based on age, national origin, race, religion, sex, sexual orientation, or disability.

Untenured faculty members are at-will faculty members. At-will faculty members are not guaranteed continuous employment and their termination is not a negative statement about their work performance.

The aggrieved party must file the appeal within ten (10) working days of the receipt of notification of denial of promotion, denial of tenure, or non-renewal of a faculty appointment. Failure to file an appeal within the ten-working-day period will constitute waiver of the right to file an appeal. An individual who elects to file an appeal must submit a letter addressed to the Provost and Vice President for Academic Affairs which sets forth the basis for the appeal. The basis for the appeal cannot be the substitution of the judgment of one committee for the judgment of another committee.

Any and all supporting documentation should be attached to the letter and cannot be submitted separately. An appeal and all supporting documentation will be examined and evaluated by the Faculty Appeals Committee (FAC). The Faculty Appeals Committee is not the Promotion and Tenure Committee and does not engage in substituting its judgment for that of the Promotion and Tenure Committee.

The basis of the appeal must be one or some combination of the previously stated reasons.

The Faculty Appeals Committee shall be comprised of six tenured, full professors who shall be elected as follows:

- Two from Arts and Sciences
- One each from Business
- One from Education
- One from Graduate Studies
- One from Professional Studies

The FAC will meet within ten working days of the receipt of an appeal and submit its findings within the ten-working day period to the President of the University. The President will review the findings of the FAC and accept or reject the recommendations of the Committee. The President will inform the Provost and Vice President for Academic Affairs of the decision on the

appeal and the Provost and Vice President sends the formal response to the aggrieved party setting forth the final decision from the FAC and the President.

The decision rendered is final and ends the appeal process within the University.

Faculty Grievance Committee

The purpose of the Faculty Grievance Committee shall be to review grievances that are not related to promotion and tenure and have been forwarded to the committee by the Provost and Vice President for Academic Affairs. The review process shall include conducting hearings and mediating differences. The University has a grievance procedure that is available to all employees including faculty members. A faculty member may use the faculty grievance procedure or the University grievance procedure, but not both. A faculty member with a grievance who selects one of the procedures is not free to change and then use the other one.

The Faculty Grievance Committee shall consist of seven members, one of whom shall serve as the chairperson. The colleges and the library shall each appoint one faculty representative and an alternate to serve on the committee. In addition, the Provost and Vice President for Academic Affairs shall appoint two members-at-large from the faculty. A majority of the faculty representatives shall hold tenure. The chairperson is appointed from the committee members by the Provost and Vice President for Academic Affairs.

The term of appointment shall be for three years beginning on September 1 and ending on August 30. If a member of the Faculty Grievance Committee is unable to finish a term, the Provost and Vice President for Academic Affairs shall appoint a replacement for the remainder of the term. No person on the Faculty Grievance Committee shall serve more than two consecutive (three-year) terms as either a member or as chairperson.

It shall be the function of the chairperson to (a) receive and forward communications as needed; (b) preside at meetings; (c) maintain a file of all cases that are brought to the committee; (d) question each committee member, for each case being heard, to determine if any prior relationship with the grievant might make it difficult for the member to remain impartial; and (e) receive from each member an oath of confidentiality. Should the chairperson determine that a committee member cannot maintain his/her impartiality, the chairperson officer shall inform the Provost and Vice President for Academic Affairs of the name of the committee member, who will not be allowed to participate in that particular hearing.

If the removal of a committee member will result in less than 51% tenured faculty among the faculty representatives appointed by the colleges or library, then the alternate from the affected college or library shall serve instead during the particular hearing. If the alternate is not tenured, then the Provost and Vice President for Academic Affairs shall appoint a tenured faculty member from the affected college or library to serve during that particular hearing.

If the removal of a committee member will not result in less than 51% tenured faculty among the faculty representatives appointed by the colleges or library, no alternate shall be required to serve.

In all formal proceedings, the grievant may be represented by legal counsel. The legal counsel may advise the grievant but shall not address the committee.

The chairperson, on behalf of the Faculty Grievance Committee, shall present the committee findings and recommendations in writing to the Provost and Vice President for Academic Affairs. After reviewing the committee findings and recommendations, the Provost and Vice President for Academic Affairs shall render a decision and so notify the grievant as to whether or not the committee findings and recommendations are upheld or overturned. The nature of the business of the Faculty Grievance Committee is such that records and recommendations shall be submitted only to the Provost and Vice President for Academic Affairs.

Grievance Procedure

The grievance procedure described below allows a faculty member who has a grievance (unrelated to promotion, tenure, non-renewal of contract, termination, or performance evaluation) to seek redress regarding his/her concern. The following grievance procedure applies only to those grievances for which the University has sole authority to redress an alleged misconduct.

- Any member of the University faculty who has a grievance shall first attempt to address the issue through his/her Department Head within fourteen (14) calendar days of the event / action or situation which is the basis for the grievance. The grievance must be submitted in writing. The Department Head shall attempt to resolve the grievance and respond within seven calendar days after receiving the written grievance. When the faculty member has a grievance with the Department Head, the faculty member must submit the grievance to the Dean.
- If the grievance is not settled at the department level, the faculty member may file the grievance with his/her college Dean within seven calendar days after receiving the unit administrator's written response. The Dean shall convene a committee composed of five senior, tenured faculty members from the college of the aggrieved faculty member to hear the grievance. The Dean shall designate one of the committee members as chair. This committee will render a decision and appropriate recommendations within fourteen calendar days of the receipt of the grievance by the Dean. If the faculty member is satisfied, then the issue is settled at this stage. If the faculty member is still dissatisfied, then the faculty member may appeal to the Faculty Grievance Committee, within seven calendar days after receiving the decision from the Dean. When the Dean is focus of the grievance, the Provost and Vice President for Academic Affairs receives the appeal and sends it to the Faculty Grievance Committee for action.
- The Faculty Grievance Committee shall meet with the faculty member and any other concerned parties and respond to the grievance within fourteen calendar days after receiving the appeal. The Committee shall communicate its findings and recommendation(s) to the Provost and Vice President for Academic Affairs. After reviewing the committee findings and recommendations, the Provost and Vice President for Academic Affairs shall render a decision and so notify the grievant in writing.

In this process, all proposed actions and recommendations shall be consistent with University and ULS policies. Grievances, responses, decision, and recommendations must be in writing. Failure by the aggrieved faculty member to meet the time limit at any stage of the process shall end the process at the last completed stage. All proposed actions are to be filed with the

Provost and Vice President for Academic Affairs for review and approval prior to implementation. A recommendation which is in conflict with University System policies shall be returned to the committee for revision.

General Education Committee

The General Education Committee is a standing committee of the faculty which monitors the University's General Education Program. This committee examines the management of the program and assists the University in achieving the goals of the General Education Program. It reviews all proposed changes in general education and prepares recommendations on the changes which are then reviewed by the Provost and Vice President for Academic Affairs and the Council of Academic Deans. It compiles reports developed by academic units that are responsible for the delivery of general education courses. Reports by this Committee shall be made at either the January or August meetings of the Faculty.

The General Education Committee shall be composed of nine faculty members with six members elected from the College of Arts and Sciences and one member elected from each of the other three colleges. The members shall serve staggered three-year terms. The chairperson of the Committee shall be elected annually at the August meeting from among the members. Service on the Committee shall be limited to two consecutive terms. After two consecutive terms of serving on this committee, a faculty member shall not be eligible to serve again for a period of three years.

Library and Learning Resources Committee

The purpose of the Library and Learning Resources Committee shall be to advise the Department Heads, Deans, the Provost and Vice President for Academic Affairs and the Dean of the Digital Library and Learning Commons on the following matters: (1) general library policy and collection development policy; (2) development of library resources; (3) library personnel and budget needs; (4) library physical facilities; and (5) optimization of library resources and services in support of the academic programs.

The Library and Learning Resources Committee shall periodically review the library's mission and goals; advise the Dean of the Digital Library and Learning Commons about curriculum and research materials needed to support academic programs and accreditation; evaluate library services; advise the Dean on the need for new or expanded library services; and assist the Dean with projects approved by the Provost and Vice President for Academic Affairs. This committee meets at least twice per semester.

The Library and Learning Resources Committee shall be comprised of ten full-time faculty members who shall be elected in April to serve a three-year term of service that begins with the fall semester. Each college will be represented: four faculty members from Arts and Sciences, two from Business, one from Education, and two from Professional Studies, and one from the library. At the initial meeting in August, the committee shall elect a chairperson. The Dean of the Digital Library and Learning Commons shall attend meetings of the committee and serve as a resource to aid the deliberations of the committee.

Promotion and Tenure Committee

The purpose of the Promotion and Tenure Committee is to review faculty applications for tenure and promotion and to send its recommendations to the Provost and Vice President for Academic Affairs. The Committee shall be comprised of thirteen tenured faculty members at the academic rank of associate

professor or higher. The members are elected from the colleges and the library: three from each college and one from the library. The Chairperson of the Committee is appointed from the committee membership for a three-year term by the Provost and Vice President for Academic Affairs. This committee usually meets weekly from late November through the end of March. Work on the committee is demanding and service on it is a significant contribution to University.

University Curriculum Committee

The purpose of the University Curriculum Committee shall be to evaluate and recommend proposals for new programs, program modifications, program eliminations, and other curricular changes, both undergraduate and graduate. This Committee shall monitor and examine academic standards and policies. It shall review and recommend, as appropriate, proposed changes in academic standards and policies received from the Provost and Vice President for Academic Affairs. The Committee may submit its recommendations to the Faculty Senate for advisement prior to submitting its final report to the Provost and Vice President for Academic Affairs. The Committee shall be elected as follows:

The elections for each academic college and school shall be the responsibility of the Dean. The Dean shall call for nominees from the faculty within the college. The names of these nominees shall appear on the election ballot. The election shall be held no later than August 30. The nominee receiving the majority vote will serve on the University Curriculum Committee. The elected faculty member will serve as a liaison to all Department Heads within his/her college and present all curriculum changes from his/her college to the Committee. The chairperson of the University Curriculum Committee shall be appointed from the elected committee membership by the Provost and Vice President for Academic Affairs.

The Committee shall be convened by the Chairperson monthly and may be called to meet more often if needed. Membership of the Committee shall be comprised as follows:

- One faculty member to be elected from each academic area: Arts and Sciences, Business, Education, Graduate Studies, and Professional Studies.
- One faculty member from the Colleges of Arts and Sciences, Business, Educational and Graduate Studies, and Professional Studies) and one member of the Faculty Senate to be appointed by the Provost and Vice President for Academic Affairs from nominations submitted by the respective Deans and the Faculty Senate President.
- One library faculty member (non-voting) to be recommended by the Dean of the Digital Library and Learning Commons to the Provost and Vice President for Academic Affairs.
- One representative (ex-officio, non-voting) from the Office of Enrollment Management, to be recommended by the Executive Director for Enrollment Management to the Provost and Vice President for Academic Affairs.
- One representative from the Council of Academic Deans, to be appointed by the Provost and Vice President for Academic Affairs (ex-officio, non-voting).

Faculty Senate

The Faculty Senate is an advisory body to the faculty and the administration. It is the organizational unit through which the faculty makes its major contribution to the governance of the University. The quality of academic and student life, academic standards, and financial resources are representative of the broad range of topics that the Senate may consider. It is primarily concerned with faculty welfare and seeks through its deliberations, reports, and recommendations to enhance the work and working conditions for the faculty. The Senate acts as a liaison between the faculty and the administration and seeks to foster cooperation between the various units of the University. It conducts studies recommended by the faculty, sponsors programs and activities that are of interest to the faculty. In all of its work, the Senate strives to contribute to the achievement of the University's mission.

Information on the Faculty Senate including Membership and election of Senators, Meetings, Senate Committees are found in the Constitution and By Laws of the Faculty Senate (see Appendix I).

Ad Hoc Committees

The Provost and Vice President for Academic Affairs shall periodically designate ad hoc committees for specific academic purposes (i.e. catalog, faculty handbook, etc.). The ad hoc committees shall receive their charges from the Provost and Vice President for Academic Affairs and continue to serve until their purposes are accomplished.

University Committees

These are committees whose scopes of work involve units and programs other than those found in Academic Affairs. Faculty, staff, and students are recommended for appointment to these committees by the Vice Presidents and approved by the President. A list of University Committees is found in Appendix H of this handbook. There are both ad-hoc and standing University Committees.

CHAPTER VII

EMPLOYMENT BENEFITS

The most current faculty benefits information is available at the Office of Human Resources website (<http://gsunet/hr>).

Group Health Insurance

Eligibility for Coverage

All full-time probationary and tenured faculty members who work 30 or more hours per week (full-time for insurance purposes) are eligible for hospitalization coverage. In addition, faculty members on temporary appointments which will last more than 120 days are eligible as of the 121st day of full-time employment.

Effective Dates

The coverage for faculty members who enroll in the insurance program will become effective on the first of the month, following the completion of 30 days of employment.

In the event that a faculty member does not enroll within 30 days of his effective date of employment, the effective date shall be determined by the State Employees' Group Benefits Program, and proof of insurability will be required. The cost to provide this benefit is shared by the University and the faculty member.

Group Term Life Insurance

A regular University faculty member is eligible for coverage under a group term life insurance plan. The face value is based on the faculty member's annual salary and age, not to exceed a maximum of \$50,000 in coverage. This is an optional plan, with the University and the faculty member sharing in the cost of the life insurance. The faculty member is totally responsible for the premiums on dependent life insurance coverage. In the event that a faculty member does not enroll within 30 days of his/her effective date of employment, the effective date is determined by the State Employees Group Benefits Program and proof of insurability will be required.

On July 1 of the year that a faculty member attains ages 65 and 70, the value of the insurance reduces from the original face amount: 25% at age 65 and 50% at age 70. Refer to plan booklet for details.

Supplemental Group Term Life Insurance

A regular University faculty member is eligible for supplemental group term life insurance in amounts up to \$100,000 guaranteed issue with no medical information needed if enrolled within 31 days from the effective date of employment.

Long-Term Disability (Salary Continuation)

Long-term disability coverage is optional for full-time (32 hours per week or equivalent) faculty members. Coverage provides up to sixty percent of the faculty member's salary for total disability. Faculty members who are eligible must elect to purchase the insurance within 31 days of the date they become eligible, or else proof of good health will be required.

Flexible Fringe Benefits Plan

Commonly referred to as a "cafeteria plan," faculty are allowed to tax shelter payroll contributions to a fringe benefits plan under Section 125 of the Internal Revenue Code. Participation in this program results in a reduction of taxable income, which increases spendable (net) income.

Other Insurance Benefit Plans

Group dental and cancer plans through payroll deduction are available for full-time faculty members. These programs are ones in which the faculty/staff member pays the full insurance premium.

Workman's Compensation/Leave

To provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness, faculty members are covered by Workman's Compensation insurance. The amount of the benefits payable and the duration of payment depend on the nature of the injury or illness, and the faculty member's salary. In general, all usual and customary medical expenses incurred in connection with an injury or illnesses are paid and partial salary payments are provided beginning after the 7-day waiting period.

If a faculty member is injured or becomes ill while on the job, a report must immediately be filed on such injury or illness with the faculty member's immediate supervisor or academic unit head (department, college, school or library) and with the Office of Safety and Risk Management. This ensures that the University can assist in obtaining appropriate medical treatment and payment.

Faculty members are entitled to all necessary and reasonable medical expenses associated with the injury as provided by Louisiana Workman's Compensation Law. The faculty member becomes eligible for temporary total benefits after the doctor certifies the faculty member as being unable to work and the faculty member has been out for 7 days following the injury. Workman's Compensation is computed at 66% or 2/3 of the faculty member's average weekly earnings or a maximum which is determined by the state (subject to change). Wages lost during the first 7 days after the injury are not replaced unless the faculty member is off the job for more than 42 days. Typically, the faculty member uses accrued sick leave and stays in full pay status with the University. The check for the faculty member's Temporary Total Benefits is sent to the Office of Human Resources and at that time the faculty member is asked to sign the check over to the University. The check is to be presented to the Cashier in the Accounting Office. The check stub and the original receipt are given to the faculty member. The amount of leave that the check will buy back is determined by dividing the faculty member's hourly rate of pay at the time of the accident into the amount of the check. The amount of the check then converts to leave time and that amount of time is added back to the faculty member's existing leave balances. If the faculty member does not have a sufficient amount of leave to use, then the faculty member may receive the Workman's Compensation check.

For additional information, faculty members should contact the Office of Safety and Risk Management.

Note: The faculty member cannot simultaneously receive the Workman's Compensation check and a full payroll check.

Retirement

Teachers' Retirement System of Louisiana (TRSL)

Most faculty and unclassified faculty members are members of the Teachers' Retirement System of Louisiana (TRSL). However, not all faculty and unclassified faculty members are eligible for this retirement system.

Faculty members are eligible for membership if they have an appointment of one full year or more at 50% or greater full-time employment. An unclassified staff member with an appointment of one full year or more at 51% full-time employment or greater is also eligible for membership. Nonresident aliens (J or F Visa) are not eligible for membership in a retirement plan.

Deferred Retirement Option Plan (DROP)

The Deferred Retirement Option Plan (DROP) is an optional program in which a member of the TRSL chooses to freeze his/her regular monthly retirement benefit and to have this benefit deposited each month in a special account at TRSL while *he/she continues to work and draw a salary* from the University.

A member must specify the consecutive period of time he/she plans to participate in DROP (any period of time up to two or three years, depending on eligibility).

Once this participation period begins, the decision to participate is *irrevocable* and the period of participation *cannot* be extended. The participation period may only be *shortened* by the termination of employment or death.

During DROP, a member's pay may increase because neither member nor employer makes retirement contributions to TRSL. At the end of DROP, the member may either (1) terminate employment and begin regular retirement or (2) continue working and contribute to TRSL.

If the member retires, he/she may begin withdrawing funds from the DROP account. If the member continues working, he/she cannot make withdrawals from the DROP account during continued employment, and the contributions of the faculty member and the employer to TRSL must resume. The member earns additional service credit to the period of continued employment. Members who terminate DROP early do *not* lose funds already deposited in their DROP accounts.

There are strict regulations for returning to work as a DROP participant who has actually retired. Prior clearance must be granted from the TRSL. For information on eligibility for DROP and making DROP application, faculty members should contact the Office of Human Resources.

Optional Retirement Plan (ORP)

The Optional Retirement Plan (ORP) is an alternative retirement plan available to faculty members of public institutions of higher education. The ORP allows portability of retirement contributions because the retirement benefit plan is provided by a private carrier.

Faculty members who choose to participate in an ORP do not contribute to TRSL and waive all rights to TRSL retirement, survivor, and/or disability benefits otherwise provided by LA. R.S. 11:726 and 11:926(B).

University Leave Policies

Faculty Leave

Faculty leave is leave granted to faculty members employed on the nine or ten-month (academic year) basis in lieu of annual leave and is comprised of the days between terms and at holiday periods when students are not in classes.

Annual Leave

Annual leave is leave with pay granted ONLY to 12-month faculty members for the purpose of rehabilitation, restoration, maintenance of work efficiency, or attention to other personal concerns.

Sick Leave

Sick leave is leave with pay granted to faculty members who are suffering with a disability which prevents them from performing their usual duties and responsibilities or who require medical, dental, or optical consultation or treatment.

Compensatory Leave

Compensatory leave is leave accrued and used by unclassified employees for work and duties performed in excess of the normal 40-hour work week. Compensatory leave shall not be earned by the following University personnel: President, Vice Presidents, Associate Vice Presidents, Deans, Associate Deans, Executive Directors, associate directors, Assistant Directors, Department Heads, Executive Assistants, Academic Program Coordinators, Athletic Coaches, and Faculty Members.

Leave Records for Faculty

Attendance and leave records shall be maintained for all faculty.

Full-time Faculty

For purposes of leave, the workweek is 40 hours per week for full-time faculty members. The purpose of establishing the 40-hour week is to provide a system of accounting for the taking of leave. It is understood that some faculty work is done outside the classroom and office, such as in the library, laboratories, as well as off-campus sites.

Part-time Faculty

For purposes of leave, the workweek for part-time faculty is proportionate to the provisions of the previous paragraph for full-time faculty members.

Annual Leave for 12-Month Faculty

Annual leave earned shall be based on the number of years of full-time state service and shall be credited at the end of each calendar month in accordance with the following general schedule:

Days of Annual Leave Earned Per Month By 12-month Faculty

Years of Service	Less Than 3	3 to Less Than 5	5 to Less Than 10	10 to Less Than 15	15 and over
Days Earned Per Month (hours)	1 (8 hours)	1 ¼ (10 hours)	1 ½ (12 hours)	1 ¾ (14 hours)	2 (16 hours)

No 12-month faculty member shall be credited with annual leave for any calendar month until completion of that calendar month; or during which the faculty member was on leave without pay for ten or more working days; or while serving in the military.

Accrued unused annual leave earned by a twelve-month faculty member shall be carried forward to succeeding years without limitation.

When a faculty member changes position from one state agency to another, the faculty member's accumulated annual leave shall be forwarded to the new agency and shall be credited to the faculty member.

Legal holidays, state-designated holidays, days of local conditions, celebrations, similar periods when designated, announced, and observed by the University, shall not be charged to annual leave.

Annual leave shall be applied for in advance by the faculty member and may be taken only when approved by the immediate supervisor. The appointing authority (unit head) must approve the leave form prior to the leave being taken. Requirements concerning the use of annual leave include the following:

- An appointing authority may require a faculty member who has sufficient annual leave to take annual leave whenever the authority feels that is best for the faculty member or the appointing authority.
- Except when given special advance approval for absence from duty, a faculty member must be engaged in teaching, research, or service, or other University related work.
- Upon resignation, retirement, death, removal, or other termination of employment of a faculty member, annual leave up to a maximum of 300 hours and properly accrued shall be computed and the value thereof shall be paid to the faculty member or the heirs, provided that the annual leave has been accrued under established leave regulations and attendance records have been maintained for the faculty member by the appointing authority. Such pay shall be computed at the faculty member's base rate of pay at the time of termination.

Sick Leave for Faculty

Sick leave for faculty members shall be earned by those who have a regular full-time appointment. The earning of such leave shall be based on the number of years of full-time state service and shall be credited at the end of the calendar month, in accordance with the following general schedule:

Days of Sick Leave Earned Per Month By Faculty

Years of Service	Less Than 3	3 to Less Than 5	5 to Less Than 10	10 to Less Than 15	15 and over
Days Earned Per Month (hours)	1 (8 hours)	1 ¼ (10 hours)	1 ½ (12 hours)	1 ¾ (14 hours)	2 (16 hours)

- *Exceptions to Earning of Sick Leave.* No faculty member shall be credited with sick leave for any calendar month until completion of that calendar month as a faculty member. Nine-month faculty employed during the summer shall accrue sick leave prorated according to the period of employment; for example, a faculty member employed for nine weeks in the summer and who has less than 3 years of service shall be credited with 2.25 days.
- *Accrued Sick Leave.* Accrued unused sick leave earned by a faculty member shall be carried forward to the succeeding years without limitation.

- *Change of Employment within State Agencies.* When a faculty member changes position from one state agency to another, the faculty member's accumulated sick leave shall be forwarded to the new agency and shall be credited to the faculty member.
- *Required Approval.* The supervisor of the faculty member's academic unit (department, division, school or library) must sign the appropriate leave form to ensure that the sick leave request is approved.
- *Sick Leave Utilization.* Sick leave with pay may be taken by a faculty member with sufficient leave to his/her credit for the following reasons: (1) illness or injury which prevents performance of work duties; or (2) medical, dental, or optical consultation or treatment.
- *Charging of Sick Leave.* Sick leave shall be charged on an hourly basis.
- *Maternity Use of Sick Leave.* A faculty member may use sick leave for maternity purposes when her postnatal or prenatal condition prevents the performance of usual duties, provided the faculty member has sufficient sick leave credit. The time limit for the use of sick leave for a prenatal or postnatal condition shall be six weeks unless a physician certifies the faculty member's inability to work.
- *Limitation on Monetary Benefits of Unused Sick Leave.* Upon death or retirement of a faculty member, sick leave accrued to his or her credit shall be computed and the value thereof shall be paid to the faculty member or his/her heirs, provided that the sick leave has been accrued under established leave regulations and a daily attendance record has been maintained for the faculty member by the faculty member's supervisor. The payment shall not exceed the value of 25 teaching days and the rate of pay shall be computed using the base rate the faculty member is receiving at the time of retirement or death.

Leave for Civil and National Service

A faculty member shall be given time off without loss of pay, annual, or sick leave for civil and national services. The following are recognized by the Board of Supervisors as appropriate reasons:

- Performance of jury duty;
- A summons to appear as a witness before a court, grand jury, or other public body or commission;
- Performance of emergency civilian duty in relation to national defense;
- Voting in a primary, general, or special election during the faculty member's scheduled work day, provided that not more than two hours of leave shall be allowed a faculty member to vote in the parish where he/she is employed, and not more than one day to vote in a parish other than the one where he/she is employed;
- The appointing authority determines that faculty members are prevented from performing their duties by a natural disaster; and

- The appointing authority determines that local conditions or celebrations make it impracticable for faculty members to work.

Family and Medical Leave Act (FMLA) of 1993

Grambling State University faculty members who have been employed for at least 12 months and have actually worked at least 1,250 hours in the preceding 12-month period shall be eligible to take up to twelve (12) weeks a year of unpaid job-protected leave for certain family and medical reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the faculty member's child after birth, or placement for adoption or foster care;
- To care for the faculty member's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the faculty member unable to perform normal teaching duties.

Military Family Leave Entitlements

Faculty members with a spouse, son, daughter, or parent on active military duty or called to active duty may use FMLA for certain qualifying exigencies (see Office of Human Resources for details). FMLA also allows a leave of up to 26 weeks to care for a covered service member during a single 12-month period (see Office of Human Resource Policy Manual or the University website for details).

When a faculty member has accumulated unused sick and annual leave and requires leave for the faculty member's own medical condition, the faculty member shall take the paid leave prior to going on Leave Without Pay (LWOP). When a faculty member has accumulated annual leave and requires leave for a qualifying event other than the faculty member's own medical condition, the faculty member shall take the paid leave.

Funeral Leave

Faculty may be granted time off without loss of pay, annual leave, or sick leave when attending the funeral or burial rites of a spouse, parent, step parent, child, step child, brother, step brother, sister, step sister, mother-in-law, father-in-law, grandparent, step grandparent, or grandchild, provided that such time off shall not exceed two days on any one occasion.

Maternity Leave

Any faculty may request leave for maternity purposes, provided such a request is supported by a medical statement from the attending physician which specifies the date that the faculty member shall cease work, the anticipated date of delivery, and the date of return to work. Sick leave shall be used for this purpose when postnatal and prenatal conditions prevent the performance of usual duties if the faculty member has sufficient sick leave credit. The maximum time allowed to use sick leave for maternity reasons is twelve weeks, unless a physician certifies that the faculty member is unable to return to work. This process also requires the processing of the Family Medical Leave Act (FMLA) form instead of the regular leave forms.

A faculty member who has exhausted available sick leave may elect to use other leave that s/he might have available and may be given leave without pay for the remainder of the time needed for recuperation prior to return to work. A faculty member will not be granted leave without pay until all other types of leave available for this purpose have been exhausted.

Military Leave

Faculty members who are members of a reserve component of the armed forces of the United States or the National Guard shall be granted leaves of absence from their positions without loss of pay, time, or annual or sick leave when ordered to active duty for field training or training authorized in lieu of field training when the individual is given credit for such training and when such training does not exceed 15 working days per calendar year.

Faculty members who are inducted or ordered to active military duty to fulfill reserve obligations or who are ordered to active duty in connection with reserve activities for indefinite periods or for periods in excess of their annual field training shall be ineligible for leave with pay. These faculty members have the right to return to their positions once military service has been completed.

Other Categories of Leave

The University also recognizes the following other categories of leave for its faculty members:

- *Disabilities under Workmen's Compensation.* When a faculty member is absent from work due to disabilities for which he/she is entitled to Workmen's Compensation, the faculty member may, at his/her option, use sick or annual leave or any appropriate combination of sick and annual leave (not to exceed the amount necessary) to receive total payment for leave and Workmen's Compensation in accordance with law.
- *Personal Emergencies.* On the recommendation of the Provost and Vice President for Academic Affairs, the President may grant a full-time faculty member leave with pay to attend to personal emergency. Such time may be charged against an accrued sick leave balance of the faculty member.

Leaves of Absence

The University of Louisiana System Board of Supervisors policy relative to leaves of absence is presented below.

Application Procedure

A faculty member requesting a leave of absence shall make application at the institution and, with the recommendation of the Institution President; it shall be forwarded to the System President for Board consideration approval.

Length of Leaves

Leaves of absence, other than for military leave, shall not exceed one year at a time. Faculty personnel on military leave (or special leave for war-connected services) from the institution

shall be re-employed by the institution at the beginning of the next semester (or quarter) after the date on which the institution head shall receive written notification that such person wishes to return to his/her position, provided that such notification shall be given within 40 days after honorable discharge or termination of assignment from the armed forces.

Sabbatical Leave

Provision for leave with pay for the purpose of professional improvement, or for the purpose of renewal, is a well-established administrative device intended to improve the quality of higher education professional service. The Board recognizes that such a policy is justifiable and desirable and, therefore provides for leaves of absence for full-time members of the faculty under the conditions specified below.

"Faculty" is defined in LSA-R.S. 17:3304 as follows: "Members of the instructional staff of each college and university having the rank of instructor or higher and persons engaged in library, artistic, research, and investigative positions of equal dignity, shall constitute the faculty of each college and university. The Head of each college or university and its academic officers shall be members of the faculty."

- For the purpose of professional or cultural improvement, or renewal, this leave may be granted for two semesters (52 weeks for 12-month faculty members). It may be granted following any six or more consecutive fiscal years of active service in the institution where such individual is employed. An individual may not accumulate time in an attempt to qualify for more than one consecutive year of such leave. Leave also may be granted for one semester (26 weeks for 12-month faculty members) following three or more consecutive years of such service by an individual, provided that absence due to sick leave shall not be deemed to interrupt the active service provided for herein. A sabbatical leave taken during a summer session shall be considered a semester for leave purposes.
- The compensation from the state for the period of leave approved shall be at the rate of not more than 75 percent of the salary the individual will receive during the current fiscal year for the period of time the leave is applied for and granted. The University and the faculty member shall contribute to the retirement system on the basis of the full annual salary rate. Compensation payable to persons on leave shall be paid at the times at which salaries of the other members of the teaching staff are paid and in the same manner.
- In those cases where the faculty member or administrator receives outside compensation, such payment is to be approved in writing and in advance by the President as supportive of the purposes of the leave. If outside compensation plus paid leave would exceed the regular salary, the leave pay will be reduced so that the institution will pay no leave if the outside compensation equals or exceeds the regular pay.
- After each leave period is completed, evidence as determined by the institution must be submitted to the appropriate supervisor to verify that the purpose for which the leave was granted has been achieved.
- At no time during any semester of an academic year shall the number of persons on leave with pay (except sick leave) exceed 5 percent of the total faculty.

- In accepting a leave of absence with pay, the faculty member shall be understood to assume a legal obligation as listed in Acts 1991, 858 (R.S. 17:3328) to return to the institution for at least one year of further service.
- Individuals accepting sabbatical leave (with pay) are cautioned about prohibitions against dual appointments or dual employment as described in LSA-R.S.42:63.
- Sabbatical leave shall be granted only with prior Board approval. (ULS Board Policy Number FS-III.V.D.-1)

Leave without Pay

Leave without pay may be granted to faculty for good cause for a period up to but not exceeding one year providing the reasons are acceptable to the University and the operations of the granting department are not seriously affected. Requests for extended leave without pay require approval of the Department Head, Dean, Provost and Vice President for Academic Affairs, President, and the University of Louisiana System Board of Supervisors.

After each leave period is completed, evidence as determined by the University must be submitted to the appropriate supervisor of the faculty member's academic unit (e.g., department, school, division, or Library) to indicate that the purpose for which the leave was granted has been achieved.

Forfeiture of Tenure or Employment

Refusal by a faculty member or administrator to comply with the provision of this leave and sabbatical leave policy may result in the forfeiture of tenure and/or employment.

Requests for Leave with Pay

The following procedure describes the handling of requests for leave with pay:

1. A faculty member desiring leave for a given period of time will initiate the request by submitting the required leave form with an attached statement that details the following: (a) his/her desire and plan, (b) his/her qualifications, and (c) any other data deemed pertinent. Those attending summer institutes (or other short period arrangements) and receiving stipends should contact their Dean regarding the leave. When the academic year leave requested is to be without pay, the faculty member shall indicate this.
2. The leave plan attached to the leave form should be addressed to the Provost and Vice President for Academic Affairs but should be forwarded through the faculty member's Department Head and Dean.
3. The Department Head and Dean will note "approved" or "disapproved," date the notation, initial the notation, and forward the request without undue delay. If additional comments relative to the approval or disapproval are deemed important, the Department Head and Dean should attach a memorandum before forwarding the request to the Provost.

4. Those whose leave applications are not accepted will be notified immediately not to expect leave for the period requested.
5. After each leave period is completed, evidence as determined by the Department Head and Dean must be submitted to the Department Head to verify that the purpose for which the leave was granted has been achieved.

CHAPTER VIII

UNIVERSITY POLICIES APPLICABLE TO FACULTY

As part of a newly appointed faculty member's orientation, s/he shall be referred to the latest versions of the Faculty Handbook and University catalog on the university website. Pertinent Board of Supervisors policies shall be distributed or made available to faculty members in obvious places such as the library and the University website.

Oath of Allegiance

The Louisiana Revised Statutes (42:52) require all academic faculty members to sign an Oath of Allegiance at the time of initial appointment.

Disruption of the Educational Process

The University is committed to the solution of problems and controversies by the method of rational discussion. Acts of physical force or disruptive behavior which interfere with University activities, freedom of movement on the campus, freedom of listening or hearing, or freedom for students to pursue their studies are the antithesis of academic freedom and responsibility, as are acts which in effect deny freedom of speech, freedom to be heard, or freedom to pursue research of their own choosing to members of the faculty or invited guests of the University.

In 1969, the Louisiana Legislature authorized the use of force (Act 58) with "all means available to the governor" in order to prevent any person (including faculty members) from disrupting the educational process or damaging University property. As found in the Louisiana Revised Statutes (17:3101 et al.), faculty members are subject to immediate dismissal if they willfully interfere with or disrupt the normal educational process or administration of the University.

Consulting/External Employment

The University of Louisiana System policy, outlined below, relates to employment directly undertaken by faculty members of System institutions (such as Grambling State University) with outside employers or to self-employment (including consulting) and does not relate to employment in which arrangements are made officially through the University by contracts with or grants to the University.

Outside Employment

Full-time faculty members may engage in outside activities, paid or unpaid, which do not conflict, delay or in any manner interfere with instructional, scholarly, or other services they must render in the nature of their college or university employment. Full-time faculty members who are presently engaged, or who plan to engage, in such activities outside of their broad institutional responsibilities, during any period of full-time employment by the institution, shall report to their Department Head and Dean, in writing the nature and extent of such activities, and the amount of time the work will require. In all such instances, the Department Head and Dean shall forward the report to the Provost and Vice President for Academic Affairs who will submit it to the President.

No full-time faculty member shall engage in such outside employment (or continue such employment if already so engaged) without the written approval of the Department Head and Dean. In the event that either the Department Head or the Dean believes that such outside employment involves, or may involve, a matter of public interest or interfere with duties to the institution, the matter shall be referred through the appropriate channels to the President or his or her designee for approval. It is the responsibility of faculty members to make clear to any outside employer that in accepting such employment they do so as individuals independent of their capacity as members of the University. This might best be accomplished by providing the outside employer with a written statement to the effect that the views expressed by the faculty member while working for the outside employer are those of the faculty member and do not necessarily reflect the views of Grambling State University.

In no case should the faculty member concerned use the name of the institution, college, or university title officially, or in any way, in support of any position taken. The institution recognizes the fact that faculty members qualify as experts because of training and experience. Therefore, biographical data, including a statement of employment by the college or university, may be included as introductory material to written reports (but not incorporated in the body of the written report) by the outside employer, or orally in the case of expert witness, by way of establishing the writer, a qualified expert. Institutional resources shall not be used for personal gain. No college or university personnel, laboratories, services or equipment are to be used without administrative authorization in connection with outside employment of college or university faculty members.

A comprehensive policy regarding procedures on "Outside Employment of University Faculty Members" may be found in Appendix J.

Dual Employment

University faculty are prohibited by the State of Louisiana Dual Employment Law (199LA R.S. 42:63) as follows:

- No person holding an elective office, appointive office, or employment in any of the branches of state government or of a political subdivision thereof shall at the same time hold another elective office, appointive office, or employment in the government of a foreign country, in the government of the United States or in the government of another state. However, a person holding employment in the government of the United States and at the same time holding an appointive office in a political subdivision of the state shall not be in violation of this Subsection, unless the particular nature of his employment in combination with the duties and interests of his appointive office in a political subdivision of this state is otherwise prohibited by this Part or is found to be adverse to the public interest as set forth in R.S. 42:61.
- Except as otherwise provided by the Louisiana constitution, no person holding office or employment in one branch of state government shall at the same time hold another office or employment in any other branch of the state government.

- No person holding an elective office in the government of this state shall at the same time hold another elective office, a full-time appointive office or employment in the government of this state or in the government of a political subdivision thereof.
- No person holding elective office in a political subdivision of this state shall at the same time hold another elective office or full-time appointive office in the government of this state or in the government of a political subdivision thereof. No such person shall hold at the same time employment in the government of this state, or in the same political subdivision in which he holds an elective office. In addition, no sheriff, assessor, or clerk of court shall hold any office or employment under a parish governing authority or school board, nor shall any member of any parish governing authority or school board hold any office or employment with any sheriff, assessor, or clerk of court.
- No person holding a full-time appointive office or full-time employment in the government of this state or of a political subdivision thereof shall at the same time hold another full-time appointive office or full-time employment in the government of the state of Louisiana, in the government of a political subdivision thereof, or in a combination of these.
- No person holding an elective office in any branch of state government shall contract, on a full-time basis, to provide health or health-related services for any agency of state government. No person engaged in a contract on a full-time basis with any agency of state government to provide health or health-related services shall hold an elective office in any branch of state government.

University faculty are further prohibited, by the State of Louisiana Dual Employment Law (1993 LA R.S. 42:63), from holding two full-time appointive or employment positions in state or local government, but anything less would generally be permissible. (Op. Atty. Gen., No. 87-241, May 15, 1987). Faculty members should note that, according to the State of Louisiana Dual Employment Law (1993 LA R.S.42:66), nothing in this part shall be construed to prevent a school teacher or person employed in a professional educational capacity in a grade school, high school, other educational institution, parish or city school board from holding at the same time an elective or appointive office.

Sexual Harassment

The policy of the University has always been that all faculty members should be able to enjoy a working environment free from all forms of discrimination, including sexual harassment.

Sexual harassment is a form of misconduct which undermines the integrity of the employment relationship. No faculty member, male or female, should be subjected to unsolicited and unwelcomed sexual overtures or conduct, either verbal or physical.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior which is unwelcomed, is unwanted, is personally offensive, and debilitating. Such behavior creates an intimidating, hostile or offensive working environment which interferes with work effectiveness.

Such unwelcomed conduct, whether committed by a faculty member, student, or third party, is specifically prohibited by this policy. Violation of the Sexual Harassment Policy includes, but is not limited; to repeated offensive sexual flirtations, unwanted and unwelcomed sexual advances or

propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading verbal comments of a sexual nature about an individual or his or her appearance; or the display of sexually suggestive objects or pictures.

Unwelcome sexual advances, requests for sexual favors, and other physical, verbal or visual conduct based on sex constitute sexual harassment when (1) submission to the conduct is an explicit or implicit term or condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Sexual harassment is threatening, demeaning, and humiliating, ridiculing, conduct. It unreasonably interferes with a person's ability to perform academically or on the job.

No one should imply or directly convey that the cooperation of a student, staff member or faculty member with a sexual advance (or refusal thereof) will have any effect on the individual's academic pursuits, employment, assignment, compensation, advancement, career development, or any other condition of employment.

If it is determined that a violation of this policy has occurred, appropriate disciplinary action up to and including termination may be taken.

The University discourages any type of sexual relationship between supervisors and their subordinates or between faculty and students.

Members of the University community who make false and malicious complaints of sexual harassment will be subject to disciplinary action.

Retaliation against any complainant making a good faith complaint under this policy or retaliation against witnesses assisting in an investigation of a complaint is expressly prohibited by this policy. Retaliatory words or behavior that punish or threaten to punish a complainant for making a complaint of sexual harassment under this policy or that punish or threaten to punish witnesses assisting in the investigation of a complaint are strictly prohibited.

Faculty should address any questions regarding either this policy or a specific factual situation to the appropriate supervisor or to the University Equal Employment Opportunity/Wage and Salary Officer.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) forbids discrimination based on disability in the areas of employment, public accommodations, government services, transportation, and communications. Qualified individuals are those with a disability who, with or without reasonable accommodations, can perform the essential functions of the employment position that such individuals hold or desire. Those protected by the ADA include, but are not limited to, persons with such conditions as the following: hearing, speech and visual impairments, paraplegia and epilepsy, past alcohol use, past drug use, and AIDS if there is no direct threat to the health and safety of others.

The University will take affirmative action to ensure that the provisions of the ADA are implemented at all levels of administration. An individual with a disability under the ADA is a person who has a

physical or mental impairment that substantially limits one or more "major life activities," who has a record of such impairment, or who is regarded as having such impairment. "Major life activities" are those that an average person can perform with little or no difficulty, such as walking, breathing, seeing, hearing, speaking, and working.

A faculty member or a faculty-member applicant with a disability is someone who satisfies skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of that position.

"Reasonable accommodation" may include, but is not limited to, making existing facilities used by faculty members readily accessible to and usable by persons with disabilities; job restructuring; modification of work schedules; providing additional unpaid leave; reassignment to a vacant position; acquiring or modifying equipment or devices; adjusting or modifying examinations, training materials, or policies; and providing qualified readers or interpreters. Reasonable accommodation may be necessary to apply for a job, to perform job functions, or to enjoy the benefits and privileges of employment that are enjoyed by people without disabilities. The University is not required to lower academic or production standards to make an accommodation, nor is it, in general, obligated to provide personal use items such as eyeglasses or hearing aids.

The University shall make a reasonable accommodation to an individual whose disability "qualifies" according to the ADA, unless doing so would impose an "undue hardship" on the operation of business. "Undue hardship" means an action that requires significant difficulty or expense when considered in relation to factors such as the size, financial resources, nature, and structure of the University's operation.

Before making an offer of employment, no University faculty member shall ask a job applicant about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform job functions. A job offer may be conditioned on the results of a medical examination but only if the examination is required for all entering faculty members in the same job category. Requiring medical examinations of University faculty members must be job-related and consistent with business necessity.

Faculty members and applicants currently engaging in the illegal use of drugs are not protected by the ADA. Tests for illegal use of drugs are not considered to be medical examinations and, therefore, are not subject to the ADA restrictions on medical examinations. The University shall hold individuals who are illegally using drugs or who are using alcohol to the same standards of performance that are applied to other faculty members.

The University provides equal opportunity and access for persons with disabilities. Students with disabilities participate in curricular and non-curricular activities. Additional information can be obtained from the Equal Employment Opportunity Office and the University website.

Family Education Rights and Privacy Act

In accordance with the Family Education Rights and Privacy Act of 1974 (P.L. 93-380, Section 513, amending the General Education Provisions Act, Section 438), students enrolled at the University have the right to access their official records as described in the Act.

The Family Education Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Faculty members should be aware that access to and release of the student's academic record is restricted to the student concerned, to others with the student's written consent, to officials within the school, or to a court of law.

Drug-Free Workplace Policy

In order to ensure compliance with the Drug-Free Workplace Act of 1988, faculty members are urged to give immediate attention to the following statement of policy on the prohibition of unlawful controlled substances and the penalties for violation of this policy: "The unlawful manufacture, distribution, dispensation, possession, consumption, or use of a controlled substance is prohibited while on property owned or leased by the University. Faculty members are prohibited from reporting to work under the influence of non-prescribed controlled (illegal) substances."

Failure to adhere to this policy may result in disciplinary action, up to and including termination.

Because Grambling State University is concerned with the well-being of students, faculty and staff, with the successful accomplishment of the University's mission and goals, and with the need to maintain faculty member productivity, the University is committed to achieving a drug-free workplace by demonstrating to faculty members who are drug users and potential drug users that illegal drugs will not be tolerated in the workplace. At the same time, the institution conditionally supports the efforts of faculty member drug users who voluntarily seek rehabilitation through the University's Faculty member Assistance Program.

Supervisors are charged with the responsibility of making each and every person under their supervision aware of the foregoing policy statement. Supervisors are further charged to be alert to any possible violation of this policy and to take the appropriate steps to enforce it within their area and the larger campus community.

To educate faculty members on the dangers of drug abuse, the University has established a drug-free awareness program. Periodically, faculty members will be required to attend training sessions at which the dangers of drug abuse, University policy regarding drugs, the availability of counseling, and the Faculty Member Assistance program will be discussed. Faculty members convicted of controlled substance-related violations in the workplace (including pleas of nolo contendere, i.e., no contest) must inform the University within five days of such conviction of pleas. Faculty members who violate any aspect of this policy may be subject to disciplinary action up to and including termination.

No-Smoking Policy

It is the policy of the University to comply with Louisiana Revised Statutes 40:1300.21-1300.26 and to provide a safe learning and working environment for students and faculty members. It is recognized that smoke from cigarettes, pipes and cigars is hazardous to health. Therefore, it is the goal of the University to offer a smoke-free environment to the greatest extent practicable. Smoking is prohibited in all University buildings. Smoking is only permitted outside University buildings as long as faculty members who are smoking do not block a public access doorway or deface University property.

Human Immunodeficiency Virus (AIDS)

A faculty member who has tested positive for the AIDS virus, but is medically certified as able to function and meet the demands of academic work as a university professor, is to be given the same considerations available to any other faculty member.

APPENDIX A

GOVERNING BOARDS

LOUISIANA BOARD OF REGENTS

1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802
(225) 342-4253

The Board of Regents, a state agency created by the 1974 Louisiana Constitution, coordinates all public higher education in Louisiana. The Board began operations January 1, 1975, succeeding the Coordinating Council for Higher Education.

The 15 volunteer members of the Board of Regents are appointed by the Governor to six-year, overlapping terms, with at least one (but not more than two) Regents drawn from each of Louisiana's seven Congressional districts. In addition, the Louisiana Council of Student Body Presidents appoints one student member as its representative on the board.

Policies and decisions of the Board of Regents are administered by a full-time staff headed by the Commissioner of Higher Education.

Kim Hunter Reed, Ph.D.

Commissioner of Higher Education

2019 Board Members

Marty J. Chabert, *Chair*
Collis B. Temple, III, *Vice Chair*
Blake R. David, *Secretary*
Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Charles R. McDonald
Darren G. Mire
Sonia A. Perez
Wilbert Pryor
T. Jay Seale, III
Gary Solomon, Jr.
Gerald "Jerry" Theunissen
Felix R. Weill
Jacqueline Vines Wyatt
William Jewell, *Student Member*

UNIVERSITY OF LOUISIANA SYSTEM (ULS)

1201 N. Third Street, Suite 7-300

Baton Rouge, LA 70802

225.342.6950

ULSystem@ulsystem.edu

The University of Louisiana System is a public, multi-campus university system dedicated to the service of Louisiana and its people. The System offers a broad spectrum of educational opportunities ranging from technical training at the associate level to research at the doctoral level. It encompasses nine diverse higher education institutions: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans.

The 16-member Board of Supervisors for the University of Louisiana System is the management body of nine public universities. The Governor appoints 15 members to six-year terms. One student member is selected by UL System SGA Presidents each May.

Dr. Jim Henderson

ULS President

Mark Romero, *Chair*

James Carter, *Vice Chair*

Elizabeth Pierre, *Parliamentarian*

Jimmy Clark

John Condos

Edward J. Crawford, III

Lola Dunahoe

Pamela Egan

Thomas Kitchen

Mimi Methvin

Shawn Murphy

Alejandro "Al" Perkins

Virgil Robinson

Kristine Russell

Joe Salter

Rachel Lautiger, *Student Member*

APPENDIX B
POSITION DESCRIPTIONS

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: President
Division: Office of the President
Reports Directly To: University of Louisiana System President

I. PURPOSE OF POSITION

The President, as chief executive officer of the University, reports directly to the President of the University of Louisiana System who, in turn reports directly to a sixteen member Board of Supervisors. The President has the delegated authority for the management of the University. The President works to advance the mission of the University and articulates a vision for the University that inspires its varied constituencies to contribute to the University's growth and development. The President should be an experienced and successful leader who has a distinguished record of executive leadership, teaching, community engagement, and service.

II. QUALIFICATIONS/REQUIREMENTS

- An earned doctorate or professional degree from a regionally accredited university.
- A record of achievement as a scholar, teacher, or administrator.
- At least fifteen years of experience in leadership positions in higher education.
- A history of working with diverse groups.
- A history of successful development work in higher education.
- A history of community engagement activities that resulted in benefits to the community.
- An overall record of outstanding leadership.

III. DUTIES AND RESPONSIBILITIES

Leadership & Vision

- A. Work with the System President to represent the University as its chief spokesperson with key constituencies including local, state, and federal legislators and agencies to build community support and good will;
- B. Foster an environment that will support the development of academic and service programs with a global focus;
- C. Engage in activities that build a strong pipeline of resources to sustain the University in its efforts to serve the people of the State of Louisiana;
- D. Strengthen partnerships in the community to increase opportunities for students and faculty to participate in civic engagement;
- E. Encourage an entrepreneurial, creative, strategic spirit of leadership as a practiced approach of University leadership; and

- F. Display knowledge of and experience with issues regarding diversity, equity, and inclusion. Demonstrate active leadership in the development, implementation, and maintenance of diversity initiatives in regard to faculty, staff, students and programs; serve as the driving force behind change which translates into a significantly positive impact on an institution.

Management

- A. Identify, hire, delegate and mentor an executive team to help achieve the vision and mission of the University;
- B. Provide leadership on strategic approaches to recruitment and retention efforts to maintain the University as an employer of choice;
- C. Implement and maintain, from the Office of the President, a collegial process of clear and timely communications, transparency in data-driven decision-making, and a climate of responsiveness at all levels among administrators, faculty, staff, and students;
- D. Develop and maintain appropriate administrative, policy-making, business and management infrastructures for the most efficient and effective use of institutional resources and advancement of the University;
- E. Have knowledge of current trends and initiatives in higher education and be able implement new approaches when applicable;
- F. Promote and facilitate the effective use and application of technology in the classroom to facilitate the teaching and learning experience and advance the overall academic structure of the University;
- G. Have a proven record of hiring, mentoring and retention of talented and diverse administrators, faculty, and staff and encouraging their professional development;
- H. Oversee the development of consistent internal and external messages to concisely and effectively tell the University's story;
- I. Develop a team atmosphere of collegiality, shared inquiry, shared responsibility, and collective accomplishment; and
- J. Develop, assess, and modify the organization; reorganize existing programs and structures and implement new programs and structures that are relevant to the demands of the 21st Century and are responsive to regional, national, and global needs.

Resource Development

- A. Provide effective leadership and management of fiscal responsibilities in fund raising, marketing, and public relations, and in strategic planning to fully utilize the human and physical resources of the University with specific attention to the recruitment, retention, and advancement of quality staff, students and faculty;

- B. Provide the infrastructure and motivation to increase grants and contracts coming to the University; and
- C. Facilitate an environment that produces students prepared for regional, national, and global job markets.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All units within the University.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Chief Operating Officer
Division: Office of the President
Reports Directly to: President

I. PURPOSE OF POSITION

The Chief Operating Officer (COO) provides leadership and strategic direction for the operations of the university and serves as a key member of the university senior leadership team. The COO is responsible for the efficiency and continuous enhancement of the organization and maintains control of diverse business operations to drive strategic initiatives across the university.

The Chief Operating Officer leads and manages a staff of direct reports and full-time equivalents in the following areas: auxiliary services, facilities management, safety and risk management, data and analytics, information technology, human resources, government relations, marketing and communications, university police and Title IX/EEO.

The Chief Operating Officer also holds the organizational structure distinction of second in command to the President.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from a regionally accredited university/college in Business or related discipline.
- Strong communication, interpersonal and leadership skills.
- Experience with goal setting and implementing strategic change models is required.

III. DUTIES AND RESPONSIBILITIES

The Chief Operating Officer's responsibilities include but are not limited to:

- A. Provides guidance and leadership to staff responsible for managing the day-to-day business operations.
- B. Manages efficient team structure and performance through analytics, processes and technology tools.
- C. Leads the efforts of staff responsible for developing strategy and driving revenue, evaluating return on investment, and enhancing and expanding business opportunities with affinity partners.
- D. Primary point of contact for the university management board and legal counsel.
- E. Analyzes, reviews, and authorizes all contracts with vendors and service providers.
- F. Evaluates and assesses business risks for the university and implements processes and procedures to mitigate risks for all events and activities sanctioned by the university.

- G. Develops the goals and objectives for expanding the data and analytic capabilities of the university.
- H. Works with internal team, campus partners, and external consultants to build the infrastructure necessary to effectively store, protect, report, and analyze data.
- I. Serves on University-wide committees to represent the university as required or requested.
- J. Collaborates with all divisions for maintaining division budgets, according to established objectives by the President.
- K. Develops or maintains internal control systems to ensure accountability from all departments and divisions.
- L. Develops strong relationships with outside partners and constituents, as well as internal partners, including Department Heads, Deans and Vice Presidents.
- M. Other duties as assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All University Operations Units.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Provost and Vice President for Academic Affairs
Division: Academic Affairs
Reports Directly To: President

I. PURPOSE OF POSITION

The Provost and Vice President for Academic Affairs is the leader of the faculty and the academic program. The Provost and Vice President for Academic Affairs maintains the academic standards of the University and ensures that all programs are operated consistent with the policies of the ULS Board and the Louisiana Board of Regents. The Provost and Vice President for Academic Affairs is a member of the President's Cabinet.

II. QUALIFICATIONS/REQUIREMENTS

- Earned doctorate from a regionally accredited university/college in an academic discipline taught at the University.
- Record of significant achievements and contributions in teaching and scholarship sufficient to justify the appointment to the academic rank of full professor.
- Minimum of fifteen years of progressively responsible experience in higher education is required. The Provost must also possess excellent oral and written communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Work effectively with the Deans of the colleges in managing the faculty and the academic program.
- B. Employ a planning and evaluation process in guiding the development of the academic program and the academic support units.
- C. Recruit and employ capable and academically well prepared faculty and staff.
- D. Ensure that the curriculum is viable, current, and provides students with preparation for graduate study and career opportunities.
- E. Ensure that academic affairs units operate effectively to meet the needs of students.
- F. Review periodically all systems and programs in academic affairs.
- G. Maintain program and institutional accreditations.
- H. Ensure that all academic programs operate consistent with best practices and at a minimum according to SACSCOC standards and requirements.

- I. To assist the President in the development of the University.
- J. Work effectively with the academic staffs of the University of Louisiana System and the Board of Regents in advancing the academic interests of the University.
- K. Assist with the development of the annual budget for academic units.
- L. Work effectively with all standing committees of the faculty.
- M. Maintain high academic standards and ensure integrity in the operation of the academic program.
- N. Promote scholarship and research and to aid the faculty in the pursuit of externally funded grants and contracts.
- O. Plan and implement convocation programs that complement the academic program and are consistent with the mission.
- P. Ensure that documents and publications describing academic programs and policies and procedures in academic affairs are accurate, periodically reviewed and revised, and made available to students, staff, faculty, and other appropriate parties.
- Q. Advance the mission of the Division of Academic Affairs by insuring the effective and efficient use of resources.
- R. Improve continuously all systems in the Division of Academic Affairs.
- S. Foster through style, approach, and philosophy the cooperation of the faculty, staff, and students in the operation of the University.
- T. Execute other duties assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All colleges, schools, and units within the Division of Academic Affairs.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Vice President for Finance and Administration
Division: Finance and Administration
Reports Directly To: President

I. PURPOSE OF POSITION

The Vice President for Finance and Administration is one of four Vice Presidents in the President's Cabinet and is responsible for all fiscal units within the Division.

II. QUALIFICATIONS/REQUIREMENTS

- Advanced degree from an accredited university/college, preferably in accounting, business, finance or a related field.
- Minimum of ten years of progressively responsible experience in higher education finance/business management; and strong oral and written communication skills are preferred.
- Demonstrated commitment to the teaching mission and functions of the University
- Commitment to openness of information, and the application of high ethical practices.
- C.P.A. designation preferred.
- Experience with BANNER Software a Plus.

III. DUTIES AND RESPONSIBILITIES

- A. Provide strategic leadership for the financial and administrative systems that support the university and its educational mission.
- B. Demonstrate in-depth knowledge of GAAP, FASB, GASB and other principles and knowledge of federal and state financial regulations related to higher education accounting and financial aid.
- C. Coordinate financial planning and reporting systems, and oversee all financial functions.
- D. Facilitate the financial accounting, budgeting, control, and reporting principles, methods, techniques, and standards as applied within an academic environment.
- E. Develop policy and procedures for accurate financial documentation.
- F. Hire, supervise and train staff, including organizing, prioritizing, and scheduling work assignments.
- G. Develop and implement strategic business and operating plans.
- H. Have knowledge of database and accounting computer application systems to supply the most accurate financial information.

- I. Analyze and interpret financial data and prepare financial reports, statements and/or projections.
- J. Demonstrate strong interpersonal and communication skills with the ability to work effectively with a wide range of constituencies in a diverse community.
- K. Ability to foster a cooperative work environment.
- L. Execute other duties as assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All Associate Vice Presidents, the Controller, Directors and Assistant Directors and Staff within the Finance Division.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Vice President for Advancement, Research and Economic Development
Division: Advancement, Research and Economic Development
Reports Directly To: President

I. PURPOSE OF POSITION

The Vice President for Advancement, Research, and Economic Development is one of four Vice Presidents in the President's Cabinet and is responsible for all fundraising and strategic planning for fundraising campaigns. This Vice President will supervise the Director of Development, the Director of Alumni Affairs, and the Director of Community Relations and Public Affairs.

II. QUALIFICATIONS/REQUIREMENTS

- Bachelor's degree is required, an advanced degree is preferred.
- At least ten years of experience in fundraising in a higher education environment.
- At least five years of experience in a senior administrative position.
- Record of significant career achievements and effective interpersonal, organizational and communication skills are also required.
- Ability to work effectively with campus and system administrators and diverse campus constituencies.
- Strong commitment to a welcoming, diverse, and inclusive environment is required.
- Personal integrity and a proven demonstration of teamwork.

III. DUTIES AND RESPONSIBILITIES

- A. Provide management of all fundraising activities and to lead in the development of strategic plans for fundraising.
- B. Manage development programs, public and media relations, and alumni events and programs.
- C. Develop and manage an annual Alumni Giving Program.
- D. Prepare, implement, and manage plans for fundraising initiatives assigned.
- E. Develop strategic plans for capital campaigns and assist in achieving the goals of these plans.
- F. Evaluate annually all fundraising programs and submit to the President a report on these programs.
- G. Arrange meetings for the President with potential donors and contributors to the University.
- H. Attend convocations, commencements, University faculty and staff meetings and other official meetings of the University.

I. Engage in prospect research and cultivate donors to achieve the University's fundraising objectives.

J. Execute other duties as assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All Advancement, Research, and Economic Development Units within the Division.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Vice President for Student Affairs
Division: Student Affairs
Reports Directly To: President

I. PURPOSE OF POSITION

The Vice President for Student Affairs is one of four Vice Presidents in the President's Cabinet who is responsible for planning, developing, implementing, and assessing all student support service programs that contribute to the academic mission of the University.

II. QUALIFICATIONS/REQUIREMENTS

- Earned doctorate from an accredited institution of higher education.
- Extensive experience in management and senior administrative positions in higher education.
- Demonstrated record of commitment to student achievement, retention, development, and matriculation.
- Experience in planning, coordinating, and implementing programs and activities that support the educational administration.
- Comprehensive understanding of the issues facing higher education.
- Must be a positive role model.
- Demonstrated experience in budget development and resource development.
- Ability to work effectively with campus and system administrators and diverse campus constituencies
- Commitment to the appointment and retention of student affairs personnel with strong credentials and qualifications.
- Possess excellent written, oral, and analytical skills.
- Commitment to a welcoming, diverse and inclusive environment.

III. DUTIES AND RESPONSIBILITIES

- A. Assist and support the University's core academic mission by promoting an environment that enables students to engage in their intellectual work with a minimum of bureaucratic obstacles.
- B. Provide attention to the kind of service that will enrich the students of the University.
- C. Ensure the implementation of goals and objectives which promote student development in areas such as holistic health, diversity, leadership, etc.
- D. Collaborate with appropriate institutional officers to improve technology to better deliver services.
- E. Ensure students are provided a safe and clean environment.
- F. Promote learning communities within the residence halls.

- G. Work collaboratively to ensure students are provided with student employment opportunities that enhance their learning experience and also provide service to the larger community.
- H. Oversee student programs which develop student leadership and chart the professional development of students as they graduate and transition into careers.
- I. Create a work environment for staff which promotes teamwork, and collaborative and personal initiative.
- J. Ensure staff members receive technology support training and learning opportunities to perform effectively.
- K. Serve as a principal collaborative decision-maker involving University-wide strategic planning, facilities master planning, and budget development.
- L. Execute other duties as assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All units that report to the Division of Student Affairs (i.e. Foster-Johnson Health Center, Favrot Student Union, Spirit Groups, Campus Ministry, Student Counseling Services, Student Judicial Affairs, Recreation and Intramural Sports, Student Government Association, and Student Clubs and Organizations, etc.).

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Executive Director of Title III
Division: Office of the President
Reports Directly To: President

I. PURPOSE OF POSITION

The Executive Director of Title III is responsible for the daily administration of the Title III Program, oversight of each Title III activity, development of effective administrative compliance procedures, ensuring proper resource allocation, identification of funding sources, funding acquisition, regulatory compliance, recordkeeping and maintaining systems for all grants and awards. The Executive Director of Title III is accountable for ensuring internal/external customer satisfaction through effective management of subordinate personnel, interpersonal relationships, projects, materials, budgetary costs, and continuous quality improvement. The nature and diversity of the job require special abilities, dedication and commitment.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution of higher education.
- Demonstrated the ability to facilitate the overall direction and effective management of the University's Title III Programs.
- Seven years of progressive administrative experience in Grants or Title III Programs.
- Significant Title III or grant management experience.

III. DUTIES AND RESPONSIBILITIES

- A. Lead and direct the University's Title III Program services and personnel effectively to meet desired objectives.
- B. Support the University's established strategic goals, priorities, and objectives.
- C. Direct, monitor, and facilitate the University's Title III activities to ensure the accomplishment of grant objectives.
- D. Research and analyze the effectiveness of Title III Programs operations to arrive at valid conclusions, recommendations, and plans of action.
- E. Exercise initiative and sound judgment in making decisions, in interpreting and applying internal policies and governmental regulations, in delegating responsibilities and in planning and analyzing Title III services.
- F. Plan, develop, and effectively maintain the Title III budget.

- G. Direct the efficient allocation and economical utilization of Title III services, equipment and supplies.
- H. Conduct effective meetings and training sessions.
- I. Communicate effectively through the development and composition of complex analysis reports and correspondence, and through related presentations to senior management.
- J. Deal effectively with individuals at all business levels and various situations that require tact, judgment, and the highest level of integrity.
- K. Relate to people in a manner as to win confidence, support, and understanding in the purposes, programs, and goals of the University.
- L. Represent the University professionally in a number of diverse settings, including active participation in industry and/or community associations and events.
- M. Maintain detailed and accurate files and records.
- N. Plan, prioritize, coordinate, manage and direct multiple projects and activities with varied deadlines, requiring extensive follow-up and timely completion.
- O. Support University change initiatives established by executive management.
- P. Work effectively with Vice Presidents, Deans and Department Heads to support the priorities of the University.
- Q. Supervise and monitor the Title III staff to ensure accountability.
- R. Execute other duties assigned by the President.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Title III Programs.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Dean
Division: Academic Affairs
College: Degree-Granting College
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Dean provides administrative and academic leadership for the students, faculty and programs in the College.

II. QUALIFICATIONS/REQUIREMENTS

- Ph.D. in one of the academic disciplines offered in the College from an accredited institution of higher education is required.
- At least nine (9) years of teaching experience at the university level.
- At least four (4) years of experience as a Department Head (chair).
- Evidence of past success in grant and contract research is required.
- Ability to work effectively with University administrators and diverse campus constituencies.
- Possess excellent written and oral communication skills, and outstanding analytical skills.
- Commitment to working in a diverse and inclusive environment.

III. DUTIES AND RESPONSIBILITIES

- A. Supervise Department Heads, faculty, and staff in the College.
- B. Review systemically all academic programs in the College on a quadrennial basis.
- C. Develop new programs consistent with the mission of the University that are viable and that have market potential.
- D. Increase the number of significant scholarly contributions and publications by the faculty in the field.
- E. Schedule and assign faculty to teach courses.
- F. Certify the completion of program requirements for graduation for candidates majoring in an academic disciplines offered by the College.
- G. Create an environment that fosters excellence in teaching, research, and service.
- H. Attend meetings of the Council of Academic Deans, convocations, commencements, faculty meetings and other official events of the University.

I. Maintain the accreditations of the programs in the College.

J. Execute other duties as assigned by the Provost and Vice President for Academic Affairs.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Department Heads, Directors/Coordinators, Faculty and Staff in the College.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Associate Dean
Division: Academic Affairs
College/School: Degree-Granting College/School
Reports Directly To: Dean

I. PURPOSE OF POSITION

The Associate Dean supports the Dean of the College by directing the programs contained in the College/School.

II. QUALIFICATIONS/REQUIREMENTS

- Ph.D. in an academic discipline from an accredited institution of higher education is required.
- At least five (5) years of teaching experience at the university level.
- Evidence of past success in grant and contract research.
- Ability to work effectively with University administrators and diverse campus constituencies.
- Possess excellent written and oral communication skills; outstanding analytical skills.
- A commitment to working in a diverse and inclusive environment.

III. DUTIES AND RESPONSIBILITIES

- A. Supervise Program Coordinators and staff in the College/School.
- B. Review systematically all programs in the School on a quadrennial basis.
- C. Develop new programs consistent with the mission of the University that are viable and that have market potential.
- D. Increase the number of significant scholarly contributions and publications in the College/School.
- E. Create an environment that fosters excellence in research and service.
- F. Attend convocations, commencements, and other official events of the University.
- G. Execute other duties as assigned by the Dean.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Program Coordinators, Faculty and Support Staff in the College/School.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Department Head
Division: Academic Affairs
College: Degree-Granting College
Reports Directly To: Dean

I. PURPOSE OF POSITION

The Department Head provides leadership and supervision of faculty and staff in the department and gives direction to academic programs and students in the department. The Department Head assists the Dean of the College in the conduction of the administration of the College in the pursuit of the mission and goals of the University.

II. QUALIFICATIONS/REQUIREMENTS

- Ph.D. in an appropriate academic discipline.
- At least five (5) years of teaching experience at the University level.
- Experience and achievement to warrant a faculty appointment at the rank of Associate Professor or Professor.
- Record of scholarly contributions and effective interpersonal, organizational and communication skills (written and verbal).
- Commitment to the educational achievement of all students in the field.
- History of achievement in teaching
- Positive role model to inspire students
- Desire to achieve excellence in leading this department.

III. DUTIES AND RESPONSIBILITIES

- A. Manages the staff and faculty in the department in accord with the policies and procedures of the University and the University of Louisiana System.
- B. Supervises the conduction of departmental programs to achieve the University mission and goals.
- C. Reviews the departmental curricula and proposes changes as appropriate to maintain program viability and currency.
- D. Schedules courses and assigns teaching responsibilities to the faculty in the department.
- E. Participates in budget planning and manages allocated resources efficiently to achieve departmental and College goals.
- F. Teaches and makes scholarly contributions to his/her discipline.
- G. Maintains a minimum number of majors to ensure the continuation of all programs in the department.

- H. Creates an environment which fosters excellent teaching and outstanding research.
- I. Attends all University and College faculty meetings, convocations, commencements, and official functions of the University.
- J. Completes all other tasks that may be assigned by the Dean or by the Provost/VPAA.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Faculty and Staff in the Department.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Program Coordinators
Division: Academic Affairs
College: Degree-Granting College
Reports Directly To: Dean or Department Head

I. PURPOSE OF POSITION

The Academic Coordinator oversees the academic program curriculum, ensures program quality and alignment with the field of study, gives direction to faculty, staff and students in the program, and assists the Dean or Department Head in the conduction of the administration of the academic program in the pursuit of the mission and goals of the University.

II. QUALIFICATIONS/REQUIREMENTS

- Expected to hold an appropriate degree at the graduate level or completion of at least 18 graduate hours in the discipline.
- In certain cases a program coordinator may be selected based upon exceptional experience.

III. DUTIES AND RESPONSIBILITIES

- A. Provide curriculum oversight for an academic program.
- B. Ensure quality of program is maintained at a high level.
- C. Provide leadership in curriculum development that will ensure the program is aligned with advances being made in the discipline/industry.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Faculty and Staff in the Academic Program.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Dean of the Digital Library and Learning Commons
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Dean of the Digital Library and Learning Commons leads the integration of the Library and Learning Commons with teaching and learning activities by providing vision, leadership, and accountability through strategic planning and assessment, budget preparation and administration, appropriate technology, personnel management, and consortia development. In collaboration with the University community, the Dean of the Digital Library and Learning Commons develops and guides initiatives to support the learning, teaching, research, service, and administrative goals of the University. The Dean coordinates learning services with leadership from other academic and functional areas such as the degree-awarding colleges, tutoring and testing, faculty instructional services, and information technology.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree in Library Science from an American Library Association accredited institution or related field.
- Four years of progressive experience in academic administration, preferably within an academic library, learning commons, or teaching and learning center, including a broad background in management, administration, operations, and budgeting.
- Experience in personnel management/supervision, and budgeting.
- Demonstrated ability to foster cross-functional collaboration, particularly with Deans, Department Heads, and other divisions.
- Knowledge of and experience with outcomes and assessment of library services and accreditation processes.
- Expertise in utilizing current information technologies such as automated library systems, Internet, Intranet, and social networking.
- Knowledge of information, media, and technology literacies, electronic information resources; library functions, consortia, and copyright policy.
- Demonstrated ability to foster and manage change in a fast-paced environment.
- Experience in strategic planning, designing learning spaces, and applying emerging and academic technologies that support the teaching and learning process on campus and online.
- Able to work all shifts and extended hours.

III. DUTIES AND RESPONSIBILITIES

- A. Provide vision, leadership, and accountability through strategic planning and assessment, policy development and implementation, budget preparation and administration, integration of appropriate technology, personnel management, and consortia collaboration.
- B. Develop and administer the University Digital Library and Learning Commons budgets.

- C. Articulate and implement a vision for the University Digital Library and Learning Commons through collaboration with colleges, departments, and other divisions regarding ways to incorporate library and learning commons services into effective education experiences for students and embed information, media, and technology literacy learning outcomes into curricula, courses, and assignments.
- D. Provide leadership for the growth of the University Digital Library and Learning Commons; develop library-based information systems and services, promote innovation, and plan for future integration of new systems and programs.
- E. Plan for physical space needs and initiate changes to accomplish the University's goals and objectives.
- F. In collaboration with campus partners, provide opportunities for faculty and staff professional development.
- G. Collect and analyze data to improve instruction and learning services.
- H. Provide leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information.
- I. Develop and maintain a collection of resources aligned with areas of research and the curriculum, the learners, and the teachings styles and instructional strategies used within the school community.
- J. Cooperate and network with other libraries, librarians, and agencies to provide access to resources outside the University.
- K. Oversee development of initiatives that support the learning, teaching, research, service, and administrative goals of the University.
- L. Provide input with the PR Department to promote library services.
- M. Understand copyright, fair use, and licensing of intellectual property, and assist others in gaining understanding and observance of the same.
- N. Oversee the University Digital Library and Learning Commons personnel.
- O. Establish staff review performance standards and requirements, equitable recognition and incentives for employee performance, and ensure supervisor accountability.
- P. Determine ideal staffing level for each unit, adjust personnel levels to appropriate numbers, and recommend and initiate position transfers to meet Library and Learning Commons needs.
- Q. Oversee professional development programs to enhance job effectiveness and implement continuous planning to develop new tools and training to foster and enhance job effectiveness.

R. Actively participates as an effective member of team by completing assigned duties, accepting additional assignments or reassignments.

S. Assists with seasonal peaks.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Faculty and Staff in the Digital Library and Learning Commons.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Dean of the Earl Lester Cole Honors College
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Dean of the Earl Lester Cole Honors College provides administrative and academic leadership for the students, faculty and programs in the honors college.

II. QUALIFICATIONS/REQUIREMENTS

- Ph.D. or Ed.D. degree from an accredited institution of higher education.
- At least nine (9) years of teaching experience at the university level.
- At least four (4) years of experience as a Department Head or director.
- Evidence of past success in grant writing.
- Ability to work effectively with University administrators and campus constituencies.
- Possess excellent written and verbal communication skills
- Outstanding analytical skills.
- Commitment to working in a diverse and inclusive environment.

III. DUTIES AND RESPONSIBILITIES

- A. Advise, mentor, and motivate faculty and staff to enable them to be effective and efficient in maintaining a high-quality student centered program.
- B. Lead planning and assessment activities for the honors college and ensure results are used to make improvements.
- C. Create an environment that promotes student success.
- D. Assist in maintaining an environment that fosters excellence in teaching, research, and service.
- E. Ensure compliance with University policies.
- F. Work closely with the Office of Sponsored programs to identify resources that will support increasing external funding.
- G. Implement community outreach programs that are designed to promote honors programs. Organize and manage honors college events and activities.
- H. Provide leadership development opportunities for honor students.
- I. Work with the faculty to expand initiatives for the honors college and its students.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Faculty and Staff in the Earl Lester Cole Honors College.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Executive Director of Assessment and Accreditation
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Executive Director of Assessment and Accreditation monitors University and program accreditation processes and the development of quality assurance, institutional effectiveness and strategic plans. The Executive Director is also responsible for the submission of institutional data and program completion reports. Along with supervising the collection and distribution of end-of-course evaluations, the Executive Director collaborates with academic programs on student learning outcome development and assessment.

II. QUALIFICATIONS/REQUIREMENTS

- Doctorate degree from an accredited institution of higher education.
- At least five (5) years of professional experience in an administrative role at the university level.
- Possess excellent written and oral communication skills and outstanding analytical skills.
- Commitment to working in a diverse and inclusive environment.

III. DUTIES AND RESPONSIBILITIES

- A. Monitor colleges, departments and schools with accreditation reports, activities and campus visits; and supervise program compliance efforts with local, state and federal standards.
- B. Assist the Provost and Vice President for Academic Affairs with submission of federal, state and institutional data reports upon requests.
- C. Provide electronic data management system training sessions as well as accreditation standards and other professional development workshops for faculty and staff upon request.
- D. Supervise submission and collection of quality assurance and institutional effectiveness plans, as well as reports regarding academic program completion rates
- E. Supervise the collection/distribution of end-of-course evaluations, and assessment instruments for assessing student learning outcomes and assist with planning periodic program reviews.
- F. Participate in national, state, and/or regional accreditation conferences in order to remain current with various accreditation associations' requirements.
- G. Other duties and responsibilities as assigned by the Provost and Vice President for Academic Affairs

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office Institutional Planning, Assessment and Effectiveness.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Head of the Military Science Department/Professor of Military Science
Division: Academic Affairs
Department: Military Science/GSU Army ROTC
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Head of the Grambling State University (GSU) Department of Military Science provides leadership to the GSU *Tiger Battalion* Army Reserve Officer Training Corps (ROTC) Program. The Head of the Military Science Program is the Professor of Military Science and serves as a member of the Council of Academic Deans.

II. QUALIFICATIONS/REQUIREMENTS

- Active Duty Major or Lieutenant Colonel
- Master's Degree or higher
- Completed Intermediate Level Education or Command and General Staff College
- Deployed in support of Operations Enduring or Iraqi Freedom or New Dawn
- Broad experience in command and staff positions

III. DUTIES AND RESPONSIBILITIES

- A. Provide the Army with quality, competent, agile and adaptive leaders as commissioned officers.
- B. Serve as Professor of Military Science for a Senior Reserve Officer Training Corps (SROTC) at Grambling State University with partnership and affiliate programs at the University of Louisiana at Monroe and Louisiana Technical University; consisting of three officers, two senior non-commissioned Officer, three Government Service employees, one university administrative assistant, and 105 cadets.
- C. Serve as the Task Force Officer in Charge for Grambling and North Western University's SROTC.
- D. Responsible for leading, directing, coordinating, supervising, integrating, and training of all military science level programs for future officers and leaders.
- E. Serve as Department Chair of Military Science.
- F. Ensure all pre-commissioning requirements are met.
- G. Oversee an operational budget of \$56,000 with allocation of resources to training and recruiting efforts.
- H. Provide support to 14 junior ROTC units in the western footprint of the State of Louisiana.

I. Build an excellent working relationship with the Grambling academic and local communities.

J. Support all sexual harassment and assault reporting and prevention programs.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Rate and counsel three commissioned officers, two non-commissioned officers, three Department of Defense Civilians, and one Grambling State University employee.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Head of the Department of Music/Director of Bands
Division: Academic Affairs
Department: Music/Bands
Reports Directly To: Dean/Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Head of the Department of Music/Director of Bands provides leadership and supervision of faculty and staff in the department/bands and gives direction to academic programs and students in the department/bands.

II. QUALIFICATIONS/REQUIREMENTS

- Doctorate degree in music from an accredited institution
- Record of excellence in teaching, research, and service commensurate with the rank of a tenure-track assistant or associate professor.
- At least five (5) years of experience in teaching at the collegiate level is preferred.
- Familiarity with performing arts administration and/or music education to be able to successfully lead the program areas within the department.
- Proven record of directing and managing bands at the college level
- Experience with fundraising and recruitment
- Ability to collaborate with internal and external constituents involved with departmental and/or band activities.
- Experience with contract negotiations for a variety of band events
- Success in the acquisition of extramural grant-funding.
- Subscribe to the principle of shared governance and collegiality.
- Collaborative working style and the ability to work effectively with diverse constituencies.
- Excellent interpersonal and written communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Provide visionary leadership and strategic vision to advance the department.
- B. Coordinate the operations of the concert, pep and marching bands.
- C. Work with the faculty to increase the retention and graduation rates of students in the department.
- D. Guide curriculum development and provide leadership to complete the annual assessment of program and student learning outcomes.
- E. Prepare an annual calendar of events for the marching, concert, and pep bands.

- F. Recruit, supervise, mentor, and evaluate faculty.
- G. Recruit students and promote the growth of the department.
- H. Work with the department faculty to increase student enrollment in the department.
- I. Recruit student locally, internally and externally for the band(s).
- J. Manage department budget and resources.
- K. Manage all finances and spending of the band(s).
- L. Approve all requisitions, invoices, purchase orders, travel, etc. as it relates to departmental and band spending, including the selection and requisition of music, musical instruments and instructional aides and maintains required inventory records.
- M. Organize, execute and oversee all marching/pep band rehearsals and performances.
- N. Demonstrate potential and/or ability in organizing and conducting concert band performance.
- O. Responsible for preparation and entertainment to include halftime, parades, commercials, basketball games, etc.
- P. Secure supervisor's approval in advance for all trips and performances.
- Q. Build and foster strategic partnerships and collaborations with area high schools and community colleges to increase the pipeline of students to the degree program(s) offered by the department.
- R. Has the ability to work with students, faculty, parents, public, alumni, and others to promote departmental initiatives and effective band programs.
- S. Meet internal/external stakeholders to share the vision/mission of the department and the bands.
- T. Responsible for all needs of each band (marching, concert, and pep) including but not limited to music, instruments and other supplies, the cleaning and upkeep of all band uniforms and the maintenance, repair, and cleaning of all instruments.
- U. Excellent written and communication skills.
- V. Continue to develop a successful and diverse faculty and staff and foster a collaborative and collegial work environment.

- W. Participate in fundraising activities to support the strategic priorities of the department and the bands.
- X. Obtain approval from the supervisor for all fundraising activities.
- Y. Actively engage in grant writing to support the strategic priorities of the department/band.
- Z. Ability to work with faculty, staff and students of diverse backgrounds.
- AA. Authority to issue service awards to all Pep, Marching/Concert Band students.
- BB. Comply with all university policy and state laws.
- CC. Ensure the anti-hazing policy is strictly enforced for the bands.
- DD. Represent the university at all designated events in a professional manner.
- EE. Assume responsibility for the conduct of band students and ensure it is representative of the university.
- FF. Communicates with immediate supervisor and appropriate university personnel regarding faculty, staff and/or student concerns.
- GG. Perform other duties as assigned by the Dean and/or Provost and VP for Academic Affairs.
- HH. Controls the storage and use of university-owned property.
- II. Makes minor adjustments and requests repairs to instruments as required.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

All departmental and band faculty/staff. Will have all students under supervision of university personnel at all times during on campus or off campus approved activities.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of the Office of Testing Services
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of the Office of Testing Services provides administration and supervision in the testing process while providing opportunities for college students and community groups to meet the growing needs of University programs, departments, and colleges goals in testing and program evaluation.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution preferred.
- At least five years of experience in higher education.
- High level of competency in using computer software and the ability to master Banner modules.
- Demonstrated record of achievement in a previous position and excellent communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Provide administrative and supervision of services to meet University goals in testing and program evaluation
- B. Administer surveys and examinations such as ACT, SAT, GRE, GMAT, LSAT, MCAT, and other examinations to meet the needs of the University
- C. Collect student performance data and share that data upon request
- D. Assist departments with administering of examinations/surveys that aid in program evaluation
- E. Develop brochures, flyers, general announcements and website information about the scope of examinations and services available
- F. Offer periodic workshops on effective test-taking skills
- G. Prepare an annual report on the operations of the office. The annual report will be submitted to the Provost by July 15th
- H. Other duties as assigned by the Provost

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Student assistants.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of Continuing Education and Service-Learning
Division: Academic Affairs
Reports Directly to: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of Continuing Education and Service-Learning facilitates the University's service learning and continuing education initiatives inclusive of serving as the institutional liaison for all service learning/continuing education related activities with statewide, regional, and national offices. The Director promotes and supports continuing education and service learning in the academic program and serves as a liaison among faculty, community partners, and students. The Director also assists the faculty by providing training and resources to incorporate service learning into courses and to offer continuing education workshops.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution of higher education.

III. DUTIES AND RESPONSIBILITIES

- A. Maintain records of service learning hours/continuing education units earned.
- B. Maintains descriptions of service learning/continuing education projects.
- C. Approve service learning/continuing education projects prior to the inception of the project.
- D. Ensure quality control of service learning/continuing education projects.
- E. Recommend changes to the service learning component of the syllabi when necessary to ensure that the cycle of service learning is observed.
- F. Provide updates to the Provost, Deans and Department Heads regarding the number of service learning hours earned by each student towards the graduation requirement.
- G. Develop and implement a plan for the institutionalization of service learning.
- H. Identify opportunities for faculty to publish information regarding service learning/continuing education activities and or assist with locating grant opportunities.
- I. Serve as a member of the ULS Academic Summit Council.
- J. Serve as a member of the ULS Service Learning Council.
- K. Draft rules and guidelines for service learning and continuing education.

- L. Organize and manage Constitution Day activities.
- M. Continually identify additional disciplines willing to make commitment to service learning/continuing education and provides support and training as appropriate.
- N. Serve as the primary resource for faculty and staff in support of service learning and continuing education.
- O. Conduct regular, ongoing evaluation and assessment of service learning/continuing education.
- P. Develop and coordinate annual event to recognize significant achievement in continuing education and service-learning.
- Q. Attend conferences as appropriate.
- R. Identify and develop internal collaboration opportunities.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Continuing Education and Service-Learning.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of Distance Learning
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of Distance Learning manages the volume of activity associated with the delivery of instruction via distance learning technologies.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree in Educational Technology or a closely related field.
- Superb communication and organizational skills
- Experience with distance education and/or electronic corporate training.
- Track record of grantsmanship.

III. DUTIES AND RESPONSIBILITIES

- A. Provide leadership and structure of the Office of Distance Learning.
- B. Direct and coordinate activities of the unit.
- B. Act as chief liaison to other campus units.
- C. Act as chief liaison to Board of Regents (BoR) Council of e-Learning Practitioners as well as other distance learning councils.
- D. Conducts various e-learning workshops covering but not limited to Moodle, Canvas, etc.
- E. Coordinate activities of vendors that include instructional courseware developers, telecommunications providers, and equipment suppliers.
- F. Provide quarterly, mid-year and annual reports.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Distance Learning.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of Institutional Research
Division: Academic Affairs
Department: Office of Institutional Research
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of Institutional Research is responsible for providing leadership and administrative oversight for research activities according to University priorities and mission.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution of higher education.
- Three (3) years of experience interpreting and completing state and federal reports required in higher education.
- Technical skills with experience working with relational database software.
- Ability to manage large sets of data using Excel, Access, and Banner.
- Ability to communicate effectively with a diverse population.

III. DUTIES AND RESPONSIBILITIES

- A. Gather, organize, analyze and report informational data for the purpose of institutional decision making, strategic planning, and continuous quality improvement.
- B. Coordinating the collection and dissemination of statistical analyses of relevant institutional data and key performance indicators including enrollment, retention, recruiting, marketing, and assessment.
- C. Provide dissemination of compiled research reports and completion of external surveys including IPEDS, US News, College Board, and others.
- D. Improve existing data collection strategies and develop new approaches and procedures for the collection and analysis of institutional data.
- E. Perform advanced descriptive statistical analysis and data mining activities using available tools (SPSS, SAS, etc.) to interpret results and identify trends.
- F. Develop and validate predictive models for retention and enrollment.
- G. Develop and maintain standard operating procedures for data collection and reporting processes to ensure data integrity.
- H. Develop and maintain comprehensive data warehouse system to house periodic reports.

- I. Oversee annual production of Fact Book and maintenance of Common Data Set.
- J. Use data visualization tools to clearly provide relevant information to the institutional units, mission areas, and senior leadership.
- K. Administer the development of policies and procedures regarding institution's research function with the use of data.
- L. Respond to and anticipate ad-hoc requests from within and outside the University.
- M. Provide technical guidance and support to departments on the completion of external surveys for various agencies, including support for institutional self-study, accreditation, assessment, and program review.
- N. Assist with the administration and analysis of student, alumni, faculty, and staff surveys used to identify and improve organizational and institutional effectiveness.
- O. Participate in conducting regular environmental scans.
- P. Maintain currency in knowledge and techniques of federal and state reporting requirements and the standards of Institutional Research.
- Q. Provides research support for the development of grant proposals.
- R. Perform other related duties as assigned.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Institutional Research.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of Student Financial Aid
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of Student Financial Aid abides by state and federal policies to provide financial assistance to students. The Director promotes enrollment growth and student retention by offering financial resources.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution.
- Five years of experience at a supervisory level within a university financial aid program.
- Possess a working knowledge of federal, state, institutional, and local sources of financial aid.
- Possess strong, effective computer technology skills that include electronic report processing systems (Banner preferred).
- Demonstrate a commitment to a welcoming, diverse, and inclusive environment.
- Possess strong leadership ability and excellent communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Administer and supervise the implementation of all university financial aid policies, office procedures and funding programs.
- B. Supervise office personnel.
- C. Plan, organize and supervise the operational functions of the Financial Aid Office.
- D. Counsel students, faculty, parents, alumni and staff regarding financial aid programs.
- E. Prepare and complete required reports and applications for Federal, State, and local funds and grants.
- F. Attend and assist with meetings and workshops on financial aid.
- G. Prepare and maintain operating budget for the Financial Aid Office.
- H. Prepare student cost-of-attendance budget.
- I. Act as liaison between university, students, parents, faculty and community to ensure positive relations and encourage enrollment.

- J. Visit area high schools, community colleges, clubs and other organizations to present informational programs on behalf of the university.
- K. Disseminate financial aid information to staff, students, other university constituents, and community organizations.
- L. Maintain security, confidentiality, and safety of financial aid records, promissory notes, etc.
- M. Abide by federal regulations and stay abreast of new developments in the Title IV programs.
- N. Other duties as assigned by the Provost and Vice President for Academic Affairs.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Student Financial Aid.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of the Quality Enhancement Plan (QEP)
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of the Quality Enhancement Plan (QEP) provides overall management and leadership in the QEP Office and executes the QEP. The Quality Enhancement Plan is required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution (social/natural sciences or engineering preferred).
- Four years of experience in higher education.
- Demonstrated record of supervisory leadership and excellent communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Assist the Provost and faculty in the development of the QEP.
- B. Collect, analyze and summarize data to be used in the QEP.
- C. Coordinate the work of the faculty on the QEP.
- D. Develop, organize, and administer the activities of the QEP in keeping with established university policies and procedures.
- E. Work with the Planning and Institutional Research to collect data after QEP implementation.
- F. Prepare an annual evaluation on the QEP.
- G. Conduct workshops and seminars for faculty on all dimensions of the QEP.
- H. Develop content material for the QEP homepage.
- I. Attend and participate in workshops, seminars, or conferences of a professional nature.
- J. Prepare the annual budget and all reports for the office.
- K. Other duties as assigned by the Provost and Vice President for Academic Affairs.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of the Quality Enhancement Plan.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Registrar
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Registrar develops and provides services to meet the goals and academic needs of the University.

II. QUALIFICATIONS/REQUIREMENTS

- Bachelor's degree in administration or a related field.
- Five years of experience in higher education.
- Demonstrated record of supervisory, administrative, and leadership skills.
- Excellent communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Manages and oversees nine employees and all functions of the Registrar's Office.
- B. Plans, organize, and supervises registration procedures.
- C. Ensures that all graduates meet graduation requirements.
- D. Supervises management of records' activities pertaining to the course master file, preparation of class schedules, class rolls, and grade reports.
- E. Coordinates Commencement Exercises.
- F. Prepares statistical reports regarding educational activities/students for university officials and local, state, and national agencies.
- G. Functions as an active member of many university committees.
- H. Evaluates international credentials.
- I. Prepares academic calendars.
- J. Plans, organizes and administers the activities of the Registrar's Office in keeping with established university policies and procedures.
- K. Directly supervises the receiving and processing of all grades.
- L. Plans workshops and seminars for the staff's professional development.
- M. Counsels with students and their parents.

- N. Develops and participates in the continuing development of a computerized system.
- O. Verifies GPA and earned hours for candidates for graduation.
- P. Guides students to a better understanding of their problems and potentialities by utilizing modern psychological principles and methods.
- Q. Assists in various other projects as they arise.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Records and Registration.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of Retention
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of Retention manages and coordinates all retention activities, programs and projects at the University.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution.
- At least five years of experience in higher education or related area.
- High level of competency in using computer software.
- Ability to master the modules in Banner student system.
- Demonstrated record of achievement in a previous position.
- Possess excellent verbal and written communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Coordinate and direct campus-wide retention efforts.
- B. Lead efforts in developing strategies for campus-wide retention plan.
- C. Implement retention plan to increase student success, retention and graduation rates.
- D. Coordinate customer service initiative.
- E. Conduct customer service workshops for faculty and staff.
- F. Organize Student Retention Awareness Month activities.
- G. Coordinate recruit-back initiatives for students who have not registered for upcoming semesters.
- H. Serve as a University College Instructor teaching First Year Experience courses.
- I. Counsel students relative to academic major selection, career assessment, and/or academic issues.
- J. Monitor and evaluate students' academic progress.
- K. Coordinate peer mentoring program.

L. Refer students to other campus resources as appropriate.

M. Other duties as assigned by the Provost and Vice President for Academic Affairs

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the Office of Retention.

POSITION DESCRIPTION

ORGANIZATION INFORMATION

Position Title: Director of University College
Division: Academic Affairs
Reports Directly To: Provost and Vice President for Academic Affairs

I. PURPOSE OF POSITION

The Director of University College ensures that new freshman and transfer students experience a smooth transition to the University. The program provides foundational information FYE courses and the Office of Retention that supports and enhances the students' academic success and persistence.

II. QUALIFICATIONS/REQUIREMENTS

- Master's degree from an accredited institution (social/natural sciences or engineering preferred).
- Four years of experience in higher education.
- Demonstrated record of supervisory leadership and excellent communication skills.

III. DUTIES AND RESPONSIBILITIES

- A. Assist the Provost and faculty in the development of the QEP.
- B. Collect, analyze and summarize data to be used in the QEP.
- C. Coordinate the work of the faculty on the QEP.
- D. Develop, organize, and administer the activities of the QEP in keeping with established university policies and procedures.
- E. Work with the Planning and Institutional Research to collect data after QEP implementation.
- F. Prepare an annual evaluation on the QEP.
- G. Conduct workshops and seminars for faculty on all dimensions of the QEP.
- H. Develop content material for the QEP homepage.
- I. Attend and participate in workshops, seminars, or conferences of a professional nature.
- J. Prepare the annual budget and all reports for the office.
- K. Other duties as assigned by the Provost and Vice President for Academic Affairs.

IV. SUPERVISORY OVERSIGHT AND RESPONSIBILITY

Staff in the University College.

APPENDIX C

PROCEDURES FOR TENURE AND/OR PROMOTION

Applying for Tenure and/or Promotion in Rank

Faculty seeking tenure and/or promotion shall make formal application using the forms available for download on the University website (www.gram.edu). The application forms, Formal Tenure and/or Promotion Portfolio(s), and other Supporting Documentation must be submitted by the faculty member to his/her Department/Unit Head in accordance with the timetable listed below in order to be considered for tenure and/or promotion in the subsequent academic year.

It is the responsibility of the applicant to ascertain that all deadline dates are met. In order for the applicant to realistically assume this responsibility, the Department/Unit Head, the College/School Dean, and the Chair of the University's Promotion and Tenure Committee, acting as the designee for the Vice President for Academic Affairs, shall acknowledge in writing to the applicant the timely receipt in their respective offices of the applicant's Formal Tenure and/or Promotion Portfolio(s). Applicants who fail to receive timely notice of the receipt of their portfolios from the Department/Unit Head, Dean, or Chair of the University's Promotion and Tenure Committee must promptly follow-up with the appropriate person(s). Failure to meet deadline dates disrupts the integrity of the tenure and/or promotion review process, disallows the time needed for evaluations of portfolios and Supporting Documentation by the respective parties, and, thus, precludes any recommendation for awarding tenure and/or promotion. In the Formal Portfolio and Supporting Documentation, faculty applying for tenure should include information/documentation only from the last five (5) years. Faculty applying for promotion should include information only from the last five (5) years or since the date of their last promotion, whichever is less.

Tenure and/or Promotion Review Process

The tenure and/or promotion review process begins with the timely receipt of the faculty member's Application for Tenure and/or Application for Promotion with Supporting Documentation (including but not limited to the Formal Tenure and/or Promotion Portfolio) by the appropriate Department or Unit Head. Once the tenure and/or promotion process has been properly initiated by the applicant, only the applicant can withdraw his/her application. In order to withdraw from the review process, the applicant must provide written notification to the Vice President for Academic Affairs. Department/unit review teams, heads, Deans (and, if applicable, college/school-level tenure and promotion review committees), and the University's Promotion and Tenure Committee have no authority to halt or hinder the review process.

Faculty applying for tenure shall first be evaluated by the Department/Unit Head and a departmental-level promotion and tenure committee consisting of at least three tenured faculty members. In the event that a department does not have enough tenured faculty, the Dean of the college will appoint tenured faculty from a related discipline. The departmental level promotion and tenure committee shall have complete access to the applicant's Formal Tenure Portfolio and all other supporting materials submitted to the Head by the applicant by the specified deadline date. The recommendations of the department/unit promotion and tenure committee shall become a part of the applicant's Formal Tenure Portfolio.

Faculty applying for promotion shall first be evaluated by the Department/Unit Head and a departmental-level promotion review committee consisting of all department/unit faculty members who are at or above the rank to which the applicant is seeking promotion. In the event that there are no faculty members in the department/unit at or above the rank to which the applicant is applying, the

department/unit review committee shall consist of tenured and non-tenured faculty members holding the same academic rank as the applicant. Should neither of these be possible, the departmental promotion review committee shall consist of all tenured faculty members, irrespective of academic rank. In the rare event that none of the preceding is possible, the departmental review committee shall consist of all tenure-track, full-time faculty who have been employed within the department for at least the preceding two (2) years. The departmental promotion review committee shall have complete access to the applicant's Formal Promotion Portfolio and all other supporting materials (see below) submitted to the Head by the applicant by the specified deadline date. The department/unit promotion review committee and their recommendations shall become a part of the applicant's Formal Promotion Portfolio.

A non-tenured Assistant Professor simultaneously applying for tenure and promotion must submit both (1) the Application for Tenure and (2) the Application for Promotion. Additionally, the applicant is to be evaluated separately by both the department/unit-level tenure review and the departmental or unit-level promotion review because the membership of those review teams may differ. The Department/Unit Head will make two separate recommendations – for/against tenure and for/against promotion. Likewise, Deans, college/school Promotion and Tenure Committees (if applicable), the University's Promotion and Tenure Committee, the Vice President for Academic Affairs, and the President will review such applications in a bifurcated manner. A non-tenured Assistant Professor may be awarded tenure but denied promotion. To be considered for both tenure and promotion, the faculty member must apply for both.

The Formal Tenure and Promotion Portfolios shall then be submitted to the appropriate Dean who may seek the advice and counsel of a college/school-level promotion and tenure committee. The Dean's recommendation shall be incorporated into the Formal Tenure and Promotion Portfolio and then forwarded to the Office of the Vice President for Academic Affairs. From the Vice President's office, the University's Promotion and Tenure Committee shall evaluate the Formal Tenure and Promotion Portfolios. Recommendations from the University's Promotion and Tenure Committee shall be submitted to the Vice President for Academic Affairs who, in turn, shall make his/her own evaluation and recommendation, and submit the Formal Tenure and Promotion Portfolio to the President for review and final recommendation. The University President shall then submit his/her recommendation to the President of the University Of Louisiana System Board Of Supervisors. Final authority for granting or denying tenure and/or promotion cannot be achieved without specific action of the Board of Supervisors.

Timeline for the Tenure and Promotion Process

The following dates shall be followed in the application and review process. If the dates fall on a Saturday, Sunday, or holiday, the first business day after the date listed below will become the effective due date. Department/unit heads and Deans shall not waive the published deadline dates for an applicant to submit his/her letter of intent to apply for promotion and/or tenure and submission of Formal Tenure and/or Promotion Portfolio and Supporting Documentation. Neither shall they accept such materials that have been back-dated. Once submitted, no additional materials can be added to the Formal Tenure and/or Promotion Portfolio or Supporting Documentation except in response to a request from a review team or other functionary of the promotion and tenure review process.

By September 15, a faculty member shall submit a letter of intent to apply for tenure/promotion to his/her Department and Dean. The Department/Unit Head shall promptly notify the appropriate

departmental-level tenure and/or promotion review teams (the composition of which is described above) and, if necessary, arrange for the applicant's teaching effectiveness (or, for library faculty, librarianship effectiveness) to be evaluated by the appropriate department/unit tenure and/or promotion review committee(s).

By October 15, the applicant's complete Formal Tenure and/or Promotion Portfolio and Supporting Documentation shall be submitted to the Department/Unit Head and the appropriate department/unit promotion and/or tenure review committee(s) for evaluation and recommendations. Also, the Department/Unit Head shall acknowledge to the applicant in writing the timely receipt of the applicant's portfolio.

By October 22, the applicant's Formal Tenure and/or Promotion Portfolio--including the evaluations and recommendations from the departmental/unit review team(s) and Head shall be passed on to the college/school Dean and, at the Dean's discretion, the college/school's promotion and tenure committee. Also, the Dean shall immediately acknowledge in writing to the applicant that his/her Formal Tenure and/or Promotion Portfolio has been received.

From October 23 to November 21, the college/school Dean and, if applicable, its promotion and tenure committee, shall review the portfolio and make their findings/recommendations.

On or before November 22, the Formal Tenure and/or Promotion Portfolio and all related reviews shall be submitted by the Dean to the Office of the Vice President for Academic Affairs for evaluation by the University's Promotion and Tenure Committee. The Chair of the University's Promotion and Tenure Committee shall immediately acknowledge in writing to the applicant that his/her Formal Tenure and/or Promotion Portfolio has been received in the Office of the Vice President for Academic Affairs.

From November 23 to March 1, the University's Promotion and Tenure Committee shall review the Formal Tenure and/or Promotion Portfolio and submit its recommendation to the Vice President for Academic Affairs by March 1.

From March 2 to March 31, the Vice President for Academic Affairs shall review the Formal Tenure and/or Promotion Portfolio and submit his/her recommendation to the President.

By April 30, the President shall have notified by postmark his/her recommendation pertaining to the faculty member's application. During some years, the faculty member may not receive the letter from the University President until the University's fiscal budget has been approved by the Board of Supervisors in August. In such cases of delayed response, the President shall notify the faculty member by letter about the delay, and that the faculty member can expect notification within one week of the approval of the University budget by the Board of Supervisors. Regardless of the President's recommendation (for or against tenure or promotion) to the Board of Supervisors, however, the faculty member shall wait for notification of approval or denial by the Board of Supervisors regarding the outcome of the tenure or promotion application to be final.

Factors Considered in Evaluating an Application for Tenure and Promotion

All parties reviewing a faculty member's application for tenure and/or promotion shall consider a number of factors in evaluating an applicant's Formal Tenure and/or Promotion Portfolio and Supporting Documentation. As mandated by the University of Louisiana System Board of Supervisors,

the University has established a policy that sets forth the criteria for faculty tenure and/or promotion. All applicants for tenure and/or promotion in faculty rank must demonstrate excellence, innovation, and/or best practice in their areas of expertise, primarily as they relate to teaching and research. Those factors are listed below.

Criteria for Teaching and Research Faculty

Factors for teaching and research faculty include (1) teaching excellence, advisement, and counseling weighted at 50 %; (2) research, professional activities, and creative work, weighted at 30 %; (3) university service weighted at 10 %; and (4) community and social service weighted at 10 %.

Teaching Excellence, Advisement, Counseling, and Other Student-Impact Activities (Weight 50%): The teacher's effectiveness shall be evaluated in terms of professional competence and relationships with students, administrators, and peers. Consideration shall be given to students' evaluations of the teaching effectiveness of the applicant. Educational preparation and experience shall be considered.

Evaluations by the applicant's Department/Unit Head, department/unit review committee, and students for the preceding three years, along with documentation, should focus on (1) teaching excellence, (2) advisement and counseling, and (3) any other factors/activities that impact student activities and learning experiences.

The following activities and competencies are not all-inclusive but are intended as suggestions to applicants as to how to demonstrate and document competence and exemplary teaching, counseling, and other student-impact activities and practices that are pertinent to promotion in rank and tenure.

Teaching Excellence: Course syllabi shall reveal an initial clear and detailed design and subsequent revisions, if needed, that maximize learning. Additionally, the amount of work indicated in the activities, competencies, objectives, and requirements shall reflect not only the course level (i.e., 100, 200, 300, 400, or graduate) but also a design which prepares students for the next course level(s) and for future employment or study. Evaluations shall reveal the following traits about the applicant: (a) ability to motivate students to achieve and to participate; (b) ability to convey the subject matter clearly and in standard English; (c) passion for the subject matter through animation and excitement; (d) elicitation of questions from the class; (e) positive and appropriate response to students' questions; (f) use of assignments and questions of students to gauge the need for re-teaching; (g) organization and content of class delivery in a clear and logical manner; (h) use of technology and other activities, when appropriate, to enhance students' learning; (i) revision and updating of syllabi that conform to University-approved SACS guidelines; (j) organization and supervision of field experiences, internships, and other off-campus experiences that benefit students' educational experiences and post-graduation marketability; (k) demonstrable interest in students as individuals; (l) grading and evaluation of student performance as fair and unbiased; (m) effective classroom management without appearance of coercion; (n) punctuality in meeting and in dismissing classes—from the first session of the semester through the end of the term—and in keeping regularly scheduled office hours; (o) ability to create assignments and activities that reflect stated behavioral objectives, competencies, and requirements as specified in course syllabi; (p) ability to select outside readings that enhance learning and broaden the students' knowledge base; (q) use of questions and assignments that encourage students to comprehend, critically analyze, and evaluate the textbook(s), reference materials, and assignments; and so forth.

Advisement and counseling: Evaluations shall reveal the applicant's activities in student advisement and counseling as follows: (a) ongoing academic advisement of graduate and/or undergraduate students; (b) outlines or workshop materials used in special sessions for students pertaining to the job search process and/or continued education to the post-baccalaureate level; (c) sponsorship/organization of job opportunity workshops for students; and so forth.

Other student-impact activities: Evaluations shall reveal the applicant's activities in student activities outside the normal classroom and in advisement/counseling settings, as follows: (a) advisement, sponsorship, or involvement with student or student-oriented organizations/committees; (b) arrangement and/or accompaniment of students to professional conferences and to other related-academic activities including field trips; and so forth.

Research, Professional Activities, and Creative Work (Weight 30%: All research shall be regarded as falling into three main categories: theoretical, experimental, and applied. Research relevant to the University and creative efforts of a broader scope are appropriate. Although faculty members are encouraged to publish books and articles in professional and scholarly journals, certain types of intellectual and creative efforts may be accepted in lieu of published research. Examples include musical compositions, concert performances, acting or theatre work, works of art, art exhibitions, or participation in art residencies or master classes. Credit shall not be given for projects completed in an effort to meet requirements for a degree.

Research and/or scholarly publications: Examples of research and scholarship include the following: (a) articles in periodicals, magazines, journals, or other kinds of serials (refereed or non-refereed); (b) edited publications (e.g., on the editorial board of a publication or sole editor of a publication) as evidenced by at least one (1) issue or copy of the publication displaying the applicant's editorial role; (c) books or monographs which make a significant contribution to the knowledge base within the applicant's subject field (as sole author, co-author, contributor, or editor) as evidenced by at least one (1) copy of the publication displaying the applicant's role and authorship; (d) articles in symposia; (e) curriculum guides or related materials created for regional or national accreditation agencies.

Creative activities: All parties participating in the promotion and tenure review process shall have the right to review all materials noted by calling for evidence in the forms of slides, scores, scripts, films, videotapes, or manuscripts. The following examples of creative activities are for applicants in the fine arts or literature: paintings, sculptures, prints, drawings, watercolors, photographs, pottery or ceramics, designs, musical compositions and/or arrangements, scripts or screenplays, films or videos, documentaries, choreographies, poetry, novels, short stories, and plays etc.

Grants and contracts: Grants and contracts written, both funded and unfunded, and submitted to the University or to an outside source, shall be considered research and scholarly activity. Examples include those for which the applicant served in the following kinds of capacities: principal investigator; co-investigator; grant-writer or contract writer; grant report writer or contract report writer; project director, administrator, or coordinator; assistant project director, administrator, or coordinator.

Professional development: Examples of professional development include activities in which the applicant served in capacities such as: (a) presenter of papers at professional meetings in the applicant's academic field; (b) participant in panel discussions or symposia sponsored by professional organizations in the applicant's academic field; (c) program chairperson for local, state, regional, national, or international professional organizations in the applicant's academic field; (d) officer in local, state,

regional, national, or international professional organizations in the applicant's academic field; (e) attendee at professional and scholarly organizations and meetings with subsequent presentations for colleagues and associations in the department or unit of the applicant; (f) member of master's or doctoral-level graduate committees (i.e., thesis or dissertation) for students enrolled at universities other than Grambling State University; (g) resident in creative programs in the applicant's academic field, such as fine arts, design, film, literature, and so forth; (h) performer at local, state, regional, national, or international recitals in the applicant's academic field; (i) exhibitor/artist at local, state, regional, national, or international galleries or museums related to the applicant's academic field; (j) active member of professional organizations or learned societies at the local, state, regional, national or international levels in the applicant's academic field; (k) director of creative programs or performances at local, state, regional, national, or international competitions in the applicant's academic field; (l) participation in workshops and seminars, at the University or elsewhere, designed to improve the faculty member's skills relating to teaching, research, and/or University service.

University Service (Weight 10%): The faculty member is expected to be an active participant in University operations. Examples include serving on standing committees, recruitment of students, and other special assignments. Additionally, although University officials are expected to perform most administrative services, there are times when faculty members may be asked to assume some administrative responsibilities. Chairpersonship and membership on committees are important ways in which faculty members participate in the operation and administration of the University. The applicant should specify his/her role (e.g., as chairperson or as member) for any activity and the dates of those activities. University service may include, but is not limited to, the following: (a) serving on inter-institutional committees, such as the Louisiana Educational Consortium; (b) serving on consortia boards; (c) serving on Governor's commissions; (d) serving on standing committees (the applicant should specify the level, i.e., department/unit, college/school, or university); (e) serving on other committees specifying his/her role as chairperson or as member; (f) organizing or actively participating in seminars, workshops, or study sessions sponsored by the department/unit/school/college/university for the benefit of students, faculty, or community groups; (g) writing or editing detailed, specialized, or investigative reports at the bequest of the University or one of its subdivisions; (h) compiling detailed or specialized portfolios or reports for accrediting bodies; and other special assignments.

Community and Social Service (Weight 10%): Public and community service shall be evaluated in terms of the kind of public service rendered and the extent to which the activity tended to improve social or economic conditions, develop greater appreciation of educational and cultural events, and improve better relations between the University and the local community. Annual events may be given special consideration for their enrichment of the community, for example, serving as a judge or juror of local, state, or regional competitions, contests in the applicant's academic field (e.g., poetry contests, science fairs, and the like), serving as scout master, little league baseball coach, or volunteering services at such agencies as D.A.R.T. and H.E.L.P.

Criteria for Library Faculty

Factors for library faculty members include: (1) excellence in librarianship, weighted at 50 percent; (2) professional activities, weighted at 20 percent; and (3) service (including university and community service), weighted at 30 percent.

Librarianship (Weight 50%): The library faculty member's effectiveness shall be evaluated in terms of professional competence and relationships with students, faculty, administrators, and peers.

Consideration shall be given to the evaluation of the effectiveness of the applicant's instructional techniques and educational resource management. Educational preparation and experience shall also be considered.

Evaluations by the applicant's immediate Head/Supervisor, the Dean of Library Services, library review committee, and by students and faculty outside the library, for the preceding three years, along with documentation, should focus on (1) effective application of instructional techniques, (2) effective application of educational resource management, and (3) any other factors/activities that impact student activities and learning experiences.

The following activities and competencies are not all-inclusive but are intended as suggestions to applicants as to how to demonstrate and document competence and exemplary instructional techniques, educational resource management, and other student impact activities and practices that are pertinent to promotion in rank and tenure.

Effective application of instructional techniques: Outlines for group instruction (undergraduate, graduate, or faculty) shall reveal an initial clear and detailed design and subsequent revisions, if needed, that maximize learning. Additionally, the requirements shall reflect not only the learning level of the learner (i.e., undergraduate or graduate) but also a design which prepares students for specific library assignments, for future employment or lifelong study, or which prepares faculty members for incorporating appropriate library resource materials into their teaching. Evaluations shall reveal the following traits about the applicant: (a) ability to advise students and faculty at reference desks, during in-depth research consultations, during individualized or group instruction in traditional or electronic settings; (b) ability to convey the subject matter clearly and in standard English; (c) passion for the subject matter; (d) elicitation of questions from the group; (e) positive and appropriate response to students' or faculty members' questions; (f) use of questions of students or faculty to gauge the need for re-teaching; (g) organization and content of instructional delivery in a clear, logical manner; (h) use of technology and other activities (including displays and exhibits), when appropriate, to enhance students' or faculty members' learning; (i) revision and updating of instruction, orientations, tutorials, pathfinders, or point-of-use instruction that conform to guidelines published by the American Library Association, Association of College and Research Libraries (ACRL); (j) organization and supervision of student or faculty experiences that benefit students' or faculty members' educational experiences and, for students, that benefit their post-graduation marketability; (k) demonstrable interest in students and faculty as individuals; (l) evaluation of student or faculty performance as fair and unbiased; (m) effective group instruction management without appearance of coercion; (n) punctuality in meeting and in dismissing group instruction and in keeping publicly posted work schedules; (o) ability to create group instruction activities that reflect stated behavioral objectives, competencies, and requirements as specified in group instruction outlines; (p) ability to create bibliographies that enhance learning and broaden the students' or faculty members' knowledge base; (q) use of questions and activities that encourage students or faculty to comprehend, critically analyze, evaluate educational resources.

Effective application of educational resource management: Evaluations shall reveal the applicant's activities in providing varied, authoritative, and up-to-date resources that support the library's mission and the needs of students and faculty, as follows: (a) participation in collection development (e.g., recommending resources for purchase, working with faculty to build library collections in support of curriculum needs, working with vendors to order resources or gain access to resources, gathering statistics on use of library resources, weeding/discarding/withdrawing of resources that do not support current curriculum); (b) development of new and innovative services; (c) participation in the timely and

orderly provision of access to library resources, according to national bibliographic standards (e.g., cataloging, interlibrary loan, courier delivery, electronic transmissions, document delivery, consortial borrowing, setting up and maintaining access to electronic resources, facilitating communication with vendors, providing access to resources for distance/remote learners, provision of reliable networking).

Professional Activities (Weight 20%): Professional activities shall include (1) research and publications, and (2) professional development.

Research and Publications: Library faculty members are encouraged to publish books and articles in professional and scholarly journals. Credit shall not be given for projects completed in an effort to meet requirements for a degree. Examples of research and scholarship include the following: (a) articles in periodicals, magazines, journals, or other kinds of serials (refereed or non-refereed); (b) edited publications (e.g., on the editorial board of a publication or sole editor of a publication) as evidenced by at least one issue or copy of the publication displaying the applicant's editorial role; (c) books or monographs which make a significant contribution to the knowledge base within the applicant's subject field (as sole author, co-author, contributor, or editor) as evidenced by at least one copy of the publication displaying the applicant's role and authorship; (d) articles in symposia; (e) bibliographies or related materials created for regional or national accreditation agencies or library associations/organizations; and so forth. Grants and contracts written, both funded and unfunded, and submitted to the University or to an outside source, shall be considered research and scholarly activity. Examples include those for which the applicant served in the following kinds of capacities: principal investigator; co-investigator; grant-writer or contract writer; grant report writer or contract report writer; project director, administrator, or coordinator; assistant project director, administrator, or coordinator; and so forth.

Professional development: Examples of professional development include activities in which the applicant served in capacities such as: (a) presenter of papers at professional library meetings; (b) participant in panel discussions or symposia sponsored by professional organizations in the field of librarianship; (c) program chairperson, officer, or member in local, state, regional, national, or international professional library organizations; (d) attendee at professional and scholarly organizations and meetings with subsequent presentations for colleagues and associations in the library; (e) participation in workshops and seminars, at the University or elsewhere, designed to improve the applicant's skills relating to librarianship, research, or University service; and so forth.

Service (Weight 30%): Service shall be of two kinds: (1) University and (2) community.

University Service: The library faculty member is expected to be an active participant in University operations. Examples include serving on standing committees, recruitment of students, and undertaking special assignments. Additionally, although University officials are expected to perform most administrative services, there are times when library faculty members may be asked to assume some administrative responsibilities. Chairpersonship and membership on committees are important ways in which library faculty members participate in the operation and administration of the University. The applicant should specify his/her role (e.g., as chairperson or as member) for any activity and the dates of those activities. University service may include, but is not limited to, the following: (a) serving on inter-institutional committees, such as the Louisiana Academic Library Information Network Consortium (LALINC) committees; (b) serving on consortia boards, such as LOUIS: The Louisiana Network; (c) serving on Governor's commissions; (d) serving on standing committees or councils (the applicant should specify the level, i.e., library or University); (e) serving on other committees (the applicant should specify the

level, i.e., library or University); (f) organizing or actively participating in University, college, school, or library-sponsored seminars, workshops, or study sessions for students, faculty, or community groups; (g) advising campus student organizations, as evidenced by material that reveals the applicant's role, presence, and participation and the outcomes of the organization, such as the Library Club fundraisers, scholarships, and so forth; (h) writing or editing detailed, specialized portfolios or reports at the request of the University or one of its subdivisions; (i) compiling detailed or specialized portfolios or reports for accrediting bodies; (j) other special assignments; and so forth.

Community Service: Community service shall be evaluated in terms of the kind of public service rendered and the extent to which the activity tended to improve social or economic conditions, develop greater appreciation of education and culture, and improve better relations between the University and the local community. Participation in annual events may be given special consideration for their enrichment of the community. For example, hosting or sponsoring special events to which the community is invited (e.g., National Library Week activities, lectures, and seminars), creating special library displays (e.g., Black History Month), participating in special book reviews or presentations in the community (e.g., story hours for young children, lecturing during Black History Month).

Formal Tenure and/or Promotion Portfolio and Supporting Documentation

Applicants must document their achievements and activities clearly. This documentation shall consist of (1) the Formal Tenure and/or Promotion Portfolio and (2) Supporting Documentation.

The Formal Tenure and/or Promotion Portfolio and Supporting Documentation shall be presented in the form of organized portfolios, preferably 3-ring binders, with the subsections clearly labeled and, for the Formal Tenure and/or Promotion Portfolio, in the sequence outlined below. The use of clear vinyl protectors is not encouraged unless the documentation cannot be held in a binder (as in the case of books, manuals, or creative efforts in the arts). Faculty who need additional assistance in developing their Formal Tenure and/or Promotion Portfolio and Supporting Documentation should attend the Promotion and Tenure seminar held once each year and sponsored by the Faculty Senate. Documentation shall follow the guidelines listed in the section above, "Factors Considered in Evaluating an Application for Tenure and Promotion," and close attention shall be paid to the relative weights given.

All the work a faculty member submits shall represent the faculty member's own efforts and not that of others. All reviewing parties shall have the right to interview or investigate sources which can verify or clarify portfolio information submitted. If tenure and/or promotion is granted on the basis of fraudulent evidence submitted by a faculty member in his/her portfolio, the University shall have the right to appeal to the Board of Supervisors to have the faculty member's tenure and/or promotion revoked.

Examples in the criteria presented above in the section, "Factors Considered in Evaluating an Application for Tenure and Promotion," are examples only and shall not be considered as comprehensive. Even though a faculty member may submit documents similar to all examples and may submit documents under each set of criteria, the documentation may still be deemed insufficient or inadequate for the purpose of awarding tenure and/or promotion.

Note: At any time from October 15 through March 20, any of the various reviewers (e.g., department/unit heads, Deans, and promotion and tenure committees at the department/unit, college/school, and university levels) may each ask an applicant to provide clarification, explanation, or

additional documentation of portfolio contents. These requests shall be made in writing to the applicant who must respond to the requests within 5 working days. The reviewers shall not issue requests for clarification or further documentation after March 20.

In addition to the contents of the Formal Tenure and/or Promotion Portfolio listed below, “Supporting Documentation” (such as course syllabi, examinations, handouts, and so forth) shall be included in the documentation submitted to the Department/Unit Head and the departmental promotion review and/or tenure review team(s) as previously described. The Supporting Documentation shall remain available in the Department/Unit Head’s office and returned to the applicant only after the tenure and/or promotion review process has been completed and the decision(s) made. All documentation, however, including documentation that remains in the Department/Unit Head’s office, shall be available for review by all relevant parties to the promotion and tenure process.

Only the Formal Tenure and/or Promotion Portfolio—excluding the Supporting Documentation—shall be forwarded to the Dean and automatically forwarded through the rest of the tenure and/or promotion process. The contents of the Formal Tenure and/or Promotion Portfolio follow.

Formal Tenure and/or Promotion Portfolio

The Formal Tenure and/or Promotion Portfolio (which is forwarded to the Dean and subsequent review parties) shall consist of the following:

- I. *Copy of Letter to Department Head and Dean of Intent to Apply for Promotion and/or Tenure.*
- II. *Appropriate Application Form(s) and Essential Documentation:*
 - a. Tenure and/or Promotion, as applicable.
 - b. Letters of Appointment, Tenure, and/or Promotion, as applicable.
 - c. If applicable, “Letter of Appropriateness of Applicant’s Degree” to the department, college/school, and University as validated, after consultation with departmental faculty members, by the Head, the Dean, and the Vice President for Academic Affairs.
 - d. If applicable, “Letter Validating the Substitution of Years of ‘Nonteaching Experience’ for ‘Teaching Experience’” after consultation with departmental faculty members, by the Head, the Dean, and the Vice President for Academic Affairs.
 - e. Copies of all graduate and undergraduate transcripts (because many non-U.S. schools do not have academic transcripts per se, applicants who have graduated from such schools must submit verification from a recognized independent agency that equates foreign schools’ curricula and degrees with those found in the U.S.)

III. *Current Vitae* - Vitae must clearly and completely cite that which follows; additionally, all information included in vitae must be documented in remainder of portfolio.

- a. Name.
- b. Educational Background: Institution; Location of Institution; Degree; Discipline in which Degree was Earned; Date Degree Was Conferred; Major area(s) of specialization while in graduate school (e.g., specific areas in which exit examinations were taken); Title of Dissertation; and Post-graduate Fellowships and Studies.
- c. Full-time (Paid) Professional Experience:
 - Academic—Ranks, Departments, Institutions, Locations, Dates
 - Non-academic—Positions/Titles, Employers/Facilities,
 - Locations, Dates—If not self-evident, include a brief job description
 - Other—Describe
- d. Part-time (Paid) Professional Experience:
 - Adjunct Faculty
 - Graduate Teaching/Research Experience
 - Other—Describe
- e. Other (Non-Paid) Professional Work Experience.
- f. Courses taught.
- g. Publications and Presentations:
 - Publications: complete title; all co-authors (by seniority); publisher; publisher's location; date of publication; type of publication if not self-apparent, e.g., book, journal (refereed v. non-refereed) article, monograph, book chapter, encyclopedia entry, book review, and so forth.
 - Presentations/Symposia/Panels/Sessions (note that presentations to community groups shall be listed in Section VIII, below): complete title of session/presentation; all coauthors (if applicable and by seniority); specify role (e.g., presenter, organizer, discussant, moderator, etc.); name of professional organization; location; and date of presentation.
- h. Grants and Proposals: complete title; all co-authors (by seniority and role); name of agency/organization to which the grant/proposal was submitted; date of submission; amount (if applicable) of funding requested; and status of grant/proposal (e.g., funded, not-funded).
- i. Miscellaneous Professional Activities (not covered in the above).

- j. Professional Memberships:
 - Active Memberships Related to Academic Discipline
 - Inactive Memberships Related to Academic Discipline—optional, include dates if possible
 - Memberships in Academically-Related Honor Societies
 - Active Memberships Related to Non-Academic Discipline (e.g., unions, political action groups, etc.)—optional, include dates if possible
- k. Honors and Awards: type or title of honor/award; presenting agency/body; location where honor or award was presented to applicant; and date of presentation.
- l. University Service (include activities that cannot be adequately described on the Tenure or Promotion Application Form--see Item II.A above).
- m. Community Involvement (include only documented activities; include activities that cannot be adequately described on the Tenure or Promotion Application Form--see Item II.A above)
 - Community Service (i.e., related to the applicant's area of academic expertise): description of service; agency; and dates of service
 - Social Service (i.e., not related to the applicant's area of academic expertise): description of service; agency; and dates of service

IV. *Current Evaluations Specific to the Application for Tenure and/or Promotion*

- a. Department/Unit Review Team(s) Evaluation and Recommendations (to be added by Head)
- b. Department/Unit Head's Evaluation and Recommendations (to be added by Head)
- c. Dean's Evaluation and Recommendation (to be added by Dean)

V. *Student "Teaching Evaluations"* (for last 3 years), with semester and year clearly marked; or, for library faculty, Library Instruction Evaluations

VI. *Professional Work Experience** (include documentation for activities cited in vitae)

VII. *University Service Experience** (include documentation for activities cited in vitae or listed on the Tenure or Promotion Application Form)

VIII. *Community and Social Service Experience** (include documentation for activities cited in vitae or listed on the Tenure or Promotion Application Form)

*Note: For promotion purposes, documentation should include only activities within the last 5 years or since the date of last promotion, whichever is less.

APPENDIX D

TENURE APPLICATION PACKETS

TENURE APPLICATION PACKET FOR TEACHING FACULTY

General Instructions for Faculty Applying for Tenure and/or Promotion

These “general instructions” constitute an attempt to concisely describe the tenure and/or promotion process; this document is meant as a supplement to, rather than replacement for, what is presented in the *Faculty Handbook*.

Initial Timetable

1. Become thoroughly familiar with the requirements and procedures for applying for promotion and/or tenure as described in the *Faculty Handbook*.
2. No later than September 15th (or the next regular business day, if applicable), submit a “Letter of Intent” to apply for promotion and/or tenure to your department/unit Head; also, send a copy of that letter to your academic Dean; include a copy of your "Letter of Intent" in your Formal Portfolio (described below and in the *Faculty Handbook*).
3. No later than October 15th (or the next regular business day, if applicable), submit your Formal Portfolio and Supporting Documentation (described below and in the *Faculty Handbook*) to your department/unit Head. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Head.
4. No later than October 22nd (or the next regular business day, if applicable), your Formal Portfolio should have been received by your academic Dean. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Dean.
5. No later than November 22nd (or the next regular business day, if applicable), your Formal Portfolio should have been received in the Office of the Vice President for Academic Affairs. If you do not promptly receive written confirmation from the Chair of the University’s Promotion and Tenure Committee that your materials have been received in a timely manner, contact the Chair or Vice President for Academic Affairs.

The Application

1. There are separate application forms for promotion and tenure; be sure to complete the appropriate one and include it in the Formal Portfolio.
2. Some faculty may apply simultaneously for promotion and tenure. Because the composition of the departmental/unit promotion and tenure review committees varies, applicants should completely fill out both forms even though much of the information is redundant.
3. Application forms are available for downloading on the University’s web site (go to www.gram.edu and click on “GSU Information,” then on “Administration,” then on “Tenure Application Packet” or “Promotion Application Packet” and print the packets you need). Applicants should download the .pdf version(s) if they will use a typewriter but the Microsoft Word version(s) if they wish to use a computer to complete the forms rather than a typewriter. Applicants unfamiliar with Microsoft Word may need to seek either training or assistance from someone who can use the program.

The Formal Portfolio

1. The Formal Portfolio should be neatly and systematically organized in (a) 3-ring binder(s) with the major subdivisions (i.e., Letter of Intent to Apply for Promotion and/or Tenure; Appropriate Application Form(s) and Essential Documentation; Current Vitae; Current Evaluations by Peers, Head, and Dean; Teaching Evaluations (by Students) or, for library faculty, Library Instruction Evaluations; Professional Work Experience; University Service Experience; and Community/Social Service Experience) clearly marked. Verification of credentials (copies of transcripts, etc.) and professional work experience (Personnel Action forms, University budget pages showing years of experience, etc.) should be included in the Formal Portfolio as part of the Essential Documentation. The use of clear vinyl protectors is not encouraged unless the documentation cannot be held in a binder (as in the case of books, manuals, etc.)
2. Only the Formal Portfolio will automatically be forwarded from the Head's office; the Supporting Documentation file shall remain in the Head's office or in a secure place to be specified by the Head.
3. Applicants for tenure should include information/documentation only from the last five (5) years in the Formal Portfolio (and Supporting Documentation). Applicants for promotion in rank who already have been tenured should include in the Formal Portfolio (and Supporting Documentation) only accomplishments and documentation from the last five (5) years or since the date of the last promotion (whichever is less).
4. All information included on the application and vitae should be adequately documented in the Formal Portfolio. It is helpful, too, to clearly identify relevant information on documentation (e.g., memoranda, minutes of meetings, presentations at meetings, etc.) by using a highlighter pen to indicate your name, committee name, paper title, etc.
5. Pay very close attention to your vitae. All information should be fully but concisely described.

Supporting Documentation

A "second" portfolio ("Supporting Documentation") may be compiled in any manner you choose. The Supporting Documentation should consist of such material as described in the *Faculty Handbook* section, "Factors Considered in Evaluating an Application for Tenure and Promotion", and especially the "Teaching Excellence, Advisement, Counseling, and Other Student-Impact Activities" subsection.

The contents of the Supporting Documentation portfolio are likely best evaluated by members of the department/unit's promotion and tenure review committees rather than Deans, the University Promotion and Tenure Committee, the Vice President for Academic Affairs, and the President of the University. Additionally, this should assist in expediting the promotion and tenure review process at and beyond the Dean's level by reducing the volume of material submitted for review.

The Supporting Documentation shall be available for review by all persons involved in the promotion and/or tenure process but will remain in the department/unit Head's office (or in a secure place specified by the Head) until a final decision has been reached by the President and the University of Louisiana System Board of Supervisors.

Final Advice

1. Make certain that your vita is up-to-date, complete, and accurate, as it is one of the single most important documents in your Formal Portfolio.
2. Never include originals in either the Formal Portfolio or the Supporting Documentation; keep the originals in your possession.
3. Feel free to contact your Faculty Senator to direct you to a faculty member who can offer guidance and advice; also, the members of the University's Promotion and Tenure Committee may likewise be consulted.
4. Pay close attention to the fact that teaching and research are the most heavily weighted factors that enter into the decision to grant or deny promotion and/or tenure—document relevant activities and accomplishments appropriately.
5. If your highest degree is not obviously in your current teaching field/academic department, be sure to fully explain how your degree is appropriate for tenure and/or promotion purposes in that field (note: this is generally problematic only for interdisciplinary or multidisciplinary academic areas). Effective Fall 2000, a faculty member who pursues an advanced degree that may later be included among credentials submitted with promotion and/or tenure applications must first receive written agreement from the department/unit Head (after consultation with departmental faculty) and Dean that acknowledges the appropriateness of the degree to the needs and missions of the Department/Unit and University. If you have such a letter, include a copy of it in your Formal Portfolio, as described in the *Faculty Handbook*.

**Application for Tenure
Grambling State University**

(To be completed by applicant; attach additional pages if necessary)

Name: _____ Date: _____
 First Middle Last

Department/Unit: _____ College/School: _____

Present Rank: _____ Are you simultaneously applying for promotion in rank? Yes No

Primary Teaching Responsibilities at the University Within Last 5 Years (Identify by catalog number and title those courses routinely taught). [Use additional pages if necessary.]

Academic Preparation (Begin with most recently earned degree.). [Use additional pages if necessary.]

Degree	Academic Discipline	Major Area(s) of Study	Institution	Year

Full-Time College-Level Teaching Experience (Do not include summer, overload, adjunct, or graduate assistant teaching). [Use additional pages if necessary.]

Rank	Academic Discipline, Department, or Program	Institution	Month/Year Employment Began	Month/Year Employment Ended	No. of Years at Institution

Other Related Full-Time Professional Experience (Non-college level teaching should be included here, if relevant). [Use additional pages if necessary.]

Title/Position	Employing Agency	Month/Year Employment Began	Month/Year Employment Ended	Number of Years of Experience

Research and Grant Activities Within Last 5 Years. Briefly describe each significant research activity and note its current status (e.g., in conceptualization stage, gathering data stage, data analysis completed, grant written and under review, etc.). [Use additional pages if necessary.]

Publications, Presentations at Professional Meetings, and Other Academically or Artistically Relevant Creative Efforts Within Last 5 Years. [Note: Be certain that full citations are listed in vitae that is to be included in the Formal Tenure Portfolio. Use additional pages if necessary.]

Professional Meetings, Workshops, and Other Activities Attended Within Last 5 Years. Include no activities that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Meeting/Workshop/Activity	Location	Date(s)

Memberships in Professional Organizations and Academic Honor Societies Within Last 5 Years. Include no memberships in organizations that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Organization/Honor Society (include brief description if not self-evident)	Dates of Membership

Administrative Services, Committees, and/or Other Responsibilities at the University Within Last 5 Years. [Use additional pages if necessary.]

Level of Service (Departmental, College/School, University)	Title or Role Performed (e.g., Chair, Member)	Type of Administrative Service, Name of Committees, Description of Other University Responsibilities	Dates of Service (Semesters / Years)

Social Service and Community Involvement Activities Within Last 5 Years. [Use additional pages if necessary.]

Description of Activity (e.g. role played, name of organization, etc.)	Location	Dates of Service

Please use this space or additional pages to add additional items or clarifications that you would like those reviewing this application to know. For example, if your terminal degree and/or major area(s) of study is/are not obviously related to the academic discipline in which you teach at the University, explain how your academic preparation qualifies you to be tenured in this department/unit. [For example, suppose you are a faculty member in the Criminal Justice Dept. and have a Ph.D. in Sociology with a specialization in research methods but no specific expertise in traditional areas of Criminal Justice—crime, delinquency, police, courts, or prisons. Because research methods are required in both undergraduate and graduate programs in Criminal Justice at GSU and those are the courses you teach, you are qualified to receive tenure.]

Further Instructions: Submit this completed application along with the Formal Tenure Portfolio and Supporting Documentation to the department/unit Head by the deadline date published in the Faculty Handbook. The Head shall make copies of this application, distribute one to each member of the department/unit’s Tenure Review Committee, and make arrangements for members of the Committee to review the Portfolio and Supporting Documentation in a private and secure environment. By affixing his/her signature (below), the applicant attests that s/he is familiar with and understands the Promotion and Tenure process as outlined in the Faculty Handbook. The applicant further attests that all information contained in this application, the Formal Tenure Portfolio, and Supporting Documentation, are complete and accurate.

Signature of Applicant

Date

Instructions to Department/Unit Head Regarding

Faculty Member's Application for Tenure in Rank

1. Immediately upon the timely receipt of a faculty member's Letter of Intent to Apply for Tenure, compose a Departmental Tenure Review Committee. The Committee is to be composed of all tenured faculty members. In the event that there are no tenured faculty members in the department/unit, the departmental-level tenure review committee shall consist of all tenure-track, full-time faculty employed within the department for at least the preceding two (2) years.
2. By September 15th (or the next regular business day, if applicable), the Head shall have received a faculty member's Letter of Intent to Apply for Tenure; immediately thereafter, the Head shall notify members of the Tenure Review Committee by sending each a copy of the "Memorandum—Composition of Departmental Tenure Review Committee."
3. By October 15th (or the next regular business day, if applicable), the faculty member seeking tenure must have submitted his/her (1) Formal Tenure Portfolio (including Application) and (2) Supporting Documentation to the Head. The Head shall send each member of the Departmental Tenure Review Committee a copy of the "Memorandum—Availability for Review of Tenure Materials" and the "Peer Evaluation of Applicant for Tenure in Rank." These materials shall be made available to committee members only in a secured location (e.g., the Head's office).
4. Immediately after receiving the Formal Tenure Portfolio (which includes the application) and Supporting Documentation, the Head shall acknowledge in writing to the applicant that the tenure-related materials were received in a timely fashion.
5. By October 22nd (or the next regular business day, if applicable), the Head shall conduct his own evaluation (by utilizing the attached form, "Department Head's Evaluation of Applicant for Tenure"), collect the evaluations/recommendations of the Tenure Review Committee members, and add them to Section IV of the Formal Portfolio before promptly sending the Formal Tenure Portfolio to the Dean. Any Supporting Documentation is to be kept in a secure place (e.g., the Head's office) and returned to the applicant after a final decision on tenure has been reached by the President of the University and the University of Louisiana System Board of Supervisors.

Memorandum—Composition of Departmental Tenure Review Committee

To: Members of the Departmental Tenure Review Committee for _____
Applicant's Name

From: _____
Department Head

Date: _____

Re: EVALUATION OF APPLICANT FOR TENURE IN RANK

I have received from our colleague his/her Letter of Intent to Apply for Tenure in rank. As specified in the Faculty Handbook, the following faculty members shall constitute the Departmental Tenure Review Committee for this applicant.

Please thoroughly review the requirements for tenure as outlined in the Faculty Handbook.

As soon as I receive the Formal Tenure Portfolio, which will include the application, and Supporting Documentation, I shall notify you and you shall have only a short period of time in which to review them before completing your evaluation and making your recommendation.

In the meantime, please make arrangements with our colleague to evaluate his/her classroom teaching if you are not already intimately familiar with it.

Thank you for your cooperation.

Memorandum—Availability for Review of Tenure Materials

To: Members of the Departmental Tenure Review Committee for _____
Applicant's Name

From: _____
Department Head

Date: _____

Re: EVALUATION OF APPLICANT'S TENURE PORTFOLIO AND SUPPORTING DOCUMENTATION

I have received our colleague's Formal Tenure Portfolio and Supporting Documentation. I have attached a copy of his/her Application for Tenure to this memorandum as well as a Peer Evaluation for Tenure form. As I must forward these materials to the Dean by the October 22nd deadline, please contact me as soon as possible so that you can review these materials and submit your recommendations in a timely fashion.

Thank you for your prompt attention to this matter.

PEER EVALUATION OF APPLICANT FOR TENURE IN RANK

Applicant's Name: _____

Evaluator's Name: _____ Rank: _____

Before completing this evaluation and recommendation, please review the relevant sections on tenure in the Faculty Handbook as well as more stringent standards that may be mandatory by discipline-related accrediting agencies. Then, based upon your experience within the profession, please assess the applicant's qualifications and performance on each of the following:

1. Are the applicant's academic credentials appropriate for tenure? Yes No Questionable

If "No" or "Questionable", please comment:

2. Has the applicant completed at least five (5) years of full-time teaching at the college level (note: do not count teaching as an adjunct, summers, overloads, or as a graduate assistant)? Yes No Questionable

If "No" or "Questionable", please comment:

3. Please evaluate the applicant's overall performance during his/her employment at the University in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Teaching Effectiveness are exceptionally good.					
The Applicant's Research, Publications, Professional Activities, and Creative Efforts are exceptionally good.					
The Applicant's Service to the University, College, Department, and Students is exceptionally good.					
The Applicant's Social Service and Community Involvement is exceptionally good.					
The Applicant clearly deserves to receive tenure.					

4. Please feel free to add additional comments and recommendations (use separate sheet if necessary).

Signature of Evaluator

Date

DEPARTMENT HEAD'S EVALUATION OF APPLICANT FOR TENURE

Applicant's Name: _____

1. List by name and rank, all members in the Department who are tenured. [Use additional pages if necessary.]

Name	Rank		Name	Rank

2. Did all of the faculty listed in #1 (above) participate in evaluating the applicant for purposes of tenure? Yes No
If "No", please explain:

3. Do you personally attest that the applicant's academic credentials are appropriate for tenure? Yes No Questionable
If "No" or "Questionable", please explain:

4. Has the applicant completed at least five (5) years of full-time teaching at the college level (note: do not count teaching as an adjunct, summers, overloads, or as a graduate assistant)? Yes No Questionable
If "No" or "Questionable", please comment:

5. Please evaluate the applicant's overall performance during his/her employment as a faculty member at the University in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Teaching Effectiveness are exceptionally good.					
The Applicant's Research, Publications, Professional Activities, and Creative Efforts are exceptionally good.					
The Applicant's Service to the University, College, Department, and Students is exceptionally good.					
The Applicant's Social Service and Community Involvement is exceptionally good.					
The Applicant clearly deserves to receive tenure.					

6. In narrative form, provide additional comments about the applicant's qualifications, work performance, standing in the profession, service to the University, and/or service to the community. In your assessment, describe the function or role the applicant performs or plays in your Department; in other words, describe the applicant's greatest strengths and weaknesses as they relate specifically to your Department, its operations, its faculty, and its students. [Use additional pages if necessary.]

The average of the scores submitted by the Department/Unit Review Committee is _____.

Signature of Department/Unit Head

Date

**Instructions to Dean Regarding
Faculty Member's Application for Tenure**

1. By September 15th (or the next regular business day, if applicable), the Dean shall have received a copy of a faculty member's Letter of Intent to Apply for Tenure.
2. By October 22nd (or the next regular business day, if applicable), the Formal Tenure Portfolio shall have been delivered to the Dean; immediately notify the applicant in writing upon the timely receipt of those materials.
3. Between October 22nd and November 21st, please review the application and accompanying documents, complete the "Dean's Evaluation of Applicant for Tenure in Rank" form, and add it to the appropriate Portfolio in Section IV. At your discretion, you may seek the advice, counsel, and recommendations of faculty from your college/school in assisting you in the evaluation and decision-making process.
4. By November 22, submit the Formal Tenure Portfolio to the Office of the Vice President for Academic Affairs.

DEAN'S EVALUATION OF APPLICANT FOR TENURE IN RANK

Applicant's Name: _____ Rank: _____

Having reviewed the applicant's Formal Portfolio for Tenure, the Department Head's evaluation and recommendation, the evaluations and recommendations of members of the Departmental Tenure Review Committee, and, if applicable, the evaluations and recommendations of the College/School Promotion and Tenure Review Committee, it is my judgment that:

1. The applicant's academic credentials are appropriate to receive tenure. Yes No Questionable

2. The applicant meets or exceeds the requisite number of years of professional experience (either full-time collegiate-level teaching or in combination with other professionally-related work experience) to receive tenure. Yes No Questionable

3. It is my conclusion and recommendation that the applicant

_____ is an exceptionally strong candidate and definitely should be tenured.

_____ is a strong candidate and should be tenured.

_____ should not be tenured at this time.

Other Comments?

The average of the scores submitted by the academic unit Tenure Review Committee is _____.

Signature of Dean

Date

TENURE APPLICATION PACKET FOR LIBRARY FACULTY

General Instructions for Library Faculty Applying for Tenure and/or Promotion

These “general instructions” constitute an attempt to concisely describe the tenure and/or promotion process; this document is meant as a supplement to, rather than replacement for, what is presented in the *Faculty Handbook*.

Initial Timetable

1. Become thoroughly familiar with the requirements and procedures for applying for promotion and/or tenure as described in the *Faculty Handbook*.
2. No later than September 15th, submit a “Letter of Intent” to apply for promotion and/or tenure to the Dean of Library Services; also, send a copy of that letter to your immediate head/supervisor; include a copy of your "Letter of Intent" in your Formal Portfolio (described below and in the *Faculty Handbook*).
3. No later than October 15th, submit your Formal Portfolio and Supporting Documentation (described below and in the *Faculty Handbook*) to the Dean of Library Services. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Dean of Library Services.
4. No later than November 22nd, your Formal Portfolio should have been received in the Office of the Vice President for Academic Affairs. If you do not promptly receive written confirmation from the Chair of the University’s Promotion and Tenure Committee that your materials have been received in a timely manner, contact the Chair or Vice President for Academic Affairs.

The Application

1. There are separate application forms for promotion and tenure; be sure to complete the appropriate one and include it in the Formal Portfolio.
2. Some faculty may apply simultaneously for promotion and tenure. Because the composition of the library promotion and tenure review committees varies, applicants should completely fill out both forms even though much of the information is redundant.
3. Application forms are available for downloading on the University’s web site (go to www.gram.edu and click on “GSU Information,” then on “Administration,” then on “Tenure Application Packet” or “Promotion Application Packet” and print the packets you need). Applicants should download the .pdf version(s) if they will use a typewriter but the Microsoft Word version(s) if they wish to use a computer to complete the forms rather than a typewriter. Applicants unfamiliar with Microsoft Word may need to seek either training or assistance from someone who can use the program.

The Formal Portfolio

1. The Formal Portfolio should be neatly and systematically organized in (a) 3-ring binder(s) with the major subdivisions (i.e., Letter of Intent to Apply for Promotion and/or Tenure; Appropriate Application Form(s) and Essential Documentation; Current Vitae; Current Evaluations by Peers, Head (immediate supervisor), and the Dean of Library Services; Evaluations of your library instruction by

students or faculty who were instructed by you; Professional Work Experience; Service (University and Community) clearly marked. Verification of credentials (copies of transcripts, etc.) and professional work experience (Personnel Action forms, University budget pages showing years of experience, etc.) should be included in the Formal Portfolio as part of Essential Documentation. The use of clear vinyl protectors is not encouraged unless the documentation cannot be held in a binder (as in the case of books, manuals, etc.)

2. Only the Formal Portfolio will automatically be forwarded from the Dean of Library Services; the Supporting Documentation file will normally remain in the Dean's office or in a secure place to be specified by the Dean.
3. Applicants for tenure should include information/documentation only from the last five (5) years in the Formal Portfolio (and Supporting Documentation). Applicants for promotion in rank who already have been tenured should include in the Formal Portfolio (and Supporting Documentation) only accomplishments and documentation from the last five (5) years or since the date of the last promotion (whichever is less).
4. All information included on the application and vitae should be adequately documented in the Formal Portfolio. It is helpful, too, to clearly identify relevant information on documentation (e.g., memoranda, minutes of meetings, presentations at meetings, etc.) by using a highlighter pen to indicate your name, committee name, paper title, etc.
5. Pay very close attention to your vitae. All information should be fully but concisely described.

Supporting Documentation

A "second" portfolio ("Supporting Documentation") may be compiled in any manner you choose. The Supporting Documentation should consist of such material as described in the *Faculty Handbook* section, "Factors Considered in Evaluating an Application for Tenure and Promotion", and especially the "Librarianship" subsection pertaining to the effectiveness of your instructional techniques and educational resource management.

The contents of the Supporting Documentation portfolio are likely best evaluated by members of the library's promotion and tenure review committees and the Dean of Library Services, rather than the University Promotion and Tenure Committee, the Vice President for Academic Affairs, and the President of the University. Additionally, this should assist in expediting the promotion and tenure review process beyond the Dean's level by reducing the volume of material submitted for review.

The Supporting Documentation shall be available for review by all persons involved in the promotion and/or tenure process but will remain in the Dean of Library Services' office until a final decision has been reached by the President and the University of Louisiana System Board of Supervisors.

Final Advice

1. Make certain that your vita is up-to-date, complete, and accurate, as it is one of the single most important documents in your Formal Portfolio.

2. Never include originals in either the Formal Portfolio or the Supporting Documentation; keep the originals in your possession.
3. Feel free to contact your Faculty Senator to direct you to a faculty member who can offer guidance and advice; also, the members of the University's Promotion and Tenure Committee may likewise be consulted.
4. Pay close attention to the fact that, according to the Faculty Handbook, librarianship (50%) and service (30%) are the most heavily weighted factors that enter into the decision to grant or deny promotion and/or tenure—document relevant activities and accomplishments appropriately.
5. If your highest degree is not a master's degree from a program accredited by the American Library Association (ALA), be sure to fully explain how your degree is appropriate for tenure and/or promotion purposes. (Note: Because Library Science is an interdisciplinary or multidisciplinary academic area, you should explain how a non-library-science degree relates to your job responsibilities.) If you held a second graduate degree before joining the GSU Library Faculty, explain how it supports your tenure and/or promotion application. Effective Fall 2000, a faculty member who pursues an advanced degree that may later be included among credentials submitted with promotion and/or tenure applications must first receive written agreement from the Dean of Library Services (after consultation with library faculty) that acknowledges the appropriateness of the degree to the needs and missions of the library and University. If you have such a letter, include a copy of it in your Formal Portfolio, as described in the *Faculty Handbook*.

Other Related Full-Time Professional Experience (Non-college level teaching or librarianship should be included here, if relevant). [Use additional pages if necessary.]

Title/Position	Employing Agency	Month/Year Employment Began	Month/Year Employment Ended	Number of Years Experience

Research and Grant Activities Within Last 5 Years. Briefly describe each significant research activity and note its current status (e.g., in conceptualization stage, gathering data stage, data analysis completed, grant written and under review, etc.). [Use additional pages if necessary.]

Publications, Presentations at Professional Meetings, and Other Academically Relevant Efforts Within Last 5 Years. [Note: Be certain that full citations are listed in vitae that is to be included in the Formal Tenure Portfolio. Use additional pages if necessary.]

Professional Meetings, Workshops, and Other Activities Attended Within Last 5 Years. Include no activities that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Meeting/Workshop/Activity	Location	Date(s)

Memberships in Professional Organizations and Academic Honor Societies Within Last 5 Years. Include no memberships in organizations that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Organization/Honor Society (include brief description if not self-evident)	Dates of Membership

Administrative Services, Committees, and/or Other Responsibilities at the University Within Last 5 Years. [Use additional pages if necessary.]

Level of Service (Library or University)	Title or Role Performed (e.g., Chair, Member)	Type of Administrative Service, Name of Committees, Description of Other University Responsibilities	Dates of Service (Semesters / Years)

Community Involvement Activities Within Last 5 Years. [Use additional pages if necessary.]

Description of Activity (e.g. role played, name of organization, etc.)	Location	Dates of Service

Please use this space or additional pages to add additional items or clarifications that you would like those reviewing this application to know. For example, if your 2nd master’s degree and/or major area(s) of study is/are not a master’s degree from a program accredited by the American Library Association (ALA), explain how your academic preparation qualifies you to be tenured. [For example, suppose you have a 2nd master’s degree in Education with a specialization in school librarianship but no specific coursework in traditional areas of academic librarianship—subject bibliography or cataloging, for example. Because the University offers both undergraduate and graduate programs in Education, and those are the programs for which you provide collection development and reference services, your degree strongly supports your tenure application.]

Further Instructions: Submit this completed application along with the Formal Tenure Portfolio and Supporting Documentation to the Dean of Library Services by the deadline date published in the Faculty Handbook. The Dean shall make copies of this application, distribute one to each member of the Library Tenure Review Committee, and make arrangements for members of the Committee to review the Portfolio and Supporting Documentation in a private and secure environment. By affixing his/her signature (below), the applicant attests that s/he is familiar with and understands the Promotion and Tenure process as outlined in the Faculty Handbook. The applicant further attests that all information contained in this application, the Formal Tenure Portfolio, and Supporting Documentation, are complete and accurate.

Signature of Applicant

Date

Instructions to Dean of Library Services Regarding

Faculty Member's Application for Tenure in Rank

1. Immediately upon the timely receipt of a faculty member's Letter of Intent to Apply for Tenure, compose a Library Tenure Review Committee. The Committee is to be composed of all tenured faculty members. In the event that there are no tenured faculty members in the library, the Library Tenure Review Committee shall consist of all tenure-track, full-time faculty employed within the library for at least the preceding two (2) years.
2. By September 15th (or the next regular business day, if applicable), the Dean shall have received a faculty member's Letter of Intent to Apply for Tenure; immediately thereafter, the Dean shall notify members of the Library Tenure Review Committee by sending each a copy of the "Memorandum—Composition of Library Tenure Review Committee."
3. By October 15th (or the next regular business day, if applicable), the faculty member seeking tenure must have submitted his/her (1) Formal Tenure Portfolio (including Application) and (2) Supporting Documentation to the Dean of Library Services. The Dean shall send each member of the Library Tenure Review Committee a copy of the "Memorandum—Availability for Review of Tenure Materials" and the "Peer Evaluation of Applicant for Tenure in Rank." These materials shall be made available to committee members only in a secured location (to be specified by the Dean).
4. Immediately after receiving the Formal Tenure Portfolio (which includes the application) and Supporting Documentation, the Dean shall acknowledge in writing to the applicant that the tenure-related materials were received in a timely fashion.
5. By November 22nd (or the next regular business day, if applicable), the Dean shall conduct his/her own evaluation (by utilizing the attached form, "Dean of Library Service's Evaluation of Applicant for Tenure"), collect the evaluations/recommendations of the Tenure Review Committee members, and add them to Section IV of the Formal Portfolio before promptly sending the Formal Tenure Portfolio to the Vice President for Academic Affairs. Any Supporting Documentation is to be kept in a secure place (to be specified by the Dean) and returned to the applicant after a final decision on tenure has been reached by the President of the University and the University of Louisiana System Board of Supervisors.

Memorandum—Composition of Library Tenure Review Committee

To: Members of the Library Tenure Review Committee for _____
Applicant's Name

From: _____
Dean of Library Services

Date: _____

Re: EVALUATION OF APPLICANT FOR TENURE IN RANK

I have received from our colleague his/her Letter of Intent to Apply for Tenure in rank. As specified in the Faculty Handbook, the following faculty members shall constitute the Library Tenure Review Committee for this applicant.

Please thoroughly review the requirements for tenure as outlined in the Faculty Handbook.

As soon as I receive the Formal Tenure Portfolio, which will include the application, and Supporting Documentation, I shall notify you and you shall have only a short period of time in which to review them before completing your evaluation and making your recommendation.

In the meantime, please make arrangements with our colleague to evaluate his/her group instruction if you are not already intimately familiar with it.

Thank you for your cooperation.

Memorandum—Availability for Review of Tenure Materials

To: Members of the Library Tenure Review Committee for _____
Applicant's Name

From: _____
Dean of Library Services

Date: _____

Re: EVALUATION OF APPLICANT'S TENURE PORTFOLIO AND SUPPORTING DOCUMENTATION

I have received our colleague's Formal Tenure Portfolio and Supporting Documentation. I have attached a copy of his/her Application for Tenure to this memorandum as well as a "Peer Evaluation of Applicant for Tenure in Rank" form. As I must forward these materials to the Vice President for Academic Affairs by the November 22nd deadline, please contact me as soon as possible so that you can review these materials and submit your recommendations in a timely fashion.

Thank you for your prompt attention to this matter.

PEER EVALUATION OF APPLICANT FOR TENURE IN RANK

Applicant's Name: _____

Evaluator's Name: _____ Rank _____

Before completing this evaluation and recommendation, please review the relevant sections on tenure in the Faculty Handbook as well as more stringent standards that may be mandatory by discipline-related accrediting agencies. Then, based upon your experience within the profession, please assess the applicant's qualifications and performance on each of the following:

1. Are the applicant's academic credentials appropriate for tenure? Yes No Questionable
If "No" or "Questionable", please comment:

2. Has the applicant completed at least five (5) years of full-time teaching or librarianship at the college level? (note: do not count teaching as an adjunct, summers, overloads, or as a graduate assistant) Yes No Questionable
If "No" or "Questionable", please comment:

3. Please evaluate the applicant's overall performance during his/her employment at the University in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Effectiveness of Instructional Techniques and/or Educational Resource Management are exceptionally good.					
The Applicant's Research, Publications, and Professional Activities are exceptionally good.					
The Applicant's Service to the University, Library, Students and non-Library Faculty and/or Community Involvement are exceptionally good.					
The Applicant clearly deserves to receive tenure.					

4. Please feel free to add additional comments and recommendations (use separate sheet if necessary).

Signature of Evaluator

Date

DEAN OF LIBRARY SERVICES' EVALUATION OF APPLICANT FOR TENURE

Applicant's Name: _____

1. List by name and rank, all members in the Library who are tenured. [Use additional pages if necessary.]

Name	Rank		Name	Rank

2. Did all of the faculty listed in #1 (above) participate in evaluating the applicant for purposes of tenure? Yes No
If "No", please explain:
3. Do you personally attest that the applicant's academic credentials are appropriate for tenure? Yes No Questionable
If "No" or "Questionable", please explain:
4. Has the applicant completed at least five (5) years of full-time teaching and/or librarianship at the college level? (note: do not count teaching as an adjunct, summers, overloads, or as a graduate assistant)? Yes No Questionable
If "No" or "Questionable", please comment:

5. Please evaluate the applicant's overall performance during his/her employment at the University in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Effectiveness of Instructional Techniques and/or Educational Resource Management are exceptionally good.					
The Applicant's Research, Publications, and Professional Activities are exceptionally good.					
The Applicant's Service to the University, Library, Students and non-Library Faculty and Community Involvement are exceptionally good.					
The Applicant clearly deserves to receive tenure.					

6. In narrative form, provide additional comments about the applicant's qualifications, work performance, standing in the profession, service to the University, and/or service to the community. In your assessment, describe the function or role the applicant performs or plays in the Library; in other words, describe the applicant's greatest strengths and weaknesses as they relate specifically to the Library, its operations, the library faculty, and to students and non-library faculty. [Use additional pages if necessary.]

The average of the scores submitted by the Library Review Committee is _____.

Signature of Dean of Library Services

Date

APPENDIX E

PROMOTION APPLICATION PACKETS

PROMOTION APPLICATION PACKET FOR TEACHING FACULTY

General Instructions for Faculty Applying for Tenure and/or Promotion

These “general instructions” constitute an attempt to concisely describe the tenure and/or promotion process; this document is meant as a supplement to, rather than replacement for, what is presented in the *Faculty Handbook*.

Initial Timetable

1. Become thoroughly familiar with the requirements and procedures for applying for promotion and/or tenure as described in the *Faculty Handbook*.
2. No later than September 15th (or the next regular business day, if applicable), submit a “Letter of Intent” to apply for promotion and/or tenure to your department/unit Head; also, send a copy of that letter to your academic Dean; include a copy of your "Letter of Intent" in your Formal Portfolio (described below and in the *Faculty Handbook*).
3. No later than October 15th (or the next regular business day, if applicable), submit your Formal Portfolio and Supporting Documentation (described below and in the *Faculty Handbook*) to your department/unit Head. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Head.
4. No later than October 22nd (or the next regular business day, if applicable), your Formal Portfolio should have been received by your academic Dean. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Dean.
5. No later than November 22nd (or the next regular business day, if applicable), your Formal Portfolio should have been received in the Office of the Vice President for Academic Affairs. If you do not promptly receive written confirmation from the Chair of the University’s Promotion and Tenure Committee that your materials have been received in a timely manner, contact the Chair or Vice President for Academic Affairs.

The Application

1. There are separate application forms for promotion and tenure; be sure to complete the appropriate one and include it in the Formal Portfolio.
2. Some faculty may apply simultaneously for promotion and tenure. Because the composition of the departmental/unit promotion and tenure review committees varies, applicants should completely fill out both forms even though much of the information is redundant.
3. Application forms are available for downloading on the University’s web site (go to www.gram.edu and click on “GSU Information,” then on “Administration,” then on “Tenure Application Packet” or “Promotion Application Packet” and print the packets you need). Applicants should download the .pdf version(s) if they will use a typewriter but the Microsoft Word version(s) if they wish to use a computer to complete the forms rather than a typewriter. Applicants unfamiliar with Microsoft Word may need to seek either training or assistance from someone who can use the program.

The Formal Portfolio

1. The Formal Portfolio should be neatly and systematically organized in (a) 3-ring binder(s) with the major subdivisions (i.e., Letter of Intent to Apply for Promotion and/or Tenure; Appropriate Application Form(s) and Essential Documentation; Current Vitae; Current Evaluations by Peers, Head, and Dean; Teaching Evaluations (by Students) or, for library faculty, Library Instruction Evaluations; Professional Work Experience; University Service Experience; and Community/Social Service Experience) clearly marked. Verification of credentials (copies of transcripts, etc.) and professional work experience (Personnel Action forms, University budget pages showing years of experience, etc.) should be included in the Formal Portfolio as part of the Essential Documentation. The use of clear vinyl protectors is not encouraged unless the documentation cannot be held in a binder (as in the case of books, manuals, etc.)
2. Only the Formal Portfolio will automatically be forwarded from the Head's office; the Supporting Documentation file shall remain in the Head's office or in a secure place to be specified by the Head.
3. Applicants for tenure should include information/documentation only from the last five (5) years in the Formal Portfolio (and Supporting Documentation). Applicants for promotion in rank who already have been tenured should include in the Formal Portfolio (and Supporting Documentation) only accomplishments and documentation from the last five (5) years or since the date of the last promotion (whichever is less).
4. All information included on the application and vitae should be adequately documented in the Formal Portfolio. It is helpful, too, to clearly identify relevant information on documentation (e.g., memoranda, minutes of meetings, presentations at meetings, etc.) by using a highlighter pen to indicate your name, committee name, paper title, etc.
5. Pay very close attention to your vitae. All information should be fully but concisely described.

Supporting Documentation

A "second" portfolio ("Supporting Documentation") may be compiled in any manner you choose. The Supporting Documentation should consist of such material as described in the *Faculty Handbook* section, "Factors Considered in Evaluating an Application for Tenure and Promotion", and especially the "Teaching Excellence, Advisement, Counseling, and Other Student-Impact Activities" subsection.

The contents of the Supporting Documentation portfolio are likely best evaluated by members of the department/unit's promotion and tenure review committees rather than Deans, the University Promotion and Tenure Committee, the Vice President for Academic Affairs, and the President of the University. Additionally, this should assist in expediting the promotion and tenure review process at and beyond the Dean's level by reducing the volume of material submitted for review.

The Supporting Documentation shall be available for review by all persons involved in the promotion and/or tenure process but will remain in the department/unit Head's office (or in a secure place specified by the Head) until a final decision has been reached by the President and the University of Louisiana System Board of Supervisors.

Final Advice

1. Make certain that your vita is up-to-date, complete, and accurate, as it is one of the single most important documents in your Formal Portfolio.
2. Never include originals in either the Formal Portfolio or the Supporting Documentation; keep the originals in your possession.
3. Feel free to contact your Faculty Senator to direct you to a faculty member who can offer guidance and advice; also, the members of the University's Promotion and Tenure Committee may likewise be consulted.
4. Pay close attention to the fact that teaching and research are the most heavily weighted factors that enter into the decision to grant or deny promotion and/or tenure—document relevant activities and accomplishments appropriately.
5. If your highest degree is not obviously in your current teaching field/academic department, be sure to fully explain how your degree is appropriate for tenure and/or promotion purposes in that field (note: this is generally problematic only for interdisciplinary or multidisciplinary academic areas). Effective Fall 2000, a faculty member who pursues an advanced degree that may later be included among credentials submitted with promotion and/or tenure applications must first receive written agreement from the department/unit Head (after consultation with departmental faculty) and Dean that acknowledges the appropriateness of the degree to the needs and missions of the Department/Unit and University. If you have such a letter, include a copy of it in your Formal Portfolio, as described in the *Faculty Handbook*.

Application for Promotion in Rank

Grambling State University

(To be completed by applicant; attach additional pages if necessary)

Name: _____ Date: _____
 First Middle Last

Department/Unit: _____ College/School: _____

Present Rank: _____ Years in Present Rank: ____ Rank Requested: _____

Primary Teaching Responsibilities at the University Within Last 5 Years or since date of last promotion (whichever is less) (Identify by catalog number and title those courses routinely taught). [Use additional pages if necessary.]

Academic Preparation (Begin with most recently earned degree). [Use additional pages if necessary.]

Degree	Academic Discipline	Major Area(s) of Study	Institution	Year

Full-Time College-Level Teaching Experience (Do not include summer, overload, adjunct, or graduate assistant teaching). [Use additional pages if necessary.]

Rank	Academic Discipline, Department, or Program	Institution	Month/Year Employment Began	Month/Year Employment Ended	No. of Years at Institution

Other Related Full-Time Professional Experience (Non-college level teaching should be included here, if relevant). [Use additional pages if necessary.]

Title/Position	Employing Agency	Month/Year Employment Began	Month/Year Employment Ended	Number of Years Experience

Research and Grant Activities *Within Last 5 Years or since date of last promotion (whichever is less)*. Briefly describe each significant research activity and note its current status (e.g., in conceptualization stage, gathering data stage, data analysis completed, grant written and under review, etc.). [Use additional pages if necessary.]

Publications, Presentations at Professional Meetings, and Other Academically or Artistically Relevant Creative Efforts *Within Last 5 Years or since date of last promotion (whichever is less)*. [Note: Be certain that full citations are listed in vitae that is to be included in the Formal Promotion Portfolio. Use additional pages if necessary.]

Professional Meetings, Workshops, and Other Activities Attended *Within Last 5 Years or since date of last promotion (whichever is less).* Include no activities that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Meeting/Workshop/Activity	Location	Date(s)

Memberships in Professional Organizations and Academic Honor Societies *Within Last 5 Years or since date of last promotion (whichever is less).* Include no memberships in organizations that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Organization/Honor Society (include brief description if not self-evident)	Dates of Membership

Administrative Services, Committees, and/or Other Responsibilities at the University *Within Last 5 Years or since date of last promotion (whichever is less).* [Use additional pages if necessary.]

Level of Service (Departmental, College/School, University)	Title or Role Performed (e.g., Chair, Member)	Type of Administrative Service, Name of Committees, Description of Other University Responsibilities	Dates of Service (Semesters / Years)

Social Service and Community Involvement Activities *Within Last 5 Years or since date of last promotion (whichever is less).* [Use additional pages if necessary.]

Description of Activity (e.g. role played, name of organization, etc.)	Location	Dates of Service

Please use this space or additional pages to add additional items or clarifications that you would like those reviewing this application to know.

Further Instructions: Submit this completed application along with the Formal Promotion Portfolio and Supporting Documentation to the department/unit Head by the deadline date published in the Faculty Handbook. The Head shall make copies of this application, distribute one to each member of the department/unit's Promotion Review Committee, and make arrangements for members of the Committee to review the Portfolio and Supporting Documentation in a private and secure environment. By affixing his/her signature (below), the applicant attests that s/he is familiar with and understands the Promotion and Tenure process as outlined in the Faculty Handbook. The applicant further attests that all information contained in this application, the Formal Promotion Portfolio, and Supporting Documentation, are complete and accurate.

Signature of Applicant

Date

Instructions to Department/Unit Head Regarding

Faculty Member's Application for Promotion in Rank

1. Immediately upon the timely receipt of a faculty member's Letter of Intent to Apply for Promotion, compose a Departmental Promotion Review Committee. The Committee is to be composed of all faculty members (regardless of tenure status) who are at or above the rank to which the applicant is applying. In the event that there are no faculty members in the department/unit at or above the rank to which the applicant is applying, the Departmental Review Committee shall consist of tenured and non-tenured faculty members holding the same academic rank as the applicant. Should neither of these be possible, the Departmental Promotion Review Committee shall consist of all tenured faculty irrespective of academic rank. In the rare event that none of the preceding is possible, the Departmental Promotion Review Committee shall consist of all tenure-track, full-time faculty who have been employed within the department for at least the preceding two (2) years. Composition of the Departmental Promotion Review Committee may vary with different applicants.
2. By September 15th (or the next regular business day, if applicable), the Head shall have received a faculty member's Letter of Intent to Apply for Promotion; immediately thereafter, the Head shall notify members of the Promotion Review Committee by sending each a copy of the "Memorandum—Composition of Departmental Promotion Review Committee."
3. By October 15th (or the next regular business day, if applicable), the faculty member seeking promotion must have submitted his/her (1) Formal Promotion Portfolio (including Application) and (2) Supporting Documentation to the Head. The Head shall send each member of the Departmental Promotion Review Committee a copy of the "Memorandum—Availability for Review of Promotion Materials" and the "Peer Evaluation of Applicant for Promotion in Rank." These materials shall be made available to committee members only in a secured location (e.g., the Head's office).
4. Immediately after receiving the Formal Promotion Portfolio (which includes the application) and Supporting Documentation, the Head shall acknowledge in writing to the applicant that the promotion-related materials were received in a timely fashion.
5. By October 22nd (or the next regular business day, if applicable), the Head shall conduct his own evaluation (utilizing the attached form, "Department Head's Evaluation of Applicant for Promotion in Rank"), collect the evaluations/recommendations of the Promotion Review Committee members, and add them to Section IV of the Formal Portfolio before promptly sending the Formal Promotion Portfolio to the Dean. Any Supporting Documentation is to be kept in a secure place (e.g., the Head's office) and returned to the applicant after a final decision on promotion has been reached by the President of the University and the University of Louisiana System Board of Supervisors.

Memorandum—Composition of Departmental Promotion Review Committee

To: Members of the Departmental Promotion Review Committee for _____
Applicant's Name

From: _____
Department Head

Date: _____

Re: EVALUATION OF APPLICANT FOR PROMOTION IN RANK

I have received from our colleague his/her Letter of Intent to Apply for Promotion in rank. As specified in the Faculty Handbook, the following faculty members shall constitute the Departmental Promotion Review Committee for this applicant.

Please thoroughly review the requirements for promotion as outlined in the Faculty Handbook.

As soon as I receive the Formal Promotion Portfolio, which will include the application, and Supporting Documentation, I shall notify you and you shall have only a short period of time in which to review them before completing your evaluation and making your recommendation.

In the meantime, please make arrangements with our colleague to evaluate his/her classroom teaching if you are not already intimately familiar with it.

Thank you for your cooperation.

Memorandum—Availability for Review of Promotion Materials

To: Members of the Departmental Promotion Review Committee for _____
Applicant's Name

From: _____
Department Head

Date: _____

Re: EVALUATION OF APPLICANT'S PROMOTION PORTFOLIO AND SUPPORTING DOCUMENTATION

I have received our colleague's Formal Promotion Portfolio and Supporting Documentation. I have attached a copy of his/her Application for Promotion to this memorandum as well as a Peer Evaluation for Promotion form. As I must forward these materials to the Dean by the October 22nd deadline, please contact me as soon as possible so that you can review these materials and submit your recommendations in a timely fashion.

Thank you for your prompt attention to this matter.

PEER EVALUATION OF APPLICANT FOR PROMOTION IN RANK

Applicant's Name: _____

Evaluator's Name: _____ Rank: _____

Before completing this evaluation and recommendation, please review the relevant sections on promotion in the Faculty Handbook as well as more stringent standards that may be mandatory by discipline-related accrediting agencies. Then, based upon your experience within the profession, please assess the applicant's qualifications and performance on each of the following:

1. Are the applicant's academic credentials appropriate for promotion? Yes No Questionable
If "No" or "Questionable", please comment:

2. Does the applicant meet or exceed the years of experience (full-time collegiate-level teaching and/or "other" related) to satisfy the requirements for this promotion? Yes No Questionable
If "No" or "Questionable", please comment:

3. Please evaluate the applicant's overall performance during the last 5 years or since date of last promotion (whichever is less) in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Teaching Effectiveness are exceptionally good.					
The Applicant's Research, Publications, Professional Activities, and Creative Efforts are exceptionally good.					
The Applicant's Service to the University, College, Department, and Students is exceptionally good.					
The Applicant's Social Service and Community Involvement is exceptionally good.					
The Applicant clearly deserves promotion to the next academic rank.					

4. Please feel free to add additional comments and recommendations (use separate sheet if necessary).

Signature of Evaluator

Date

DEPARTMENT HEAD'S EVALUATION OF APPLICANT FOR PROMOTION IN RANK

Applicant's Name: _____

Rank Sought: _____

1. List by name and rank, all members in the Department who are at or above the rank to which the applicant seeks promotion. [Use additional pages if necessary.]

Name	Rank		Name	Rank

2. Did all of the faculty listed in #1 (above) participate in evaluating the applicant for purposes of promotion in rank? Yes No
If "No", please explain:

3. Do you personally attest that the applicant's academic credentials are appropriate for this promotion? Yes No Questionable
If "No" or "Questionable", please explain:

4. Does the applicant meet or exceed the years of experience (full-time collegiate-level teaching)? Yes No Questionable
If "No" or "Questionable", please explain in detail what other Professional experience is being used to qualify the applicant for promotion.

5. Please evaluate the applicant's overall performance during the last 5 years or since date of last promotion (whichever is less) in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Teaching Effectiveness are exceptionally good.					
The Applicant's Research, Publications, Professional Activities, and Creative Efforts are exceptionally good.					
The Applicant's Service to the University, College, Department, and Students is exceptionally good.					
The Applicant's Social Service and Community Involvement is exceptionally good.					
The Applicant clearly deserves promotion to the next academic rank.					

6. In narrative form, provide additional comments about the applicant's qualifications, work performance, standing in the profession, service to the University, and/or service to the community. In your assessment, describe the function or role the applicant performs or plays in your Department; in other words, describe the applicant's greatest strengths and weaknesses as they relate specifically to your Department, its operations, its faculty, and its students. [Use additional pages if necessary.]

The average of the scores submitted by the Department/Unit Review Committee is _____.

Signature of Department/Unit Head

Date

Instructions to Dean Regarding

Faculty Member's Application for Promotion in Rank

1. By September 15th (or the next regular business day, if applicable), the Dean shall have received a copy of a faculty member's Letter of Intent to Apply for Promotion.
2. By October 22nd (or the next regular business day, if applicable), the Formal Promotion Portfolio shall have been delivered to the Dean; immediately notify the applicant in writing upon the timely receipt of those materials.
3. Between October 22nd and November 21st, please review the application and accompanying documents, complete the "Dean's Evaluation of Applicant for Promotion in Rank" form, and add it to the appropriate Portfolio in Section IV. At your discretion, you may seek the advice, counsel, and recommendations of faculty from your college/school in assisting you in the evaluation and decision-making process.
4. By November 22, submit the Formal Promotion Portfolio to the Office of the Vice President for Academic Affairs.

DEAN'S EVALUATION OF APPLICANT FOR PROMOTION IN RANK

Applicant's Name: _____ Rank: _____

Having reviewed the applicant's Formal Portfolio for Promotion, the Department Head's evaluation and recommendation, the evaluations and recommendations of members of the Departmental Promotion Review Committee, and, if applicable, the evaluations and recommendations of the College/School Promotion and Tenure Review Committee, it is my judgment that:

1. The applicant's academic credentials are appropriate for this promotion. Yes No Questionable

2. The applicant meets or exceeds the requisite number of years of professional experience (either full-time collegiate-level teaching or in combination with other professionally-related work experience). Yes No Questionable

3. It is my conclusion and recommendation that the applicant

_____ is an exceptionally strong candidate and definitely should be promoted.

_____ is a strong candidate and should be promoted.

_____ should not be promoted at this time.

Other Comments?

The average of the scores submitted by the academic unit Promotion Review Committee is _____.

Signature of Dean _____
Date

PROMOTION APPLICATION PACKET FOR LIBRARY FACULTY

General Instructions for Library Faculty Applying for Tenure and/or Promotion

These “general instructions” constitute an attempt to concisely describe the tenure and/or promotion process; this document is meant as a supplement to, rather than replacement for, what is presented in the *Faculty Handbook*.

Initial Timetable

1. Become thoroughly familiar with the requirements and procedures for applying for promotion and/or tenure as described in the *Faculty Handbook*.
2. No later than September 15th, submit a “Letter of Intent” to apply for promotion and/or tenure to the Dean of Library Services; also, send a copy of that letter to your immediate head/supervisor; include a copy of your "Letter of Intent" in your Formal Portfolio (described below and in the *Faculty Handbook*).
3. No later than October 15th, submit your Formal Portfolio and Supporting Documentation (described below and in the *Faculty Handbook*) to the Dean of Library Services. If you do not promptly receive written confirmation that your materials have been received in a timely manner, contact the Dean of Library Services.
4. No later than November 22nd, your Formal Portfolio should have been received in the Office of the Vice President for Academic Affairs. If you do not promptly receive written confirmation from the Chair of the University’s Promotion and Tenure Committee that your materials have been received in a timely manner, contact the Chair or Vice President for Academic Affairs.

The Application

1. There are separate application forms for promotion and tenure; be sure to complete the appropriate one and include it in the Formal Portfolio.
2. Some faculty may apply simultaneously for promotion and tenure. Because the composition of the library promotion and tenure review committees varies, applicants should completely fill out both forms even though much of the information is redundant.
3. Application forms are available for downloading on the University’s web site (go to www.gram.edu and click on “GSU Information,” then on “Administration,” then on “Tenure Application Packet” or “Promotion Application Packet” and print the packets you need). Applicants should download the .pdf version(s) if they will use a typewriter but the Microsoft Word version(s) if they wish to use a computer to complete the forms rather than a typewriter. Applicants unfamiliar with Microsoft Word may need to seek either training or assistance from someone who can use the program.

The Formal Portfolio

1. The Formal Portfolio should be neatly and systematically organized in (a) 3-ring binder(s) with the major subdivisions (i.e., Letter of Intent to Apply for Promotion and/or Tenure; Appropriate Application Form(s) and Essential Documentation; Current Vitae; Current Evaluations by Peers, Head

(immediate supervisor), and the Dean of Library Services; Evaluations of your library instruction by students or faculty who were instructed by you; Professional Work Experience; Service (University and Community) clearly marked. Verification of credentials (copies of transcripts, etc.) and professional work experience (Personnel Action forms, University budget pages showing years of experience, etc.) should be included in the Formal Portfolio as part of Essential Documentation. The use of clear vinyl protectors is not encouraged unless the documentation cannot be held in a binder (as in the case of books, manuals, etc.)

2. Only the Formal Portfolio will automatically be forwarded from the Dean of Library Services; the Supporting Documentation file will normally remain in the Dean's office or in a secure place to be specified by the Dean.
3. Applicants for tenure should include information/documentation only from the last five (5) years in the Formal Portfolio (and Supporting Documentation). Applicants for promotion in rank who already have been tenured should include in the Formal Portfolio (and Supporting Documentation) only accomplishments and documentation from the last five (5) years or since the date of the last promotion (whichever is less).
4. All information included on the application and vitae should be adequately documented in the Formal Portfolio. It is helpful, too, to clearly identify relevant information on documentation (e.g., memoranda, minutes of meetings, presentations at meetings, etc.) by using a highlighter pen to indicate your name, committee name, paper title, etc.
5. Pay very close attention to your vitae. All information should be fully but concisely described.

Supporting Documentation

A "second" portfolio ("Supporting Documentation") may be compiled in any manner you choose. The Supporting Documentation should consist of such material as described in the *Faculty Handbook* section, "Factors Considered in Evaluating an Application for Tenure and Promotion", and especially the "Librarianship" subsection pertaining to the effectiveness of your instructional techniques and educational resource management.

The contents of the Supporting Documentation portfolio are likely best evaluated by members of the library's promotion and tenure review committees and the Dean of Library Services, rather than the University Promotion and Tenure Committee, the Vice President for Academic Affairs, and the President of the University. Additionally, this should assist in expediting the promotion and tenure review process beyond the Dean's level by reducing the volume of material submitted for review.

The Supporting Documentation shall be available for review by all persons involved in the promotion and/or tenure process but will remain in the Dean of Library Services' office until a final decision has been reached by the President and the University of Louisiana System Board of Supervisors.

Final Advice

1. Make certain that your vita is up-to-date, complete, and accurate, as it is one of the single most important documents in your Formal Portfolio.

2. Never include originals in either the Formal Portfolio or the Supporting Documentation; keep the originals in your possession.
3. Feel free to contact your Faculty Senator to direct you to a faculty member who can offer guidance and advice; also, the members of the University's Promotion and Tenure Committee may likewise be consulted.
4. Pay close attention to the fact that, according to the Faculty Handbook, librarianship (50%) and service (30%) are the most heavily weighted factors that enter into the decision to grant or deny promotion and/or tenure—document relevant activities and accomplishments appropriately.
5. If your highest degree is not a master's degree from a program accredited by the American Library Association (ALA), be sure to fully explain how your degree is appropriate for tenure and/or promotion purposes. (Note: Because Library Science is an interdisciplinary or multidisciplinary academic area, you should explain how a non-library-science degree relates to your job responsibilities.) If you held a second graduate degree before joining the GSU Library Faculty, explain how it supports your tenure and/or promotion application. Effective Fall 2000, a faculty member who pursues an advanced degree that may later be included among credentials submitted with promotion and/or tenure applications must first receive written agreement from the Dean of Library Services (after consultation with library faculty) that acknowledges the appropriateness of the degree to the needs and missions of the library and University. If you have such a letter, include a copy of it in your Formal Portfolio, as described in the *Faculty Handbook*.

Application for Promotion in Rank

Grambling State University

(To be completed by Library Faculty applicant; attach additional pages if necessary)

Name: _____ Date: _____
 First Middle Last

Unit: Library Check your department: Public Services _____ Technical Services _____

Present Rank: _____ Years in Present Rank: _____ Rank Requested: _____

Primary Librarianship Responsibilities at the University Within Last 5 Years or since date of last promotion (whichever is less). (Enter your Job Title and place an "X" under Public Services or Technical Services to indicate your major area of responsibility.) (Attach a copy of your Job Description.)

Job Title	Public Services	Technical Services
	Responsibilities are related to Instruction (Reference, Circulation, Microtext & Media, African-American Center)	Responsibilities are related to Educational Resources Management (Acquisitions, Serials, Cataloging)

Academic Preparation (Begin with most recently earned degree). [Use additional pages if necessary.]

Degree	Academic Discipline	Major Area(s) of Study	Institution	Year

Full-Time College-Level Teaching and/or Librarianship Experience (Do not include summer, overload, adjunct, or graduate assistant teaching). [Use additional pages if necessary.]

Rank	Academic Discipline, Department, or Program	Institution	Month/Year Employment Began	Month/Year Employment Ended	No. of Years at Institution

Other Related Full-Time Professional Experience (Non-college level teaching or librarianship should be included here, if relevant). [Use additional pages if necessary.]

Title/Position	Employing Agency	Month/Year Employment Began	Month/Year Employment Ended	Number of Years Experience

Research and Grant Activities Within Last 5 Years or since date of last promotion (whichever is less). Briefly describe each significant research activity and note its current status (e.g., in conceptualization stage, gathering data stage, data analysis completed, grant written and under review, etc.). [Use additional pages if necessary.]

Publications, Presentations at Professional Meetings, and Other Academically Relevant Efforts Within Last 5 Years or since date of last promotion (whichever is less). [Note: Be certain that full citations are listed in vitae that is to be included in the Formal Promotion Portfolio. Use additional pages if necessary.]

Professional Meetings, Workshops, and Other Activities Attended *Within Last 5 Years or since date of last promotion (whichever is less).* Include no activities that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Meeting/Workshop/Activity	Location	Date(s)

Memberships in Professional Organizations and Academic Honor Societies *Within Last 5 Years or since date of last promotion (whichever is less).* Include no memberships in organizations that are not directly related to one's academic position at the University. [Use additional pages if necessary.]

Organization/Honor Society (include brief description if not self-evident)	Dates of Membership

Administrative Services, Committees, and/or Other Responsibilities at the University *Within 5 Years or since date of last promotion (whichever is less).* [Use additional pages if necessary.]

Level of Service (Library or University)	Title or Role Performed (e.g., Chair, Member)	Type of Administrative Service, Name of Committees, Description of Other University Responsibilities	Dates of Service (Semesters / Years)

Community Involvement Activities *Within Last 5 Years or since date of last promotion (whichever is less).* [Use additional pages if necessary.]

Description of Activity (e.g. role played, name of organization, etc.)	Location	Dates of Service

Please use this space or additional pages to add additional items or clarifications that you would like those reviewing this application to know.

Further Instructions: Submit this completed application along with the Formal Promotion Portfolio and Supporting Documentation to the Dean of Library Services by the deadline date published in the Faculty Handbook. The Dean shall make copies of this application, distribute one to each member of the Library Promotion Review Committee, and make arrangements for members of the Committee to review the Portfolio and Supporting Documentation in a private and secure environment. By affixing his/her signature (below), the applicant attests that s/he is familiar with and understands the Promotion and Tenure process as outlined in the Faculty Handbook. The applicant further attests that all information contained in this application, the Formal Promotion Portfolio, and Supporting Documentation, are complete and accurate.

_____ Signature of Applicant

_____ Date

Instructions to Dean of Library Services Regarding

Faculty Member's Application for Promotion in Rank

1. Immediately upon the timely receipt of a faculty member's Letter of Intent to Apply for Promotion, compose a Library Promotion Review Committee. The Committee is to be composed of all faculty members (regardless of tenure status) who are at or above the rank to which the applicant is applying. In the event that there are no faculty members in the library at or above the rank to which the applicant is applying, the Library Promotion Review Committee shall consist of tenured and non-tenured faculty members holding the same academic rank as the applicant. Should neither of these be possible, the Library Promotion Review Committee shall consist of all tenured faculty irrespective of academic rank. In the rare event that none of the preceding is possible, the Library Promotion Review Committee shall consist of all tenure-track, full-time faculty who have been employed within the library for at least the preceding two (2) years. Composition of the Library Promotion Review Committee may vary with different applicants.
2. By September 15th (or the next regular business day, if applicable), the Dean of Library Services shall have received a faculty member's Letter of Intent to Apply for Promotion; immediately thereafter, the Dean shall notify members of the Library Promotion Review Committee by sending each a copy of the "Memorandum—Composition of Library Promotion Review Committee."
3. By October 15th (or the next regular business day, if applicable), the faculty member seeking promotion must have submitted his/her (1) Formal Promotion Portfolio (including Application) and (2) Supporting Documentation to the Dean. The Dean shall send each member of the Library Promotion Review Committee a copy of the "Memorandum—Availability for Review of Promotion Materials" and the "Peer Evaluation of Applicant for Promotion in Rank." These materials shall be made available to committee members only in a secured location (to be specified by the Dean).
4. Immediately after receiving the Formal Promotion Portfolio (which includes the application) and Supporting Documentation, the Dean shall acknowledge in writing to the applicant that the promotion-related materials were received in a timely fashion.
5. By November 22nd (or the next regular business day, if applicable), the Dean shall conduct his/her own evaluation (utilizing the attached form, "Dean of Library Services' Evaluation of Applicant for Promotion in Rank"), collect the evaluations/recommendations of the Library Promotion Review Committee members, and add them to Section IV of the Formal Portfolio before promptly sending the Formal Promotion Portfolio to the Vice President for Academic Affairs. Any Supporting Documentation is to be kept in a secure place (to be specified by the Dean) and returned to the applicant after a final decision on promotion has been reached by the President of the University and the University of Louisiana System Board of Supervisors.

Memorandum—Composition of Library Promotion Review Committee

To: Members of the Library Promotion Review Committee for _____
Applicant's Name

From: _____
Dean of Library Services

Date: _____

Re: EVALUATION OF APPLICANT FOR PROMOTION IN RANK

I have received from our colleague his/her Letter of Intent to Apply for Promotion in rank. As specified in the Faculty Handbook, the following faculty members shall constitute the Library Promotion Review Committee for this applicant.

Please thoroughly review the requirements for promotion as outlined in the Faculty Handbook.

As soon as I receive the Formal Promotion Portfolio, which will include the application, and Supporting Documentation, I shall notify you and you shall have only a short period of time in which to review them before completing your evaluation and making your recommendation.

In the meantime, please make arrangements with our colleague to evaluate his/her group instruction if you are not already intimately familiar with it.

Thank you for your cooperation.

Memorandum—Availability for Review of Promotion Materials

To: Members of the Library Promotion Review Committee for _____
Applicant's Name

From: _____
Dean of Library Services

Date: _____

Re: EVALUATION OF APPLICANT'S PROMOTION PORTFOLIO AND SUPPORTING DOCUMENTATION

I have received our colleague's Formal Promotion Portfolio and Supporting Documentation. I have attached a copy of his/her Application for Promotion to this memorandum as well as a "Peer Evaluation of Applicant for Promotion in Rank" form. As I must forward these materials to the Vice President for Academic Affairs by the November 22nd deadline, please contact me as soon as possible so that you can review these materials and submit your recommendations in a timely fashion.

Thank you for your prompt attention to this matter.

PEER EVALUATION OF APPLICANT FOR PROMOTION IN RANK

Applicant's Name: _____

Evaluator's Name: _____ Rank: _____

Before completing this evaluation and recommendation, please review the relevant sections on promotion in the Faculty Handbook as well as more stringent standards that may be mandatory by discipline-related accrediting agencies. Then, based upon your experience within the profession, please assess the applicant's qualifications and performance on each of the following:

1. Are the applicant's academic credentials appropriate for promotion? Yes No Questionable
If "No" or "Questionable", please comment:

2. Does the applicant meet or exceed the years of experience (full-time collegiate-level teaching and/or "other" related experience) to satisfy the requirements for this promotion? Yes No Questionable
If "No" or "Questionable", please comment:

3. Please evaluate the applicant's overall performance during the last 5 years or date of last promotion (whichever is less) in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Effectiveness of Instructional Techniques and/or Educational Resource Management are exceptionally good.					
The Applicant's Research, Publications, and Professional Activities are exceptionally good.					
The Applicant's Service to the University, Library, Students and non-Library Faculty and/or Community Involvement are exceptionally good.					
The Applicant clearly deserves promotion to the next academic rank.					

4. Please feel free to add additional comments and recommendations (use separate sheet if necessary).

Signature of Evaluator

Date

DEAN OF LIBRARY SERVICES' EVALUATION OF APPLICANT FOR PROMOTION IN RANK

Applicant's Name: _____

Rank Sought: _____

1. List by name and rank, all members in the Library who are at or above the rank to which the applicant seeks promotion. [Use additional pages if necessary.]

Name	Rank		Name	Rank

2. Did all of the faculty listed in #1 (above) participate in evaluating the applicant for purposes of promotion in rank? Yes No
If "No", please explain:

3. Do you personally attest that the applicant's academic credentials are appropriate for this promotion? Yes No Questionable
If "No" or "Questionable", please explain:

4. Does the applicant meet or exceed the requisite number of years of professional experience (either full-time collegiate-level teaching or librarianship or in combination with other professionally related work experience) to be promoted? Yes No Questionable
If "No" or "Questionable", please explain in detail
 List "other Professional experience" that is being used to qualify the applicant for promotion.

5. Please evaluate the applicant's overall performance during the last *5 years or since date of last promotion (whichever is less)* in each of the categories that follow. Please refer to the Faculty Handbook for examples of the types of activities to be taken into consideration.

	Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)
The Applicant's Academic Training and Effectiveness of Instructional Techniques and/or Educational Resource Management are exceptionally good.					
The Applicant's Research, Publications, and Professional Activities are exceptionally good.					
The Applicant's Service to the University, Library, Students and non-Library Faculty and/or Community Involvement are exceptionally good.					
The Applicant clearly deserves promotion to the next academic rank.					

6. In narrative form, provide additional comments about the applicant's qualifications, work performance, standing in the profession, service to the University, and/or service to the community. In your assessment, describe the function or role the applicant performs or plays in the Library; in other words, describe the applicant's greatest strengths and weaknesses as they relate specifically to the Library, its operations, its library faculty, and to students and non-library faculty. [Use additional pages if necessary.]

7. It is my conclusion and recommendation that the applicant

_____ is an exceptionally strong candidate and definitely should be tenured.

_____ is a strong candidate and should be tenured.

_____ should not be tenured at this time.

Other Comments?

The average of the scores submitted by the Library Review Committee is _____.

Signature of Dean of Library Services

Date

APPENDIX F

FACULTY ACTIVITY REPORTING GUIDE

FACULTY ACTIVITY REPORTING GUIDE

Name _____ College/School _____ Department _____

G# _____ Rank _____ Tenured _____ [yes] [no]

Highest Degree _____ Discipline _____ Terminal Degree _____ [yes] [no]

BOOKS

Check if Co-Authored

[] TITLE _____ PUBLISHING CO. _____
PUBLICATION DATE _____

[] TITLE _____ PUBLISHING CO. _____
PUBLICATION DATE _____

BOOK CHAPTERS

[] CHAPTER TITLE _____
BOOK TITLE _____
PUBLISHING CO. _____ PUBLICATION DATE _____

[] CHAPTER TITLE _____
BOOK TITLE _____
PUBLISHING CO. _____ PUBLICATION DATE _____

REFEREED JOURNAL ARTICLES

[] TITLE _____
BOOK TITLE _____
JOURNAL _____ PUBLICATION DATE _____

[] TITLE _____
BOOK TITLE _____
JOURNAL _____ PUBLICATION DATE _____

OTHER PUBLISHED WORKS

[] TITLE _____
NAME OF PUBLICATION _____ PUBLICATION DATE _____

[] TITLE _____
NAME OF PUBLICATION _____ PUBLICATION DATE _____

EDITORIAL WORK

[] PUBLICATION EDITED _____ DATE(S) _____

EDITORIAL BOARD MEMBER _____ DATE(S) _____

JOURNAL _____ PUB. ADDRESS _____

DISCIPLINE _____

[] PUBLICATION EDITED _____ DATE(S) _____

EDITORIAL BOARD MEMBER _____ DATE(S) _____

JOURNAL _____ PUB. ADDRESS _____

DISCIPLINE _____

CONFERENCE/CONVENTION PAPERS AND PRESENTATIONS

[] TITLE _____ DATE _____

ORGANIZATION NAME _____

[] TITLE _____ DATE _____

ORGANIZATION NAME _____

RESEARCH, GRANTS, AND PROJECTS

GRANT/PROJECT TITLE _____ DATES _____

FUNDING SOURCE AGENCY _____ AMOUNT FUNDED _____

GRANT/PROJECT TITLE _____ DATES _____

FUNDING SOURCE AGENCY _____ AMOUNT FUNDED _____

DISSERTATION/THESES

STUDENT NAME _____ YEAR _____ SUPERVISOR/COMMITTEE MEMBER _____

TITLE _____

DISS/THESIS _____

STUDENT NAME _____ YEAR _____ SUPERVISOR/COMMITTEE MEMBER _____

TITLE _____

DISS/THESIS _____

COPYRIGHTS AND PATENTS (LIST)

ITEM(S) COPYRIGHTED _____ COPYRIGHT/PATENT DATE _____

ITEM(S) COPYRIGHTED _____ COPYRIGHT/PATENT DATE _____

PROFESSIONAL ORGANIZATIONS

ORGANIZATION/LOCATION _____

ROLE/TYPE OF SERVICE _____ DATES _____

ORGANIZATION/LOCATION _____

ROLE/TYPE OF SERVICE _____ DATES _____

HONORS AND AWARDS

[] TITLE _____ AWARDED BY _____

AWARD DATE _____

[] TITLE _____ AWARDED BY _____

AWARD DATE _____

CREATIVE ENDEAVORS

[] ACTIVITY _____ BRIEF DESCRIPTION _____

DATE(S) _____

[] ACTIVITY _____ BRIEF DESCRIPTION _____

DATE(S) _____

PROFESSIONAL AND EDUCATIONAL ACTIVITIES

[] ORGANIZATION NAME _____ LOCATION _____

DATE(S) _____

(CHECK ONE) WORKSHOP _____ CONFERENCE _____ SEMINAR _____ SHORT COURSE _____

(CHECK ONE) ORGANIZER _____ PRESENTER _____ OFFICER _____ PARTICIPANT _____ STUDENT _____

[] ORGANIZATION NAME _____ LOCATION _____

DATE(S) _____

(CHECK ONE) WORKSHOP _____ CONFERENCE _____ SEMINAR _____ SHORT COURSE _____

(CHECK ONE) ORGANIZER _____ PRESENTER _____ OFFICER _____ PARTICIPANT _____ STUDENT _____

UNIVERSITY COMMITTEE PARTICIPATION

COMMITTEE NAME _____ YOUR ROLE _____

MEMBERSHIP PERIOD _____

COMMITTEE NAME _____ YOUR ROLE _____

MEMBERSHIP PERIOD _____

COMMUNITY SERVICE

ACTIVITY NAME _____ YOUR ROLE _____

DATE OF ACTIVITY _____

ACTIVITY NAME _____ YOUR ROLE _____

DATE OF ACTIVITY _____

APPENDIX G

TRANSMITTAL FORM FOR SPONSORED PROGRAM PROPOSAL APPROVAL



GRAMBLING STATE UNIVERSITY

Transmittal Form for Sponsored Program Proposal Approval

Fill out this form completely.

Date Submitted to Grants Administration _____ Sponsor's Deadline _____
 Address where proposal is to be mailed _____
 Number of copies to be mailed _____ Program number (CFDA#) _____
 Grant Title _____
 Grant Director _____ Period of Contract _____ to _____
 Funding Agency _____
 Type of Project _____ if other, specify _____
 Amount Requested _____ First Year _____
 Project Description

UNIVERSITY IMPLICATIONS AND OBLIGATIONS

Be especially careful to respond fully to the following items. It is imperative that all University obligations and responsibilities both during the grant period and afterward be clearly defined and explained.

1. Will the university from its state-allocated funds be obligated: (check all that apply)

- To provide space in addition to that which is now allocated to the academic unit? Yes No
- To purchase or acquire any equipment? Yes No
- To provide building alteration, or install equipment? Yes No
- To hire new faculty or staff or to change the conditions of employment of present employees? Yes No
- To continue the program after the sponsor terminates support? Yes No

IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, PLEASE EXPLAIN IN FURTHER DETAIL:

2. Do you propose to pay extra compensation to any University employees? Yes No

3. Does the program involve cost sharing or matching funds? Yes No If yes, explain the requirement.

Source of Item(s)	Amount

4. Do you propose to utilize any services from the Computer Center (main frame, system, or programming help, acquisition of any hardware or software)? Yes No If yes, secure the Information Resource Center Director's approval.

Signature Date

5. Does this proposal involve research by human or animal subjects? Yes No If yes, secure the approval of the Chairman of the Institutional Review Board (IRB).

Signature Date

6. Are any curricular changes or additions anticipated? Yes No If yes, please explain.

Will Computer Equipment be Purchased? Yes No
Will a Copy Machine be Purchased? Yes No

******* SIGNATURES ARE REQUIRED FOR THE FOLLOWING *******

PROPOSAL WRITER

I certify that the proposal submitted is an original application that is free of plagiarism. It is understood that upon funding of this proposal, it will be administered by Grambling State University's employees. All programmatic records, supporting documents, statistical records, and other records that are required by the terms of the grant will be retained at Grambling State University. It is further understood, that if applicable, personnel costs listed in the proposed budget, will be adjusted according to institutional rate and policy.

Proposal Writer Date

ACADEMIC UNIT APPROVAL

We certify that staff, time of individuals involved, space, equipment, facilities, alterations, in-kind cost sharing funds, etc., required by this project are available or are a part of the direct cost requested in the proposal. We affirm that the proposed project is consistent with the educational and professional objectives of the Proposal Writer's academic unit.

_____ Department Head	_____ Date
_____ Dean	_____ Date
_____ Associate VP/Sponsored Programs	_____ Date
_____ Provost and Vice President for Academic Affairs	_____ Date

ADMINISTRATIVE UNIT APPROVAL

_____ Grants Administrator	_____ Date
_____ Budget Officer	_____ Date
_____ Vice President for Finance	_____ Date

EXECUTIVE APPROVAL

_____ President	_____ Date
--------------------	---------------

<https://www.gram.edu/offices/sponsoredprog/docs/grantTransmittal%20Form%20for%20Sponsored%20Program%20Proposal%20Approval.pdf>

APPENDIX H

UNIVERSITY COMMITTEES

UNIVERSITY COMMITTEES

Academic Technology Committee

Black History Month Committee

Commencement Committee

Distance Learning Advisory Committee

Diversity and Inclusion Committee

Emeritus Faculty Committee

Founders Week Committee

Institutional Review Board

Intellectual Property Committee

Honors Day Committee

Lyceum Committee

Research Misconduct Committee

Satisfactory Academic Progress Committee

Scholarship Committee

Student Code of Conduct Review and Revision Committee

University Policies and Procedures Committee

The members of the Intellectual Property Committee are appointed by the President and Provost and Vice President for Academic Affairs. The members of the University Policies and Procedures Committee are appointed by the President. Members of the other University Standing Committees are appointed by the Provost and Vice President for Academic Affairs.

APPENDIX I

Constitution and Bylaws of the Faculty Senate

Faculty Senate

The purpose of the Faculty Senate shall be as follows: (1) to serve as an advisory body to the university President, Vice Presidents, and other administrators; (2) to act as a liaison between the faculty and the administration; (3) to develop and foster a close cooperative relationship among the faculty, students, and administrators; and (4) to conduct studies and offer recommendations and advisory opinions to the University President, Vice Presidents, and other administrators on all matters of general University concern.

CONSTITUTION OF THE FACULTY SENATE

Amended: May 12, 2022

Article I

Name

The name of the body constituted in this document shall be the Grambling State University Faculty Senate.

Article II

Purpose and Responsibilities

Section 1: Purpose

The purpose of the Grambling State University Faculty Senate shall be to serve as an advisory body to the administration; to act as a liaison between the faculty and administration; to develop and foster a close cooperative relationship among the faculty, students, and administration; and to make recommendations on all matters of general University concern.

Section 2: Responsibilities

The Faculty Senate shall serve as a body to make studies and offer recommendations and advisory opinions on all problems and matters, which shall include, but not be limited to the following:

- A. Minimum standards for admission, selection, retention, and graduation of students.
- B. Curricular requirements and general policies concerning academic curricula.
- C. Standards in regard to faculty appointments, promotions, dismissals, tenure, leaves of absence, and the assurance of academic freedom and freedom of expression.
- D. Faculty benefits, including salaries, insurance, retirement, and leaves.
- E. Standards in regard to administrative staff appointments, promotions and dismissals, and the creation or abolition of such positions or offices.
- F. The planning and utilization of the University budget.
- G. Review of new academic policies or changes in current academic policies of general University concern.
- H. Student morale, conduct and discipline.

- I. Campus development and physical facilities.
- J. The planning of and adherence to the University calendar.
- K. Any additional matters of general concern to the University as a whole, or to any of its segments, such as amusements, convocations, research, and lectures. In the proper performance of this advisory function, it is necessary that the Faculty Senate be apprised in advance of significant prospective actions by the administration and the State Board of Supervisors, that the Faculty Senate be actively involved by the administration, staff, and student body in all major decisions that affect the whole University or any segment thereof, and that the Faculty Senate President or the designee be invited on all major and important committees of the University for deliberation, including, but not restricted to the Interdepartmental Council, University Budget Committee, and other policy-making bodies or committees.

Section 3: Acceptance and Non-Acceptance of Senate Recommendations

- A. If any recommendations of the Faculty Senate are acceptable to the administration, the Senate shall be notified in writing within three weeks (following the submission of the recommendations) of the acceptance of the plans for implementation of the recommendations.
- B. If any recommendation of the Faculty Senate is not acceptable to the administration, the Senate shall be notified in writing within three weeks (following submission of the recommendation) of the reason for nonacceptance.

Article III

Membership

Section 1: Members

The Faculty Senate shall consist of the elected faculty senators, who shall have the right to vote, and the non-voting ex-officio senators.

Section: 2: Elected Faculty Senators

- A. Eligibility. Any full-time member of a department which has been in effect less than two semesters shall be eligible for election as a faculty senator, without reference to his/her rank, title, post, or number of semesters at the University.
- B. Procedures for elections:
 - 1. Each instructional department of the University shall elect one senator for each twelve faculty members in the department or a fractional part thereof, provided, however that no department shall have more than three elected senators. The

University library and ROTC (military science departments) shall be, in this document, instructional departments. Faculty in each department shall elect by majority vote, its senator(s) during the month of March. The Department Chairperson (or Head of academic unit) shall submit the name(s) to the Senate Secretary within the month of March.

2. The newly elected senator(s) will be expected to attend regular April and May meetings, and/or any special meetings of the Faculty Senate as a guest of the current, seated senator(s) from their department for purpose of continuity and to learn proper procedure. They will have voice but no vote at such proceedings until the new term begins July 1.
 3. If no instructional department holds their March elections, the current seated Senator is considered “unopposed” and automatically re-elected to a new 2-year term.
- C. Term of Office. The term of office for each senator shall be two years. However, senators may serve for as many 2-year terms [to which]...they are elected.
- D. Disqualification. Any elected senator who is absent for two consecutive meetings of the Faculty Senate and not represented by proxy and offering no reasonable excuse to the satisfaction of the Senate, shall be disqualified by the Senate; the Secretary will notify the department [or academic unit] concerned to elect new senator to fill the vacancy.

Section 3: Non-Voting Ex-Officio Senators

- A. Administrative Personnel. The following administrative personnel by virtue of their offices shall be the non-voting ex-officio senators: The President of the University, the Vice Presidents of the University, the Deans of the University, and the Department Heads of the University.
- B. The Student Body Representatives. Five students selected or elected by the Student Government Association (SGA) in the beginning of the academic year shall represent the student body as non-voting ex-officio members of the Senate for that year.

Section 4: Vacancies

- A. Elections. An unexpired term of a faculty member or student senator shall be filled by elections as presented in sections 2 and 3 of Article III, as the case may be.
- B. Timeliness for Elections. Any vacancy of whatever nature in the membership shall, if possible, be filled prior to the next meeting of the Senate following the date of vacancy or as soon as possible.
- C. Re-election. Faculty senators filling an unexpired term shall be eligible for re-election.

Section 5: Proxy

Any senator who is unable to attend a meeting of the Senate may appoint a proxy to attend that meeting by notifying the Secretary of the fact before the beginning of that meeting.

Article IV

Officers

Section 1: Officers

The officers of the Senate shall be a President, a Vice-President, a Secretary, an Assistant Secretary, and a Parliamentarian.

Section 2: Term of Office, Powers, and Duties

- A. **President.** The President of the Senate shall preside over all sessions of the Senate and the executive committee. He/she shall serve as ex-officio member on all occasions where representation is required. He/she shall be responsible for submitting (before the end of April) the budget and administering the budget for the Senate. He/she shall make an annual report in writing to the Senate before the academic year ends. The annual report shall include but not be limited to the following: (1) Overview of activities and accomplishments; (2) Incomplete business and the completion of recommendations; (3) Recommendations for future activities; (4) Recommendations to the administration; (5) Budget report; and (6) Inventory of supplies. He/she shall be elected for a term of one year.
- B. **Vice-President.** The Vice-President of the Senate shall assume the office of President when the President is absent. He/she shall serve as ex-officio member of all committees and shall coordinate the activities of all committees of the Senate. He/she shall be elected for a term of one year.
- C. **Secretary.** The Secretary of the Senate shall assume the office of Vice-President when the Vice-President is absent. He/she shall serve as the official recorder for all sessions of the Senate. He/she shall keep proper records in order and shall make available to any faculty member copies of the proceedings of the Senate. He/she shall distribute copies of the minutes of the Senate meetings. He/she shall be elected for a term of one year. He/she shall make an annual report in writing to the Senate before the academic year ends. The Secretary shall assist the President in preparing the budget to be approved by the Faculty Senate for submission to the appropriate administrative official. The Secretary shall request that all files in the possession of outgoing officers be submitted to incoming officers no later than two weeks after election of new officers.
- D. **Assistant Secretary.** The Assistant Secretary of the Senate shall assume the office of the Secretary when the Secretary is absent. He/she shall serve as the roll clerk and shall keep

an accurate record of attendance. He/she shall notify the department when its Senator is absent. He/she shall be at all times available to the Secretary for assistance in carrying out the duties of the Secretary. He/she shall be elected for a term one year.

- E. Parliamentarian. The Parliamentarian shall have the power and the duty to interpret the constitution and bylaws of the Faculty Senate, and he/she shall see that the Senate meetings are carried on in an orderly manner and in keeping with proper parliamentary procedures. He/she shall be the election officer to conduct the election the Senate meeting, including selection of the officers of the Senate. He/she shall be elected for a term of one year.
- F. Re-election of Officers. Each officer may be re-elected for one year if his/her term as a senator has not expired, except as provided for the President and Secretary in Article III, Section 2-C.

Section 3: Disqualification and Removal from Office

- A. Removal of Officers. Any officer of the Senate may be disqualified and removed from office for failure to carry out his/her duties as described in Article IV, Section 2.
- B. Calling for Cause. The Senate, by a majority vote, may call nay officer(s), in a regularly convened meeting, to show cause why said officer(s) should not be disqualified and removed from office. The said officer shall then show cause at the next regularly convened meeting at which two-thirds of the voting senators are present. The Senate, if not satisfied, may disqualify and remove the officer from office by a two-thirds majority vote. The Senate shall then elect a new officer in his/her place, from the voting senators present at that meeting, by a majority vote.

Article V

Meetings

Section 1: Regular Meetings

The Faculty Senate shall meet on the first Tuesday of each academic calendar month, September through May, at a regularly scheduled place and time. The new term, however, officially begins July 1 and ends June 30 (see also "Special Meetings") with the new officers presiding July 1.

Section 2: Special Meetings

Special meetings of the Faculty Senate may be called (1) at the direction of the President [of the Senate], (2) at the direction of a majority of the Senate, (3) at the direction of the Judicial Affairs Committee for reporting a decision. Meetings called for any reason during June through August will be considered a special meeting. The out-going senator will have vote until June 30 and newly elected senator from each department will have vote starting July 1.

Section 3: Notice

- A. Regular Senate Meetings. The Secretary shall send a written notice of the regular Senate meeting to each senator one week in advance of the date of such regular meetings, but delay or absence of such notice shall not invalidate any action of the Senate taken at the regular scheduled meeting.
- B. Special Senate Meetings. The Secretary shall send a written notice of a special Senate meeting to each senator at least forty-eight (48) hours before the day of such special meeting, stating therein the day, place, and time of such special meeting.
- C. Agendas. All notices shall accompany or contain an agenda of the meeting for which the notices are given.

Article VI

Senate Committees

The Senate shall have three kinds of committees: Executive, Standing and Special.

Section 1: Executive Committee

- A. Members. The Executive Committee shall consist of the six officers of the Senate, namely the President, the Vice-President, the Secretary, the Assistant Secretary, the Parliamentarian and the immediate Past-Presidents, the latter of whose term shall be one year. (Amended)
- B. Duties. It shall be the duty and responsibility of the Executive Committee to carry on, and have general supervision of, the affairs and/or business of the Senate between its regular meetings and to deal with the business of the Senate in general, including preparation of an agenda for every meeting of the Senate.
- C. Authority. The Executive Committee shall have power to deal with matters which are of general concern, make recommendations, and give advisory opinions to the Senate on all problems and matters of general University concern which do not fall under the jurisdiction of any standing or special committee. The Executive Committee shall serve as a committee on committees and shall have power to consult and to require the cooperation and coordinator of any other committees(s) of the Senate.
- D. Meetings. The Executive Committee shall meet at least once every month before the Senate holds its regular meetings.

Section 2: Standing Committees

The following shall be the standing committees of the Senate:

- A. Faculty Appointment, Promotion, and Tenure Committee. This committee shall have the power and duty to make studies concerning the appointment, promotion, and/or tenure of faculty members and to make recommendations and give advisory opinions in that connection to the Senate.
- B. Administration Affairs Committee. This committee shall have the power and the duty to apprise the Faculty Senate of administrative policies and actions that affect the entire University in general and the student and faculty bodies in particular and to make recommendations and give advisor opinions in that connection to the Senate.
- C. Curriculum and Academic Affairs Committee. This committee shall have the power and the duty to make studies of the curriculum and academic affairs, including, but not restricted to, the requirements for graduation, curricula and other programs of study, courses of instruction, workshops, work-study programs, other matters closely related to academic affairs and ceremonies, and to make recommendations and give advisory opinions in those regards to the Senate.
- D. Student Affairs Committee. This committee shall have the power and the duty to make studies on student affairs, including but not restricted to, student complaints, admission, discipline, advisement, financial aid, housing and food services, health and welfare, organizations, publications, scholarships, honors and awards, and to make recommendations and give opinions in those regards to the Senate.
- E. Faculty Affairs Committee. The committee shall have the power and the duty to deal with matters of general concern to the faculty member, including, but not restricted to, facilitation of teaching and research, teaching load, leaves of absence, freedom of expression and academic freedom, faculty conduct and discipline, professional ethics, professional growth, salary health and insurance, and retirement and to make recommendations and give opinions to the Faculty Senate in those regards.
- F. Judicial Affairs Committee. This committee shall have the power and the duty to meet only when called upon by the Senate President, the Senate Executive Committee, or the Senate body, to conduct an inquiry into a faculty member's grievances and/or dismissal and to report its decision and/or recommendations to the Senate.

Section 3: Special Committee

Special committees may be appointed by the Faculty Senate from time to time in order to deal with any matter not falling within the jurisdiction of any of the standing committees. Committees shall have the power and the duty to make studies and to investigate the matter assigned to them by the Senate, and to make recommendations and give opinions to the Senate in that regard.

Section 4: Powers and Authority

All Senate committees shall have the power and authority to make inquiries and investigations concerning any matters within their respective jurisdictions and, for that purpose to approach or call any member or members of the administration, faculty, staff, and/or student body for any record, data, information, suggestion, or any other item the committee deems fit and proper.

Section 5: Appointment

All committees of the Senate, except the Judicial Affairs Committee, which shall consist of at least five voting senators, shall consist of no less than three voting senators. The President [of the Senate] shall appoint an SGA representative to each standing or special committee. Each voting senator shall serve on at least two committees. No SGA representatives shall be appointed to the Judicial Affairs Committee.

Section 6: Reports

[Reports by standing committees and special committees shall be as follows:]

- A. Interim Reports of Standing Committees. Standing committees shall present interim reports if requested.
- B. Written Reports of the Standing Committees. Each standing committee chairperson shall submit a written report in the April meeting.
- C. Special Committee Written Reports. A special committee shall make a written report to the Senate upon the completion of its assignment.

Article VII

Amendment of the Constitution

The constitution may be amended by the following procedure:

- A. Initial Presentation of Proposed Amendment. Any faculty member or ex-officio senator shall present the proposed amendment in writing to the senator from his/her department and/or to the President of the Senate, who shall forward the same to the Secretary. The voting senator may present a proposed amendment in writing to the Senate at a regularly convened meeting before the agenda for that meeting is adopted.
- B. Consideration of Proposed Amendment by the Senate. The proposed amendment shall be read to the Senate in its regular meeting for its consideration and adoption. The amendment must be passed by at least a two-thirds majority vote and thereafter circulated to each member of the faculty.

- C. Approval of Proposed Amendment. The proposed amendment must hen be passed by a majority vote of the entire faculty on campus.

Article VIII

Effective Date

The earlier Constitution of the Faculty Senate shall cease to operate as soon as the votes are verified by the Senate and shall be repealed by this document. The provisions of this document shall become effective as of the Spring 2001.

BYLAWS OF THE FACULTY SENATE

Amended: May 12, 2022

Article I

Meetings

Section 1: Hour and Place

The meeting of the Faculty Senate shall be held at the hour and place designated by the President of the Senate.

Section 2: Change of Date

The President of the Senate shall have the power and authority to change the regular meeting date, as provided by the Constitution, when such meeting date falls on a holiday, or during a vacation period, or when a meeting involving the entire faculty is called by the administration.

Section 3: Quorum

Fifty percent of the voting members of the Senate shall constitute a quorum.

Section 4: Regular Meetings

The regular meetings of the Faculty Senate shall be open to all faculty members.

Article II

Rules of Order

The latest edition of Robert's *Rules of Order* shall be the official reference for all matters pertaining to procedure, and the same shall prevail in the conduct of meetings and the business of the Senate except as otherwise provided by the Constitution or by these bylaws.

Article III

Order of Business

The order of business to be followed at the meetings of the Faculty Senate shall be as follows:

1. Roll Call
2. Reading and Adoption of Agenda
3. Reading and Adoption of Minutes
4. FAC Report
5. Unfinished Business
6. Reports of Committees
7. New Business
8. Announcements
9. Adjournments

Article IV

[Voting shall be in accordance with the latest edition of]...Robert's *Rules of Order*.

Article V

Election of the Officers

Section 1: Time of Election

The officers of the Senate shall be elected in a regular meeting of the Senate held in the month of May but shall not begin presiding until the new senate is seated on July 1.

Section 2: Re-election

All of the officers are eligible for re-election for any post, provided, however, that the President and the Secretary shall not be eligible for re-election if they have failed to present their respective annual reports in writing to the Senate, as required under the Constitution.

Section 3: Nominees

The Executive Committee shall select five senators for the post of officers and recommend their names, as candidates for the respective officers, to the Senate at its regularly convened meeting in the month of May. Any voting senator also may present himself/herself or any other senator present in said meeting, from the floor, as a candidate for any of the five posts. The Parliamentarian shall then conduct an election of all of the nominees for all five posts, by secret ballot, and declare the results.

Article VI

Amendment of Bylaws

These bylaws, or any one of them, may be altered, amended, or repealed in the following manner:

- A. Presentation of Proposed Amendments to Senate. The proposal to alter, amend, or repeal the bylaws must be made in writing at the regular meeting of the Senate for its consideration and adoption.
- B. Approval of Proposal Amendments by Senate. A two-thirds majority vote of the senators present and voting in the regular meeting in which the proposal for amendment is made shall be necessary to alter, amend, or repeal these bylaws or anyone.

Article VII

Faculty Advisory Council

The Faculty Senate shall select, before the first of all meetings of the Faculty Advisory Council, a representative and an alternate to attend Faculty Advisory Council meetings. The Faculty Advisory Council representatives may or may not be members of the Faculty Senate. The Faculty Advisory Council representative and/or alternate shall attend the regularly scheduled Faculty Advisory Council meetings and present a verbal or written report of the proceedings at the next Faculty Senate meeting.

APPENDIX J

OUTSIDE EMPLOYMENT OF UNIVERSITY FACULTY MEMBERS

Rules of the Board of Supervisors for the University of Louisiana System

CHAPTER III

FACULTY AND STAFF

**SECTION VII. OUTSIDE EMPLOYMENT OF COLLEGE
AND UNIVERSITY EMPLOYEES**

This policy relates to employment directly undertaken by employees of System institutions with outside employers or to self-employment (including consulting) and does not relate to employment in which arrangements are made officially through the institution by contract with or grants to the institution. The policy outlined below relating to outside employment should be brought to the attention of all employees. *(See PPM)*

A. Statement of Policy on Outside Employment.

1. A member of the faculty or staff may engage in outside activities, paid or unpaid, which do not conflict, delay or in any manner interfere with instructional, scholarly, and/or other services he must render in the nature of his college or university employment.
2. A full-time member of the faculty or staff who is presently engaged, or who plans to engage, in such activities outside of his broad institutional responsibilities, during any period of full-time employment by the institution, shall report to the chairman or head of his department in writing the nature and extent of such activities, and the amount of time the work will require. In all such instances, the department head or chairman shall forward the report to the employee's administrative superior who will make a complete disclosure of these facts to the campus head or his designee. A similar procedure shall be followed by deans in reporting to their vice-presidents in reporting to their president.
3. No full-time member of the faculty or staff shall engage in such outside employment (or continue such employment if already so engaged) without the written approval of the department head and dean. In the event that either the department head or the dean believes that such outside employment involves, or may involve a matter of public interest or interfere with duties to the institution, the matter shall be referred through the appropriate channels to the president of the college or university or his designee for approval.

C-III, Faculty and Staff

4. It is the responsibility of the employee to make clear to any outside employer that in accepting such employment he does so as an individual independent of his capacity as a member of the staff of the college or university. This might best be accomplished by providing with oral testimony or written reports a statement to the effect that the views expressed are those of the employee and do not necessarily reflect the views of the institution. In no case should the individual concerned use the name of the institution or his college or university title officially, or in any way, in support of any position he may take.
 5. The institution recognizes the fact that a person qualifies as an expert because of his training and experience. Therefore, biographical data, including a statement of employment by the college or university, may be included as introductory material to written reports (but not incorporated in the body of the written report) by the outside employer, or orally in the case of expert witness, by way of establishing the writer as a qualified expert.
 6. Institutional resources shall not be used for personal gain. No college or university personnel, laboratories, services or equipment are to be used without administrative authorization in connection with outside employment of college or university employees.
- B. Reporting Procedures. Each year the appropriate vice president(s) shall submit a report of employee activities to the campus president.



GRAMBLING STATE UNIVERSITY
**Disclosure of Outside/Dual Employment/
 Self-Employment**

In accordance with Louisiana Revised Statutes and policies of the University of Louisiana System, each employee of Grambling State University (**full- and part-time**) must report any outside or dual employment for which a salary, retainer, fee, or other form of remuneration is paid. A separate disclosure form is required for each outside employment activity reported. Should an additional outside employment activity be initiated subsequent to the annual disclosure date, a separate form must be submitted at that time.

If you **DO NOT HAVE** outside employment, fill in your name, department and job title; check the appropriate box; sign and date the form on page 2; and return to the **Office of Human Resources at Campus Box 4261 or Long-Jones Hall, Room 148**. If you **DO** have outside or dual employment, complete items 1 through 5 in addition to the items mentioned in the previous sentence, and secure the signatures of your department head and dean. Upon completion, forward the completed form to the Office of Human Resources.

Employee Disclosure:

NAME: _____
(Please type or print the following information & sign on the last page)

DEPARTMENT: _____ JOB TITLE: _____

_____ I do NOT have outside employment. _____ I DO have outside employment.
 _____ I AM self-employed.

Name and address of outside employer or business: _____

Time Commitment Required: _____ <i>(Hours per day/days of week)</i>	Inclusive Dates of Activity: _____ <i>(Effective date of outside employment thru June 30)</i>
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1. Describe the nature of the outside employment: _____

2. Will this outside employment, combined with any other outside employment previously approved, prevent or infringe upon the performance of regularly assigned full-time duties?

_____ YES _____ NO

If yes, please explain: _____

3. Will this outside employment entail the utilization of University facilities, equipment, materials, or involve other University employees or students: _____ YES _____ NO

If yes, please explain: _____

4. Will this outside employment involve an entity currently doing or actively seeking to do business with your University department or administrative unit? _____ YES _____ NO

If yes, please explain: _____

5. Will this outside employment involve any other governmental entity (local, state, federal)?

_____ YES _____ NO

If yes, please explain: _____

It is further understood that you have familiarized yourself with the provisions of Louisiana Revised Statutes 42:1101 et seq. relative to outside employment, Louisiana Revised Statutes 42:61 et seq. relative to dual office holding and the University Policy/Procedure on Outside Employment of University Employees of Grambling State University. Copies of these documents are available for review in the University Library, the Human Resources Office, the Office of Internal Audit, or on the University's web page. Copies of the Board policies and procedures related to outside employment may be found at www.uls.state.la.us.

Employee

Signature: _____ **Date:** _____

Department Head: _____ **Date:** _____

Recommend approval: _____ Disapproval: _____

Comments: _____

Dean: _____ **Date:** _____

Recommend approval: _____ Disapproval: _____

Comments: _____

To be forwarded to the Office of Human Resources:

Vice President: _____ **Date:** _____

Recommend approval: _____ Disapproval: _____

Comments: _____

APPENDIX K

AAUP Statement of Principles on Academic Freedom and Tenure
AAUP Statement of Professional Ethics
ALA Code of Ethics

American Association of University Professors (AAUP)
1940 Statement of Principles on Academic Freedom and Tenure

In 1915 the Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure known as the 1915 Declaration of Principles, which was officially endorsed by the Association at its Second Annual Meeting held in Washington, D.C., December 31, 1915, and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges (now the Association of American Colleges and Universities) in 1925 and by the American Association of University Professors in 1926.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the 1940 Statement from the experience gained in implementing and applying it for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration Interpretive Comments that are included below as footnotes to the 1940 Statement.¹ These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-Sixth Annual Meeting as Association Policy.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.² The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.³

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and

women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.⁴ Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.⁵
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶

Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,⁷ the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.⁸ Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.⁹
3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.¹⁰
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other

scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.¹¹

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Endorsers

The 1940 Statement of Principles has been endorsed by more than 250 scholarly and education groups.

Endorsers of the 1940 Statement

The following scholarly and educational organizations have endorsed the 1940 *Statement of Principles on Academic Freedom and Tenure*, which was jointly issued by the AAUP and the Association of American Colleges and Universities, and which forms the basis of many institutions' policies.

Alphabetical Listing of Endorsers

Academic Senate for California Community Colleges 1996
Academic Senate of the California State University 2004
Academy of Legal Studies in Business 1971
Academy of Management 1965
Acoustical Society of America 2015
African Studies Association 1975
Agricultural and Applied Economic Association 1962
Agricultural History Society 2004
American Academy for Jewish Research 2014
American Academy of Religion 1967
American Anthropological Association 1970
American Association for Applied Linguistics 1986
American Association for Cancer Education 1986
American Association for Chinese Studies 1968
American Association for Clinical Chemistry 1988
American Association for the Advancement of Slavic Studies 1967
American Association for Higher Education and Accreditation 1950
American Association for the History of Medicine 2000
American Association for Ukrainian Studies 2014
American Association of Colleges for Teacher Education 1950
American Association of Colleges of Pharmacy 1967
American Association of Italian Studies 2014
American Association of Pharmaceutical Scientists 1988
American Association of Philosophy Teachers 2015
American Association of Physicists in Medicine 1990
American Association of Physics Teachers 1982
American Association of Teachers of Arabic 1994
American Association of Teachers of French 1968
American Association of Teachers of German 1985
American Association of Teachers of Italian 1985
American Association of Teachers of Japanese 1994

American Association of Teachers of Slavic and East European Languages 1986
 American Association of Teachers of Spanish and Portuguese 1969
 American Association of University Professors 1941
 American Catholic Historical Association 1966
 American Catholic Philosophical Association 1966
 American Chemical Society 1977
 American Classical League 1974
 American Comparative Literature Association 1974
 American Conference for Irish Studies 1999
 American Council of Learned Societies 1963
 American Council of Teachers of Russian 1994
 American Council on the Teaching of Foreign Languages 2005
 American Culture Association 1999
 American Dialect Society 1968
 American Economic Association 1962
 American Educational Research Association, 2014
 American Educational Studies Association 2007
 American Finance Association 1967
 American Folklore Society 1975
 American Historical Association 1961
 American Institute of Biological Sciences 1975
 American Institute of Chemists 1985
 American Jewish Historical Society 2001
 American Library Association (adapted for librarians) 1946
 American Mathematical Society 1967
 American Musicological Society 1969
 American Philosophical Association*** 1974
 *** Endorsed by the Association's Western Division in 1952, Eastern Division in 1953, and Pacific Division in 1962
 American Physical Therapy Association 1979
 American Physiological Society 2006
 American Political Science Association 1947
 American Psychological Association 1961
 American Psychological Society 1989
 American Real Estate and Urban Economics Association 1969
 American Risk and Insurance Association 1965
 American Society for Aesthetics 1992
 American Society for Eighteenth-Century Studies 1992
 American Society for Legal History 1977
 American Society for Theatre Research 1990
 American Society of Agronomy 1990
 American Society of Church History 1986
 American Society of Criminology 2001
 American Society of Plant Biologists 1968
 American Society of Plant Taxonomists 2006
 American Sociological Association 1963
 American Speech-Language-Hearing Association 1968
 American Statistical Association 1975
 American Studies Association 1963

American Theatre and Drama Society 2014
Americans for the Arts 1972
Animal Behavior Society 1990
Archaeological Institute of America 1964
Arizona-Nevada Academy of Science 1965
Association for Asian Studies 1975
Association for Canadian Studies in the United States 1999
Association for Communication Administration 1981
Association for Education in Journalism and Mass Communication 1966
Association for Jewish Studies 1976
Association for Psychological Science 1989
Association for Research on Ethnicity and Nationalism in the Americas, 2006
Association for Social Economics 1967
Association for Spanish and Portuguese Historical Studies 1976
Association for the Advancement of Baltic Studies 1994
Association for Slavic, East European, and Eurasian Studies 1986
Association for the Sociology of Religion 1967
Association for the Study of Higher Education 1988
Association for Theatre in Higher Education 1999
Association for Symbolic Logic 2000
Association for Women in Mathematics 1997
Association of American Colleges and Universities 1941
Association of American Geographers 1963
Association of American Law Schools 1946
Association of Ancient Historians 1999
Association of Black Sociologists 2005
Association of College and Research Libraries 2007
Association of Literary Scholars and Critics 2006
Association of Schools of Journalism and Mass Communication 1971
Association of Social and Behavioral Scientists 1968
Association of Theological Schools 1970
Central European History Society 2014
Central States Communication Association 2014
Chinese Historians in the United States 2001
Chinese Language Teachers Association 2014
Classical Association of the Middle West and South 1964
College Art Association of America 1970
College English Association 1968
College Forum of the National Council of Teachers of English 2006
College Language Association 1973
College Theology Society 1967
Committee on Lesbian, Gay, Bisexual, and Transgender History 2015
Community College Humanities Association 2002
Coordinating Council for Women in History 2014
Council for Chemical Research 1988
Council of Academic Programs in Communication Sciences and Disorders 1996
Council of Colleges of Arts and Sciences 1992
Council of Independent Colleges 1965

Council of Teachers of Southeast Asian Languages 1994
Council on Social Work Education 1967
Crop Science Society of America 1990
Czechoslovak Studies Association 2007
Dante Society of America 1980
Dictionary Society of North America 2005
Eastern Communication Association 1999
Eastern Finance Association 1968
Eastern Psychological Association 1950
Eastern Sociological Society 2001
Ecological Society of America 2014
Economic History Association 2015
German Studies Association, 2006
History of Education Society 1969
History of Science Society 1987
Illinois Community College Faculty Association 1990
Immigration and Ethnic History Society 2002
Institute for American Religious and Philosophical Thought 2014
International Society of Protistologists 1990
Italian American Studies Association 2014
Iowa Higher Education Association 1977
John Dewey Society 1967
Labor and Working-Class History Association 2014
Latin American Studies Association 1992
Law and Society Association 2006
Linguistic Society of America 1975
Mathematical Association of America 1965
Medieval Academy of America 1990
Metaphysical Society of America 1977
Middle East Studies Association 1982
Midwestern Psychological Association, 2014
Midwest Sociological Society 1963
Missouri Association of Faculty Senates 2000
Modern Greek Studies Association 2014
Modern Language Association 1962
Modernist Studies Association 2014
Mountain-Plains Philosophical Conference 1966
National Association for Ethnic Studies 1999
National Association of Professors of Hebrew 2014
National Coalition for History 2006
National College Physical Education Association for Men 1969
National Communication Association 1981
National Council for Accreditation of Teacher Education 2005
National Council for the Social Studies 1996
National Council of Less Commonly Taught Languages 2014
National Council of Teachers of English 1991
National Council on Public History 2006
National Education Association 1985

National Science Teachers Association 1989
National Women's Studies Association 2006
New England Historical Association 2001
New York State Mathematics Association of Two-Year Colleges 1972
Nineteenth Century Studies Association 2017
North American Conference on British Studies 1975
North Central Sociological Association 1980
Oral History Association 1987
Organization of American Historians 1963
Pacific Sociological Association 2009
Paleontological Society, 2014
Pennsylvania Historical Association 1973
Phi Beta Kappa Society 1968
Philosophy of Time Society 1998
Population Association of America 2014
Renaissance Society of America 1989
Rocky Mountain Modern Language Association 1974
Sixteenth-Century Society and Conference 1975
Society for Applied Anthropology 2006
Society for Armenian Studies 2006
Society for Biodemography and Social Biology 2005
Society for Buddhist-Christian Studies 2005
Society for Cinema and Media Studies 1992
Society for Classical Studies 1963
Society for Early Modern Catholic Studies 2002
Society for Ethnomusicology 1990
Society for French Historical Studies 1987
Society for German-American Studies 2001
Society for Historians of American Foreign Relations, 2006
Society for Historians of the Gilded Age and Progressive Era 2001
Society for Industrial and Applied Mathematics 2006
Society for Italian Historical Studies 2014
Society for Military History 2006
Society for Music Theory 2006
Society for Neuroscience 1989
Society for Philosophy in the Contemporary World 1999
Society for Psychophysiological Research, 2014
Society for Romanian Studies 2014
Society for Textual Scholarship 2014
Society for the Advancement of Scandinavian Study 2006
Society for the History of Children and Youth 2014
Society for the History of Technology 2006
Society for the Psychological Study of Social Issues 2014
Society for the Scientific Study of Religion 2001
Society for the Study of Social Problems 2005
Society for the Study of the Multi-Ethnic Literature of the United States 2014
Society of American Archivists 1966
Society of Architectural Historians 1975

Society of Biblical Literature 1989
Society of Christian Ethics 1968
Society of Civil War Historians 2014
Society of Dance History Scholars 2006
Society of Mathematical Psychology 2014
Society of Professors of Education 1970
Sociologists for Women in Society, 2014
Soil Science Society of America 1990
South Atlantic Modern Language Association 1967
South Central Modern Language Association 1964
Southeastern Psychological Association 1966
Southeastern Women's Studies Association, 2009
Southern Economic Association 1963
Southern Historical Association 1963
Southern Management Association 1964
Southern Society for Philosophy and Psychology 1953
Southern States Communication Association 1966
Southwestern Philosophical Society 1964
Southwestern Social Science Association 1964
Texas Association of College Teachers 1976
Texas Association of Colleges for Teacher Education 1977
Texas Community College Teachers Association 1970
Texas Library Association 1977
The Historical Society 1999
University and College Labor Education Association 1989
University Film and Video Association 1968
Urban History Association, 2014
Western History Association 1966
Western States Communication Association 1976
World Communication Association 1999
World History Association 2014

Endnotes:

1. The Introduction to the Interpretive Comments notes: In the thirty years since their promulgation, the principles of the 1940 "Statement of Principles on Academic Freedom and Tenure" have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 "Statement," to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 "Statement" is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 "Statement"; particularly relevant is the identification by the Supreme Court of academic freedom

as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 US 589 (1967), “Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom.”

2. The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

3. First 1970 comment: The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the “Statement on Professional Ethics” adopted in 1966 as Association policy (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 145–46).

4. Second 1970 comment: The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 “Statement,” and we do not now endorse such a departure.

6. Fourth 1970 comment: This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 “Statement” immediately following its endorsement:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher’s fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 “Statement” should also be interpreted in keeping with the 1964 “Committee A Statement on Extramural Utterances,” *Policy Documents and Reports*, 31, which states inter alia: “The controlling principle is that a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness for his or her position. Extramural utterances rarely bear upon the faculty member’s fitness for the position. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.”

Paragraph 5 of the “Statement on Professional Ethics,” *Policy Documents and Reports*, 146, also addresses the nature of the “special obligations” of the teacher:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

7. Fifth 1970 comment: The concept of “rank of full-time instructor or a higher rank” is intended to include any person who teaches a full-time load regardless of the teacher’s specific title. [For a discussion of this question, see the “Report of the Special Committee on Academic Personnel Ineligible for Tenure,” *AAUP Bulletin* 52 (September 1966): 280–82.]

8. Sixth 1970 comment: In calling for an agreement “in writing” on the amount of credit given for a faculty member’s prior service at other institutions, the “Statement” furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor’s tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution. [For a more detailed statement on this question, see “On Crediting Prior Service Elsewhere as Part of the Probationary Period,” *Policy Documents and Reports*, 167–68.]

9. Seventh 1970 comment: The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 “Statement” with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the “Standards for Notice of Nonreappointment,” endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964) (*Policy Documents and Reports*, 99). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the “Statement on Recruitment and Resignation of Faculty Members,” *Policy Documents and Reports*, 153– 54, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

10. Eighth 1970 comment: The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher’s academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the “Recommended Institutional Regulations on Academic Freedom and Tenure,” *Policy Documents and Reports*, 79– 90, prepared by the American Association of University Professors.

11. Ninth 1970 comment: A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the “Statement on Procedural Standards in Faculty Dismissal Proceedings,” *Policy Documents and Reports*, 91– 93, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 “Statement” is silent.

The “Statement on Procedural Standards in Faculty Dismissal Proceedings” provides: “Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member’s continuance. Unless legal considerations forbid, any such suspension should be with pay.” A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of “moral turpitude” identifies the exceptional case in which the professor may be denied a year’s teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year’s teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

**American Association of University Professors (AAUP)
Statement on Professional Ethics**

The statement that follows was originally adopted in 1966. Revisions were made and approved by the Association's Council in 1987 and 2009.

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure*, the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*,¹ or the applicable provisions of the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*.²

The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

<https://www.aaup.org/report/statement-professional-ethics>

American Library Association (ALA) Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.