

## Programs

### FACULTY

20. *The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experience in the field, professional licensure and certifications, honors and awards, competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty.*

#### *Credential Guidelines:*

- a. *Faculty teaching general education courses at the undergraduate level: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- b. *Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- c. *Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a baccalaureate degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline.*
- d. *Not applicable.*
- e. *Not applicable.*
- f. *Not applicable.*

#### **JUDGMENT OF COMPLIANCE**

- Compliance  
 Partial Compliance  
 Non-compliance

#### **STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE**

Consistent with its mission to provide high quality education (2003-2004 LSUE Catalog, pp. 11-13), LSUE employs faculty who meet and often exceed SACS COC standards for faculty teaching general education courses, associate degree courses designed for transfer to a

baccalaureate degree, and associate degree courses not designed for transfer to the baccalaureate degree. *P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members* and *LSU System Permanent Memorandum 23: Ranks, Promotions, and Policies Governing Appointments and Promotions of the Academic Staff* guide the campus in recruiting qualified faculty for all its academic programs. Criteria for judging the suitability of an applicant for a position on the faculty include (1) appropriate academic training; (2) teaching or instructional effectiveness as judged by qualified colleagues in prior association and, where possible, by an evaluation of the applicant's performance during an interview; (3) scholarly and creative capability, as evidenced by publications and the estimates of qualified colleagues; (4) cooperativeness and dedication, as assessed by prior colleagues and other persons qualified to make such judgments. For certification of compliance, the credentials of full-time and part-time faculty for Fall 2002 were evaluated. The *Roster of Instructional Staff* details the academic training, courses taught, and other qualifications or experience for each full-time and part-time faculty member. The roster is updated each semester. Credentials documenting the academic qualifications of all full-time and part-time faculty members are maintained in the Office of Academic Affairs and the Office of Human Resources.

The credentials of the LSUE faculty are exemplary. The percentage of full-time teachers in the humanities/fine arts and social/behavioral sciences who have doctorates is presently (Fall 2002) 75 percent. In the area of natural sciences/mathematics, 39 percent hold the doctorate. As such, the percentage of individuals holding the terminal degree in these fields exceeds even that required of an institution granting the baccalaureate degree. In the allied health programs, faculty members have both the academic credentials required by SACS and professional licensures required by the program's particular allied health accreditation agency.

Many members of the faculty are active scholars who publish in their areas of expertise, attend conferences, deliver papers at professional meetings, secure external funding, and hold offices in professional organizations. As of Fall 2002, faculty members have published 15 scholarly books and 148 articles in academic or professional journals, and they have delivered 176 papers. Forty-eight faculty members are holding or have held offices in professional organizations, and 41 have received grants or endowed professorships (*Spring 2003 Scholarly and Professional Activities Survey*).

Lastly, faculty members at LSUE are committed teachers who bring to the classrooms years of collegiate experience. In the Fall 2002 semester, full-time faculty had an average of 12 years of collegiate experience, ranging from one to 37 years (*2002-2003 Academic Personnel Roster by Rank*).

Source	HC	Electronic	URL
2003-2004 LSUE Catalog	X	<a href="#">X</a>	

P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members	X	<u>X</u>	
LSU System Permanent Memorandum No. 23: Ranks, Promotions, and Policies Governing Appointments and Promotions of the Academic Staff	X	<u>X</u>	
Roster of Instructional Staff	X	<u>X</u>	
Spring 2003 Scholarly and Professional Activities Survey <i>Note: Survey data is available in the Office of Academic Affairs</i>	X	<u>X</u>	
2002-2003 Academic Personnel Roster by Rank	X	<u>X</u>	

## Programs

### FACULTY

21. *The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.*

#### JUDGMENT OF COMPLIANCE

- Compliance  
 Partial Compliance  
 Non-compliance

#### STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

There are several methods by which the university evaluates the effectiveness of its faculty. For example, each faculty member is evaluated annually with regard to his or her instructional effectiveness and overall job performance. This policy is addressed in the *Employee Handbook* (p. 41) as well as in *P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members*. According to the stated policy, “. . .faculty are evaluated annually as a means of improving instructional effectiveness and enhancing professional development.” The evaluations of faculty are conducted by academic unit heads using a standard LSUE evaluation form. The results of the evaluation are presented to the faculty member in a private conference. Deficiencies are addressed at this meeting with a plan of remediation agreed upon. After a discussion between the faculty member and the evaluator, a copy of the evaluation is sent to the Vice Chancellor for Academic Affairs and becomes a permanent part of the faculty member’s personnel file. According to the annual faculty surveys (2003), 76% of the LSUE faculty feel that the university’s policies regarding the faculty evaluation have been “clearly communicated.”

The instructional effectiveness of an individual faculty member is also assessed from the perspective of the students they teach. This is accomplished with the LSUE Course Evaluation System (LCES). This instrument has been designed to evaluate instructors and the courses they teach in a given semester, approximately three weeks before the semester ends. Students in each class rate instructors on class preparation, appropriate use of class time, fairness of testing, instructional goals, and other areas. The students may also write personal comments, which are then forwarded to the instructor, after final grades have been submitted and the semester has concluded. The LCES results can be found in the divisional offices and in the Office of the Vice Chancellor for Academic Affairs. According to the annual faculty surveys (2003), 62% of the LSUE faculty agreed or strongly agreed that student evaluations of individual faculty members are fair and accurate.

Source	HC	Electronic	URL
LSUE Course Evaluation System (LCES)	X	<a href="#">X</a>	
P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members	X	<a href="#">X</a>	
2003 Faculty Survey	X		<a href="http://irdev.lsue.edu:8001/surveys.html">http://irdev.lsue.edu:8001/surveys.html</a>
Employee Handbook	X	<a href="#">X</a>	

## Programs

### FACULTY

22. *The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.*

#### JUDGMENT OF COMPLIANCE

- Compliance  
 Partial Compliance  
 Non-compliance

#### STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Faculty members at Louisiana State University at Eunice are expected to participate in professional development activities. Academic division heads annually evaluate faculty members in their respective units as a means of improving instructional effectiveness and enhancing professional development (*P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members*). As part of the evaluation process, faculty members update their professional files to reflect professional activities and accomplishments prior to their annual evaluation. Special attention is given to the following areas:

1. Documentation of teaching excellence
2. Graduate work/degrees completed
3. Research and scholarly achievements
4. Community service.

Division heads use a standard form in the evaluation of faculty (*Louisiana State University at Eunice Faculty Evaluation Form*). Faculty are evaluated in the following areas:

1. Training
2. Experience
3. Performance as a teacher
4. Contributions to total university program
5. Publications
6. Professional Growth
7. Plans for continuing professional growth
8. Research
9. Overall effectiveness

Copies of the completed and signed evaluations are kept in the faculty member's division office, the Office of Academic Affairs, and the Office of the Chancellor.

Faculty members seeking promotion must demonstrate excellence in teaching, and they must also document a research or professional service record pertinent to each academic rank. The

promotion process and criteria are published in *P.S. 12*. As part of the process, faculty members submit a dossier in support of their petition for promotion in rank/or tenure. The dossier includes the following areas:

1. Teaching
2. Publications
3. Creative/Artistic Contributions
4. Papers Presented
5. Awards
6. Contributions to Publications
7. Grants and Contracts
8. Research Interests
9. University Service
10. Public Service
11. Professional Service

The University provides faculty professional development opportunities through educational and sabbatical leaves (*P.S. 63: Educational Privileges for other Academic Employees, Educational Leave, and Sabbatical*). Full-time faculty at the rank of instructor or higher with a regular academic appointment with three years of full-time experience may be eligible for an educational leave. The leave is granted to faculty members for the purpose of completing an advanced degree. Full-time academic employees at the rank of instructor or higher who have completed six years of service may petition for sabbatical leave for study and research, the object of which is to enable them to increase their professional efficiency and usefulness to the University. For either type of leave, faculty must submit a *Sabbatical/Educational Leave Request* form.

To encourage and support faculty professional development, the University has provided \$20,000 for reimbursement of expenses for faculty travel to professional meetings. A faculty committee manages the disbursement of this fund in accordance with published criteria (*Criteria for Receiving Faculty Professional Development Funds*). In 2002-2003, 79 faculty members received reimbursement from the fund (*2002-2003 Faculty Professional Development Fund Committee Minutes*). In addition to the Faculty Professional Development Fund, the University provides financial assistance to faculty and staff to attend professional meetings important to the overall mission of the campus. For example, in the past year, faculty and staff have attended the following professional conferences:

- Noel-Levitz Retention Conference, Alexandria, LA 3/31/03-4/1/03
- Blackboard Conference, Baltimore, MD 2/25/03-2/27/03
- LaACTE Professional Development Conference, Baton Rouge, LA 7/30/02
- Noel-Levitz Recruiting/Marketing Workshop, Baton Rouge, LA 2/5/03-2/6/03
- Merlot International Conference, Atlanta, GA 9/27/03

The University also sponsors various professional development activities on campus. Faculty and staff attend a workshop at the beginning of each fall and spring semester that includes a professional development presentation. Recent workshop presentations are as follows:

“An Overview of Domestic Violence,” R. Gayle Harrell Jackson, Assistant Attorney General, Louisiana Department of Justice (*Spring 2003 LSUE Faculty/Staff Workshop Agenda*)

“Drug Awareness in the College Setting,” Detective Eddie Thibodeaux, St. Landry Parish Sheriff’s Department (*Fall 2002 LSUE Faculty/Staff Workshop Agenda*)

“Discrimination in the Workplace,” Nora Stelly, Attorney with Allen and Gooch (*Spring 2002 LSUE Faculty/Staff Workshop Agenda*)

“Employee Assistance Program/Drug Free Workplace Act,” Dr. John Couvillion, Vice Chancellor for Student Affairs (*Fall 2001 Faculty/Staff Workshop Agenda*)

“Legal Issues Related to Student Advising on Academic and Nonacademic Matters,” David J. Shelby, II, Attorney with Taylor, Porter, Brooks & Phillips (*Spring 2001 Faculty/Staff Workshop Agenda*)

In the *2003 Annual Faculty Survey* (p. 7), faculty members agreed that there is ample opportunity for professional development at LSUE. This is further corroborated by their scholarly and professional activities. LSUE faculty have published 148 refereed articles, presented 176 papers at professional meetings, and 48 hold various offices in state, regional, or national organizations (*Spring 2003 Scholarly and Professional Activities Survey*).

Source	HC	Electronic	URL
P.S. 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members	X	<a href="#">X</a>	
Faculty Evaluation Form	X	<a href="#">X</a>	
P.S. 63: Educational Privileges for other Academic Employees, Educational Leave, and Sabbatical	X	<a href="#">X</a>	
Sabbatical/ Educational Leave Request	X	<a href="#">X</a>	
Criteria for Receiving Faculty Professional Development Funds	X	<a href="#">X</a>	

2002-2003 Faculty Professional Development Fund Committee Minutes	X	<a href="#"><u>X</u></a>	
Spring 2003 LSUE/Staff Workshop Agenda	X	<a href="#"><u>X</u></a>	
Fall 2002 LSUE Faculty/Staff Workshop Agenda	X	<a href="#"><u>X</u></a>	
Spring 2002 LSUE Faculty/Staff Workshop Agenda	X	<a href="#"><u>X</u></a>	
Fall 2001 Faculty/Staff Workshop Agenda	X	<a href="#"><u>X</u></a>	
Spring 2001 Faculty/Staff Workshop Agenda	X	<a href="#"><u>X</u></a>	
2003 Faculty Survey	X		<a href="http://irdev.lsue.edu:8001/surveys.html">http://irdev.lsue.edu:8001/surveys.html</a>
2003 Spring Scholarly and Professional Activities Survey	X	<a href="#"><u>X</u></a>	

## Programs

### FACULTY

23. *The institution ensures adequate procedures for the safeguard and protection of academic freedom.*

#### JUDGMENT OF COMPLIANCE

- Compliance  
 Partial Compliance  
 Non-compliance

#### STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

There is a strong commitment to the principle of academic freedom at LSUE, which is mandated by the *LSU Board of Supervisors Bylaws and Regulations* (Part I, Article VIII, Section 1, p. 10). LSUE's policy regarding academic freedom is addressed in *P.S. 58: Academic Freedom* and in the *Employee Handbook* (p. 40). These documents clearly explain the rights of academic staff members to teach and investigate in the classroom and elsewhere, in addition to their rights to participate as responsible citizens in community activities. According to the annual faculty survey (2003), 70% of the LSUE faculty agreed or strongly agreed that the principle of academic freedom is practiced at LSUE.

Source	HC	Electronic	URL
LSU Board of Supervisors Bylaws and Regulations	X	<a href="#">X</a>	
P.S. 58: Academic Freedom	X	<a href="#">X</a>	
Employee Handbook	X	<a href="#">X</a>	
2003 Faculty Survey	X		<a href="http://irdev.lsue.edu:8001/surveys.html">http://irdev.lsue.edu:8001/surveys.html</a>

## Programs

### FACULTY

24. *The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.*

#### JUDGMENT OF COMPLIANCE

- Compliance  
 Partial Compliance  
 Non-compliance

#### STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

*P.S. 3: Responsibilities and Concerns of University Personnel* provides succinct statements about the duties and responsibilities of the faculty. These statements of duties and responsibilities are derived from the *LSU Board of Supervisors Bylaws and Regulations*. In Part II, Chapter I, Section 1-2.2.b, the Faculty Council or faculty “shall, within the framework of the educational policy of the System, have legislative power over all matters pertaining to its own meetings and may delegate its own authority to an elected Senate and/or to standing committees, whose authority shall be limited to matters which are proper to the faculty and which have been specifically delegated by the faculty. It shall make recommendations for the granting of degrees through its respective colleges or schools not within a college” (p. 12). *P.S. 3* additionally stipulates that within the department and divisions, “the faculty determines educational policy for its respective unit insofar as these policies do not conflict with the policies of other units.”

Thus, supported by local and System policy, the Faculty Council has established the Faculty Senate as a standing committee. The Senate’s constitution and bylaws are also published in the *Employee Handbook* (Appendix C). That constitution states that the purpose of the Faculty Senate is “to enable the Faculty Council [. . .] to perform more effectively its duty of formulating the educational policies of LSUE, as stated by the *LSU Board of Supervisors Bylaws and Regulations*” (*Employee Handbook*, p. 56).

Furthermore, the Faculty Senate is empowered to “establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to approval of the LSU Board of Supervisors” (*Employee Handbook*, p. 56).

Article IV of the *Faculty Senate Constitution* specifically describes procedures for that body’s “Governance.” The Senate meets a minimum of nine times during each academic year. Minutes of the Senate and all of its standing committees are maintained in the LeDoux Library.

SOURCE	HC	Electronic	URL
P.S. 3: Responsibilities and Concerns of University Personnel	X	<a href="#"><u>X</u></a>	
Employee Handbook	X	<a href="#"><u>X</u></a>	
LSU Board of Supervisors Bylaws and Regulations	X	<a href="#"><u>X</u></a>	
Faculty Senate Constitution	X	<a href="#"><u>X</u></a>	
Faculty Senate Minutes, available in the LeDoux Library	X		