

## Appendix A p1



# OFFICE OF SUSTAINABILITY LAMAR UNIVERSITY™

Website: <http://www.lamar.edu/sustainability/>

Facebook: LU Green Squad, <https://www.facebook.com/groups/1530819970523841/>

Twitter: <https://twitter.com/LUGreenSquad>

Alicen Flosi, 880.8612, Galloway Business 216, [alicen.flosi@lamar.edu](mailto:alicen.flosi@lamar.edu)



### Academic Lecture Series

May 5<sup>th</sup> – Ed Begley, Jr., Actor & Environmentalist

Student session, 4:00-5:00 in Landes, GB 101

Evening session, 7:30, University Theatre

### Recycling

Paper, plastic, cardboard, aluminum – campus-wide program. We are raising awareness and money with our gofund me campaign:

<http://www.gofundme.com/ml2k64>

Ink cartridges –

HP—Please use the HP Planet Partner (ARS) label provided in the HP toner box. Return cartridges in bundles of 2 or more. Attach the label and deliver the bundle to the campus mail center. Send the Ground A.R.S. Tracking Number Receipt (portion remaining after label has been removed) and the number of cartridges recycled via campus mail to Lisa Jackson, 10020.

Other brands—please drop off at Best Buy or Office Depot

### Energy Management

Please turn off lights in empty rooms!

Also, please shutdown computers in labs and offices on weekends or when not being patched or accessed remotely.

### Student Projects

Communication: created gofundme video

Construction Management: designing and building recycling 'houses'

Art: collecting items for 2D & 3D art projects

Business Ethics: researching successful University sustainability campaigns

Computer Science: designing a sustainability map for the website

Lamar Community Garden: growing food to donate and plants to educate. If you would like to help in the Garden, please contact: Dr. Tom Matthews, 880.2385, [tom.matthews@lamar.edu](mailto:tom.matthews@lamar.edu)

### Additional Projects

1. Generating reusable bags
2. Considering paperless options
3. Working with student HEEC group to support their projects and develop new ones
4. Researching additional energy management solutions
5. Recycling other items like light bulbs, batteries, etc.
6. Developing an inventory of sustainability courses on campus: Sustainable Built Environment and Society, Summer I, Dr. Hwang



## Appendix A p 2

### Lamar University hosts actor, environmentalist Ed Begley, Jr.

**BEAUMONT** -- Lamar University hosts American actor and environmentalist Ed Begley, Jr. in the university's Academic Lecture Series, 7:30 p.m., May 5, 2015, in the University Theatre. The event is free and open to the public.

Inspired by the works of his Academy Award-winning father, Begley has appeared in hundreds of films, television shows and stage performances. He is best known for his role as Dr. Victor Ehrlich on the television series *St. Elsewhere*, for which he received six consecutive Emmy Award nominations, and his recent reality shows about green living called *Living With Ed* on HGTV and *Planet Green* with his wife Rachelle Carson-Begley.

Since 1970, he has been an environmentalist and strong proponent of electric vehicles, recycling, eco-friendly products and low carbon footprint lifestyles. He has been considered an environmental leader in the Hollywood community for many years and has served as chairman of the Environmental Media Association and the Santa Monica Mountains Conservancy and on the boards of numerous environmental groups.

His work in the environmental community has earned him awards from prestigious environmental groups including the California League of Conservation Voters, the Natural Resources Defense Council, The Coalition for Clean Air, Heal the Bay and the Santa Monica Baykeeper.

He and his family recently documented construction of a LEED Platinum-certified home for "On Begley Street," a Web series produced by Make It Happen Productions. LEED Certification, or "Leadership in Energy and Environmental Design" recognizes best building practices and strategies for construction projects that aim to be as environmentally conscious as possible.

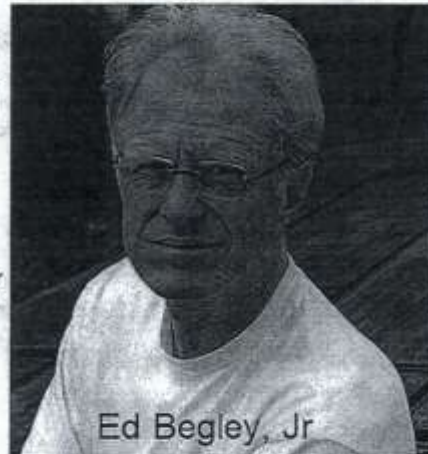
Of the many levels of certification, Platinum is the highest attainable. Not only is the Begley home LEED Platinum certified, it strives to be "America's Greenest House" and the entire construction process was featured in the "On Begley Street" series.

The couple's new 3,800 square foot house is at Net Zero for electric and water use -- that is, it produces as much energy and water as it consumes.

The house incorporates the latest in energy saving features, including 12 inches of insulation in the walls, energy efficient windows and doors, passive solar design, a solar-thermal water heating system, and a large array of solar thermal panels.

The house collects rainfall and gray water in a 10,000-gallon underground cistern that will be used for the garden and landscaping.

The project took the couple longer than expected. At first planning to renovate their 1930s vintage home, their plans changed to new construction. Before starting, they diligently recycled all the materials in the old home before beginning work on the new home that is made largely of recycled materials.



Ed Begley, Jr



## Appendix B p1

**April 1<sup>st</sup>, 2015 – Faculty Senate Meeting**

**Clarification from the Faculty Issue Committee regarding a university wide definition of full time teaching:**

**Query to Provost Steve Doblin:** “The Faculty Senate requested a definition of full time teaching.... Could you please tell me what the university wide definition of full time teaching for faculty is?”

**Provost Doblin's answer:**

<<< Cristian ... The only university definition is that the normal teaching load for a full-time faculty member is 12 hours each semester. However, chairs and deans have the ability to provide reassigned time to faculty for a variety of important activities, to include research, special projects, administration, etc. (If they do so, they must ensure that the appropriate mix and number of sections/courses are offered so as to continue to meet the needs of LU students.) Thus, the teaching load for a full-time faculty member varies from department to department, college to college, and semester to semester. That is, there is no university wide standard teaching load. Faculty who teach fewer than 12 hours a semester for such reassignments may not teach overloads for additional pay. Finally, the maximum teaching assignment for a new tenure track faculty member during the first two years of employment -- and it may be extended as a result of the 2nd Year Review -- is 21 hours per academic year (i.e., fall and spring). The details of this policy can be found at <http://facultystaff.lamar.edu/academic-affairs/policies/index.html>.

*You can pass out a copy or read it to the LU faculty senators, your choice. “*

Steve

Steve Doblin

Provost and Vice President for Academic Affairs

Lamar University

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Beaumont, TX 77710

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E-Mail: [steve.doblin@lamar.edu](mailto:steve.doblin@lamar.edu)

A Member of the Texas State University System >>>

## Appendix B p 2

**Answers in support of the diversity of ways various colleges consider the full time teaching:**

**From Dr. Victor Zaloom, Interim Dean of the College of Engineering:** <<< Cristian, Each department has different loads for faculty because of the great variety of teaching and research loads. However, it was always my policy as a department chair to have a minimum teaching load of 12 units where a three credit UG course was 3 units, a 3 credit grad course was 4.5 units and directing these, dissertations, and Special Topics courses carried various load units depending on the course and the number of students. At one time LU had a faculty load report and these were submitted by each faculty member.

Vic Zaloom, Ph.D., P.E.  
Interim Dean of Engineering  
Lamar University,  
A Component of the Texas State University  
409 880 8741 >>>

**From Dr. Enrique (Henry) Venta, Dean of the College of Business: (Reply furnished by Dr. Ricardo Tovar-Silos member of Faculty Issues Committee)** <<< Hi all, according to Dr. Venta for the College of Business a "full time teaching load" is 3 and 3 classes or 9 credit hours per semester. >>>

**From Dr. Hollis Lowery-Moore, Interim Dean of the College of Education and Human Development (reply furnished by Dr. Cristina Rios, member of Faculty Issues Committee)** <<< I have asked the Interim Dean of the COEHD, and his answer was: "A full load is usually 4 undergraduate or 3 graduate courses." >>>

**From Dr. Dr. Russ A. Schultz, Dean of College of Fine Arts and Communication (reply furnished by Dr. Nicki Michalski, members of Faculty Issues Committee):** <<< it is determined by contract. Undergrad is generally 4 classes and grad is 3. >>>

**From Dr. Brenda Nichols, Dean of College of Arts and Sciences (reply furnished by Dr. Cristian Bahrim, chair of Faculty Issues Committee):** <<< The teaching load varies from department to department. Typically an UG program has a full teaching load of 12 hrs. A department with graduate component could have the teaching load reduced to 9 hrs.). >>>

## Appendix C p1

### Faculty Issues Committee - March 26, 2015.

The Faculty Issues Committee proposes to the Faculty Senate the following nomination process for the Minnie Stevens Piper Professor Award:

- The college selection committees (which is also in charge with the selection for the merit and university professor awards) will select **one or two nominees per college** (based on the size of the College – see Appendix A).
- The nominees should meet the following minimum criteria of eligibility:
  - 1) **Full teaching load** (as defined by their college and department) for the previous two years and active teaching in the year of nomination. This shall be demonstrated by the inclusion in the application package of the teaching load portion of their F2.08.
  - 2) **Five strong letters of recommendation** that focus on teaching innovation, curriculum development, impact on students, etc. Two letters should come from faculty (at least one from the nominee's department), two from students, and one from administration (i.e. Chair, Dean, or a Program Director).
  - 3) **Minimum of 2 years teaching at Lamar University.**
- The candidates for nomination will be ranked based on the following criteria which will be scored by the selection committee according to Appendix B:
  - 1) **Significant teaching innovation and course development.**
  - 2) **Community engagement and service:** Extracurricular activity including guiding undergraduate research, advising, mentoring, advising student organizations or other activities that indicate connection with students.
  - 3) **High scores in teacher evaluations over the past 2 years and a comprehensive list of comments from those evaluations:** The candidate should provide sufficient evidence to the college selection committee from 'Course Evaluations' about his/her performance in class, including bar diagrams (distributions) with scores and comments from students regarding the candidate's performance in class.
  - 4) **Evidence of superior research/creative endeavors**, including publications, special projects, external support, thesis/dissertation supervision.



## Appendix C p2

- o The candidates' portfolios will be forwarded to the Faculty Senate which will vote.
- o The winner of the vote and runner-up will be forwarded to the Provost and President for approval.
- o The university nominee's final portfolio should be reviewed and improved with the assistance of a committee formed by previous Minnie Stevens Piper Award winners.

Any faculty member may nominate a colleague or self-nominate. The college selection committee should have the acceptance for nomination of the nominee.

### Appendix A: Number of nominees for the Piper Award per college:

College of Arts and Sciences - 11 departments - 2 nominees  
 College of Business - 4 departments - 1 nominee  
 College of Education and Human Development - 5 departments - 1 nominee  
 College of Engineering - 5 departments - 1 nominee  
 College of Fine Arts and Communication - 6 departments - 1 nominee

**Total: 6 nominees**

### Appendix B:

Minimum criteria of eligibility	Percentage	Nominee 1	Nominee 2	Nominee 3
Full teaching load for the previous two years and active teaching in the year of nomination (at least 9 hours)		Y or N		
Five letters of recommendation		Y or N		
2 years teaching at Lamar University		Y or N		
<b>Criteria for ranking the nominees</b>				
Significant teaching innovation	30%	0-4		
Community engagement and service	30%	0-4		
Assessment of teacher evaluations	30%	0-4		
Evidence of superior research and creative activity	10%	0-4		

**Scores: 0 (unsatisfactory) 1 (satisfactory) 2 (good) 3 (very good) 4 (excellent)**

## Appendix D

### Incomplete Grades Motion

I move that we request that the administration change the Lamar policy for incomplete grades to add (as indicated in bold below) the statement "when a student is passing a course and due to circumstances beyond the student's control," between the words "when" and "any".

#### Current Lamar Policy

The grade of "I" may be given when any requirement of the course, including the final examination, is not completed. Arrangements to complete deficiencies in a course should be made with the instructor prior to the end of the semester or term. Incomplete work must be finished during the next long semester or the Records Office will change the "I" to the grade of "F." While the extension may be granted by the instructor with the approval of his/her Department Chair and Academic Dean, once the "I" is changed to an "F" it cannot be changed back to an "I." In this case, either a "change of grade" procedure must be initiated or the course must then be repeated if credit is desired. The instructor may record the grade of "F" for a student who is absent from the final examinations and is not passing the course.

#### Proposed Lamar Policy

The grade of "I" may be given when a student was passing the course and, due to circumstances beyond the student's control, any requirement of the course, including the final examination, was not completed. Arrangements to complete deficiencies in a course should be made with the instructor prior to the end of the semester or term. Incomplete work must be finished during the next long semester or the Records Office will change the "I" to the grade of "F." While the extension may be granted by the instructor with the approval of his/her Department Chair and Academic Dean, once the "I" is changed to an "F" it cannot be changed back to an "I." In this case, either a "change of grade" procedure must be initiated or the course must then be repeated if credit is desired. The instructor may record the grade of "F" for a student who is absent from the final examinations and is not passing the course.

#### Texas State Policy

The "I" grade may be assigned when, due to unusual circumstances beyond the student's control, a significant portion of a course, such as a term paper or final examination, has not been completed.

#### SHSU Policy

The mark X indicates that the student has not been able to complete the course because of emergency circumstances beyond the student's control. These circumstances usually prevail over other drop dates and opportunities to withdraw from the course. When the student is given the X mark, it is assumed that the student will be able to finish the course without further instruction or tutoring from the faculty member in charge of the course. Permission to award the mark of X is granted only by the chair of the academic department involved with the recommendation of the instructor. If the student meets the prescribed requirements of the course before the end of the next academic semester (Summer school, two sessions, is considered a unit equivalent to a long semester) after the X is given, the student will receive the grade earned; otherwise, the mark X will be automatically changed to the grade of F.

#### Nicholls State Policy

The incomplete (I) grade should only be used when, due to circumstances beyond his or her control, the student is unable to complete all requirements for a course. **The grade of I will not be given to a student doing unsatisfactory work.** If an "I" is deemed appropriate by the instructor of record, a course completion plan shall be filed with the Department Head. The course completion plan shall outline work completed with an evaluation and an outline of the work to be completed. This plan shall be signed by the instructor of record and the Department Head and a copy shall be sent to the student at the student's address of record. (See the Nicholls State University Catalog section on I grades). Section below titled Maintaining Records contains information about keeping records for the I grade.

## Appendix E

### Weather Statement Motion

Whereas the weather announcement below resulted in faculty and staff coming to work only to face half empty classrooms,

whereas faculty already have policies in place on syllabi for whether or not they allow missed assignments,

I move that the administration consider the transportation issues that faculty and staff have to be equivalent to the transportation issues that students have during inclement weather. As a consequence, statements regarding weather should either

- (a) address all students, faculty and staff,
- (b) leave the university open and functioning as usual or
- (c) close the university.

A suggested modification follows the statement that was issued.

### Recent Statement

Lamar University classes will meet on Tuesday as scheduled, but due to the freezing precipitation advisory for tomorrow morning (especially for the area north of campus), students should rely on their judgment and local weather reports when deciding whether or not to travel to campus. Any student absence due to weather or travel conditions will be considered excused, and faculty should allow missed assignments/examinations to be rescheduled.

### Proposed Modification to Statement

Lamar University classes will meet on Tuesday as scheduled, but due to the freezing precipitation advisory for tomorrow morning (especially for the area north of campus), **students, faculty and staff** should rely on their judgment and local weather reports when deciding whether or not to travel to campus. Any **student, faculty or staff** absence due to weather or travel conditions will be considered excused, ~~and faculty should allow missed assignments/examinations to be rescheduled.~~



*Appendix F p 1 of 3*  
**DRAFT Faculty Developmental Leave Scoring Rubric For 2016-17 DFL**

**REVIEWER:** \_\_\_\_\_ **ACADEMIC DISCIPLINE:** \_\_\_\_\_

**THE BASIS FOR A MERITORIOUS APPLICATION:** For a faculty developmental leave proposal to be deemed meritorious a minimum score of three (3) must be assessed, with a minimum score of two (2) in the first three categories and one (1) for the last two categories.

Score	Criteria for Research Proposal (20%)	Criteria for Research Methodology (30%)	Justification for Leave from Duties (30%)	Length of Service at Lamar (10%)	Length of Time Elapsed Since the Last FDL (10%)
4	<ul style="list-style-type: none"> <li>A Faculty Developmental activity that is internationally or nationally recognized and of rare opportunity, that will provide a major improvement in the areas of teaching, research, or both (Methodology Assessment = 3-5, unless supported with applications to the classroom).</li> <li>A concise and articulate description of a significant globally important research problem; or</li> <li>A major contribution to the arts of international/national renown.</li> </ul>	<ul style="list-style-type: none"> <li>A detailed description of a strong, well-established methodology, which will lead to multiple publications/patents/showings/exhibits/recitals;</li> <li>Clear descriptions for samples/equipments/research procedures</li> <li>Research design is well-planned and can be executed with known capacity of the applicant</li> <li>Excellent budgets and labor planning</li> <li>Pursuing off-campus resources that were contacted and a collaborative plan is carefully described.</li> </ul>	<ul style="list-style-type: none"> <li>An invitation from an internationally recognized Institution to participate in research-related (or artistic) activities outside of the United States;</li> <li>Unique source materials stored outside of the United States;</li> <li>Duration of visit in excess of two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Over 15 years</li> </ul>	<ul style="list-style-type: none"> <li>6 years or more</li> </ul>
3	<ul style="list-style-type: none"> <li>A Faculty Developmental activity that is nationally or regionally recognized or unique, and will provide a significant improvement in the areas of teaching, research, or both (Methodology Assessment =</li> </ul>	<ul style="list-style-type: none"> <li>A detailed description of a strong, well-established methodology, which will lead to multiple publications/patents/showings/exhibits/recitals;</li> <li>Clear descriptions for samples/equipments/research procedures</li> </ul>	<ul style="list-style-type: none"> <li>An invitation from a professional organization to participate in research-related (or artistic) activities outside of</li> </ul>	<ul style="list-style-type: none"> <li>10-14 full years</li> </ul>	<ul style="list-style-type: none"> <li>4-5 years</li> </ul>

# *Appendix F p 2 of 3* **DRAFT Faculty Developmental Leave Scoring Rubric For 2016-17 DFL**

	<ul style="list-style-type: none"> <li>2.5, unless supported with applications to the classroom).</li> <li>A detailed description of a global research issue; or,</li> <li>A concise and articulate description of a regionally important research problem; or</li> <li>A significant contribution to the arts of regional renown.</li> </ul>	<ul style="list-style-type: none"> <li>Research design is described well but its execution can be further explained to the committee</li> <li>Nice budgets and labor planning but may need minor clarifications</li> <li>Pursuing off-campus resources that were contacted and a collaborative plan is briefly described.</li> </ul>	<p>Texas:</p> <ul style="list-style-type: none"> <li>Rare source materials stored outside of Texas.</li> <li>Duration of visit in excess of two weeks.</li> </ul>		
2	<ul style="list-style-type: none"> <li>A Faculty Developmental activity that is regionally or locally recognized or unique, and will provide improvement in the areas of teaching, research, or both (Methodology Assessment = 1.5, unless supported with applications to the classroom).</li> <li>Adequately detailed description of research of some national or regional relevance; or</li> <li>A significant contribution to the arts of regional or local renown; or</li> <li>A unique and noteworthy contribution to the local arts</li> </ul>	<ul style="list-style-type: none"> <li>A detailed description of a reasonable, well-established methodology, which will lead to one or more publications/patents/showings/exhibits/recitals:</li> <li>Good descriptions for samples/equipments/research procedures</li> <li>Research design and the applicant's capacity of executing the research is reasonably described but some more descriptions can be much appreciated</li> <li>Brief budgets and labor planning and lack of some justifications.</li> <li>Claimed applicable off-campus resources were contacted but little or no clear collaborative plan was described.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent trips to distant locations required to support project (or artistic) activities.</li> <li>The required time commitment for successful completion of the project will significantly compromise the Faculty member's ability to perform assigned duties.</li> </ul>	<ul style="list-style-type: none"> <li>5 - 9 full years</li> </ul>	<ul style="list-style-type: none"> <li>3 years</li> </ul>
1	<ul style="list-style-type: none"> <li>A Faculty Developmental activity that is locally acknowledged, and may provide improvement in the areas of teaching, research, or both (Methodology Assessment = .5, unless supported with applications to the classroom).</li> <li>Somewhat detailed description of research of minor importance; or</li> <li>A recognized contribution to the</li> </ul>	<ul style="list-style-type: none"> <li>A brief description of a simple methodology, which is possible to lead to publications/patents/showings/exhibits/recitals:</li> <li>Little or no description for samples/equipments/research procedures</li> <li>Little or no research design was provided and its execution was questionable</li> <li>Little or no budgets and labor planning</li> <li>No evidence shown for claimed</li> </ul>	<ul style="list-style-type: none"> <li>The required time commitment for successful completion of the project (or artistic) activities will impinge slightly on the Faculty member with respect to performance of assigned duties.</li> </ul>	<ul style="list-style-type: none"> <li>3 - 4 full years</li> </ul>	<ul style="list-style-type: none"> <li>2 years</li> </ul>

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## DRAFT Faculty Developmental Leave Scoring Rubric For 2016-17 DFL

	local arts	applicable off-campus resources and/or some collaborative plans			
0 (Unmeritorious projects)	<ul style="list-style-type: none"> <li>Insufficient description of research to form a reasonable assessment of the value of the proposal; or</li> <li>Description of artistic contribution fails to provide adequate information to determine impact.</li> </ul>	<ul style="list-style-type: none"> <li>A brief description of a simple methodology, which is possible to lead to publications/patents/showings/exhibits/recitals;</li> <li>Almost no description for samples/equipments/research procedures</li> <li>Almost no research design was provided and its execution was questionable</li> <li>Little or no budgets and labor planning</li> <li>Little or no claimed applicable off-campus resources and/or some collaborative plans</li> </ul>	<ul style="list-style-type: none"> <li>No justifiable conflict or hardships with Faculty member's assigned duties</li> </ul>	<ul style="list-style-type: none"> <li>2 years or less</li> </ul>	<ul style="list-style-type: none"> <li>1 year</li> </ul>

### The suggested revision on the criteria listed in the FDL announcement:

1. The primary criteria
  - a. To what extent will the proposed activities improve the faculty member's teaching and/or ability to perform scholarly/research activity?
  - b. To what extent is a development leave necessary for the accomplishment of the proposed activities?
1. The secondary criteria (When the number of applicants who fulfill equally the primary criteria exceeds the number of leaves available, the following secondary criteria will be taken into account):
  - a. Length of service at Lamar.
  - b. Length of time elapsed since last Development Leave and documented results of previous leaves.
  - c. Service rendered to Lamar beyond regular teaching assignments (administrative or semi-administrative duties, curriculum development, committee work, special assignments).



## Appendix G p1 of 5

### ***Committee Recommendations for Revision of the F 2.08 Process.***

**Purpose:** *To ensure a fair and transparent process for faculty evaluation and to provide a guidance system for those who are evaluated.*

#### ***Recommendations:***

1. Each department will develop/refine and post for faculty to review, measurable performance criteria for teaching, scholarship/research and service. At the minimum, evaluation and scoring criteria will be reviewed and updated every three (3) years by each department to maintain the F2.08 process current in this growth environment.
2. Detailed examples of performance indicators will be outlined for each evaluation area (teaching, scholarship/research and service). Scoring criteria will be implemented and communicated so that faculty performance can be identified without bias and to control clustering at the ends of the performance continuum.
3. A score of three (3), using the present system, will designate that the faculty member is meeting all the requirements to maintain employment per their job description.
4. Departmental F2.08 leadership and evaluation guidelines will be administratively reviewed and signed at all levels every three years.
5. Completed leadership and evaluation documents will be posted for all faculties to review and use.
6. Deans and department chairs shall be evaluated on the appropriateness of their evaluations with faculty being provided a section on the evaluation form for comments regarding their evaluation.
7. The future years planning documents in the F2.08 process will be used for all faculty each time they are evaluated.
8. The committee highly recommends that the University adopt a system such as SEDONA (used by the College of Business) to facilitate preparation of the F 2.08 for all faculty.

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### F 2.08 General Guidelines

- The format of all F 2.08 documents should be consistent with and aligned to other program, department, college and university faculty evaluation policies, procedures and criteria documents: (e.g., promotion and tenure, merit raise, etc.).
- Each academic discipline shall set scholarship, teaching, and service expectations, identify indicators of achievement relative to these expectations, and develop a scoring system that discriminates among the levels of faculty achievement. These indicators will vary across disciplines as will the scoring system. The process should be transparent, the indicators and scores should be set prior to the evaluation period, and the results should accurately reflect levels of performance.
- Each academic unit's expectations regarding scholarship/research, teaching, and service should be clearly written, and articulated to all faculty. All new faculty members shall be provided with a binder/notebook containing F 2.08 and tenure and promotion guidelines and/or templates and pre-printed dividers. A copy of the departmental criteria and scoring rubrics shall be included in the binder.
- Rating scale
  - 1- Unsatisfactory Performance (No raise)
  - 2- Marginal Performance (No merit)
  - 3- Adequate (meets expectations and Merit).
  - 4- High Performance (exceeds expectations, High Merit)
  - 5- Exemplary Performance (Highest Merit) If a large group of faculty in a given department consistently receives a 5 rating, the standards should be raised for that department. A 5 rating should be the exception, not the norm.
- All departments shall review (and revise if appropriate) their performance standards at least every three years. These standards shall be forwarded to the Provost NLT May 1 of the revision year.
- All department chairs and deans will be evaluated on the appropriateness of the standards and how they evaluate faculty performance.

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### Research, Publication, Scholarship, and/or Activities Criteria Lamar University

#### *Overview*

Tenured and tenure track faculty are expected to participate in scholarship/research activities in an ongoing manner as part of a requirement for continued employment at Lamar University. We acknowledge that Lamar University is an academically diverse and broad-based regional university. Therefore, recommendations presented herein are global in nature, and the faculty in each academic unit must prepare and continually review its policies, criteria and expectations related to research, publication, scholarship, and/or creative activities (hence, scholarship).

Scholarship has been defined as a significant, creative, original engagement with an idea. Scholarship includes advances in theoretical knowledge, professional application of disciplinary knowledge, or the production of a work of art. Scholarship is pursued by in all disciplinary fields and assumes many forms. We acknowledge that scholarship is an essential elements for success in the academic world and verification of the completion of scholarly works serves as a standard for evaluative and professional development.

#### *Recommendations*

- Given the uncertain nature of peer-reviewed articles and other scholarship being accepted on a level basis, all research/scholarship should be evaluated annually based on a rolling three-year period. This allows faculty to receive credit for accepted publications while maintaining an annual research stream that leads to accepted scholarship.
- If publications are the primary source for satisfying the scholarship/research productivity benchmark, then the academic unit should develop a journal publication matrix identifying the journal and scoring criteria for evaluative purposes. This document should be updated yearly by the departmental committee (no later than May 1) assigned this duty. If other scholarship/research efforts satisfy the requirement, e.g., performing arts venues, professional engagements, etc., the evaluative criteria should be clearly articulated in conjunction with scoring criteria in written format. If additional scholarship/research opportunities are accepted as satisfying the criteria by an academic unit, these too should be detailed with rankings, scoring details and other validation processes so that all faculty are advised and understand the entire process. e.g., presentations, abstracts, letters, books, etc. Thus, before evaluation occurs, the department should identify and weight different possible accomplishments.
- Grants and contracts are highly encouraged and scored; especially those that carry indirect cost recovery. There should be a matrix for grants similar to peer review publications. Unfunded grants should not become a high score criteria for scholarship/research activity in a given year, rather if the grant is funded, this will be the time to incorporate the effort for evaluative purposes and the scoring should be defined in the overall document. We acknowledge that for some faculty articulating their time and effort for grant preparation is important. This is consistent with the publication process



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and associated credit. Thus, before evaluation occurs, the department should identify and weight different possible sponsored research activities.

- Each department that uses creative activities should have a hierarchy list of categories. This should include adjudicated works (peer review) and at what level (International, National, Regional...) the work was adjudicated. If the platform in which the creative activity is showcased is not on the list evidence from an outside source is required. Thus, before evaluation occurs, the department should identify and weight different possible creative activities)
- In evaluating scholarship/research efforts within an academic unit, the top productivity category should be designed so that a maximum of 10% of faculty in the academic unit can achieve this ranking in a given year Therefore, continuing reevaluation of the process and scoring criteria is essential.
- It is acknowledged that some academic units hire individuals who are not expected to participate in the scholarship/ research process; rather, they are to function and emerge as Master Teachers in their respective disciplines. Thus, non-scholarship/research standards for their professional development should be clearly delineated, scoring criteria devised, and documents aligned for consistency with college and university goals and rewards, with ongoing review.

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### Teaching Effectiveness Evaluation Criteria

Teaching is the major part of any faculty member's position at Lamar University. The following suggestions are to begin a process of creating standards or criteria for evaluating teaching effectiveness. No one department or one professor teaches the same. A document relevant to each department should be developed to ensure that teaching effectiveness is evaluated and that each faculty member will understand how they are to be evaluated. Once created, the criteria for teaching effectiveness should be reviewed on a regular basis. These documents should be discussed with new faculty appointments and those new faculty should receive copies or be available to them on the department's web page.

The following items represent possible sources of information that could be used to evaluate teaching effectiveness for faculty in any department. The examples under each item represent specific items for evaluation.

#### 1. Course Design and Implementation

- a Addressing student learning problems,
- b Documenting course redesign efforts,
- c Teaching courses in a variety of methods, subjects, times, and locations.
- d Documenting course and curriculum design to address departmental or college needs.
- e Evidence of leading and managing an online course or courses.
- f Quantitative data analysis that demonstrates improvement in teaching due to course revisions.
- g Evidence of participation in advisement or special student retention programs.

#### 2. Teaching Evaluations

- a Narrative of student evaluations as an analysis of your teaching effectiveness.
- b Observation of your teaching by peers and documentation of the discussion.
- c Mid-course feedback
- d Feedback from advisees/mentees.

#### 3. Student Outcomes

- a Student success stories
- b Informal student testimony
- c Evidence of student research projects

#### 4. Scholarly Teaching and Continuing Development

- a Documentation of research to improve teaching and learning.
- b Documentation of publication efforts in the area of Scholarship of Teaching and Learning
- c Evidence of professional development activities in the area of teaching and learning

#### 5. Teaching Awards

- a Nominations
- b Actual awards

#### 6. Statement of Teaching Philosophy

- a Evidence of teaching goals implemented
- b Data aligned to successful implementation of these goals