

Lewis-Clark State College
Division of Natural Science & Mathematics

CRITERIA FOR PROMOTION

1. Introduction

Reviews of faculty members for promotion in the Division of Natural Science and Mathematics at Lewis-Clark State College are conducted in accordance with all College policies and procedures contained in the Lewis-Clark State College Policy and Procedures Manual and related documents. Candidates for promotion in rank are judged on demonstrated accomplishments, and on potential for future development and contributions to LCSC in the areas of teaching, student advising and mentoring, scholarly activity, and service. This document describes the indices and standards which will be used to evaluate whether candidates meet the general criteria in the Policy and Procedures Manual Section 2.106.

2. Mission

The mission of the Division of Natural Sciences and Mathematics is one of teaching, student advising and mentoring, scholarly activity, and service within the context of an undergraduate, publicly-supported, liberal arts college. The division's objectives are to provide a well-balanced and high-quality education leading to four-year degrees in science, mathematics, computer science, and secondary science and mathematics education, or two-year degrees in Engineering or Natural Sciences. The division strives to provide students with opportunities to develop specific skills and competencies, become aware of the social role of scientists and mathematicians in the world community, develop personal and intellectual attributes for thoughtful decision making, and develop a general education foundation which promotes competency for life. The philosophy of the Division of Natural Sciences and Mathematics is that all students should be trained in the methods and techniques of independent research as a means of developing skills needed for critical thought about issues in science. Any student so desiring is allowed the opportunity of active student research under the guidance of faculty members who are expert in the student's chosen area of study.

3. Prerequisites of Rank

3.1. Professor

- 3.1.1. Refer to the Policy and Procedures Manual Section 2.106, subsection E, paragraph 5 for a definition of the rank of Professor.
- 3.1.2. Must have demonstrated excellence in the four performance areas of teaching, student advising and mentoring, scholarly development, and service.

3.2. Associate Professor

- 3.2.1. Refer to the Policy and Procedures Manual Section 2.106, subsection E, paragraph 4 for a definition of the rank of Associate Professor.
- 3.2.2. Must have demonstrated proficiency in the two performance areas of teaching and student advising and mentoring. In addition, must have demonstrated proficiency in one of the two performance areas of scholarly development or service.

3.3. Assistant Professor

- 3.3.1. Refer to the Policy and Procedures Manual Section 2.106, subsection E, paragraph 3 for a definition of the rank of Assistant Professor.
- 3.3.2. Must have demonstrated a competence in the areas of teaching, student advising and mentoring, scholarly development, and service.

3.4. Instructor

- 3.4.1. Refer to the Policy and Procedures Manual Section 2.106, subsection E, paragraph 2 for a definition of the rank of Instructor.
- 3.4.2. The appropriate content area is normally the subject area in which the courses are delivered. In the case of Developmental Mathematics courses, the appropriate content area may be mathematics, statistics, computer science, mathematics education or education.
- 3.4.3. Must have a demonstrated potential for significant achievement in the areas of teaching, student advising and mentoring, scholarly development, and service.

3.5. Lecturer

- 3.5.1. Refer to the Policy and Procedures Manual Section 2.106, subsection E, paragraph 1 for a definition of the rank of Lecturer.
- 3.5.2. Must have a demonstrated potential for significant achievement in the area of teaching.

4. Levels for Promotion

The levels for promotion detailed in this section are not to be considered automatically bestowed.

- 4.1. Promotion to an academic rank is based on past and anticipated success in performance, accomplishments and leadership in four areas.
 - 4.1.1. Teaching
 - 4.1.2. Advising and mentoring
 - 4.1.3. Scholarly Activity (Discovery, Integration and Teaching, and/or Application)
 - 4.1.4. Service
- 4.2. Levels for Promotion
 - 4.2.1. Instructor → Assistant Professor
 - 4.2.1.1. Instructors who wish to be promoted to assistant professor are expected to fully participate in the functions of the Division.
 - 4.2.1.2. The candidate for Assistant Professor should demonstrate competency in teaching, student advising and mentoring, scholarly activity, and service.
 - 4.2.2. Assistant Professor → Associate Professor

- 4.2.2.1. Assistant professors who wish to be promoted to associate professors are expected to fully participate in the functions of the Division and to demonstrate increasing participation in the functions of the College. For promotion in rank from assistant to associate professor, the faculty member must be able to demonstrate proficiency in teaching and advising, as well as professional achievement in at least one of the other two evaluation areas (scholarly activity and/or service). In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas.
- 4.2.2.2. Evidence for this performance should be accumulated over a period of years in college service. The candidate must have an appropriate terminal degree from an appropriate or regionally accredited institution. Ordinarily, the candidate should have served in the rank of assistant professor for a minimum of four years.
- 4.2.3. Associate Professor → Professor
 - 4.2.3.1. All appropriate criteria leading to promotion to the rank of associate professor should apply also to promotion to the full professorship, and the professor should have performed at a level of excellence. Such excellence in performance should result in a leadership role beyond that expected of candidates for the junior ranks.
 - 4.2.3.2. Mentoring other faculty in (some, all, at least one of) the areas of teaching, student advising and mentoring, scholarly activity, and service is a characteristic of professional growth.
 - 4.2.3.3. Ordinarily, a candidate should serve in the rank of associate professor for a minimum of five years before consideration for promotion to the rank of professor.
 - 4.2.3.4. The candidate shall provide evidence of excellence in teaching from former students.
 - 4.2.3.5. There needs to be at least one evaluation from a faculty member from outside the Division included in the Promotion Portfolio.
- 4.3. As they advance in rank, faculty members are expected to achieve increasing success both by progressively mastering more of the four areas and by improving in individual areas. In addition, faculty members are to take the initiative in promoting their own growth in each of these areas. The consistently sustained performance of faculty responsibilities is requisite for all faculty promotions.
- 4.4. Definition of terms
 - 4.4.1. **Competence.** A faculty member who demonstrates competency completes tasks and assignments on time and meets all minimum requirements. Originality and creativity is valued but not expected on a regular basis. Leadership and mentoring of peers is not expected. A competent faculty member accepts and reflects about constructive feedback. The focus of activities is at the program and Division level.
 - 4.4.2. **Proficiency.** A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. The focus of activities is at the program, division, and college level. This growing maturity in one's career can

be demonstrated by exceeding minimum requirements. Originality and creativity is valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

- 4.4.3. **Excellence.** A faculty member who demonstrates excellence in performance has continued to mature in his/her career. The excellent faculty member is a model and mentor for junior faculty members. Originality and creativity is valued. The excellent faculty member continues to increase his/her skills as a reflective practitioner and assumes leadership roles at the program, Division, and/or College level.
- 4.4.4. **Leadership.** A faculty member demonstrates leadership participates in activities designed to improve the academic environment in the Division or College for colleagues and/or students. A faculty member who demonstrates leadership by chairing a committee or task force, or serving on multiple committees or task forces while contributing to the greater cause of the particular group. A faculty leader mentors junior faculty.
- 4.4.5. **Reflective Practitioner.** (Excerpted from the *Professional Standards for Teaching*, Division of Education, Lewis-Clark State College, www.lcsc.edu/education/teacherprep/standards) The reflective practitioner is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction. A faculty member who demonstrates practices of self-reflection in teaching may examine alternatives to current teaching practice, reflect on efficacy of current teaching practices, develop new activities, or pilot and evaluate new activities. Self-reflection in advising may involve examination of program curricula, effective student academic and career guidance, or enhancement of student learning experience through service, literature, or research projects.
- 4.4.6. **Collegiality.** A faculty member who demonstrates collegiality is accessible and responsive to students and colleagues in a timely fashion. A collegial faculty member regularly and consistently attends faculty meetings and participates in discourse with others in a professional manner. Collegiality may be demonstrated by hosting or attending division social events. A collegial faculty member collaborates willingly and productively with his/her colleagues.

5. Activities and Applicable Measures of Quality

It is the responsibility of individual faculty members to be aware of the criteria for promotion stated in this document. Adequate annual performance reviews are not, in and of themselves, sufficient evidence of promotability. The following criteria apply to the evaluation of faculty candidates for promotion. Candidates for promotion shall be judged on the basis of their performance in 1) teaching, 2) student advising and mentoring, 3) scholarly activity, and 4) service to LCSC. In evaluating a candidate's qualification within these four areas, reasonable flexibility shall be exercised by balancing, where the case requires, heavier commitments and responsibilities in one area against lighter responsibilities and commitments in another. Numerous sources of information should be used in the evaluation of the candidate. Special

emphasis should be given to peer evaluations. The criteria below are not intended to set boundaries to the elements of performance that may be considered, but rather to serve as guides in judging the candidate.

5.1. Teaching

- 5.1.1. Teaching is a multifaceted activity which includes, but is not limited to, the components shown below. The difficulties associated with determining quality in teaching have long been recognized. Faculty members are expected to have a substantial and on-going record of teaching effectiveness and practices of self-reflection of teaching practices. Effective teaching is an essential criterion of promotion. Evaluation of the effectiveness of teaching shall be based upon the candidate's total performance. This evaluation should include considerations such as command of the subject; reflections on efficacy of current teaching practices; continuous growth in the field; ability to organize and present materials; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; a spirit of enthusiasm which vitalizes teaching; ability to arouse curiosity in beginning students and to stimulate advanced students; fairness in grading, through both subjective and objective considerations.
- 5.1.2. Evidence and measures of quality of teaching may include, but are not limited to:
 - 5.1.2.1. Self-reflection of teaching practices in one course per semester;
 - 5.1.2.2. Student success in subsequent courses;
 - 5.1.2.3. Examples of student work;
 - 5.1.2.4. Formal student evaluations of teaching (SRIs) and reflections of those evaluations;
 - 5.1.2.5. Peer and Chair evaluations;
 - 5.1.2.6. Nominations for teaching awards;
 - 5.1.2.7. Receipt of teaching awards;
 - 5.1.2.8. Independent Studies: List of students' names and titles of their projects, examples of student work, indication of quality of projects
 - 5.1.2.9. Senior Research Projects: List of students' names and titles of their projects, examples of student work, indication of quality of projects;
 - 5.1.2.10. Examples of course materials, e.g., syllabi; handouts;
 - 5.1.2.11. Development of teaching materials and new activities;
 - 5.1.2.12. Examples of innovative materials;
 - 5.1.2.13. Collaborations with other faculty members in development of new activities;
 - 5.1.2.14. Demonstrated effectiveness as a team member where the team approach to instruction is used;
 - 5.1.2.15. Piloting of new activities and evaluation of their efficacy;
 - 5.1.2.16. Development of courses: Syllabi, proposals, outlines;
 - 5.1.2.17. Development of curricula: Proposal, 4-year plans, degree plans.

5.2. Advising and Mentoring

- 5.2.1. Faculty members are expected to fully participate in advising and mentoring activities. Advising is broadly defined as consulting with students to provide

guidance. This evaluation should include considerations such as current knowledge of courses and electives in the majors/minors and conscientiously providing that information to students; accurate advice to students on a program of study; processing of all College forms related to advising in a timely fashion; aid students in seeking appropriate counseling, when necessary.

5.2.2. Evidence and measures of quality of advising and mentoring may include, but are not limited to:

5.2.2.1. The number of advisees served per semester;

5.2.2.2. A list of the current advisees;

5.2.2.3. Participating in College and Division advising sessions (STAR, Discovery Day, Warriororientation);

5.2.2.4. Participating in workshops to increase advising ability;

5.2.2.5. Mentoring students in their Senior Seminar, Proposal Writing, or Senior Research activities;

5.2.2.6. Mentoring students in their Directed Studies or Practicum activities.

5.3. **Scholarly Activity and Professional Development**

5.3.1. Faculty members are expected to demonstrate an on-going pattern of quality scholarly activity. Engaging undergraduate students in research is highly valued. The Division recognizes that resource limitations and the heavy teaching and service load at LCSC may limit research productivity. Scholarship in THE DIVISION consists of three separate, yet interconnected elements: Scholarship of Discovery, Scholarship of Integration and Teaching, and Scholarship of Application.

5.3.1.1. **THE SCHOLARSHIP OF DISCOVERY.** The scholarship of discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Productivity may be documented in the form of scholarly books, articles, and oral presentations.

5.3.1.2. **SCHOLARSHIP OF INTEGRATION AND TEACHING.** The scholarship of integration emphasizes fitting one's own research -- or the research of others -- into larger intellectual patterns. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. In addition to the more traditional forums for scholarship, such as academic writing, productivity may take the form of a textbook, multi-media production, writing that makes one's field accessible to a wider audience, cross-curricular innovations, and interdisciplinary instructional achievements.

5.3.1.3. **SCHOLARSHIP OF APPLICATION.** The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise. Encompassing activities that relate directly to the intellectual work of the faculty member, productivity may take the form of publications and presentations derived from consultation, technical assistance, policy analysis, and program evaluation.

- 5.3.2. Evidence and measures of quality of scholarly activity may include, but are not limited to:
 - 5.3.2.1. Attending workshops, seminars and conferences: Documentation of attendance at seminars, workshops, conferences. This documentation must include a brief report of what was learned or how the experience has impacted teaching or research efforts.
 - 5.3.2.2. Critically reading current literature in the discipline (including pedagogy): A representative bibliography.
 - 5.3.2.3. Pursuing research activities in the laboratory or in the field: Documentation to demonstrate active scientific research.
 - 5.3.2.4. Submitting material for publication: Peer-reviewed publications carry the most weight. Copy of cover page and table of contents page showing publications (conference proceedings, journals, textbook chapters, textbooks, abstracts, teaching materials, etc.).
 - 5.3.2.5. Presenting at conferences and workshops: Copy of front matter and schedule showing presentations (conferences, workshops or seminars) or copy of fliers for on-campus presentations.
 - 5.3.2.6. Submitting Grant Proposals: Copy of appropriate documentation for grant submissions; Copy of appropriate documentation for grant awards.
 - 5.3.2.7. Participation in short courses and field trips. This documentation must include a brief report of what was learned or how the information gained has helped in teaching or research efforts.

5.4. **Service**

- 5.4.1. Service encompasses a variety of professionally related activities through which faculty members employ their academic expertise for the benefit of the College, the community, and the profession. The Division places primary emphasis on service to the College, the Division, and the discipline. Faculty members provide service to the College and the Division through active participation and leadership in committees, councils, special projects, or duties for which the faculty member is held accountable. The nature of LCSC is such that faculty involvement in governance and administrative functions is critical to the continued health of the institution. The focus is on service and outreach contributions that demonstrate both ability and commitment to work effectively for the betterment of the institution, the profession and the general public.
- 5.4.2. Evidence and measures of quality of service activity may include, but are not limited to:
 - 5.4.2.1. Participation in the oversight and governing of LCSC community;
 - 5.4.2.1.1. Service on college committees, task forces, or special groups: Membership list, description of role on the committee, contribution to projects, etc.;
 - 5.4.2.1.2. Evidence of participation in volunteer activities that contribute to college;
 - 5.4.2.1.3. Service on Faculty Senate or one of its governing committees;

- 5.4.2.1.4. Service as an appointed or elected administrator or head of any academic group.
- 5.4.2.2. Contribute to the operation and oversight of division;
 - 5.4.2.2.1. Service on Division committees: Membership list, description of role on the committee, contribution to projects, etc.;
 - 5.4.2.2.2. Evidence of participation in volunteer activities that contribute to division;
 - 5.4.2.2.3. Advising LCSC student clubs.
- 5.4.2.3. Service to the Profession:
 - 5.4.2.3.1. Service on committees in scientific organizations;
 - 5.4.2.3.2. Service as an appointed or elected officer of an academic or professional association;
 - 5.4.2.3.3. Service as an organizer or leader of workshops, panels, or meetings in areas of professional competence;
 - 5.4.2.3.4. Professional reviews of grant proposals and manuscripts submitted to journals, professional meeting program committees, funding organizations, etc.;
 - 5.4.2.3.5. Service as session chair at conferences for panels, paper presentations, or workshops.
- 5.4.2.4. Service to the Community:
 - 5.4.2.4.1. Service as a leader or member of a task force, committee, board or commission providing service to local, state, regional, national or international organizations;
 - 5.4.2.4.2. Service as a leader of an organization, special interest group or society;
 - 5.4.2.4.3. Unpaid service as a professional consultant to public or private organizations.

6. The Candidate's Promotion Portfolio

- 6.1. Personal Statement: A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on all the following functions: teaching, advising and mentoring, scholarly activity, and service. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials. Appropriate documentation and evidence should be available at the committee's request.
- 6.2. Current Curriculum Vita:
 - Earned degrees, institutions, and dates of receipt
 - Primary areas of degree emphasis
 - Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
 - Scholarship and creative activity (including consultations, publications, special awards, research, etc.)

- Teaching loads including any administrative assignments (covering appropriate years)
 - Committee assignments and contributions (covering the appropriate years)
 - Current professional memberships and contributions
 - Major contributions to the Division and College
- 6.3. Job descriptions with annual self and chair evaluation (last four (4) years),
 - 6.4. Peer Review evaluations for the last four (4) years.
 - 6.5. Student evaluations (formal over the last four (4) years). The results of the evaluations must be carefully weighed according to student response rate and the statements of reflection.
 - 6.6. One (1) current syllabus.
 - 6.7. A representative sample of support materials for each of the areas of teaching, student advising and mentoring, scholarly activity, and service as detailed in Section 5 Activities and Applicable Measures of Quality. All activities should be evaluated, not merely enumerated. Evidence of reflection should accompany the documentation.
 - 6.8. All materials must fit within a 5.08 cm. binder. The committee may ask for additional materials. Electronic material shall be used only for supplemental materials.

Approved by DONSAM faculty 4/21/05