CRITERIA FOR PROMOTION AND TENURE

1. Introduction

Reviews of faculty for promotion and tenure in the Division of Education and Kinesiology 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 and/or tenure are judged on demonstrated accomplishments, and on potential for future development and contributions to LCSC in the areas of teaching and advising, scholarly activity, and service. This document describes with greater specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in the Policy and Procedures Manual Sections 2.106 and 2.111.

2. Mission

The mission of the Division of Education and Kinesiology is to provide the citizens of Idaho with access to quality programs in Health/Kinesiology and Teacher Education.

3. Definition of Rank

Professor
- Must have an earned doctorate in the appropriate academic discipline.
- Must have demonstrated excellence in the three performance areas of teaching and advising, scholarly development, and service.

Associate Professor
- Must have an earned doctorate in the appropriate academic discipline.
- Must have demonstrated proficiency in the three performance areas: teaching and advising, scholarly development, and service.

Assistant Professor
- Can be a beginning level appointment for one who holds a Master’s degree with significant relevant experience or a terminal degree in the appropriate academic discipline.
- Must have demonstrated competence in the areas of teaching and advising, scholarly development, and service.
Instructor

- Must have a Masters degree in the appropriate academic discipline. The appropriate academic discipline is normally the subject area in which the courses are delivered.
- Must have a demonstrated potential for significant achievement in the areas of teaching, student advising and mentoring, scholarly development, and service.

4. Levels for Promotion

The levels for promotion detailed below are not to be considered automatically bestowed. Promotion to an academic rank is based on past and anticipated success in performance, accomplishments and leadership in three areas.

- Teaching and Advising
- Scholarly Activity (Discovery, Integration and Teaching, and/or Application)
- Service

Instructor/Assistant Professor

- Instructors who wish to be promoted to assistant professor are expected to fully participate in the functions of the Division.
- The candidate for Assistant Professor should demonstrate competency in teaching and advising, scholarly activity, and service.

Assistant Professor/Associate Professor

- 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 all three performance areas: teaching and advising, scholarly activity, and service.
- 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.

Associate Professor/Professor

- All appropriate criteria leading to promotion to the rank of associate professor should apply also to promotion to the full professorship and tenure, and the professor should have performed at a level of excellence. Such excellence in performance should result in a leadership and/or mentoring role beyond that expected of candidates for the junior ranks.
- Ordinarily, a candidate should serve in the rank of associate professor for a minimum of four years before consideration for promotion to the rank of professor.
• As they advance in rank, faculty members are expected to achieve increasing success by progressively improving in the three performance 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.

**Definition of Terms**

**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 accepts and reflects about constructive feedback. The focus of activities is at the Division level.

**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, college, and community level. This growing maturity in one's career can be demonstrated by exceeding minimum requirements. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of her/his teaching, advising, scholarly activity choices, and service activities. The proficient faculty member actively seeks opportunities to grow professionally.

**Excellence.** A faculty member who demonstrates excellence in performance has continued to mature in his/her career. The excellent faculty member has become a model for junior faculty members; leadership and/or mentoring is one of the traits of an excellent faculty member. The excellent faculty member continues to increase his/her skills as a reflective practitioner.

**Reflective Practitioner.** 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.

5. **Tenure**

With regard to tenure, the Lewis-Clark State College Policy and Procedures Manual provides the following guidelines:
Pursuant to SBOE policy, tenure is available only to eligible, full-time institutional faculty members, as defined by the institution. Eligible full-time faculty members as defined by the institution include academic faculty holding the rank of assistant, associate, and full professor. Faculty holding the rank of lecturer or instructor is not eligible for tenure, and the rank of instructor is not considered “tenure-track”.

A probationary period typically precedes the granting of tenure. A faculty member may apply and be evaluated for tenure after at least four (4) full years of service and in no case later than during the faculty member’s sixth (6th) full academic year of employment. When circumstances permit, and when the appropriate criteria have been met, a faculty member may be considered for promotion and tenure in the same year.

Satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. In cases involving prior service, tenure may be granted following less than the usual period of service. Normally a maximum of two (2) years credit will be allowed for prior service. Eligibility for early tenure consideration, however, must be stipulated in writing by the provost in the candidate’s initial letter of appointment.

6. Activities and Applicable Measures of Quality

The following criteria apply to the evaluation of faculty candidates for promotion and/or tenure. Candidates for promotion/and or tenure shall be judged on the basis of their performance in 1) teaching and advising, 2) scholarly activity, and 3) service to LCSC, the community, and the profession. 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. 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.

Teaching and Advising

- Teaching is a multifaceted activity. Faculty are expected to have a substantial and on-going record of teaching effectiveness and practices of self-reflection of teaching practices. Evidence and measures of quality of teaching may include, but are not limited to:
  - Self-reflection of teaching practices
  - Examples of student work
  - Formal course evaluations (SCE’s) by students
• Peer and Chair evaluations
• Nominations for teaching awards
• Receipt of teaching awards
• Senior Research Projects – List of students’ names and titles of their projects, examples of student work
• Senior Graduation Activities – Letters of recommendation, exit interviews, portfolio reviews, etc.
• Examples of course materials – Syllabi, handouts, etc.
• Development of teaching materials and new activities
• Examples of innovative materials
• Collaborations with other faculty in development of new activities
• Demonstrated effectiveness as a team member where the team approach to instruction is used
• Development of courses – Syllabi, proposals, outlines, directed studies
• Development of curricula – Proposals, 4-year plans, degree plans

Advising

• Faculty are expected to fully participate in advising 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; and aid students in seeking appropriate counseling, when necessary.

• Evidence and measures of quality of advising may include, but are not limited to:
  • The average number of advisees served per semester
  • Participating in College and Division advising sessions
  • Participating in workshops to increase advising ability
  • Mentoring students (helping with preparation for graduate school, licensure, certification, etc.)
  • Mentoring students in their Directed Studies

Scholarly Activity and Professional Development

• Faculty 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.

- **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, oral presentations of research, artistic productions and performances.

- **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.

- **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.

- Evidence and measures of quality of scholarly activity may include, but are not limited to:
  - Attending workshops, seminars, and conferences: Documentation of attendance at seminars, workshops, conferences, etc.
  - Developing pertinent materials to meet the needs of a school
  - Conducting action research
  - Critically reading current literature in the discipline (including pedagogy): A representative bibliography
  - Pursuing research activities in the laboratory or in the field: Documentation to demonstrate active scientific research
  - Submitting material for publications: 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.)
• Presenting at conferences and workshops: Copy of front cover and schedule showing presentations (conferences, workshops or seminars) or copy of fliers for on-campus presentations

• Submitting Grant Proposals: Copy of appropriate documentation for grant submissions and/or copy of appropriate documentation for grant awards, etc.

Service

• Service encompasses a variety of professionally related activities through which faculty employ their academic expertise for the benefit of the college, the community, and the profession. Faculty 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 on service and outreach contributions demonstrate both ability and commitment to work effectively for the betterment of the institution, the profession, and the general public.

• Evidence and measures of quality of service activity may include, but are not limited to:
  • Participation in the oversight and governing of LCSC community:
    • Service on college committees, task forces, or special groups
    • Evidence of participation in volunteer activities that contribute to college
    • Service on Faculty Senate or one of its governing committees
    • Service as an appointed or elected administrator or head of any academic group
  • Contribute to the operation and oversight of division:
    • Service on Division committees
    • Evidence of participation in volunteer activities that contribute to division
    • Advising LCSC student clubs
  • Service to the Profession:
    • Service on committees in professional organizations
    • Service as an appointed or elected officer of an academic or professional association
• Service as an organizer or leader of workshops, panels, or meetings in areas of professional competence
• Professional reviews of grant proposals and manuscripts submitted to journals, professional meeting program committees, funding organizations, etc.
• Service as session chair at conferences for panels, paper presentations, or workshops
• Organizing/coordinating a conference

• Service to the Community:
  • Service as a leader or member of a task force, committee, board or commission providing service to local, state, regional, national or international organizations
  • Service as a leader of an organization, special interest group or society
  • Unpaid service as a professional consultant to public or private organizations

7. The Candidate’s Promotion/Tenure Portfolio (in addition to requirements in the LCSC Policy and Procedures Manual)

• Personal Statement: A personal statement describing the faculty member’s role within the division or other unit, 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.
• 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
• Job descriptions with annual chair evaluations (last four (4) years)
• Peer Review evaluations for the last four (4) years.
• 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.
• One (1) current syllabus and 3 representative syllabi from past years.
• Evidence supporting competence, proficiency, or excellence, depending on level of promotion and tenure when appropriate, should be provided for each of the areas of performance: teaching and advising, scholarly activity, and service as detailed in Activities and Applicable Measures of Quality section of the document. All activities should be evaluated, not merely enumerated. Evidence of reflection should accompany the documentation.