

Physical, Life, Movement and Sport Sciences
Promotion Evidence and Expectations
In accordance with Faculty Rank and Promotion Policy 2.106

Reviews of faculty for promotion in the Division of Movement and Sport Sciences at Lewis-Clark State College (LCSC) are conducted in accordance with all college policies and procedures contained in the Policy and Procedures Manual and related documents. Candidates for promotion in rank are judged on demonstrated accomplishments, and potential for future development and contributions to LCSC in the areas of (1) teaching; (2) advising and/or mentoring; (3) scholarly/creative activity and professional development; and (4) service.

Annual evaluations are included and essential in considering promotion. Promotion to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in four areas. Collegiality is expected at all levels.

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.

All appropriate criteria leading to promotion to the rank of Associate Professor should apply also to promotion to Professor, and the Professor should have performed at a level of excellence. Evidence for this performance should be accumulated over a period of years in college service, prior to application for promotion. The candidate for promotion to Professor must demonstrate consistently sustained performance of faculty responsibilities. Such excellence in performance should result in a leadership role beyond that expected of candidates for the junior ranks.

Excerpts from Faculty Rank and Promotion Policy 2.106: Definitions

Competency: A faculty member who demonstrates competence by completing quality tasks and assignments on time. Originality and creativity are valued but not expected on a regular basis. A competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

Proficiency: A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. 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. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. Originality and creativity are 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.

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 are highly valued. The excellent faculty member continues to increase his/her skills as a reflective practitioner and as a knowledgeable advisor/mentor, and assumes leadership roles at the program, division, and/or college level. An excellent faculty member has made significant contributions to the college in terms of service and has made meaningful contributions to their field of study.

Promotion from Assistant Professor to Associate Professor

CANDIDATE STATEMENT
<p>The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on</p> <ol style="list-style-type: none"> 1. Teaching 2. Advising and/or mentoring 3. Scholarly/creative activity and professional development and 4. Service. <p>The statement will include self-assessment and discussion, supported by examples, of the evidence detailed in each of the tables below. The candidate should make the case that s/he has achieved proficiency, based on the definitions provided in policy, in each of the four evaluation categories.</p>

Promotion from Associate Professor to Professor

CANDIDATE STATEMENT
<p>The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on</p> <ol style="list-style-type: none"> 1. Teaching 2. Advising and/or mentoring 3. Scholarly/creative activity and professional development and 4. Service. <p>The statement will include self-assessment and discussion, supported by examples, of the evidence detailed in each of the tables below. The candidate should make the case that s/he has achieved excellence, based on the definitions provided in policy, in each of the four evaluation categories.</p>

Evidence Examples List:

- Applicants that complete tasks and fulfill duties as assigned at a minimum show competency. To achieve proficiency, applicants must demonstrate that they have been, and in all likelihood, will continue to be productive faculty members throughout their careers by consistently contributing in meaningful ways to the College and to their disciplines. To achieve excellence, applicants must demonstrate that they have been, and in all likelihood, will continue to serve in leadership roles at the program, division and/or college level.
- Candidates may not count one piece of evidence in more than one category.
- Faculty should work with their Chair and peers to identify a program of work (evidence) that is consistent with Division and College standards and, if carried out as proscribed in policy, will ultimately lead to successful promotion.
- Candidates, in the case where they have been awarded a course release, are responsible to account for and document the outcomes from the release. The outcomes should be commensurate with the time awarded with the course release.

TEACHING
<i>Candidate portfolios must include the following:</i>
SCEs
Annual Peer Observations or other Peer Review consistent with the Division Peer Evaluation Document
Self-Assessment of teaching effectiveness (in candidate statement)
Annual Chair Observations
Documentation of required credentials (licenses/certifications) for teaching assignments as outlined in Job Description
<i>Proficiency and excellence in Teaching demonstrates an <u>active</u> and <u>consistent pattern</u> of growth and contribution. Proficiency and excellence in Teaching may include, but is not limited to, the following activities:</i>

Outcome for proficiency	Outcome for excellence
Effectively preparing students for their next step; students are adequately prepared for subsequent courses	Effectively preparing students for their future; students are adequately prepared graduate school, professional schools, careers
Demonstrating a growth mindset through reflection over a semester or longer	Demonstrating and teaching a growth mindset through reflecting and course development
Including applications and context in classroom teaching	Designing transformative community-based learning experiences
Initiating and assessing high impact practices	Designing and assessing high impact practices
Supporting affective learning and inclusion	Embedding affective learning and inclusive practices
Providing opportunities for active learning	Designing student-centered, innovative classes
Encouraging community in the classroom	Actively building a classroom community
Effectively collaborating to deliver a multi-section, multi-instructor course, i.e. CHEM 105, BIOL 227	Effectively coordinating a multi-section, multi-instructor course, i.e. CHEM 105, BIOL 227
Developing curriculum at the classroom level that is either new to the catalog or new to the faculty member	Developing curriculum at the program, division, college, or state level e.g. 4-year plans and degree plans, general education planning
Mentoring internships, research, and capstone programs	Designing internships, research, and capstone programs
Acting as an academic coach	Collaborating at the division, college or state level to enhance student success
Continuing to learn about teaching: <ul style="list-style-type: none"> ● Attending PDTs or conferences related to teaching ● Staying current in the scholarship of teaching and learning ● Enhancing one or more professional credentials 	Teaching, mentoring, and collaborating with other teachers: <ul style="list-style-type: none"> ● Facilitating or organizing PDTs or conferences related to teaching ● Collaborating with other faculty (especially junior faculty) in development of new activities ● Partnering to build learning communities ● Researching and publishing in the scholarship of teaching and learning
Recognition for proficient teaching through nomination and/or receipt of teaching awards and other forms of recognition	Recognition of excellent teaching through receipt of teaching awards and other forms of recognition

ADVISING and/or MENTORING
<i>Candidate portfolios must include the following:</i>
Self-assessment of advising and/or mentoring (in candidate statement).
<i>Proficiency and excellence in Advising and Mentoring demonstrates an <u>active and consistent pattern</u> of growth and contribution. Proficiency and excellence in Advising and Mentoring may include, but is not limited to, the following activities:</i>

Outcome for Proficiency	Outcome for Excellence
Participation in programs and/or division advising sessions	Leadership in developing and delivering program and/or division advising sessions
Participation in workshops dedicated to improvement in advising ability	Leadership in developing and delivering workshops to enhance advising ability and mentorship strategies
Serving as a faculty advisor for student club(s)	Serving as faculty advisor for student club(s)
Mentoring or assisting students out of load by: <ul style="list-style-type: none"> ● Helping with preparation for graduate school, professional programs, and/or post-baccalaureate educational opportunities ● Writing letters of recommendation ● Helping with licensure, certification, etc. 	Leadership In developing and delivering formal sessions/workshops or inviting speakers for: <ul style="list-style-type: none"> ● Students on graduate school or career pathways ● Students, faculty, and staff about content within the field of study
Taking students to academic or practitioner-based conferences	Taking students to academic or practitioner-based conferences
Mentoring or supervising direct studies, independent studies, internships, practicums, research projects, and related activities out of load	Mentoring or supervising direct studies, independent studies, internships, practicums, research projects, and related activities out of load
Participation in workshops dedicated to improvement in mentoring ability	Providing mentorship for colleagues

SCHOLARSHIP
<i>Candidate portfolios must include the following:</i>
Self-Assessment of scholarly/creative activity and professional development (in candidate statement)
<i>Evidence of proficiency and excellence in scholarship demonstrates an <u>active and consistent pattern</u> of growth and contribution. Proficiency and excellence in Scholarship may include, but is not limited to, the following:</i>

Outcome for proficiency	Outcome for excellence
Attendance at a disciplinary/professional conference, workshop, training, seminar, etc.	Presentation at a disciplinary/professional conference, workshop, training, seminar, etc.
Submission of material for publication without acceptance.	Submission and acceptance of material for publication.
Submission of a grant proposal without it being approved for funding.	Submission and partial or full funding of a grant proposal.
Participation in an active research program.	Participation in an active research program with student collaborations.
Increased depth of knowledge in field due to focused study and/or research.	Dissemination of increased depth of knowledge in field due to focused study and/or research.
Review of grant proposals and manuscripts for colleagues.	Service as peer-reviewer or editor for scholarly publication.

SERVICE
<i>Candidate portfolios must include the following:</i>
Self-assessment of advising and/or mentoring (in candidate statement).
<i>Proficiency and excellence in Service demonstrates an <u>active and consistent pattern of growth and contribution</u>. Proficiency and excellence in Service may include, but is not limited to, the following activities:</i>
<i>Service to Division</i>

Outcome for Proficiency	Outcome for Excellence
Participation and service on program-level committees or working groups	Leading program-level committees or working groups
Participation and service on Promotion & Tenure committees within the Division	Chairing Promotion & Tenure committees within the Division
Participation and service on faculty search committees	Chairing faculty search committees
Participation and service on Division-level recruiting and retention activities and initiatives	Leading or organizing Division-level recruiting and retention activities and initiatives
	Leading programmatic scheduling efforts
	Leading Division activities or meetings when the Chair/Assistant Chair are unavailable

<i>Service to College</i>

Outcome for Proficiency	Outcome for Excellence
Participation and service on Faculty Senate	Serving in leadership roles in faculty governance
Participation and service a permanent subcommittee of Faculty Senate	Chairing a permanent subcommittee of Faculty Senate
Participation and service as a member to permanent committees established by policy such as Hearing Board, Standing Tenure & Promotion Review Committee (STPRC)), Institutional Biosafety Committee (IBC) and Institutional Review Board (IRB)	Chairing a permanent committee established by policy such as Hearing Board, Standing Tenure & Promotion Review Committee (STPRC)), Institutional Biosafety Committee (IBC) and Institutional Review Board (IRB)
Participation and service as a faculty representative to a college-wide committee, such as Compensation Review Committee (CRC) or Functional Area Resource Group	Providing faculty representation on <i>ad hoc</i> committees such as Presidential Search Committee

(FARG)	
Working with early college programs/dual credit as a faculty liaison	Working with early college programs/dual credit as a faculty liaison
Supporting accreditation efforts of programs in other instructional units	Supporting accreditation efforts of programs in other instructional units
Serving as an advisor to LC State Student Organization or club	Serving as an advisor to LC State Student Organization or club
	Leading professional development activities for colleagues across campus, either informally or through the Center for Teaching & Learning
	Representing the College to State agencies & entities, including the State Board of Education, Higher Education Research Council and other groups

Service to Community

Outcome for Proficiency	Outcome for Excellence
Participation in community outreach activities and initiatives	Organizing or leading community outreach activities and initiatives
Consulting for public or private organizations	Chairing a permanent subcommittee of Faculty Senate
Volunteer work in the community directly related to one's professional expertise as a faculty member at LC State.	Leading volunteer efforts in the community directly related to one's professional expertise as a faculty member at LC State

Service to Profession

Outcome for Proficiency	Outcome for Excellence
Member of a committee or working group for a professional organization.	Leading committees or working groups for a professional organization.
Participation in panel or sessions activities at academic or professional meetings.	Chairing panel or sessions activities at academic or professional meetings.
Member of a review panel or group for an academic, professional or funding organization.	Leading a review panel or group for an academic, professional or funding organization.
Reviewing academic manuscripts	Reviewing academic manuscripts
	Serving as an appointed or elected officer for a academic or professional organization.

