Movement and Sport Sciences
Tenure Evidence and Expectations
In accordance with Tenure Policy 2.111

Excerpts from Tenure Policy 2.111
Criteria and Definitions

A successful tenure candidate must demonstrate proficiency in 1) teaching and two of the following three categories: 2) advising and/or mentoring 3) scholarly/creative activity and professional development 4) service. In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas.

Competency: A faculty member who demonstrates competence completes tasks and assignments on time, in a quality manner. 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.

CANDIDATE STATEMENT
Includes, but is not limited to: • Substantive statement on Teaching   • Substantive statement on Advising and/or Mentoring Effectiveness   • Substantive statement on Scholarly/Creative Activity and Professional Development   • Substantive statement on Service   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 he or she has achieved either competency or proficiency, based on the definitions provided in policy, in each of the four evaluation categories.

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.
- Candidates may not count one piece of evidence in more than one category.
- In the case where a candidate has been awarded a course release, it is the responsibility of the candidate to account for and document the outcomes resulting from the release. The outcomes should be commensurate with the release-time awarded.
- 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 attainment of tenure.

TEACHING – *According to policy, candidates <u>must</u> demonstrate proficiency in this category.*
Candidate portfolios must include the following:
SCE's
Annual Peer Observations
Self-Assessment of teaching effectiveness (in candidate statement)
Annual Chair Observations
Documentation of required credentials for teaching assignments as outlined in Job Description (e.g., Teachscape, etc.)
Evidence of proficiency in Teaching demonstrates an <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. It may include, but is not limited to, the following:
Examples of student work
Students are adequately prepared for subsequent courses
Nominations for teaching awards
Receipt of teaching awards
Development of new teaching materials; examples of innovative methods
Development of new teaching modes (online, hybrid, competency-based, etc.)
Inclusion and assessment of high-impact practices
Senior Research Projects (lists 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)
Demonstrated effectiveness as a team member where the team approach to instruction is used
Development of transformative learning experiences in community
Demonstrated work towards enhancement of one or more professional standards
Development of curriculum proposals
Other forms of student communication and feedback

ADVISING and/or MENTORING
Candidate portfolios must include the following:

ADVISING and/or MENTORING
Self-Assessment of advising and/or mentoring (in candidate statement)
List of number of advisees assigned each year (from Annual Job Description form)
Evidence of competency in Advising and/or Mentoring will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:
Participating in College and Division advising sessions
Participating in workshops to increase advising ability
Mentoring students (helping with preparation for graduate school, letters of recommendation, licensure, certification, etc)
Mentoring students in their Directed Studies and/or senior research projects
Participating in College and Division recruiting and orientation activities
Evidence of impactful advising
Co-presentations with students at academic conferences
Taking students to academic conferences
Advising student clubs

SCHOLARSHIP
Candidate portfolios must include the following:
Self-Assessment of scholarly/creative activity and professional development (in candidate statement)
Evidence of competency in Scholarly/Creative Activity and Professional Development will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:
Documentation of attendance at seminars, workshops, conferences, etc
Developing pertinent materials to meet the needs of a school, the college, or the community
Conducting action research
Presentation at seminar, workshop, conference, etc.
Publication
Submission of grant proposals (internal or external)
Evidence of grants obtained (internal or external)
Evidence of conference presentation proposal or article submission
Evidence of scholarly collaboration
Additional certification and licensure
Professional reviews of grant proposals and manuscripts submitted to journals, professional meeting program committees, funding organizations, etc.
Evidence of scholarly participation that leads to positive change in instructional practice or other scholarly activity
SERVICE
Candidate portfolios must include the following:
Self-Assessment of service (in candidate statement)

SCHOLARSHIP
Evidence of competency in Service will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency demonstrates an <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. They may include, but are not limited to, the following:
Service on college committees and task forces
Participation in volunteer activities that contribute to the college or community
Service on Faculty Senate or one of its governing committees
Service on Division committees
Participation in volunteer activities that contribute to division
Advising LCSC clubs
Service as an organizer or leader of workshops, panels, or meetings in areas of professional competence
Service as session chair at conferences for panels, paper presentations, or workshops
Organizing/coordinating a conference
Service as a leader or member of a task force, committee, board or commission providing service to local, state, regional, national or international organizations
Unpaid service as a professional consultant to public or private organizations
Accreditation work when alignment teams rework course objectives, curriculum, etc.
Serve as a faculty mentor