

Social Sciences Division
Promotion Evidence and Expectations
In accordance with Rank and Promotion Policy 2.106

Introduction

Reviews of faculty for promotion in the Division of Social 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 on 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.

The levels for promotion detailed below are not to be considered automatically bestowed. Annual evaluations are included and essential in considering promotion. However, positive annual evaluations may indicate necessary but not sufficient progress toward 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 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 Rank and Promotion Policy 2.106
Criteria and Definitions

A successful candidate for promotion from Assistant Professor to Associate Professor must demonstrate proficiency in (1) teaching, (2) advising and/or mentoring, (3) scholarly/creative activity and professional development, and (4) service.

A successful candidate for promotion from Associate Professor to Professor must demonstrate excellence in (1) teaching, (2) advising and/or mentoring, (3) scholarly/creative activity and professional development, and (4) service.

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.

CANDIDATE STATEMENT
<p>Includes, but is not limited to:</p> <ul style="list-style-type: none"> • 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 <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 he or she has met the standards based on the definitions provided in policy in each of the four evaluation categories.</p>

Evidence Examples List:

- 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 include one piece of evidence in more than one category without clearly and convincingly explaining why. The burden of proof is on the candidate to show that the activities involved are broad and distinct enough to justifiably appear in multiple categories.
- 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 promotion.

TEACHING
Candidates must maintain required licenses/certifications
<i>Candidate portfolios must include the following:</i>
SCE's
Peer Observations

Self-Assessment of teaching effectiveness (in candidate statement)
Chair Observation
<i>Evidence should demonstrate an <u>active</u> and <u>consistent pattern</u> of growth and contribution. Evidence for promotion to Associate Professor or Professor may include, but is not limited to, the following:</i>
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 (writing intensive, collaborative assignments, etc.)
Self-reflection on teaching practices in one course per semester (in addition to the candidate statement)
Self-reflection on teaching practices in one course over multiple semesters
Supervision of students' independent studies and/or senior research projects
Examples of course materials
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 is used
Piloting of new activities and evaluating their efficacy
Development of new courses (either new to the catalog or new to the faculty member): syllabi, proposals, outlines
Development of curricula: proposal, 4-year plans, degree plans
One or more evaluations from a faculty member outside the Division
Other evidence related to teaching
<i>Evidence for promotion to Professor must include the following:</i>
Evidence of excellence in teaching from former students

ADVISING and/or MENTORING
<i>Candidate portfolios must include the following:</i>
Self-Assessment of advising and/or mentoring (in candidate statement)
<i>Evidence should demonstrate an <u>active</u> and <u>consistent pattern</u> of growth and contribution. Evidence for promotion to Associate Professor or Professor may include, but is not limited to, the following:</i>

List of number of advisees assigned each year (from Annual Job Description form)
Participation in college and division advising sessions (Warrior Orientation, STAR, LCSC Days at CDA, etc.)
Participation in workshops to enhance advising ability
Mentoring students in their senior seminar, proposal writing, and/or senior research activities (done out of load)
Mentoring students in their directed studies, and/or other forms of individualized study (done out of load)
Maintaining advising log
Offering formal sessions/workshops on graduate schools or careers
Supervision of internship/practicum, service learning, and related activities (done out of load)
Organizing speakers/workshops for students
Taking students to conferences
Advising LCSC student clubs
Assisting students with accessing professional and/or post-baccalaureate educational opportunities
One or more evaluations from a faculty member outside the Division
Other evidence related to advising and/or mentoring
<i>Evidence for promotion to Professor must include the following:</i>
Mentoring other faculty members in (some, all, at least one of) the areas of teaching, student advising and mentoring, scholarly activity, and service

SCHOLARLY/CREATIVE ACTIVITY AND PROFESSIONAL DEVELOPMENT
<i>Candidate portfolios must include the following:</i>
Self-Assessment of scholarly/creative activity and professional development (in candidate statement)
<i>Evidence should demonstrate an <u>active and consistent pattern of growth and contribution</u>. Evidence for promotion to Associate Professor or Professor may include, but is not limited to, the following:</i>
Attend and present at a disciplinary/professional conference, workshop, training, seminar, etc.
Attend but not present at a disciplinary/professional conference, workshop, training, seminar, etc.
Submit material for publication and have it accepted.
Submit material for publication without it being accepted.
Submit a grant proposal and have it partially or fully funded.
Submit a grant proposal without it being approved for funding.
Service as editor of print or electronic venue for scholarly publications and/or debate (journal, electronic forum, etc.)
Material demonstrating scholarly activity that has not yet resulted in publications or presentations
One or more evaluations from a faculty member outside the Division

Other evidence related to scholarly/creative activity and professional development

SERVICE
<i>Candidate portfolios must include the following:</i>
Self-Assessment of service (in candidate statement)
<i>Evidence should demonstrate an <u>active and consistent pattern</u> of growth and contribution. Evidence for promotion to Associate Professor or Professor may include, but is not limited to, the following:</i>
Service on college committees, task forces, special groups, etc.
Participation in volunteer activities that contribute to the college and/or division
Service on Faculty Senate or one of its governance committees
Service on division committees
Advising LCSC student clubs
Service on committees in professional/academic organizations
Service as an appointed or elected officer in an academic/professional association
Organizing or leading workshops, panels, or meetings in areas of professional competence
Professional reviewing of grant proposals and/or manuscripts submitted to journals, professional meeting programs, funding organizations, etc.
Chairing panels/sessions at conferences, workshops, etc.
Service as a leader or member of a task force, committee, board, or commission providing service to local, state, regional, national, or international organizations
Active participation as a member or leader of an organization, special interest or community group, or society
Unpaid professional consulting to public or private organizations
Accreditation work for one's own program or another program (reworking course objectives and curriculum; identifying, collecting, and organizing relevant materials; assisting with the drafting of self-studies; providing leadership for the process; etc.)
One or more evaluations from a faculty member outside the Division
Other evidence related to service
<i>Evidence for promotion to Professor must include the following:</i>
Taking on leadership role(s) related to service