Movement and Sport 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 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 Rank and Promotion Policy
2.106 Criteria and Definitions

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.

Beyond competency, 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.

Beyond proficiency, 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.

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 promotion.

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 (licenses/certifications) for teaching assignments as outlined in Job Description

Evidence of proficiency in Teaching demonstrates an _active_ and _consistent pattern_ 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 (evidence of successful progress toward degree)
Receipt of teaching awards
Development of new teaching materials; examples of innovative methods or activities
Development of new teaching modes (online, hybrid, competency-based, etc.)
Inclusion and assessment of high-impact practices (writing intensive, collaborative assignments, service learning, etc.)
Supervision of students' Independent Studies, Internships, or Senior Research Projects (lists of students' names and titles of their projects, examples of student work)
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 (4-year plans, degree plans)
Other forms of student communication and feedback
Evidence for promotion to Professor must include the following:
Evidence of excellence in teaching

ADVISING and/or MENTORING: _According to policy, candidates must demonstrate proficiency in this category._ _Candidate portfolios must include the following:_
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, senior research activities, etc.)
Mentoring students in their Directed Studies, service-learning activities, 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
Other evidence related to advising and/or mentoring
Senior Graduation Activities (letters of recommendation, exit interviews, portfolio reviews, etc.) move to advising/mentoring
Evidence for promotion to Professor must include the following:
Evidence of excellence in mentoring other faculty members in (some, all, at least one of) the areas of

teaching, student advising and mentoring, scholarly activity, and service

SCHOLARSHIP: According to policy, candidates must demonstrate proficiency in this category.
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.
Peer-Reviewed Publication
Trade Publication
Submission of grant proposals (internal or external)
Evidence of grants obtained (internal or external)
Additional certification and licensure
Professional reviews of grant proposals and manuscripts submitted to journals, professional meeting program committees, funding organizations, etc.
Evidence of scholarly collaboration participation that leads to positive change in instructional practice or other scholarly activity
Completion of additional coursework
Other evidence related to scholarship and/or professional development
Evidence for promotion to Professor must include the following:
Evidence related to excellence in scholarly/creative activity and professional development

SERVICE: According to policy, candidates must demonstrate proficiency in this category.
Candidate portfolios must include the following:
Self-Assessment of service (in candidate statement)
Evidence of competency in Service will show, at a minimum, that assigned duties are completed as defined in the policy. Evidence of proficiency demonstrates an _active_ and _consistent pattern_ of growth and contribution. They may include, but are not limited to, the following:
Service on college committees and task forces, etc.
Participation in volunteer activities that contribute to the division and/or college or community
Service on Faculty Senate or one of its governing committees
Service on Division committees
Advising LCSC clubs
Service as an organizer or leader of workshops, panels, or meetings in areas of professional competence
Editor of print or electronic venue for scholarly publications and/or debate (journal, electronic forum, etc.)
Service as session chair at conferences for panels, paper presentations, or workshops

Organizing/coordinating a conference
Active participation 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
Other evidence related to service
Evidence for promotion to Professor must include the following:
Evidence of accepting and taking on a leadership role(s) related to service