

**Social Sciences Division
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.
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 of proficiency in Teaching demonstrates an <u>active and consistent pattern of growth and contribution</u>. It 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

TEACHING – According to policy, candidates <u>must</u> demonstrate proficiency in this category.
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
Other evidence related to teaching

ADVISING and/or MENTORING
<i>Candidate portfolios must include the following:</i>
Self-Assessment of advising and/or mentoring (in candidate statement)
<i>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 <u>active and consistent pattern of growth and contribution</u>. They may include, but are 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 and related activities (done out of load)
Organizing speakers/workshops for students
Taking students to conferences
Mentoring other faculty members
Advising LCSC student clubs
Assisting students with accessing professional and/or post-baccalaureate educational opportunities
Other evidence related to advising and/or mentoring

SCHOLARSHIP
<i>Candidate portfolios must include the following:</i>
Self-Assessment of scholarly/creative activity and professional development (in candidate statement)

SCHOLARSHIP
<i>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 <u>active and consistent pattern</u> of growth and contribution. They may include, but are 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
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 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 and consistent pattern</u> of growth and contribution. They may include, but are 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

SCHOLARSHIP
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.)
Other evidence related to service