

**Natural Sciences and Mathematics  
Promotion Evidence and Expectations  
In accordance with Tenure Policy 2.106**

**Excerpts from Tenure Policy 2.106  
Criteria and 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**

The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on

1. Teaching
2. advising and/or mentoring
3. scholarly/creative activity and professional development and
4. 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 s/he has achieved proficiency, based on the definitions provided in policy, in each of the four evaluation categories.

Promotion from Associate Professor to Professor

<p><b>CANDIDATE STATEMENT</b></p> <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"> <li>1. Teaching</li> <li>2. advising and/or mentoring</li> <li>3. scholarly/creative activity and professional development and</li> <li>4. service.</li> </ol> <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.

<b>TEACHING –</b>
<b><i>Candidate portfolios must include the following:</i></b>
SCE’s
Peer Observation- a minimum of two
Self-Assessment of teaching effectiveness (in candidate statement)
Chair Observation
<b><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></b>
Nomination for teaching awards
Recipient of teaching awards
Development of new teaching materials with 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 research projects
Development of teaching materials and new activities
Collaboration with other faculty in development of new activities
Demonstration of effectiveness as a team member where the team approach is used
Initiation of new activities and evaluation of 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
Inclusion of student letter or letters of support
Attendance at a teaching centered conference
Other evidence related to teaching
<b><i>Evidence of excellence in Teaching demonstrates <u>mentorship</u> and <u>modeling</u>. It may include, but is not limited to, the following:</i></b>
Recipient of teaching awards
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 research projects
Development of teaching materials and new activities
Development of new teaching materials with examples of innovative methods
Collaboration with other faculty (especially junior faculty) in development of new activities
Initiation of new activities and evaluation of 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
Inclusion of student letter or letters of support
Presentation at a teaching centered conference
Mentorship of junior faculty
Coordination of multi-section, multi-instructor course, i.e. CHEM 105, BIOL 227, MATH 153
Other evidence related to teaching

<b>ADVISING and/or MENTORING</b>
<b><i>Candidate portfolios must include the following:</i></b>
Self-Assessment of advising and/or mentoring (in candidate statement)
List of number of advisees assigned each year (from Annual Job Description form)
<b><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</u> and <u>consistent</u> pattern of growth and contribution. They may include, but are not limited to, the following:</i></b>
Participation in college and division advising sessions (Warrior Orientation, STAR, LCSC Days at CDA, etc.)
Participation in workshops to enhance advising ability
Mentorship of students in their senior seminar, proposal writing, and/or research activities (done out of load)
Mentorship of students in their directed studies, and/or other forms of individualized study (done out of load)
Maintenance of an advising log

Creation of formal sessions/workshops on graduate schools or careers
Supervision of internship/practicum and related activities (done out of load)
Organization of speakers/workshops for students
Attendance, with students, at conferences
Mentorship of other faculty members
Participation as advisor of for LCSC student clubs
Assistance for students with accessing professional and/or post-baccalaureate educational opportunities
Participation in reference letter writing
Assistance for students in career preparation
Other evidence related to advising and/or mentoring
<b><i>Evidence of excellence in Advising demonstrates <u>mentorship</u> and <u>modeling</u>. It may include, but is not limited to, the following:</i></b>
Leadership in workshops to enhance advising ability
Mentorship of students in their senior seminar, proposal writing, and/or research activities (done out of load)
Mentorship of students in their directed studies, and/or other forms of individualized study (done out of load)
Presentation of formal sessions/workshops on graduate schools or careers
Supervision of internship/practicum and related activities (done out of load)
Organization of speakers/workshops for students
Attendance, with students, at conferences
Mentorship of other faculty members
Participation as an advisor of for LCSC student clubs
Assistance for students with accessing professional and/or post-baccalaureate educational opportunities
Participation in reference letter writing
Leadership in a workshop for students on career preparation
Leadership in a workshop for students on post-baccalaureate educational success
Other evidence related to advising and/or mentoring

<b>SCHOLARSHIP</b>
<b><i>Candidate portfolios must include the following:</i></b>
Self-Assessment of scholarly/creative activity and professional development (in candidate statement)
<b><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</u> and <u>consistent pattern</u> of growth and contribution. They may include, but are not limited to, the following:</i></b>
Attendance and presentation at a disciplinary/professional conference, workshop, training, seminar, etc.
Attendance without a presentation at a disciplinary/professional conference, workshop, training, seminar, etc.
Submission of material for publication and have it accepted.
Submission of material for publication without it being accepted.
Submission of a grant proposal and have it partially or fully funded.
Submission of 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.)
Demonstration of scholarly activity with materials that have not yet resulted in publications or presentations
Participation in an active research program including professional and/or student collaborations

Creation of a tool or product associated with a specific discipline such as software or an app.
Other evidence related to scholarly/creative activity and professional development
<b><i>Evidence of excellence in Scholarship demonstrates <u>mentorship</u> and <u>modeling</u>. It may include, but is not limited to, the following:</i></b>
Presentation at a disciplinary/professional conference, workshop, training, seminar, etc.
Attendance but not present at a disciplinary/professional conference, workshop, training, seminar, etc.
Submission material for publication and have it accepted.
Submission material for publication without it being accepted.
Submission a grant proposal and have it partially or fully funded.
Submission 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.)
Demonstration scholarly activity with materials that has not yet resulted in publications or presentations
Participation in an active research program including professional and/or student collaborations
Leadership in an active research program including professional and/or student collaborations
Creation of a tool or product associated with a specific discipline such as software or an app.
Other evidence related to scholarly/creative activity and professional development

<b><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</u> and <u>consistent pattern</u> of growth and contribution. They may include, but are not limited to, the following:</i></b>
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
Participation as an advisor for LCSC student clubs
Service on committees in professional/academic organizations
Service as an appointed or elected officer in an academic/professional association
Organization or leadership of workshops, panels, or meetings in areas of professional competence
Participation as a reviewer professional grant proposals and/or manuscripts submitted to journals, professional meeting programs, funding organizations, etc.
Participation as the chair of panels/sessions at conferences, workshops, etc.
Leadership or membership of a task force, committee, board, or commission providing service to local, state, regional, national, or international organizations
Membership or leadership of an organization, special interest or community group, or society
Consultation for public or private organizations (not for pay)
Participation in community outreach
Participation in accreditation activities in support of programs in other divisions (or DONSAM)
Other evidence related to service
<b><i>Evidence of excellence in Scholarship demonstrates <u>mentorship</u> and <u>modeling</u>. It may include, but is not limited to, the following:</i></b>
Leadership on college committees, task forces, special groups, etc.
Organization of volunteer activities that contribute to the college and/or division
Leadership in Faculty Senate or one of its governance committees

Leadership on division committees
Participation as advisor for LCSC student clubs
Service on committees in professional/academic organizations
Service as an appointed or elected officer in an academic/professional association
Organization or leadership of workshops, panels, or meetings in areas of professional competence
Participation as a reviewer for professional grant proposals and/or manuscripts submitted to journals, professional meeting programs, funding organizations, etc.
Participation as chair for panels/sessions at conferences, workshops, etc.
Leadership or membership of a task force, committee, board, or commission providing service to local, state, regional, national, or international organizations
Leadership or membership of an organization, special interest or community group, or society
Consultation to public or private organizations (not for pay)
Participation in community outreach
Participation in accreditation activities in support of programs in other divisions (or DONSAM)
Participation as chair of LCSC hiring committee
Participation as chair of Tenure and/or Promotion Committee
Other evidence related to service