

**Physical, Life, 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.

<b>CANDIDATE STATEMENT</b>
<p>Includes, but is not limited to:</p> <ul style="list-style-type: none"><li>● Substantive statement on Teaching</li><li>● Substantive statement on Advising and/or Mentoring Effectiveness</li><li>● Substantive statement on Scholarly/Creative Activity and Professional Development</li><li>● Substantive statement on Service</li></ul> <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 achieved either competency or proficiency, 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.
- 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.

<b>TEACHING</b> – According to policy, candidates <u>must</u> demonstrate proficiency in this category.
<b>Candidate portfolios must include the following:</b>
SCEs
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
<b>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:</b>
Effectively preparing students for their next step; students are adequately prepared for subsequent courses
Demonstrating a growth mindset through reflection over a semester or longer
Including applications and context in classroom teaching
Initiating and assessing high impact practices
Supporting affective learning and inclusion
Providing opportunities for active learning
Encouraging community in the classroom
Effectively collaborating to deliver a multi-section, multi-instructor course, i.e. CHEM 105, BIOL 227
Developing curriculum at the classroom level that is either new to the catalog or new to the faculty member
Mentoring internships, research, and capstone programs
Acting as an academic coach
Continuing to learn about teaching: <ul style="list-style-type: none"> <li>● Attending PDTs or conferences related to teaching</li> <li>● Staying current in the scholarship of teaching and learning</li> <li>● Enhancing one or more professional credentials</li> </ul>
Recognition for proficient teaching through nomination and/or receipt of teaching awards and other forms of recognition

<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 and consistent pattern</u> of growth and contribution. They may include, but are not limited to, the following:</i></b>

Participation in programs and/or division advising sessions
Participation in workshops dedicated to improvement in advising ability
Serving as a faculty advisor for student club(s)
Mentoring or assisting students out of load by: <ul style="list-style-type: none"> <li>● Helping with preparation for graduate school, professional programs, and/or post-baccalaureate educational opportunities</li> <li>● Writing letters of recommendation</li> <li>● Helping with licensure, certification, etc.</li> </ul>
Taking students to academic or practitioner-based conferences
Mentoring or supervising direct studies, independent studies, internships, practicums, research projects, and related activities out of load
Participation in workshops dedicated to improvement in mentoring ability

<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 and consistent pattern</u> of growth and contribution. They may include, but are not limited to, the following:</i></b>
Attendance at a disciplinary/professional conference, workshop, training, seminar, etc.
Submission of material for publication with or without acceptance.
Submission of a grant proposal with or without it being approved for funding.
Participation in an active research program.

Increased depth of knowledge in field due to focused study and/or research.
Review of grant proposals and manuscripts for colleagues.

<b>SERVICE</b>
<b><i>Candidate portfolios must include the following:</i></b>
Self-Assessment of service (in candidate statement)
<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.</i></b>
<b><i>They may include, but are not limited to, the following:</i></b>
<b><i>Service to Division</i></b>
Participation and service on program-level committees or working groups
Participation and service on Promotion & Tenure committees within the Division
Participation and service on faculty search committees
Participation and service on Division-level recruiting and retention activities and initiatives
<b><i>Service to College</i></b>
Participation and service on Faculty Senate
Participation and service a permanent subcommittee of Faculty Senate
Participation and service as a member to permanent committees established by policy such as Hearing Board, Standing Tenure & Promotion Review Committee (STPRC) ), Institutional Biosafety Committee (IBC) and Institutional Review Board (IRB)
Participation and service as a faculty representative to a college-wide committee, such as Compensation Review Committee (CRC) or Functional Area Resource Group (FARG)
Working with early college programs/dual credit as a faculty liaison
Supporting accreditation efforts of programs in other instructional units
Serving as an advisor to LC State Student Organization or club
<b><i>Service to Community</i></b>
Participation in community outreach activities and initiatives
Consulting for public or private organizations
Volunteer work in the community directly related to one's professional expertise as a faculty member at LC State.
<b><i>Service to Profession</i></b>
Member of a committee or working group for a professional organization.
Participation in panel or sessions activities at academic or professional meetings.
Member of a review panel or group for an academic, professional or funding organization.

Reviewing academic manuscripts