

Humanities Division
Promotion Evidence and Expectations (from Assistant to Associate)
In accordance with Promotion Policy 2.106

Excerpts from Promotion Policy 2.106
Criteria and Definitions

A successful promotion candidate (from Assistant to Associate) must demonstrate proficiency 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.

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 proficiency, based on the definitions provided in policy, in each of the four evaluation categories.

Evidence Examples List:

- 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 (sabbatical, scholarly course release, coordinator position, etc.) 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 delineated in policy, will ultimately lead to successful attainment of promotion to Associate Professor.

TEACHING
<i>Candidate portfolios must include the following:</i>
SCE's
Peer observations [suggested 1 per year]
Self-Assessment of teaching effectiveness (in candidate statement)
Chair observation [suggested]
Syllabi for courses (not individual sections) taught during promotion period
<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 or receipt of teaching awards
New course development
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.) https://www.aacu.org/leap/hips
Participation in (teaching-related) CTL events
Presentation at CTL (teaching-related)
Supervision of students' independent studies and/or senior research projects
Evidence of growth in teaching proficiency
Video of classroom lesson with reflection
Training in teaching methods
Collaborations with other faculty (pedagogy, development of activities, etc.)
Evidence of student success in directly related subsequent courses
Piloting of new activities and evaluating their efficacy
Examples of successful student work
Program planning and/or curriculum development

ADVISING and/or MENTORING
<i>Candidate portfolios must include the following:</i>
Self-assessment of advising and/or mentoring (in candidate statement)

List of number of advisees/mentees assigned each year (from Annual Job Description form)
<i>Evidence of proficiency demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:</i>
Participation in college and division advising sessions (Warrior Orientation, STAR, LCSC Days at CDA, Welcome Fair, 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
Writing letters of recommendation for students and advisees
Dual credit partnership work with high school instructors

SCHOLARSHIP
<i>Candidate portfolios must include the following:</i>
Self-assessment of scholarly/creative activity and professional development (in candidate statement)
<i>Evidence of proficiency demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:</i>
<i>A) For all Humanities disciplines:</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.
Publish a monograph
Publish an article in a peer-reviewed journal
Contribute a chapter to an academic book
Contribute a book review to professional journals
Serve on a regional or national disciplinary body
Organize local activities within one's discipline
Give an invited talk at another institution
Give a talk (related to one's disciplinary/professional expertise) locally
Submit and/or win a major grant (NEH etc.)
Submit and/or win a regional grant
Develop a new class from outside your area of discipline

Serve as editor of print or electronic venue for scholarly publications and/or debate (journal, electronic forum, etc.)
Demonstrate scholarly activity that has not yet resulted in publications or presentations
Develop open educational resource materials for a course (OER)
Edit a collection of essays for publication
<i>B) For Creative Writing:</i>
Publish a book – novel, poetry, creative non-fiction
Publish a poem or short story at the national level
Publish a poem or short story regionally
Be invited to give readings of your work
Be chosen as a regional or state laureate or as a writer in residence at a conference/workshop
<i>C) For Communication Arts:</i>
Complete and have a film accepted for showing at a festival
Complete a film and have a local showing
Curate a show at a museum, festival, or other venue
Show progress towards completion of a film or media project
<i>D) For Fine Arts:</i>
Have a major show of one's work
Have pieces accepted at a juried show
Exhibit works locally
Curate a show at a museum, festival, or other venue
Show progress towards completion of works/projects
<i>E) For Performing Arts:</i>
Write and direct/conduct the performance an original play
Produce/direct a play/work at the national or regional level
Produce/Direct plays and performances locally
Compose a piece of music that is accepted for publication
Perform/direct locally, regionally, or nationally
Write a play and have it accepted for publication and/or performance regionally or nationally
Show progress towards completion of works
<i>F) For Languages and Linguistics:</i>
Publish a textbook
Contribute as a named co-author to a textbook
Produce a significant set of curriculum for a class
Be recognized as an acknowledged contributor to a textbook
Show progress towards completion of a textbook project

SERVICE
<i>Candidate portfolios must include the following:</i>

Self-Assessment of service (in candidate statement)
<i>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>
Serving on a Division committee
Serving on a College committee, task force, working group, advisory board, etc.
Chairing a committee
Serving on Faculty Senate or one of its subcommittees
Service on search committees
Guest-teaching (either on campus, for dual credit partnerships, or arranged as a recruiting opportunity)
Peer mentoring
Participation in volunteer activities that contribute to the college and/or division
Advising LCSC student clubs
Supervising/attending extracurricular activities with students and/or clubs
Recruiting activities
Supervising internships and directed studies
Acceptance of teaching overloads (uncompensated)
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