Humanities 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.*
Candidate portfolios must include the following:
SCE's
Peer Observation [1 per year]
Self-Assessment of teaching effectiveness (in candidate statement)
Chair Observation
Syllabi for courses (not individual sections) taught during tenure-track period
Evidence of proficiency in Teaching demonstrates an <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. It may include, but is not limited to, the following:
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.)
Participation in (teaching-related) TLC events
Presentation at TLC (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

TEACHING – *According to policy, candidates <u>must</u> demonstrate proficiency in this category.*
Piloting of new activities and evaluating their efficacy
Examples of successful student work
Program planning and/or curriculum development

ADVISING and/or MENTORING
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 <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. They may include, but are not limited to, the following:
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
Gain and/or maintain professional licensure or certification related to teaching

SCHOLARSHIP
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 <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. They may include, but are not limited to, the following:
A)   For all Humanities disciplines:

SCHOLARSHIP
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
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
Gain and/or maintain professional licensure or certification related to disciplinary expertise
B) For Creative Writing:
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
C) For Communication Arts:
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
D) For Fine Arts:
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
E) For Performing Arts:
Write and direct/conduct the performance of 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

SCHOLARSHIP
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
F) For Languages and Linguistics:
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
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 policy. Evidence of proficiency demonstrates an <u>active</u> and <u>consistent</u> <u>pattern</u> of growth and contribution. They may include, but are not limited to, the following:
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

SERVICE
Assist with assessment and/or accreditation efforts (at program-, division-, and/or College-level)