

Lewis-Clark State College
Technical & Industrial Division

CRITERIA FOR PROMOTION

1. Introduction

Reviews of faculty members for promotion in the Technical & Industrial Division at Lewis-Clark State College are conducted in accordance with all College policies and procedures contained in the Lewis-Clark State College Policy and Procedures Manual and related documents. Candidates for promotion in rank are judged on demonstrated accomplishments, and on potential for future development and contributions to LCSC in the areas of teaching, student advising and mentoring, scholarly/creative activity, and service. This document describes the indices and standards which will be used to evaluate whether candidates meet the general criteria in the Policy and Procedures Manual Section 2.106.

2. Background

The strength of Professional-Technical programs is in part an extension of the quality and expertise of its faculty. The philosophy of professional-technical education is to provide a quality educational experience by employing faculty members who are proven experts in their professions and who engage in the unique art of teaching someone else what they know.

A faculty member advancing through the ranks is expected to meet escalating standards of performance. The standards are marked by the faculty member's ability to demonstrate increased competence (to the rank of Assistant Professor), proficiency (to the rank of Associate Professor), and excellence (to the rank of Professor). In addition to the specific criteria for promotion listed, other indicators of success can be used to determine the performance of faculty. These may include, but are not limited to: instruction; development/implementation of new and innovative teaching methods; effectiveness of the live shop environment; scholarly upgrade in instructional and technical skills; community and/or institutional service; public and institutional recruitment efforts; student retention; and emphasis on performance-based instruction as dictated by industry.

Since the Professional-Technical programs vary, it is recognized that the faculty perform varied kinds of tasks and that the value placed on each category of functions - Teaching, Advising, Curriculum Development, Scholarly/Creative activity, Professional Development, and Service - must be adapted to the different roles and may differ by program. The weighting of values shall be consistently weighted by all reviewers in order to ensure consistency in the intent and administration of this policy.

3. Goals

Programs in the Technical and Industrial Division provide students with the technical knowledge, specialized skills, proper attitudes, and safe work habits to enter the labor market. Programs are structured to accommodate the goals of students seeking entry-level employment, career advancement, or change. Students work with the equipment and theoretical concepts used in their trade. The division monitors current industry needs to anticipate future changes and instructional requirements. Most faculty have achieved mastery level recognition in their trades and hold industry recognized certification.

The division strives to provide students with opportunities to develop specific skills and competencies, become aware of the social role of technologist in the world community, develop personal and intellectual attributes for thoughtful decision making, life-long learning and develop a education foundation which promotes competency for life. The philosophy of the Technical & Industrial Division is that all students should be trained in the methods and techniques of the professional level technologist together with the skills needed for critical thought about issues in technology.

4. Dual-Track Process

Professional-technical program faculty members have the option of pursuing one of two paths of promotion: a) the Academic Degree path, or b) the Business/Industry path. Both paths lead to the rank of Professor. This dual-track process occurs during the promotion from Associate Professor to Full Professor.

5. Prerequisites of Rank

5.1. Instructor

- 5.1.1. Refer to the Policy and Procedures Manual Section 2.106, subsection 3, paragraph B for a definition of the rank of Instructor.
- 5.1.2. The appropriate content area is normally the subject area in which the courses are delivered.
- 5.1.3. Must have a demonstrated potential for significant achievement in the areas of teaching, student advising and mentoring, scholarly development, and service.

5.2. Assistant Professor

- 5.2.1. Refer to the Policy and Procedures Manual Section 2.106, subsection 3, paragraph C for a definition of the rank of Assistant Professor.
- 5.2.2. Must have demonstrated competence in the areas of teaching, student advising and mentoring, scholarly development, and service.

5.3. Associate Professor

- 5.3.1. Refer to the Policy and Procedures Manual Section 2.106, subsection 3, paragraph D for a definition of the rank of Associate Professor.
- 5.3.2. Must have demonstrated a proficiency in the two performance areas of teaching and student advising and mentoring. In addition must have demonstrated proficiency in one of the two performance areas of scholarly development or service.

5.4. Professor

- 5.4.1. Refer to the Policy and Procedures Manual Section 2.106, subsection 3, paragraph E for a definition of the rank of Professor.
- 5.4.2. Must have demonstrated excellence in the four performance areas of teaching, student advising and mentoring, scholarly development, and service.

6. Levels for Promotion

The levels for promotion detailed in this section are not to be considered automatically bestowed.

6.0 The General criteria for promotion from one rank to the next, irrespective of path, will include the following:

6.0.1 Acceptable competence in the performance of job description as evidenced by the

Division Chair recommendations (2 years of recommendations for Instructor to Assistant Professor, 4 years of recommendations for Assistant Professor to Associate Professor, 5 years of recommendations for Associate Professor to Professor.)

6.0.2 Any additional written agreement between the faculty and division Chair specifically outlining hours and activities needed for escalating performance standards.

6.0.3 Job Description/Annual Performance Review (for the applicable time intervals noted in paragraph 6.0.1.)

6.0.4 Professional development plan filed with the respective division chair's office (and the State Division of Professional-Technical Education.)

6.0.5 Professional development and continuous professional growth as evidenced by achievement in such areas as coursework, content activities, related work experiences, presentations, workshops, technical consultations, and return to industry.

6.0.6 Student evaluations and/or appropriate industry evaluations (for the applicable time intervals noted in paragraph 6.0.1.)

6.0.7 Division Chair and peer evaluations (for the applicable time intervals noted in paragraph 6.0.1.)

6.1. Promotion to an academic rank is based on past and anticipated success in performance, accomplishments and leadership in four areas.

6.1.1. Teaching

6.1.2. Advising and mentoring

6.1.3. Scholarly/Creative activity (Discovery, Integration and Teaching, and/or Application)

6.1.4. Service

6.2. Levels for Promotion

6.2.1. Instructor → Assistant Professor

- 6.2.1.1. Instructors who wish to be promoted to assistant professor are expected to fully participate in the functions of the Division. Functions of the Division include, for example, Division Meetings, Division social events, Leadership Meetings, marketing, and recruiting.
- 6.2.1.2. The candidate for Assistant Professor should demonstrate competency in teaching, student advising and mentoring, scholarly/creative activity, and service as determined by student evaluations, Performance Evaluations, and Peer Evaluations covering the past two years.
- 6.2.1.3. Sixty clock hours of pre-service teacher education
- 6.2.1.4. A state approved Professional Development Plan.
- 6.2.1.5. A Post-secondary Limited Occupational Specialist Certificate or a Standard Secondary Teaching Certificate with appropriate professional-technical endorsements (See Idaho Credentials Standards for Post-secondary Professional-Technical Faculty and Administrators for most recent revision of standards)
- 6.2.1.6. No campus committee requirements for first year.
- 6.2.1.7. Actively participate in program Advisory Committee.
- 6.2.1.8. Assume leadership role with students. Leadership is defined as the art of motivating a group of people to act towards achieving a common goal (course competencies.) Evidence of this is gleaned from the student evaluations, Peer Evaluations and Division Chair evaluations as well as instructor self-evaluations and reflections.

6.2.2. Assistant Professor → Associate Professor

- 6.2.2.1. Assistant professors who wish to be promoted to associate professors are expected to fully participate in the functions of the Division and to demonstrate increasing participation in the functions of the College.

Functions of the Division include, for example, Division Meetings, Division social events, service on Division committees, Leadership Meetings, marketing, and recruiting. Functions of the college include, for example, Faculty Association Meetings, All-Campus Meetings, service on campus committees, as well as marketing and recruiting.

- 6.2.2.2. For promotion in rank from assistant to associate professor, the faculty member must be able to demonstrate proficiency (as defined in paragraph 6.4.2) in teaching and advising, as well as professional achievement in at least one of the other two evaluation areas (scholarly/creative activity and/or service). In addition, the faculty member must be able to demonstrate competence (as defined in paragraph 6.4.1) in all four evaluation areas.
- 6.2.2.3. Evidence for this performance should be accumulated over a period of four years in college service.
- 6.2.2.4. Evidence of teaching proficiency as determined by student evaluations for at least four successive years.
- 6.2.2.5. Evidence of teaching proficiency as determined by Performance Evaluations and Peer Evaluations for the past four years
- 6.2.2.6. Teach the appropriate curriculum as approved by the Division Chair
- 6.2.2.7. Review and revise curriculum as industry and LCSC resources demand.
- 6.2.2.8. Evaluate and reflect upon the student reaction to instruction and adjust accordingly.
- 6.2.2.9. Maintain up-to-date advising procedures and advise students appropriately and accurately.
- 6.2.2.10. Completion of requirements for Standard Vocational Specialist Certificate or Post-Secondary Standard Occupational Specialist Certificate (See Idaho Credentials Standards for Post-secondary Professional-Technical Faculty and Administrators for most recent revision of standards.)

- 6.2.2.11. Completion of eight or more academic credits since entering the teaching profession. As part of an organized Professional Development Plan these should include teacher education, discipline related professional education or accumulated trade competency equivalent hours (non-credit professional development activities will be accepted at a ratio of one credit per 15 clock hours.)
 - 6.2.2.12. Documentation of industrial proficiency resulting from continuing education or industrial experience as required by the state. Documentation includes achievement in coursework, content activities, related work experiences, and participation in exhibitions, presentations, workshops, technical consultations, and return to industry.
 - 6.2.2.13. Serve on Division and College committees
 - 6.2.2.14. Actively participate in Division Activities
 - 6.2.2.15. Actively participate in program Advisory Committee.
 - 6.2.2.16. Actively involved in Division and College functions other than committees.
 - 6.2.2.17. Actively involved in a professional organization.
- 6.2.3. Associate Professor → Professor
- 6.2.3.1. All appropriate criteria leading to promotion to the rank of associate professor should apply also to promotion to the full professorship, and the professor should have performed at a level of excellence. Such excellence in performance should result in a leadership role beyond that expected of candidates for the junior ranks.
 - 6.2.3.2. Mentoring other faculty in (at least one of) the areas of teaching, student advising and mentoring, scholarly/creative activity, and service is a characteristic of professional growth.
 - 6.2.3.3. Professional-Technical faculty pursuing the academic path of the Dual Path must complete the terminal degree in a related field and completion of 30 or more academic credits since entry into the

teaching profession. These credits should be part of professional development that results in a cohesive core of educational competence. Course work should include teacher education as well as professional education in one's discipline.

- 6.2.3.4. Professional-Technical faculty pursuing the business/technical path of the Dual Path must complete 30 or more academic credits or equivalent credit hours since entry into the teaching profession including all state requirements. Non-credit professional development will be accepted at a ratio of one credit per 15 clock hours. Return to industry activities or paid work experience will be accepted at a ratio of one credit per 40 clock hours. These credits should be part of a professional development plan that results in a cohesive core of educational proficiency. Course work should include teacher education, professional education in one's discipline, and the accumulated State Division of Professional-Technical Education trade competency equivalent hours.
- 6.2.3.5. Show evidence of excellence as determined by student evaluations covering at five successive years.
- 6.2.3.6. Show evidence of excellence as determined by Division Chair evaluations covering at least five successive years.
- 6.2.3.7. Show evidence of excellence as determined by professional licenses, certifications, awards, and other professional recognition.
- 6.2.3.8. Review and revise curriculum as industry and LCSC resources demand
- 6.2.3.9. Show evidence of continuing growth in teaching, leadership, and service.
- 6.2.3.10. Assist new faculty through mentoring activities.
- 6.2.3.11. Update ability to perform industry specific skills in order to teach these skills to others.
- 6.2.3.12. Participate in back-to-industry or experience/activities.

- 6.2.3.13. Teach or share with other faculty advanced or new teaching techniques and/or technology.
 - 6.2.3.14. Document an additional 160 hours of return-to-industry in the specific occupational field or 30 cumulative hours of attendance at related conferences, institutes or workshops as approved by the State Division of Professional Technical Education.
 - 6.2.3.15. Possess a current Post-secondary Standard or Advanced Occupational Specialist Certificate or a Standard or Advanced Secondary Teaching Certificate with appropriate Professional-Technical vocational endorsements.
 - 6.2.3.16. Actively involved in campus committee(s).
 - 6.2.3.17. Provide responsible reporting of committee activities to division faculty
 - 6.2.3.18. Perform community service
 - 6.2.3.19. Demonstrate definitive leadership in the program, division, and college.
 - 6.2.3.20. Actively involved in a professional organization.
- 6.3. As they advance in rank, faculty members are expected to achieve increasing success both by progressively mastering more of the four areas and by improving in individual areas. In addition, faculty members are to take the initiative in promoting their own growth in each of these areas. The consistently sustained performance of faculty responsibilities is requisite for all faculty promotions.
- 6.4. Definition of terms
- 6.4.1. **Competence.** A faculty member who demonstrates competency completes tasks and assignments on time and meets all minimum requirements. Originality and creativity is valued but not expected on a regular basis. Leadership and mentoring of peers is not expected. A competent faculty member accepts and reflects about constructive feedback. The focus of activities is at the program and Division level.

- 6.4.2. **Proficiency.** 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. This growing maturity in one's career can be demonstrated by exceeding minimum requirements. Originality and creativity is valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly/creative activity choices and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.
- 6.4.3. **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 is valued. The excellent faculty member continues to increase his/her skills as a reflective practitioner and assumes leadership roles at the program, Division, and/or College level.
- 6.4.4. **Leadership.** A faculty member demonstrates leadership participates in activities designed to improve the academic environment in the Division or College for colleagues and/or students. A faculty member who demonstrates leadership by chairing a committee or task force, or serving on multiple committees or task forces while contributing to the greater cause of the particular group. A faculty leader mentors junior faculty.
- 6.4.5. **Reflective Practitioner.** (Excerpted from the *Professional Standards for Teaching*, Division of Education, Lewis-Clark State College, www.lcsc.edu/education/teacherprep/standards) The reflective practitioner is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction. A faculty member who demonstrates practices of self-reflection in teaching may examine alternatives to current teaching practice, reflect on efficacy of current teaching practices, develop new activities, or pilot and evaluate new activities. Self-reflection in advising may involve examination of program curricula, effective

student academic and career guidance, or enhancement of student learning experience through service, literature, or research projects.

- 6.4.6. **Collegiality.** A faculty member who demonstrates collegiality is accessible and responsive to students and colleagues in a timely fashion. A collegial faculty member regularly and consistently attends faculty meetings and participates in discourse with others in a professional manner. Collegiality may be demonstrated by hosting or attending division social events. A collegial faculty member collaborates willingly and productively with his/her colleagues.

7. Activities and Applicable Measures of Quality

It is the responsibility of individual faculty members to be aware of the criteria for promotion stated in this document. Adequate annual performance reviews are not, in and of themselves, sufficient evidence for promotion. The following criteria apply to the evaluation of faculty candidates for promotion. Candidates for promotion shall be judged on the basis of their performance in 1) teaching, 2) student advising and mentoring, 3) scholarly/creative activity, and 4) service to LCSC. In evaluating a candidate's qualification within these four areas, reasonable flexibility shall be exercised by balancing, where the case requires, heavier commitments and responsibilities in one area against lighter responsibilities and commitments in another. Numerous sources of information should be used in the evaluation of the candidate. Consideration should be given to peer evaluations. The criteria below are not intended to set boundaries to the elements of performance that may be considered, but rather to serve as guides in judging the candidate.

7.1. Teaching

- 7.1.1. Teaching is a multifaceted activity which includes, but is not limited to, the components shown below. The difficulties associated with determining quality in teaching have long been recognized. Faculty members are expected to have a substantial and on-going record of teaching effectiveness and practices of self-reflection of teaching practices. Effective teaching is an essential criterion of promotion. Evaluation of the effectiveness of teaching shall be based upon the candidate's total performance. This evaluation should include considerations

such as command of the subject; reflections on efficacy of current teaching practices; continuous growth in the field; ability to organize and present materials; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; a spirit of enthusiasm which vitalizes teaching; ability to arouse curiosity in beginning students and to stimulate advanced students; fairness in grading, through both subjective and objective considerations.

- 7.1.2. Evidence and measures of quality of teaching may include, but are not limited to:
- 7.1.2.1. Self-reflection of teaching practices in one course per semester;
 - 7.1.2.2. Student success in subsequent courses;
 - 7.1.2.3. Examples of student work;
 - 7.1.2.4. Formal student evaluations of teaching and reflections of those evaluations;
 - 7.1.2.5. Peer and Chair evaluations;
 - 7.1.2.6. Nominations for teaching awards;
 - 7.1.2.7. Receipt of teaching awards;
 - 7.1.2.8. Independent Studies: List of students' names and titles of their projects, examples of student work, indication of quality of projects
 - 7.1.2.9. Senior Projects: List of students' names and titles of their projects, examples of student work, indication of quality of projects;
 - 7.1.2.10. Examples of course materials, e.g., syllabi; handouts;
 - 7.1.2.11. Development of teaching materials and new activities;
 - 7.1.2.12. Examples of innovative materials;
 - 7.1.2.13. Collaborations with other faculty members in development of new activities;
 - 7.1.2.14. Demonstrated effectiveness as a team member where the team approach to instruction is used;
 - 7.1.2.15. Piloting of new activities and evaluation of their efficacy;
 - 7.1.2.16. Development of courses: Syllabi, proposals, outlines;
 - 7.1.2.17. Development of curricula: Proposal, 2 year plans, degree plans;

- 7.1.2.18. Teaching competency as determined by the Division Chair;
- 7.1.2.19. Participation in professional development activities associated with teaching as well as discipline specific activities
- 7.1.2.20. Teaches appropriate and approved curriculum.
- 7.1.2.21. Takes active role in program advisory committee.

7.2. Advising and Mentoring

- 7.2.1. Faculty members are expected to fully participate in advising and mentoring activities. Advising is broadly defined as consulting with students to provide guidance. This evaluation should include considerations such as current knowledge of core requirement courses and electives in the program and conscientiously providing that information to students; accurate advice to students on a program of study; processing of all College forms related to advising in a timely fashion; aid students in seeking appropriate counseling, when necessary.
- 7.2.2. Evidence and measures of quality of advising and mentoring may include, but are not limited to:
 - 7.2.2.1. The number of advisees served per semester;
 - 7.2.2.2. Participating in College and Division advising sessions (STAR, Discovery Day);
 - 7.2.2.3. Participating in workshops to increase advising ability;
 - 7.2.2.4. Mentoring students in their Proposal Writing and Senior Project activities;
 - 7.2.2.5. Mentoring students in their Directed Studies or Practicum activities.

7.3. Scholarly/Creative activity and Professional Development

- 7.3.1. Faculty members are expected to demonstrate an on-going pattern of quality scholarly/creative activity and professional development. Engaging technology students in projects and internships is highly valued. The Division recognizes that resource limitations and the heavy teaching and service load at LCSC may limit these activities. Scholarship in THE DIVISION consists of three separate, yet interconnected elements: Scholarship of Discovery, Scholarship of Integration and Teaching, and Scholarship of Application.

- 7.3.1.1. THE SCHOLARSHIP OF DISCOVERY. The scholarship of discovery involves the search for new knowledge in the profession and for a richer understanding of the field. Productivity may be documented in the form of new courses, articles, and oral presentations.
- 7.3.1.2. SCHOLARSHIP OF INTEGRATION AND TEACHING. The scholarship of integration emphasizes fitting one's own professional development into larger intellectual patterns. It involves making connections across the profession, placing the profession in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. In addition to the more traditional forums for scholarship, such as writing, productivity may take the form of a course design, multi-media production, writing that makes one's field accessible to a wider audience, cross-curricular innovations, and interdisciplinary instructional achievements.
- 7.3.1.3. SCHOLARSHIP OF APPLICATION. The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise. Encompassing activities that relate directly to the work of the faculty member, productivity may take the form of new courses and presentations derived from consultation, technical assistance, policy analysis, and program evaluation.
- 7.3.2. Evidence and measures of quality of scholarly/creative activity and professional development may include, but are not limited to:
 - 7.3.2.1. Attending workshops, seminars and conferences: Documentation of attendance at seminars, workshops, conferences. This documentation must include a brief report of what was learned or how the experience has impacted teaching or research efforts.
 - 7.3.2.2. Critically reading current literature in the discipline (including pedagogy): A representative bibliography.

- 7.3.2.3. Pursuing research activities in the laboratory or in the field:
Documentation to demonstrate active scientific research.
- 7.3.2.4. Submitting material for publication: Peer-reviewed publications carry the most weight. Copy of cover page and table of contents page showing publications (conference proceedings, journals, textbook chapters, textbooks, abstracts, teaching materials, etc.).
- 7.3.2.5. Presenting at conferences and workshops: Copy of front matter and schedule showing presentations (conferences, workshops or seminars) or copy of fliers for on-campus presentations.
- 7.3.2.6. Submitting Grant Proposals: Copy of appropriate documentation for grant submissions; Copy of appropriate documentation for grant awards.
- 7.3.2.7. Participation in short courses and field trips. This documentation must include a brief report of what was learned or how the information gained has helped in teaching or research efforts.

7.4. Service

- 7.4.1. Service encompasses a variety of professionally related activities through which faculty members employ their academic expertise for the benefit of the College, the community, and the profession. The Division places primary emphasis on service to the College, the Division, and the discipline. Faculty members provide service to the College and the Division through active participation and leadership in committees, councils, special projects, or duties for which the faculty member is held accountable. The nature of LCSC is such that faculty involvement in governance and administrative functions is critical to the continued health of the institution. The focus is on service and outreach contributions that demonstrate both ability and commitment to work effectively for the betterment of the institution, the profession and the general public.
- 7.4.2. Evidence and measures of quality of service activity may include, but are not limited to:
 - 7.4.2.1. Participation in the oversight and governing of LCSC community;

- 7.4.2.1.1. Service on college committees, task forces, or special groups: Membership list, description of role on the committee, contribution to projects, etc.;
- 7.4.2.1.2. Evidence of participation in volunteer activities that contribute to college: Membership list, description of role in the activity, contribution to projects, etc.;
- 7.4.2.1.3. Service on Faculty Senate or one of its governing committees: Membership list, description of role on the committee, contribution to projects, etc.;
- 7.4.2.1.4. Service as an appointed or elected administrator or head of any academic group: Membership list, description of role in the group, contribution to projects, etc.
- 7.4.2.2. Contribute to the operation and oversight of division;
 - 7.4.2.2.1. Service on Division committees: Membership list, description of role on the committee, contribution to projects, etc.;
 - 7.4.2.2.2. Evidence of participation in volunteer activities that contribute to division: Membership list, description of role in the activity, contribution to projects, etc.;
 - 7.4.2.2.3. Advising LCSC student clubs: Membership list, description of role of advising, contribution to projects, etc.
- 7.4.2.3. Service to the Profession:
 - 7.4.2.3.1. Service on committees in regional organizations related to Professional-Technical field of the applicant: Membership list, description of role on the committee, contribution to projects, etc.;
 - 7.4.2.3.2. Service as an appointed or elected officer of an academic or professional association: Description of role as an officer, contribution to projects, etc.;

- 7.4.2.3.3. Service as an organizer or leader of workshops, panels, or meetings in areas of professional competence: Description of role as organizer or leader, contribution to projects, etc.;
- 7.4.2.3.4. Professional reviews of grant proposals and manuscripts submitted to journals, professional meeting program committees, funding organizations, etc.: Description of role in this capacity, contribution to projects, etc.;
- 7.4.2.3.5. Service as session chair at conferences for panels, paper presentations, or workshops: Description of role in this capacity, contribution to projects, etc.;
- 7.4.2.4. Service to the Community:
 - 7.4.2.4.1. Service as a leader or member of a task force, committee, board or commission providing service to local, state, regional, national or international organizations: Description of role in this capacity, contribution to projects, etc.;
 - 7.4.2.4.2. Service as a leader of an organization, special interest group or society: Description of role in this capacity, contribution to projects, etc.;
 - 7.4.2.4.3. Unpaid service as a professional consultant to public or private organizations: Description of role in this capacity, contribution to projects, etc.

8. The Candidate's Promotion Portfolio

- 8.1. Personal Statement: A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on all the following functions: teaching, advising and mentoring, scholarly/creative activity, and service. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials.

Appropriate documentation and evidence should be available at the committee's request.

8.2. Current Curriculum Vita:

- Earned degrees, institutions, and dates conferred
- Primary areas of degree emphasis
- Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
- Scholarship and creative activity (including consultations, publications, special awards, research, etc.)
- Teaching loads including any administrative assignments (covering appropriate years)
- Committee assignments and contributions (covering the appropriate years)
- Current professional memberships and contributions
- Major contributions to the Division and College

8.3. Job descriptions with annual self and chair evaluation (2 years of Job descriptions with annual self and chair evaluation for Instructor to Assistant Professor, 4 years of Job Descriptions with annual self and chair evaluation for Assistant Professor to Associate Professor, 5 years of Job Descriptions with annual self and chair evaluation for Associate Professor to Full Professor.)

8.4. Peer Review evaluations (2 years of evaluations for Instructor to Assistant Professor, 4 years of evaluations for Assistant Professor to Associate Professor, 5 years of evaluations for Associate Professor to Full Professor.)

8.5. Student evaluations (2 years of evaluations for Instructor to Assistant Professor, 4 years of evaluations for Assistant Professor to Associate Professor, 5 years of evaluations for Associate Professor to Full Professor.) The results of the evaluations must be carefully weighed according to student response rate and the statements of reflection.

8.6. A representative sample current syllabus.

8.7. A representative sample of support materials for each of the areas of teaching, student advising and mentoring, scholarly/creative activity, and service as detailed in Section 6 (Levels for Promotion) and Section 5 (Activities and Applicable Measures of Quality).

All activities should be evaluated, not merely enumerated. Evidence of reflection should accompany the documentation.

- 8.8. All materials should fit within a 5 inch binder (or binders). The committee may ask for additional materials. Electronic material shall be used only for supplemental materials.