

**Technical & Industrial Division  
Promotion Evidence and Expectations  
In accordance with Promotion in Rank Policy 2.106**

**Excerpts from Promotion in Rank Policy 2.106**

**Criteria and Definitions**

A successful candidate for promotion in rank must demonstrate competence, proficiency, or excellence in 1) teaching, 2) advising and/or mentoring 3) scholarly/creative activity and professional development, and 4) service.

Promotion from Instructor to Assistant Professor (CTE only): Competence

Promotion from Assistant Professor to Associate Professor: Proficiency

Promotion from Associate Professor to Professor: Excellence

Competence: A faculty member who demonstrates competence completes 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 levels. 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 levels. An excellent faculty member has made significant contributions to the college in terms of service, and has made meaningful contributions to his/her field of study.

<b>CANDIDATE STATEMENT</b>
Includes, but is not limited to: <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></ul>

- 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 competence, proficiency, or excellence based on the definitions provided in policy, in each of the four evaluation categories.

Evidence Examples List:

- Applicants who complete tasks and fulfill duties as assigned at a minimum show competence. To achieve proficiency or excellence, 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 onus 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:** 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 or 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 vitalized teaching; ability to arouse curiosity in beginning students and to stimulate advance students; fairness in grading, through both subjective and objective considerations.

***Candidate portfolios must include the following:***

Self-Assessment of teaching effectiveness (in candidate statement)

SCE's

Peer Observation – annually

Chair Observation

***Evidence of competence, proficiency or excellence in Teaching demonstrates an active and consistent pattern of growth and contribution. It may include, but is not limited to, the following:***

1. Self-reflection of teaching practices in one course per semester.
2. Student success in subsequent courses.
3. Examples of student work
4. Formal student evaluations of teaching and reflections of these evaluations.
5. Nominations for teaching awards.
6. Receipt of teaching awards.
7. Independent studies: List of students' names and titles of their projects, examples of student work, indication of quality or projects.

8. Senior projects: List of students' names and titles of their projects, examples of student work, indication of quality of projects.
9. Examples of course materials, e.g. syllabi, handouts.
10. Development of teaching materials and new activities.
11. Examples of innovative materials
12. Collaborations with other faculty members in development of new activities.
13. Demonstrated effectiveness as a team member where the team approach to instruction is used.
14. Piloting of new activities and evaluation of their efficacy.
15. Development of courses; Syllabi, proposals, outlines.
16. Development of curricula; Proposal, 2-year plans, degree plans.
17. Teaching competency as determined by the Division Chair
18. Participation in professional development activities associated with teaching as well as discipline specific activities.
19. Teaches appropriate and approved curriculum
20. Other evidence related to teaching

**Advising and/or Mentoring:** 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 appropriated counseling, when necessary.

***Candidate portfolios must include the following:***

Self-Assessment of advising and/or mentoring (in candidate statement)

Number of advisees served per semester

***Evidence of competence in Advising and/or Mentoring will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:***

1. Participating in college and division advising sessions (STAR, Discovery day, Ready LC, LC Connection).
2. Participating in workshops to increase advising ability
3. Mentoring students in their Proposal Writing and Senior Project Activities.
4. Mentoring students in their Directed Studies or Practicum activities.
5. Other evidence related to advising and/or mentoring

**Scholarly/Creative Activities and/or Professional Development:** 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.

***Candidate portfolios must include the following:***

Self-Assessment of scholarly/creative activity and professional development (in candidate statement)

***Evidence of competence in Scholarly/Creative Activity and Professional Development will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:***

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.
2. Research and/or publication in faculty's discipline.
3. Work with industry partners to ensure relevant and timely information is being taught. Staying relevant and current in one's discipline is paramount for our instructors.
4. Submission of grant proposals. Proposals may be for participation for conferences, equipment, or anything that will benefit the program.
5. 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.
6. Participation in return-to-industry activities and observation and/or assistance with local and industry procedures. This documentation must include a brief report of what was learned or how the information gained has helped in teaching or research efforts.
7. Ensuring currency of knowledge through industry literature. Must maintain industry journal subscriptions to be available to students.
8. Completion of approved college course(s) to attain and maintain Idaho Career & Technical Education Credentials. Documentation in faculty VITA.
9. Networking with professional and/or industry colleagues. This is documented in advisory committee meetings/gathering as well as through email correspondence.

**Service:** 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.

***Candidate portfolios must include the following:***

Self-Assessment of service (in candidate statement)

Demonstration of collegiality with division faculty and staff, and other members of college community

***Evidence of competency in Service will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an active and consistent pattern of growth and contribution. They may include, but are not limited to, the following:***

Participation in the oversight and governing of LCSC community;

1. Service on college committees, task forces, or special groups: Membership list, description of role on the committee, contribution to projects, etc.
2. Evidence of participation in volunteer activities that contribute to college: Membership list, description of role in the activity, contribution to projects, etc.
3. Service on Faculty Senate or one of its governing committees: Membership list, description of role on the committee, contribution to projects, etc.
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.

Contribute to the operation and oversight of division:

1. Service on Division committees: Membership list, description of role on the committee, contribution to projects, etc.

2. Evidence of participation in volunteer activities that contribute to division: Membership list, description of role in the activity, contribution to projects, etc.
3. Advising LCSC student clubs: Membership list, description of role of advising, contribution to projects, etc.

Service to the Profession:

1. Service on committees in regional organizations related to Career-technical field of the applicant: Membership list, description of role on the committee, contribution to projects, etc.
2. Service as an appointed or elected officer of an academic or professional association: Description of role as an officer, contribution to projects, etc.
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.
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 project, etc.
5. Service as session chair at conferences for panels, paper presentations, or workshops: Description of role in this capacity, contribution to projects, etc.

Service to the Community:

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.
2. Service as a leader of an organization, special interest group or society: Description of role in this capacity, contribution to projects, etc.
3. Unpaid service as a professional consultant to public or private organizations: Description of role in this capacity, contribution to projects, etc.

Other evidence related to service