College of Technology Promotion Policy and Procedures for Clinical Faculty

COT Rank and Promotion Committee
2/28/2020
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I. Introduction

A. Standards and Evaluation Criteria

1. **College of Technology Years of Service**: Candidates are required to complete 3 academic years of service in their current rank within the College of Technology (COT) to be eligible to apply for Rank and Promotion. Candidates must submit a minimum of 3 academic years’ worth of materials in defense of their service and achievements. Materials older than 3 academic years may be submitted if the items have not been previously submitted.

2. **Standards and Evaluation Criteria**: Standards and Evaluation Criteria are used to operationally define the qualifications expected for appointment or promotion of clinical faculty in the COT. These standards are to be used in conjunction with the Idaho State University Policies and Procedures; Academic Affairs, Promotion and Tenure. All promotion guidelines within the COT must be consistent with these general ISU guidelines.

   These standards and criteria will aid the Candidates in preparing supportive materials to demonstrate that they meet the standards in their past performances in teaching, professional service, and creative scholarly activity. A Candidate will be expected to meet or exceed the standards and criteria in all areas of a particular rank before promotion to that rank is recommended. It is expected that the applicant demonstrates a consistent performance and participation over the evaluation period in question. Additionally, these guidelines will promote consistent application of evaluation procedures during consideration of all Candidates for promotion. Recommendations relative to promotion must include, but are not restricted to, consideration of the standards and criteria listed below in Sections II, III, and IV of this document.

3. **Narrative Criteria**: It is expected that Candidates will provide a narrative for any illustrations, media, or portfolio components requiring explanation. Sufficient to explain to someone outside of the field or discipline.

4. **Clinical Promotion Pathway**: Clinical faculty at Idaho State University (ISU) hold non-tenure track positions. Clinical faculty positions at ISU are found in programs offering degrees in the health, education, and career-technical professions. While they may not hold advanced degrees, all clinical faculty at the College of Technology hold required professional certifications issued by the Idaho Division of Career and Technical Education (CTE). Their primary role is to teach, though some COT clinical faculty also provide additional technical services in their workshops and laboratories. Clinical
faculty are contracted ISU employees who hold all the rights and responsibilities associated with faculty status. While clinical faculty are not eligible for tenure status, they may progress in faculty rank. Progression in rank is dependent on accomplishments in teaching, service, creative and scholarly activity and leadership. Also, Candidates must show a consistent rigor, performance, and participation in the evaluation period.

B. Teaching and Competence in the Field

1. Effective Teaching: An essential component for promotion is the ability to teach effectively. Some elements for assessing teaching effectiveness are addressed in Section III, Evaluation Criteria, of this document. Teaching effectiveness also implies a level of competence in the field which is addressed in Section III of this document.

C. Professional Service

1. University Service: Service on university committees as well as other related university service are also a consideration for promotion. The quality and variety of service should be considered when evaluating a Candidate’s accomplishments in this area (refer to Section III).

2. Community Service: The scope of the university’s and college’s activities and nature of career and technical education makes it necessary for faculty to engage in many activities outside traditional university functions. Community service could include aspects of extramural service to schools, industry, and local organizations that are professionally related (refer to Section III).

D. Creative and Scholarly Activity

1. Scholarly Attainments: All members of the faculty should demonstrate scholarly ability and attainments. Their qualifications shall be evaluated on the quality of work, range and variety of the intellectual interests, and ongoing contribution to clinical practice and training setting (refer to Section III).

E. Intellectual, Clinical, Administrative, and Professional Leadership

1. Significant Contributions: Faculty applying for the rank of Clinical Professor are expected to demonstrate significant contributions in terms of leadership at the program, department, college, and/or university level (refer to Section III).
F. Participation in the Rank and Promotion Committee Process

1. Committee Participation: It is expected that all COT faculty members who hold, and/or are applying for Rank and Promotion (R&P) will serve as ad hoc members of promotion review subcommittees established through the Rank and Promotion Committee of the College Executive Committee. Faculty will be systematically rotated through the R&P committee pool. Active participation in the R&P committee is mandatory if faculty members wish to be considered for future promotions. Accommodations will be offered on a case by case basis for individuals with excessive workload responsibilities.

II. Standards for Promotion in the Clinical Rank

A. Clinical Promotion Pathway CTE Certification Requirements

- Instructor
  - Limited CTE Certification

- Clinical Instructor
  - Standard CTE Certification
  - Completion of 12 credits

- Clinical Senior Instructor
  - Advanced CTE Certification
  - Completion of additional 18 credits

- Clinical Assistant Professor
  - Advanced CTE Certification
  - Bachelors degree

- Clinical Associate Professor
  - Advanced CTE Certification
  - Bachelors degree

- Clinical Professor
  - Advanced CTE Certification
  - Masters or Doctoral degree
B. Instructor (Limited CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Appropriate degree held for field and/or profession.
   b. Instructors must be able to acquire a Limited Occupational Specialist Certificate issued by the State of Idaho within one year of hire. Additionally, Instructors are expected to acquire the Standard Occupational Specialist Certificate within academic years of initial hire.
   c. Where required, the applicant shall maintain appropriate certification/licensure/registration in field of clinical instruction.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field and an interest in, and capacity for, teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning
   b. Demonstrated interest in the welfare of the career-technical professions

4. Creative Scholarly Activity (optional)
   a. Evidence of ongoing creative scholarly activity

C. Clinical Instructor (Standard CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Appropriate degree held for field and/or profession.
   b. Applicants must possess a Standard Occupational Specialist Certificate prior to advancement to this rank with a minimum of 3 academic years of COT teaching experience as an Instructor.
   c. Where required, the applicant shall maintain appropriate certification/licensure/registration in field of clinical instruction.
   d. Applicants are required to have a minimum of “Meets Expectations” on all Annual/Performance Evaluations over the last 3 academic years.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field, an interest in, and capacity for teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning
b. Demonstrated interest in the welfare of the career-technical professions

4. Creative Scholarly Activity (optional)
   a. Evidence of ongoing creative scholarly activity

D. Clinical Senior Instructor (Advanced CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Applicants must possess an Advanced Occupational Specialist Certificate prior to advancement to this rank with a minimum of 3 academic years of COT teaching experience as a Clinical Instructor.
   b. Good scholarship (such as grades of courses taken for Advanced Certification) as reflected by academic record.
   c. Where required, the applicant shall maintain appropriate certification, licensure, or registration in field of clinical instruction.
   d. Applicants are required to have a minimum of one “Above Expectations” or “Exceptional” on all Annual/Performance Evaluations with the rest rated at least “Meets Expectations” over the last 3 academic years.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field, an interest in, and capacity for teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning.
   b. Demonstrated interest in the welfare of the career-technical professions.

4. Creative Scholarly Activity
   a. Evidence of ongoing creative scholarly activity.

DI. Clinical Assistant Professor (Advanced CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Minimum of Bachelor’s degree held in field and/or related profession.
   b. Applicants must possess an Advanced Occupational Specialist Certificate issued by the State of Idaho.
   c. Where required, the applicant shall maintain appropriate certification, licensure, or registration in field of clinical instruction.
   d. Good scholarship as reflected by academic record. Transcripts of current work may be evaluated.
   e. Minimum of 3 academic years of COT teaching experience as a Clinical Senior Instructor.
f. Applicants are required to have a minimum of two (2) “Above Expectations” or “Exceptional” or combination of on Annual/Performance Evaluations with the other rated at least “Meets Expectations” over the last 3 academic years.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field.
   b. Demonstrated interest and capacity for teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning.
   b. Demonstrated interest in the welfare of the career-technical professions.

4. Creative Scholarly Activity
   a. Evidence of ongoing creative scholarly activity.

F. Clinical Associate Professor (Advanced CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Minimum of Bachelor’s degree in field or related profession.
   b. Applicants must possess an Advanced Occupational Specialist Certificate (or higher) issued by the State of Idaho.
   c. Where required, the applicant shall maintain appropriate certification/licensure/registration in field of clinical instruction.
   d. Good scholarship as reflected by academic record. Transcripts of current work may be evaluated.
   e. Minimum of 3 academic years of COT teaching experience as a Clinical Assistant Professor.
   f. Applicants are required to have a minimum of two (2) “Above Expectations” or “Exceptional” or combination of on Annual/Performance Evaluations with the other rated at least “Meets Expectations” over the last 3 academic years.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field.
   b. Demonstrated interest in and capacity for teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning.
   b. Demonstrated interest in the welfare of the career-technical professions and/or volunteer work in the community.

4. Creative Scholarly Activity
a. Evidence of ongoing creative scholarly activity.

G. Clinical Professor (Advanced CTE Certification)

1. Academic, Performance, and Length of Service Requirements
   a. Minimum of Master’s degree in field or related profession.
   b. Applicants must possess an Advanced Occupational Specialist Certificate (or higher) issued by the State of Idaho.
   c. Where required, the applicant shall maintain appropriate certification/licensure/registration in field of clinical instruction.
   d. Good scholarship as reflected by academic record. Transcripts of current graduate or post-graduate work may be evaluated.
   e. Minimum of 3 academic years of COT teaching experience as a Clinical Associate Professor.
   f. Applicants are required to have a minimum of two (2) “Above Expectations” or “Exceptional” or combination of on Annual/Performance Evaluations with the other rated at least “Meets Expectations” over the last 3 academic years.

2. Teaching and Competence in the Field
   a. Demonstrated competence in the field.
   b. Demonstrated interest in and capacity for teaching.

3. Professional Service
   a. Demonstrated interest in the welfare of the institutions of higher learning.
   b. Demonstrated interest in the welfare of the career-technical professions and/or volunteer work in the community.

4. Creative Scholarly Activity
   a. Evidence of ongoing creative scholarly activity.

5. Intellectual and Clinical Leadership
   a. Evidence of intellectual leadership as defined by the Candidate’s individual program and the criteria listed in Section III.

III. Evaluation Criteria

A. Standards and Burden of Proof

1. Burden of Proof: The Evaluation Criteria will be applied to the Standards for Promotion in Clinical Rank (Section II). Only those criteria that apply to the promotional rank being considered
will be utilized in the review. Prior to promotion, the burden of proving worth rests with the Candidate. The Candidate must demonstrate their experience related to the criteria listed in this document in the form of an online portfolio, as outlined in Appendix A and B of this document.

B. Promotional Consideration

1. Rigor: Consideration for promotion is based on consistent participation, improvement, and rigor, as determined by the promotion level in which the Candidate is applying. The specific details and content for completion of the portfolio are outlined in the Instructor and Professor Content Checklist and Rating forms in Appendix A and B respectively. These forms outline the specific elements that must be documented in the portfolio review.

C. Academic and Length of Service Requirements

1. Required Degree: As a chief academic officer of the university, the Dean will have ensured that the Candidate’s education and/or degree obtained is the degree required for certification/licensure/registration in the field and/or profession.
2. Good Scholarship: As reflected in academic record, transcripts of current work might be evaluated. Additionally, any other documentation reflecting good scholarship intended for review by the CEC may be considered.
3. Length of Service Requirements: Three (3) completed academic years of teaching experience at the Candidate’s current rank at the COT is required prior to applying for Rank and Promotion.
4. Length of Service Special Request: Any deviation of time in rank requirements must be approved by the applicant’s Department Chair, Dean, and Provost. Such a request must be accompanied by evidence to warrant such a deviation.

D. Teaching and Competence in the Field

1. Demonstrated Competence: As per the Idaho State University College of Technology Faculty Professional Duties and Responsibilities document (Section A), part of a faculty’s compensated contractual duties include teaching and competence in the assigned field of instruction. Evidence of ongoing excellence in the provision of instructional activity will be expected to be articulated in the applicant’s online portfolio. Demonstrated competence in the field may be articulated by, but is not limited to, the following examples:
   a. Annual faculty performance evaluations for the past academic years being considered.
   b. Summary of actual student evaluations of the faculty member for the academic years being
considered for all courses taught.
c. Feedback (informal and formal letters) from tenured and non-tenured faculty and administrators from within and outside the program when appropriate.
d. Evidence of honors and/or awards.
e. Significant administrative and/or teaching assignments within and outside the program (professional consulting or practice could also be considered); evidence through support letters or evaluation mechanisms could be provided.
f. Examples of any work demonstrating competence in the field.
g. Evidence of workshops or teaching conducted in a community setting.
h. Evidence of industry expertise and competence.
i. Peer evaluations (classroom observations).

E. Professional Service

1. Professional Service: As per the Idaho State University College of Technology Faculty Professional Duties and Responsibilities document (Section B.4), part of a faculty’s compensated contractual duties include “[s]erve on Department, College and University committees/boards and/or participate in other professional service activities including co-curricular activities such as student organizations.” Evidence of ongoing creative scholarly activity and/or program development will be expected to be articulated in the applicant’s portfolio. There are a variety of activities that constitute professional service for clinical faculty. The activities listed below are not meant to be all inclusive. Applicants should work with their department chairs to determine how these activities fit into faculty workloads. Professional service activities include, but are not limited to:
   a. Demonstrated interest in the welfare of institutions of higher learning by evidence of:
      1) Department, unit, division, or university committee assignments with committee status (member, chairperson, secretary, subcommittee) and performance.
      2) Related volunteer service in the Candidate’s area of expertise.
      3) Pertinent consulting activity.
      4) Pertinent community service relating to the interest of the university.
   b. Demonstrated interest in the welfare of the career-technical professions by evidence of:
      1) Involvement in professional associations.
2) Coordination of community service projects related to the Candidates’ career and technical profession.

3) Volunteer service (presentation and participation) in community projects.

4) Voluntary or mandated clinical practice in respective field.

F. Creative Scholarly Activity

1. Creative and Scholarly Activity: As per the Idaho State University College of Technology Faculty Professional Duties and Responsibilities document (Section B.4), part of a faculty’s compensated contractual duties include “[e]ngage in research/scholarship/creative activity or program development activities as appropriate to one’s assigned workload.” Evidence of ongoing creative scholarly activity and/or program development will be expected to be articulated in the applicant’s online portfolio. There are a variety of activities that constitute creative scholarly activity for the clinical faculty. The activities listed below are not meant to be all inclusive. Applicants should work with their department chairs to determine how these activities fit into faculty workloads. Because of the workloads assigned to COT faculty, the quantity and scope of creative activities and/or program development activities are less than those expected of academic tenure track faculty. In the College of Technology, creative and scholarly activity should primarily be evidenced by participation in external professional activities intended to retain industry relevance, trends, and standards. Other relevant creative scholarly activities can include, but are not limited to:

   a. Formal program development or curriculum design, development, and/or innovations that result in UCC proposals, with the exception of minor catalog changes.

   b. Scholarship of teaching and learning: “a type of scholarship in which faculty study the impact of their own teaching practice on student learning, respond to the results, and disseminate their findings” (Hughes, 2009, p. 1). Examples of this scholarship would require the identification of a problem within your course, curriculum, or program which leads to an experimental treatment, practice, or instructional design which can be displayed or disseminated at the college level or higher.

   c. Development of significant instructional materials or resources (especially if copyrighted).

   d. Ongoing media or marketing activities that enhance the reputation and
identity of COT programs and departments, COT, and/or CTE.
e. Participation in peer review activities.
f. Grant activities.
g. Publication in industry professional media, e.g. periodicals, online, and other formats.
h. Oral presentations at a professional meeting.
i. Scholarship of CTE: Career-Technical practices, discoveries, or innovations within a course, curriculum, or program which leads to a treatment, practice, or process which can be displayed or disseminated at the college level or higher.
j. Description of participation in national/regional industry-related advisory councils/associations and/or related activities such as workshops, conferences (offices held, special interest/working groups, committees, etc.).
k. Documentation of back-to-industry activities.
l. Documentation of professional development activities that contribute to curriculum and/or program development or college-industry relationships.

G. Intellectual, Clinical, Administrative, and Professional Leadership

1. Leadership Examples: Evidence of leadership as defined by criteria required by the Candidate’s individual program. This can be obtained by the following examples:
   a. assistance in development of peers, other faculty members, and/or administrators.
   b. Administrative assignments and/or positions (e.g., program or faculty coordinator).
   c. Special appointments (e.g., special task forces, committee assignments or responsibilities to which the Candidate was appointed or elected based upon expertise).
   d. Clinical, educational, and/or professional contributions at the state, regional and national levels.

IV. Promotion Review Process

A. Electronic Portfolio Submission

1. Electronic Portfolio: In order to appraise a Candidate’s qualifications and accomplishments for promotion, the Candidate must submit an electronic portfolio on the Box system. This should include a copy of the ISU Promotion and Tenure Application located on the Academic Affairs Website under Faculty Support, https://www.isu.edu/academicaffairs/faculty-support/. The specific content of the promotion portfolio is outlined in Appendix A, B, and C. Once an online
portfolio has been submitted, it may not be removed from the Box system or modified.

2. **Review Process**: Shortly after the submission deadline, the portfolio review will begin. The Department Chair will assemble the Department Review Committees for each rank being sought. Department Review Committee members will be comprised of at least (3) faculty from the Candidate’s department and hold an equal or higher rank than the Candidate’s rank being sought. Whenever possible, one (1) previous student from the candidate’s program will also be on the Department Review Committee. The Department Review Committee and Department Chair review the portfolio and each submit a review report. The Candidate then has the opportunity to reply to the reports within five (5) working days. The portfolio is then made available to the College Executive Council for review/voting. If a Candidate for promotion is on the College Executive Council, they will be excused while their portfolio is evaluated/voted upon. Once this is done, the portfolios are sent to the Dean of the College of Technology for the final COT review/report process. Note, as the portfolio is moved through the review process, the appropriate department or college level administrative assistant will need to give/rescind the rights to the Box portfolios at each level. The chair of the Rank and Promotion committee will be involved with all levels of the promotion process. Because of this, it is recommended that the chair of the Rank and Promotion Committee be a nonvoting member of the process in order to maintain neutrality. Upon completion of the review by the CEC, all Box portfolios will be left in the control of the Dean’s office. The Dean will evaluate the portfolios and the department level and CEC recommendations. The Dean will then submit final recommendations to the Academic Vice President. The Candidate again has five (5) working days to respond to the Dean’s report. The Academic Vice President will then make recommendations to the President, who will make recommendations to the State Board of Education at an appropriate meeting. Please refer to the Review Process Timeline in Appendix F, ISU Promotion/P&T Online Submission Guidelines.

**B. Denials and Appeals**

1. **Denials and Appeals Process**: Once completed and presented for final review, the portfolio may not be amended or altered. However, in the instance a document is included without the Candidate's knowledge, the Candidate must be provided the opportunity to review those materials/documents. The Candidate will have five (5) working days to reply or respond to the discrepancies in writing. If a faculty member is denied a recommendation for promotion internally
(within ISU), the Candidate will be notified of the denial at the time of the denial with an explanation. Appeals will be handled within the Candidate’s Department and the COT and in accordance with ISU policies and procedures. Refer to the ISU P&T Faculty Response document, for the opportunity to respond to the ratings and recommendations of the Department Review Committee, Department Chair, CEC, and COT Dean’s reports. Any faculty member who wishes to file grievance with the denying authority may do so within the confines of the ISU Grievance Policy.

V. Evaluation Criterion Compliance

The promotion submissions must be in compliance with the regulations of the Idaho State University Policy: Promotion and Tenure (ISUPP #4020). Evaluations must also comply with the COT Promotion Policy and Procedures for Clinical Faculty. The portfolio content and evaluation forms can be found in Appendices A, B, and F.

VI. Procedure

A. Candidate Notification and Timeline

1. Candidate Identification: The Dean, Associate Dean, Department Chair, and Program Director must make inquiries to determine clinical faculty members who may be seeking promotion. Copies of the COT Promotion Policy and Procedures for Clinical Faculty will be made available to all Candidates seeking promotion.

2. Candidate Permissions: All Candidates must submit permission for the review of all submitted materials using the ISU Tenure and Promotion Application Form. Permission to review the materials must be granted to the Dean, the CEC, and any required members of the faculty, administration, or committee of the Department, Program, School, and/or College.

f. All Candidates’ materials will be provided to the Dean’s office for review and recommendation by the CEC prior to the Dean’s submission of recommendation to the Office of Academic Affairs.

3. Clinical Faculty Notification: The Dean must notify all clinical faculty in the COT of the approximate calendar for preparing and submitting materials for review. This notification must occur at least eight (8) weeks prior to the deadline for submission of materials to the COT Dean.
4. *Timeline*: The clinical promotion process will include the following steps according to the established timeline by Academic Affairs, the Rank and Promotion Committee, and the College Administrator Assistant.

a. Candidates submit an Intent to Apply form in the spring prior to the same year fall submission of their portfolio.

b. Candidates are notified of the promotion process deadlines for submission of their portfolio and application to the Box System. (Appendix F)

c. Candidates submit materials according to the format dictated by the Office of Academic Affairs for departmental and college review in the fall semester.

d. Department Review Committee reviews Candidate’s materials and submits report to Department’s Administrative Assistant according to the established guidelines for promotion.

e. Department Chair reviews materials and submits a report and letter of recommendation to the Department Administrative Assistant.

f. Candidates will have five (5) working days to respond to the department level reports using the faculty response form.

g. Candidate’s materials are then presented to the CEC for review and the report is submitted to the College Administrative Assistant.

h. Candidate’s materials are then reviewed by the Dean. The Dean’s review report is uploaded by the College Administrative Assistant at the beginning of the spring semester.

i. Faculty will have five (5) working days to respond to the CEC and the Dean’s review report using the faculty response form in the beginning of the spring semester.

j. Academic Affairs reviews the Candidate’s materials during the spring semester.

k. The State Board of Education will review the University’s findings and approve/disapprove of rank and promotion during the summer.

**B. Rank and Promotion Policy Revisions**

1. *Revision Guidelines*: Revisions to the COT Promotion Policy and Procedures for Clinical Faculty will be addressed as described in the COT Policy and Procedures. Any proposed changes to this document will take effect at the beginning of the next fiscal year after approval, and will be applied at that time.
### Appendix A Clinical Instructor Guidelines

#### Clinical Instructor Guidelines

**Portfolio Content Checklist**

<table>
<thead>
<tr>
<th>Marked Complete</th>
<th>Box Folder Destination: Subfolder 1 “COT-Your Name, Sub-subfolder “Application Documents”</th>
<th>I. Qualifications Summary: Sequence the required documentation for the Qualifications Summary in the order listed below:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Promotion Recommendation Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. ISU Tenure and Promotion Application (form found on COT Faculty webpage or on Academic Affairs Faculty Support webpage)</td>
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</tr>
<tr>
<td></td>
<td>C. Letter of Application (on ISU letterhead), that indicates:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Rank requested</td>
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</tr>
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<td></td>
<td>2. Current rank and date attained</td>
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<tr>
<td></td>
<td>3. Date of hire as full time instructor (can include emergency hire time), minimum 3 academic years of service required for promotion to Clinical Instructor (CI). Faculty may apply for Clinical Senior Instructor (CSI) after three academic years at the CI level.</td>
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</tr>
<tr>
<td></td>
<td>4. History of ranks held at ISU (if applicable)</td>
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<td></td>
<td>5. Signature</td>
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<tr>
<td></td>
<td>D. Curriculum Vitae (CV) in the order listed below. Data should be presented in reverse chronological order (current appointment first). (See Appendix C )</td>
<td></td>
</tr>
<tr>
<td>Subfolder 1 “COT-Your Name-Promotion Application” Stand-alone FILE</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>1. Contact Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Full Name</td>
<td></td>
<td></td>
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<tr>
<td>b. Contact Address</td>
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<td></td>
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<tr>
<td>c. Telephone Numbers (work and home)</td>
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<td></td>
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<tr>
<td>d. ISU E-mail address</td>
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<tr>
<td>6. Education</td>
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<tr>
<td>a. Date of Graduation</td>
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<tr>
<td>b. Institution</td>
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<td></td>
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<tr>
<td>c. Diploma/Degree/Certificate</td>
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<tr>
<td>7. Professional Experience - Education</td>
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<td></td>
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<tr>
<td>a. Dates of Employment</td>
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<td>b. Institution</td>
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<tr>
<td>c. Position</td>
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<tr>
<td>8. Other Relevant Employment - Including each the following:</td>
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<td></td>
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<tr>
<td>a. Dates of Employment</td>
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<tr>
<td>b. Employer</td>
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<tr>
<td>c. Job Title</td>
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<tr>
<td>d. Duties &amp; Responsibilities</td>
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<tr>
<td>9. Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Service to Idaho State University/College/Department</td>
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<td></td>
</tr>
<tr>
<td>b. Service to the discipline (including professional organizations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Service to community in a professional capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Other service activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching” and/or Subfolder 3 “Research-Scholarly and Creative Work”</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Professional Development - List all professional development activities during the previous three academic years.</td>
</tr>
<tr>
<td>F. Other Professional Achievements - List all special recognitions, achievements, honors, awards, certifications, etc. during the previous three academic years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching” Stand-alone FILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Copy of current State of Idaho issued teaching certificate:</td>
</tr>
<tr>
<td>Clinical Instructor must possess Standard CTE Certification</td>
</tr>
<tr>
<td>Clinical Senior Instructor must possess Advanced CTE</td>
</tr>
</tbody>
</table>
| Subfolder 1 “COT-Your Name-Promotion Application, Sub-subfolder “Annual Evaluations” | A. All Annual Performance Evaluations and/or Periodic Performance Review documents received during the last three academic years.  
| | o To apply for Clinical Instructor, the Candidate must have a minimum of “Meets Expectations” on all Performance Evaluations.  
| | o To apply for Clinical Senior Instructor, the applicant must have at least one rating as either as an “Above Expectations” or an Exceptional rating on Performance Evaluations with the remainder as a minimum of “Meets Expectations”.  
| | o Applicants will not advance if any Performance Evaluations are rated as “Needs Improvement”.  
| Subfolder 2 “Teaching”, Sub-subfolder “Course Evaluations” | B. Peer evaluations (classroom observations) completed during the last three academic years (Minimum of 2)  
| Subfolder 2 “Teaching” Stand-alone FILE(S) and/or Subfolder 3 “Research-Scholarly and Creative Work” | C. Summary narrative and aggregate scores of Student Evaluations for courses taught during the last three academic years. Please provide a narrative for areas that needed improvement and remediation taken.  
| Subfolder 2 “Teaching” Stand-alone FILE(S) and/or Subfolder 3 “Research-Scholarly and Creative Work” | D. Examples of creative or innovative course materials or methods of delivery that showcase teaching effectiveness. Applicant must demonstrate positive trend in activity and achievement.  
| Subfolder 2 “Teaching” Stand-alone FILE | E. Copy of any specialized certificates required to teach in field.  

II. Letters of Support: Include the following letters in the order listed:  

Subfolder 2 “Teaching” Stand-alone FILES  

A. Minimum of (2) peer (faculty level) letters of support. These letters should be from colleagues who have directly observed the Candidate's teaching effectiveness.

III. Teaching and Competence in the field: Please include the following documentation in support of teaching and competence in the field:

Subfolder 2 “Teaching”, Sub-subfolder “Course Evaluations”  

A. Minimum of (2) peer (faculty level) letters of support. These letters should be from colleagues who have directly observed the Candidate's teaching effectiveness.

Subfolder 2 “Teaching” Stand-alone FILE(S) and/or Subfolder 3 “Research-Scholarly and Creative Work”  

A. Copies of relevant academic transcripts (unofficial copies will be accepted)
<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching”, folder placement as indicated by document content</th>
<th>F. Any other documents that may support teaching effectiveness.</th>
</tr>
</thead>
</table>
| IV. Professional Service: Please include the following documentation in support of professional service: NOTE:  
  ○ Clinical Instructor applicants must demonstrate at least 1 out of 3 academic years of participations during the evaluations period.  
  ○ Clinical Senior Instructor applicants must demonstrate at least 2 out of 3 academic years of participation during the evaluation period. |  
Demonstrated interest in the welfare of institutions of higher learning by evidence of:  
A. Department, unit, division, or university committee assignment with committee status (member, chairperson, secretary, subcommittee) and performance.  
B. Membership in professional association(s)  
C. Related volunteer service in the Candidate’s area of expertise. Service can include:  
  ○ Coordination of community service projects related to individual’s career technical profession.  
  ○ Volunteer service (presentation and/or participation) in community projects.  
D. Pertinent consulting activity.  
E. Pertinent service relating to the interest of the university or community. |
V. Creative Scholarly Activity: Activities should be organized and presented by academic year, with evidence of ongoing activity taking place over the required evaluation period:

*NOTE: The activities listed below are not meant to be all inclusive. Applicants should work with their department chairs to determine how these activities fit into faculty workloads. In the College of Technology, creative and scholarly activity should primarily be evidenced by participation in external professional activities intended to retain industry relevance, trends, and standards. Activities should not be presented as meeting more than one criterion or category for the same calendar year.*

- **Clinical Instructor applicants** must demonstrate at least 1 out of 3 academic years of active participation during the evaluation period in Creative and Scholarly Activity.
- **Clinical Senior Instructor applicants** must demonstrate at least 2 out of 3 academic years of active participation during the evaluation period in Creative and Scholarly Activity.

Relevant creative scholarly activities can include, but are not limited to:

<table>
<thead>
<tr>
<th>Subfolder 3 “Research-Scholarly and Creative Work” and/or Subfolder 2 “Teaching”, folder placement as indicated by document content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Formal program development or curriculum design, development, and/or innovations that result in University Curriculum Council (UCC) proposals, with the exception of minor catalog changes.</td>
</tr>
<tr>
<td>B. Scholarship of teaching and learning: “a type of scholarship in which faculty study the impact of their own teaching practice on student learning, respond to the results, and disseminate their findings” (Hughes, 2009, p. 1). Examples of this indicator would require the identification of a problem within your course, curriculum, or program which leads to an experimental treatment, practice, or instructional design which can be displayed or disseminated at the college level or higher.</td>
</tr>
<tr>
<td>C. Development of significant instructional materials, resources or activities (especially if copyrighted).</td>
</tr>
<tr>
<td>D. Ongoing media, marketing, and/or outreach activities that enhance the reputation and identity of COT programs and departments, COT, and/or CTE.</td>
</tr>
<tr>
<td>E. Participation in peer review activities.</td>
</tr>
<tr>
<td>F. Grant activities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>G.</td>
</tr>
<tr>
<td>H.</td>
</tr>
<tr>
<td>I.</td>
</tr>
<tr>
<td>J.</td>
</tr>
<tr>
<td>K.</td>
</tr>
<tr>
<td>L.</td>
</tr>
<tr>
<td>M.</td>
</tr>
</tbody>
</table>

**VI. Intellectual, Clinical, Administrative and Professional Leadership:**

**NOTE:** For applicants other than Clinical Professor this section is optional and may be included.

Applicants should provide evidence of leadership experience, including but not limited to:

- **A.** Assistance in development of peers, other faculty members, and/or administrators.
- **B.** Administrative assignments and/or positions (e.g., program or faculty coordinator).
- **C.** Special appointments (e.g., special task forces, committee assignments or responsibilities to which the Candidate was appointed or elected based upon expertise).
- **D.** Clinical, educational, and/or professional contributions at the state, regional and national levels.
Appendix B Clinical Professor Guidelines

<table>
<thead>
<tr>
<th>Marked Complete</th>
<th>Box Folder Destination:</th>
<th>I. Qualifications Summary: Sequence the required documentation for the Qualifications Summary in the order listed below:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subfolder 1 “COT-Your Name, Sub-subfolder “Application Documents”</td>
<td>A. Promotion Recommendation Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. ISU Tenure and Promotion Application (form found on COT Faculty webpage or on Academic Affairs Faculty Support webpage)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Letter of Application on ISU letterhead, that indicates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Rank requested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Current rank and date attained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Date of hire as full time instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. History of ranks held at ISU (if applicable)</td>
</tr>
</tbody>
</table>
D. Curriculum Vitae (CV) in the order listed below. Data should be presented in reverse chronological order (current appointment first). (See Appendix C for an example)

1. Contact Details
   a. Full Name
   b. Contact Address
   c. Telephone Numbers (work and home)
   d. ISU E-mail address

2. Education:
   a. Clinical Assistant/Associate Professor - minimum Bachelor’s degree
   b. Clinical Professor - minimum: Master’s degree
      1) Date of Graduation
      2) Institution
      3) Diploma/Degree

3. Professional Experience - Education
   a. Dates of Employment
   b. Institution
   c. Position

4. Other Relevant Employment - Including for each the following:
   a. Dates of Employment
   b. Employer
   c. Job Title
   d. Duties & Responsibilities
<table>
<thead>
<tr>
<th><strong>5. Service</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Service to Idaho State University/College/Department</td>
<td></td>
</tr>
<tr>
<td>b. Service to the discipline (including professional organizations)</td>
<td></td>
</tr>
<tr>
<td>c. Service to community in a professional capacity</td>
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</tr>
<tr>
<td>d. Other service activity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching” and/or Subfolder 3 “Research-Scholarly and Creative Work”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Professional Development - List all professional development activities during the previous three academic years.</td>
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</tr>
<tr>
<td>F. Other Professional Achievements - List all special recognitions, achievements, honors, awards, certifications, etc. during the previous three academic years.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching” Stand-alone FILE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Copy of current State of Idaho issued <em>Advanced</em> Occupational Specialist Certification</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching” Stand-alone FILE(S) and/or Subfolder 3 “Research-Scholarly and Creative Work”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Copies of relevant academic transcripts (unofficial copies will be accepted)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Letters of Support:</strong> Include the following letters in the order listed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subfolder 2 “Teaching” Stand-alone FILES</td>
<td></td>
</tr>
<tr>
<td>A. Minimum of 3 letters of support. Of which (2) letter(s) are from peers who have directly observed teaching effectiveness and (1) letter from a Colleague/Industry Representative outside of the applicant’s department.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>III. Teaching and Competence in the field:</strong> Please include the following documentation in support of teaching and competence in the field:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subfolder 1 “COT-Your Name-Promotion Application, Sub-subfolder “Annual Evaluations”</td>
<td></td>
</tr>
</tbody>
</table>
| A. All Annual Performance Evaluations and/or Periodic Performance Review documents received during the last three academic years. (No ‘Needs Improvement’ rankings on previous 3 academic years’ evaluations.).  
  o Must have a minimum of (2) Exceeds Expectations. Applicant must demonstrate 3-year trend in activity and achievement.  
  o Applicants will not advance if any Performance Evaluations are rated as “Needs Improvement”. |  |
<table>
<thead>
<tr>
<th>Subfolder 2 “Teaching”, Sub-subfolder “Course Evaluations”</th>
<th>B. Peer evaluations (classroom observations) completed during the last three academic years (Minimum of 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subfolder 2 “Teaching” Stand-alone FILE(S) and/or Subfolder 3 “Research-Scholarly and Creative Work”</td>
<td>C. Summary narrative and numerical semester averages of student evaluations for courses taught during the last three academic years. Please describe aggregate scores identified by your supervisor in areas that needed improvement and outline remediation taken in these areas.</td>
</tr>
<tr>
<td>Subfolder 2 “Teaching” Stand-alone FILE</td>
<td>D. Examples of creative or innovative course materials or methods of delivery that showcase teaching effectiveness. Applicant must demonstrate 3 year trend in activity and achievement.</td>
</tr>
<tr>
<td>Subfolder 2 “Teaching”, folder placement as indicated by document content</td>
<td>E. Copy of any specialized certificates required to teach in field</td>
</tr>
<tr>
<td>Subfolder 2 “Teaching”, folder placement as indicated by document content</td>
<td>F. Any other documents that may support teaching effectiveness</td>
</tr>
</tbody>
</table>
| Subfolder 4 “Service” | IV. Professional Service: Please include the following documentation in support of professional service: 

**NOTE:** Applicant must demonstrate at least 2 out of 3 academic years of active participation during the evaluation period. 

Demonstrated interest in the welfare of institutions of higher learning by evidence of: |
| Subfolder 4 “Service” | A. Department, unit, division, or university committee assignment with committee status (member, chairperson, secretary, subcommittee) and performance. |
| Subfolder 4 “Service” | B. Membership in professional association(s) |
| Subfolder 4 “Service” | C. Related volunteer service in the Candidate’s area of expertise. Service can include: 
  - Coordination of community service projects related to individual’s career technical profession. 
  - Volunteer service (presentation and/or participation) in community projects. 
  - Voluntary or mandated clinical practice in respective field. |
<p>| | | |</p>
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</table>
| | | V. **Creative Scholarly Activity**: Individuals applying for Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor must demonstrate a trend of active participation for at least 2 out of the 3 academic years of the evaluation period. Activity should be organized and presented by year and must include documentation of at least three of the following:  
**NOTE**: The activities listed below are not meant to be all inclusive. Applicants should work with their department chairs to determine how these activities fit into faculty workloads. Activities should not be presented as meeting more than one criterion or category for the same academic year.  
Relevant creative scholarly activities can include, but are not limited to: |
| | | |
| | | A. Formal program development or curriculum design, development, and/or innovations that result in UCC proposals, with the exception of minor catalog changes |
| | | B. Scholarship of teaching and learning: “a type of scholarship in which faculty study the impact of their own teaching practice on student learning, respond to the results, and disseminate their findings” (Hughes, 2009, p. 1). Examples of this indicator would require the identification of a problem within your course, curriculum, or program which leads to an experimental treatment, practice, or instructional design which can be displayed or disseminated at the college level or higher. |
| | | C. Development of significant instructional materials or resources (especially if copyrighted) |
| | | D. Ongoing media, marketing, and/or outreach activities that enhance the reputation and identity of COT programs and departments, COT, and/or CTE. |
| | | E. Participation in peer review activities |
| | | F. Grant activities |
| | | G. Publication in industry professional media, e.g. periodicals, online, and other formats. |
| | | H. Oral presentations at a professional meeting |
I. Scholarship of CTE: “a type of activity in which faculty study the impact of career technical education, respond to the results, and disseminate their findings” (Hughes, 2009, p. 1). CTE scholarship is demonstrated through practices, discoveries, or innovations within a course, curriculum, or program which leads to a treatment, practice, or process which can be displayed or disseminated at the college level or higher.

J. Description of participation in national/regional industry-related advisory councils/associations and/or related activities such as workshops, conferences, etc. (Offices held, special interest/working groups, committees, etc.)

K. Documentation of back-to-industry activities.

L. Documentation of professional development activities that contribute to curriculum and/or program development or College-industry relationships.

M. Establishing outside partnerships to develop products and/or services.

VI. Intellectual, Clinical, Administrative and Professional Leadership: Individuals applying for the rank of Clinical Professor are required to demonstrate evidence of leadership as defined by criteria required by the Candidate’s individual program. Applicants should provide evidence of leadership experience in at least three of the following:

**NOTE:** For applicants other than Clinical Professor, section VI is optional and may be included.

**Subfolder 4 “Service”**

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Assistance in development of peers, other faculty members, and/or administrators.</td>
</tr>
<tr>
<td>B.</td>
<td>Administrative assignments and/or positions (e.g., program or faculty coordinator).</td>
</tr>
<tr>
<td>C.</td>
<td>Special appointments (e.g., special task forces, committee assignments or responsibilities to which the Candidate was appointed or elected based upon expertise).</td>
</tr>
<tr>
<td>D.</td>
<td>Clinical, educational, and/or professional contributions at the state, regional and national levels.</td>
</tr>
</tbody>
</table>
### Appendix C Rank and Promotion Timeline

#### Rank and Promotion Approximate Timeline

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Friday in February</td>
<td>Invitation to Apply sent via e-mail by Rank and Promotion Committee (Intent to Apply form)</td>
</tr>
<tr>
<td>Last Friday in March</td>
<td>Intent to Apply form due</td>
</tr>
<tr>
<td>Second Friday in April</td>
<td>Rank and Promotion training session given by the Rank and Promotion Committee</td>
</tr>
<tr>
<td>Last Friday of September</td>
<td>Portfolios to be submitted to the Box Folder</td>
</tr>
<tr>
<td></td>
<td>Department level committees generated by the Department Chairs</td>
</tr>
<tr>
<td>October</td>
<td>Portfolios and recommendations of the Department Level Committees to be completed</td>
</tr>
<tr>
<td></td>
<td>Department Chair reviews and submits letter</td>
</tr>
<tr>
<td>November</td>
<td>College Executive Committee will review the findings of the Review Committees and submit review</td>
</tr>
<tr>
<td></td>
<td>College Executive Committee will forward portfolios and recommendations to the Dean</td>
</tr>
<tr>
<td>Mid-February</td>
<td>The Dean will forward portfolios and recommendations to the Provost/Vice President of Academic Affairs</td>
</tr>
<tr>
<td>Mid-April</td>
<td>The Provost/Vice President of Academic Affairs will forward portfolios and recommendations to the President</td>
</tr>
<tr>
<td>May</td>
<td>Candidate notified by President</td>
</tr>
<tr>
<td>July SBOE Meeting</td>
<td>The President will present recommendations to the State Board of Education (SBOE)</td>
</tr>
</tbody>
</table>
Appendix D Intent to Apply Form

Intent to Apply for Rank & Promotion Form:

To: All College of Technology Faculty

From: College of Technology
College Executive Committee

Date:

Subject: Invitation to Apply for Rank and Promotion

The College Executive Committee invites eligible faculty to apply for rank and promotion. If you are planning to apply for rank and promotion, please return the Intent to Apply form (attached below) to Teresa Velasquez, in the Dean’s office.

The rank and promotion procedures are posted under the “For Faculty & Staff” tab on the College of Technology website. The policy and procedures list the promotion levels, the qualification requirements needed to apply for each level, and outline the promotion process, including the portfolio requirement. Please note there will be changes applied for the upcoming school year. There will be a short, mandatory training session, in April, to explain the application process.

If you have any questions, please contact any member of the Rank and Promotion Committee:

1.

2.

3.

------------------------------------------------------------------------------------------------------------------

Notice of Intent to Apply for Rank and Promotion 202_ – 202_
(Please complete and return by March __, ___.)

Name_________________________________________ Department________________________

Promotion Level for which you plan to apply: ___________________________________
Appendix E Academic Affairs Application Instructions

Application Instructions: Submitting Materials for Promotion & Tenure Consideration

*Please note that these are suggestions for colleges University wide. Particular College of Technology guidelines can be found in the Box Folder Checklist in the Appendices. *

Applicants will upload documents into an assigned folder in Box. Please organize as described below.

The primary folder will be titled using applicant's college, applicant's name, and type of application (e.g., CAL-Your Name-Promotion to Professor or CAL-Your Name-Promotion to Associate Professor & Tenure). This primary folder will contain one or more subfolders as described below.

Subfolder 1 (sample title: CAL-Your Name-Promotion Application or CAL-Your Name-P&T Application) includes primary application files:

Note: This is the only subfolder that is submitted to Academic Affairs.

- Applicant CV file (example title: Your Name CV)
- Sub-subfolder (title: Application Documents) includes the following files:
  - faculty application
  - department committee report (uploaded by department admin)
  - department chair report (uploaded by department admin)
  - faculty response to department and-or chair report (uploaded by department admin)
  - college committee report (uploaded by college admin)
  - dean report (uploaded by college admin)
  - faculty response to college and-or dean report (uploaded by college admin)
- Sub-subfolder (title: Annual Evaluations) includes copies of annual evaluations for all years relevant to the review period. Please include each year's evaluation as a separate document.
• Sub-subfolder (title: Third-Year Review) includes all departmental and college level reports associated with the Third-Year Review.

Note: The Third-Year Review sub-subfolder would be included ONLY for consideration of Tenure.

• Sub-subfolder (title: External Review Letters) includes copies of the external review letters (uploaded by department admin).

In addition to the required Subfolder 1 materials, each college will determine what supplementary materials must be submitted as part of departmental and college-level reviews.

All Subfolder 1 materials are required for all Promotion/P&T reviews and must be submitted to Academic Affairs in electronic form. However, for supplementary materials, colleges may choose to use paper documents/physical materials for internal review.

If colleges choose to utilize Box as a tool for submitting supplementary materials in electronic form, they should provide guidance, similar to that above, for formatting and naming of additional subfolders and files that will be part of the applicant’s primary Box folder.

Below is an example of the kind of supplementary materials a college might choose to require and a possible formatting and naming system:

Subfolder 2 (title: Teaching) includes documents supporting review of teaching.

• Sub-subfolder (title: Syllabi) includes sample copies of syllabi for courses taught during years relevant to the review period. Please include each syllabus as a separate document.
  - (example title: CLSS 1101 syllabus)
  - (example title: CLSS 3340 syllabus)
  - (etc.)

• Sub-subfolder (title: Course Evaluations) includes copies of course evaluations for all sections of all courses taught during years relevant to the review period. Please include each course section evaluation as a separate document.
  - (example title: Fall 2014 CLSS 1101 evaluation)
  - (example title: Spring 2015 CLSS 1101 evaluation)
  - (example title: Fall 2014 CLSS 3340 evaluation)
  - (etc.)
Subfolder 3 (title: Research-Scholarly and Creative Work) includes copies of articles, chapters, etc. and any other documentation the applicant deems relevant to the research and/or scholarly and creative work record. Please use clear and meaningful file names for all documents.

Subfolder 4 (title: Service) includes supporting letters and/or any other documentation the applicant deems relevant to service activity. Please use clear and meaningful file names for all documents.

If you have materials that do not fall under these guidelines or other questions about the submission process, please contact Stefanie Shadduck at x1769 (from a campus phone, and 208 373-1769 for off-campus) or Cali Bell at 208 282-2171.
Appendix F Academic Affairs Online Submission Guidelines

Promotion/P&T Online Submission Guidelines

Note: The forms referenced below are available on https://www.isu.edu/academicaffairs/faculty-support/ under “Forms and Documents,” then “Promotion and Tenure Forms & Instructions.”

Initiating Box folder structure and initial roles

1. College admin (owner) creates Box folder structure using format and naming conventions from Academic Affairs for Promotion/P&T applications.
2. College admin invites department admin (co-owner).
3. Department admin invites candidate (previewer uploader).

Faculty candidate application submission

1. Candidate downloads faculty application form.
2. Candidate uploads completed faculty application form and all other requested materials (using PDF format if possible).
   a. Use proper Promotion/P&T format and naming conventions (see P&T Application Instructions: Submitting Materials for Promotion and Tenure Consideration document).
   b. Department admin assists as needed/requested by candidate.
3. Once all materials are prepared and uploaded, candidate informs department admin that folder is ready to share.
4. Department admin changes candidate role from previewer uploader to viewer.
5. Department admin uploads external review letters to proper sub-subfolder.

Department committee review and report

1. Department admin invites department committee members (viewers) to review Box folder.  
   Note: Some colleges may require all Promotion/P&T materials to be uploaded to Box. Other colleges may specify ways other than through Box for providing supplementary materials for review (e.g., binders, portfolios, etc.). In the latter case, the department admin should communicate the arrangement for allowing department committee members access to supplementary materials.
2. Some programs ask department members who are not on the review committee to contribute as part of the Promotion/P&T review process. In such cases, the department admin would invite all who need it to have access (viewers).
3. Committee chair downloads department committee report form and completes it.
4. Committee chair sends signed (scanned if necessary) department committee report to department admin to be uploaded to Box.
5. Department admin removes department committee members’ Box access.

**Department chair review and report**

1. Department admin invites department chair (viewer) to review Box folder (and, if relevant, other supplementary materials not shared through Box).
2. Department chair downloads department chair report form and completes it.
3. Department chair sends signed (scanned if necessary) department chair report to department admin to be uploaded to Box.
4. Department admin removes department chair’s Box access.

**Faculty candidate review/response**

1. Department admin alerts candidate that the department committee and chair reports are complete and that the candidate has five (5) working days to sign/respond.
2. Candidate downloads faculty response to department and-or chair report form and completes it (signature required, response optional).
3. Candidate sends signed (scanned if necessary) faculty response to department and-or chair report to department admin to be uploaded to Box.

**College committee review and report**

1. Department admin informs college admin that faculty response to department and-or chair report is completed and available in folder.
2. College admin removes department admin’s Box access.
3. College admin invites college committee (viewers) to review folder (and, if relevant, other supplementary materials not shared through Box).
4. College committee chair downloads college committee report form and completes it.
5. College committee chair sends signed (scanned if necessary) college committee report to college admin to be uploaded to Box.
6. College admin removes college committee members’ Box access.

**Dean review and report**

1. College admin invites dean (viewer) to review folder (and, if relevant, other supplementary materials not shared through Box).
2. Dean completes report (no specific form is provided).
3. Dean sends signed (scanned if necessary) report to college admin to be uploaded to Box.

**Faculty candidate review/response**

1. College admin alerts candidate that the college committee and dean reports are complete and that the candidate has five (5) working days to sign/respond.
2. Candidate downloads faculty response to college and-or dean report form and completes it (signature required, response optional).
3. Candidate sends signed (scanned if necessary) faculty response to college and-or dean report to college admin to be uploaded to Box.

**Local copies and sharing with Academic Affairs**
1. College admin makes copies (if needed) for candidate’s college personnel file. Colleges may also choose to send a copy to the candidate’s department as a record.

2. College admin removes dean’s and candidate’s Box access.

3. College admin invites Academic Affairs as viewer for subfolder 1 only.

4. As viewer, Academic Affairs has access to review subfolder 1 materials. If Academic Affairs wishes to keep these materials for record, they should download the subfolder and save it in a separate location.
Appendix G Portfolio Evaluation Form

College of Technology Portfolio Evaluation Form

Name of Applicant: ________________________________ Promotion
Rank: ___________________________ Date: ______________

For each section, please indicate if the Candidate’s application packet a) meets requirements, b) requires additional documentation or clarification to meet requirements, or c) does not meet requirements. At the end of the form, please indicate the overall finding of the evaluation. If additional documentation or clarification is required, please note what steps must be taken to address the request. If the Candidate is found to not meet requirements, please identify what discrepancies exist in the current application and steps needed to resolve the concerns of the committee.

<table>
<thead>
<tr>
<th>Section</th>
<th>Score 1-10</th>
<th>Meets requirements</th>
<th>Requires additional documentation</th>
<th>Does not meet requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters of Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative &amp; Scholarly Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score:</td>
<td></td>
<td></td>
<td></td>
<td>Comments are required for any DNM</td>
</tr>
</tbody>
</table>

Composite Rating of Overall Strength and Quality of Portfolio:

| Below 80 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Portfolios receiving a composite rating of less than 80 will not be considered for advancement to the Dean.

**Overall Rating:** __ (90-100 points) **Superior** __ (80-89 points) **Meets Req.** __ **Does Not Meet**
Appendix H Academic Affairs Department Committee Reporting Instructions

Department Promotion and Tenure Committee Reporting Instructions

As part of this document, the Department Promotion and Tenure Committee should include a narrative to support the evaluation. This narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.

This narrative should also address the following questions.

- Are the candidate’s competencies in keeping with the long-range goals of the Department and the University missions? Explain.
- Has the candidate demonstrated the capability to work responsibly and knowledgeably toward the goals of the Department and the University? Explain.

Where a split evaluation exists, the committee should provide Majority and Minority Reports. "Minority Reports" are defined as voluntary written statements submitted by committee members indicating reasons for dissenting from the recommendation of the majority of the committee.

For tenure applications, it may be useful to include a summary of all annual evaluations for the pre-tenure period. For post-tenure promotion applications, it may be useful to include a summary of all annual evaluations for each year since the most recent promotion.

Narrative and Signatures (Majority Report)

Minority Report and Signatures (if relevant)
COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

TENURE RECOMMENDATION

Vote of the Department Committee

# Grant

# Deny

# Abstain

# Absent

# Ineligible

I certify that the above accurately represents the balloting of the Committee.

Department committee chair:  Signature: ________________________________

COMPLETE THIS SECTION FOR PROMOTION RECOMMENDATION

PROMOTION RECOMMENDATION

Vote of the Department Committee

# Grant

# Deny

# Abstain

# Absent

# Ineligible
I certify that the above accurately represents the balloting of the Committee.

Department committee chair:  Signature: ________________________________
Appendix I Academic Affairs Department Chair Report

Materials to be Completed/Submitted by the Department Chair or Designee

A. ASSIGNED DUTIES OF CANDIDATE

Please reference the candidate’s annual faculty evaluation reports which are available in a BOX subfolder. For tenure applicants, reports should reflect all candidates’ tenure-earning years at ISU. For promotion candidates, reports should reflect years since candidate’s original ISU appointment, or since his/her last promotion at ISU, whichever is the more recent.

B. STUDENT EVALUATION OF TEACHING

Please provide a narrative describing the student evaluations of courses taught by the candidate, including both quantitative data where available and a short summary that captures the essence of the student comments. This narrative should include contextualizing information in terms of departmental norms and a description of the evaluation instrument (e.g., items, response scales). The summary can include a statistical presentation, but should not be limited to statistics.

A suggested template for the reporting of statistical data is provided on the following page. If the candidate or the department wishes to attach the comments in their entirety, include them as supplemental materials.

For Tenure applications, the summary should address student evaluations for all of the tenure earning years. For Promotion applications, the summary should address student evaluations for the past five years or since the last promotion/tenure award, whichever is the more recent.
Suggested Template for Reporting Quantitative Data from Student Evaluations

This template is designed for reporting quantitative data from student evaluations of teaching effectiveness. The template provides space for identifying and describing each course taught, as well as for reporting relevant information about student responses to overall summary evaluation item(s) on a departmental instrument for student evaluations. (An overall summary evaluation item is one that asks the student to provide a global assessment of the instructor or the course.) If the applicant (or tenure and promotion committee) wishes to include additional items, use the same format and clearly identify the items.

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Name:</th>
<th>Course Type:</th>
<th>Semester/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Quantitative Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Responses</th>
<th>Course Mean (SD)</th>
<th>Dept. Mean (SD) For Level</th>
<th>Course Median</th>
<th>Dept. Median For Level</th>
<th>Course Min - Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly reproduce overall evaluation item</td>
<td>N</td>
<td>M.mm</td>
<td>M.mm</td>
<td>Med</td>
<td>Med</td>
<td>X – Y</td>
</tr>
<tr>
<td>Briefly reproduce additional summary Items as needed</td>
<td>N</td>
<td>M.mm</td>
<td>M.mm</td>
<td>Med</td>
<td>Med</td>
<td>X – Y</td>
</tr>
</tbody>
</table>

Key:
Course Type refers to whether the course is designed for Gen Ed (GE), Majors/Minors (M), Service (S), or Graduate Students (Gr)

Number of responses refers to the number of students providing data on the item.
Course mean (SD) refers to the arithmetic average (and standard deviation) for responses to the item in the course.
Dept. Mean for Level (SD) refers to the departmental mean (and standard deviation) for responses to the item for all courses at that numerical level (i.e., 100-level, 200-level, etc.).
Course Median refers to the score at the 50th percentile for responses to the item in the course.
Dept. Median for Level refers to the score at the 50th percentile for responses to the item for all courses at that numerical level (i.e., 100-level, 200-level, etc.).
Course Min – Max refers to the lowest (Min) and highest (Max) observed responses to the item in the course.

Reproduce the template as necessary to report available data for each relevant course.
C. EXTERNAL REVIEWS OF RESEARCH AND CREATIVE ACTIVITY
(Not applicable to the Five-Year Review [Periodic Performance Review])

Follow the procedures outlined in the Idaho State University Promotion and Tenure Policy.

SAMPLE LETTER
Invitation to External Reviewers

________________________(DEPARTMENTAL/SCHOOL LETTERHEAD)

Dear ________________

____________________(NAME) is being considered for _______________ in the Department/School of ______________ at Idaho State University. You have been recommended as a person highly qualified to review and evaluate ______________ (HIS/HER) research/scholarly/creative contributions. We believe external evaluations contribute substantially to the academic review process, and we would greatly appreciate your willingness to serve in this capacity.

If the faculty member is applying for early tenure or promotion, please insert the following sentence here: Please be advised that __________________(NAME) is applying for “early” tenure or promotion and that Idaho State University has stringent performance expectations for awarding a favorable “early” decision; a candidate needs to have exhibited an extraordinary scholarly record to earn early tenure or promotion.

Your written comments will become part of ____’s file and be available for Professor ________’s review. If you are willing to accept our invitation, we solicit your comments regarding the depth, originality, importance, significance, visibility, productivity, and independent scholarship of (his/her) contributions. We do not, of course, expect you to make a (tenure/promotion) recommendation as such. Your evaluative comments, however, based upon your knowledge and appreciation of the field and its standards, will be a significant contribution to our review. Please keep in mind that your comments should reflect appropriate norms, as you see them, for a candidate for (tenure/Associate Professor/Full Professor). Also, if you have had any relationship with________________ in the past, please so indicate.

If you agree to conduct this review for us, we will provide you with Dr. ________’s vita and supporting materials, a copy of the Department/School, College, and University mission statements, and a written description of the candidate’s assignment of efforts and activities for the entire time span being evaluated.

In order to complete our review I hope we might have your response by ________(DATE). Should you decide not to accept our invitation to serve as an external reviewer for ____________ (NAME), we would appreciate learning of that decision at your earliest convenience. A telephone call to me at (208) 282-xxxx would facilitate our selection of another reviewer if you cannot accept our invitation. In either case, please be assured that we are very grateful for your consideration of our request.

Sincerely,
D. Chair’s recommendation: This narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation (a Departmental Committee report will accompany and inform the chair’s recommendation).
Appendix J Candidate Response Form to Department Level Reports

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature: ____________________________ Date: __________________

Signing indicates only review of the document(s) involved in my candidacy. It does not imply consent, approval or agreement.
College Promotion and Tenure Committee Reporting Instructions

As part of this document, the College Promotion and Tenure Committee should include a narrative to support the evaluation. This narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.

This narrative should also address the following questions.

- Are the candidate’s competencies in keeping with the long-range goals of the College and the University missions? Explain.
- Has the candidate demonstrated the capability to work responsibly and knowledgeably toward the goals of the College and the University? Explain.

Where a split evaluation exists, the committee should provide Majority and Minority Reports. "Minority Reports" are defined as voluntary written statements submitted by committee members indicating reasons for dissenting from the recommendation of the majority of the committee.

For tenure applications, please consider all annual evaluations for the pre-tenure period. For post-tenure promotion applications, please consider all annual evaluations for each year since the most recent promotion.

Narrative and Signatures (Majority Report)

Minority Report and Signatures (if relevant)
COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

TENURE RECOMMENDATION

Vote of the College Committee

# Grant  
# Deny  
# Abstain  
# Absent  
# Ineligible  

I certify that the above accurately represents the balloting of the Committee.

College committee chair: Signature: ______________________________

COMPLETE THIS SECTION FOR PROMOTION RECOMMENDATION

PROMOTION RECOMMENDATION

Vote of the College Committee

# Grant  
# Deny  
# Abstain  
# Absent  
# Ineligible  

I certify that the above accurately represents the balloting of the Committee.
College committee chair:  Signature: ______________________________
Response by candidate to College and/or Dean report:

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature: ________________________________ Date: __________________________

Signing indicates only review of the document(s) involved in my candidacy. It does not imply consent, approval or agreement.
Appendix M Sample Curriculum Vitae

Sample Curriculum Vitae
Jane W. Doe
1234 Any St.
Pocatello, ID 83209
(208) 555-XXXX (cell)
(208) 282-XXXX (office)
doejane8@isu.edu

EDUCATION
2014 University of Georgia Bachelor of Education
2001 Idaho State University AAS Design Drafting Technology

PROFESSIONAL EXPERIENCE - EDUCATION
2018 – Current ISU College of Technology Clinical Instructor
Computer Aided Design Drafting Technology

2016 – 2018 ISU College of Technology Instructor
Computer Aided Design Drafting Technology

2014 – 2016 ISU College of Technology Instructor
Design Drafting Technology

2010 – 2014 Georgia Institute of Technology Instructor
Technical Drawing Technology

OTHER RELEVANT EMPLOYMENT
May 2001 – Aug 2010 Granite Engineering Senior Designer
Specialized in 3D design using AutoCAD. Created 2D working drawing sets from 3D models. Responsible for checking project drawings done by others. Completed projects that included piping, pressure vessels, structural steel, and portable modular plant assemblies.

SERVICE
Service to Idaho State University
Current Idaho State University service appointments
Current Program advisor for Skills USA
2020 – 2021 Faculty Council Executive Committee
2019 – 2020  Rank and Promotion Review Committee
2019 – 2020  Moodle Faculty Advisory Board
2018 – 2019  Faculty Council
2018 – Current  New faculty mentor (annually)
2018 – Current  Rank and Promotion Standing Committee
2017 – Current  Carl D. Burstedt Memorial Balsa Wood Bridge
                Contest coordinator (annually)
2017 – Current  Advisory Committee Meeting facilitator (annually)
2005 –

Past Idaho State University service appointments
2019  Associate Dean Search Committee
March, 2018  Workshop presenter on use of cloze questions in Moodle
            quizzes for the ITRC
2018  Search committee for Business Information
      instructor
2017 – 2018  Alternate for Faculty Council
2015 – 2017  Marketing Committee for the College of Technology

Service to the discipline
Professional Service
May, 2017  Member of ATMAE visiting accreditation team
          evaluating the Drafting Program at Lake Donner
          Community College
April, 2015  Judge for SkillsUSA Idaho State Leadership and Skills
            Conference Technical Drafting Contest

Presentations
June, 2016  Presenter of” Geometric Dimensioning and Tolerancing
            in a Global Workplace” breakout session at American
            Design Drafting Association conference in Little Rock, AR

Memberships
2018 – Current  Member of American Institute of Steel Construction
2001 – Current  Member of American Design Drafting Association
              (ADDA)

Service to community in a professional capacity
2018 – 2020  Volunteered to develop database of past residents of the
            Iron Triangle area for the City of Pocatello
2016 – Current  Member of Bannock County Planning and Zoning
               Committee, volunteering professional skills to draft plans
               for future development
Other service activity

<table>
<thead>
<tr>
<th>Year range</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 – Current</td>
<td>Coach for Bannock Boys Baseball</td>
</tr>
<tr>
<td>2018 – 2019</td>
<td>Den Leader for Cub Scout Pack 108</td>
</tr>
<tr>
<td>2016 – Current</td>
<td>Master Gardener volunteering for Bannock County</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT

In addition to the above, have also attended most of the Moodle training workshops offered by the ITRC department in an effort to master the Moodle interface.

OTHER PROFESSIONAL ACHIEVEMENTS

Certified Mechanical Drafter – expires May 31, 2021
Comptia A+ certified in computer hardware and software – no expiration