

Idaho State
UNIVERSITY

College of Technology

Rank and Promotion
Policies & Procedures
for
CTE Faculty

5-5-2017

Table of Contents	
Introduction	3
Teaching and Competence in the Field	
Professional Service	
Creative and Scholarly Activity	
Intellectual, Clinical, Administrative and Professional Leadership	
Standards for Promotion in the Clinical Rank	4
Instructor	
Clinical Instructor	
Clinical Senior Instructor	
Clinical Assistant Professor	
Clinical Associate Professor	
Clinical Professor	
Evaluation Criteria and Review Process for Promotion	8
Academic Length of Service Requirements	
Teaching and Competence in the Field	
Professional Service	
Creative and Scholarly Activity	
Intellectual, Clinical, Administrative and Professional Leadership	
Documentation for Promotion Review Process	11
Evaluation Criterion	13
Procedure	13
Appendices	
Appendix A - Clinical Instructor - Portfolio Content Checklist	15
Appendix B - Clinical Professor - Portfolio Content Checklist	19
Appendix C - R&P timeline	23
Appendix D - Intent to Apply for R&P Form	24
Appendix E - Portfolio Evaluation Form	25
Appendix F - R&P Recommendation Signature Page	27
Appendix G - Sample Curriculum Vitae	28
Appendix H - Participation in the Rank and Promotion Process	31
Appendix I - Determination of Rank	32

I. Introduction

A. These standards and evaluation criteria are used to operationally define the qualifications expected for appointment or promotion of clinical faculty in the College of Technology (COT). These standards are to be used in conjunction with the Idaho State University Policies and Procedures; Academic Affairs, Promotion and Tenure (ISUPP #4020 pending). All promotion guidelines within the COT must be consistent with these general ISU guidelines.

B. 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 demonstrate 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.

C. 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 Technical Education. Their primary role is to teach, though some COT clinical faculty members 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.

1. Teaching and Competence in the Field

a. An essential component for promotion is the ability to teach effectively. Some elements for assessing teaching effectiveness are addressed in Section III of this

document. Teaching effectiveness also implies a level of competence in the field which is addressed in Section III of this document.

2. Professional Service:

a. 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).

b. Community Service: The scope of the university's and college's activities and nature of career-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).

3. Creative and Scholarly Activity

a. 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 their intellectual interests, and ongoing contribution to clinical practice and training setting (refer to Section III).

4. Intellectual, Clinical, Administrative, and Professional Leadership

a. 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).

II. Standards for Promotion in the Clinical Rank

A. Instructor (Limited CTE)

1. Performance and Certification Requirements

a. Appropriate degree held for field and/or profession.

b. Applicants must be able to acquire a Limited Occupational Specialist Certificate issued by the State of Idaho within one year of hire. Additionally, applicants are expected to acquire the Standard Occupational Specialist Certificate within 3 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 interests 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

B. Clinical Instructor (Standard CTE)

1. Performance and Certification 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 years of COT teaching experience.
- 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, an interest in, and capacity for teaching.

3. Professional Service

- a. Demonstrated interests 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 Senior Instructor (Advanced CTE)

1. Performance and Certification Requirements

- a. Applicants must possess an Advanced Occupational Specialist Certificate prior to advancement to this rank with a minimum of 3 years of COT teaching experience.
- 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/registration in field of clinical instruction.

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 interests 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.

D. Clinical Assistant Professor

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/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 years of COT teaching experience.

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 interests 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.

E. Clinical Associate Professor

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. Three years of teaching experience at the college level in addition to that used for application for promotion to the rank of Clinical Assistant Professor.

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 interests 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.

F. Clinical Professor

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. Three years of teaching experience at the college level in addition to that used for application for promotion to the rank of Clinical Associate Professor.

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 interests 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. These 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 individual. The individual must demonstrate their experience related to the criteria listed in this document in the form of a portfolio, as outlined in Appendix A and B of this document.

B. Consideration for promotion is based on consistent participation, improvement, and rigor, as determined by the promotion level in which 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. As a chief academic officer of the university, the Dean will have ensured that the degree held 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. Years teaching experience at the college level or other appropriate experience in the field. The total number of years completed, plus the current year apply toward eligibility for promotion (e.g., if in the third year of teaching at clinical assistant professor rank, promotion to clinical associate professor is appropriate, therefore, the application could be considered the fourth year).
4. Any deviation of time in rank requirements must be approved by the applicant's Department Chair and Dean. Such a request must be accompanied by evidence to warrant such a deviation.

D. Teaching and Competence in the Field

1. 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 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 years being considered.
- b. Summary of actual student evaluations of the faculty member for the 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

E. Professional Service

1. 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 the clinical faculty. The activities listed below are not meant to be all inclusive.

2. 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 individual's career 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. 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 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.

2. 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.

3. 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. Evidence of leadership as defined by criteria required by the Candidate’s individual program.

2. Assistance in development of peers, other faculty members, and/or administrators.

3. Administrative assignments and/or positions (e.g., program or faculty coordinator).

4. Special appointments (e.g., special task forces, committee assignments or responsibilities to which the candidate was appointed or elected based upon expertise).

5. Clinical, educational, and/or professional contributions at the state, regional and national levels.

IV. Documentation for Promotion Review Process

A. In order to appraise a Candidate's qualifications and accomplishments for promotion, the Candidate must submit an electronic copy of the Promotion and Tenure Application and include a hard copy in the portfolio. The specific content of the promotion portfolio is outlined in Appendix A and B.

1. Review Process:

Shortly after the submission deadline, the portfolio review will begin. The Rank and Promotion Standing Committee will assemble Review Committees for each rank being sought. Review Committee members will be comprised of at least (5) faculty. Three of the five members must have equal or higher rank than the rank evaluated. Once a portfolio has been submitted, it may not be taken from the Dean's office, and any modification that is made must be done in the presence of a representative of the Dean's office. Upon initial review of the portfolios, any technical issues identified (misplacement of a document, lack of a signature, etc.) by the committee, must be addressed and corrected within 3 working days of the applicant being notified. Portfolio concerns that are of a "content" or "construction" nature will not be considered for correction. Once corrections have been completed that are of a technical nature, the portfolio will be submitted for the final review process.

The review committees will evaluate the portfolios and will forward their findings to the College Executive Committee (CEC). The CEC will make recommendations based on the findings of the Review Committees and forward approved portfolios to the Dean. The Dean will evaluate the portfolios and the CEC recommendations. The Dean will then submit final recommendations to the Academic Vice President. 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 C.

2. Appeals Process:

If a faculty member is denied a recommendation for promotion internally (within ISU), notification of denial will be handled in accordance with ISU policies and procedures. Refer to the Tenure and Promotion Application, Response section, for the opportunity to respond to the ratings and recommendations of the Department Chair/CEC Review Committee/Dean. Any faculty member who wishes to file grievance with the denying authority may do so within the confines of the ISU Grievance Policy.

- a. Once completed and presented for final review, the packet may not be amended or altered. However, in the instance a document is included without the Candidates 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 them in writing.
- b. The review packets should be delivered to the Dean's office no less than ten (10) working days prior to the scheduled review. The packets may be reviewed for completeness with the Candidate and then will be housed in the Dean's Office or other suitable location selected by the Dean. The packets shall remain intact and housed in the location selected by the Dean for the CEC members to review.
- c. At any level, removal of sections of the packets, removal of materials for photocopying or other use by any person is inappropriate unless specific permission is granted by the Candidate.
- d. Upon completion of the review by the CEC, all portfolios will be left in the office of the Dean.

V. Evaluation Criterion

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

VI. Procedure

A. The Dean and the Associate Dean/Department Chair/Program Director must make inquiries to determine clinical faculty members who may be seeking promotion. Copies of COT Policy and Procedure for Promotion of Clinical Faculty will be made available to all candidates seeking promotion.

B. The Dean must notify all clinical faculty in the COT of the approximate calendar for preparing and submitting materials for review by the CEC. This notification must occur at least eight (8) weeks prior to the deadline for submission of materials to the COT Dean.

C. The clinical promotion process will include the following steps according to the established timeline:

1. Candidates are notified of the dates for submission of their application to the COT. (Appendix C)

2. Candidates submit materials according to the format dictated by the Office of Academic Affairs for programmatic/departmental peer review.

3. Peers review applicant materials and submit report to applicant's administration according to the established guidelines for promotion within their academic unit.

4. Academic unit administration reviews materials and submits a letter of recommendation to the Dean's office.

5. All candidates must submit written 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/College.

6. 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.

D. Revisions to the COT Policy and Procedure for Promotion of Clinical Faculty will be addressed as described in the COT Policy and Procedures. Any proposed changes to COT Policies and Procedures will take effect at the beginning of the next fiscal year after approval, and will be applied at that time.

Appendix A

Clinical Instructor Pathway Portfolio Content Checklist

Portfolio Construction guidelines:

- All components highlighted are mandatory.
- Components must demonstrate a consistent ***trend in activity and achievement*** over the evaluation period.
- Portfolios must be organized using tabs and colored dividers to separate content areas.
- All elements of the portfolio, including tabs and dividers, must be typed, no handwritten entries.
- Page protectors used only when necessary (photos, newspaper articles, letters, cards etc.). Do not use them otherwise.

I. Qualifications Summary: Sequence the required documentation for the Qualifications Summary in the order listed below:

A. Promotion Recommendation Signature Page (Appendix F)

B. ISU Tenure and Promotion Application (hard copy in portfolio + electronic copy) (form found on COT Faculty webpage)

C. Letter of Application (on ISU letterhead), that indicates:

1. Rank requested

2. Current rank and date attained

3. Date of hire as full time instructor (can include emergency hire time), minimum 3 years of service required for promotion to Clinical Instructor (CI). Faculty may apply for Clinical Senior Instructor (CSI) after three years at the CI level.

4. History of ranks held at ISU (if applicable)

5. Signature

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

6. Education

a. Date of Graduation

b. Institution

c. Diploma/Degree/Certificate

7. Professional Experience - Education

a. Dates of Employment

b. Institution

c. Position

	8. Other Relevant Employment - Including each the following:
	a. Dates of Employment
	b. Employer
	c. Job Title
	d. Duties & Responsibilities
	9. Service
	a. Service to Idaho State University/College/Department
	b. Service to the discipline (including professional organizations)
	c. Service to community in a professional capacity
	d. Other service activity
	10. Professional Development - List all professional development activities during the previous three years.
	11. Other Professional Achievements - List all special recognitions, achievements, honors, awards, certifications, etc. during the previous three years.
	E. Copy of current State of Idaho issued teaching certificate: Clinical Instructor must possess Standard CTE Clinical Senior Instructor must possess Advanced CTE
	F. Copies of relevant academic transcripts (unofficial copies will be accepted)
	II. Letters of Support: Include the following letters in the order listed:
	A. Letter of Recommendation from Department Chair
	B. 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:
	A. All Annual Performance Evaluations and/or Periodic Performance Review documents received during the last three years. <ul style="list-style-type: none"> o To apply for Clinical Instructor the applicant must have a minimum of "Meets Expectations" on all Performance Evaluations. o To apply for Clinical Senior Instructor the applicant must have at least (1) "Exceeds Expectations" on Performance Evaluations. o Applicants will not advance if any Performance Evaluations are rated as "Needs Improvement".
	B. Peer evaluations (classroom observations) completed during the last three years (Minimum of 2)
	C. Summary narrative and aggregate scores of Student Evaluations for courses taught during the last three years. Please provide a narrative for areas that needed improvement and remediation taken.
	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.
	E. Copy of any specialized certificates required to teach in field.
	F. Any other documents that may support teaching effectiveness.
	IV. Professional Service: Please include the following documentation in support of professional service: <i>NOTE:</i> <ul style="list-style-type: none"> o <i>Clinical Instructor applicants must demonstrate at least 1 out of 3 years of</i>

	<p><i>participation during the evaluation period.</i></p> <ul style="list-style-type: none"> ○ <i>Clinical Senior Instructor applicants must demonstrate at least 2 out of 3 years of participation during the evaluation period.</i>
	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: <ul style="list-style-type: none"> ○ 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.
	D. Pertinent consulting activity.
	E. Pertinent service relating to the interest of the university or community.
	<p>V. Creative Scholarly Activity: Activities should be organized and presented by year, with evidence of ongoing activity taking place over the required evaluation period: <i>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 for the same calendar year.</i></p> <ul style="list-style-type: none"> ○ <i>Clinical Instructor applicants must demonstrate at least 1 out of 3 years of active participation during the evaluation period in Creative and Scholarly Activity.</i> ○ <i>Clinical Senior Instructor applicants must demonstrate at least 2 out of 3 years of active participation during the evaluation period in Creative and Scholarly Activity.</i>
	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 University Curriculum Council (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, resources or activities (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: “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. (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.
	VI. Intellectual, Clinical, Administrative and Professional Leadership: <i>NOTE: For applicants other than Clinical Professor this section is optional and <u>may</u> be included.</i>
	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 Pathway Portfolio Content Checklist	
Portfolio construction guidelines: <ul style="list-style-type: none"> ● All components highlighted are mandatory ● Components must demonstrate a consistent <i>trend in activity and achievement</i> over the evaluation period ● Portfolio must be organized using tabs and colored dividers to separate content areas. ● All elements of the portfolio, including tabs and dividers must be typed, no handwritten entries ● Page protectors used only when necessary (photos, newspaper articles, letters, cards etc.), do not use them otherwise 	
I. Qualifications Summary: Sequence the required documentation for the Qualifications Summary in the order listed below:	
	A. Promotion Recommendation Signature Page (Appendix F)
	B. ISU Tenure and Promotion Application (hard copy in portfolio + electronic copy) (form found on COT Faculty webpage)
	C. Letter of Application (on ISU letterhead), that indicates:
	1. Rank requested
	2. Current rank and date attained
	3. Date of hire as full time instructor
	4. History of ranks held at ISU (if applicable)
	5. Signature
	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
	6. 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
	7. Professional Experience - Education
	a. Dates of Employment
	b. Institution
	c. Position
	8. Other Relevant Employment - Including for each the following:
	a. Dates of Employment
	b. Employer
	c. Job Title
	d. Duties & Responsibilities
	9. Service
	a. Service to Idaho State University/College/Department
	b. Service to the discipline (including professional organizations)
	c. Service to community in a professional capacity
	d. Other service activity
	E. Professional Development - List all professional development activities during the previous three years.
	F. Other Professional Achievements - List all special recognitions, achievements, honors, awards, certifications, etc. during the previous three years.
	G. Copy of current State of Idaho issued <i>Advanced</i> Occupational Specialist Certificate
	H. Copies of relevant academic transcripts (unofficial copies will be accepted)
	II. Letters of Support: Include the following letters in the order listed:
	A. Letter of Recommendation from Department Chair
	B. 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.
	III. Teaching and Competence in the field: Please include the following documentation in support of teaching and competence in the field:
	All Annual Performance Evaluations and/or Periodic Performance Review documents received during the last three years. (No 'Needs Improvement' rankings on previous 3 years evaluations.)
	<ul style="list-style-type: none"> ○ Must have a minimum of (2) Exceeds Expectations. Applicant must demonstrate 3 year trend in activity and achievement. ○ Applicants will not advance if any Performance Evaluations are rated as "Needs Improvement".

	A. Peer evaluations (classroom observations) completed during the last three years (Minimum of 3)
	B. Summary narrative and numerical semester averages of student evaluations for courses taught during the last three years. Please describe aggregate scores identified by your supervisor in areas that needed improvement and outline remediation taken in these areas.
	C. 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.
	D. Copy of any specialized certificates required to teach in field
	E. Any other documents that may support teaching effectiveness
	IV. Professional Service: Please include the following documentation in support of professional service: <i>NOTE: Applicant must demonstrate at least 2 out of 3 years of active participation during the evaluation period.</i>
	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: <ul style="list-style-type: none"> ○ 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.
	D. Pertinent consulting activity.
	E. Pertinent service relating to the interest of the university or community.
	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 years of the evaluation period. Activity should be organized and presented by year and must include documentation of at least three of the following: <i>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 for the same calendar year.</i>
	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 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: “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.
	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: <i>NOTE: For applicants other than Clinical Professor, section VI is optional and may be included.</i>
	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 C

Rank and Promotion Timeline

Deadline	Event
Last Friday in February	Invitation to Apply sent via e-mail by Rank and Promotion Committee (Intent to Apply form attached)
Last Friday in March	Intent to Apply form due
Second Friday in April	Rank and Promotion training session given by the Rank and Promotion Committee
Last Friday of September	Portfolios to be submitted to the Dean's office
Last Friday of October	Portfolios and recommendations of the Review Committees to be completed
Regular November meeting	Faculty Council will review the findings of the Review Committees
First Friday of December	Faculty Council will forward portfolios and recommendations to the Dean
Mid February	The Dean will forward portfolios and recommendations to the Provost/Vice President of Academic Affairs
Mid April	The Provost/Vice President of Academic Affairs will forward portfolios and recommendations to the President
July SBOE Meeting	The President will present recommendations to the State Board of Education (SBOE)

Appendix D

Intent to Apply for Rank & Promotion Form:

To: All College of Technology Faculty
From: College of Technology Faculty Council
Date:
Subject: Invitation to Apply for Rank and Promotion

The Faculty Council 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 procedures list the promotion levels, the qualification requirements needed to apply for each level, and outline the promotion process, including the portfolio requirement. There will be a short 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 201_ – 201_
(Please complete and return by March __, 20__.)

Name _____ Department _____

Promotion Level for which you plan to apply: _____

Appendix E

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.

Section	Score 1-10	Meets requirements	Requires additional documentation	Does not meet requirements
Qualifications				
Letters of Support				
Teaching and Competence				
Professional Service				
Creative & Scholarly Activity				
Leadership				
Total Score:				Comments are required for any DNM

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
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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 F

Promotion Recommendation Signature Form

Vote of the CEC Rank & Promotion Committee

Grant	
Deny	
Abstain	
Absent	
Ineligible	

I certify that the above represents the balloting of the Rank & Promotion Committee.

Recommend

Do Not Recommend

Signature: _____

Chairperson – CEC Rank & Promotion Committee

The CEC (concur/does not concur) with the results of the R&P Committee recommendation.

Recommend

Do Not Recommend

Signature: _____

President - College Executive Committee

I (concur/do not concur) with the Evaluation of the CEC and recommend the applicant for Promotion

Recommend

Do Not Recommend

Signature: _____

Dean - College of Technology

Appendix G

Sample Curriculum Vitae

Jane W. Doe
1234 Any St.
Pocatello, ID 83209
Ph: (208) 234-5678 (res) (208) 282-9999 (bus)
doejane8@isu.edu

EDUCATION

2004 University of Georgia Bachelor of Education
1991 Idaho State University AAS Design Drafting Technology

PROFESSIONAL EXPERIENCE - EDUCATION

2008 – Current	ISU College of Technology Computer Aided Design Drafting Technology	Advanced Instructor
2006 – 2008	ISU College of Technology Computer Aided Design Drafting Technology	Instructor
2004 – 2006	ISU College of Technology Design Drafting Technology	Instructor
2000 – 2004	Georgia Institute of Technology Technical Drawing Technology	Instructor

OTHER RELEVANT EMPLOYMENT

May 1991 – Aug 2000 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

2009 – 2011	Faculty Council Executive Committee
2009 – 2011	Rank and Promotion Review Committee
2009 – Current	Moodle Faculty Advisory Board
2008 – 2011	Faculty Council

2008 – Current	New faculty mentor (annually)
2008 – 2013	Rank and Promotion Standing Committee
2007 – Current	Carl D. Burstedt Memorial Balsa Wood Bridge Contest coordinator (annually)
2007 – Current	Advisory Committee Meeting facilitator (annually)
2005 – Current	Program advisor for Skills USA

Past Idaho State University service appointments

2010	Associate Dean Search Committee
March, 2009	Workshop presenter on use of cloze questions in Moodle quizzes for the ITRC
2007	Search committee for Business Information instructor
2006 – 2008	Alternate for Faculty Council
2005 – 2007	Marketing Committee for the College of Technology

Service to the discipline

Professional Service

May, 2007	Member of ATMAE visiting accreditation team evaluating the Drafting Program at Lake Donner Community College
April, 2005	Judge for SkillsUSA Idaho State Leadership and Skills Conference Technical Drafting Contest

Presentations

June, 2006	Presenter of "Geometric Dimensioning and Tolerancing in a Global Workplace" breakout session at American Design Drafting Association conference in Little Rock, AR
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Memberships

2008 – Current	Member of American Institute of Steel Construction
2005 – Current	Member of American Design Drafting Association (ADDA)

Service to community in a professional capacity

2008 – 2009	Volunteered to develop database of past residents of the Iron Triangle area for the City of Pocatello
2006 – Current	Member of Bannock County Planning and Zoning Committee, volunteering professional skills to draft plans for future development

Other service activity

2009 – Current	Coach for Bannock Boys Baseball
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2008 – 2010
2006 – Current

Den Leader for Cub Scout Pack 108
Master Gardener volunteering for Bannock County

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, 2013
Comptia A+ certified in computer hardware and software – no expiration

Appendix H

Participation in the Rank and Promotion Process

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 COT Faculty Council. 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.

Appendix I

Determination of Faculty Rank

Faculty (hired after fall 2017) will be evaluated at the time of hire using the following rubric:

- I. The following rank equivalencies will be applied during the hiring process:
 - A. Instructor (Limited CTE) > Instructor (Limited CTE)
 - B. Instructor (Standard or Advanced CTE) > Clinical Instructor

Faculty hired prior to fall 2017 have been awarded equivalent rank using the rubric below. The new Rank equivalency for existing faculty for the 2017-2018 academic year is determined using the adopted COT Clinical Faculty Rank & Promotion policy. To regulate standardization between the previous College of Technology Rank and Promotion series and the adopted Clinical series, the following process will be utilized:

I. Faculty will be given the choice to decide if they wish to move to the new Clinical system or retain their current Instructor rank. This is a terminal option, meaning that faculty choosing to retain their current Instructor rank will not be eligible for any options for future promotion. With the adoption of the new Clinical promotion path introduced in AY 2017, the previous Instructor promotion path will be eliminated and all policies, practices, or procedures associated with it will be nullified the beginning of AY 2018.

II. The following rank equivalencies will be applied during the 2017-2018 contract renewal process unless otherwise specified by faculty:

Old > New

- A. Instructor (Limited CTE) > Instructor (Limited CTE)
- B. Instructor (Standard CTE) > Clinical Instructor
- C. Instructor (Advanced CTE) > Clinical Senior Instructor
- D. Advanced Instructor (Standard CTE) > Clinical Instructor
- E. Advanced Instructor (Advanced CTE) > Clinical Senior Instructor
- F. Senior Instructor (Advanced CTE) > Clinical Senior Instructor
- G. Master Instructor (Advanced CTE, Standard CTE prior to 2004) > Clinical Senior Instructor