

**Business Technology & Service**  
**PROMOTION EVIDENCE AND EXPECTATIONS**  
**In accordance with Promotion in Rank Policy 2.106**

**Excerpts from Promotion in Rank Policy 2.106**  
**Criteria and Definitions**

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

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

Promotion from Assistant Professor to Associate Professor: Proficiency

Promotion from Associate Professor to Professor: Excellence

Competence: A faculty member who demonstrates competence completes tasks and assignments on time. Originality and creativity are valued but not expected on a regular basis. A competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

Proficiency: A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. The focus of activities is at the program, division, and college levels. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. Originality and creativity are valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices, and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

Excellence: A faculty member who demonstrates excellence in performance has continued to mature in his/her career. The excellent faculty member is a model and mentor for junior faculty members. Originality and creativity are highly valued. The excellent faculty member continues to increase his/her skills as a reflective practitioner and as a knowledgeable advisor/mentor, and assumes leadership roles at the program, division, and/or college levels. An excellent faculty member has made significant contributions to the college in terms of service, and has made meaningful contributions to his/her field of study.

<b>CANDIDATE STATEMENT</b>
Includes, but is not limited to: <ul style="list-style-type: none"><li>• Substantive statement on Teaching</li><li>• Substantive statement on Advising and/or Mentoring Effectiveness</li><li>• Substantive statement on Scholarly/Creative Activity and Professional Development</li></ul>

- Substantive statement on Service

The statement will include self-assessment and discussion, supported by examples, of the evidence detailed in each of the tables below. The candidate should make the case that he/she has achieved competence, proficiency, or excellence based on the definitions provided in policy, in each of the four evaluation categories.

Evidence Examples List:

- Applicants who complete tasks and fulfill duties as assigned at a minimum show competence. To achieve proficiency or excellence, applicants must demonstrate that they have been and in all likelihood will continue to be productive faculty members throughout their careers by consistently contributing in meaningful ways to the College and to their disciplines.
- Candidates may not count one piece of evidence in more than one category.
- In the case, where a candidate has been awarded a course release, it is the onus of the candidate to account for and document the outcomes resulting from the release. The outcomes should be commensurate with the release-time awarded.
- Faculty should work with their Chair and peers to identify a program of work (evidence) that is consistent with Division and College standards and, if carried out as prescribed in policy, will ultimately lead to successful attainment of tenure.

**Teaching (Instruction and Curriculum Development):** Effective teaching is an essential criterion of promotion. Faculty members are expected to have a substantial and ongoing record of teaching effectiveness and self-reflection of teaching practices. Evaluation of the effectiveness of teaching shall be based upon the candidate’s total teaching performance. This evaluation should include: command of the subject; reflections on the efficacy of current teaching practices; continuous growth in the field; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; a spirit of enthusiasm which vitalizes teaching; the ability to arouse curiosity in beginning students and to stimulate advanced students; and fairness in grading through both subjective and objective considerations.

Curriculum development is a key component of the mission of the Business Technology and Service Division at Lewis-Clark State College. In order for CT Education to be effective, the faculty must make changes in what and how our students learn. Faculty members must keep current with changing technology and learning theory so our students can learn what is important and relevant in the BTS program that they have chosen as a career field.

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

Self-Assessment of teaching effectiveness (in candidate statement)

SCE’s

Peer Observation – annually

Chair Observation

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

Instruction

1. Examples of successful teaching, materials, methods, and/or student work

<ol style="list-style-type: none"> <li>2. Student success in current and/or subsequent courses and/or employment</li> <li>3. Leadership role with students</li> <li>4. Participation in professional development activities to hone teaching skills</li> <li>5. Supervision/observation of practicum, live shops, clinicals, and internships</li> <li>6. Nominations for, and/or receipt of, teaching awards</li> <li>7. Currency of occupational specialist certification (limited, standard, or advanced) or Idaho teaching certificate</li> </ol>
<p>Curriculum</p> <ol style="list-style-type: none"> <li>1. Active role with the program advisory committee to inform curriculum</li> <li>2. Development of curriculum proposals and degree plans</li> <li>3. Maintenance of relevant and up-to-date, industry-based curriculum</li> <li>4. Demonstrated effectiveness as a team member where the team approach to instruction is used</li> <li>5. Participation in professional development for curriculum development</li> </ol>
<p>Course Materials</p> <ol style="list-style-type: none"> <li>1. Development, piloting, and examples of teaching materials, methods, and/or new activities</li> <li>2. Collaboration and/or teamwork with other faculty members in the development of new activities</li> </ol>
<p>Evaluations</p> <ol style="list-style-type: none"> <li>1. Effective management of program and positive reviews</li> </ol>
<p>Other evidence related to teaching</p>

<p><b>Advising and/or Mentoring:</b> Faculty members are expected to fully participate in advising activities when it is part of their Job Description. Advising is broadly defined as consulting with students to provide guidance. Evaluation of effective advising should include providing current knowledge of courses and electives in the majors to students; proficiency in the use of Student Planning and timely processing of all college forms related to advising; and aiding students in seeking appropriate counseling when necessary.</p>
<p><b><i>Candidate portfolios must include the following:</i></b></p>
<p>Self-Assessment of advising and/or mentoring (in candidate statement)</p>
<p>Number of advisees served per semester</p>
<p><b><i>Evidence of competence in Advising and/or Mentoring will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an <u>active and consistent pattern of growth and contribution</u>. They may include, but are not limited to, the following:</i></b></p>
<p>Assistance to students</p> <ol style="list-style-type: none"> <li>1. Helping students establish career choices within their disciplines</li> <li>2. Facilitating placement of, and providing mentoring to, students in their directed studies, practicums, live shops, clinicals, and internships</li> <li>3. Providing assistance with personal issues and making resource referrals when appropriate and necessary</li> </ol>
<p>Advising activities</p> <ol style="list-style-type: none"> <li>1. Assisting students in registering for classes using Student Planning or timely processing all advising forms</li> <li>2. Active participation in College and Division advising sessions (STAR, Warrior Registration, Warrior Discovery Day, Ready LC, and LC Connection)</li> </ol>

<ol style="list-style-type: none"> <li>3. Participation in CTE Preview Day and other recruiting events</li> <li>4. Participation in workshops to increase advising effectiveness</li> </ol>
<p>Awareness campaigns</p> <ol style="list-style-type: none"> <li>1. Recruiting students through activities such as high school visitations and career showcases</li> <li>2. Assisting with development of program marketing tools</li> </ol>
<p>Other evidence related to advising and/or mentoring</p>

<p><b>Scholarly/Creative Activities and/or Professional Development:</b> Faculty members are expected to demonstrate an ongoing pattern of quality scholarly activities. Appropriate documentation of these activities should be included.</p>
<p><b><i>Candidate portfolios must include the following:</i></b></p>
<p>Self-Assessment of scholarly/creative activity and professional development (in candidate statement)</p>
<p><b><i>Evidence of competence in Scholarly/Creative Activity and Professional Development will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an <u>active and consistent pattern of growth and contribution</u>. They may include, but are not limited to, the following:</i></b></p>
<ol style="list-style-type: none"> <li>1. Presentation and/or attendance at workshops, seminars, and conferences</li> <li>2. Research and/or publication in the faculty's discipline</li> <li>3. Work with industry partners to ensure relevant and timely information is being taught</li> <li>4. Submission of grant proposals</li> <li>5. Participation in short courses and field trips</li> <li>6. Annual presentation of professional development activities to the Business Technology and Service Division</li> <li>7. Participation in return-to-industry activities and observation and/or assistance with local and industry procedures</li> <li>8. Ensuring currency of knowledge through industry literature and online resources</li> <li>9. Completion of approved college course(s)</li> <li>10. Networking with professional and/or industry colleagues</li> </ol>
<p><b>Service:</b> Service, if a part of the Job Description, encompasses a variety of professionally related activities through which faculty members employ their expertise for the benefit of the Division, the College, the community, and the profession. All BTS faculty are expected to complete the administrative duties as currently defined in the BTS Faculty Responsibilities and Duties (FRAD) form.</p>
<p><b><i>Candidate portfolios must include the following:</i></b></p>
<p>Self-Assessment of service (in candidate statement)</p>
<p>Demonstration of collegiality with division faculty and staff, and other members of college community</p>
<p><b><i>Evidence of competency in Service will show, at a minimum, that assigned duties are completed as defined in policy. Evidence of proficiency or excellence demonstrates an <u>active and consistent pattern of growth and contribution</u>. They may include, but are not limited to, the following:</i></b></p>
<p>Participation in the oversight and governing of the College community</p>

<ol style="list-style-type: none"> <li>1. Serving on Faculty Senate or one of its standing committees</li> <li>2. Serving on other College committees</li> <li>3. Serving as an appointed or elected officer or head of any collegial group</li> </ol>
Participation in volunteer activities that contribute to the College
<p>Contribution to the operation and oversight of the Division</p> <ol style="list-style-type: none"> <li>1. Serving on Division committees</li> <li>2. Participation in volunteer activities that contribute to the Division</li> <li>3. Active participation in the program advisory committee if part of Job Description</li> <li>4. Advising College student clubs</li> </ol>
<p>Service to the profession or industry</p> <ol style="list-style-type: none"> <li>1. Serving on committees in CTE organizations</li> <li>2. Serving as an appointed or elected officer of a professional association</li> <li>3. Serving as an organizer or leader of workshops, panels, or meetings in areas of the profession</li> </ol>
<p>Service to the community</p> <ol style="list-style-type: none"> <li>1. Serving as a leader or member of a task force, committee, board, or commission providing service to local, state, regional, national, or international organizations</li> <li>2. Serving in an organization, special interest group, or society</li> <li>3. Providing unpaid service as a professional consultant or volunteer to public or private organizations or industry</li> </ol>
Other evidence related to service