

**Kettering College**  
**Promotion in Rank: To Professor**

**Applicant:** \_\_\_\_\_

**Evaluation Completed By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Potential applicants must first fill out a data sheet of intention and send to the Chair of the Promotions Committee. The applicant must then make an appointment and meet with the Dean of Academic Affairs for determination for eligibility for promotion. The dean will then inform the Promotion Committee chair regarding the applicant's eligibility for promotion. If the applicant is not eligible, the promotion process cannot move forward.**

**There are six areas of criteria for promotion which include:**

- Experience and Educational Background
- Teaching
- Student Development
- Assessment and Evaluation
- Scholarship and Professional Growth
- Service

**ITEMS IN THE PORTFOLIO SHOULD BE SUBMITTED IN HARD COPY FORM AND ARRANGED AND ORGANIZED IN THE FOLLOWING ORDER:**

<b>Minimum Criteria for promotion To Professor:</b>	<b>Meets Expectations</b>	<b>Comments</b>
<b>Experience and Educational Background</b>		
Introductory Section <ul style="list-style-type: none"> <li>• Table of Contents</li> <li>• Data Sheet               <ul style="list-style-type: none"> <li>a. Name</li> <li>b. Current rank</li> <li>c. Years at present rank</li> <li>d. Years of teaching</li> <li>e. Type of contract, e.g. clinical coordinator, library faculty, academic support coordinator, teaching faculty</li> </ul> </li> <li>• Curriculum Vitae</li> </ul>		
1. A minimum of four years held at the Associate Professor rank at the time of promotion application.		
2. An earned doctorate degree with ten years of full-time college teaching experience <ul style="list-style-type: none"> <li>• Clinical educator/preceptor experience will be considered: for every four years of documented fulltime clinical educator/preceptor experience, one year of fulltime teaching experience may be awarded up to a maximum of 4 years. Documentation of clinical educator/preceptor experience should be presented at hiring and included in the applicant's promotion portfolio.</li> </ul>		
3. The faculty member must be performing satisfactorily as indicated by KC Faculty Development Plan and must have been formally evaluated in the previous evaluation period. <ul style="list-style-type: none"> <li>• As documented in a letter of confirmation from applicant's administrator. (This letter should be submitted directly to the Promotions Committee chair.)</li> </ul>		
<b>Teaching</b>		
1. Documented demonstration of the design, implementation, and assessment of learning facilitation. <ul style="list-style-type: none"> <li>• A statement of the applicant's personal philosophy of teaching.</li> </ul> *Definition of Teaching:		

<p>Teaching is the design, implementation and assessment of learner-centered experiences that promote life-long learning in students.</p> <ul style="list-style-type: none"> <li>• <b>Samples</b> (copies) of items that <b>best</b> exemplify teaching/learning facilitation performance and outcomes (learning experiences, learning activities, homework assignments etc. developed by applicant)</li> <li>• Documentation of completion of official Peer Review of teaching process by a college approved reviewer</li> <li>• Teaching awards &amp; recognition</li> </ul>		
<b>Student Development</b>		
<ol style="list-style-type: none"> <li>1. Self-assessment of relationships with students</li> <li>2. Letter from peer that addresses: Relationship with students (Peer should have at least the same rank as the applicant for promotion—Associate Professor or higher.)</li> </ol>		
<b>Assessment and Evaluation</b>		
<ol style="list-style-type: none"> <li>1. Documented demonstration of assessment and evaluation tools to assess/evaluate student learning (tests, paper, discussion rubrics, and/or other creative assessment/evaluation methods.</li> <li>2. Results of course evaluations by students</li> <li>3. Self-assessment of teaching performance that includes addressing areas on course evaluations that do not have consistently high scores and/or peer evaluation suggestions for improvement</li> </ol>		
<b>Scholarship and Professional Growth</b>		
<p><i>Scholarship</i></p> <ol style="list-style-type: none"> <li>1. Evidence of an <b>established pattern</b> of scholarship, which should build on earlier scholarly findings, and active engagement in all four categories of scholarship within their area of specialization. <ul style="list-style-type: none"> <li>• Completion of at least one of the examples from each of the scholarship categories (Discovery, Teaching, Integration, Application)</li> <li>• These four (at minimum) scholarship activities should be completed while at the rank of Associate Professor.</li> </ul> </li> </ol>		
<p><i>Professional Growth</i></p> <ol style="list-style-type: none"> <li>1. Evidence of ongoing professional development demonstrated by facilitating developmental activities, workshops, conferences, seminars, or other types of in-service activities. <ul style="list-style-type: none"> <li>• Self-assessment of continuing educational efforts within the discipline and the field of education</li> <li>• A plan for continued growth both in the discipline and for becoming a better facilitator of learning</li> <li>• Copies of clinical/professional credentials</li> </ul> </li> </ol>		
<b>Service</b>		
<ol style="list-style-type: none"> <li>1. Demonstrated active leadership within Kettering College. Examples of college leadership activities include, but are not limited to, a college governance committee chair or co-chair for a minimum of one year, developing and leading faculty forum for a minimum of one year, leading a college taskforce, or developing and leading a quality summit. Acceptable activities must serve the entire college. <ul style="list-style-type: none"> <li>• Letter from administrator to which the college committee that the applicant chaired reports indicating the applicant's committee leadership qualities</li> <li>• A letter from the college committee member with whom the applicant co-chaired. The letter must evaluate participation and quality leadership abilities of the applicant.</li> <li>• Self-assessment of how the applicant's performance has contributed &amp; will continue to contribute to the strength</li> </ul> </li> </ol>		

and development of the applicant's specific program & the College		
2. Demonstrated evidence of continual leadership within the field/program of the applicant. Examples of service within the field/program include but are not limited to: chairing department subcommittees, mentoring an onboarding faculty member, leading a special project or departmental task force, and leading a programmatic accreditation self-study. Acceptable activities must serve the field/program of the applicant. Applicants are to work with their department chair to determine the appropriate activity to fulfill this requirement.		
<b>Community Service</b>		
Evidence of service that may include leadership roles in local community, educational, civic, church, national and international organizations.		
<b>Overall Assessment of Essential Performance Areas: Professor</b>		
Conclusion: reflection by applicant 1) on items chosen for portfolio and why they were chosen and 2) what was learned in the development of the portfolio.		

Recommendation of Promotions Committee:

Date: \_\_\_\_\_

Recommended without reservations \_\_\_\_\_

Recommended with reservations \_\_\_\_\_

List reasons

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Do not recommended promotion \_\_\_\_\_

List reasons

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