

To Assistant Professor:	To Associate Professor:	To Professor:
Experience and Educational Background	Experience and Educational Background	Experience and Educational Background
Introductory Section <ul style="list-style-type: none"> Table of Contents Data Sheet a. Name b. Current Rank c. Years at Present Rank d. Years of teaching experience e. Type of contract, e.g. clinical coordinator, library faculty, academic support coordinator, teaching faculty Curriculum Vitae 	Introductory Section <ul style="list-style-type: none"> Table of Contents Data Sheet a. Name b. Current rank c. Years at present rank d. Years of teaching e. Type of contract, e.g. clinical coordinator, library faculty, academic support coordinator, teaching faculty Curriculum Vitae 	Introductory Section <ul style="list-style-type: none"> Table of Contents Data Sheet a. Name b. Current rank c. Years at present rank d. Years of teaching e. Type of contract, e.g. clinical coordinator, library faculty, academic support coordinator, teaching faculty Curriculum Vitae
1. Minimum of four years held at the previous rank. (Determined by Academic Dean)	1. A minimum of four years held at the previous rank. (Determined by Academic Dean)	1. A minimum of four years held at the Associate Professor rank. (Determined by Academic Dean)
2. Master's degree and four years of full-time college teaching experience OR Doctorate degree and one year of full-time college teaching experience	2. A master's degree with ten years of full-time college teaching OR A doctorate degree with five years of full-time college teaching. <ul style="list-style-type: none"> 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 candidate's promotion portfolio. 	2. An earned doctorate degree with ten years of full-time college teaching experience <ul style="list-style-type: none"> 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 candidate's promotion portfolio.
3. The faculty member must be performing satisfactorily as indicated by Kettering College Faculty Development Plan and must have been formally evaluated in the previous evaluation period. <ul style="list-style-type: none"> As documented in a letter of recommendation from candidate's administrator to include reasons to support the promotion. 	3. The faculty member must be performing satisfactorily as indicated by Kettering College Faculty Development Plan and must have been formally evaluated in the previous evaluation period. <ul style="list-style-type: none"> As documented in a letter of recommendation from candidate's administrator to include reasons to support the promotion. 	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"> As documented in a letter of recommendation from candidate's administrator to include reasons to support the promotion.
Teaching	Teaching	Teaching
1. Documented demonstration of the design, implementation, and assessment of learning facilitation. <ul style="list-style-type: none"> A statement of personal philosophy of teaching * Definition of Teaching: Teaching is the design, implementation and assessment of learner-centered experiences that promote lifelong learning in students. <ul style="list-style-type: none"> Samples (copies) of items that best exemplify teaching facilitation performance and outcomes (learning experiences, learning activities, homework assignments etc. developed by applicant Documentation of completion of peer review of teaching process Teaching awards & recognition 	1. Documented demonstration of the design, implementation, and assessment of learning facilitation. <ul style="list-style-type: none"> A statement of personal philosophy of teaching *Definition of Teaching: Teaching is the design, implementation and assessment of learner-centered experiences that promote lifelong learning in students. <ul style="list-style-type: none"> Samples (copies) of items that best exemplify teaching/learning facilitation performance and outcomes (learning experiences, learning activities, homework assignments etc. developed by applicant Documentation of completion of peer review of teaching process <ul style="list-style-type: none"> Teaching awards & recognition 	1. Documented demonstration of the design, implementation, and assessment of learning facilitation. <ul style="list-style-type: none"> A statement of personal philosophy of teaching. *Definition of Teaching: Teaching is the design, implementation and assessment of learner-centered experiences that promote life-long learning in students. <ul style="list-style-type: none"> Samples (copies) of items that best exemplify teaching/learning facilitation performance and outcomes (learning experiences, learning activities, homework assignments etc. developed by applicant Documentation of completion of peer review of teaching process Teaching awards & recognition
Student Development	Student Development	Student Development
1. Self-assessment of relationships with students 2. Letter of recommendation from peer that addresses: Relationship with students	1. Self-assessment of relationships with students 2. Letter of recommendation from peer that addresses: Relationship with students	3. Self-assessment of relationships with students 4. Letter of recommendation from peer that addresses: Relationship with students
Assessment and Evaluation	Assessment and Evaluation	Assessment and Evaluation
1. Documented demonstration of assessment and evaluation tools to assess/evaluate student learning (tests, paper, discussion rubrics, and/or other creative assessment/evaluation methods. 2. Results of course evaluations by students 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.	1. Documented demonstration of assessment and evaluation tools to assess/evaluate student learning (tests, paper, discussion rubrics, and/or other creative assessment/evaluation methods. 2. Results of course evaluations by students 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	1. Documented demonstration of assessment and evaluation tools to assess/evaluate student learning (tests, paper, discussion rubrics, and/or other creative assessment/evaluation methods. 2. Results of course evaluations by students 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
Scholarship and Professional Growth	Scholarship and Professional Growth	Scholarship and Professional Growth
<i>Scholarship</i> 1. Evidence of active engagement in scholarship in area of specialization. <ul style="list-style-type: none"> Active engagement in the scholarship of teaching and one of the other three models of scholarship (Discovery, Integration, Application) 	<i>Scholarship</i> 1. Evidence of active engagement in scholarship of teaching and two of the other three models of scholarship (Discovery, Integration, and/or Application)	<i>Scholarship</i> 1. Evidence of an established pattern 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"> Required to complete two or more of the examples in the scholarship categories while at the rank of Instructor 	<ul style="list-style-type: none"> Completion of three or more of the examples in the scholarship categories (one from each category Discovery, Teaching, Integration, Application) while at the rank of Assistant Professor. 	<ul style="list-style-type: none"> Completion of at least four of the examples in the scholarship categories (one from each category: Discovery, Teaching, Integration, Application) while at the rank of Associate Professor.
<p><i>Professional Growth</i></p> <p>1. Evidence of ongoing professional development demonstrated by facilitating developmental activities, workshops, conferences, seminars, or other types of in-service activities.</p> <ul style="list-style-type: none"> Self-assessment of continuing educational efforts within the discipline and the field of education A plan for continued growth both in the discipline and for becoming a better facilitator of learning Copies of clinical/professional credentials 	<p><i>Professional Growth</i></p> <p>1. Evidence of ongoing professional development demonstrated by facilitating developmental activities, workshops, conferences, seminars, or other types of in-service activities.</p> <ul style="list-style-type: none"> Self-assessment of continuing educational efforts within the discipline and the field of education A plan for continued growth both in the discipline and for becoming a better facilitator of learning Copies of clinical/professional credentials 	<p><i>Professional Growth</i></p> <p>1. Evidence of ongoing professional development demonstrated by facilitating developmental activities, workshops, conferences, seminars, or other types of in-service activities.</p> <ul style="list-style-type: none"> Self-assessment of continuing educational efforts within the discipline and the field of education A plan for continued growth both in the discipline and for becoming a better facilitator of learning Copies of clinical/professional credentials
<p>Service</p> <p>1. Evidence of active involvement in college activities including the governance process.</p> <ul style="list-style-type: none"> A letter from the chair of the college committee/s the applicant has served on indicating participation in and contribution to the work of the committee must accompany the application for promotion. Self-assessment of how his/her performance has contributed & will continue to contribute to the strength and development of his/her specific program & the College 	<p>Service</p> <p>1. Demonstrated active leadership within Kettering College by such activities as College Council membership, committee chair, faculty/staff presentations, and/or special project</p> <ul style="list-style-type: none"> A letter from the chair of the college committee/s the applicant has served on indicating participation in and contribution to the work of the committee must accompany the application for promotion. Self-assessment of how his/her performance has contributed & will continue to contribute to the strength and development of his/her specific program & the College 	<p>Service</p> <p>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.</p> <ul style="list-style-type: none"> A letter from the direct supervisor or committee co-chair of the applicant regarding the service event. The letter must evaluate participation and quality leadership abilities. Self-assessment of how his/her performance has contributed & will continue to contribute to the strength and development of his/her specific program & the College <p>2. Demonstrated evidence of continual leadership within the Department/Program of the applicant. Examples of service within the Department/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.</p>
<p>Community Service</p> <p>Evidence of service that may include local community, educational, civic, church, national and international organizations.</p>	<p>Community Service</p> <p>Evidence of service that may include roles in local community, educational, civic, church, national and international organizations.</p>	<p>Community Service</p> <p>Evidence of service that may include roles in local community, educational, civic, church, national and international organizations.</p>
<p>Overall Assessment of Essential Performance Areas: Assistant Professor</p> <p>Conclusion: reflection by candidate 1) on items chosen for portfolio and why they were chosen and 2) what was learned in the development of the portfolio</p>	<p>Overall Assessment of Essential Performance Areas: Associate Professor</p> <p>Conclusion: reflection by candidate 1) on items chosen for portfolio and why they were chosen and 2) what was learned in the development of the portfolio.</p>	<p>Overall Assessment of Essential Performance Areas: Professor</p> <p>Conclusion: reflection by candidate 1) on items chosen for portfolio and why they were chosen and 2) what was learned in the development of the portfolio.</p>