APPLIES TO: Employed, non-adjunct faculty

ISSUED: *February 1, 2022*   **KEYWORDS:** academic rank, promotion, research, scholarship, Boyer's Model

EFFECTIVE: *February 1, 2022*

PURPOSE: The Kettering College Board of Trustees provides a structure for promotion as a means of recognizing the accomplishments and contributions of the faculty. **Promotion is NOT to be automatically earned through length of service, years at current rank, or by the number of degrees, or graduate credits.** A commitment to professional growth is an essential quality of faculty at Kettering College. As in any profession, faculty are expected not only to remain current in their field, but also strive to become more effective and accomplished in their educational responsibilities.

DEFINITION OF TERMS IN THIS POLICY:

1. **Academic Rank:** The four academic ranks, from Instructor to Professor, represent acknowledgment of various landmarks possible within the span of a professional career. Those landmarks involve two separate, yet related, areas of achievement. The first area of achievement used to describe faculty academic growth is scholarship. Secondly, there is the formal, well-established track of successively higher academic degrees (e.g. B.S., M.S., Ph.D.). Receiving a higher degree represents a deeper understanding of a discipline, as well as an increased capacity to contribute to the growth of that discipline. Both areas of achievement are described in detail below.

   Instructor: The Instructor is a member of the College faculty and is committed to the satisfactory performance of all assigned duties. Appointment as Instructor is based on the expectation that faculty at this rank will develop competencies in education, scholarship, mentoring, and professional service.
   The candidate for Instructor should have at least a baccalaureate degree from a regionally accredited academic institution. The degree must be in the assigned area of education or in an area that directly contributes to the work assignment.
   Assistant Professor: The Assistant Professor is a respected member of the College faculty and has begun to serve as a mentor to colleagues and students. An appointment as Assistant Professor signifies demonstrated competence as an educator with potential for excellence, competence in professional service, mentoring, and engagement in scholarly activity.
   The candidate for Assistant Professor must have a master's degree from a regionally accredited academic institution. The degree should be either in the assigned area of education or in an area that contributes to the professional assignment. The candidate is expected to have at least four years of effective teaching experience at the rank of Instructor and is encouraged to pursue a doctoral degree in an area that contributes to the professional assignment. Acceptable publications, such as journal articles, books, and book chapters, shall be published in periodicals or venues recognized by the appropriate academic or professional organizations at the national level and/or professional accrediting associations. The intent is to allow long-term access for other scholars and practitioners.
   Associate Professor: An Associate Professor is considered a senior member of the College faculty and serves as a respected mentor to colleagues and students. An appointment as Associate Professor signifies sustained excellence as an educator, demonstrated competence as a scholar, mentor, and recognition in professional service.
   The candidate for Associate Professor shall have a master's degree from a regionally accredited academic institution with significant professional contribution in their field of specialty, at least four years of effective teaching experience as an Assistant Professor, and ten years of fulltime teaching

experience at an institution of higher education. The degree must be either in the assigned area of education or in an area that directly contributes to the professional assignment. The candidate is also encouraged to pursue a doctoral degree in an area that contributes to the professional assignment. Acceptable publications, such as journal articles, professional podcasts, presentations and workshops, books, and book chapters, shall be published in periodicals or displayed venues recognized by the appropriate academic or professional organizations at the national level and/or professional accrediting associations. The intent is to allow long-term access by other scholars and practitioners.

Professor: The rank of Professor is the highest academic appointment. An appointment as Professor signifies demonstrated and sustained excellence as an educator, scholar, and mentor, as well as exemplary professional service.

The candidate for Professor must have an earned doctoral degree from a regionally accredited academic institution. This degree must be either in the assigned area of education or in an area that directly contributes to the professional assignment. The candidate is expected to have at least four years of effective teaching experience as an Associate Professor and ten years of fulltime teaching experience at an institution of higher education. Acceptable publications, such as journal articles, professional podcasts, presentations and workshops, books, and book chapters, shall be published in periodicals or displayed venues recognized by the appropriate academic or professional organizations at the national level and/or professional accrediting associations. The intent is to allow long-term access by other scholars and practitioners.

2. **Promotion:** A means of recognizing the accomplishments and contributions of the faculty at Kettering College.
3. **Scholarship:** The categories of scholarship as described by Ernest L. Boyer (Boyer, 1990) are widely accepted in higher education. The Boyer model seeks to give the term "'scholarship' a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work." Its goal is to provide a "more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching." Boyer's categories of scholarship (discovery, teaching, integration, and application) are described in detail in the body of the policy statement.
4. **Peer Review:** A faculty member may use either the standard peer review process or an internal QM review depending on the following conditions. In either case (peer review or QM review) a document of completion must be included in the portfolio.

    Face-to-face instructors: standard peer review completion document required within 24 months of applying for promotion.

    Faculty who teach both face to face courses and online courses: submit either the standard peer review completion document or the internal QM Review completion document within 24 months of applying for promotion.

    Faculty who teach online only: Submit a completed internal QM review document within 24 months of applying for promotion.

POLICY DETAILS:

The academic rank a person achieves must be meaningful and consistent with instructions of comparable mission, scope, and size. The Promotions Committee at Kettering College serves as a gatekeeper for the integrity of this process. From time to time, the Promotions Committee reviews the criteria for each rank with reference to peer institutions and recommends changes as appropriate. For this purpose, either a clinical or academic doctorate fulfills the requirement of an earned doctoral degree.

Minimum Criteria for Promotion:

Promotion from Instructor to Assistant Professor:

1. Minimum of 4 years held at the previous rank at the time of application for promotion.
2. Minimum of master's degree with 4 years of higher education fulltime teaching experience
3. The faculty member must be performing satisfactorily as indicated by the Kettering College Faculty Development Plan and must have been formally evaluated in the previous evaluation period.
4. Documented demonstration of the design, implementation, and/or assessment of learning facilitation. This includes documentation of the formal peer review teaching process with college approved reviewers. (See definitions: 8. Peer review, page 3)
5. Evidence of participation within and service to the college community demonstrated by committee membership and other college activities.
6. Evidence of professional development demonstrated by participation in faculty development activities, workshops, conferences and in-service activities.
7. Evidence of service that may include local community, educational, civic, church, national and international organizations.
8. Essential Performance Areas for an Assistant Professor. Demonstrates competence in four Essential Performance Areas:
    o Scholarship and Professional Growth
    o Teaching/Learning Facilitation
    o Assessment and Evaluation
    o Student Development
9. Candidates for promotion to the rank of Assistant Professor must give evidence of active engagement in scholarship in their area of specialization. Candidates can satisfy this requirement by providing evidence of active engagement in the scholarship of teaching and one of the other three models of scholarship. Candidates will be required to complete two or more of the examples in the scholarship categories while at the rank of Instructor.
10. A confirmation form letter from the faculty member's department chair must accompany the application for promotion. The department chair should submit this letter directly to the Promotions Committee chair.

Promotion from Assistant Professor to Associate Professor:

1. A minimum of 4 years held at the previous rank at the time of application for promotion.
2. A master's degree with a minimum of ten years of higher education fulltime teaching experience -OR- doctorate degree with a minimum of five years of higher education fulltime teaching experience.
    NOTE: 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.
4. Documented demonstration of the design, implementation, and/or assessment of learning facilitation. This includes documentation of the formal peer review teaching process with college approved reviewers.
5. Evidence of ongoing professional development demonstrated by participation in developmental activities, workshops, conferences, seminars, or other types of in-service activities.

6. Demonstrated active professional leadership within Kettering College by such activities as College Council membership, committee chair, faculty/staff presentations, and special projects.
7. Evidence of service that may include leadership roles in local community, educational, civic, church, national and international organizations.
8. Essential Performance Areas for an Associate Professor. Demonstrates competence in five Essential Performance Areas:
    o Scholarship and Professional Growth
    o Teaching/Learning Facilitation
    o Assessment and Evaluation
    o Student Development
    o Community Service
9. Candidates for promotion to the rank of Associate Professor must give evidence of and active engagement in scholarship of teaching and two of the other three other models of scholarship. Candidates can satisfy this requirement by completion of three or more of the examples in the scholarship categories while at the rank of Assistant Professor.
10. A confirmation form letter from the faculty member's department chair must accompany the application for promotion. The department chair should submit this letter directly to the Promotions Committee chair.

Promotion from Associate Professor to Professor:

1. A minimum of four years held at the previous rank at the time of application for promotion.
2. An earned doctorate with a minimum of ten years of higher education fulltime teaching experience.
   NOTE: 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 from the instructor or supervisor of clinical education/preceptorship 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.
4. Documented demonstration of the design, implementation, and/or assessment of learning facilitation. This includes documentation of the formal peer review teaching process with college approved reviewers.
5. Evidence of ongoing professional development demonstrated by facilitating developmental activities, workshops, conferences or other types of in-service activities.
6. Demonstrated active involvement in professional organizations through committee leadership, publications, and/or presentations
7. Demonstrated active leadership within Kettering College by such activities as College Council chair, college governance committee chair, faculty/staff presentations, and/or special project
8. Evidence of service that may include local community, educational, civic, church, national and international organizations.
9. Essential Performance Areas Professor. Demonstrates competence in the following five essential performance Areas:
    o Scholarship and Professional Growth
    o Teaching/Learning Facilitation
    o Assessment and Evaluation
    o Student Development
    o Community Service

10. Candidates for promotion to the rank of Professor must give 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. Candidates can satisfy this requirement by completion of at least four of the examples in the scholarship categories (one from each category) while at the rank of Associate Professor.
11. A confirmation form letter from the faculty member's department chair must accompany the application for promotion. The department chair should submit this letter directly to the Promotions Committee chair.
12. Exceptional candidates, nationally recognized in their area of expertise, can be collectively nominated by their director and administrators to receive the rank of professor with expediency.

Boyer's Four Categories of Scholarship:

The categories of scholarship that Boyer described provide value "in analyzing the various kinds of academic work, while also acknowledging that they dynamically interact, forming an interdependent whole." They "recognize the great diversity of talent within the professoriate and may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives." Thus, the heavy emphasis Kettering College places on these categories of scholarship in considering candidates for promotion. Scholarship produced by clinical faculty naturally falls under the category of scholarship of application given that clinical practice is appropriately understood as application of basic scientific discovery. Boundaries between the categories of scholarship are not distinct but the classifications signal areas of inquiry which faculty may pursue in the various clinical and academic programs that can fulfill requirements for promotion in rank. Each faculty member should consult annually with their program or department chair to ensure that his or her professional development plan conforms to expectations of scholarship in the context of his or her program, teaching load, appointment type (e.g., graduate vs. undergraduate), and other relevant considerations.

Scholarship of Discovery:

The scholarship of discovery is most closely related to the traditional understanding of the term "research." It recognizes a strong "commitment to knowledge," "freedom of inquiry," and to "follow investigation wherever it may lead." The scholarship of discovery "contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university." It "gives meaning to the effort," passion, process, and outcomes of that intellectual endeavor. "Scholarly investigation, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended." The passion of this investigation "enlivens faculty and invigorates higher learning institutions."

Scholarship of Teaching:

The scholarship of teaching not only "stimulate[s] active, not passive, learning and encourage[s] students to be critical, creative thinkers" with a passion to become lifelong learners, it also "both educates and entices future scholars." The art of teaching can be effective only if professors "are widely read and intellectually engaged;" teaching is, as Aristotle held, "the highest form of understanding." The scholarship of teaching "create[s] a common ground of intellectual commitment" where "faculty, as scholars, are also learners." "Teaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well." The vigorous, passionate interaction between teachers and students will push professors "in creative new directions."

Scholarship of Integration:

The scholarship of integration "give[s] meaning to isolated facts, putting them in perspective." Integration allows us to "mak[e] connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists" as well. The scholarship of integration also "means interpretation, fitting one's own research—or the research of others—into larger intellectual patterns" to avoid

intellectual literalism. Boyer wrote that if the scholarship of discovery asks, "What is to be known?"; the scholarship of integration asks, "What do those findings mean?" As a result, the answer to this question has given rise to the terms "inter-disciplinary," "interpretive," and "integrative."

Scholarship of Application:

The scholarship of application seeks to "responsibly appl[y] knowledge to consequential problems." It is the fundamental belief and principle that "higher education must serve the interests of the larger community" and "connect theory with practice." To qualify as scholarship of application, Boyer says "service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity." What's more, "[n]ew intellectual understandings," such as in medical diagnosis and treatment, "can arise out of the very act of application." In effect, "theory and practice vitally interact, and one renews the other."

Supporting Examples of Scholarship Activities:

Faculty seeking rank promotion will have contributed to the available body of knowledge or innovative application of existing research into practice in their field of expertise since their last rank assignment. Avenues for the dissemination can include professional presentations at regional or national conferences, conference proceedings, online publications, as well as peer reviewed professional or academic publications. Faculty should keep in mind the value of making permanent and recognized contributions to their field of study. The list below of scholarship activities is NOT exhaustive and some of these activities may not be relevant to an individual faculty member. The list of scholarly activities is organized within each area of scholarship from the simple to the more advanced. Faculty seeking promotion to a senior rank must provide evidence of advanced scholarship.

Scholarship of Discovery Activities:

Unpublished Scholarly Outcomes:
- o   presenting an accepted/reviewed oral or written poster, paper, project at a professional meeting,
- o   a paper or poster presented that describes a new theory or clinical method developed by the author,
- o   a paper or poster presented that reports the findings of research designed to gain new knowledge or improve the practice of healthcare,
- o   a report on research findings to a granting agency, a grant proposal or grant award

Publications:
- o   a book chapter describing a new theory or clinical intervention, or application developed by the author,
- o   a refereed journal article reporting findings of research designed to gain new knowledge or advance clinical practice,
- o   a book-reporting finding of research or clinical applications to improve the practice of healthcare,
- o   a book describing a new theory, research or clinical practice developed by the author,
- o   a refereed journal article describing a new theory, research or clinical practice developed by the author,
- o   a refereed journal review article indicating new directions for theory, research, clinical practice or experimentation,
- o   an abstract accepted at a professional meeting as an oral presentation or poster,
- o   an abstract published in a conference related journal,
- o   a thesis required for completion of graduate studies.

Scholarship of Teaching Activities:

Scholarly Activities:
- o   organize a workshop on new ways of teaching one's discipline or clinical practice,

- o study problems or questions emerging from one's own teaching,
- o construction of an annotated bibliography for course reference,
- o a lecture on topics from current journal articles not covered in the course readings,
- o a lecture on topics from current scholarly books not covered in course readings,
- o development of a new course,
- o introduction of some result of one's scholarship in teaching,
- o developing a methodology to evaluate teaching effectiveness,
- o directed student research projects (EBM, Clinical Integration, Healthcare policy & Professionalism and Capstone courses)

Unpublished Scholarly Outcomes:
- o course portfolio,
- o general pedagogical development and improvement,
- o presentation about new instructional techniques to colleagues,
- o development of a collection of resource materials for one's subject area,
- o construction of a novel examination or testing practice (Simulation design, alternative pathway),
- o classroom research,
- o experimentation with new teaching methods or activities,
- o development of methods to make ungraded assessments of students' learning of course content (simulation design),
- o trying a new instructional practice and altering it until it is successful (Revision of remediation process),
- o develop an original lab manual for KC

Pedagogical Content Knowledge:
- o development of examples, materials, class exercises, or assignments that help students learn difficult course concepts (application sessions, tutoring, simulation activities, flow charting, HIPPO PA),
- o creation of an approach or strategy for dealing with class management problems faced in teaching a particular type of course (instructional strategies used and developed throughout the pandemic),
- o creation of an approach or strategy to help student to think critically about course concepts,
- o evaluation of effectiveness of a new course (Academic and Clinical Committees)

Publications:
- o general pedagogical development and improvement,
- o publication listing resource materials for a course,
- o publication on the use of a new instructional method,
- o classroom research,
- o publication reporting a new teaching approach developed by the author,
- o publication of a method to make ungraded assessments of student's learning of course content,
- o publication on the use of a new instructional practice and the alterations made to make it successful

Pedagogical Content Knowledge:
- o publication on examples, materials, class exercises, or assignments that help students to learn difficult course concepts,
- o publication on an approach or strategy for dealing with class management problems faced in teaching a particular type of course,
- o publication on an approach or strategy to help students to think critically about course concepts

Scholarship of Integration Activities:

Unpublished Scholarly Outcomes:
- o organize a professional/academic seminar, workshop, symposium or conference, a talk on a current disciplinary topic given to community organizations, student groups or media outlets

Publications:
- o a review of literature on a disciplinary topic,
- o a review of literature on an interdisciplinary topic,
- o a review essay of two or more books on similar topics,
- o an article on the application of a research method borrowed from an academic discipline outside one's own,
- o a book chapter on the application of a research method borrowed from an academic discipline outside one's own,
- o an article/book chapter on the application of theory borrowed from an academic discipline outside one's own,
- o a critical book review published in an academic or professional journal,
- o a critical book review published in a newsletter of a professional association,
- o an article/book addressing current disciplinary topics published in the popular press,
- o an article/book that crosses subject matter areas,
- o a critical book review published in the popular press,
- o a book published reporting research findings to lay readers,
- o authoring a textbook or portion/chapter within discipline,
- o an edited book published,
- o an article on a current disciplinary topic published in a local newspaper,
- o an article on a current disciplinary topic published in a college or university publication,
- o an article on a current disciplinary topic published in a national magazine of the popular press,
- o organize a professional/academic seminar, workshop, symposium or conference, presentation on a current disciplinary topic given to professional podcasts and workshops, community organizations, student groups or media outlets

Scholarship of Application Activities:

Institutional Service/Academic Citizenship:
- o service on a committee engaged in institutional preparation for accreditation review,
- o disseminating a study's results to help solve a departmental problem (study of student retention, attrition, remediation outcomes),
- o establishing a process to formulate and review departmental policies (remediation, program goals and outcomes) or institutional policies,
- o implementation of a new classroom technology with documentation of effectiveness,
- o organizing/hosting a regional conference within discipline, authoring a self-study for national accreditation

Service to Lay Public:
- o provision of expert witness or testimony,
- o engagement in consulting off campus,
- o presentation of one's area of expertise to a lay organization with similar interests

Unpublished Scholarly Outcomes:
- o academic portfolio,
- o development of an innovative technology or clinical practice,
- o seminars conducted for laypersons on current disciplinary topics,
- o development of a new process for dealing with a problem of practice,
- o dissemination of study results conducted for a local organization or a local nonacademic professional association or local governmental agency or used to help solve a community/county/state problem.

Publications:
- o an article that outlines a new research problem identified through the application of the knowledge and skill of one's academic discipline to a practical problem,
- o an article that describes new knowledge obtained through the application of the knowledge and skill of one's academic discipline to a practical problem,
- o an article that applies new disciplinary knowledge to a practical problem,
- o an article that proposes an approach to merging theory and practice,
- o an article reporting findings of research designed to solve a practical problem

Professional Portfolio:

The following is a general list (but not necessarily the complete list) of items to include in a professional portfolio for promotion. For further information and items, refer to the checklist sheet for the specific rank you are seeking. Portfolios should follow the organization of those checklist sheets and be submitted in hard copy only.

Experience and Educational Background
- o Table of Contents
- o Data Sheet
- o Curriculum Vitae
- o Performance Evaluation – letter of confirmation from applicant's supervisor/administrator

Teaching
- o Statement of personal philosophy of teaching
- o Examples of items that best exemplify teaching/learning facilitation
- o Documentation of official peer review of teaching process by a college approved reviewer.
- o Teaching awards and recognition

Student Development
- o Self-assessment statement of relationships with students
- o Letter from peer that describes applicant's relationship with students

Assessment and Evaluation
- o Examples of assessment and evaluation tools used in teaching and student learning
- o Course evaluations by students
- o Applicant's self-assessment on teaching performance

Scholarship and Professional Growth
- o Documented examples of scholarly activities required and relevant to the specific rank the applicant is seeking
- o Self-assessment of continuing education with the applicant's discipline
- o Plan/strategy for continued professional growth and teaching/learning facilitation improvement
- o Copies of professional credentials/licenses

Service
- o Letter from college-wide committee chair indicating the applicant's presence and contribution to the college governance process
- o Letter from administrator indicating applicant's leadership as chair of a college wide committee
- o Self-assessment of the contribution by the applicant to the strength and development of the applicant's program and college

Community Service
- o Documentation of service within the community, such as educational, civic, church, or national and international organizations

Overall Assessment of Essential Performance Areas
- o Statement of reflection by the applicant regarding the portfolio creation process, the items selected for the portfolio, and what was learned from the portfolio creation process

RESOURCES/REFERENCES:

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