

# A Self-Help Guide to the Promotion Process at COCC

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Updated Spring 2018<sup>1</sup>

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## Why we have promotion

The goal of promotion is to recognize and reward faculty members for their continued efforts to improve not only themselves but also programs, departments, and the College, all while improving learning and educational opportunities for our students and the communities we serve. In addition, the use of rank and promotion helps guide the faculty member to become a balanced faculty member while accomplishing the mission and goals of the College.

## The promotion process

The promotion process begins when one is hired in a tenure-track position at COCC. During the first year, the faculty member and his/her designated evaluator should become familiar with the links and documents on the Faculty Promotion webpage (<https://www.cocc.edu/committees/faculty-promotions-committee/default.aspx>). These include:

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<sup>1</sup> This document should be reviewed and updated by Faculty Promotions Committee on an annual basis.

- General Policies and Procedures Manual section on promotion
- Self-Help Guide to Getting Promoted
- Language from the most recent collective bargaining agreement concerning evaluations and promotions (if relevant)
- Faculty Evaluation Official Practices (2008)
- Peer Evaluation Handbook (rev. 2017)
- Promotion Timeline
- Promotion Checklist
- Annual Report of Activities (ARA) template and samples

A key component of promotion is planning: looking ahead to understand the standards and documentation required for promotion. Faculty members should familiarize themselves with performance standards and should work with their designated evaluator to assess and document progress. Faculty should also be aware of and track relevant deadlines for promotion to ensure that all activities are completed on time, such as activities in the Professional Improvement Plan (PIP). While the PIP is not evaluated by the promotions committee, it is an important document for explaining to readers the faculty member's goals and activities that are later discussed in the Annual Reports of Activity. Faculty should address performance issues as quickly as possible. Faculty who wait to address performance issues until the fall term in the year going up for promotion may find there is not enough time to both solve the problem and document the improved performance.

Another important part of planning is to ensure all required documentation is in the Human Resources file for committee review at the appropriate time. Due dates and a checklist for content submission are available on the Faculty Promotions Committee page of the COCC website. While time between promotions can vary from three to six years depending on rank, faculty are encouraged to check the file annually to ensure all paperwork is up to date, signed, and stamped. Given ample lead-time, missing documents should be reprinted and resubmitted through designated pathways. As an example, if an Annual Report of Activities (ARA) or final report for a PIP are missing, the faculty member may need to retrieve or recreate that document or get relevant commentary from DEs or administrators. Faculty should not wait until the final file review period to verify the contents of the file. It is the sole responsibility of faculty members to make sure their file is complete for promotion consideration.

When reviewing a candidate's personnel file for promotion, the committee generally begins reading content from either the date of hire (for promotion to Assistant Prof II) or from their last promotion (for promotion to Associate Professor or Professor). However, the committee may review previous promotion and tenure letters and other documents to gain perspective on directives for growth over time. This is especially true in cases where a person was denied promotion or where more information is needed to understand the overall direction described in the file. During committee deliberations, only items contained in the file can be used as part of the discussion. Discussion of personal knowledge of a candidate or special circumstances not contained in the file are not part of the deliberations.

The promotions committee reviews files and writes promotion recommendation letters during winter term. The committee attempts to let candidates know their status by the end of winter term. Promotions are not final until approved by the Board of Directors, usually in March. On some occasions when there is a large number of faculty standing for promotion, notice may not be given until early spring term.

## Areas and documents evaluated for promotion

Four components are evaluated during the promotion process: primary assignment, professional development, service to the College, and service to the community. For a full description of each area, refer to the Faculty Promotions webpage (<https://www.cocc.edu/committees/faculty-promotions-committee/default.aspx>). Promotion Committee members evaluate each area based on particular documents in the faculty member's file.

Component	Guiding Documentation
Primary assignment	Annual Report of Activities (ARA), Designated Evaluator (DE) letter, Student evaluations
Professional improvement	ARA, DE letter, Professional Improvement Plans (PIP) and final reports
Service to the College	ARA, DE letter
Service to the community	ARA, DE letter

### Documentation Overview

Document	Annual Report of Activities (ARA)	Designated Evaluator (DE) letter	Student Evaluations	Professional Improvement Plan (PIP)	Final Report of Completed 4-Year PIP Cycle Plan
<b>Purpose</b>	Documentation  Describes activities completed each year in all four areas	Documentation  Summarizes key areas of growth, provides overall scope of primary assignment and key contributions to College and community	Assessment  Provides student feedback on instructional methods, course content, and classroom culture	Planning  Explains goals and activities and connects these to department, program, and/or College goals.	Assessment  Demonstrates completion of activities as outlined in PIP and reflects on professional growth.

### The Annual Report of Activities (ARA)

The Annual Report of Activities (ARA) documents the faculty member's activities for each academic year. This report also documents progress on annual goals (set between the faculty member and designated evaluator in preparation for the next promotion or performance review) and progress on the faculty member's professional improvement plan. The ARA also documents the faculty member's service to the College and community.

One way to think about the ARA is that it tells a story about the faculty member. Upon reviewing a series of ARAs over time, the designated evaluator and committee members should get a strong sense of who this faculty member is and what his or her primary assignment involves. In addition, readers of these documents should see annual progress made on PIPs. Equally important is the role this document plays in detailing and explaining the faculty member's service to the College and the community, which demonstrates engagement beyond teaching and professional improvement.

Based on this principle, the faculty members should write the ARA for readers outside their discipline. The ARA should explain not just the faculty members' activities but also their role, the effort involved, and/or the impact of the activity on the constituency served. Being a member of a service organization may require a different level of involvement than serving on the board of that organization and managing numerous events during the course of the year. Narrative explanations need not be lengthy, but they should clearly explain the nature and depth of the time commitment so that the work can be understood by the committee.

As an example, note the difference in the following two entries posted under service to the College:

- A. Served on Promotions Criteria Task Force
- B. Served on Promotions Criteria Task Force meeting every two weeks during winter and spring term and held discussions with departments in an effort to clarify promotion criteria. Work was unable to be completed in spring and will continue through the fall.

Item A does not give the reader an idea of the level of involvement required to perform that service. Only other members of the task force would be able to understand this. On the other hand, item B provides useful information for readers who did not serve on this committee, indicating that the work was substantial and involved significant engagement by the faculty member.

Each section of the ARA is described in more depth below.

### Primary assignment as documented on the Annual Report of Activities (ARA)

Faculty should list the courses taught, the number of sections and number of preparations (including the number of new preparations) per term, and the total load units for teaching and administrative tasks (if applicable) for the year. Also note any condition of teaching that is out of the ordinary and requires unique preparation. This information will help the committee members understand the amount of work required, especially if a faculty member was overloaded during the year.

When faculty members receive load units for "duties as assigned", these should be noted in this section. On some occasions, these duties might seem like service to the College. However, if these tasks are compensated with load as part of one's primary assignment, they are noted only in this section. Examples include being a CTE program director, writing or editing an accreditation report, conducting a large number of evaluations of part-time faculty, or starting a new program such as the Veterinarian Technician program. Load units received should be noted in the same way teaching load is noted.

Curriculum development includes any course or program development that goes beyond simply updating a course. This would include development of new courses and/or programs as well as major course revisions such as those caused by program redesign. Course development that was included in Professional Improvement Plan goals should be documented and explained under that section of the ARA.

Advising includes the total number of advisees as assigned in the advisee list in Banner. If that number exceeds thirty advisees and is not compensated by load, the additional advisees should be noted under service to the College.

### Designated Evaluator Letter

The main purpose of the DE letter is to provide a recommendation for promotion. The letter serves as an overall summary of the faculty member's growth and contribution to the department and College as demonstrated by the four areas: primary assignment, professional development, service to the College,

and service to the community. Typically, the department chair of the faculty member's department writes this letter; however, in some cases, an alternative DE is selected to write this letter.

Faculty members should work with their DE to review the DE letter before it is submitted to the faculty member's file.

## Student Evaluations

COCC has a long-standing tradition of listening to students to improve faculty teaching and student learning. While some faculty use informal assessment tools to evaluate how things are going, the comments here relate to the formal student evaluation process done near the end of the term.

Promotions committee members, when reading and interpreting evaluations, look for trends or patterns that show both excellence in instruction and student learning as well as areas where instruction and student learning can be improved. Focus is on content rather than return rate.

Completion rates have been low since evaluations were moved to the online format. While the College used to have a goal of 80% completion, typical response rates are in the 30-40% range as of fall 2016. With these numbers in mind, faculty should read student responses for trends and patterns and discuss them with their DE and Dean to develop strategies to improve performance as warranted.

Faculty always want to know if their numbers are acceptable or how strong they are in the ratings section. Check with your department chair or DE to determine if your numbers are in line with other faculty in your department. Remember that a few outliers could throw the averages off or a faculty member may be trying something new that may reduce scores for that term. Additionally, it is important to note that number ranges can vary widely by department and/or discipline.

The open-ended questions ask students about strengths and weaknesses of a course. Again, the faculty member, the Designated Evaluator and the Promotions Committee are looking for patterns or trends on what is being done well and what can be improved. One should not be afraid to take risks for fear of a negative evaluation. The Promotion Committee looks at the whole of the student evaluations over time.

There are two common ways to read student evaluations. The most common way is to read each course evaluation in its entirety and then move on to the next one. In an effort to better notice trends, some will read Question #1 "Most valuable aspects of the course" on all evaluations. They will then read Question #2 "Suggestions for making the course better" on all evaluations. Finally, they will read Question #3 "Comments on evaluation of instruction" on all evaluations. Those that read evaluations this way have mentioned it is often easier to see the positive trends and areas for improvement.

The DE should address areas of concerns within the year that evaluations are completed. Faculty are encouraged to comment on their own evaluations in writing their Annual Reports.

## Professional Improvement Plan (PIP)

### *Purpose of Professional Improvement Plans*

The main purpose of the PIP program is to improve faculty members' effectiveness in their college assignments and in their professions. Professional Improvement is facilitated by the development of individual Professional Improvement Plans that cover a four-year cycle. Each PIP cycle is supported by funding.

### *Professional Improvement Plans and Promotions*

The Promotions Committee needs to see current, approved Professional Improvement Plans for each four-year cycle, a completed PIP Final Report for each four-year cycle, and evidence of completion of PIP goals and activities in the faculty member's annual report of activities (ARA). All PIPs are received, reviewed, and approved by the Professional Improvement Resource Team (PIRT). The Promotions Committee does not evaluate the rigor or content of PIPs or PIP final reports.

Remember that PIRT is available to assist you during any part of the PIP process, including brainstorming, drafting, editing, and revising. PIRT assigns PIP "coaches" to each faculty member for whom a PIP is due. These coaches can offer valuable assistance in the PIP brainstorming, writing and editing process.

For additional discussion of PIP resources and processes, see Appendix A.

### **Service to the College**

As mentioned in the Faculty Evaluation, Official Practices, service to the college is important for facilitating a collaborative campus atmosphere as well as encouraging participation in shared governance. Service to the College is not about expertise in primary assignment, nor is it exclusive to committee membership. Appendix B lists guidelines to help determine activities deemed appropriate for each rank. To be prepared for promotion, faculty should look ahead to the criteria for the rank for which they will be standing, not their current rank. Faculty should seek advice from their DEs when determining the quantity and quality of service one should be involved in each year. For a description of standing committees on campus and the requirements necessary to serve, consult the General Procedures and Policies Manual.

### **Service to the community**

The College values regular efforts by faculty to reach out to its community. "Community" can be broadly defined. It includes service both inside our district and beyond (including state and national service). The evaluation of one's service is based on meaningful and significant contribution as appropriate by rank (See Appendix C).

### **Frequently asked questions**

In response to requests from faculty to provide clear information about the Promotions process, the following list of frequently asked questions and answers was developed. The list is not meant to be exhaustive, but rather to address common areas of concern with the goal of helping faculty and their Designated Evaluators as they move through the process. The committee wishes to serve as a resource and feels a responsibility to assist colleagues in becoming strong faculty members.

#### **1. If I have questions about my promotion process, where should I start?**

After reviewing the documents on the [Helpful Links page](#) of the Faculty Promotions Committee web page, you should visit with your designated evaluator. If necessary, you may visit with your instructional dean as well. You should take advantage of the information meetings provided each fall by the Faculty Promotions Committee. You are encouraged to attend these even when not going up for promotion. If you have specific questions regarding your PIP, you should contact PIRT. While the College encourages collaboration among faculty as well as with administrative assistants, for the most current information, you should first consider the resources described above.

**2. Who makes the final decision regarding promotion?**

The COCC Board of Directors. The Promotions Committee, composed of five faculty members and two members of the administrative staff (the VPI has automatic membership), reviews HR files and makes recommendations to the President about individual faculty candidates, usually by March 1. During the March Board meeting, the President, with the assistance of the vice president for instruction, presents approved recommendations for faculty promotion to the Board.

**3. Does the Faculty Promotions Committee review my whole file when going up for promotion?**

The committee generally focuses on your file content from either your point of hire as a full-time tenure track faculty member or from your last promotion. However, the committee may review previous promotion and tenure letters and other documents to gain perspective on directives for growth over time. This is especially true in cases where a person was previously denied promotion or where more information is needed to understand the overall direction described in the file.

**4. I am going up for promotion this year. Do I need to do student evaluations during fall term?**

No. After the first two years in which all classes are evaluated, faculty are required to do student evaluations of all courses in one term of their choice during the contract year. However, faculty that are addressing issues in the classroom may want to use the fall term's evaluations to create a body of evidence showing improvement so it may be viewed by the Promotion Committee.

**5. I am going up for promotion but my PIP is not required to be turned in until later this year, do I need to submit it early?**

No. However, if the PIP is addressing teaching concerns raised during the COCC evaluation process (student evaluations, DE comments, peer team reports), faculty members may benefit by having their PIP submitted in time for placement in the file prior to Promotion Committee review.

**6. How will PIP activities such as efforts to maintain certification, keeping up with rapidly changing technologies or advances in one's discipline be treated for promotion?**

The College and the Promotions Committee recognize that certain disciplines change so rapidly it is challenging to keep up and may create an additional workload for faculty. An example would include technology-based programs such as CIS. In addition, some disciplines require extensive regular training and certification processes to maintain licensure or accreditation. An example here would be numerous programs in Allied Health. These are legitimate PIP goals and activities and should be included; however, it is not sufficient to have these as the only goals and activities in one's PIP. Faculty who work in these disciplines should explain what is involved when pursuing these goals and activities so it is clear to the Promotions Committee.

**7. I was unable to complete a goal in my PIP. How should I handle that?**

Faculty should make note of this in the PIP final report and possibly on her ARA, explaining why the goal was not completed. On occasion, a PIP goal may not be addressed simply because another goal became such a rich experience through its activities that it took up more time and effort than originally planned. That goal may be included in the next PIP if appropriate.

**8. How will the committee evaluate a candidate's file in the areas of service to the College and service to the community?**

The committee looks at the file contents since the point of hire or last promotion and tries to develop a whole picture of the faculty member while at COCC. They look for patterns over time as well as progress in each of the above areas. The committee looks for evidence that the service is consistent and persistent over the career of the faculty member. The College and the Promotions Committee recognize that some service activities take more time than others take and create more impact than others create. As faculty members move up in rank, they take on more leadership activities. Faculty could be involved in a service project that is so large and time consuming it might limit what they could do in the other service category. The expectation is that over time there will be a balanced commitment in both areas.

**9. Can a faculty member be paid for community service?**

Generally, no. Community service is different from having a second job (example, summer employment at the High Desert Museum.) Most past committees have looked at service as being unpaid; however, faculty members did sometimes accept an honorarium. If a faculty member has a paid consulting job, this is probably not community service. Faculty need to be aware of state ethics laws and possible conflicts of using their position at the College for personal financial gain.

**10. How does my previous teaching before being hired for a tenure track position impact the timing of my promotion?**

Faculty who taught at other institutions or taught at COCC on full-time temporary or adjunct contracts may or may not have received credit for previous teaching when hired in tenure track positions. This is determined by the VPI at time of hire. As such, they may find the timelines they use for promotion varying from the timelines for faculty who started at the rank of Assistant Professor I. When this happens, the designated evaluator should clearly describe that situation and its impact on meeting the promotion criteria when writing the letter of recommendation for the candidate.

**11. What should I do if I am not promoted?**

You should begin by working closely with your designated evaluator to address issues noted in the letter from the Promotions Committee. You should take advantage of the Promotions Committee offer to visit with the Committee as a whole in the spring. (You should not visit with members of the Promotion committee individually.) The Faculty Forum is not involved in individual cases unless someone alleges a violation of the collective bargaining agreement.

**12. What do I do if documents are missing from my file, especially if these documents are not recoverable, such as prior student evaluations?**

Please see dates for checking and submitting materials in your file before the Promotion Committee begins file review. If something is missing, please notify your DE, your Dean and the HR office through email immediately. Submit a missing documents report explaining the reasons for the absence (as completely as possible) and send this through the appropriate offices (DE, Dean, VPI, and HR) for approval and signatures.

**13. What is the fifth year peer review like for faculty members who are already at the rank of Associate Professor or Professor?**

In the year prior to tenure or every fifth year, the following takes place:

1. Designated Evaluator (DE) meets with faculty member and peer team to establish responsibilities and goals. Faculty member may share his or her goals and request feedback.



2. Pre-visitation conference between faculty member and evaluator(s)
3. Class visits and review of class materials
4. Post-visitation conference between faculty member and evaluator(s)
5. Summative report submitted by the DE to faculty member
6. DE provides written evaluation including summary of peer evaluation reports. (All reports are submitted to personnel file.)

## Appendix A

### Information about Professional Improvement Plans

Each full-time faculty member is enrolled in a Blackboard “course” titled Professional Improvement Resource Team (PIRT). This is your go-to resource when starting your PIP. Begin at the PIP Toolbox:

#### *PIP Toolbox*

Here you will find directions on how to write a PIP, a detailed PIP writing template, a PIP checklist, PIP cover page/tracking form, PIP timelines, due dates, a PIP paperwork flow chart, and sample approved PIPs from various disciplines and different PIP cycles. While viewing other faculty members’ PIPs can certainly assist in coming up with ideas or goals, keep in mind that many of these PIPs were written several years ago and may not align with the current PIP guidelines and template. Of note is that the PIP checklist describes what should NOT be included in one’s PIP (i.e. service to the community or service to the College).

#### *Key PIP Due Dates*

Note that there are due dates for these documents to be submitted to your personnel file. The process should be started months before these due dates. Your chair/DE or PIP coach may wish to set up an earlier due date for you for initial meeting and PIP drafts. The current due dates are posted in Blackboard and are subject to change. Please review annually.

Remember that PIRT is available to assist you during any part of the PIP process, including brainstorming, drafting, editing, and revising. PIRT assigns PIP “coaches” to each faculty member for whom a PIP is due. These coaches can offer valuable assistance in the PIP brainstorming, writing and editing process.

### Brief description of the PIP process

Recall that you, the faculty member, have to oversee this entire process. Remember to use the PIP Toolbox resources on the PIRT Blackboard course.

1. Faculty member brainstorms with DE, peer teams, colleagues, and assigned PIP coach.
2. Faculty member writes a draft PIP. If the faculty member chooses, the PIP coach can perform an initial review of the draft before sending the completed PIP to PIRT.
3. Faculty member sends completed PIP with signed cover sheet/tracking form to the chair of PIRT.
4. PIRT evaluates the PIP and will either approve as is, approve with minor edits to be made by the faculty member, or hold off on approval until the faculty member makes significant edits.
5. When the final edits are approved, the chair of PIRT signs the cover sheet/tracking form, the PIP is sent on to the VPI’s office.
6. The VPI signs the cover sheet / tracking form and the PIP and cover sheet/tracking form are sent to Human Resources (HR) to be placed in the faculty member’s file.
7. PIRT posts the approved PIP in Blackboard under the proper cycle (1st PIP, 2nd PIP, 3rd PIP, etc.)

## Appendix B

### Service to College by rank

<p>Assistant Professor I</p>	<p>The majority of incoming faculty are placed at the rank of Assistant Professor I. In the first year, emphasis is on primary assignment, advising and developing familiarity with the campus culture.</p> <p>A faculty member may engage in some service to the college, but activities are often more department-oriented. In the second and third years, faculty should begin exploring opportunities for college service appropriate for Assistant Professor II.</p>
<p>Guidelines for promotion to Assistant Professor II</p> <p>(All faculty stand for promotion at this rank)</p>	<p>To prepare for promotion to Assistant professor II, faculty should begin seeking activities both in and outside the department that will help broaden their understanding of campus practices and provide opportunities to connect with others. These activities are important not only in building relationships, but they allow the campus to capitalize on the ideas, skills, and perspectives that new faculty bring.</p> <p>Examples of College service appropriate for the rank of Assistant Professor II:</p> <ul style="list-style-type: none"> <li>• Departmental task forces investigating curriculum, technology, or assessment</li> <li>• Peer-team service for full-time faculty</li> <li>• College preview days, student orientation events</li> <li>• Task forces or projects that draw upon a particular expertise: learning communities, technology advisory board</li> <li>• Committees involved in organizing campus-wide events: Organizational development, fall retreat, Academic Excellence or Diversity Committee</li> <li>• Operational committees with a narrow focus: Academic Reinstatement, Safety, Parking, Student Affairs</li> <li>• Membership on standing committees (See GPM guidelines for descriptions and minimal qualifications to faculty service)</li> </ul>
<p>Guidelines for promotion to Associate Professor</p> <p>(All faculty stand for promotion at this rank)</p>	<p>“The faculty member demonstrates they are finding meaningful ways to contribute to the work of the college. Faculty are not discouraged from taking on leadership roles or positions, but this is not an expectation.”</p> <p>To prepare for the rank of Associate Professor, faculty may continue to be involved in any activities listed in the previous ranking; however, the quality of engagement shifts. Faculty participate in more activities that progress departmental or campus-wide goals, while becoming more influential concerning decisions made by standing committees. Through college service, faculty should expand their perspectives on policies and decisions that influence the campus as a whole.</p> <p>Examples appropriate for this ranking would include</p>

	<ul style="list-style-type: none"> <li>• Participate in department and campus decision-making, work products, innovations and change agents.</li> <li>• Participate in ad hoc committees such as annual faculty and staff campus-wide events</li> <li>• Serve on a hiring committee</li> <li>• Serve on a governance committee: Faculty Forum, Curriculum, Academic Affairs, Promotions, Tenure, PIRT. Refer to GPM guidelines for descriptions and minimal qualifications for faculty service.</li> <li>• Serve on a standing committee. See GPM guidelines for descriptions and minimal qualifications to faculty service.</li> <li>• Serve on campus-wide task forces</li> <li>• Present at a Teaching Academy</li> </ul>
<p>Guidelines for promotion to Professor</p> <p>(Faculty have option to stand for promotion at this rank)</p>	<p>“Faculty should demonstrate significant and meaningful engagement with the college beyond the departmental level, and demonstrate active pursuit of leadership roles.”</p> <p>At professor, faculty take on more leadership roles in both their department and on campus. This does not always mean chair positions. Involvement in leadership and decision-making committees, mentorship, or innovation all demonstrate leadership.</p> <p>Examples appropriate for the rank of Professor:</p> <ul style="list-style-type: none"> <li>• Participate in part-time orientation or new faculty orientation</li> <li>• Serve in leadership/mentoring roles in department and on campus</li> <li>• Serve as department chair</li> <li>• Serve as a DE for a colleague</li> <li>• Serve as secretary or treasurer of Faculty Forum Executive Committee</li> <li>• Take a significant leadership role in any standing committee</li> <li>• Initiate individual efforts to create broad based change across campus: <ul style="list-style-type: none"> <li>○ taking part in updating campus policies to reflect the current state of the college</li> <li>○ creating a Blackboard shell to help provide support material for instructors</li> <li>○ investigating the impact of incorporating new technology</li> <li>○ working to develop solutions to problems that arise due to campus growth participating in accreditation projects</li> </ul> </li> </ul>
<p>Evaluation after achieving rank of Professor</p>	<p>“Faculty should demonstrate significant and meaningful leadership roles within and beyond the departmental level that help the institution move forward.”</p> <p>Professors have a broader perspective of the campus due to their prior service in a variety of venues. Professors are expected to maintain their level of service to the college.</p>

## Appendix C

### Service to the community by rank

Assistant Professor I	In the first year, emphasis is on primary assignment, advising and developing familiarity with the campus culture. A faculty member is not expected to do any community service, but is encouraged to speak with the DE to discuss future possibilities.
Guidelines for promotion to Assistant Professor II	Community service is not an expectation for promotion to Assistant Professor II.
Guidelines for promotion to Associate Professor	<p>“Building on community relationships developed while an Assistant Professor II, the faculty member serves the community as a resource within her/his discipline by accepting meaningful local, statewide, or national roles.”</p> <p>While in the rank of Assistant Professor II, the faculty member should demonstrate meaningful community service—in which the faculty member shares her/his academic expertise with the community—on an annual basis while at this rank.</p> <p>Examples appropriate for this ranking include</p> <ul style="list-style-type: none"> <li>• All faculty could increase involvement in local, regional and national professional organizations.</li> <li>• Faculty in the humanities could edit grants or documents for public or private institutions, and the language faculty could translate documents for individuals and public and private organizations and/or assist non- English speaking community members in non-legal matters.</li> <li>• Faculty in allied health, HHP and science could give presentations to local schools, organizations, or groups on topics related to the member’s area of expertise. They also could act as consultants in their areas of expertise.</li> <li>• Faculty in the math department could participate in organizing and judging local math contests.</li> <li>• Faculty in CIS could train residents of an assisted-living facility on how to use personal computers.</li> <li>• Faculty in business could work with organization on business plans.</li> <li>• Faculty in the social sciences could organize a seminar series with invited speakers on various topics, which is open to the public.</li> <li>• Faculty in massage therapy could organize massages for participants in the numerous races in the community.</li> <li>• Faculty in dental assisting could work with Volunteers in Dentistry.</li> </ul>
Guidelines for promotion to Professor	“Further building on local and/or more widespread community relationships, the faculty member regularly serves the community as an expert resource by accepting meaningful local, statewide, or national roles.”
After achieving rank of Professor	“The faculty member continues to regularly serve the community as an expert resource by accepting meaningful local, statewide, or national roles.”

	<p>Professors have a broader perspective of the campus due to their prior service in a variety of venues. According to the current (2010-2013) collective bargaining agreement, Professors are expected to maintain their level of service to the community and will be required to complete reviews of their performance every five years.</p>
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