

Guidelines for Promotion Committees under the Congress and Congress/AFSCME Contracts

Introduction: A Word about Contract Interpretation

It is a well-established rule that words in a collective bargaining agreement have meaning and, therefore, cannot be ignored. Given that some words in the Congress and Congress/AFSCME contracts have changed recently, we begin with a few operating definitions of words that are used in connection with promotion eligibility and the standard for promotion.

NORMAL

In the 2007-2010 Congress and Congress/AFSCME contracts the requirement of three years in rank or grade is replaced by the statement “the normal expectation for promotion is after three (3) years of service.” “**Normal**” may be defined as “usual,” “constituting a typical pattern,” “standard.” If three years is the usual, typical or standard period of time for a bargaining unit member to serve in his/her position grade or faculty rank before being promoted, it follows that service of less than three years is unusual, atypical, not standard.

GROWTH AND DEMONSTRATED COMPETENCE

For promotion to all ranks of teaching faculty, “the major area of emphasis shall be growth and demonstrated competence in teaching and related responsibilities.” For promotion of ACLs, “the major areas of emphasis shall be growth and demonstrated competence in performance of professional responsibilities....” In this context, “**growth**” may be said to mean positive change, development, something more than maintenance of the status quo, while “**demonstrated competence**” suggests that there must be outcomes, results, tangibles or deliverables that evidence such competence.

EFFECTIVENESS

For promotion to associate professor or professor, additional consideration shall be given to demonstrated growth and effectiveness in community service, contribution to the college and professional development.” “**Demonstrated effectiveness**” means producing a desired response or result that is reflected in the achievement of desired objectives or outcomes. For example, while service on committees is important, in order to “demonstrate effectiveness,” the applicant should identify his/her particular contributions to the work of the committee and to identified results of the committee’s work.

LEADERSHIP

For promotion to professor, consideration must also be given to effective academic leadership. “**Leadership**” may be understood as setting a course, showing the way, establishing a standard for others.

Applying the Promotion Standard - Faculty

Promotion recognizes the quality of performance by means of an increase in compensation and a change in faculty rank. The standard for promotion in the Congress contract is defined in Article XII, as “the individual’s quality of performance of professional responsibilities as defined in Article X of the contract”. In the case of teaching faculty:

- For promotion to all ranks the major area of emphasis shall be growth and demonstrated competence in teaching and related responsibilities
- For promotion to associate professor, additional consideration shall be given to demonstrated growth and effectiveness in community service, contribution to the college and professional development
- For promotion to professor, additional consideration shall be given to demonstrated growth and effectiveness in community service, contribution to the college and professional development and effective academic leadership.

The following is intended to provide guidance in giving consideration to each faculty member’s promotion application file which includes the promotion application and copies of evaluative material in the applicant’s professional file since the previous promotion or original appointment to the college, whichever is more recent. In reviewing the promotion application files, the focus should be on evidence of the individual’s quality of performance, in support of the college’s mission, goals, priorities and strategic plan. Evidence of performance should be outcomes-based, and should indicate results, deliverables, tangibles and accomplishments.

Please note the following with respect to the organization of this document:

- The document is intended to be cumulative. That is, it begins with consideration of the quality of performance of responsibilities of teaching faculty as listed in the section specifically for promotion from Instructor to Assistant Professor. The sections which provide guidance for promotion to Associate and full Professor don’t repeat all that is listed in the first section, but focus only on the additional considerations for promotion to the higher ranks.
- The examples provided throughout this document are not intended to suggest that every faculty member must show growth and demonstrated competence in each and every area. Nor are the examples an all inclusive listing.

FOR PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR

FOR PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR, THE MAJOR AREAS OF EMPHASIS SHALL BE GROWTH AND DEMONSTRATED COMPETENCE IN TEACHING AND RELATED RESPONSIBILITIES

- ❑ Prepares and teaches college-approved courses, including development of syllabi and reading lists; keeps courses complete and up-to-date, e.g.,
 - Conforms syllabi to standards of the Academic Division
 - Conforms course content to syllabus, course objectives and outcomes
- ❑ Maintains contact with one's academic discipline, constantly evolving knowledge in one's field of specialization and with the teaching/learning process, in order to ensure currency in the theory, knowledge, skills and pedagogy of their discipline or profession, e.g.,
 - Develops new instructional techniques, course offerings or programs
 - Revises courses or programs
 - Attends pertinent conferences and webinars; participates in discipline-related list serves
- ❑ Distributes course overview, objectives, timeframes, grading mechanisms; maintains accurate student records; prepares routine reports, e.g.,
 - Handles these and other administrative responsibilities on time and without prompting
 - Responds to student phone calls and emails in a timely fashion
- ❑ Demonstrates classroom management skills, e.g.,
 - Is well-organized and presents the subject clearly
 - Comes to class prepared to teach; begins and ends class as scheduled; uses class time effectively
 - Manages student behavior in the classroom appropriately
 - Is sensitive to and addresses diversity issues that arise in the classroom
 - Respectfully provides feedback to students by returning tests and graded materials promptly
 - Respectfully responds to student questions
 - Encourages student participation in class discussions; encourages students to take an active role in learning and exploring the subject matter
 - Treats students with courtesy and respect and encourages students to treat each other likewise
 - Is sensitive to and adapts to classroom dynamics and audience
- ❑ Recognizes and embraces different learning styles; implements various instructional strategies; uses alternative modes of instruction, where applicable, e.g.,
 - Uses a variety of teaching styles in a course
 - Shows flexibility and creativity in meeting student learning needs

- Refers students as deemed appropriate to internal college support services, e.g., the learning center, writing center, student disability specialist or other student services; follows up with students and staff after a referral is made
 - Understands and fulfills obligations to students with disabilities
- Enthusiastically works with students to help them achieve their individual goals and to stimulate intellectual curiosity, e.g.,
 - Engages students in classroom setting, resulting in increased student interest and participation;
 - Spends time with students outside of the classroom in addition to scheduled office hours
 - Participates in student registration and add/drop processes
 - Advises student organizations and actively participates in activities which those organizations sponsor
 - Encourages students to take advantage of special programs, attend lectures and participate in co-curricular activities
 - Shows personal interest in student goals and obstacles to goal achievement
 - Suggests strategies for student problem-solving and refers students to counselors or other appropriate college personnel
 - Attends student recognition events
- Performs divisional or departmental responsibilities, e.g.,
 - Attends and constructively participates in divisional or departmental meetings
 - Participates in selection of texts, lab equipment, software and other teaching resources
 - Participates cooperatively in scheduling of courses to meet student and college needs
 - Engages collaboratively with colleagues on subjects of importance to division or department
 - Participates in course and program reviews
 - Shares information and expertise; makes presentations to colleagues in division/department
 - Conducts peer evaluations requested by the college administration;
 - Evaluates part-time faculty, if assigned
- Maintains a minimum of three (3) regularly scheduled office hours per week
- Provides academic and career-oriented advising to students, e.g.,
 - Regularly contacts advisees, meets with them throughout the semester to check on academic progress; reviews plans for upcoming semester registrations and transfer possibilities, if appropriate

- Contacts students who have been absent from class for an extended period to advise regarding student standing and procedures to facilitate a leave of absence or withdrawal from the course, as appropriate
 - Participates in student recruitment and retention activities
 - Participates in career development and related advising activities or special retention programs
 - Encourages students to avail themselves of services offered by the Career Center
 - Encourages students to participate in cooperative education opportunities, internships and service learning activities, where appropriate
- Responds to and works effectively with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.) to produce tangible benefits for students or college, e.g.,
 - Works with faculty and administrators at other units of higher education on articulation agreements and student transfer issues
 - Participates in community service activities designed to further the mission of the college
 - Works with community agencies, high schools, adult education administrators, business groups and other organizations to ascertain the needs of the individuals they serve; develops courses and program offerings to meet identified needs
 - Demonstrates collegiality and professionalism in communications with others
 - Encourages open exchange of ideas and perspectives
 - Shows flexibility and willingness to compromise
- Attends and participates in commencement
- Attends and participates in college convocations, conferences and meetings
- Demonstrates strong information literacy skills, e.g., word processing, spreadsheets, presentation ware, email, CD-ROM, compressed video, the Internet, and other distance communication modalities
- Develops and updates an individual professional development plan, in collaboration with one's supervisor, which addresses performance standards and is based on realistic objectives that are consistent with departmental, college and system goals
- Serves in a collaborative and cooperative manner on college and division/department committees and actively contributes to committee work
 - Prepares special reports such as college or program accreditation reports
 - Participates in special college projects, surveys, studies

- Performs such other duties as the President may assign, consistent with the mission of the college, e.g.,
 - Willingly works on assignments that promote the mission of the college
 - Provides evidence of achieving goals, outcomes, end products
 - Attends all mandatory training and demonstrates understanding of material
 - Serves on system-wide committees, where appropriate
- Safeguards and protects rights of students and other staff members, e.g.,
 - Maintains confidentiality of student educational records
 - Ensures that complaints are referred to appropriate persons for follow up
 - Cooperates with college investigations

FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

IN ADDITION TO CONSIDERATION OF GROWTH AND DEMONSTRATED COMPETENCE IN TEACHING AND RELATED DUTIES PREVIOUSLY DESCRIBED FOR PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR, FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR ADDITIONAL CONSIDERATION SHALL BE GIVEN TO DEMONSTRATED GROWTH AND EFFECTIVENESS IN COMMUNITY SERVICE, CONTRIBUTION TO THE COLLEGE AND PROFESSIONAL DEVELOPMENT

Demonstrated growth and effectiveness in community service

Effectiveness in community service is demonstrated by accomplishments in activities undertaken in connection with community organizations which support the mission, goals and strategic plan of the college.

- ❑ Responds to and works effectively with external agencies and organizations (e.g. business, community, educational, etc.), and accomplishes goals which are mutually beneficial to the organization and the college
- ❑ Is active in social service and non-profit organizations in the college region that are pertinent to the college's mission and/or supportive of the college's students, e.g. serves on advisory boards for these organizations; participates in college outreach programs with these organizations
- ❑ Participates in community activities and organizations where the main purpose of the activity or organization is related to supporting the mission of the college
- ❑ Participates in designing and delivering credit and non-credit courses and programs which serve the continuing education or workforce development activities of the college

Demonstrated growth and effectiveness in contributions to the college

Effectiveness in contributions to the college is demonstrated by accomplishments which support the mission, goals and strategic plan of the college.

- ❑ Regularly updates curriculum, course and program materials to ensure that students are exposed to the most current research and thinking in the discipline
- ❑ Provides evidence of dedication to the mission of the college and student learning, e.g.,
 - Actively participates in student activities
 - Organizes student recognition events, e.g., honor society events, legislative events, inter-college competitions

- Participates in activities intended to draw students to the college
 - Advocates for the college and its students in public forums
- Effectively performs such other duties as the President may assign, consistent with the mission of the college

Demonstrated growth and effectiveness in professional development

Effectiveness in professional development is demonstrated by accomplishments that are consistent with the mission, goals and strategic plan of the college.

- Possesses and applies a broad range of intellectual skills and knowledge; is familiar with the latest research in the field and integrates same into subject matter teaching and pedagogy
- Undertakes professional development activities and embraces new technologies, equipment and resources which enhance the teaching/learning process, and demonstrates use of same in the classroom and in assignments for students, e.g., course management systems for on ground and on-line courses, use of state-of-the-art hardware and software, creation of instructional materials using new technologies and tools
- Provides evidence of dedication to the teaching profession and to one's academic discipline
- Maintains contact with own academic discipline; continually strives to increase currency in the field; works to perfect skills, practices, and procedures, e.g.,
 - Participates in Center for Teaching activities
 - Invites feedback from colleagues, students and administrators and uses feedback to enhance job performance

FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

IN ADDITION TO CONSIDERATION OF GROWTH AND DEMONSTRATED COMPETENCE IN TEACHING AND RELATED DUTIES PREVIOUSLY DESCRIBED FOR PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR, AND CONSIDERATION OF DEMONSTRATED GROWTH AND EFFECTIVENESS IN COMMUNITY SERVICE, CONTRIBUTION TO THE COLLEGE AND PROFESSIONAL DEVELOPMENT PREVIOUSLY DESCRIBED FOR PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR, FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR ADDITIONAL CONSIDERATION SHALL BE GIVEN TO DEMONSTRATED GROWTH AND EFFECTIVENESS IN ACADEMIC LEADERSHIP

Evidence of effective academic leadership

- ❑ Serves as positive role model for colleagues and students
 - Serves as mentor for adjuncts and new faculty members
 - Volunteers for leadership responsibilities, e.g., department chair, takes a lead role in governance and other academic-related committees
 - Volunteers for leadership responsibility for systemwide or statewide committees, activities, etc.
 - Inspires students to participate in professional organizations
- ❑ Provides evidence of dedication to the teaching profession and to one's academic discipline
 - Participates in Center for Teaching activities
 - Participates in local/regional/national professional organizations and presents at conferences
 - Publishes articles, edits journals, etc. relating to one's academic discipline
- ❑ Is frequently an early adopter of emerging technologies and instructional methodologies, demonstrating a willingness to assist other faculty in using same
- ❑ Initiates and champions projects which further the mission of the college and benefit students
- ❑ Shares knowledge with other faculty and staff in a collegial manner
- ❑ Leads college efforts in areas such as advising, student retention and outcomes assessment

Applying the Promotion Standard – Administrators, Counselors and Librarians

Promotion recognizes the quality of performance by means of an increase in compensation. The standard for promotion in the Congress contract is defined in Article XII, as “the individual’s quality of performance of professional responsibilities as defined in Article X of the contract and the individual’s job description”.

The following is intended to provide guidance in giving consideration to each employee’s promotion application file, which includes the promotion application and copies of evaluative material in the applicant’s professional file since the previous promotion or original appointment to the college, whichever is more recent.

In reviewing the promotion application files, the focus should be on the evidence of the individual’s quality of performance, in support of the college’s mission, goals, priorities and strategic plan. Evidence of performance should be outcomes-based, and should indicate results, deliverables, tangibles and accomplishments. The examples provided throughout this document are not intended to suggest that every employee must show growth and demonstrated competence in each and every area. Nor are the examples an all inclusive listing.

Duties of Nonteaching Professional Staff

Demonstrates growth and competence in the performance of professional responsibilities, as evidenced by the following:

- ❑ Performs duties in accordance with his/her job description, or other duties as the president may assign
 - Embraces opportunities for continuous improvement in administrative and non-teaching functions and services in order to better meet the needs of students and the public
 - Demonstrates customer service focus in all exchanges with students, colleagues and the public
- ❑ Maintains contact with one’s discipline or area of assigned responsibility, the development of knowledge in one’s field of specialization and the teaching/learning process
 - Participates in local/regional/national professional organizations related to one’s field
 - Participates in approved professional development activities
 - Invites feedback from colleagues, students and administrators and uses feedback to enhance job performance

- ❑ Serves on college and division/department committees, if chosen
 - Attends and participates in division/department and college-wide (governance, search committee, ad hoc committee) meetings
 - Engages collaboratively with colleagues on subjects of importance to division/department
 - Shares information and expertise; makes presentations to colleagues in college/division/department
- ❑ Responds to and works effectively with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.), e.g.,
 - Demonstrates collegiality and professionalism in communications with others
 - Maintains collaborative and cooperative relationships with a wide range of people within the college and in the external environment.
 - Represents the college in a manner which enhances the college's image in the public
 - Interacts in a courteous and respectful manner with students, faculty, staff and the public
 - Encourages open exchange of ideas and perspectives
 - Shows flexibility and willingness to compromise
- ❑ Possesses strong information literacy skills, e.g., the ability to word process and to use spreadsheets, presentation ware, e-mail, CD-ROM, compressed video, the Internet and other distance communication modalities
- ❑ Demonstrates the ability to evaluate, synthesize, and make decisions based upon data
- ❑ Attends and participates in commencement and student recognition ceremonies
- ❑ Attends and participates in college convocations, conferences and meetings
- ❑ Maintains currency in required fields of professional expertise and competencies
- ❑ Serves on system-wide committees, as appropriate
- ❑ Performs such other duties as the President may assign consistent with the mission of the college
 - Willingly works on assignments that promote the mission of the college
 - Provides evidence of achieving goals, outcomes, end products
 - Attends all mandatory training and demonstrates understanding of material
 - Willingly participates in evening and weekend events, as appropriate

- Safeguards and protects rights of students and other staff members, e.g.,
 - Maintains confidentiality of student educational records and other information of a confidential or sensitive nature
 - Ensures that complaints are referred to appropriate persons for follow up
 - Cooperates with college investigations