



Promotion Handbook

2013-14

Promotion Handbook

(The PAC Manual)

Columbia Basin College

November 2012

Mission Statement

The process of promotion is created to promote academic and professional growth and advance in rank to the position of Professor. Award of the title Professor will reflect excellence in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.

1. **Authority.** Article 14 of the 2012-2014 Collective Bargaining Agreement (CBA) between The Board of Trustees of Community College District No. 19 and the Columbia Basin College Association for Higher Education (AHE).
2. **Background.** In 2007, the CBA eliminated the Professional Improvement Unit system of incremental salary advancement and instituted a competitive mechanism for faculty promotion. The new system created faculty titles and established a Promotion Advisory Committee (PAC) to oversee the promotional process as stated in section 14.4 of the CBA. The PAC formed in March 2008 to develop this Handbook. It was submitted to CBC and the AHE for approval in June 2008 and adopted in November 2008. It was revised in May 2011 to reflect changes in the 2009-2011 CBA. It was revised again in November 2012 to reflect changes in the 2012-2014 CBA.
3. **Purpose.** This Handbook has two purposes:
 - a. To assist faculty members by describing the specific elements to be included in promotional portfolios; and
 - b. To assist the PAC by detailing the specific criteria to be used in evaluating those portfolios.
4. **Scope.** This Handbook serves as a guide for the development and evaluation of promotion portfolios, as described in the CBA, which is the governing document. All promotions are ultimately awarded by the President of the College.
5. **Outline of the Promotion Review Process.**

Upon award of tenure and the title Associate Professor each faculty member will develop a Personal Promotion Portfolio for promotion from Associate Professor to Professor. Using the Handbook as a guide, each faculty member will develop, update, and continuously expand elements and artifacts to document the activities of career-long

growth for the promotion to Professor. The Portfolio will include elements that document the faculty member's excellence and growth in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.

Eligibility is based on the following: Each tenured faculty member serving as an Associate Professor is eligible to apply for promotion seven (7) years from the award of tenure with the submission of portfolio materials in accordance with submission timelines in this Article.

- a. Faculty members may continue to submit a Personal Promotion Portfolio annually until promotion is awarded.
- b. A faculty member may submit a Portfolio no later than March 15th of the first year or subsequent years of eligibility.

6. Purpose of the Personal Promotion Portfolio. Portfolio development has three related purposes that will serve as the basis for evaluation and recommendation for promotion:

- a. To document the professional growth of a faculty member;
- b. To assist each faculty member in the process of personal assessment; and
- c. To demonstrate accomplishment and excellence to the PAC and the College President for potential promotion.

7. Promotional Criteria. Each Portfolio will include elements that document the faculty member's accomplishment and excellence in the areas of:

- a. Success in educating, advising and mentoring students;

- b. Scholarship; and
- c. Service to the College community.

8. Elements of the Portfolio. Using the Handbook as a guide, the faculty member will include the following elements in the Portfolio:

- a. Reflective Narrative. The Portfolio will include a written narrative that applies the three criteria in the evidence and documentation of the faculty member's accomplishments over the period of review. This narrative will describe the context that underlies the faculty member's accomplishments and will create a cogent argument for promotion.
- b. Faculty Development Plan (Plan). The Portfolio will include a Plan to support a professional development process and achievement of professional goals in the areas of educating, advising and mentoring students; scholarship; and service to the College community.
- c. Evidence and Documentation. The Portfolio will include evidence demonstrating the faculty member's accomplishment and excellence in the areas of educating, advising, and mentoring students; scholarship; and service to the College community. This evidence will support the argument for promotion that the faculty member made in the Reflective Narrative.

9. Evidence of Meritorious Performance. Evidence of meritorious performance may include, but is not limited to, the following:

- a. Success in Educating, Advising, and Mentoring Students; defined as "Demonstration of activities that serve to increase student success."

1. Development and/or utilization of diverse,

innovative and evidence-based instructional methodologies.

2. Development, delivery, and/or supervision of instruction in non-traditional modes, e.g. distance learning, practica, internships, experiential learning opportunities, workshops, exhibitions of student work, tutorials, seminars, clinical experiences, and/or workplace training.
3. Organizing guest lecturers, presentations, performances, workshops, exhibits or bringing in other learning opportunities from outside the College for the benefit of CBC students.
4. Development or revision of courses and curricula.
5. Development, refinement, and implementation of assessment methodologies that provide faculty with data to document success and drive improvements.
6. Demonstrated ability to teach a broad range of courses in the discipline.
7. High level of placement of program completers in the job market for which they are prepared.
8. Awards or other teaching recognitions.
9. Creation, implementation and/or participation in programs to increase students' retention, academic success, progress toward career goals, and development of lifelong learning skills.
10. Administrative, peer, industry or student written input that illustrates success in

teaching, advising, or mentoring.

- b. Scholarship; defined as “Demonstration of activities that allow faculty members to remain current in or improve academic professional knowledge, methods and skills.”
 1. Evidence of scholarly and/or creative work in one’s own discipline, in interdisciplinary studies or in educational or training pedagogy:
 - a. Written work (e.g. books, textbooks, chapters in books, monographs, articles, reviews, policy documents, manuals, tests, clinical instruction documents, technical publications).
 - b. Presented, performed or exhibited work (presentations, invited performances, public exhibits).
 - c. Multimedia or online works (CDs, videos, websites).
 - d. Advanced learning or specialized training through courses, seminars, conferences, institutes, workshops or back-to-industry experiences.
 2. Maintenance of industry specific certifications or professional licenses.
 3. Active membership, service and/or leadership in professional organizations.
 4. Professional awards and honors.
 5. Sharing of expertise or skill in a discipline through consulting or back-to-industry experiences.

6. Service on editorial boards of refereed journals, review of manuscripts for refereed journals, appointment to review panels of federal state funding agencies, and occasional reviews of grant proposals for state, foundations or federal funding agencies.
- c. Service to the College Community; defined as “Involvement in organizations and activities which support the mission of the College.”
1. Active service as a member or leader of department, division, and College committees and shared governance bodies.
 2. Advising or other service to support student activities and clubs.
 3. Service as a mentor to new faculty or in other college programs that support faculty in their growth as a member of the college community.
 4. Participation in the preparation of proposals, reports and other documentation in support of college grants.
 5. Leadership in academic departments and/or coordination of programs, courses, or departmental facilities.
 6. Service that develops or supports partnerships that advance the College’s missions with businesses, high schools, other colleges, and external organizations or industry.
 7. Development, coordination and/or provision of information resources, instructional or other programs to faculty and staff that support the mission of the College.
 8. Participation in outreach programs and

special events that serve to recruit students and increase community awareness of the College, its programs, certificates and degrees.

9. Participation in professionally-related community activities (e.g. civic, cultural, educational, and benevolent organizations), appropriate to the mission of the College.
10. Provision of professional services and expertise to other faculty, departments, or the College.

10. Review of the Personal Promotion Portfolio.

- a. The portfolio review process is intended to provide input for the President's consideration regarding promotion decisions; it is an evaluation of accomplishment, not of faculty work performance. The members of the PAC shall hold the Academic Freedom of the faculty members seeking promotion in the highest regard and shall not allow personal, aesthetic, or academic biases to influence their review. The PAC will examine each Portfolio to determine whether or not it contains the three required elements: reflective narrative, faculty development plan, and evidence and documentation. Incomplete portfolios will not be evaluated for promotional consideration.
- b. Using the guidelines as set forward in the Handbook, the PAC will review each Portfolio submitted and verify that each faculty member has followed the Handbook. The PAC will then evaluate each portfolio against the Handbook's criteria and score it according to the rubric. Once the scoring is complete, the PAC will send a list of those faculty who individually achieved a combined score for the criteria of at least ninety (90) percent to the

President no later than May 1.

- c. Using the Handbook, the President will review the portfolios of the faculty identified by the PAC as having achieved the threshold score of ninety (90) percent. Taking into consideration the merit of the portfolios submitted, the President will make final promotion decisions. The President may base non-award of promotion for any faculty member who was disciplined under Article 8 - Discipline the preceding three (3) years prior to submission of the portfolio, the information which the PAC would not be privy to as a confidential personnel matter. An award or non-award of promotion is not grievable under Article 16 of this Agreement. Decisions will be announced by June 15th of each award year.

Appendix I – Personal Promotion Portfolio Evaluation Rubric

Appendix II – PAC Procedures

Appendix III – CBA Article 14

Appendix I

Professional Development Portfolio Rubric

Criteria	0	1	2	3	4
<p>Service to the College Community</p>	<p>The portfolio contains no evidence supporting the faculty member's service to the College</p>	<p>The portfolio reflects that the faculty member engages in minimal committee involvement or College service as suggested in the handbook.</p>	<p>The portfolio reflects that the faculty member serves on committees and other service activities as suggested in the handbook but does not provide evidence of committee leadership or other service outside meetings</p>	<p>The portfolio reflects that the faculty member serves on multiple College committees and/or other activities appropriate to the mission of the College as suggested in the handbook; and assists occasionally with work outside meetings, etc.</p>	<p>The portfolio reflects that the faculty member participates on multiple College committees and other activities appropriate to the mission of the College as suggested in the handbook, including community activities; provides support and service to these projects and groups on an ongoing basis outside of regular committee meetings; and faculty member serves in a leadership role on one or more College activities</p>
<p>Success in educating, advising, and mentoring students</p>	<p>The portfolio contains no evidence supporting the faculty member's success in educating, advising, and mentoring students.</p>	<p>The portfolio reflects that the faculty member provides the required instruction, counseling, advising, or library services as stated in the CBA.</p>	<p>The portfolio reflects that the faculty member has acceptable evaluations; and demonstrates flexibility in being accessible to students</p>	<p>The portfolio reflects that the faculty member has very good performance evaluations; engages in improvement of instruction/counseling/library services; and interacts frequently with students in activities that enhance the students' college experience as suggested in the handbook.</p>	<p>The portfolio reflects that the faculty member has excellent performance evaluations; engages in continuous improvement of instruction/counseling/library services; engages with students above and beyond minimum requirements in ways that enrich the students' college experience as suggested in the handbook; participates consistently in College-wide curriculum and program planning and development activities; and actively participates in creating innovative learning experiences for students as suggested in the handbook.</p>

Appendix I

	0	1	2	3	4
<p>Scholarship of Teaching, Practice, and Knowledge Creation</p>	<p>The portfolio contains no evidence supporting the faculty member's engagement in scholarship.</p>	<p>The portfolio reflects that the faculty member occasionally reads/studies information or practices in a field related to his/her work assignment.</p>	<p>The portfolio reflects that the faculty member engages in some professional development activities and occasionally uses this information to inform his/her professional practice as suggested in the handbook.</p>	<p>The portfolio reflects that the faculty member is engaged in a professional development plan and is transferring some of this knowledge into his/her assignment as suggested in the handbook; occasionally shares this information with his/her colleagues.</p>	<p>The portfolio reflects that the faculty member is actively engaged in developing and implementing a professional development plan appropriate to his/her assignment that enhances his/her personal performance and his/her program as suggested in the handbook; produces exceptional original work in a form as suggested in the handbook and shares it within and outside the College community; uses information and learning to inform his/her professional practice; and is engaged in professional development activities which have impacts outside the institution</p>

Appendix II – PAC Procedures

The PAC shall hold an initial planning meeting during Fall In-Service of each year. By the end of the third week of fall quarter, the PAC will promulgate a calendar for meetings and portfolio workshops, along with the specific procedures for portfolio submission and storage. PAC members who find that they cannot attend the final portfolio review meetings should resign as early as possible so they may be replaced. During spring quarter of each year, the PAC shall meet to accomplish its other duties as outlined in Section 14.4.4 of the CBA.

ARTICLE 14 - PROMOTION

- 14.1 Introduction. The process of promotion described in this Article is created to promote academic and professional growth and advance in rank to the position of Professor. Award of the title Professor will reflect excellence in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.
- 14.2 Faculty Titles. Any of the titles including the following:
- 14.2.1 Instructor/ Librarian/ Counselor: Any temporary, special faculty appointment or adjunct faculty member, though faculty serving in these positions are not eligible for promotion under this Article.
- 14.2.2 Assistant Professor: Any tenure-track faculty member.
- 14.2.3 Associate Professor: Any tenured faculty member. Associate professors are eligible to apply for promotion in accordance with the promotional process in this Article to the position of Professor by demonstrating excellence in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.
- 14.2.4 Professor: Any tenured faculty member having been awarded the title Professor in accordance with the promotional process in this Article after demonstrating excellence in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.
- 14.3 Promotion Advisory Committee.
- 14.3.1 Composition and Qualification of Committee. The Promotional Advisory Committee (PAC or the Committee) will be made up of one (1) tenured faculty member from each division, including librarians and counselors, elected by the members of the division. Faculty members who are undergoing promotional review are not eligible to serve on the Committee. The College will appoint three (3) administrative representatives to the PAC. All members of the PAC will have equal voice on the Committee.
- 14.3.2 Selection Process and Term. Faculty representatives on

the PAC will be nominated by their respective divisions and elected during spring quarter of each year by the faculty as a body to serve two-year terms beginning fall quarter of the following academic year.

14.3.2.1 Elections. AHE will hold elections before April 15th of each spring quarter to fill vacant second year members' positions. Members' terms are staggered to provide continuity, with elections replacing about half of the members each year.

14.3.2.2 Midterm Vacancies. Mid-term vacancies will be filled by appointment by the AHE President from the appropriate division and elected by the faculty as a body as soon as practicable.

14.3.3 Removal from PAC. Members of the PAC may resign voluntarily or be removed for cause by the College and/or AHE.

14.3.4 Selection of Chair. The Chair of the PAC will be elected each spring by the faculty representatives serving on the standing PAC. The Chair must be selected from the second year members of the standing PAC to serve an additional one-year term.

14.3.4.1 PAC Chair. The Chair will be elected from the faculty members who are serving two-year terms on the PAC.

14.3.4.2 Midterm Vacancy of Chair. A vacancy in the Chair will be filled by election by the faculty representatives serving on the standing PAC.

14.4 Duties and Responsibilities of PAC.

14.4.1 The general duties and responsibilities of the PAC shall be the rigorous and thorough evaluation of faculty members' Portfolios based on criteria described in the Promotion Handbook and score it according to the rubric.

14.4.2 The PAC makes recommendations to the President regarding faculty promotion based on Portfolio evaluations.

14.4.3 Additionally, the PAC will oversee the following:

- 14.4.3.1 Maintaining and revising of the Handbook, subject to approval by AHE and the College;
- 14.4.3.2 Providing faculty members with annual face-to-face workshops regarding preparation of quality portfolios well in advance of the portfolio due date; and
- 14.4.3.3 Encouraging professional and personal development through periodic trainings and workshops.

14.5 Purpose of the Personal Promotion Portfolio. Portfolio development has three related purposes that will serve as the basis for evaluation and recommendation for promotion: (a) To document the professional growth of a faculty member; (b) to assist each faculty member in the process of personal assessment; and (c) to demonstrate accomplishment and excellence to the PAC and the President for potential promotion.

14.5.1 Criteria. The following criteria focus on accomplishment and excellence:

- 14.5.1.1 Success in educating, advising and mentoring students;
- 14.5.1.2 Scholarship; and
- 14.5.1.3 Service to the College community.

14.5.2 Elements of the Portfolio. Using the Handbook as a guide, the faculty member will include the following elements in the Portfolio:

- 14.5.2.1 Reflective Narrative. The Portfolio will include a written narrative that applies the three criteria to the evidence and documentation of the faculty member's accomplishments over the period of review. This narrative will describe the context that underlies the faculty member's accomplishments and will create a cogent argument for promotion.
- 14.5.2.2 Faculty Development Plan (Plan). The Portfolio will include a Plan to support a professional development process and achievement of professional goals in the areas of educat-

ing, advising and mentoring students; scholarship; and service to the College community.

14.5.2.3 Evidence and Documentation. The Portfolio will include evidence demonstrating the faculty member's accomplishment and excellence in the areas of educating, advising and mentoring students; scholarship; and service to the College community. This evidence will support the argument for promotion that the faculty member made in the Reflective Narrative.

14.6 Annual Process. Annually, each tenured faculty member may complete the following tasks toward the production of a Portfolio:

14.6.1 Share plan with supervising administrator;

14.6.2 Update and assess Plan and portfolio progress as part of the faculty member's annual performance evaluation;

14.6.3 Seek the use of staff development money, if necessary;

14.6.4 Seek opportunities to engage in College activities; and

14.6.5 Document annual activities.

14.7 Eligibility for Promotion. Each tenured faculty member serving as an Associate Professor is eligible to apply for promotion seven (7) years from the award of tenure with the submission of portfolio materials in accordance with submission timelines in this Article.

14.8 Process for Promotion from Associate Professor to Professor.

14.8.1 Establishing the Personal Promotion Portfolio. Upon award of tenure and the title Associate Professor each faculty member will develop a Personal Promotion Portfolio for promotion from Associate Professor to Professor. Using the Handbook as a guide, each faculty member will develop, update, and continuously expand elements and artifacts to document the activities of career-long growth for the promotion to Professor. The Portfolio will include elements that document the faculty member's excellence and growth in the areas of success in educating, advising and mentoring students; scholarship; and service to the College community.

- 14.8.2 Submitting the Personal Promotion Portfolio. A faculty member may submit a Portfolio to the PAC Chair no later than March 15 of the first year or subsequent years of eligibility.
- 14.8.3 Review of the Personal Promotion Portfolio. Using the guidelines as set forward in the Handbook, the PAC will review each Portfolio submitted and verify that each faculty member has followed the Handbook. The PAC will then evaluate each portfolio against the Handbook's criteria and score it according to the rubric. Once the scoring is complete, the PAC will send a list of those faculty who individually achieved a combined score for the criteria of at least ninety (90) percent to the President no later than May 1.
- 14.8.4 Final Decision. Using the Handbook, the President will review the portfolios of the faculty identified by the PAC as having achieved the threshold score of ninety (90) percent. Taking into consideration the merit of the portfolios submitted, the President will make final promotion decisions. The President may base non-award of promotion for any faculty member who was disciplined under Article 8 - Discipline the preceding three (3) years prior to submission of the portfolio, the information which the PAC would not be privy to as a confidential personnel matter. An award or non-award of promotion is not grievable under Article 16 of this Agreement. Decisions will be announced by June 15th of each award year.
- 14.8.5 Promotion not Bestowed. Faculty members may continue to submit a Personal Promotion Portfolio annually until promotion is awarded.

