**Form for Promotion from Associate Professor to Professor**

**(Revised November 1, 2018)**

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**Introduction**

As part of the promotion process, applicants should complete the following forms and include in the promotion portfolio. Please note: for Scholarly and Creative Engagement, Institutional Responsibility, and Service, applicants may not need to submit all forms in this document. Applicants should choose based on the required number of examples and subdomains. Unused forms should not be included in the portfolio.

A successful applicant meets the requirements for promotion in the VCCS-29, has been evaluated as “meets expectations” for their most recent faculty evaluation and**, in this form and the accompanying portfolio, demonstrates they have exceeded those expectations in the ways outlined below for each of the four domains: teaching, scholarly and creative engagement, institutional responsibility, and service**.

The written explanations, reflections and artifacts submitted by the applicant will be evaluated by the Appointments Advisory Committee. This committee of the applicant’s peers will review the portfolio to determine if the applicant has met the criteria for exceeding expectations in each of the subdomains. The guidelines the committee will use to evaluate the portfolio are included as an appendix to this form.

An applicant who exceeds expectations in some, but not all, domains will not be recommended for promotion. An unsuccessful applicant will have the opportunity to re-apply in the future.

**Instructions for numbering portfolio artifacts:** artifacts should be numbered starting with the number “1” for each domain (each of the four domains will start with artifact numbered “1” and go up from there). When assembling the portfolio, applicants should separate each domain with a divider. More info on organizing the portfolio is available in the portfolio checklist.

**For ideas on what types of artifacts to include for each subdomain, please see Appendix A.**

**TEACHING DOMAIN**

***The following definition and standard is from the faculty evaluation plan for senior faculty appointments:***

***Definition:*** Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

***Evaluation Standard (from the Faculty Evaluation Plan):*** For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) in every year of the appointment term the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

**Promotion from Associate Professor to Professor:**

The applicant should demonstrate they have **exceeded expectations of the evaluation standard in all five subdomains below.**

The applicant should submit a written explanation of how they have exceeded expectations in the areas they choose to highlight, as well as a reflection on how the practices they describe have impacted their teaching and student learning **for each of the five subdomains below**.

The applicant should include artifacts in their promotion portfolio to support the activities described in the written explanation and the impact described in the reflection.

**Important note:** in three of the five subdomains for teaching, below, exceeding expectations is defined as “demonstrating innovative approaches” to various aspects of teaching and learning. In this case, the definition of “to innovate” (v) is “to make changes in something established, especially by introducing new methods, ideas, or products.”

**Teaching Subdomain #1: Instructional Design**

**Description of exceeding expectations in this area:**

Demonstrate a total of **six** innovative approaches inthe following areas:

* syllabus design
* increasing student access to course materials
* use or design of course materials
* assessment strategies
* course design or revision
* development of a new course or a new approach to a course previously taught
* teaching in different delivery formats

**The innovative approaches described should come from at least three of the areas listed above.**

**Below, please provide the following:**

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| A written explanation of how you have exceeded expectations in this subdomain: |
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| A reflection on how these practices have impacted your teaching and student learning |
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| A numbered list of artifacts included in the portfolio as evidence of exceeding expectations in this subdomain. |
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**Teaching Subdomain #2: Instructional Delivery**

**Description of exceeding expectations in this area:**

Demonstrate **a total of six** innovative approaches inthe following areas:

* communication of learning outcomes to students
* fostering student-instructor interaction
* fostering cooperative learning among students
* active learning
* development of students’ higher order cognitive skills
* use of technology in instruction
* communication with students
* providing feedback to students
* substantially altering a textbook or course material
* substantially alter activities or assignments
* substantially change pedagogy in a least one course

**The innovative approaches described should come from at least three of the areas listed above.**

**Below, please provide the following:**

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| A written explanation of how you have exceeded expectations in this subdomain: |
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| A reflection on how these practices have impacted your teaching and student learning: |
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| A numbered list of artifacts included in the portfolio as evidence of exceeding expectations in this subdomain. |
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**Teaching Subdomain #3: Instructional Effectiveness**

**Description of exceeding expectations in this area:**

Demonstrate **a total of five** innovative approaches in the following areas:

* increasing student success related to course learning outcomes
* increasing student performance on assessments via formative assessment measures
* rethinking and revising methods of instruction based on data collected from students, feedback from peers, self-study, etc.
* assessment of student performance after exiting the course
* utilize an existing assessment in a new way

**The innovative approaches described should come from at least three of the areas listed above.**

**Below, please provide the following:**

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| A written explanation of how you have exceeded expectations in this subdomain: |
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| A reflection on how these practices have impacted your teaching and student learning: |
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| A numbered list of artifacts included in the portfolio as evidence of exceeding expectations in this subdomain. |
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**Teaching Subdomain #4: Instructional Expertise**

**Description of exceeding expectations in this area:**

Provide **a total of eight examples** of participation in or engagement with:

* formal or informal professional development in pedagogy
* formal or informal professional development in content
* formal or informal professional development in instructional technology.

**The examples described can come from any of the areas listed above.**

**Note:** Formal professional development includes attending workshops or presentations, trainings, etc.

Informal professional development includes participating in a personal learning network online using social media, using tutorials, participating in webinars, etc.

**Below, please provide the following:**

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| A written explanation of how you have exceeded expectations in this subdomain: |
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| A reflection on how these practices have impacted your teaching and student learning: |
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| A numbered list of artifacts included in the portfolio as evidence of exceeding expectations in this subdomain. |
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**Teaching Subdomain #5: Student Feedback**

**Description of exceeding expectations in this area:**

Demonstrate **a total of three** innovative approaches to instruction developed by working with student feedback from SRIs or other forms of student feedback data collected formally or informally.

**Below, please provide the following:**

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| A written explanation of how you have exceeded expectations in this subdomain: |
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| A reflection on how these practices have impacted your teaching and student learning: |
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| A numbered list of artifacts included in the portfolio as evidence of exceeding expectations in this subdomain. |
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**SCHOLARLY AND CREATIVE ENGAGEMENT**

***The following definition and standard is from the faculty evaluation plan for senior faculty appointments:***

***Definition:*** Activities specifically associated with the faculty member’s formally recognized area of expertise.

***Standard:*** The faculty member must meet the criterion below.

Engage in and document one or more scholarly and/or creative activities consonant with the

number of years of teaching experience, with the number of years of experience teaching in the

VCCS, and with the high standards of performance demonstrated by other faculty on

second/third-year appointments. Activities may include, but are not limited to

o Publish in peer-reviewed forums in one’s academic discipline or the general area of college teaching.

o Present creative works in forums for which admission/acceptance is competitive.

o Participate in multiple activities of professional organizations.

o Present at professional conferences.

o Organize or lead workshops, seminars, or other training activities for one’s peers.

o Earn graduate credits or a degree.

o Earn a professional or industry certification.

o Conduct scholarly research.

o Write, receive, or review job-related grants.

**Promotion from Associate Professor to Professor:**

The applicant should demonstrate they have exceeded the standard for the faculty evaluation by providing examples of **a total of** **eight** scholarly or creative activities in the subdomains listed below.

**The activities described should come from at least four of these subdomains.**

The applicant should submit a written explanation of the scholarly or creative engagement and a reflection on the impact of these activities on personal development and growth as an educator, students, colleagues, and/or the college.

The applicant should include artifacts in the promotion portfolio to support the activities described in the written explanation of and reflection on activities in this section.

**Scholarly and Creative Subdomain #1:** Publishing

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #2:** Conference Presentations

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #3:** Participation in Professional Organizations

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #4:** Presenting Creative Works in Forums Where Admission or

Acceptance is Competitive.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #5:** Organize or lead workshops, seminars, or other training activities for one’s peers.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #6:** Earn Graduate Credit

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #7:** Earn Professional or Industry Certification

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #8:** Conduct Scholarly Research

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #9:** Write, review, and/or receive job-related grants.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #10:** Complete VCCS-supported certifications or professional development not related to teaching (i.e.: VCCS Leadership Academy, Institute for Diversity and Inclusion, etc.)

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Scholarly and Creative Subdomain #11:** Complete other voluntary professional development activities not related to teaching (i.e.: attend conferences on advising, general education, etc., attend workshops, etc.)

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**INSTITUTIONAL RESPONSIBILITY**

***The following definition and standard is from the faculty evaluation plan for senior faculty appointments:***

***Definition*:** Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job-related, then it should be counted in the Institutional Responsibility domain.

***Evaluation Standard*:** In every year of the appointment term the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

**Promotion from Associate Professor to Professor:**

The applicant should demonstrate they have exceeded expectations for institutional responsibility with a **total of twelve** contributions to the institution in the subdomains listed below.

**The contributions should come from at least six of these subdomains**.

The applicant should submit a written explanation of how they have demonstrated institutional responsibility, as well as a reflection on how the activities in the subdomain have contributed to the college and to their growth as a professional.

The applicant should include artifacts in their promotion to support the activities described in the written explanation and the impact described in the reflection.

**Institutional Responsibility Subdomain #1:** Contribute to one’s peer teaching community at the college.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #2:** Maintain collegial working relationships with faculty, staff and administrators.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #3:** Implement and facilitate the adoption by others of an innovative advising or teaching best practice**.**

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #4:** Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #5:** Actively participate on ad hoc college or VCCS committees/projects.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #6:** Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #7:** Mentor a new or a returning full-time faculty member required to participate in the Development Provision.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #8:** Mentor an adjunct faculty member.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #9:** Engage in activities that strengthen relationships with K-12 or four-year school partners. Support the delivery of quality instruction in dual enrollment classes in the faculty member’s discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Institutional Responsibility Subdomain #10:** Engage in the faculty-student mentoring program by participating in one-on-one student mentoring, information sessions for programs, or other institutional mentoring activities

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**SERVICE**

***The following definition and standard is from the faculty evaluation plan for senior faculty appointments:***

***Definition:*** Service is the quality participation and commitment to students, college and/or community

organizations. Participation in these activities is not done for extra compensation, but is an expectation

of one’s activities as a professional educator. Activities in this domain are differentiated as follows:

* College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college.
* College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity
* Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee

***Standard:*** The faculty member must meet the criterion below.

* Engage in and document one or more service activities consonant with the number of years of

teaching experience, with the number of years of experience teaching in the VCCS, and with the

high standards of performance demonstrated by second/third-year appointments. Activities

may include, but are not limited to, student clubs/activities, attendance at college activities

where participation is voluntary, service to professional organizations related to teaching or the

instructor’s discipline, or service to a community organization.

**Promotion from Associate Professor to Professor:**

The applicant should demonstrate they have exceeded expectations by engaging in a **total of** **six** service activities.

**The majority of the service activities listed should be in one the first two subdomains.**

The applicant should submit a written explanation of their service activities, a reflection on the impact of these activities on them and on the relevant community.

The applicant should include artifacts in the promotion portfolio to support the written explanation and reflection of activities in this section.

**Service Subdomain #1: College Representation**

Service activities that involve a direct connection between the faculty

member who engages in the specific activity, and his/her position at the college.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Service Subdomain #2: College Citizenship**

Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Service Subdomain #3: Community Citizenship**

Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

**If choosing this subdomain, please provide the following:**

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| A written explanation of your contributions in this subdomain: |
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| A reflection on how these contributions have impacted the college and your growth as a professional: |
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| A numbered list of artifacts included in the portfolio as evidence of contributions in this subdomain: |
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**Appendix A**

**Examples of artifacts from each domain**

**Teaching**: feedback on teaching, course documents designed by the applicant, assignments or class activities designed by the applicant, data from action research (research conducted by a faculty member on the effectiveness of their own teaching), awards won or other special recognition given for exceptional teaching, overview/courses of study for courses designed, OER created, remixed or revised by the applicant, examples of innovative approaches to communication with students, innovative assessments designed by the applicant, innovative uses of technology to promote student success.

**Scholarly and Creative Engagement:** Program or name badge for an event where the applicant was a speaker or presenter, abstract from a conference program of a presentation given by the applicant, copies of graduate transcripts, hard copy of PowerPoint presentation or outline of speakers notes from a workshop or presentation, documentation of participation in events or committees organized by a professional organization, publications, copies of professional or industry certification documents, certificates of completion from workshops, seminars or other training, drafts of grant applications, grant award letters, note from colleagues for whom applicant reviewed grants, program or announcement of juried exhibition, program or announcements for workshops organized by the applicant, feedback from attendees of an workshop or other professional event organized by the applicant, documentation related to scholarly research, certificates of completion from VCCS-sponsored professional development events, awards related to scholarly or creative endeavors, etc.

**Institutional Responsibility**: announcement from a workshop facilitated, program from the annual faculty colloquium with abstract highlighted, feedback from peers, letters of recommendation from colleagues, notes of thanks, awards related to institutional responsibility (Spirit of Thomas Nelson, Outstanding Faculty, etc.) messages sent to students, other means of sharing information with students, letters or notes from colleagues detailing their use of a best practice shared by the applicant, letters of feedback on applicant’s leadership from other colleagues involved in a committee or project, documents that demonstrate leadership of a committee or other project, results of committee or project work, results of feedback survey regarding applicant’s leadership, letters of feedback on applicant’s contributions from the committee chair, documents that demonstrate contributions to a committee or other project, documents related to leadership or the impact of your work on a cross-functional activity or initiative, results of the cross-functional activity or initiative, results of a feedback survey regarding the activity or initiative, letters of recommendation from mentee(s), survey data from feedback survey of mentees, summative memorandum to dean on mentoring activities, survey letters detailing contributions from deans, dual enrollment partners, and/or dual enrollment coordinators.

**Service:** Email correspondence related to college-related service activities, pictures, video, or other media where the applicant represents him/herself and/or their department at a college event, meeting, or celebration, notes of thanks from event organizers, certificates or other appreciations from Student Life and Leadership, SGA or other organizations, programs, fliers, or other documentation of events, awards for service (Gator Great Service, etc.)

**Appendix B**

**Portfolio Checklist**

Please use a binder to organize your portfolio, with your name and the ranks you are moving from and to listed on the front cover. Please use dividers in the binder for Parts 1-5 listed below.

**Part 1 – Human Resources Forms and Eligibility Summary**

* Faculty Promotion Form (located on the HR Forms page)
* VCCS-29 (highlight your path)
* Academic Qualifications Form
* Faculty Qualifications Summary (from HR)
* Education
  + List all degrees and certificates
  + Detail all courses beyond highest degree awarded
    - Use table format (course name/number, enrollment date, final grade, credits)
    - Justification for course (explain relation to teaching responsibilities)
  + Transcripts
* Full-Time VCCS Teaching Experience
  + List all academic appointments
    - Include info on current contract (ex: awarded multi-year contract on…)
* Letter of support from Dean

**Part 2 – Teaching Domain**

* Completed forms for subdomains 1-5
* Artifacts (please number starting with 1)

**Part 3 – Scholarly and Creative Engagement Domain**

* Completed forms for chosen subdomains
* Artifacts (please number starting with 1)

**Part 4 – Institutional Responsibility Domain**

* Completed forms for chosen subdomains
* Artifacts (please number starting with 1)

**Part 5 – Service Domain**

* Completed forms for chosen subdomains
* Artifacts (please number starting with 1)

**Appendix C**

**Guidelines for Evaluating Applicants for Promotion from Associate Professor to Professor (to be used by the Appointments Advisory Committee)**

**Teaching Domain:**

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|  | **Subdomain** | **Description of exceeding expectations in this area.** | **This section is to be filled out by the appointments advisory committee with narrative feedback for any areas in which the committee determines the explanation, reflection, or artifacts do not exceed expectations as described.** |
| **1** | **Instructional Design** | Demonstrate a total of **six** innovative approaches in **at least three** of the following areas: syllabus design, increasing student access to course materials, use or design of course materials, assessment strategies, course design or revision, development of a new course or a new approach to a course previously taught, and/or teaching in different delivery formats. |  |
| **2** | **Instructional Delivery** | Demonstrate a total of **six** innovative approaches in **at least** **three** of the following areas: communication of learning outcomes to students, fostering student-instructor interaction, fostering cooperative learning among students, active learning, development of students’ higher order cognitive skills, use of technology in instruction, communication with students, providing feedback to students, substantially altering a textbook or course material, substantially alter activities or assignments, and/or substantially change pedagogy in a least one course. |  |
| **3** | **Instructional Effectiveness** | Demonstrate **a total of five** innovative approaches in **at least three** of the following areas: increasing student success related to course learning outcomes, increasing student performance on assessments via formative assessment measures, rethinking and revising methods of instruction based on data collected from students, feedback from peers, self-study, etc., assessment of student performance after exiting the course, and/or utilize an existing assessment in a new way. |  |
| **4** | **Instructional Expertise** | Provide **a total of eight** examples of participation in or engagement with either formal or informal professional development in pedagogy, content, and instructional technology. (Examples might be attending workshops or presentations, participating in a personal learning network online using social media, tutorials and webinars, etc.) |  |
| **5** | **Student Feedback** | Demonstrate **three or more** innovative approaches to instruction developed by working with student feedback from SRIs. |  |

Applicant has addressed the required number of items in each subdomain. \_\_\_\_Yes \_\_\_\_\_No

Applicant has provided written explanations of how they have exceeded expectations in each subdomain they have chosen to highlight. \_\_\_\_\_Yes \_\_\_\_\_\_No

Applicant has provided a reflection on how these practices have impacted their teaching and student learning. \_\_\_\_Yes \_\_\_\_No

Applicant has provided artifacts to support all explanations of how they have exceeded expectations: \_\_\_Yes \_\_\_\_ No

The written explanations, reflections and artifacts provided demonstrate innovative approaches to teaching and learning. \_\_\_ Yes \_\_\_\_ No

**If No for the question above, the Appointments Advisory Committee should provide explanation in the chart, above, of specific subdomain(s) where approaches to teaching and learning described by the applicant were deemed by the committee to not meet the definition of “innovative” as per the definition provided above.**

**If Yes for all questions above, applicant has exceeded expectations in this domain.**

**Creative and Scholarly Engagement Domain:**

|  |  |  |
| --- | --- | --- |
|  | **Subdomain** | **This section is to be filled out by the appointments advisory committee with narrative feedback for any areas in which the committee determines the explanation, reflection, or artifacts do not exceed expectations as described.** |
| **1** | Publishing |  |
| **2** | Conference Presentations |  |
| **3** | Participation in Professional Organizations |  |
| **4** | Presenting Creative Works in Forums where Admission or Acceptance is Competitive |  |
| **5** | Organize or lead workshops, seminars, or other training activities for one’s peers. |  |
| **6** | Earn Graduate Credit |  |
| **7** | Earn Professional or Industry Certification |  |
| **8** | Conduct Scholarly Research |  |
| **9** | Write, review or receive job-related grants |  |
| **10** | Complete VCCS-supported certifications or professional development (ie: VA Master Teacher, VCCS Leadership Academy, Institute for Diversity and Inclusion, etc.) |  |
| **11** | Complete other voluntary professional development activities (ie: attend conferences in field or on pedagogy, advising, general education, etc., attend workshops, etc.) |  |

Applicant has provided the required number of examples of exceeding expectations in this domain. \_\_\_Yes \_\_\_\_\_No

Applicant has addressed the required number of subdomains. \_\_\_\_Yes \_\_\_\_\_No

Applicant has provided written explanations of how they have exceeded expectations in each subdomain they have chosen to highlight. \_\_\_\_\_Yes \_\_\_\_\_\_No

Applicant has provided a reflection on how these activities have impacted the college and their growth as a professional. \_\_\_\_Yes \_\_\_\_No

Applicant has provided artifacts to support all explanations of how they have exceeded expectations: \_\_\_Yes \_\_\_\_ No

**If Yes for all questions above, applicant has exceeded expectations in this domain.**

**Institutional Responsibility Domain:**

|  |  |  |
| --- | --- | --- |
|  | **Subdomain** | **This section is to be filled out by the appointments advisory committee with narrative feedback for any areas in which the committee determines the explanation, reflection, or artifacts do not exceed expectations as described.** |
| **1** | Contribute to one’s peer teaching community at the college. |  |
| **2** | Maintain collegial working relationships with faculty, staff and administrators. |  |
| **3** | Implement and facilitate the adoption by others of an innovative advising or teaching best practice**.** |  |
| **4** | Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project. |  |
| **5** | Actively participate on ad hoc college or VCCS committees/projects. |  |
| **6** | Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success. |  |
| **7** | Mentor a new or a returning full-time faculty member required to participate in the Development Provision. |  |
| **8** | Mentor an adjunct faculty member. |  |
| **9** | Engage in activities that strengthen relationships with K-12 or four-year school partners. Support the delivery of quality instruction in dual enrollment classes in the faculty member’s discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation. |  |
| **10** | Engage in the faculty-student mentoring program by participating in one-on-one student mentoring, information sessions for programs, or other institutional mentoring activities. |  |

Applicant has provided the required number of examples of exceeding expectations in this domain. \_\_\_Yes \_\_\_\_\_No

Applicant has addressed the required number of subdomains. \_\_\_\_Yes \_\_\_\_\_No

Applicant has provided written explanations of how they have exceeded expectations in each subdomain they have chosen to highlight. \_\_\_\_\_Yes \_\_\_\_\_\_No

Applicant has provided a reflection on how these activities have impacted the college and their growth as a professional. \_\_\_\_Yes \_\_\_\_No

Applicant has provided artifacts to support all explanations of how they have exceeded expectations: \_\_\_Yes \_\_\_\_ No

**If Yes for all questions above, applicant has exceeded expectations in this domain.**

**Service Domain:**

|  |  |  |
| --- | --- | --- |
|  | **Subdomain** | **This section is to be filled out by the appointments advisory committee with narrative feedback for any areas in which the committee determines the explanation, reflection, or artifacts do not exceed expectations as described.** |
| **1** | **College Representation** |  |
| **2** | **College Citizenship** |  |
| **3** | **Community Citizenship** |  |

Applicant has provided the required number of examples of exceeding expectations in this domain. \_\_\_Yes \_\_\_\_\_No

Applicant has addressed the required number of subdomains. \_\_\_\_Yes \_\_\_\_\_No

Applicant has provided written explanations of how they have exceeded expectations in each subdomain they have chosen to highlight. \_\_\_\_\_Yes \_\_\_\_\_\_No

Applicant has provided a reflection on how these activities have impacted the college and their growth as a professional. \_\_\_\_Yes \_\_\_\_No

Applicant has provided artifacts to support all explanations of how they have exceeded expectations: \_\_\_Yes \_\_\_\_ No

**If Yes for all questions above, applicant has exceeded expectations in this domain.**