

Hello! If you are reading this, you are most likely a promotion candidate this year....well, congratulations on taking a step in the right direction and utilizing the resources available to you. This sample KCTCS Promotion Portfolio is meant to serve as a guide, along with the other resources available including the promotion workshops, faculty CACP mentor, and faculty promotion webpage. The sample portfolio should not be used as a sole reference to the promotion process. It is very important to use all of the resources available for a complete understanding of the process.

This particular portfolio is based upon the KCTCS Integrated format and it SHOULD NOT be used as a reference for those using the UK/Community College or Former Tech formats as these formats are completely different. Behind each tab is a set of notes about what is to be included in that section, a sample, or both. Again, these are notes and examples not to be used exclusively, but in conjunction with all resources. Samples have not been provided in every section as the portfolio is an individual representation of your work as a faculty member and no two will ever be the same. Samples should NOT be duplicated in any way!

A couple of helpful hints to remember when completing your portfolio:

- All sections must be addressed; do not leave blank unless instructed to do so
- Spell out acronyms; not everyone knows what HOSA, WIA, etc. stands for
- Professional appearance: 12pt fonts unless a heading, Times New Roman or similar font, double spacing when appropriate, proofreading for spelling and grammatical errors. It's always a good idea to have someone else review your portfolio.
- Content should be relevant and specific to required section
- Only one form of documentation is needed for each instance of service (ex. you do not need an agenda and a certificate to show one PD workshop attended)
- Do not wait until the last minute to collect documents from other departments, they may be out of the office and you will not meet your deadlines
- It is recommended that you keep a copy of your portfolio, it will not be returned to you once it is turned in and copies will not be made for you
- Try to work on your portfolio a little at a time, instead of waiting until the last minute and not being able to access the documentation needed. It will be much less stressful if you do not put it off.
- It is your responsibility as the candidate to collect all of the necessary materials and submit your portfolio on time; exceptions to the deadlines will not be made as you are aware of the timeline in May of the previous year

Your portfolio must address all sections of the format and the format itself tells you specifically what is to be included. If you will read the format carefully, use this sample portfolio as a guide, attend the candidate workshops, and utilize mentors in the CACP, your division, and the division dean, I feel confident this will not be such an overwhelming task for you! You've already done the work...now is your time to showcase it! Remember it is about QUALITY, not QUANTITY!

If you have any questions at all, please do not hesitate to contact me via email angela.harlan@kctcs.edu or by calling ext. 11211. I look forward to working with you on this!

Promotion Portfolio
For
Professor

Johnny B Good
Southcentral Kentucky Community &
Technical College

TAB I
Cover Sheet

Johnny B Good

Southcentral Kentucky
Community & Technical
College

Professor

TAB II

VITA

Note: You may use any style template as long as the sections are addressed and all requested information is included.

Johnny B. Good
123 Highway
Anywhere, KY 11111
johnny.good@kctcs.edu

Current Rank: Professor

Rank Dates:

Initial Appointment to Faculty: January 2001

Assistant Professor Rank: July 1, 2005

Associate Professor Rank: July 1, 2008

EDUCATION: Western Kentucky University
Bowling Green, KY
August 2004 to May 2007
Master of Arts in Humanities (May 2007)

Western Kentucky University
Bowling Green, KY
August 1992 to May 1996
Bachelor of Arts Degree in Psychology/Sociology (May 1996)

HOURS BEYOND: Morehead State University
August 2012 to present
Hours Beyond Master's Degree: 18 in Sociology

PROFESSIONAL CERTIFICATIONS, REGISTRIES, LICENSURES No certifications, registries, or licensures held at this time.
Note (If this does apply to you – copies of licenses do not go here; they go Section III)

EXPERIENCE **Note: remember to go in reverse chronological order and list ALL experience**

2006-current Associate Professor, Sociology,
Southcentral Kentucky Community and Technical College

Responsibilities include instruction and student guidance/advising activities, teaching a full-time teaching load of 15 credit hours per semester in sociology, internal and external services, continuing with professional development, and increased leadership through service as chair of internal committees.

2003-2006 Assistant Professor, Sociology,
Southcentral Kentucky Community and Technical College

Responsibilities include instruction and student guidance/advising activities, teaching a full-time teaching load of 15 credit hours per semester in sociology, internal and external services, continuing with professional development.

2000-2003 Instructor, Sociology,
Southcentral Kentucky Community and Technical College

Responsibilities include instruction and student guidance/advising activities, teaching a full-time teaching load of 15 credit hours per semester in sociology, internal and external services, continuing with professional development.

TAB III
Transcripts

Note: This section should include CLEAR, LEGIBLE, COPIES of official transcripts from EACH institution attended. THESE CANNOT BE COPIES “ISSUED TO THE STUDENT”, but official copies. Copies may be obtained from Human Resources.

This section also includes copies of your professional certificates, licenses, and registries.

Good organization is to place the transcripts in order as they are listed on your vita.

TAB IV
Philosophy

Note: this is usually 1.5-3 pages & should be what you believe and how you incorporate that into the classroom, not just what you do. Remember to double space and proofread for proper grammar.

I believe it is my responsibility to help students become involved in the process of learning and to assist in the development of their processes of life-long learning. I value assisting my students in understanding difficult information, and I accomplish this through teaching of academic techniques, especially critical thinking to foster new ideas and innovation. I believe it is important that I try to engage all of my students in the material that I am teaching in my courses and to utilize the classroom as an arena for the discussion of new ideas—new ideas that will allow students to demonstrate their skills and knowledge they have learned from the specific information and methods presented. I believe all students have the ability to learn and prosper in their foundational knowledge as they enter the college environment; the key is to foster instruction that supports that potential ability.

I teach a subject that does not constitute a major at Southcentral Kentucky Community and Technical College. This means that much of what I do as an instructor is to provide students with an introductory understanding of my discipline. My discipline is Sociology, the study of social relationships, interactions, groups, and social institutions that are both static and dynamic. Sociology can be a controversial subject because beliefs are often brought into question through scientific study of real world observations. My academic field, therefore, influences my teaching philosophy in that I believe a primary goal of my instruction is to help students make a distinction between opinions and factual knowledge. Sociologist Max Weber, suggested that the role of a teacher is to guide students in their investigation about how these facts affect them and the social groups and situations they participate in.

My philosophy and teaching style allow for flexibility to accommodate spontaneous discovery by the students. I utilize traditional methods of instruction to enhance my philosophy of teaching and evaluation of the student in my courses. In conjunction with the rational methods of teaching and evaluation, I demonstrate sociological concepts by utilizing research, writing skills, critical reading and thinking, observation, and various lectures to stimulate student learning.

My style includes utilizing real life experiences to foster an understanding of my discipline and the concepts of how sociological concepts apply to life. As a college professor, I strive to model this by applying sociological principals and methods to my professional and personal life. I often incorporate relevant current issues and activities into the classroom and continuously seek new methods of processing and participation. It is my belief that to improve my abilities to direct students successfully through quality instruction, I must be a student also. This will hopefully illustrate for my students that their education is important and a gauge of discovery for me as well. Teaching is a two-way street for students and professors, as is social interaction.

I believe that I have the opportunity to gain new insight based on individual student needs and through examination of their work and performance. This engages and strengthens my teaching philosophy and enhances the process of instilling knowledge, skill, and life-long learning in my students. The greatest reward of teaching is to witness the instance when a student gains understanding of a new concept or idea.

TAB V

Performance Planning Agreements

Note: This section should include copies of your current year and previous two year PPEs planning sections ONLY.

PPEs must include all appropriate signatures and should be copies, not originals.

The RATING AND SIGNATURE pages ARE NOT TO BE INCLUDED in this section, but in SECTION XII. Copies of PPEs may be obtained from Human Resources.

Remember to place in reverse chronological order and may help to have dividing page between each with correct year.

2013-2014
PPE

2012-2013
PPE

2011-2012
PPE

TAB VI
Instruction

Instructional Narrative

Note: Provide narrative summarizing activities in this area. Elaborate on activities that demonstrate quality teaching, teaching innovations or experimental techniques of instruction. This should be in a paragraph form, not a table or bulleted list. Remember to double space and proofread for proper grammar.

Credit Instruction List

Note: This section should include a list or table of credit instruction activities for the current and previous two years. For each term, list the courses taught and the number of credit hours. Remember to list these in reverse chronological order.

Example:

Spring 2014 Courses

Introduction to Sociology SOC 101-9001	3 credit hours
Modern Social Problems SOC 152-90Z1	3 credit hours
Social Inequity SOC 235-90Z1	3 credit hours

Fall 2013 Courses

Introduction to Sociology SOC 101-9001	3 credit hours
Introduction to Sociology SOC 101-90Z1	3 credit hours
Social Inequity SOC 235-90Z1	3 credit hours

Student Evaluations

Note: This section should include a blank evaluation instrument used in the process. This can be obtained from the Faculty Promotion webpage. Put this form immediately behind the student evaluation heading sheet.

The actual summaries should go behind the corresponding year heading sheets, for the current and previous two years. These are to be summary results and NOT individual student evaluations, emails, etc. Summary student evaluations may be obtained from your division dean. Include the summary sheet and student comments.

The evaluations should be placed in order as listed on credit instruction list. If student evaluations are missing for any course listed on credit instruction list there should be an explanation as to why the evaluations are missing. For example, in some technical programs only one class does student evaluations because it is the same students in every class. Include a letter from division dean explaining this.

2013-2014

2012-2013

2011-2012

Course Syllabus

Note: This section may include a sample course syllabus that demonstrates innovative course structure or methodologies of instruction. You DO NOT need to include every syllabus from every class. One or two will suffice.

Classroom Observations

Note: Classroom observations may be included in this section.

CEU Instruction

Note: This section is to include a listing of CEU (Continuing Education Units) instruction activities for the current and previous two years. The list should include: CEU courses taught, the number of CEU credit hours awarded, number of participants, and a brief description of the course. It should also include summary evaluation results for each class taught.

Lists should be provided in reverse chronological order for the current and previous two years.

If this section does not apply to you, you must still address it by stating CEU instruction is not required for your position.

Tab VII

Student Guiding and Advising

Student Guiding and Advising: Narrative

Note: This section is to include a narrative, in paragraph format, of all guidance and advising activities for the current and previous two years. The narrative should include activities pertaining to assigned and unassigned advisees. Include activities related to career counseling, testing services, advising of non-credit students, and other counseling services. You may also include your number of advisees in the narrative.

Narratives are usually 1-3 pages and should be placed behind the corresponding year tabs.

Student Guiding and Advising: Student Evaluation Summaries

Note: This section should include summary results of student advising for the current and previous two years. The actual summaries should go behind the corresponding year heading sheets, for the current and previous two years. These are to be summary results and NOT individual student evaluations, emails, etc.

Summary advising evaluations may be obtained from Josh Henderson.

If summaries are not self-explanatory, provide an explanation of summary results. If there are no summaries you will need a letter explaining why.

Student Guiding and Advising: Sample Documents

NOTE: You can include sample advising documents used with students. Do NOT include just blank documents. When including documents with student information make sure all identifying information is blacked out. Can also include a list of advises in this section. Be sure to remove or black out all PeopleSoft numbers.

Tab VIII

Internal Service

Note: List all internal service activities for the current and previous two years. Include a brief description (one or two sentences describing the work you do or did with that internal service activity) for all internal service activities for the current and previous two years. Remember to list in reverse chronological order. Examples of internal service are college/system committee assignments, search committees, assistance with SOAR sessions, etc. Additional examples can be found on the faculty promotion webpage.

EXAMPLE:

2013-2014

- Social Committee: Assisted committee members with planning and organizing social activities at the college such as Christmas Potluck, Welcome Back Meetings, and so forth.
- QEP Committee: Assist with developing and implementing the quality enhancement plan for SKYCTC. Attend all meetings and give input to the QEP.
- SOAR Volunteer: Attend SOAR sessions and assist with student registration. Give students attending SOAR campus tours.

2012-2013

- Social Committee: Assisted committee members with planning and organizing social activities at the college such as Christmas Potluck, Welcome Back Meetings, and so forth.
- Rules Committee: Attend all scheduled meetings and assist with updating of Faculty Handbook and Bylaws.
- Interview Committee for ----- : Serve as member of interview committee in search of ----- faculty.

2011-2012

- ----- Committee: brief description.....
- Rules Committee: Attend all scheduled meetings and assist with updating of Faculty Handbook and Bylaws.

Internal Service Documentation

Note: This section includes documentation of the internal service activities listed above. Sample documentation may include but is not limited to: internal service evaluation form, letters from committee chair, committee minutes, etc. Remember to put documentation in the order that it is listed in the list section.

Documentation should not be the teams/committee list as these only shows you are assigned, not active participation. Emails should be used sparingly. Remember to highlight your name throughout the documentation.

Tab IX
External
Service

Note: List all external service activities for the current and previous two years. Include a brief description (one or two sentences describing the work you do or did with that external service activity) for all external service activities for the current and previous two years. Remember to list in reverse chronological order. Examples of external service are any service in the community where you are representing the college or your discipline. Additional examples can be found on the faculty promotion webpage.

EXAMPLE:

2013-2014

- Warren County ATC advisory committee member: Attend scheduled meetings and give input regarding _____ program at the Area Technology Center. Also update committee on college requirements for the program.
- Toys for Tots Volunteer: Assisted with packing of toys for needy children representing the college.

2012-2013

- External Service Activity: *brief description of one to two sentences*

2011-2012

- External Service Activity: *brief description of one to two sentences*

External Service Documentation

Note: This section includes documentation of the external service listed above. Sample documentation may include but is not limited to: letters from committee chair, minutes, agendas, programs, brochures, etc. Remember to put documentation in the order that it is listed in the list section.

Emails should be used sparingly. Remember to highlight your name throughout the documentation.

Tab X

Professional
Development

Professional Development Narrative

NOTE: Please note the difference in this section in that professional development is to be addressed in a narrative format, paragraph form, instead of the list as in the previous sections. In the narrative address the importance of professional development and continuous improvement to your working/teaching responsibilities. In the narrative, refer to those activities in which you have participated in the current and previous two years. Those activities would include workshops, conference/institutes, and/or courses taken that enhance your job performance. Remember that professional development is what you receive....if you teach a PD workshop that is considered leadership.

Professional Development Documentation

NOTE: This section includes documentation of the professional development you have attended for the current and previous two years. Documentation should be placed behind corresponding year cover sheets and the professional development form for that year (which can be located on the website under the additional resources tab). Remember to put documentation in the order that it is listed on the professional development form and include copies only, never originals of documentation. Sample documentation may include but is not limited to: agendas, certificates, etc. Emails should be used sparingly.

Tab XI

Educational
Leadership

Note: List all leadership activities for the current and previous two years. Include a brief description (one or two sentences describing the work you do or did with that leadership activity) for all leadership activities listed. Remember to list in reverse chronological order. Include college, division, program, area, discipline, beyond the local college (system, state, or national), or other administrative responsibilities. Additional examples can be found on the faculty promotion webpage.

EXAMPLE:

2013-2014

- Chair, Diversity Committee: *include description which should be one to two sentences describing your leadership role*
- Secretary Faculty Senate: *include description which should be one to two sentences describing your leadership role*

2012-2013

- Leadership Activity: *include description which should be one to two sentences describing your leadership role*
- Leadership Activity: *include description which should be one to two sentences describing your leadership role*

2011-2012

- Leadership Activity: *include description which should be one to two sentences describing your leadership role*

Educational Leadership Documentation

NOTE: This section includes documentation of the leadership activities you listed above. Documentation should be placed behind corresponding year cover sheets. Remember to put documentation in the order that it is listed. Sample documentation may include but is not limited to: appointment letters, certificates, etc. Emails should be used sparingly.

Tab XII

Performance

Effectiveness

NOTE: This section should include the final half of the PPEs including Section III – outcomes, comments, ratings, and signature pages for the current and previous two years. All other sections of the PPE document are to be included in Section V of the portfolio. Copies of PPEs may be obtained from Human Resources. Place each behind corresponding year cover sheets.

2013-2014

2012-2013

2011-2012

Tab XIII

Letters of
Evaluation

President of the College

NOTE: This section is to be left blank. The President's Assistant will add this letter after your portfolio is turned in.

Division Dean

Note: You should request this letter from your division dean. This letter should be sent directly to the President's office by the dean. The Chair of the CACP will add this to your portfolio after it had been turned in.

College Advisory Committee on Promotion

NOTE: This section is to be left blank. The President's Assistant will add this letter after your portfolio is turned in.

Colleagues Letters

Note: This section is to include six (6) or more letters including at least all associate and professor division members located on the same campus. Letters should be addressed to and sent to the college president. These letters should be requested by you, the candidate, addressed to the president and sent to the president's office. The Chair of the CACP will add these to your portfolio after it has been turned in.

Tab XIV

Additional Information

NOTE: In this section, you may provide additional information which you believe may be of assistance to the committee in making a recommendation. Examples include special awards such as Great Teacher, Who's Who, or results of Peer Evaluations.

Appendix

(Optional)