

# Faculty Handbook

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THIS HANDBOOK OFFERS INFORMATION AND RESOURCES THAT ARE PERTINENT TO FULL-TIME AND ADJUNCT/PART-TIME FACULTY ONLY. FOR INFORMATION OF INTEREST TO ALL EMPLOYEES OF THE COLLEGE OF SOUTHERN IDAHO, PLEASE REFER TO THE COMPLETE COLLEGE OF SOUTHERN IDAHO PERSONNEL MANUAL.

Nothing in this handbook should be interpreted to supersede CSI Board of Trustees Policies, the CSI Personnel Manual, the Instruction and Academic Affairs Procedures Manual, or the CSI Process and Procedures Manual. The President of the College of Southern Idaho will exercise final authority over the implementation of any procedures found within this document.

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## 1.0 General Information

### 1.01 Responsibility for this Handbook

This Faculty Handbook is written by and for the membership of the Faculty Senate of the College of Southern Idaho. For additional information of interest to all employees of the College, please refer to the College of Southern Idaho Personnel Manual, the College of Southern Idaho Rules and Procedures Manual, and the CSI Instruction and Academic Affairs Procedures Document.

### 1.02 Changes to the Faculty Handbook

The Faculty Handbook is written by and for the membership of the Faculty Senate of the College of Southern Idaho. The official electronic copy of this handbook is to be regularly updated by the Faculty Handbook Committee and is housed within the official college website. General editing and/or updating of already, otherwise-approved information will not require meeting quorum procedure but will be incorporated into the official document with an embedded change log.

New, procedural, or significant changes will be recommended/presented (in writing) by the Faculty Handbook Committee to the Faculty Senate for a vote of approval (Meeting Quorum procedure) and then forwarded on to administration for final approval before being digitally implemented on the CSI website with an embedded change log. Changes to the handbook will be reviewed and updated as necessary.

## 2.0 Faculty Academic Procedures

### 2.01 Academic Freedom

Effective September 2025, the College of Southern Idaho follows the Idaho State Board of Education Policy Section III.B. regarding Academic Freedom. Policy III.B can be found here:

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/academic-freedom-and-responsibility/>

The College of Southern Idaho also subscribes to the following statements of the American Association of University Professors:

"Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. It carries with it duties correlative with rights."

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

(*Policy Documents & Reports*, 10th ed. Washington, D.C.: American Association of University Professors, 2006.)

Academic freedom is essential to fulfill the ultimate objectives of an educational institution - the free search for the exposition of truth and applies to both teaching and research. The Board of Trustees of the College of Southern Idaho recognizes the principle of academic freedom, pursuant to which:

- a) The faculty member is entitled to freedom in the classroom to utilize his or her own teaching methods and to discuss his or her own subject within the guidelines of the course syllabus and consistent with professional conduct.
- b) The faculty member, as one of the employees of the College, enjoys all of the political rights of a citizen. However, he or she shall not solicit for, actively support or proselytize for any political candidate within the classroom or on the campus and thereby abuse his or her special position of influence.

Implicit in the principles of academic freedom are corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct and other shortcomings may constitute adequate grounds for dismissal or other disciplinary sanctions against faculty members.

## 2.02 Responsibilities of Faculty

All CSI faculty are expected to be professional in their duties and to be loyal to the institution, its ideals, and its personnel. Part-time faculty should participate in institutional self-study and strive to maintain or raise the standards of the College through constructive criticism and suggestions to appropriate faculty and staff. The College expects part-time faculty to be willing to support administrative and group decisions and to work toward common goals.

All instructors should consider it a duty to help preserve and protect College property in every aspect of their professional endeavors.

## 2.03 Faculty Senate

All full- and part-time faculty serving under a faculty contract (as determined by the appropriate Instructional Dean or the Vice President of Instruction ) are encouraged to participate in the Faculty Senate.

## 2.04 Academic Integrity

CSI Institutional Academic Integrity Policy including the roles and responsibilities of faculty is found at [academic-integrity-disciplinary-policy.pdf \(csi.edu\)](#). Any syllabus statements on Academic Integrity should reflect current policy language.

## 3.0 Faculty Rank and Promotion

### 3.01 Introduction

Promotion in academic rank is granted to eligible faculty members (as defined in *Eligibility to apply for rank promotion 3.03*) who achieve levels of excellence described *Performance Expectations 3.04* as demonstrated by a Performance Portfolio which is reviewed by a rank committee established by the faculty senate. It is intended that quality and consistency of performance will be the bases upon which promotion decisions are made with progressively higher ranks requiring more distinguished performance than lower ranks. Moreover, it is intended that promotion to the two highest ranks will require outstanding performance. The procedure outlined in this section (Section 3.08) is established to insure the consistent and equitable implementation of this policy for all full-time faculty members of the College.

The promotion system will be based on the following guidelines, which are intended to ensure consistency and equity. Integral elements of the proposed system include the following: faculty initiative, a broadly based process of recommendation that relies on substantive input from faculty members and supervisors, and the right to appeal.

#### *Philosophy of Rank Promotion*

Rank promotion is designed to honor faculty for successive levels of excellence demonstrated in the areas of teaching and service. This process encourages continual improvement and recognizes faculty for their ongoing contributions which add value to the College.

The College does not grant tenure, instead rank promotion is based on demonstrated performance and time in position. Advancements in rank are a recognition of both excellence in meeting current responsibilities as well as demonstration of performance at a higher level. A faculty member should aspire to continually meet the expectations of the rank they occupy.

Qualified faculty are encouraged to apply for rank promotion when they become eligible, yet participation is not required. A candidate has the privilege of self-advocacy and chooses to be evaluated of their own volition. The process is meant to be intentional, reflective, and a celebration of the candidate's work in teaching and service.

Peer review by an elected, representative committee is the primary method used in the rank promotion process. These line-level experts are the most appropriate body to determine whether a candidate meets the expectations for promotion to a higher rank. The peer review of a candidate's application is designed to be objective, equitable, and impartial.

After evaluation, a recommendation is made on behalf of the candidate representing the voice of the full faculty body to the President of the College. Ultimate determination of a candidate's rank promotion, associated incentives, and continuing rank status reside solely within the Office of the President.

### 3.02 Definitions

*Promotion* signifies an individual's movement from one academic rank to the immediately succeeding

academic rank.

*Candidate* is the faculty member requesting rank promotion. A candidate declares they are meeting the expectations of current rank while demonstrating the expectations of the next successive rank.

*Advocate* is a candidate's mentor throughout the rank promotion process. This person writes a letter of recommendation with a statement indicating they have reviewed the candidate's portfolio for completeness. The advocate must hold the rank of Associate Professor or higher, except in the case of Instructor candidates, who may ask an Assistant Professor who has been through one Rank cycle. The advocate cannot be the candidate's immediate supervisor, and a candidate who is also an immediate supervisor cannot request an advocate be from among those they manage.

*Immediate Supervisor* is the chairperson, division director, or other person responsible for writing the performance review of the candidate. This person writes a letter of recommendation with a statement indicating they have reviewed the candidate's portfolio for completeness, it accurately reflects their performance, and it justifies their request for promotion.

*Peer* is a faculty member who writes a letter of recommendation on behalf of the candidate. A candidate's immediate supervisor or advocate cannot also serve in the role of peer. Candidates should avoid writing peer recommendation letters for each other as this inhibits objectivity. Furthermore, an immediate supervisor is prohibited from requesting a peer recommendation letter from within their department.

*Senior Faculty* refers to full-time faculty holding continuing contract and the academic rank of Professor.

The *progression of academic ranks* (from lowest to highest) in the promotion system is as follows:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Differences among ranks are defined by section *3.04 Performance Expectations*

### 3.03 Eligibility to apply for rank promotion

Prior to the submission of the required performance portfolio, eligibility will be determined jointly by the Offices of the President, Vice President of Instruction, and Human Resources. The intent is that the Rank Advancement Committee is not concerned with the determination of *eligibility*, but with the thorough assessment of eligible candidates in order to *qualify* them for advancement.

Eligibility is determined by the following criteria:

A. Sufficient term of employment (Continued Employment)

Candidate meets or will meet the definition of Continued Employment as specified in Faculty Handbook Section 2.06 and holds an instructional title, e.g. Instructor, Assistant Professor, Associate Professor, or Professor. The candidate *may* also hold other titles specific to their instructional responsibilities, including but not limited to Department Chair, Program Manager, or Program Director. The instructional responsibilities of faculty may be entirely teaching or may not, depending on the direction provided by administration.

B. Nature of assignment

Only faculty with an ongoing and regular teaching assignment are eligible for advancement. However, faculty are at times assigned release from teaching to complete other assignments by administration. Such situations do not preclude a candidate from advancement, at the discretion of the President (2.06 Continued Employment).

C. Sufficient time in rank

Candidate must be a full-time faculty member (2.06 Continued Employment) having completed *five* regular (fall/spring) semesters of continuous contracted employment at the time of portfolio submission.

For the rank advancement from Instructor to Assistant Professor, previous post-secondary teaching experience may be substituted for time in rank up to 60 instruction hours. This is equivalent to two years teaching a full load of courses, or 4 regular semesters, and means a candidate with previous experience may apply for rank promotion in their first year. A candidate with at least 30 previous post-secondary instruction hours may apply in their second year. All other instructors are eligible to apply in their third year.

Candidates requesting early consideration must submit a transcript of courses taught with their Notice of Intent to apply for rank advancement. This list must include the course name, number of instruction hours, semester date, and institution. No other rank advancement levels may be applied for early using previous teaching experience.

D. Current performance evaluation on file

Candidate must have a current, completed performance evaluation on file with the Office of Human Resources.

E. Good standing

Candidate must have no pending personnel issues as determined by the respective Department Chair, Instructional Dean, Director of Human Resources, Vice President, or President.

### 3.04 Procedure

1. No later than the last Friday in October, the candidate formally and in writing notifies the chair of the Rank Committee, their immediate supervisor, Director of Human Resources, and the Vice President of Instruction of their intent to apply for rank advancement, i.e. Notice of Intent.
2. Candidates are required to attend any training or workshops provided by the Rank Advancement Committee while awaiting determination of eligibility.
3. The Office of Human Resources makes determination of eligibility for items A, B, and C as listed above. If any are found to be unmet, the Director of Human Resources notifies the candidate, immediate supervisor, and Vice President of Instruction within 5 working days of the receipt of the Notice of Intent. If all are met, the Vice President of Instruction is notified.
4. The Vice President of Instruction, acting in concert with the Director of Human Resources and the candidate's reporting line (Department Chair and Instructional Dean) make a determination as to the standing of the candidate from a performance and/or other concern (eligibility criterion D, above). If there is no concern, the Vice President of Instruction recommends eligibility to the President. If a concern *does* exist, the candidate is notified, and the Vice President of Instruction recommends to the President that eligibility be denied.
  - a. If a candidate is notified of a deficiency, they will be allowed an appeal to the Vice President of Instruction and the President should they desire.
  - b. Any appeal process will be conducted in a timely manner and will not preclude a candidate from consideration during the impacted cycle.
  - c. The final determination of eligibility is made by the President in all cases.
5. The Office of the President will maintain a list of those candidates who have declared their candidacy for rank advancement, along with their respective determination of eligibility. No later than December 15 of each year, the list of those determined to be eligible will be forwarded to the Chair of the Rank Advancement Committee, with simultaneous notification to the candidates. Only those candidates so determined will be considered by the Committee.
6. Portfolio Evaluation

The primary responsibility of the Rank Committee is to meet and evaluate candidate portfolios. While they are afforded broad discretion, Members should seek to remain open-minded and recognize the diversity of instruction at the College of Southern Idaho.

Prior to the evaluation meetings, Committee members independently analyze each portfolio in accordance with the checklist and criteria for each rank. Members are encouraged to view each portfolio both as a personal advocacy based on the candidate's investment in the reflective process as well as a general advocacy for the candidate's promotion by their peers, advocate, and supervisor.

During the evaluation meetings, open and frank discussion among the members is expected. Each candidate's portfolio should be viewed holistically, and the Rank

Committee either supports or withholds a recommendation based on confidential majority vote. Should there be intractable deliberation among the members, the Rank Committee should err on the side of recommending promotion for the candidate.

There are three steps for evaluating portfolios: Review, Discussion, and Determination.

- A. **Review:** Candidate portfolios should be considered independently by each committee member prior to discussion.
  - i. The Chair is responsible for coordinating the distribution of portfolios to Rank Committee members.
  - ii. Members must maintain confidentiality and discretion during and after this process.
  
- B. **Discussion:** Candidate portfolios should be evaluated in official Committee meetings after the independent review.
  - i. The Chair should guide the discussion, ensuring meaningful feedback may be provided to each candidate.
  - ii. The committee may use quantitative analysis measures for verifying the completeness of the portfolio in accordance with the checklist.
  - iii. The committee may also use qualitative analysis for determining if the candidate's narrative and artifacts demonstrate they are meeting the criteria of the current and next rank.
  - iv. At their discretion, the Committee may choose to invite the advocate and/or supervisor to clarify or verify the candidate's portfolio.
  - v. Should the discussion reveal a potential for withholding recommendation of a candidate, the advocate must be summoned.
  
- C. **Determination:** Candidate portfolios should be voted upon by the Committee to support or withhold a recommendation after the discussion.
  - i. The Chair will gather and tally the individual votes of the committee members.
  - ii. The Chair will assign committee members to prepare feedback for candidates which includes commendations and/or recommendations.
  - iii. The Chair will then compose a letter to the President with the following content:
    - a. The list of candidate recommendations.
    - b. Feedback attachment for each candidate.
    - c. Signatures from each Rank Committee member.
  - iv. The President will make the final determination regarding a candidate's request for promotion and notify each candidate of the decision.
  - v. After the President has notified candidates, the Chair will provide the Committee's feedback to the candidates in accordance with the Faculty

Handbook.

### 3.05 Performance Expectations

Students are the primary focus for faculty. The greatest emphasis in performance expectations is on bettering the teaching and learning environment and on the academic relationship of the student and teacher; therefore, the predominant qualities of each rank are drawn from the Rank Requirements. As a faculty member progresses in rank, the primary professional responsibilities remain the major concern, but the faculty member will be expected to expand the teaching and learning concept by sharing knowledge and exhibiting leadership in the department, division, College, community, or profession, in congruence with the College's mission.

#### 3.05.01 Instructor

An instructor is expected to bring basic academic knowledge and expertise to the primary professional responsibility.

The predominant qualities of excellence for the instructor include the following. Outstanding faculty:

1. Show a positive attitude about students' abilities to learn and are enthusiastic about their primary professional responsibilities. The faculty believe that students can learn and so they challenge them accordingly. This belief is a motivating factor for both students and faculty. They communicate their deep interest in their discipline fields and the satisfaction they themselves have gained through increasing their knowledge. Faculty demonstrate their enthusiasm in their professional areas by willingly working in a personal way with students or prospective students to help them achieve their goals. They communicate the values and satisfactions to be gained in the teaching and learning activity.
2. Are responsive to students' needs and treat all individuals with respect. They realize that students, in addition to needing academic support, often need encouragement and individual attention as they try to adjust to the varied demands in their lives. Excellent faculty can also provide legitimate and appropriate responses to students' needs. They are careful to maintain a professional approach in their interactions with students. This professional attitude is important when they interact with students, colleagues, and members of the community.
3. Present ideas clearly and are available to students. They are good transmitters as well as good receivers of messages. Faculty and students agree that communicating ideas clearly is one of the most critical interpersonal skills. They realize that student contact with faculty is critical to the success of the majority of CSI students. Hence, they provide students ample opportunities for such contact and encourage students to meet and interact with them.
4. Exhibit fairness when evaluating students and provide timely, constructive feedback. They maintain objectivity and follow carefully evaluation criteria which they provide to all students at the beginning of each term. They do not allow subjective opinions to interfere with student evaluations. They understand that timely feedback promotes positive action and is most useful to students. Thus, they use various means to respond to students in a timely manner.
5. Exhibit knowledge about the primary work area or discipline. This knowledge includes not only the content of the disciplines but also their roles in their departments and their campus in support of the overall teaching and learning process. These faculty also share their knowledge

with one another in a collegial effort to achieve excellence. There is no substitute for faculty members' having in-depth knowledge of their fields and disciplines in order to facilitate the transfer of knowledge to students. Without substantial knowledge in their fields, faculty are ill-prepared to foster student learning, even if their motivational techniques and interpersonal skills are sound.

6. Display behavior consistent with professional ethics. They are aware that a failure to commit to professional standards weakens the profession. They guard against behavior that may detract from the teaching/learning process. Thus, these faculty maintain the most professional and ethical relationships with students and colleagues. They adhere to contractual obligations and College policies.
7. Do work in a well-prepared and well-organized manner. Faculty have clear learning goals and well-planned activities enabling students to master content material and to process and apply information. Faculty proceed logically and use time effectively so that students learn as much as possible. Faculty provide assistance to students in a clear manner so that students know and can use the College's educational systems effectively.
8. Accept assistance from other faculty and from administrators and give consideration to feedback from students and others. Faculty recognize the benefits of cooperating and sharing of ideas, research, teaching strategies, and so on, and they are willing to receive assistance in professional matters as well as give it. The faculty know the importance of analyzing and evaluating their own performance. Thus, feedback from students, from other faculty members, and from supervisors is welcomed as a positive resource for their own improvement. Excellent faculty use this feedback to make immediate adjustments that improve student learning.

Participation in non-required College-related activities is optional.

### 3.05.02 Assistant Professor

The Assistant Professor demonstrates improved and refined skills in dealing with students.

The predominant qualities of excellence for the Assistant Professor include all the qualities for Instructor as well as the following. The Outstanding faculty:

1. *Set challenging performance goals for students.* They communicate to students that progress is not made without a cost; it must be paid for in time and effort. Thus they encourage students to overcome their limitations and to reach beyond their current achievements in an attempt to fulfill all of their potential.
2. *Work collaboratively with colleagues.* They know the importance of using their collective strengths to deal with departmental, divisional, and College issues in order to achieve excellence in the teaching/learning process. Their collaborative efforts serve as a model for students both inside and outside the classroom.
3. *Listen attentively to what students say.* They are sensitive to nonverbal as well as verbal cues, including careful analyses of students' written responses. They pay particular attention to students feedback in critiquing and improving their own performance.
4. *Create a climate that is conducive to learning.* They know that the atmosphere in the learning environment can have a great impact on student learning. They see things in perspective, taking themselves and their subject matter with appropriate seriousness, but respecting the fact that

there are important disciplines and interests in life other than theirs. That sense of perspective may be manifested by humor, open-mindedness, tolerance, acceptance, approachability, and sensitivity.

5. *Integrate current subject matter into work.* Students should have information from and the results of research and study which reflect the latest work in the field. Excellent faculty consistently update their own knowledge, professional skills, and resources to make their instruction meaningful and timely to their students.

The Assistant Professor is involved in non-required activities at the departmental level.

### 3.05.03 Associate Professor

The Associate Professor continues to improve in establishing and refining skills in dealing with students.

The predominant qualities of excellence for the Associate Professor include the all the qualities for Instructor and Assistant Professor as well as the following. The Outstanding faculty:

1. *Set challenging individual and collective performance goals for oneself.* These goals address not only learning activities and other specific academic responsibilities, but also many other areas of professional involvement. They continually strive to increase their own knowledge and to perfect their job-related skills, practices, and procedures. In so doing, they serve as positive role models for both students and colleagues.
2. *Exhibit commitment to education as a profession.* They value their work highly because of the intrinsic satisfaction they receive from knowing they have helped students to learn and to succeed in their lives. Regardless of circumstances, commitment to their students does not waiver.
3. *Respect diverse talents.* They recognize that students have different strengths and weaknesses, have different learning styles, and bring different skills and backgrounds to the teaching and learning process. Consequently, they encourage students to develop their individual abilities in learning situations.
4. *Consider a variety of teaching strategies.* This implies that faculty understand different student learning styles and analyze the effectiveness of different instructional strategies. Faculty help students discover and develop effective ways of learning.
5. *Stimulate intellectual curiosity.* They develop challenging presentations and activities, while keeping the subject at an appropriate level of difficulty and creating an interactive learning environment, one where students are not merely passive observers.
6. *Encourage students to be analytical listeners.* To develop their students' intellectual curiosity and independent thinking, they provide opportunities for students to analyze carefully what they study. As students study more carefully and more critically, they will be able to engage in more mature conceptual thinking commensurate with college-level work.

The Associate Professor is involved in non-required activities at the department or division level and may also participate in non-required activities at the College level. Professional activities congruent with the mission of the College are desirable.

### 3.05.04 Professor

The Professor continues to exhibit an outstanding level of performance and acts as a resource person to assist faculty in developing and applying the characteristics enumerated in the *Rank Requirements*.

1. The predominant qualities of excellence for the Professor include the all the qualities for Instructor, Assistant Professor, and Associate Professor. Outstanding faculty:
  - a. *Are concerned with the many aspects of students as individuals, not just in their roles as learners.* Accordingly, they provide counsel and assistance whenever possible.
  - b. *Provide perspectives that include a respect for diverse views.* They provide a variety of theories and interpretations that represent the best thinking in their fields. Moreover, they demonstrate to their students an openness and willingness to communicate and share differing views. These excellent faculty are particularly sensitive to the student body which represents a wide variety of academic traditions.
  - c. *Encourage independent thinking.* As students develop independence in acquiring, analyzing, and accessing knowledge, they are able to take more responsibility for their own learning. Thus the faculty member's role becomes less that of a communicator of information and more that of a mentor who guides students in their pursuit of learning. These outstanding faculty understand that students must develop independent thinking in order to make the most productive use of their talents and abilities.
  - d. *Provide clear and substantial evidence that students have learned.* This evidence allows both students and faculty to have accurate and realistic appraisals of their performance, and to know the effectiveness of their work. To acquire this evidence, excellent faculty first establish clear objectives and performance standards. With this positive evidence, excellent faculty can enjoy the professional and personal satisfaction of work well done.
2. The Professor is involved in a substantive manner in non-required activities at the department or division level. It is not necessary to be involved at all levels; however, leadership should be demonstrated at whichever level the faculty member is involved. The individual participates in non-required activities in the College, and participation in professional activities outside the College congruent with the mission of the College is highly desirable.

## 3.06 The Performance Portfolio

### I. Purpose and Procedure

1. A Performance Portfolio is required for promotion. Its purpose is to provide tangible evidence to the Rank Committee that a faculty member fulfills the requirements of their current and desired rank. A faculty member applying for promotion must prepare his or her own performance portfolio.
2. To be eligible for rank promotion the candidate must attend a Rank Process and Procedures Workshop; scheduled during the rank cycle they plan to apply as specified in 3.06.
3. A master copy and one additional copy of the completed Performance Portfolio must be submitted to the Rank Committee by the deadline specified in 3.06.
  - Portfolios may be either paper or electronic documents. Acceptable formats for both will be presented and discussed at Rank Process and Procedures Workshops.

- Electronic portfolios must be self-contained and well organized. Only file types compatible with software found on the majority of campus computers should be included.
  - If in the judgment of the Rank Committee an electronic portfolio is found to be nonfunctional or unmanageable, the candidate will be notified via CSI email and voicemail.
  - Candidate will have 48 hours from such notification to rectify the issue.
  - The contents of the portfolio should include the following information in the order listed. The information listed below will be the basis of the [Rank Promotion Checklist](#)
4. Which rank committee members will use to evaluate portfolios.
    - Forms and documentation (originals or facsimiles)
    - PHOTO, e.g. faculty web page photo (optional)
    - [Rank Promotion Checklist](#)
    - Candidate's letter of intent
    - CURRICULUM VITAE
    - NARRATIVE of no more than 2500 words (Approx. 10 pages typed, double-spaced), including:
      - Description of how candidate has met current rank with cross-references for supporting evidence and/or documentation.
      - Description of how candidate has met each criteria for rank requested with cross-references for supporting evidence and/or documentation
      - Self-reflective conclusion
  5. 3 letters of recommendation, one from each of the following sources:
    - Supervisor (including a statement that portfolio has been reviewed for completeness and accuracy)
    - Advocate (including a statement that portfolio has been reviewed for completeness)
    - A Peer
  6. IDP (or UDP if your department/program does not utilize the IDP) (for last 3 years)
  7. [Committee Verification Forms](#) for the past three years (if needed for desired rank)
  8. One representative syllabus from courses currently being taught
  9. If you feel, select individual evaluations are warranted please present and discuss those. Please do not include copies of full online course evaluations as the supervisor summary included above is typically sufficient.
  10. Will you give permission for the Rank Advancement Committee to provide your portfolio as a model for future candidates via CSI internal media services?    \_\_\_\_ yes    \_\_\_\_ no

Candidate may choose to include additional supporting documentation which illustrates noteworthy

achievements mentioned in narrative. Examples of such may include:

1. Exemplary teaching/evaluation techniques
2. Individualized instruction or counseling
3. Noteworthy advising achievements
4. Outcome assessment achievements
5. Teaching/learning research, e.g. student performance, retention rates
6. Contributions to Curriculum/Course revisions
7. Extracurricular activities that enhance student learning
8. Professional enhancement, e.g. workshops, seminars, conferences, courses taken, presentations, publications, professional affiliations, etc.
9. Creative endeavors
10. Up to three years of past completed performance evaluations

Be careful to observe FERPA regulations concerning student information.

### 3.07 Procedural Flowchart / Timeline

**Step One: Eligibility to Apply for Rank Promotion is determined by the following criteria:**

**A. Sufficient term of employment (Continued Employment)**

Candidate meets or will meet the definition of Continued Employment as specified in Faculty Handbook Section 3.05.03, and holds an instructional title, e.g. Instructor, Assistant Professor, Associate Professor, or Professor. The candidate *may* also hold other titles specific to their instructional responsibilities, including but not limited to Department Chair, Program Manager, or Program Director. The instructional responsibilities of faculty may be entirely teaching or may not, depending on the direction provided by administration.

**B. Nature of assignment**

Only faculty with an ongoing and regular teaching assignment are eligible for advancement. However, faculty are at times assigned release from teaching to complete other assignments by administration. Such situations do not preclude a candidate from advancement, at the discretion of the President (3.c. below).

**C. Sufficient time in rank**

Candidate must be a full-time faculty member (Faculty Handbook Section 3.03) having completed *five* regular (fall/spring) semesters of continuous contracted employment at the time of portfolio submission.

**D. Current performance evaluation on file**

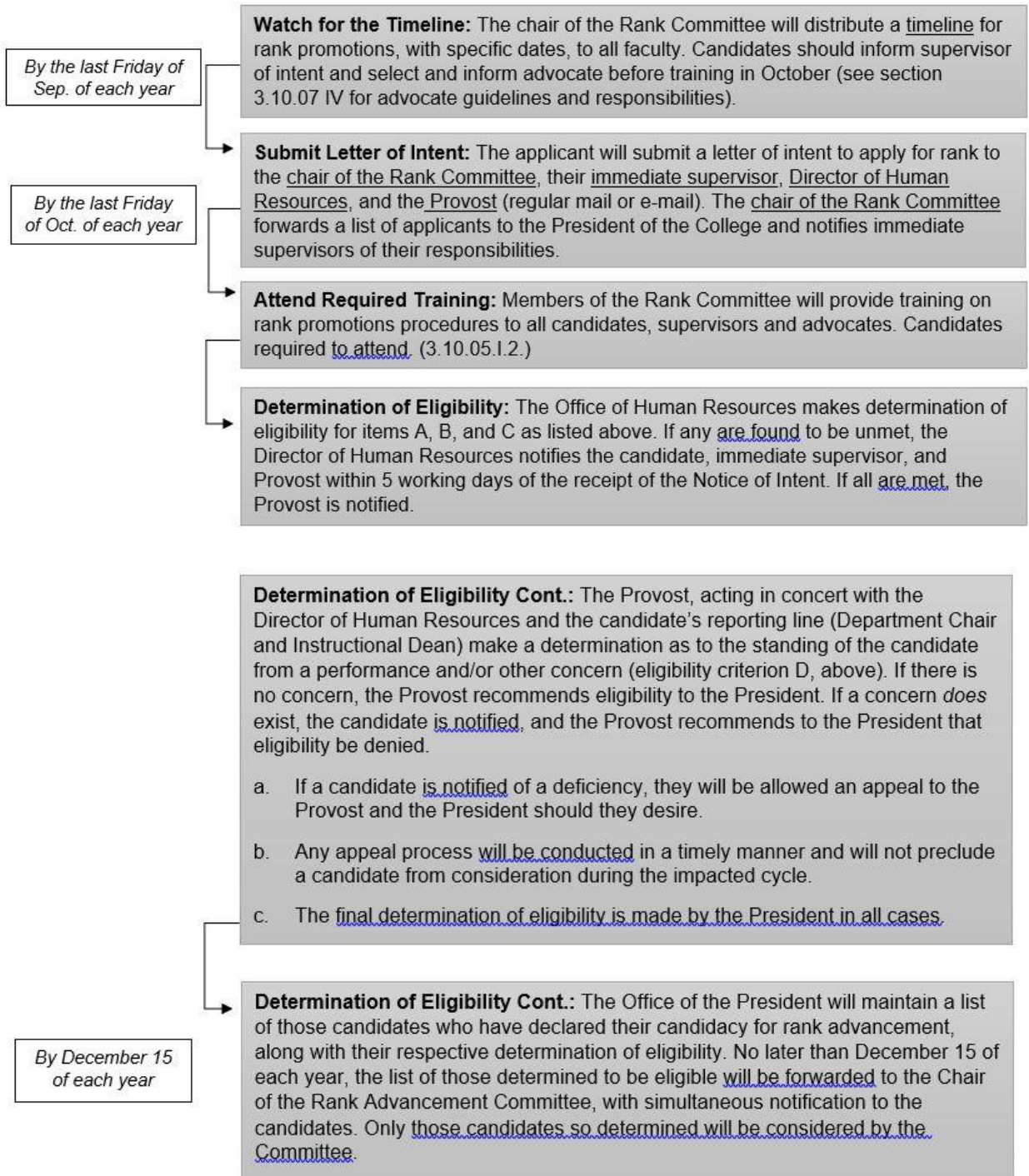
Candidate must have a current, completed performance evaluation on file with the Office of Human Resources.

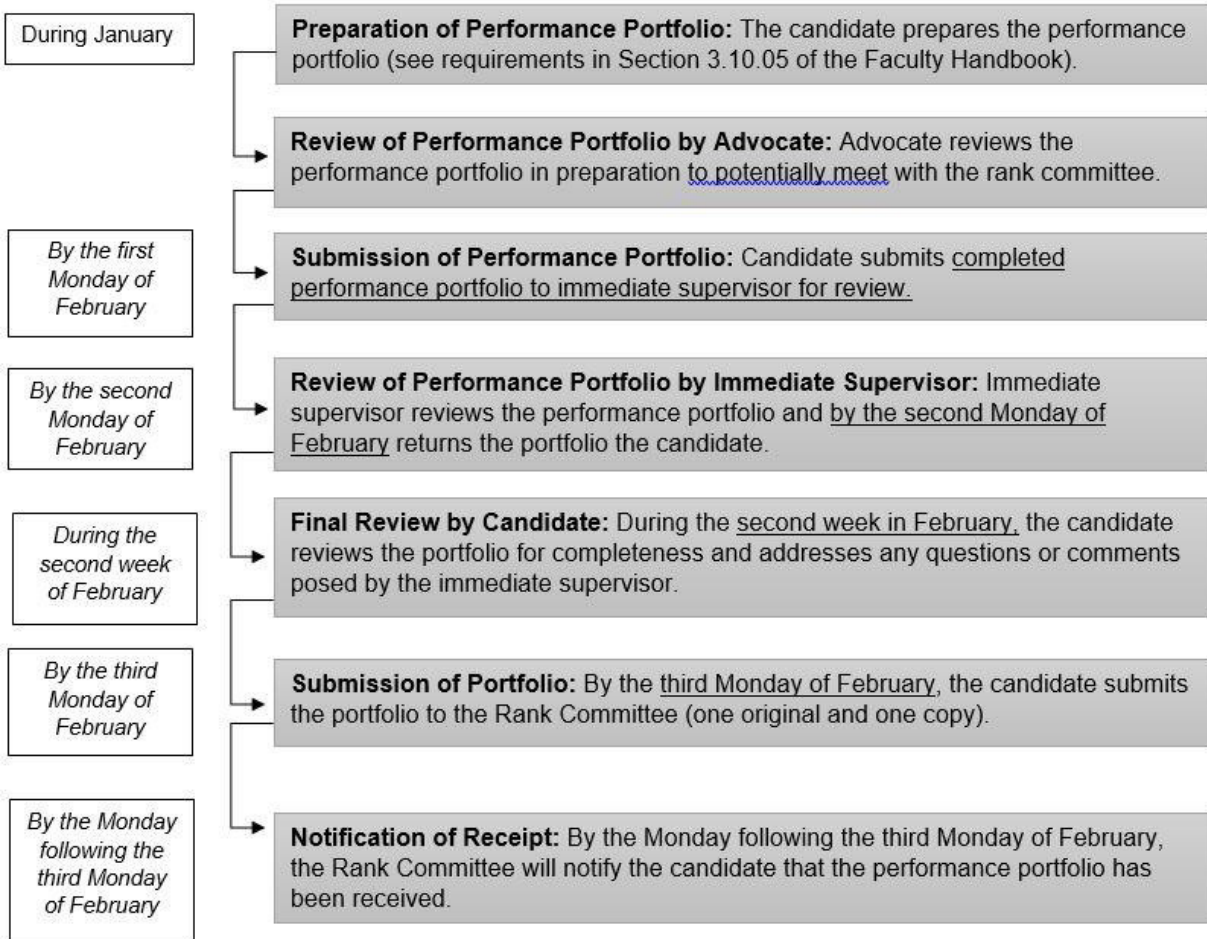
**E. Good standing**

Candidate must have no pending personnel issues as determined by the respective Department Chair, Instructional Dean, Director of Human Resources, Provost, or President.

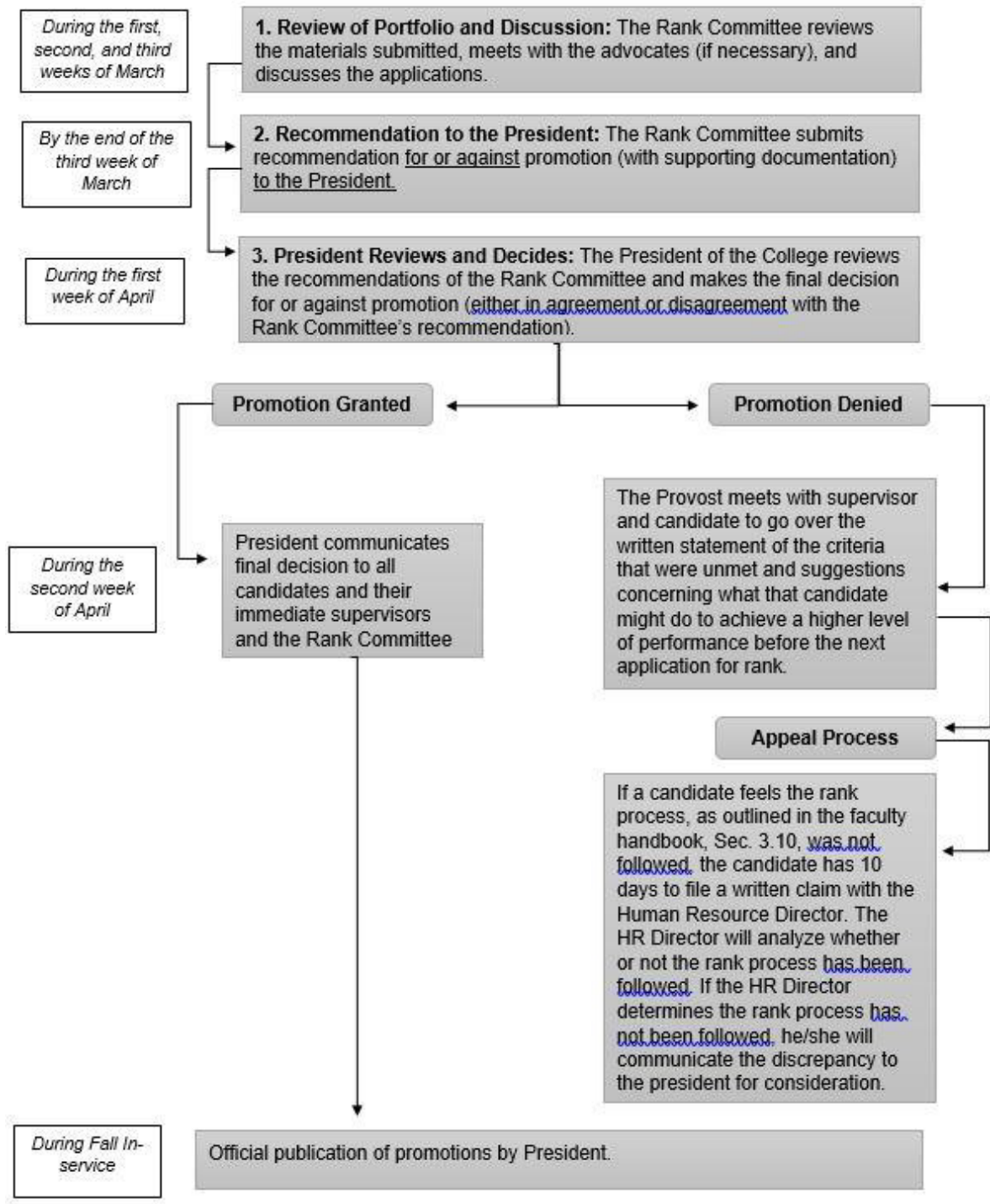
**Timeline**

**Step Two: How and when do I apply for rank?**





**Step Three: How is the Decision Made?**



## 3.08 Procedures of Rank Committee

### 3.08.01 Robert's Rules of Order

Robert's Rules of Order, Newly Revised will govern procedures, except where the following processes explicitly differ.

### 3.08.02 Composition of the Rank Committee

The composition of the Rank Committee is specified in Article IV of the Faculty Senate Constitution and in the Faculty Senate By-laws.

### 3.08.03 Responsibilities of the Rank Committee.

1. The Committee will elect a chair by consensus by May 15. Ties will be broken by a random draw.
2. Refer to the flowchart for timeline and processes.
3. After receiving letters of intent, the Rank Committee Chair will forward a list of candidates to the president of the college.
4. Conduct at least 3 "Rank Process and Procedures Workshops" at conveniently scheduled times to review rank process and procedures with prospective candidates.
5. Arrange for training of supervisors and advocates as to their role and responsibility in the rank process.
6. A committee member may withdraw, with cause, from deliberations and voting for a particular candidate.
7. The Rank Committee will make a recommendation for or against the promotion based on the following
  - Verification that the candidate fulfills the eligibility requirements
  - Verification the candidate meets the performance expectations of the current and desired rank.
8. A candidate must receive a majority of the votes of the committee members to be recommended for promotion, i.e. 3 votes if 4 members are voting, 2 votes if only 3 members are participating (see part F. above).
9. No minutes will be taken during Rank Committee meetings. All Committee deliberations will be confidential during and after the Committee completes its work.

10. The Rank Committee will prepare all the recommendations which will be signed by all the Committee members acting as witnesses.
11. The Rank Committee will convey its recommendation for or against promotion to the President by the end of the third or fourth week in March. For candidates who are not recommended for promotion, the committee will include a written statement of the criteria that were unmet and suggestions concerning what the candidate might do to achieve a higher level of performance before the next application for rank promotion.
12. Direct Candidates to pick up when the committee has finished deliberations.
13. Meet with Faculty Senate Executive Committee at the beginning and end of each rank cycle to review and discuss the process and procedures of rank advancement.
14. Following the President's final decision on rank advancement and before the end of the current academic year, the Rank Committee will provide successful candidates, through the rank of Professor, with constructive and candid feedback which may include comments, suggestions, or recommendations, including an aggregate rubric score (if said rubric is approved by Faculty Senate and included as part of rank training) based on candidate's portfolio. This feedback is for candidate edification only and meant to be used as a guide for future rank applications. If desired, the candidate may choose to share this feedback.

#### 3.08.04 Responsibilities of the Advocate

In order to gain a clearer picture of the candidate, the Rank Committee may choose to meet with an advocate chosen by the candidate. The advocate will provide an experienced third-party voice to aid the committee in its decision and should:

1. Meet with the candidate to review and discuss the candidate's qualifications and/or readiness for rank promotion.
2. Observe the candidate teaching students and/or have first-hand knowledge of the Candidate's instructional strategies.
3. Review the candidate's portfolio and provide honest, candid feedback.
4. Write a letter of recommendation for the candidate which includes a statement that the portfolio has been reviewed for completeness.
5. Advocates are encouraged to participate in a Rank Process & Procedure training presented by the Rank Committee.
6. Meet with the rank committee if/when invited.

### 3.08.05 Responsibilities of the Immediate Supervisor and Administration

1. Upon receipt of a candidate's letter of intent to apply for promotion, the immediate supervisor will make sure that the latest performance review is completed or updated as necessary.
2. Supervisors are encouraged to participate in a Rank Process & Procedure training presented by the Rank Committee.
3. Meet with the rank committee if/when invited.
4. Within one week of receiving the list of applicants, the President reviews the list of applicants and then notifies the rank committee and candidate of any candidate who does not meet Eligibility Criteria 1, 2, or 3.
5. By the second Monday in February the immediate supervisor will review the candidate's performance portfolio and submit to the candidate a letter of recommendation stating that he/she has reviewed the performance portfolio for completeness, feels it accurately reflects the candidate performance, and justifies the candidate's requested promotion. This letter will become part of portfolio and the supporting documentation that accompanies the Rank Committee's recommendation that is forwarded to the President.
6. If the Department Chair does not feel the Candidate or the Performance Portfolio meets the requirements necessary for promotion the Department chair will provide the Candidate with a letter containing suggestions for improvements necessary to obtain the above letter of recommendation.
7. The President will make the final decision for or against promotion.
8. If the Committee recommends in favor of a promotion, but its recommendation is rejected by the President, the President will provide the faculty member with a written statement of the criteria that were unmet and suggestions concerning what the individual might do to achieve a higher level of performance. This statement will be provided within ten working days following the President's rejection of the promotion.
9. The President will communicate final decisions to all candidates, their immediate supervisors, and the members of the rank committee during the second week of April. Following the President's final decision on rank advancement and before the end of the academic year, the Rank Committee will provide successful candidates, through the rank of Professor, with constructive and candid feedback which may include comments, suggestions, or recommendations, including an aggregate rubric score (if said rubric is approved by Faculty Senate and included as part of rank training) based on candidate's portfolio.
10. Candidates denied rank will have the opportunity to discuss the decision with a committee consisting of their Departments Chair, Instructional Dean, and Vice President of Instruction.
11. Official publication of promotions will occur during fall in-service.

### 3.08.06 Relation to Other College Policies

3.08.06.I Procedural errors that affect the outcome of this process may be appealed through due process via the Human Resources Director.

3.08.06.II Denial of promotion may be appealed through due process via the Human Resources Director.

3.08.06.III To ensure College-wide consistency and equity in applying these procedures, they will be monitored by Human Resources Director.

## 3.09 Distinguished Professor Award

**Purpose & Process:** Distinguished Professor awards will be granted each year to those teachers who demonstrate exceptional performance of their duties as full Professor and show extraordinary commitment to teaching, service to the college, and service to the community. Distinguished Professor applications are reviewed by the Faculty Senate Executive Committee and recommended to the CSI President for final approval of award. The award will be added to successful applicants' base pay with the amount predetermined by administration and available upon inquiry each year.

**Eligibility:** After teaching full-time for three years at the rank of professor, faculty may apply to receive the Distinguished Professor award. This application may be made during the fourth year. After having received an award, a professor would again be eligible after another five years of full-time faculty employment at CSI, applying in the sixth year for a second and final Distinguished Professor award opportunity.

**Criteria:** All candidates must write a letter of intent to apply for a Distinguished Professor award. The letter should be addressed to the current FSEC president, President of the College, and immediate supervisor. Through the process outlined below the applicant must show that he or she has demonstrated excellence in teaching, as well as outstanding service to the college and the community.

#### **Distinguished Professor Portfolio Checklist:**

**Content Checklist: Please include the following in order as listed below.**

\_\_\_\_\_ Cover page - shall include Name of Candidate, Date of Submission, Title (of own choosing), Subtitle "Distinguished Professor Portfolio," and "College of Southern Idaho" text or logo.

\_\_\_\_\_ Letter of Intent - Candidate's letter of intent shall be included following the Cover Page, unless a contents page (optional) is included.

\_\_\_\_\_ Current Curriculum Vitae

\_\_\_\_\_ Narrative - A narrative of no more than 6 pages but no less than 2 shall be included in the portfolio. *Focus your narrative on activities since last rank advancement and highlight your activities of the last five years.* The narrative must include a brief description of how performance expectations are currently being met by the candidate at the rank of Professor. Then, the narrative must identify and

explain ways in which candidate is currently showing excellent commitment to teaching, service to the college and service to the community. Finally, the narrative must describe how the candidate plans to improve, make changes or influence the college, education or students in the future. (See Narrative Checklist.)

\_\_\_\_\_ Three letters of support are required - Three letters of support are required, one from each of the following sources: 1. Department 2. Student 3. Open choice of source

\_\_\_\_\_ Most recent evaluations - Self, Supervisor and Peer (within the last three years)

\_\_\_\_\_ Current Individual Development Plan

\_\_\_\_\_ One representative syllabus from a current course being taught

\_\_\_\_\_ Supporting Documentation - Supporting documentation must be referenced in candidate's narrative and may include but is not limited to; pictures, committee verification forms, certificates, publication references, presentation outlines, research data, grant awards, new course numbers, articles, news releases, thank you cards, and other verification references indicating candidate's commitment to teaching, service to the college and service to the community.

### **Narrative Checklist: (2-6 pages in length)**

**Professor Requirements. Briefly address how you accomplish each of the following and include references to supporting documentation.**

\_\_\_\_\_ Are concerned with the many aspects of students as individuals, not just in their roles as learners. Accordingly, they provide counsel and assistance whenever possible.

\_\_\_\_\_ Provide perspectives that include a respect for diverse views. They provide a variety of theories and interpretations that represent the best thinking in their fields. Moreover, they demonstrate to their students an openness and willingness to communicate and share differing views. These excellent faculty are particularly sensitive to the student body which represents a wide variety of academic traditions.

\_\_\_\_\_ Encourage independent thinking. As students develop independence in acquiring, analyzing, and accessing knowledge, they are able to take more responsibility for their own learning. Thus, the faculty member's role becomes less that of a communicator of information and more that of a mentor who guides students in their pursuit of learning. These outstanding faculty understand that students must develop independent thinking in order to make the most productive use of their talents and abilities.

\_\_\_\_\_ Provide clear and substantial evidence that students have learned. This evidence allows both students and faculty to have accurate and realistic appraisals of their performance, and to know the effectiveness of their work. To acquire this evidence, excellent faculty first establish clear objectives and performance standards. With this positive evidence, excellent faculty can enjoy the professional and personal satisfaction of work well done.

\_\_\_\_\_ The Professor is involved in a substantive manner in non-required activities at the department or division level. It is not necessary to be involved at all levels; however, leadership should be demonstrated at whichever level the faculty member is involved. The individual participates in non-

required activities in the College, and participation in professional activities outside the College congruent with the mission of the College is highly desirable.

**Distinguished Professor Requirements. In detail, please describe the following and include references to supporting documentation.**

**Category 1. Teaching** - Must address 3 of the 4 following criteria:

\_\_\_\_\_ Evaluations from peers and supervisor must indicate candidate's commitment to the highest standards of teaching excellence.

\_\_\_\_\_ Distinguished Professors demonstrate an effort to remain current in their field by attending classes, doing fieldwork, doing research, obtaining fellowships for continued study, conducting workshops, studying abroad, attending professional meetings and/or giving professional presentations, etc.

\_\_\_\_\_ Distinguished Professors assume leadership roles in national, regional or local organization in their field of study by holding positions of president, secretary, treasurer, trustee, director, or another active role.

\_\_\_\_\_ Distinguished Professors demonstrate an extraordinary commitment to the field of education by writing textbooks, lab manuals, journal articles, and/or grants, developing new courses, mentoring new faculty, and taking a leadership role in maintaining and/or improving their program.

**Category 2. Service to College**

\_\_\_\_\_ Distinguished Professors continue to demonstrate the highest level of leadership at CSI by assuming the role of committee chairs, actively participating in current and ongoing committee work, devising new courses or programs of study, planning campus-wide activities, and/or advising and sponsoring student groups.

**Category 3. Service to Community**

\_\_\_\_\_ Distinguished Professors demonstrate extra commitment to the community by serving on boards of education, advisory boards, city councils, city or county planning committees, or by hosting field trips as part of instructional mission that is clearly connected to the professor's discipline and courses, planning community events, teaching community-education classes, or by doing charitable work, or volunteer work off campus, etc.

\_\_\_\_\_ Distinguished Professor must describe how the candidate plans to improve, make changes or influence the college, education or students in the future.

### 3.09.01 Process and Timeline:

December	Letter of Intent: A single page letter of intent addressed to current FSEC president, college president, and immediate supervisor should be submitted by the last day of the fall semester that year.
February 15	Portfolio Submission: Submit portfolio to Faculty Senate Executive Committee. If file is pdf or web-based, one copy is sufficient. If printed or on CD or DVD, provide three copies of document.
March 15	Review and Recommendation: Portfolios are reviewed by FSEC, and a recommendation is made to the college president to either grant or deny application.
April 15	Notification: Candidates will be notified of their award status by the president of the college

## 4.0 Faculty Support Services

### 4.01 Campus Resources and Offices

Office of the Registrar <https://www.csi.edu/registrar/>

Advising Center <https://advising.csi.edu/>

Office of Admissions <https://www.csi.edu/admissions/>

Financial Aid <https://www.csi.edu/financial-aid/default.aspx>

Business Office <https://www.csi.edu/business-office/>

Human Resources Office <https://www.csi.edu/hr/>

Student Success Center <https://www.csi.edu/innovation-success-center/>

Center for New Directions <https://careers.csi.edu/cnd/index.asp>

Student Disability Services <https://www.csi.edu/disability-services/>

Veterans Services <https://www.csi.edu/veterans-services/>

Student Activities Office <https://www.csi.edu/student-activities/default.aspx>

CSI Child Care Center <https://www.csi.edu/early-childhood-learning-center/default.aspx>

CSI Off-Campus Centers <https://offcampus.csi.edu/>

CSI Foundation <https://www.csi.edu/foundation/default.aspx>

## Faculty Resources

[https://csioffice.sharepoint.com/sites/Home\\_Connect/SitePages/Faculty\\_Dashboard.aspx](https://csioffice.sharepoint.com/sites/Home_Connect/SitePages/Faculty_Dashboard.aspx)

## The Teaching & Learning Center

[Welcome to the CSI Teaching & Learning Center | College of Southern Idaho](#)

# 5.0 Faculty Senate Constitution and By-Laws

## 5.01 Faculty Senate Constitution

### 5.01.01 Article I (Identification and Purpose)

1. The Faculty Senate is a voluntary, collegial association of the faculty of the College of Southern Idaho and is recognized by the College as the voice of that faculty.
2. The Faculty Senate provides a forum for faculty concerns and renders the majority opinion of participating faculty to the administration and to the Board of Trustees of the College on matters brought before it by its membership, the administration or the Board.

### 5.01.02 Article II (Membership)

The membership of the Faculty Senate is specified in the Faculty Senate By-Laws.

### 5.01.03 Article III (Executive Committee)

1. The Faculty Senate Executive Committee considers all faculty concerns that are brought before it. It also serves as liaison between the Faculty Senate membership and the administration and Board of Trustees.
2. Dismissal of any Executive Committee member requires the affirmative vote of a majority (more than fifty percent) of the membership of the Faculty Senate.

### 5.01.04 Article IV (Rank Committee)

The Rank Committee consists of five voting members chosen from senior faculty: two career-technical, two academic and one at-large.

### 5.01.05 Article V (Meetings)

1. The conduct of business at a meeting of the Faculty Senate requires a quorum of members, as specified in the By-laws.
2. There shall be at least one meeting each semester held during the faculty in-service session.
3. Additional meetings may be called by the President of the Senate as laid out in the Faculty Senate By-Laws.

4. Additional meetings may also be called by petition from at least ten percent of the membership. Upon receipt of such a petition, the Senate President must immediately call a meeting to be held within one calendar week.

#### 5.01.06 Article VI (Revisions)

1. This Constitution may be changed by the affirmative vote of at least two-thirds of the membership.
2. The Faculty Senate may adopt, remove, or change By-Laws to this Constitution by the affirmative vote of a majority of the members present and voting at a meeting or a majority of ballots returned with a mail ballot vote.

### 5.02 Faculty Senate By-Laws

#### 5.02.01 Membership

All full-time and part-time faculty serving under a faculty contract (as determined by the appropriate instructional dean or the Vice President of Instruction) are members of the Faculty Senate, hereinafter referred to as the Senate.

#### 5.02.02 Elected Committees

1. The Executive Committee consists of nine Senate members. At its last meeting of the calendar year, it selects from itself a Chair, Secretary and Chair-elect to serve through the following calendar year.

The Chair serves as President of the Senate and may schedule regular meetings of that body or call special meetings by announcement disseminated to all Senate members with at least five working days' notice (except as provided in Article V, Paragraph 4a of the Faculty Senate Constitution). The Secretary serves as Secretary of the Senate. The Chair-elect will participate in all activities of the current Chair for one year and will then become the FSEC Chair the following year. The Chair-elect must be an Executive committee member with at least two years of service remaining. Other duties of the Chair and the Secretary are determined by the Executive Committee.

The Executive Committee convenes *ad hoc* committees to address special issues and appoints willing Senate members to serve on campus-wide committees.

The Senate elects three new members to the Executive Committee each year – one from the career-technical faculty, one from the academic faculty, and one from the Senate membership at large. Their terms begin on the first day of January following their election.

2. The Rank Committee is comprised as specified in the Faculty Senate Constitution. At its last meeting of the academic year, the Rank Committee selects from itself a Chair to serve through the following academic year.

The Senate elects three members to the Rank Committee in the first of two elections in each

three-year period and two members in the second election of that three-year period. Terms begin on the first day of August following the election.

3. The Senate elects two members to represent it on the Strategic Planning Committee – one academic and one career-technical – every third year. Terms begin on the first day of January following the election.
4. All elected committee members serve a three-year term. There are no term limits. Dismissal of any elected committee member requires the affirmative vote of a majority of the membership of the Senate.
5. Any newly-elected committee member shall be from the same faculty branch – career-technical or academic – as that from which the departing member was originally elected.

### 5.02.03 Election Procedures

Each year, the Executive Committee convenes a Nominating Committee of five members – two career-technical faculty, two academic faculty and a member of the Executive Committee at large to serve as its Chair. This committee identifies Senate members willing to serve on elected committees and nominates them to fill positions being vacated in the normal course of the expiration of the terms of sitting members. It also accepts nominations to these positions from the Senate membership at large.

1. The Nominating Committee produces a ballot listing the nominees for each elected position and providing for a write-in vote for each position. The slates of nominees for each committee are presented separately on the same ballot.
2. A secret ballot is made available to the Senate membership on the first Monday of December. The tabulation of the vote is certified by the Chair of the Nominating Committee and the Secretary of the Executive Committee based on ballots received by the following Friday afternoon at 4 p.m. MST. The time and location of this certification is communicated to the Senate membership on the ballot itself, and any Senate member may be present for the certification. All ballots shall be preserved with the records of the Senate for at least three years.
3. All tie votes are decided by the toss of a coin by the Secretary of the Executive Committee or other Executive Committee member in the Secretary's absence.

### 5.02.04 Untimely Vacancies

1. Any untimely vacancy within an elected committee shall be filled by the person receiving the next highest number of votes for that specific position (be it academic, career-technical or at-large) on the original ballot. In the event that no willing person can be so identified by the Executive Committee, that committee shall nominate willing Senate members of the appropriate faculty branch to the position, subject to election by the Senate by secret ballot at its next meeting.
2. Persons filling vacancies on any elected committee shall serve out the remainder of the term of the original occupant of the vacant position.

### 5.02.05 Meeting Quorum

1. Faculty Senate decisions shall be made by the affirmative vote of a simple majority (more than fifty percent) of those members present and voting at any regularly scheduled or properly announced Senate meeting.
2. At least twenty-eight days shall elapse between the introduction of new business before the Senate and any final action on that business. Suspension of this waiting period requires the affirmative vote of two-thirds of those members present and voting.
3. Decisions of any elected committee shall be made by a simple majority of its sitting membership voting at any regularly scheduled or properly announced meeting of the committee.
4. Parliamentary procedures as in *Roberts Rules of Order* shall be used for all Senate meetings.