College of Education and Health Professions
Standards of Excellence for Promotion: Service

Examples of Evidence	Expectations for Promotion: Associate Professor			Expectations for Promotion: Professor		
	Unsatisfactory	**Satisfactory**	**Excellent**	**Unsatisfactory**	**Satisfactory**	**Excellent**
Campus Citizenship • Department Committees • College Committees • University Committees • Administrative Role • Accreditation Responsibilities **Professional Outreach** • Partnerships (as delineated by respective departments) • Department, college or university representation at the state, national or international level • Consultative service without remuneration (as delineated in respective departments) **Community Service** • Board Membership • P-12 Activities • Clinical Service • Administrative Role • Special Projects/Initiatives	Failure to consistently assist with or help to meet the community as broadly interpreted through campus, professional and community service activities such as: • Participates minimally in program/area governance • Serves on no college or university committees • Interacts minimally with the professional field • Does not participate in community organizations	Consistent pattern of purposeful activities that provide value to the community as broadly interpreted through campus, professional and community service activities such as: • Participates actively in shared governance • Serves on department committees, college and/or university committees • Serves university students (i.e. advisor or sponsor to student organization) • Works actively with community partners • Participates actively in relevant professional associations • Participates in civic or community organizations Note: Must include active participation in campus citizenship	Faculty member satisfies criteria under "Satisfactory" and • Provides significant contributions over time and/or • Demonstrates leadership in service related activities as delineated in department standards. Note: Service must be in more than one service area (e.g. campus, professional and community) and without remuneration Note: Documented evidence of significant contributions to service related activities must be provided.	Failure to consistently assist with or help to meet the community as broadly interpreted through campus, professional and community service activities such as: • Participates minimally in program/area governance • Serves on no college or university committees • Interacts minimally with the professional field • Does not participate in community organizations	Consistent pattern of purposeful activities that provide value to the community as broadly interpreted through campus, professional and community service activities such as: • Participates actively in shared governance • Serves on department committees, college and/or university committees • Serves university students (i.e. advisor or sponsor to student organization) • Works actively with community partners • Participates actively in relevant professional associations and/or has an administrative role in professional associations • Participates in civic or community organizations • Demonstrates leadership, e.g. to committees or organizations Note: Must include active participation in campus citizenship	Faculty member satisfies criteria under "Satisfactory" and • Provides significant contributions over time and/or • Demonstrates leadership in service related activities as delineated in department standards. Note: Service must be in more than one service area (e.g. campus, professional and community) and without remuneration Note: Documented evidence of significant contributions to service related activities must be provided.

Standards of Excellence for Promotion and Tenure: Teaching

Excellence in teaching embodies the use of best practices to improve student learning in the university and applied field settings. Within the learning community in the College of Education and Health Professions, faculty employ best practices in the areas of their professional and academic disciplines. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for their students who then apply similar ideas and activities in relevant professional settings. Faculty members collaborate within communities of learning as they apply best practices. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. The result of these efforts by faculty is accomplished teaching and improved learning for all students.

Focus of Standard	Tenure Promotion from Assistant to Associate Professor	Promotion from Associate to Full Professor	Examples of Evidence in the Portfolio
Best Teaching Practices within the Profession/Academic Discipline	Employs best teaching practices that address the needs of diverse students. Integrates the use of current technology to enhance teaching and learning when appropriate.	Employs best teaching practices that address the needs of diverse students. Integrates the use of current technology to enhance teaching and learning when appropriate. Employs exemplary teaching practices that can serve as models for others	Planning /preparation for teaching Course objectives aligned with discipline standards Organization of materials Use of technology Variety of teaching methods Creative/innovative instruction Course evaluations
Ongoing Development and Evaluation of Teaching Effectiveness	Participates in professional learning endeavors to enhance teaching effectiveness	Participates in professional learning endeavors to enhance teaching effectiveness Provides leadership in at least one professional learning community to share effective teaching strategies with colleagues	Collaboration with professional peers for course development or evaluation Annual evaluation ratings Peer observation and feedback Participation in program advisory and/or evaluation efforts
Positive Impact on Student Learning and Achievement	Reflects on teaching practices and uses data to revise and/or develop the course. Consistently rated satisfactory or above by students on course evaluations. Consistently rated "Excellent" for Teaching on annual reviews	Reflects on teaching practices and uses data to revise and/or develop the course. Consistently rated satisfactory or above by students on course evaluations. Consistently rated "Excellent" for Teaching on annual reviews Participates in program level evaluation such as accreditation review	Student work samples Course Evaluations Assessment Rubrics Annual Reviews Annual Program Reports
Academic Advising and Mentoring	Provides a systematic application of academic advising procedures, if assigned. Mentors students.	Provides a systematic application of academic advising procedures, if assigned. Mentors students. Promotes and supports student research and/or student participation in professional forums	Availability to students (office hours, advising appointments, email responses, etc.) Letters of recommendation, course evaluations, etc. Faculty-student collaboration on research or other professional endeavors

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Standards of Excellence: Scholarship   Reviewed 12/2021

(The following represent the minimum standards for promotion and tenure.)

Scholarship and Professional Development	Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.
	For tenure, the faculty member must have a minimum of one scholarly publication and exceed expectations on annual departmental evaluations of scholarship for at least two years.

Examples of Evidence:	**Expectations for Promotion: Associate Professor**	**Expectations for Promotion: Professor**
- Professional Memberships - Maintenance of professional licenses and/or certifications - Professional Offices - Professional Committees/Boards - Presentations - Editorial Boards/Reviews - Grants - Applied Research (Teaching/Learning) - Research (Other) - Publications - In-Service Training (P-12 Schools/Others) - Graduate or Post-Graduate Work - Participation in Professional Conferences / Meetings - Technology Training - Use of University /Community Resources	Faculty member operates, relative to rank and position, within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Faculty member seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life. Faculty member engages in a life-long learning process, occasionally acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning. **Criteria described above are demonstrated in the following ways:** **Successful externally peer-reviewed scholarly publication within one's area of expertise.** **And** **Successfully engages in and/or completes other peer-reviewed scholarly activities such as:** **Presenting at regional, state or national conferences, workshops, seminars, or other** **Authoring a book chapter, editorial or other peer-reviewed work** **Obtaining grant external funding** **Submitting additional peer-reviewed works such as a grant, article, book chapter, editorial, etc.** **Serves on a dissertation committee** **Related professional development activities (i.e., conference attendance, skill development, webinars, coursework, etc.)** **Other**	Faculty member operates, relative to rank and position, at high levels of commitment within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Faculty member continually seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life. Faculty member actively engages in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning. **Criteria described above are demonstrated in the following ways:** **Additional peer-reviewed scholarly publications (2) within one's area of expertise, at least one of which must be external and national/international.** **Holds individual membership in relevant professional associations** **Presents at regional, state, national, or international conferences, workshops, seminars, or other** **And** **Faculty member contributes to the profession in one or more of the following ways:** **Serves on a review board for papers and/or proposals for professional conferences** **Authoring a book chapter, editorial or other peer-reviewed work** **Edits a peer-reviewed journal** **Receives special recognition in research** **Reviews grant proposals** **Receives external grant funding** **Serves as a dissertation Committee Chair or as a methodologist** **Related professional development activities (i.e., conference attendance, skill development, webinars, coursework, etc.)** **Other**