

Chart Comparing Current and Proposed Promotion Criteria

Current	Proposed	Rationale
General Statement		
Criteria are categorized as Competent, Very Good or Outstanding	The categories are expanded to four: Competent, Good, Very Good and Outstanding . Suggestions for sources of data are included with each criterion.	The criteria are expanded to four categories, instead of three, in order to allow for more differentiation and greater rigor. Suggestions regarding sources of data are designed to be helpful to beginning faculty in the development of their skills, as well as to faculty in developing their promotion materials.
Teaching Criteria for Competent		
A competent teacher:	For promotion to any rank, the following criteria for a Competent teacher must be met:	
1. Demonstrates currency of knowledge in subject material	1. Demonstrates currency of knowledge in subject material (Include evidence such as up-to-date bibliographies in syllabi, student course evaluations, and colleague class visit evaluations.)	All criteria are shown in bold, with possible sources of data in parentheses.
2. Demonstrates sound pedagogical and classroom techniques, as shown through class preparation and organization, appropriate use of relevant technology and respectful interactions with students	2. Demonstrates sound pedagogical and classroom techniques (Include evidence from student course evaluations, colleague class visit evaluations and sample lesson plans and presentations that show activities such as thoughtful class preparation and organization, appropriate use of relevant technology and respectful interactions with students.)	With the addition of possible sources of data, the means of demonstrating the criterion are removed from the statement of the criterion.
3. Generates student interest in the course content and constructs courses appropriate to the audience	3. Engages student interest in the course content by constructing courses appropriate to the audience (Cite evidence such as student course evaluations and syllabi to show adaptation to student needs and interests.)	Wording is adjusted to show the relationship between the two ideas in the criterion.
4. Integrates a liberal arts approach and a global perspective in courses	Moved to Good category	This criterion seems to go beyond the basic category of Competent .
5. Demonstrates positive working relationships with other colleagues	4. Demonstrates positive working relationships with other colleagues (Show ways that you work with colleagues, including the ways that you consult with them regarding effective pedagogy and practice teamwork in distributing teaching load hours and developing curricula. Your written perceptions will be compared to colleague evaluations submitted to the dean.)	Although positive relationships with colleagues are important in a variety of ways, the suggestions for evidence are ways that teaching is related to positive working relationships.

6. Exhibits ability to assess his or her own effectiveness and make appropriate adaptations in the classroom	5. Exhibits ability to assess his or her teaching effectiveness in order to make appropriate adaptations in the classroom (Show ways that you set goals, use teaching and learning resources and revise courses and syllabi based on feedback. You might refer to colleague class visit evaluations and goals on your Annual Professional Development Report.)	Wording is slightly altered to show the relationship between the two ideas in the criterion.
7. Models EMU vision, mission and values	6. Models EMU's vision, mission and values in his or her teaching. (Refer to EMU's written statements to explore various possibilities.)	Clarifies that the relationship to teaching is what is desired here.
Teaching Criteria for Very Good and Outstanding (current criteria) or Good, Very Good and Outstanding (proposed criteria)		
A Very Good teacher satisfies all of the Competent criteria and at least 3 of the Very Good criteria and an Outstanding teacher satisfies all of the Competent criteria and at least 5 of the Very Good criteria.	The criteria are separated into Good and Very Good categories and an Outstanding category is added. All criteria in the category must be met to qualify.	These changes are meant to increase the expectations for performance and clarify the differences in categories.
8. Demonstrates strong preparation in the faculty member's appropriate subject area, manifested by an ability to connect his or her scholarship and professional experience to classroom and student projects	7. Demonstrates especially strong preparation in the appropriate subject area (Show ways that you connect your scholarship and professional experience to classroom and student projects.)	Placed in the Good category and the means of demonstrating the criterion are separated from the criterion itself.
9. Demonstrates innovative teaching that motivates and engages students, leading to a high level of student growth	8. Demonstrates innovative teaching that motivates and engages students, leading to a high level of student growth and learning (You might cite student course evaluations or written testimonies from students.)	Placed in the Good category. The word "learning" is added at the end of the criterion to emphasize that learning is the goal of teaching.
10. Demonstrates success in development and teaching of new courses, courses with a wide range of student abilities, or courses and projects reaching across disciplinary lines	9. Demonstrates success in developing and teaching new courses (Refer to your Annual Professional Development Report for new courses that you have taught.)	Placed in the Good category. Ideas in the current criterion are separated and two of the ideas are moved elsewhere (see below # 10 and 13).
11. Successfully uses a variety of teaching methods, such as case studies, role playing, discussion, community learning, multimedia, projects, lectures, etc.	10. Successfully uses a variety of teaching methods to meet the needs of a wide range of student abilities (You might include copies of syllabi that demonstrate use of case studies, role playing, discussion, community learning, multimedia, projects, lectures, etc. You might also show evidence that you teach for various learning styles.)	Placed in the Good category. An idea from the #10 current criterion is moved here to show the rationale for using a variety of teaching methods.

	11. Integrates a global perspective in courses (You might include examples from colleague class visit evaluations and syllabi.)	Dropped the “integration of a liberal arts approach” since it applies to undergraduate only, depending on its definition. Moved from the Competent category and placed in the Good category.
12. Demonstrates success in teaching courses outside of subject area	12. Demonstrates success in teaching courses outside of subject area (You might include examples from student course evaluations and colleague class visit evaluations.)	Placed in the Very Good category.
13. Works effectively with other colleagues by working on collaborative or interdisciplinary courses and projects	13. Collaborates effectively with other colleagues on interdisciplinary courses and projects (Describe any such involvement.)	Placed in the Very Good category and wording changed slightly for clarity.
14. Exhibits leadership in curriculum, program development, and assessment	14. Exhibits leadership in curriculum, program development, and assessment in the department and the institution (Describe any such leadership.)	Placed in the Very Good category and wording added for clarity of intent.
Teaching Criteria for Outstanding		
	In addition to the criteria for Competent, Very Good and Excellent, an Outstanding teacher satisfies the following criterion.	
	15. Provides strong evidence from student and faculty evaluations that he or she is considered to be among the top 5-10 % of EMU’s teachers. (This criterion will be documented through your colleagues in the promotion review process. In addition to your responses to the previous criteria, you might provide evaluations from multiple students indicating sentiments such as the following: “you are the best faculty member I have ever had” or “I learned more in this course than any other course I have taken.”)	Added as a 4 th category with high expectations to increase rigor.

Scholarship Criteria

<p>A Competent scholar demonstrates <i>Quality of Scholarship</i> (as defined below) in 1 of 3 areas: publications, presentations and workshops, or professional service and development.</p> <p>A Very Good scholar demonstrates <i>Quality of Scholarship</i> in 2 of the 3 above areas.</p> <p>An Outstanding scholar demonstrates <i>Quality of Scholarship</i> in all 3 of the above areas.</p> <p style="padding-left: 40px;"><i>Quality of Scholarship</i> is defined as having:</p> <ol style="list-style-type: none"> 1) both national/regional and local participation, 2) external validation, and 3) consistency of quality and quantity of output over time. 	<p>The revised criteria mix the type of scholarship in the four categories. The criteria attempt to use the current criteria and the definition of scholarship to devise criteria for the four levels.</p>	<p>Faculty function in all areas, rather than in one or two, and there are levels of performance in each area that should be taken into account.</p>
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Scholarship Criteria for Competent

	<p>For promotion to any rank, the following criteria for Competent scholarship must be met.</p>	
<p>15. Holds membership in appropriate professional societies or organizations (listed with Professional Service and Development)</p>	<p>16. Holds membership in appropriate professional organizations (Refer to your curriculum vitae for memberships.)</p>	<p>This is very basic so is placed in the Competent category.</p>
<p>16. Attends academic conferences and other professional meetings</p>	<p>17. Attends professional conferences, regionally and nationally (Refer to your Annual Professional Development Report for conferences attended.)</p>	<p>All faculty are expected to attend conferences so this is placed in the Competent category.</p>
<p>17. Expands horizons (learns a new language, undertakes a systematic program of study) in such a way that benefits EMU and/or the broader society</p>	<p>18. Expands his or her horizons (Show that you have learned a new language, undertaken a systematic program of study, or engaged in some other such venture in a way that benefits EMU and/or the broader society.)</p>	<p>Again, this should apply to all faculty and is placed in the Competent category. Also, the means of demonstrating it are separated from the criterion.</p>
	<p>19. Generates scholarly presentations or productions outside of the faculty member's classroom at EMU (List any</p>	<p>While not included in the current criteria, faculty frequently name such presentations</p>

	presentations made in other teachers' classes, residence halls, chapel, etc.)	and productions in their promotion requests and they could be considered part of Competent scholarship.
Scholarship Criteria for Good		
	In addition to the criteria for Competent, a Good faculty member enhances the EMU, local, church, and academic community through the following kinds of scholarship activities (provides evidence for at least 3 of the following criteria).	
See current criteria for similar items for proposed items # 20-30.	20. Generates presentations, publications, or productions for local or church bodies (Refer to selected items on your curriculum vitae or provide a list.)	Local and church events constitute the Good category.
	21. Generates occasional scholarly presentations, publications or productions (Refer to selected items on your curriculum vitae or provide a list of such work for regional/national bodies, noting which of these, if any, was externally validated.)	Occasional productivity merits the Good category.
	22. Plays a leadership role in appropriate regional or denominational professional organizations (Describe any such role.)	Regional and denomination leadership is considered to fall into the Good category.
	23. Publishes occasional reviews for a national publication or serves as a regular referee/reviewer for a local, regional or denominational publication or production (Refer to your curriculum vitae for any such activity and specify level, whether local, regional, or denominational publication or production.)	With a continued focus on occasional or local, regional or denominational, this criterion is viewed as Good .
	24. Receives one or more grants from a regional or denominational body for supporting scholarship (List any grants.)	An addition suggested by Faculty Senate. Regional or denominational merits a Good .
Scholarship Criteria for Very Good		
	In addition to the criteria for Competent and Good, a Very Good faculty member enhances the EMU community and the broader academic community through the following kinds of scholarship activities (provides evidence for at least 3 of the following criteria).	
	25. Produces externally validated scholarly publications, presentations, or productions on the regional/national level on a regular basis (Refer to your curriculum vitae for any such work for professional organizations or entities, not including denominational church bodies.)	Productivity on a regular basis placed this criterion in the Very Good category.

	26. Joins with scholars outside of EMU to produce scholarly publications, presentations, or other projects (Refer to your curriculum vitae for any such involvements.)	Collaboration with external scholars merits Very Good.
	27. Plays a leadership role in appropriate national professional organizations (Describe any such leadership activity.)	National leadership merits Very Good.
	28. Serves as a regular referee/reviewer for a particular national (not denominational) professional publication or production (Refer to your curriculum vitae for any such work.)	Regular, particular national, and nondenominational merit Very Good.
	29. Receives a major grant from a national or international funding agency for supporting scholarship (List any grants.)	An addition suggested by Faculty Senate. Major national or international merits Very Good.
Scholarship Criteria for Outstanding		
	In addition to the criteria for Competent, Good and Very Good, an Outstanding faculty member enhances the EMU community and the broader academic community through the following scholarship criterion.	
	30. Has attained a national or international reputation as a scholar (Provide evidence that your publications are widely used in the discipline and that you are invited broadly for speaking engagements, presentations, or consultation to share theory and practice. You may also show that you have developed new theoretical or practical paradigms that have become widely known and used nationally and/or internationally.)	Added as a 4 th category to increase rigor.
Service Criteria for Competent		
The faculty member applying for promotion will identify specific items of service at EMU, in his or her church, and the local or global community. The items listed below are not intended to be a checklist but rather examples of the kinds of service activities faculty may include. A Competent faculty member enhances the <i>EMU community</i> through the following kinds of service activities:	For promotion to any rank, the following criteria for a Competent faculty member must be met.	
18. Committee work	31. Participates in EMU committees (Refer to your Annual Professional Development Reports.)	
19. Advising/mentoring students	32. Provides effective advising/mentoring to students (List the	Adds an expectation of effectiveness.

	number of advisees by year and provide evidence that your advising is effective.)	
20.Student recruitment	33. Participates in student recruitment (Describe your student recruitment activities.)	
21.Participation in a local congregation	34. Participates regularly in a local church congregation (Describe your participation by naming a congregation, your attendance patterns, and degree of involvement.)	Wording added to clarify expectations.
	35. Participates in EMU on-campus community activities (Describe your chapel attendance patterns, participation in faculty meetings and participation in other on-campus events.)	Added criterion for expectations of all faculty.
	36. Contributes to departmental activities, planning, and assessment (Describe these activities.)	Added criterion for expectations of all faculty.
Service Criteria for Good		
In addition to meeting Competent criteria, a Good faculty member enhances the EMU, <i>church, and local community</i> through the following kinds of service activities:	In addition to the criteria for Competent, a Good faculty member enhances the EMU, <i>church, and local community</i> through the following kinds of service activities (provides evidence for at least 3 of the following criteria).	
22.Elected EMU campus committees	37. Serves (or has recently served) on elected EMU campus committees (Name committee involvement by year.)	
23.Representing EMU off campus in speaking or other involvements	38. Represents EMU in off-campus speaking engagements or other involvements (Refer to your curriculum vitae or list such engagements.)	
24.Involvement in church agency, conference or denominational committees or activities	39. Participates in church agency, conference or denominational committees or activities (List such involvements.)	
	40. Serves as a consultant to local or church organizations (Describe any such consultation.)	Moved from scholarship to service on the recommendation of Faculty Senate.
25.Committing regular time to local community organizations such as free clinic, food pantry, PTA	Omitted here.	Criterion omitted because considered by some readers to be done for other reasons than promotion.
26.Participating in on-going relationship building in the local church and community such as foster care, chamber of commerce, music groups, school boards, community organizations such as city/county commissions or committees	41. Builds relationships in the local community (List ways that you foster relationships through activities such as area committees, foster care, chamber of commerce, music groups, school boards, or city/county commissions.)	Criterion and ways of demonstrating it are separated.
27. Significant involvements in special	42. Serves on a local or regional task force (List any such	

task forces.	involvements.)	
Service Criteria for Very Good		
In addition to meeting Competent and selected Very Good criteria, an Outstanding faculty member enhances the EMU community, local church and local community, <i>and the broader church and community</i> through holding <i>significant positions</i> in the following kinds of service activities:	In addition to the criteria for Competent and Good, a Very Good faculty member enhances the EMU community, local church and local community, <i>and the broader church and community</i> through holding <i>significant positions</i> in the following kinds of service activities (provides evidence for at least 2 of the following criteria).	
28.Regularly provides leadership, is acknowledged by her/his peers for service, or is sought out by others for on-going participation in campus, community, and national or global activities	43. Provides leadership in campus, community, and national or international activities (List any such leadership activities.)	Stated in more measurable terms.
29.Is sought out for involvement on significant committees or special assignments such as major search committees, special task forces, etc.	44. Serves (or has recently served) on significant committees or special assignments nationally or internationally (List involvement with major search committees, special task forces, etc.)	
30.Is recognized as a part of the fabric of the church and community through holding leadership or other significant positions in church and community organizations	Deleted here.	Viewed as part of Outstanding category.
31.Is recognized for national or global service contributions	45. Provides distinguished service on the national or international level (Describe such service.)	
32.Holds leadership or other significant positions in national or regional church groups and community or global organizations	46. Serves (or has recently served) in significant roles in regional or national church groups and community or international organizations (List such involvements.)	
	47. Serves as a consultant to regional/national professional organizations or bodies (Describe the nature of your consultancy.)	Moved from scholarship to service on the recommendation of Faculty Senate. Regional or national consultancy placed this criterion in the Very Good category.

Service Criteria for Outstanding		
	In addition to the criteria for Competent, Good and Very Good, an Outstanding faculty member enhances the EMU community, local church and local community, <i>and</i> the broader church and community through satisfying the following criterion.	
	48. Exercises major leadership influence on campus <i>and</i> in the Harrisonburg community, state <i>or</i> the church nationally or internationally (List involvements in multiple such leadership positions over time, with evidence from appropriate news items both on and off campus.)	Added as 4 th category to increase rigor.