

**Department of Rehabilitation Sciences**  
**Beaver College of Health Sciences**  
**Appalachian State University**  
**Guidelines for Reappointment and Promotion of Teaching Faculty**

*This document was approved by the faculty of the Department of Rehabilitation Sciences (8/22/25) and the Dean of the Beaver College of Health Sciences*

The Department of Rehabilitation Sciences aspires to be a community of scholars and practitioners educating students in models of best practice through the integration of varied academic and clinical learning experiences, research, and service. Requirements for promotion of Teaching Faculty are guided by the *Appalachian State University (Appalachian) Faculty Handbook* and the *BCHS Guidelines for Promotion and Tenure*. The Department's criteria for promotion of Teaching Faculty are designed to meet or exceed the respective minimum criteria described in the *Appalachian Faculty Handbook*.

The *Appalachian Faculty Handbook* specifies that the primary responsibilities of teaching faculty are teaching and service, but indicates that teaching faculty may also be engaged in scholarship or creative activities. In the Department of Rehabilitation Sciences, it is expected that teaching faculty will typically be assigned to teaching (80% effort) and service (20% effort); but in exceptional circumstances, teaching faculty may also **elect** to have a portion of their effort assigned to scholarship or administration. All teaching faculty who apply for promotion are expected to meet the promotion criteria for teaching and service described in this document; those who have significant effort assigned to scholarship may also be required to meet the promotion criteria for scholarship.

The department chair, in consultation with the faculty member, will determine whether a faculty member must meet promotion criteria in the area of scholarship. In general, faculty who have less than 10% of their workload effort allocated to research and scholarship (on average, during the years since their appointment or last promotion) will not be expected to undergo evaluation in the area of scholarship. However, each faculty member who has a formal research assignment (regardless of percentage effort) will negotiate an agreement with the department chair as to whether scholarship will be considered in their promotion review. This agreement will be established at the time the research assignment is initiated and will be documented in the faculty member's annual evaluation reports for that and subsequent years. The agreement may be revised in future years if the faculty member's research assignment is changed or if a new agreement is negotiated by the faculty member and department chair.

The Department's guidelines are designed to accommodate individual differences in the manner that teaching faculty meet the requirements for promotion. Core competencies must be met by all teaching faculty seeking promotion; however, applicants may demonstrate advanced or outstanding performance in multiple ways. It is the role of the Appointment, Promotion and Tenure (APT) Committee to carefully evaluate the range of skills and accomplishments documented by the applicant and determine whether the minimum criteria for promotion have been met. In considering whether the faculty member has met the required criteria in a given area, the APT Committee should also consider the percentage of effort assigned to that area over the time period under review. The decision to promote teaching faculty to the

next higher rank is based upon the applicant's body of work across their entire academic career but with emphasis on their professional activities since appointment to their current rank at Appalachian. The Department of Rehabilitation Sciences supports the following statements with respect to its philosophy and expectations for teaching faculty at all ranks:

**Teaching.** The Department is strongly committed to excellence in teaching, including academic teaching, clinical education, individual student mentoring and other forms of instruction. It expects all faculty to demonstrate effective teaching and a desire to promote and enhance the professional and personal development of students.

**Scholarship.** The Department embraces a broad view of scholarship that includes traditional, applied, and translational research, both within the discipline and across disciplines, community-engaged research, and the scholarship of teaching and learning.

**Service.** The Department values the role of the faculty member in providing service to the institution (department, college, and/or university) as well as their professional discipline. Service to the broader community outside of academia (local, regional, or national) that relates to the faculty member's professional expertise is also valued.

**Clinical/professional practice.** The Department is committed to excellence in clinical/professional practice, including adherence to the principles of evidence-based practice. Provision of clinical service to the community is a key component of our mission.

**Professional conduct.** The Department expects all faculty to maintain ethical and professional standards that are consistent with their roles as practitioners and educators in the disciplines of American Sign Language, Athletic Training, Communication Sciences and Disorders, or Occupational Therapy. Additionally, faculty are expected to maintain professional credentials and to conduct themselves in a manner that contributes to a respectful, collaborative, and inclusive culture consistent with the Core Values of the Beaver College of Health Sciences.

## FIXED CONTRACT RENEWALS

Teaching faculty undergo fixed contract renewals at the end of each contract term, typically every 3 years. Contract renewal is based on a review of the individual's performance over the period of the contract. A description of the materials to be submitted by the faculty member and the timeline for each step of the review is described in the *BCHS Procedures for Faculty Actions* manual.

## PROMOTION

Faculty who hold the rank of Teaching Assistant Professor or Teaching Associate Professor may apply for promotion to the next higher rank (Teaching Associate Professor or Teaching Professor, respectively) once they meet the relevant eligibility criteria listed in the Faculty Handbook and meet the criteria for promotion described in this document. Faculty are encouraged to confer with the Department Chair to determine their readiness to apply for promotion. The portfolio used for the review process and the timeline for each step of the review is described in the *BCHS Procedures for Faculty Actions* manual.

## PROMOTION TO TEACHING ASSOCIATE PROFESSOR

Applicants for promotion to Teaching Associate Professor must meet the following requirements:

- (a) an appropriate earned terminal degree in the field of practice from an accredited institution, and at least 5 years of relevant professional experience;
- (b) recognized skill in teaching and a commitment to excellence in teaching; and
- (c) recognized accomplishment in academic/ professional service.

Additionally, applicants for promotion to Teaching Associate Professor who are required to meet the promotion in the area of scholarship, must demonstrate recognized accomplishment in that area.

### Teaching

Faculty applying for promotion to Teaching Associate Professor must meet the specified criteria in each of the Core Competency Areas described below in **Table 1**. In addition, they must meet the specified criteria for at least one Additional Competency Area (below the black bar in the table). Additional Competency Areas are listed alphabetically (see [Appendix A](#) for supplemental examples).

**Table 1. Teaching requirements for Teaching Associate Professor**

Core Competency Areas	Criteria	Evidence
<b>Teaching Performance</b>	<ul style="list-style-type: none"> <li>● Demonstrates a consistent record of effective academic and/or clinical teaching that is current in the discipline and is informed by scholarship</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative of teaching philosophy</li> <li>● Student evaluations</li> <li>● Peer evaluations</li> <li>● Annual evaluations</li> <li>● Anecdotal evidence</li> </ul>
<b>Course Development/ Revision</b>	<ul style="list-style-type: none"> <li>● Demonstrates the ability to develop and/or modify courses to meet curricular needs of the program</li> </ul>	<ul style="list-style-type: none"> <li>● Syllabi</li> <li>● Course materials such as exams, assignments, AsU Learn modules, etc.</li> </ul>
<b>Student Mentoring</b>	<ul style="list-style-type: none"> <li>● Demonstrates evidence of student mentoring, such as:               <ul style="list-style-type: none"> <li>● Directs or serves on thesis/project committee</li> <li>● Mentors students on clinical/professional activity, community engagement activity, or research project</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Copy of student products (e.g., written document, presentation, etc.)</li> </ul>

Additional Competency Areas	Criteria	Evidence
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives college or higher teaching award, or nomination</li> <li>● Other institutional recognitions</li> </ul>	<ul style="list-style-type: none"> <li>● Letters or other documentation acknowledging the award or nomination</li> </ul>
<b>Credentialing</b>	<ul style="list-style-type: none"> <li>● Obtains specialized credentialing in area of expertise, beyond professional certification required for position</li> </ul>	<ul style="list-style-type: none"> <li>● Copy of the credential (certificate or other document)</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>● Participates in concentration or Department-wide evaluation of curriculum</li> <li>● Participates in assessment of student learning outcomes as assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that provides evidence of the faculty member's contributions</li> </ul>
<b>Faculty Instructional Development</b>	<ul style="list-style-type: none"> <li>● Participates in faculty instructional development activities to enhance teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing education certificates from workshops with rationale explaining how this benefitted the faculty member</li> <li>● Correspondence and materials related to self-directed learning activities</li> </ul>
<b>Global/Service Learning</b>	<ul style="list-style-type: none"> <li>● Promotes global/service learning through curricular or extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>● Global/service learning proposal and description of the experience with outcome measures</li> <li>● Student evaluations from the course</li> </ul>
<b>Instructional Mentoring</b>	<ul style="list-style-type: none"> <li>● Provides instructional mentoring for other faculty, either individually or in groups.</li> <li>● Participates in instructional workshops through presenting, organizing, directing</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty member's contributions</li> <li>● Copy of agenda, program announcement, presentations delivered, etc.; documentation should indicate dates of events</li> </ul>
<b>Interdisciplinary Efforts</b>	<ul style="list-style-type: none"> <li>● Works/interacts with colleagues on interdisciplinary / interprofessional initiatives</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty</li> </ul>

		member's contributions to interdisciplinary efforts
<b>Innovative Educational Strategy</b>	<ul style="list-style-type: none"> <li>● Incorporates novel component in didactic or clinical course</li> </ul>	<ul style="list-style-type: none"> <li>● Copy of syllabus that incorporates novel course components</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>● Provides description of activity</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of activity</li> </ul>

### Scholarship

Faculty applying for promotion to Teaching Associate Professor who are required to be evaluated for scholarship must meet specified criteria in all of the Core Competency Areas described in **Table 2** and meet the criteria for at least one Additional Competency Area (listed below the black bar in the table). Additional Competency Areas are listed alphabetically (see [Appendix B](#) for supplemental examples).

**Table 2. Scholarship requirements for Teaching Associate Professor**

<b>Core Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Scholarship Activity</b>	<ul style="list-style-type: none"> <li>● Demonstrates participation and engagement in individual or collaborative research activities related to the field of expertise, consistent with assigned effort</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative of research agenda</li> <li>● Description of progress toward agenda and plans for future work</li> <li>● Annotated CV, indicating role and work produced since appointment at Appalachian</li> <li>● Publications</li> <li>● Presentations</li> </ul>
<b>Additional Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives award for scholarship or creative activity</li> </ul>	<ul style="list-style-type: none"> <li>● Award notification or copy of certificate</li> <li>● Copy of award notification letter</li> </ul>
<b>Grants</b>	<ul style="list-style-type: none"> <li>● Submits external or internal grant proposal (minimum 1 submission in area of research focus)</li> </ul>	<ul style="list-style-type: none"> <li>● Reprint or copy of award notification letter</li> <li>● Reprint or copy of grant submission</li> <li>● Summary of completed grant activities</li> </ul>

<b>Other Publications</b>	<ul style="list-style-type: none"> <li>• Writes books or book chapters</li> <li>• Writes lab manuals</li> <li>• Writes teaching cases</li> <li>• Produces videos or other types of media</li> <li>• Writes invited articles</li> </ul>	<ul style="list-style-type: none"> <li>• Reprint</li> <li>• Copy of publication</li> <li>• Letter of notification of publishing</li> </ul>
<b>Other Presentations</b>	<ul style="list-style-type: none"> <li>• Gives non-peer reviewed presentation at a trade or professional association meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Notification of acceptance for presentation or copy of program showing presentation</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>• Presents activity</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of activity</li> </ul>

### Service

Faculty applying for promotion to Teaching Associate Professor must demonstrate a record of service to the Department by meeting the Core Competencies described in **Table 3**, and at least one Additional Competency Area (below the black bar in the table). The Additional Competency Areas are listed alphabetically (see [Appendix C](#) for supplemental examples).

**Table 3. Service requirements for Teaching Associate Professor**

<b>Core Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Departmental Service</b>	<ul style="list-style-type: none"> <li>• Demonstrates engagement in departmental-level governance</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of service activities</li> <li>• Other documentation showing involvement</li> </ul>
<b>Professional Service</b>	<ul style="list-style-type: none"> <li>• Engages in professional service</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of service activities</li> <li>• Other documentation of showing involvement</li> </ul>
<b>Additional Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Administrative Assignment</b>	<ul style="list-style-type: none"> <li>• Serves as Program Director</li> <li>• Other administrative assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Description of accomplishments and ongoing duties as Program Director</li> <li>• Description of other administrative accomplishments</li> </ul>

<b>Advanced Professional Service</b>	<ul style="list-style-type: none"> <li>● Participates on (or leads) a committee/board</li> <li>● Serves in an elected position</li> <li>● Serves as accreditation team member or chair</li> <li>● Serves on editorial board</li> <li>● Serves as reviewer for publication, grant or conference</li> </ul>	<ul style="list-style-type: none"> <li>● Correspondence verifying activity/service</li> <li>● Copy of program verifying activity/service</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives service award, or nomination</li> </ul>	<ul style="list-style-type: none"> <li>● Letter or other documentation acknowledging the nomination or receipt of award</li> </ul>
<b>Community Service</b>	<ul style="list-style-type: none"> <li>● Participates in community event</li> <li>● Other activities</li> </ul>	<ul style="list-style-type: none"> <li>● Record of presentation or activity</li> </ul>
<b>Special Assignment</b>	<ul style="list-style-type: none"> <li>● Describe assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of assignment</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>● Describe activity</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of activity</li> </ul>

## PROMOTION TO TEACHING PROFESSOR

Applicants for promotion to Teaching Professor must meet the following requirements:

- (a) an appropriate earned terminal degree in the field of practice from an accredited institution, and at least 10 years of relevant professional experience;
- (b) exemplary skill and accomplishment in teaching;
- (c) an exemplary record of service to the institution and profession.

Additionally, applicants for promotion to Teaching Professor who are required to meet the promotion in the area of scholarship, must demonstrate sustained, recognized accomplishment in that area.

This rank is reserved for faculty who demonstrate exemplary accomplishments in teaching and service, and demonstrate a sustained record of accomplishment since the last promotion decision.

### Teaching

Faculty applying for Promotion to Teaching Professor must meet the specified criteria for all of the Core Competency Areas described in **Table 4** and must also meet the criteria for at least two Additional Competency Areas (listed below the black bar in the table).

Table 4. Teaching requirements for Teaching Professor

Core Competency Areas	Criteria	Evidence
<b>Teaching Performance</b>	<ul style="list-style-type: none"> <li>● Demonstrates a sustained record of exemplary academic and/or clinical teaching that is current in the discipline and is informed by scholarship</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative of teaching philosophy</li> <li>● Student evaluations</li> <li>● Peer evaluations</li> <li>● Annual evaluations</li> <li>● Anecdotal evidence</li> </ul>
<b>Course Development/Revision</b>	<ul style="list-style-type: none"> <li>● Demonstrates the ability to develop and/or modify courses to meet curricular needs of the program</li> </ul>	<ul style="list-style-type: none"> <li>● Syllabi</li> <li>● Course materials such as exams, assignments, AsU Learn modules, etc.</li> </ul>
<b>Student Mentoring</b>	<ul style="list-style-type: none"> <li>● Demonstrates a sustained record of student mentoring, with an emphasis on leading/chairing projects or theses</li> </ul>	<ul style="list-style-type: none"> <li>● Copy of completed student products (e.g., written document, presentation, etc.)</li> </ul>
Additional Competency Areas	Criteria	Evidence
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives college or higher teaching award, or nomination</li> <li>● Other institutional recognitions</li> </ul>	<ul style="list-style-type: none"> <li>● Letters or other documentation acknowledging the award, nomination or other recognition</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>● Participates in concentration or Department-wide evaluation of curriculum</li> <li>● Participates in assessment of student learning outcomes as assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that provides evidence of the faculty member's contributions</li> </ul>
<b>Faculty Instructional Development</b>	<ul style="list-style-type: none"> <li>● Participates in faculty instructional development activities to enhance teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing education certificates from workshops with rationale explaining how this benefitted the faculty member</li> <li>● Correspondence and materials related to self-directed learning activities</li> </ul>

<b>Global/Service Learning</b>	<ul style="list-style-type: none"> <li>● Promotes global/service learning through curricular or extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Global/service learning proposal and description of the experience with outcome measures</li> <li>● Student evaluations from the course</li> </ul>
<b>Instructional Mentoring</b>	<ul style="list-style-type: none"> <li>● Provides instructional mentoring for other faculty, either individually or in groups.</li> <li>● Participates in instructional workshops through presenting, organizing, directing</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty member's contributions</li> <li>● Copy of agenda, program announcement, presentations delivered, etc.; documentation should indicate dates of events</li> </ul>
<b>Interdisciplinary Efforts</b>	<ul style="list-style-type: none"> <li>● Works/interacts with colleagues on interdisciplinary / interprofessional initiatives</li> </ul>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty member's contributions to interdisciplinary efforts</li> </ul>
<b>Innovative Educational Strategy</b>	<ul style="list-style-type: none"> <li>● Incorporates novel component in didactic or clinical course</li> </ul>	<ul style="list-style-type: none"> <li>● Copy of syllabus that incorporates novel course components</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>● Provides description of activity</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of activity</li> </ul>

## Scholarship

Faculty applying for promotion to Teaching Professor who are required to be evaluated for scholarship must meet the specified criteria for all of the Core Competency Areas described in **Table 5** and must also meet the criteria for at least two Additional Competency Areas (listed below the black bar in the table). Additional Competency Areas are listed alphabetically (see [Appendix B](#) for supplemental examples).

**Table 5. Scholarship requirements for Teaching Professor**

<b>Core Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Scholarship Activity</b>	<ul style="list-style-type: none"> <li>● Demonstrates sustained participation and engagement in individual or collaborative research activities related to the field of expertise, consistent with assigned effort</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative of research agenda</li> <li>● Description of progress toward agenda and plans for future work</li> <li>● Annotated CV, indicating role and work produced since appointment at Appalachian</li> </ul>

		<ul style="list-style-type: none"> <li>● Publications</li> <li>● Presentations</li> </ul>
Additional Competency Areas	Criteria	Evidence
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives award for scholarship or creative activity</li> </ul>	<ul style="list-style-type: none"> <li>● Award notification or copy of certificate</li> <li>● Copy of award notification letter</li> </ul>
<b>Grants</b>	<ul style="list-style-type: none"> <li>● Submits external or internal grant proposals to support the programmatic research</li> </ul>	<ul style="list-style-type: none"> <li>● Reprint or copy of award notification letter</li> <li>● Reprint or copy of grant submission</li> <li>● Summary of completed grant activities</li> </ul>
<b>Other Publications</b>	<ul style="list-style-type: none"> <li>● Writes books or book chapters</li> <li>● Writes lab manuals</li> <li>● Writes teaching cases</li> <li>● Produces videos or other types of media</li> <li>● Writes invited articles</li> </ul>	<ul style="list-style-type: none"> <li>● Reprint</li> <li>● Copy of publication</li> <li>● Letter of notification of publishing</li> </ul>
<b>Other Presentations</b>	<ul style="list-style-type: none"> <li>● Gives non-peer reviewed presentation at a trade or professional association meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Notification of acceptance for presentation or copy of program showing presentation</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>● Presents activity</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of activity</li> </ul>

### Service

Faculty applying for Promotion to Teaching Professor must meet expectations in all Core Competency Areas described in **Table 6**, and at least one Additional Competency area (below the black bar in the table). The Additional Competency Areas are listed alphabetically (see [Appendix C](#) for supplemental examples).

**Table 6. Service requirements for Teaching Professor**

Core Competency Areas	Criteria	Evidence
<b>Departmental Service</b>	<ul style="list-style-type: none"> <li>● Demonstrates a sustained record of service to the department, including</li> </ul>	<ul style="list-style-type: none"> <li>● Summary of service activities</li> </ul>

	<ul style="list-style-type: none"> <li>participation on standing and ad-hoc committees</li> <li>● Contributes to the leadership of the department by chairing committees, workgroups, etc.</li> <li>● Mentors junior faculty in teaching and/or scholarship activities</li> </ul>	<ul style="list-style-type: none"> <li>● Other documentation showing involvement</li> </ul>
<b>University/College Service</b>	<ul style="list-style-type: none"> <li>● Demonstrates a significant record of service at the University/College level</li> </ul>	<ul style="list-style-type: none"> <li>● Summary of service activities</li> <li>● Other documentation showing involvement</li> </ul>
<b>Professional Service</b>	<ul style="list-style-type: none"> <li>● Participates on (or leads) a committee/board</li> <li>● Serves in an elected position</li> <li>● Serves as accreditation team member or chair</li> <li>● Serves on editorial board</li> <li>● Serves as reviewer for publication, grant or conference</li> </ul>	<ul style="list-style-type: none"> <li>● Correspondence verifying activity/service</li> <li>● Copy of program verifying activity/service</li> </ul>
<b>Additional Competency Areas</b>	<b>Criteria</b>	<b>Evidence</b>
<b>Academic Advising</b>	<ul style="list-style-type: none"> <li>● Advises department-assigned students</li> </ul>	<ul style="list-style-type: none"> <li>● Summary of advising</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>● Receives nomination for service award</li> </ul>	<ul style="list-style-type: none"> <li>● Letter or other documentation acknowledging the nomination or receipt of award</li> </ul>
<b>Community Service</b>	<ul style="list-style-type: none"> <li>● Participates in community event</li> <li>● Other activities</li> </ul>	<ul style="list-style-type: none"> <li>● Record of presentation or activity</li> </ul>
<b>Program Director</b>	<ul style="list-style-type: none"> <li>● Serves as Program Director</li> </ul>	<ul style="list-style-type: none"> <li>● Description of accomplishments and ongoing duties as Program Director</li> </ul>
<b>Special Assignment</b>	<ul style="list-style-type: none"> <li>● Describes assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of assignment</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>● Describes activity</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of activity</li> </ul>



## **Appendix A**

### **Other activities: Teaching**

#### **Classroom and Clinical Teaching**

- Attends workshops to improve teaching
- Uses technology in teaching in innovative ways
- Revises courses and/or teaching strategies on basis of evaluations of peers and students
- Shares knowledge of instructional design or delivery methods with peers in presentations or articles

#### **Curricular and Program Development**

- Obtains state or national funding for course and program development
- Initiates or participates in interdisciplinary curricular and program development

#### **Special Teaching Activities**

- Participates in independent studies
- Produces teaching materials used by others internally and externally
- Lectures frequently in others' classes

#### **Mentoring Students and Colleagues**

- Provides information to students and colleagues about involvement in professional organizations
- Mentors students or colleagues
- Assists students in applications for graduate school, scholarships, and/or employment
- Participates in collaborative endeavors between groups of students or colleagues

## **Appendix B**

### **Other Activities: Scholarship**

#### **Writing and Publishing**

- Writes technical report of national scope
- Receives national/regional writing or production award

#### **Presentations at Professional Meetings**

- Presents as invited speaker at state, national or international professional conference

#### **Mentoring**

- Publishes collaborative projects in refereed national journals (co-authored)
- Participates in collaborative presentations at state, national or international level

#### **Integration**

- Integrates research into academic instruction in innovative ways

## **Appendix C**

### **Other Activities: Service**

#### **Professional Service**

- Serves on a local, regional, state, national or international committee
- Chairs a local, regional, state, national or international committee
- Demonstrates advocacy in addressing important issues relevant to the profession
- Demonstrates sustained involvement in work of practitioners in the field

#### **University Service**

- Attends college, departmental, or program meetings regularly
- Serves in student organizations and programs
- Serves as faculty sponsor for student professional organizations and programs
- Participates in recruitment and/or scholarship activities for prospective students
- Fulfills demanding department, program or university responsibilities

#### **Community and School Service**

- Maintains membership in community or educational organization
- Provides professional services to individuals and groups at local, state, national or international level
- Serves as consultant to civic, community, government organizations
- Serves as consultant to educational and clinical organizations
- Serves on advisory board
- Receives community service awards
- Provides leadership in clinical, community, or educational organizations