Department of Engineering Technologies
Outstanding and Substantial Service: Criteria, Evidence, and Assessment

Outstanding or substantial service may be demonstrated through the sources of evidence listed in the tables below. Similar sources of information not listed here may also be used if appropriate. Candidates need not include all of the listed pieces of evidence in their applications. Service described in the candidate's promotion folder should advance the mission or goals of the university, college, or department.

- *To demonstrate substantial service, promotion candidates must meet criteria 1 – 2.*
- *To demonstrate outstanding service, promotion candidates must meet criteria 1 – 4.*
- Service described in the candidate's promotion folder should advance the mission or goals of the university, college, department or profession.

While both the quantity and quality of the candidate's contributions in service are important, in the determination of what constitutes "outstanding" or "substantial" service—the quality of the contribution may be viewed as having greater importance.

University Mission Statement
Shawnee State University – the regional state university of Southern Ohio -prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to providing higher education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, applied research and appreciation for the creative and performing arts.

College of Professional Studies Mission Statement (Proposed)
The College of Professional Studies is committed to the preparation of professionally and technologically competent, life-long learners through scholarly activities, critical thinking and evidence-based practice while serving culturally diverse communities.

Engineering Technologies Mission Statement
The mission of the Shawnee State University Department of Engineering Technologies is to prepare graduates to excel in technology based industries by constantly improving and developing relevant programs/curricula and by enhancing theoretical instruction through extensive laboratory experiences.

Engineering Technologies Educational Goals
The Department of Engineering Technologies offers degree programs that are career-oriented, technical instruction grounded in a strong base of mathematics, natural science, and the liberal arts, all of which are integrated with technical courses of the department's degree programs to provide our graduates with strong technical, analytical, and problem solving skills in a broad spectrum of technical areas. Engineering Technology programs are instructed in building-block fashion where the student, in his or her first term as a freshman, begins the study of Engineering Technology in his or her chosen field. Engineering Technology course work includes laboratory studies to provide the student with practical experience and competencies required by the technical fields in which he or she will seek employment. Program graduates have exceptional employment opportunities and career paths, and are also accepted into, and are extremely successful in, post-graduate programs in engineering, materials science, systems engineering, and computer science. To this end, the department:

- Develops curricula that create an understanding of the practical and scientific bases of selected engineering technologies and modifies curricula and teaching methods in response to technological advancement and change.
- Encourages the development of sound work ethics and a spirit of cooperation and excellence.

- Provides cooperative educational services.
- Seeks and encourages participation from the business and industrial community.
- Promotes occupational and educational opportunities for all graduates.

__Adopted by the Department of Engineering Technologies by faculty vote meeting March 27, 2014__.

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Outstanding and Substantial Service: Criteria, Evidence, and Assessment

To demonstrate outstanding service, promotion candidates must meet criteria 1-4. To demonstrate substantial service, promotion candidates must meet criteria 1 and 2.		
Criteria	**Source(s) of Evidence**	**Assessment**
1. **Multiple Levels of Service:** There is evidence of work at multiple levels of service (e.g., departmental, college-wide, university-wide, community, professional organizations, SEA, etc.)	1. Minutes or products from committees, task forces, etc. 2. Statements from committee chairpersons regarding the candidate's participation and accomplishments. 3. Statements from faculty, department chairpersons, or administrators attesting to the candidate's informal service activities (e.g., mentoring junior faculty, reading/editing colleagues' grants or papers, etc.). 4. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, community service, service as a chairperson of a committee, etc. 5. Verifiable curricular development products (beyond work that is part of one's regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.). 6. Seeking grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university. 7. Student opinions about advising effectiveness and style as demonstrated by letters of student support. 8. Community service that advances the mission or goals of the university, college, or department.	Met Not Met
2. **Active Service:** While it is clear that much service work occurs within the existing committee structure, it is expected that the candidate will demonstrate his or her active service on the committee. Active service is defined as: • Regular attendance at meetings • Prompt response to email discussions and requests • Being consistently prepared for meetings • Efficiently completing assigned tasks	1. Minutes or products from committees, task forces, etc. 2. Statements from committee chairpersons regarding the candidate's participation and accomplishments. 3. Statements from faculty, department chairpersons, or administrators attesting to the candidate's informal service activities (e.g., mentoring junior faculty, reading/editing colleagues' grants or papers, etc.). 4. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, service as a chairperson of a committee, etc. 5. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university by internal or external bodies (e.g.: accrediting organizations, Princeton Review, etc.).	Met Not Met

3. Increased Level of Responsibility: Service is sustained and ongoing throughout the review period with evidence of increasing responsibility (or sustained high-level responsibility) throughout the entire review period.	1. Minutes or products from committees, task forces, etc. 2. Statements from committee chairpersons regarding the candidate's participation and accomplishments. 3. Statements from faculty, department chairpersons, or administrators attesting to the candidate's informal service activities (e.g., mentoring junior faculty, reading/editing colleagues' grants or papers, etc.). 4. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, service as a chairperson of a committee, etc. 5. Verifiable curricular development products (beyond work that is part of one's regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.). 6. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university 7. Assumption of a significant administrative position(s) within the department, college, or university (e.g., major coordinator, department chairperson, program leader, chairperson of a committee, officer of a governance organization, director of a program or center, etc.). 8. Assumption of a significant professional administrative position(s) (e.g., editor of a journal, elected position within a professional organization, conference chair or organizer, etc.). 9. Assumption of a significant position in a community organization that provides service that advances the mission or goals of the university, college, or department. 10. Preparation, authorship of reports and documents, and actively participating in program specific or university-wide regional accreditation initiatives and/or visits. This includes attending accreditation symposia, cataloging artifacts, compiling and interpreting data, and liaison with the program review team and/or accreditation commission.	Met Not Met
4. Personal Responsibility, Leadership, and Attention: There is evidence that a significant portion of service is at a level requiring elevated personal responsibility and attention (e.g., major coordinator, department chairperson, program leader, chairperson of university-wide committee, officer of the SEA, program director, etc.).	1. Assumption of a significant administrative position(s) within the department, college, or university (e.g., major coordinator, department chairperson, program leader, chairperson of a committee, officer of a governance organization, director of a program or center, etc.). 2. Assumption of a significant professional administrative position(s) (e.g., editor of a journal, elected position within a professional organization, conference chair or organizer, etc.). 3. Assumption of a significant position in a community organization that provides service that advances the mission or goals of the university, college, or department. 4. Minutes or products from committees, task forces, etc. 5. Statements from faculty, department chairpersons, or	Met Not Met

| | administrators attesting to the candidate's high-level service activities.
 6. Candidate reports of personal accomplishments within high-level service assignments.
 7. Verifiable products resulting from candidate's high-level service appointment(s).
 8. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university.
 9. Verifiable curricular development products (beyond work that is part of one's regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.). | |