



Capstone		Milestones		Benchmark
4 - Ninja		3 - Proficient	2 - Developing	1 - Entry Level
Instructional Design – from outcomes to assessment, curricula and lesson plans	<p>Based on contemporary graduate performance requirements, starts by designing the learning outcomes and performance criteria, which precede and are reflected in assessment and evaluation processes that measure performance at the conceptual, process, contextual application, and way of being levels.</p>	<p>The content of outcomes (knowledge, process, etc.) is explicitly linked to lesson plan and its implementation.</p>	<p>Follows a syllabus template linking outcomes to lessons; moderately reflected in the implementation of the lesson.</p>	<p>Copies or reproduces, without reflection, remembered approaches from past teachers.</p>
	<p>Designs for the need for student to know, know how, show how and do (Miller) and designs activities accordingly.</p>	<p>Considers the need for student to know, know how, show how and do (Miller).</p>	<p>A text is chosen that seems best to reflect outcomes and this is the primary source of learning; supplementary materials may be chosen to fill in the gaps.</p>	<p>Lesson plan reproduces a text, often chosen based on what others do or have done.</p>
	<p>Facilitates systematic collaboration with other faculty to ensure curriculum continuity.</p>	<p>Collaborates with other faculty to facilitate curriculum continuity.</p>	<p>Testing linked, at least superficially, to outcomes but primarily knowledge based.</p>	<p>Tests compiled just before the exam without a blueprint.</p>
	<p>Produces effective course curricula, including activities, methodologies, and rubrics that support student efforts to meet and exceed the learning outcomes and challenges student growth to help them become self-growers Integrates learning opportunities, in and out of the classroom, to ensure demonstrable achievement learning outcomes.</p>	<p>Designs course assessment and evaluations before designing classroom activities.</p>		
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Facilitation of Learning	<p>Learner Focused (LF): Clearly understands and remains focused on the expected outcomes. Determines and addresses the specific needs of every learner. Identifies and promptly acts to solve problems that impede learner growth or progress towards the expected outcomes.</p> <p>Quality Learning Environment (QLE): Establish a high degree of trust and respect. Make sure both learner and mentor are committed to the learner's success. Get student buy-in very early in the process. Challenge students. Set clear and high expectations. Encourage risk-taking. Seek student feedback regularly by using assessment on a consistent and timely basis. Measure and document progress and growth. Create a collaborative learning space. Create a balance between structure and flexibility.</p> <p>Key Facilitation Behaviors: preparation, needs assessment, setup, facilitating experience, closure, and follow-through (see Profile of a Quality Facilitator).</p>	<p>Desires and is mostly successful meeting the descriptors in the LF, QLE, and Key Facilitation Behaviors categories, although not all are met all of the time.</p>	<p>Less than half of the descriptors in the LF, QLE, and Key Facilitation Behaviors categories.</p>	<p>Instructor focused.</p> <p>Regular violations of the QLE leading to a negative or unproductive classroom.</p> <p>Failure in multiple key facilitation behaviors.</p>
Assessment	<p>Is strongly growth oriented and practices assessment with a non-judgmental mindset.</p> <p>Observes and analyzes performance in real-time and makes interpretations that are insightful to others.</p> <p>Remains focused on the specific assessment criteria that are aligned with the purpose of the assessment.</p>	<p>Assessment-oriented, understands the value in having a growth mindset.</p> <p>Conducts performance assessment in real-time to ensure formative feedback is given and useful for improvements to be made.</p> <p>Course learning outcomes are clear and aligned directly to course material, assignments, and exams.</p>	<p>Less evaluation-orientated, learning to practice assessment.</p> <p>Performance evaluation conducted after the fact, but with time improvements to be made in future assignments.</p> <p>Course learning outcomes are broad, but show some linkage to assignments and exams.</p>	<p>Strongly evaluation-oriented.</p> <p>Performance evaluation conducted after the fact, too late for improvements to be made in future assignments.</p> <p>Course learning outcomes are vague and show no connection to assignments and exams.</p>

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Mentoring	4 - Ninja	3 - Proficient	2 - Developing	1 - Entry Level
	<p>Commitment: Unselfishly committed to help mentee realize personal and professional growth potential. Inspires confidence. Challenges mentee to strive for excellence through a growth cycle (belief, brief, performance and debrief).</p> <p>Planning: Encourages reflection on past experiences and personal mission to set and detail short and long term goals, performance criteria, action plans, with periodic review and revision. Sets high standards for self and for others.</p> <p>Modeling: Models desirable behaviors and values and fosters qualities and academic accomplishments that will allow mentee to also become an effective mentor and leader. Enthusiastic about discipline. Emotionally even-keeled. Appreciates diversity in perspective. Open-minded and culturally sensitive. Voracious learner. Patient, sincere, and honest. Self-confident and assertive, but not arrogant. Excellent communication, interpersonal, and listening skills. Demonstrates willingness to learn and reciprocate in the mentor-mentee relationship.</p> <p>Situation Awareness: Employs timely, effective interventions related to learning skills that stimulate growth in mentee performance. Institutionally savvy. Protects confidentiality. Conscientious. Accessible.</p>	<p>Facilitate development of a personal academic strategic plan of mentee that is aligned to the requirements for success in the department, institution, and profession.</p> <p>Facilitate development of requisite skills (research, teaching, and/or clinical) consistent with mentee's career path.</p> <p>Facilitate development of a personal academic strategic plan for mentee that is aligned to the requirements for success in the department, institution, and profession.</p> <p>Desires and is mostly successful meeting the descriptors in the commitment, planning, modeling and situation awareness categories, although not all are met all of the time.</p>	<p>Less than half of the descriptors in the commitment, planning, modeling and situation awareness categories.</p>	<p>Indifferent to the growth needs of the mentee; Unaware of own positive and negative behaviors that influence the behavior of others.</p> <p>Participates in departmental faculty assessment as assigned. Limited engagement otherwise.</p>

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<p>Scholarship and Research</p>	<p>Longitudinal scholarship history that addresses important or critical barriers, and the results contribute notably in their field.</p> <p>Scholarship challenges and seeks to challenge, improve, and shift current research or clinical practice paradigms by utilizing novel theoretical concepts, methodologies, instruments or interventions.</p> <p>Persevere through skepticism, criticism, rejection from supporters of the status quo.</p> <p>Contributes and disseminates scholarship that include patents and peer reviewed publications, continuing education, and professional meetings.</p> <p>Shares their successes in meaningful ways with collaborators.</p> <p>Recognizes and values diverse scholarship forms (e.g. Boyer’s Model of Scholarship defined in “Scholarship reconsidered: priorities of the professoriate” as Discovery, Integration, Application and Teaching.</p>	<p>Poses meaningful inquiry questions, develops a thorough literature search of what is known, suggests compelling hypotheses that address these questions, and presents project work plans in a manner that attracts funding.</p> <p>Chooses or develops appropriate experimental designs, involving both qualitative and quantitative methods, to test hypotheses which generate valid and reliable results.</p> <p>Communicates findings from research activities in multiple modes to advance a community of scholars.</p> <p>For non-hypothesis scholarship, disseminates through publication, speech, instruction, synthesis, etc. and receives acclaim from peers.</p> <p>Recognizes diverse scholarship forms (e.g. Boyer’s Model of Scholarship defined in “Scholarship reconsidered: priorities of the professoriate” as Discovery, Integration, Application and Teaching.</p>	<p>Poses specific inquiry questions, develops literature search of what is known, evidence of forming hypotheses that address these questions, enlist collaborators with evidence of ongoing record of accomplishments to integrate expertise and resource stewardship.</p> <p>For non-hypothesis scholarship, faculty identify specific topics for development, formulate approaches to advance and disseminate the topic, enlist collaborators/reviewers to integrate expertise.</p>	<p>Set goals to explore research/scholarship opportunities in their field, education, and clinical practices.</p> <p>Set goals to develop literature searches and evidence of seeking mentorship and collaborators.</p>
<p>Professional Reputation</p>	<p>Is an expert practitioner in discipline, as well as a scholar in the discipline of teaching/learning.</p> <p>In addition to increasing knowledge and skills within discipline, is capable of advancing discipline.</p> <p>Develops a network within and outside discipline by building personal relationships with key individuals in the local, national, and international communities.</p>	<p>A strong practitioner in discipline, identifies most opportunities for teaching/learning/practice development and scholarship.</p> <p>Has strong learning skills and continually strives to increase knowledge and skills within discipline.</p> <p>Has strong networking skills on a local, national, and international level.</p>	<p>A strong practitioner in discipline, capable of identifying some opportunities for teaching/learning/practice development.</p> <p>Maintains learning skills to meet minimal discipline requirements with limited contribution to the discipline.</p> <p>Has good networking skills on a local level, with room for growth on a national and international level.</p>	<p>Is a competent practitioner in discipline, with a limited ability to establish relationships without significant guidance.</p> <p>Capable of participating in ongoing projects with limited innovative contribution.</p> <p>Limited networking skills on a local and national level.</p>

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Administrative Responsibilities	<p>Strategically proposes and justifies projects along with resource needs, then implements with appropriate personnel teams by recruiting key members, identifies personal needs, delegates work appropriately, and holds people accountable for their contributions to the team's goals.</p> <p>Independently leads committees by aligning their functions with college and university goals and timelines, prioritizes activities, uses consensus, and facilitates effective meetings that exceed expectations.</p> <p>Motivates departmental, college and institutional development by creating or promoting opportunities for growth, institutional advancement and change, initiates activities that improve student/colleague learning and growth, challenges standards using evidence, and advocates for quality assurance and improvement.</p>	<p>Manages project teams by recruiting key members, identifies personal needs, delegates work appropriately, and holds people accountable for their contributions to the team's goals.</p> <p>Independently leads committees by prioritizing charges, using consensus, and facilitating effective meetings to meet expectations.</p> <p>Facilitates departmental, college and institutional development by participating in opportunities for departmental, college or institutional advancement and change, embraces activities that improve student/colleague learning and growth, challenges standards, and participated willingly quality assurance and improvement.</p>	<p>Given clear goals and resources, manages projects to achieve timely goals; manages project teams with some support by supervisors.</p> <p>With clear charges and regular input by supervisor, ensures committee achieves goals – usually in a timely manner.</p> <p>Given external motivators such as annual goals and performance evaluations, participates in institutional learning, improvement and change initiatives.</p>	<p>Refuses projects that serve the greater good (i.e., not completely self-serving) or manages reluctantly, needing regular supervisor involvement.</p> <p>Serves as a committee chair, but does not proactively lead initiatives nor assure accountability for results; meeting facilitation is haphazard.</p> <p>Reactive, subscribes only to initiatives that support personal or interest group agenda.</p>
Supporting Co-Curriculum and Community Engagement	<p>Strategically leads initiatives in collaboration with student and community organizations and communities in multiple roles, producing results that matter, by helping others perform their roles, and by demonstrating teamwork skills that make all team endeavors enjoyable and successful.</p> <p>Initiates broadly applicable innovations/initiatives and champions them by serving as an effective change agent.</p>	<p>Contributes freely to student and community organizations and communities by volunteering for multiple roles, producing results that matter through effective teamwork.</p> <p>Participates in broadly applicable innovations/initiatives and enthusiastically support change agents.</p>	<p>Given external motivators such as annual goals and performance evaluations, meets requirements for supporting co-curriculum and community engagement.</p> <p>Given external motivators such as annual goals and performance evaluations, participates in initiatives.</p>	<p>Eschews student organization and community engagement.</p> <p>Disinterested in initiatives that are not associated with teaching, scholarship or college/university service.</p>

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Citizenship

<p>Fosters Constructive and Trusting Campus Climate</p>	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats others members respectfully and engages in constructive communication and focuses on problem resolution. • Monitors vocal tone, body language of all members to assist in producing a climate of positive interaction and maximum productivity. • Focuses on the greater good, wanting the campus community and every member to excel, provides assistance and/or encouragement to others. Assists in finding external help if necessary. 	<p>Supports a constructive campus climate by doing the following:</p> <ul style="list-style-type: none"> • Treats others respectfully and engages in constructive communication. • Aware of the role of vocal tone, body language and conveys a positive attitude about the university community and its work and facilitates this in others. • Focuses on the greater good, wants the campus community and all members to excel; provides assistance and/or encouragement to others. 	<p>Supports a constructive campus climate by doing any two of the following:</p> <ul style="list-style-type: none"> • Treats others respectfully and avoids unproductive conflict. • Aware of the role of vocal tone, body language and often conveys a positive attitude about the university community and its work. • Focuses on own and others' interests – some may be left out. 	<p>Supports a constructive campus climate:</p> <ul style="list-style-type: none"> • Treats others politely and avoids conflict. • Relatively unaware of the role of vocal tone, body language. • Focuses on own interests.
<p>Facilitates Dialogue and Decision-Making</p>	<p>Engages others in ways that facilitate constructive conflict about important ideas using evidence based findings.</p> <p>Promulgates decisions by both building upon and synthesizing the contributions of others as well as engaging non-participants in conflict. Sustains dialogue until all can agree to commit regardless of decision taken.</p>	<p>Engages others to facilitate their contributions to dialogue and inviting non-participants; keeps conflict focused on issues. Decision-making is consensual but commitment is still somewhat uncertain.</p>	<p>Listening to others with no interruptions; takes turns in advocating for personal position; conflict is quickly assuaged at a superficial level (e.g., agree to disagree); decision by vote.</p>	<p>Aggressively advocates for personal position; conflict becomes personal; or withdraws if things are not going way.</p>
<p>Commits to Shared Decisions</p>	<p>Openly and concretely committing to actions, performance criteria and timelines. Proposes plan B and critical junctures to assess whether to move in this direction.</p>	<p>Agrees grudgingly to decisions and proposed actions. Minimally supportive of other parts.</p>	<p>Commits to parts of the decision or action; focuses on these in personal action planning. Not supportive of other parts.</p>	<p>Does not commit or pretends to commit, offering passive resistance to action and outcomes.</p>
<p>Accountability</p>	<p>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other others complete their assigned tasks to a similar level of excellence, holds other members accountable.</p>	<p>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.</p>	<p>Completes all assigned tasks by deadline; work accomplished advances the project.</p>	<p>Completes some assigned tasks by deadline.</p>
<p>Results Oriented</p>	<p>Consistently drives short and long-term results that exceed expectations by setting goals, monitoring progress and motivating others.</p>	<p>Diligent in producing short-term and long-term results.</p>	<p>Responds to pressing need and demands to produce short-term results.</p>	<p>Expects to be told what to do to meet expectations.</p>

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Commitment to CHSU Values	Habitually and avidly models and promotes the CHSU values.	Habitually models 4-6 of the CHSU values.	Can describe six or more of the values and explain why they are important to CHSU, and irregularly demonstrates behaviors that align with them.	Evinces one or more value instrumentally - if it serves personal interests.
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Values

- Integrity:** We keep promises and fulfill just expectations. By aligning our beliefs, thoughts and actions, we adhere to the highest ethical and professional standards in education, research and healthcare.
- Excellence:** We strive to achieve the highest quality in all that we do by using evidence-based methods, teamwork, critical reasoning, and continuous reflection on performance.
- Collaboration:** We strive to contribute positively to each other, our students, patients, university and community, through a culture of trust, respect, transparent communication, cooperation, cheerfulness, gratitude, and shared victories.
- Diversity:** We respect, embrace and harness the strengths of the many cultural backgrounds, languages, experiences and viewpoints of our students, faculty, staff and the community which we serve.
- Innovation:** We offer opportunity and resources to explore and pursue courageous innovation that matters for our students, faculty, staff, patients, and community.
- Stewardship:** We conscientiously utilize our resources – human, material and financial – in a highly efficient, effective, forward-looking and sustainable manner.
- Growth:** We value and invest in an assessment-driven culture that prioritizes growth and self-development. We strive to realize the potential of every student, faculty, staff, and community member through our individual and collective learning opportunities, decisions, policies and priorities.