**ANDREWS UNIVERSITY**

**DEPARTMENT CHAIR’S APPRAISAL**

**OF FACULTY MEMBER**

**Last update: June 2, 2022**

**Name of Faculty Member Department/School Name of Chairperson**

**Date of Appraisal**

Andrews University is primarily a teaching university, and therefore expects its faculty to exhibit special dedication to teaching. In fulfilling the university mission and the motto to “Seek knowledge, affirm faith, change the world,” the faculty strive to integrate faith in the learning process and demonstrate how both knowledge and faith can help change the world. Not only do the Andrews University faculty teach on campus, but also online, at extension sites, and at other off-campus venues.

**Andrews University Teaching Philosophy Statement**

*Using innovative and time-honored methods for the purpose of restoring in each learner the image of God*

Working together in the classroom, the laboratory, the library, the studio, on the sports field, and wherever learning takes place, Andrews University professors and students embrace the educational aims as articulated by Ellen G. White, one of the founders of the Seventh-day Adventist Church: “to restore in [humanity] the image of God . . . to promote the development of body, mind, and soul, that the divine purpose in His creation might be realized." In pursuit of these lofty goals, professors and students labor together in an atmosphere that is at once open to inquiry and mindful of tradition. They commit to respecting diversity, to examining issues from multiple perspectives, and to celebrating the best in one another and in each academic discipline. Accepting Christ as the Master Teacher, professors and students seek knowledge through both innovative and time-honored methods, while humbly and diligently affirming faith in order to change the world.

The faculty member is applying for consideration for:

(Please keep the relevant item(s) and delete the others.)

Promotion to Assistant Professor

Promotion to Associate Professor

Promotion to Professor

Tenure

The Advancement Model expects you to specify for the rank the faculty is seeking, what areas the faculty is seeking the rating(s) of Good, Very Good, and Excellent.

* Portfolios for promotion to **Assistant Professor** will demonstrate a GOOD rating in all three areas.
* Portfolios for promotion to **Associate Professor** will demonstrate a VERY GOOD rating in one area and GOOD in two remaining areas.
* Portfolios for promotion to **Professor** will demonstrate an EXCELLENT rating in one area, VERY GOOD in one area, and GOOD in the remaining area.

Please indicate in the table below your rating of the faculty portfolio for each area of the faculty work:

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| --- | --- | --- | --- |
| Rank Sought | TEACHING | SCHOLARSHIP | SERVICE |
| Assistant |  |  |  |
| Associate |  |  |  |
| Professor |  |  |  |

**Preliminary Questions:**

The Rank and Tenure Committee will likely not evaluate a portfolio that does not meet these preliminary conditions.

* Has this faculty member fulfilled the required number of years at the current rank before applying for the next rank? (An assistant or associate professor can apply for advancement only in the fifth year of employment at the current rank.)
* Does the dean’s letter state that this requirement is met?
* Is the chair’s letter of recommendation included in this portfolio?
* If the faculty member is claiming an exception to this time requirement, is there evidence to support this with appropriate documentation (e.g., hiring letter)?
* Does this faculty member have a terminal degree in her/his teaching discipline?
* Have you met with the applicant to discuss the content of this evaluation?

1. **APPRAISAL OF TEACHING**
2. **Teaching Load:**

Please comment on the teaching load of this faculty member. If it differs from Working Policy expectations, please explain why this is so.

1. **Quality of Teaching:**

**Instructions to the Chair:**

Discuss the faculty members teaching and development using the following desired characteristics for effective teaching listed in the Teaching Criteria for Promotion.

You should write your evaluation addressing the [rubrics](https://www.andrews.edu/documents/academic/rank_and_tenure/index.html) since the Rank and Tenure Committee will use them to evaluate this section of the portfolio.

In writing your evaluation of this faculty member, please follow the outline of the rubric criteria, providing specific evidence for each point. If one or some particular rubric items are not met, discussed or fulfilled, tell us why this overall desired characteristic is still adequately satisfied.

**Desired Characteristics of Effective Teaching**

* 1. **Philosophical Foundation for Teaching**

An effective teacher implements professional practices guided by a clear philosophy of Christian teaching which advances the mission of the university and department.

Include in your statement your judgment of the faculty member’s role as a Christian teacher in a Seventh-day Adventist university. Explain how the faculty integrate and express their Christian philosophy within their discipline, including the integration of faith and learning.

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|  | **Philosophical Foundation for Teaching** |
| **1**  **Emerging** | Has begun thinking about a personal philosophy of teaching.  Has done reading and thinking about integration of faith and learning in own discipline.  Recognizes diversity and demographic changes in student population in higher education. |
| **2**  **Good** | Documents efforts to implement a personal philosophy of teaching while identifying areas in which growth is needed.  Articulates a philosophy of teaching that integrates a Christian world view and university/department missions.  Personal philosophy of teaching addresses student diversity as well as inclusiveness. |
| **3**  **Very Good** | Documents the alignment of personal professional practice with personal philosophy of teaching.  Describes efforts to integrate the Christian faith in the teaching and learning process.  Values the vitality and potential that diverse students/faculty/staff bring to educational experience and documents efforts which demonstrate this valuing. |
| **4**  **Excellent** | Renews personal philosophy of teaching based on maturity, new experiences, and perspectives or may serve as mentor for other faculty members in this area.  Recognized for effectiveness in the integration of faith and learning.  Documents maturing personal professional practice in the area of diversity. |

* 1. **Designing and Implementing Credible Courses**

An effective teacher possesses core knowledge and understanding in the discipline, which is evident in the ability to plan and implement rigorous courses and learning experiences that engage students in active pursuits of the discipline through various, appropriate teaching approaches.

Discuss how the faculty designed any new course(s) or major revision of an existing course taught in the past two years.

Discuss the teaching techniques used by the faculty to implement effective learning.

Please provide an evaluation of this faculty’s course syllabi. Have you or anyone else discussed his/her course syllabi with the applicant?

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|  | **Designing and Implementing Effective Courses** |
| **1**  **Emerging** | Has developed a syllabus for each course taught which meets expected syllabus criteria.  Delivers courses as scheduled by the department.  Maintains a respectful and inclusive classroom environment.  Conducts formal student evaluations. |
| **2**  **Good** | Syllabi demonstrate the ability to plan an adequate course of study based on an understanding of essential knowledge, skills, and attitudes needed in the course/discipline.  Explores new or alternative approaches (including technology) for course delivery.  Desired student outcomes include ethical issues, such as the ethics of scholarship, the ethics within the discipline, etc.  Regularly conducted official Student Evaluations of Teaching consistently fall *close to the mean* of the department / school / university.  Effectively implements peer feedback in courses taught. |
| **3**  **Very Good** | Syllabi demonstrate the ability to plan a rigorous course with high expectations for learners.  Planned course activities require students to engage in critical and/or creative thinking.  Uses a variety of appropriate instructional approaches (including technology) and can demonstrate their effectiveness to meet the needs of students with different learning styles and cultural backgrounds.  Integrates enrichment activities (Field trips, creative use of subject material, etc.).  Occasionally engages in cross-disciplinary teaching.  Explores “scholarly teaching” and applies understandings and approaches within the discipline to improve teaching practice.  Peer feedback of teaching indicates implementation of courses as effective by department standards.  Student evaluations of teaching consistently *at or above the mean* of the department/ school /university. |
| **4**  **Excellent** | Authors supplementary materials for student use.  Creates interest and enthusiasm for the subject matter.  Consistently incorporates creative and innovative methodologies and technologies into courses.  Demonstrates executive control over a wide repertoire of teaching methodologies.  Active in cross-disciplinary teaching.  Matures in “scholarly teaching,” the application of discipline-specific understandings, principles, and practices to teaching practice.  Peer feedback of teaching indicates implementation of courses as exemplary by department standards.  Student evaluations of teaching consistently *above the mean* of the department / school / university. |

* 1. **Assessing Student Learning**

An effective teacher regularly assesses important student learning outcomes and reflects on personal teaching practices and experiences to thoughtfully refine and revise courses and programs.

Describe the assessment system the faculty has used in two different courses and how the student learning outcome analysis resulted in course changes for improvement.

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|  | **Assessing Student Learning** |
| **1**  **Emerging** | Identifies important learner outcomes in the course syllabus that are significant for the department/program/profession.  Uses established assessment tools such as quizzes, examinations, and papers.  Identifies strengths and weaknesses in course teaching practice through personal reflection, and implements course modifications. |
| **2**  **Good** | Course assessments are directly tied to stated learner outcomes.  Higher-level course teachers recognize your students as adequately prepared for further study.  Contributes outcome data from courses for department use.  Dialogues with professional colleagues teaching similar courses to identify strengths and weaknesses.  Invites a colleague to observe teaching practice and give formative feedback.  Modifies instructional approaches based on summative assessment data, including official Student Evaluations of Teaching.  Shows course improvement based on summative assessment data, including official Student Evaluations of Teaching. |
| **3**  **Very Good** | Uses multiple tools, both formative and summative, to assess learner outcomes.  Most students can explain and/or use important principles, practices, and concepts listed as course outcomes.  Provides timely formative and summative feedback to students.  Collects assessment data (with assignments or examination items) that require reflection on the integration of faith, course content, and personal growth.  Develops and implements a plan for improvement based on personal reflection and input from colleagues.  Modifies instructional approaches based on summative and formative assessment techniques (CATs).  Makes needed mid-course corrections and refinements based on formative assessment data and student feedback. |
| **4**  **Excellent** | Where course appropriate students engage in course-related research and do professional presentations or publications.  Articulates a theoretical and practical rationale for and uses multiple tools to assess learner outcomes and mentors colleagues in this area.  Alumni of teacher succeed academically / professionally.  Most students demonstrate in-depth understanding of important principles, practices, and concepts through use of higher-level processes, such as inquiry, invention, critical analysis, or synthesis.  Documents consistent use of reflective practice over a span of years.  Articulates data-based decisions for making revisions in course and teaching strategies and documents effectiveness of the changes.  Mentors others in the use of multiple strategies for assessing learner outcomes and using the data to improve teaching. |

1. **Professional Development & Recognition**

An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.

Describe how the faculty sought to develop themselves as a professional in their discipline in the past five years, or since their last promotion. Included might be courses they have taken, workshops, professional meetings attended, comments from colleagues, etc. If their teaching has received special recognition or awards, please describe.

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|  | **Professional Development & Recognition** |
| **1**  **Emerging** | Holds a master’s degree in teaching area.  Has begun to attend professional meetings in teaching area. |
| **2**  **Good** | Holds (or in process of obtaining) a doctorate or terminal degree in teaching area.  Participate in professional development activities.  Teaching materials reflect currency in the discipline.  Demonstrates a developing understanding of the roles and responsibilities of the higher education teaching profession. |
| **3**  **Very Good** | Has doctorate or terminal degree in teaching area.  Participate in professional development activities.  Teaching materials reflect currency in the discipline.  Demonstrates a mature understanding of greater participation in the roles and responsibilities of the higher ed teaching profession.  Models lifelong learning/empathy by continuing to participate as a student/learner.  Embraces diversity/inclusiveness thoughtfully, creatively, and with enthusiasm. |
| **4**  **Excellent** | Has doctorate or terminal degree in teaching area.  Receives requests for consultations, workshops, etc. having to do with teaching.  Models lifelong learning/empathy by continuing to participate as a student/learner.  Receives invitations to present in other teacher’s classes (especially repeat invitations).  Embraces diversity/inclusiveness thoughtfully, creatively, and with enthusiasm.  Alumni have cited teacher as helping them succeed academically/professionally in the teacher’s discipline.  Recognized as a leader, mentor or model in higher ed teaching practice.  Chosen and acts as mentor in teaching.  Recognized as “excellent” or “master teacher” by colleagues. |

1. **Builds Collegial Relationships**

An effective teacher demonstrates a nurturing community-building attitude towards students and colleagues, maintaining appropriate collegial relationships with a diverse student body and staff.

Describe the methods used by the faculty for this purpose. Explain how the faculty build and maintain relationships with a diverse group of students in a course.

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|  | **Building Collegial Relationships** |
| **1**  **Emerging** | Maintains and keeps required office hours.  Usually on time for classes and other scheduled activities.  Fosters positive relationships with students in class.  Attempts to work as a team member in the department/university.  Usually attends departmental and university faculty and committee meetings. |
| **2**  **Good** | Accessible to students via office hours, email, or other venues.  Pleasant and personable with students, maintaining positive relationships.  Expresses genuine concern for students and makes effort to connect with a diverse student body in and out of class.  Contributes to the development of an inclusive, nurturing environment within the department.  Displays Christian ethics.  Perceived as fair and consistent in treatment of students, for example in grading practices.  Is prepared, informed, and ready to work with as a team member or colleague in the department and university; follows through on assigned responsibilities.  Uses feedback from students and colleagues to improve performance in the classroom, department, and university. |
| **3**  **Very Good** | Is recognized by students as being readily accessible and approachable via office hours, email, or other venues.  Provides clear, sensitive, and open feedback about course expectations, including how they apply to life and careers.  Mentors students within the discipline.  Mentors students on their spiritual journey.  Is well prepared, informed, and ready to work with as a team leader in the department and school; intentionally values the special talents and contributions of each team member.  Seeks input in the development of ideas and works well as a team member.  Carefully follows-through on assigned teaching or curricula responsibilities.  Actively solicits feedback from students and colleagues to improve performance in the classroom, department, and university. |
| **4**  **Excellent** | Is recognized by students as being a “go to” person with questions regarding curriculum and advising; accessible to students via office hours, email, or other venues.  Receives teaching/advising award(s).  Is a sensitive listener when interacting with students.  Connects well to the diverse student body.  Is a leader in the department and/or institution in developing a nurturing, inclusive environment.  Displays Christian ethics in working with students and is a model for others.  Values and models vocation as God’s call to service.  Is an experienced team leader in the department and school; intentionally includes the special talents and contributions of each team member.  Mentors colleagues to develop their collegiality and leadership abilities. |

**Description of Rating Scale for Appraisal of Teaching Criteria**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a teacher’s development for this criterion.

GOOD: The teacher displays the desired characteristics in varying stages of development, some being more developed than others. As a result of assessment, professional reading and other professional development activities, and reflection, the teacher shows evidence of further developing and modifying teaching philosophy/theory and modifying and improving teaching practice.

VERY GOOD: The teacher displays the desired characteristics to a mature level by having successfully integrated the best practices of teaching into all aspects of his/her teaching. Nevertheless, she/he continues to refine philosophy, theory and practice through intentional changes and innovation.

EXCELLENT: The teacher displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in higher education practices. This is partly evidenced by some of the following: (a) successful mentoring of teachers in earlier stages of development, students in the discipline and/or students at risk; (b) teaching awards voted by students and/or colleagues; (c) requests for consultations, workshops, etc., having to do with teaching.

**Overall Rating for Teaching.**

What would be your overall rating of the teaching of this faculty member?

* Good
* Very Good
* Excellent

**II. APPRAISAL OF SCHOLARLY and CREATIVE WORK**

One of the hallmarks of a Christian faculty member is the development and pursuit of a scholarly agenda for new discovery, synthesis, interpretation or application of knowledge. The scholar-teacher’s discoveries are disseminated and critiqued through publication and learned conversation with peers, and are made available as appropriate to the general public. These activities continue throughout the scholar-teacher’s professional life. Higher education has described and recognized four categories of scholarship (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application). Some scholar-teachers may focus exclusively on one of these categories while others may work with two or more. Regardless of the type of scholarship, its culmination in peer-reviewed presentations and publications is what marks the scholar-teacher.

**Examples of Different Kinds of Scholarship**

*Scholarship of Discovery* is the traditional search for new knowledge, ranging from laboratory or field research in the natural sciences to the study of ancient manuscripts in the humanities. It also includes original creation in writing (e.g. poetry), as well as creation, performance or production in the fine arts, architecture, graphic design, etc.

*Scholarship of Teaching* is reflective and critical study into the art and practice of teaching and learning and may include philosophy and research in pedagogy, curriculum development, and the integration of faith and learning, etc.

*Scholarship of Integration* is the exploration of the connections within a discipline or across disciplines. It may consolidate knowledge from different parts of a discipline, provide new exposition which clarifies or unifies knowledge, or put knowledge in intellectual, social, and ethical perspective, and may include meta-analysis or synthesis of literature or materials form two or more disciplines.

*Scholarship of Application* is the practice of a discipline, in which its insights are used to solve problems in the professions, government, industry, church, and society. The products of such scholarship may include peer-reviewed consultation reports, patents, and clinical research.

**Instructions to the Chair:**

First, categorize the evidence of the faculty member’s scholarly/creative activities into the three following areas.

NOTE: Identify peer-reviewed or juried items by the following types of review:

* Collegial peer review – both scholar and reviewer know each other
* Anonymous peer review – the scholar doesn’t know the identity of the reviewer, but the reviewer knows the scholar.
* Blind peer review – neither the scholar nor the reviewer’s identity is known by the other.

Please, also be careful to comment on publications in online journals, as many such journals are predatory and cannot be used in an application for promotion.

***Category 1. Public evidence of on-going and sustained scholarship.***

Presentations at academic conferences, externally funded research proposals, fellowships or awards, published book reviews, and other contributions that do not qualify in category 2 (see below) may provide important public evidence that a faculty member is engaged in ongoing scholarship. Such contributions typically lack rigorous peer review and/or represent public “way-points” in an unfinished scholarly agenda; they have less weight than category 2 contributions.

***Category 2. Formal, peer-reviewed (juried) contributions to the discipline.***

Central to scholarship are category 2 contributions—formal deposits to the public fund of knowledge, understanding, expert practice, or artistic expression in one’s discipline. Such contributions are made after rigorous peer review—either anonymous or blind—in venues such as refereed publications, invitational or juried exhibits or performances, or other peer-reviewed outlets for disseminating knowledge or expertise. Category 2 contributions are the crucial test of scholarly engagement; without them, other evidence will be judged incomplete.

***Category 3. Evidence of scholarly repute.***

Beyond direct documentation of scholarship (categories 1 and 2 above), other evidence may indicate the scholar’s repute in the academic community; of scholarly/creative activities that may give evidence of significant involvement in your academic/professional community at the local, national and international levels. This category should list the publications and activities that the faculty member was ***invited*** to do or contribute.

Next, discuss the faculty member’s scholarly and creative activities in terms of the following

**Desired Characteristics of Scholarly and Creative Activity**

You should write your evaluation using the [rubrics](https://www.andrews.edu/documents/academic/rank_and_tenure/index.html) since the Rank and Tenure Committee will use them to evaluate this section of the portfolio.

* 1. **Philosophical Foundation of Scholarly and Creative Activity**

Reflect on the faculty member’s philosophical foundation of scholarly and creative activity.

An effective scholar-teacher should develop his/her scholarship and creativity guided by a clear philosophy of scholarly activities that advances his/her teaching discipline.

Include in your statement how the faculty understand their role to be a Christian scholar-teacher in a Seventh-day Adventist university. Explain how the faculty integrated and expressed their scholarly and creative philosophy within their discipline.

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|  | **Philosophical Foundation of Scholarly and Creative Activity** |
| **1**  **Emerging** | Has begun thinking about a personal philosophy of scholarship.  Has done reading and thinking about specific scholarly projects and their importance to the discipline.  Has done reading and thinking about what it means to be a Christian scholar-teacher in a Seventh-day Adventist university. |
| **2**  **Good** | Documents efforts to implement a personal philosophy of scholarship while identifying areas in which growth is needed.  Has identified specific scholarly projects, and articulated their relationship to the discipline.  Articulates a philosophy of scholarship that integrates a Christian worldview and university/department missions. |
| **3**  **Very Good** | Documents the alignment of personal professional practice with personal philosophy of scholarship.  Describes specific disciplinary scholarship needs, and how the specific scholarly projects work towards satisfying those needs.  Describes efforts to integrate the Christian faith in the scholarship process. |
| **4**  **Excellent** | Renews personal philosophy of scholarship based on maturity, new experiences, and perspectives.  Serves as mentor for other faculty members or students in this area.  Recognized for effectiveness in the integration of faith and scholarship. |

* 1. **Originality and Leadership in the Discipline**.

Scholarly endeavors contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline. Scholarly endeavors are recognized by colleagues in the field.

Reflect on how the faculty member’s scholarly activities are original and fit into one or more of the four different kinds of scholarship given above.

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|  | **Originality in the Discipline** |
| **1**  **Emerging** | Has developed scholarly projects that are original, new creative activities that enhance knowledge within the discipline. |
| **2**  **Good** | Results of scholarly projects have been presented in public or private forums, with the opportunity to both give and receive feedback with the scholar’s peers.  Demonstrates how peer feedback/constructive criticism has been used to improve the quality of scholarship.  Demonstrates collegial relationships with disciplinary peers. |
| **3**  **Very Good** | Results of scholarly projects have been presented in significant disciplinary venues, with the opportunity to both give and receive feedback with major scholars in the field.  Quality of original scholarship is demonstrated by means of published abstracts or critical reviews.  Recognized as an emerging leader in the discipline, as evidenced by invitations to chair sessions or review manuscripts. |
| **4**  **Excellent** | Results of scholarly projects have been presented in major disciplinary venues, with the opportunity to both give and receive feedback with top scholars in the field.  Recognized as a leader in the field, as evidenced by invited plenary presentations or workshops at major national/international venues.  Recognized as a leader in the discipline, as evidenced by organizing conferences, writing dictionary/ encyclopedia articles, and/or serving on peer review committees.  Serves as a mentor for other faculty members or students in this area. |

* 1. **Rigor and Integrity**

Scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.

Reflect on how the faculty member relates to the rigor and integrity of their scholarly and professional discipline.

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|  | **Rigor and Integrity** |
| **1**  **Emerging** | Has completed Responsible Conduct of Research training.  Understands the regulations regarding what research must be submitted to an ethics committee (IRB or IACUC) for approval. |
| **2**  **Good** | Is aware of, and follows the best practices of responsible conduct of research in the discipline.  If applicable, has received IRB or IACUC approval for research involving human subjects or animals, respectively. |
| **3**  **Very Good** | Gives classroom/laboratory presentations on the responsible conduct of research in the discipline. |
| **4**  **Excellent** | Recognized as a leader in the field, as evidenced by public/professional presentations on the responsible conduct of research, or membership on research ethics committees (IRB or IACUC).  Serves as a mentor for other faculty members or students in this area. |

* 1. **Sustained Pattern**

A pattern of on-going activity is maintained over the scholar-teacher’s academic career. By on-going and sustained we mean that some dissemination of research/creative activity is done at least every other year. This should include a variety of dissemination venues, including appropriate Seventh-day Adventist sponsored events.

Referring to the list of the faculty member’s on-going activities, reflect on their development as a scholar-teacher. Reflect on how they have sustained and plan to sustain their scholarship contributions.

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|  | **Sustained Pattern** |
| **1**  **Emerging** | Has a plan for scholarly activity for the next three years that builds upon previous scholarship.  Has disseminated results in at least two different types of venues. |
| **2**  **Good** | Has maintained a research program for the past three years, and has a plan for scholarly activity for the next three years that builds upon the current research program.  Has presented/performed scholarly results in a significant disciplinary venue at least once every two years.  Has disseminated results in at least two different types of venues. |
| **3**  **Very Good** | Has a well-developed research program and plan of continued research that indicates how the current established research program carried out over at least the past three years will be continued over the upcoming five years, including expected venues for presentation/ publication of results.  Has presented/performed scholarly results in a significant disciplinary venue at least twice every three years.  Has disseminated results in general audience venues, as well as disciplinary venues. |
| **4**  **Excellent** | Has had an established research program for a minimum of five years with substantial results, and a plan of continued research that indicates how the current established research program will be continued over the upcoming five years, including expected venues for presentation/ publication of results.  Has presented/performed scholarly results in a significant disciplinary venue on the average of at least once a year.  Has disseminated results in general audience venues, as well as disciplinary venues. |

* 1. **Peer Reviewed**

Peer review is the process by which scholars judge the correctness, rigor, and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.

Reflect on the faculty member’s development contribution as a peer reviewed scholar. Reflect on how they have sustained and plan to sustain their peer reviewed contributions.

Some of the members of the Rank and Tenure Committee may not be familiar with the scholarly and creative scholarship discipline of this applicant. Please comment on the types of journals in which the peer reviewed publications have been published, or the types of invitational or juried events for creative scholarship.

Please confirm also that the e-journals are not predatory. A list of predatory journals can be found at:

BEALL’s LIST: [https://beallslist.net/](https://www.researchgate.net/deref/https%3A%2F%2Fbeallslist.net%2F)

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|  | **Peer Reviewed** |
| **1**  **Emerging** | Has submitted at least one manuscript to a major peer reviewed journal in the discipline. |
| **2**  **Good** | Has an average of one refereed publication every two years, including a minimum of 2 publications over the past 4 years (or equivalent performances for the performing arts disciplines).  Has published in at least two different venues.  Total refereed publications: a minimum of 3 for Assoc. Prof; a minimum of 5 for Prof. |
| **3**  **Very Good** | Has an average of one refereed publication per year, including a minimum of 3 publications over the past 4 years (or equivalent performances for the performing arts disciplines).  Has published in at least three different venues, one of which must be considered a “major” journal in the discipline.  Total refereed publications: a minimum of 5 for Assoc. Prof; a minimum of 8 for Prof. |
| **4**  **Excellent** | Has an average of more than one refereed publication per year, including a minimum of 4 publications over the past 4 years (or equivalent performances for the performing arts disciplines).  Has published in at least four different venues, one of which must be considered a “top rated” journal in the discipline.  Total refereed publications: a minimum of 8 for Assoc. Prof; a minimum of 12 for Prof.  Publications are recognized as important to the discipline, as evidenced by the number of times they have been cited in the literature. |

**Description of Rating Scale for Appraisal of Scholarly and Creative Activity**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a scholar-teacher’s development for this criterion.

The primary way the applicant is evaluated as a scholar-teacher is by the documentation of scholarly activity, but the evaluation may include other forms of recognition, such as awards and prizes for scholarly products or activity. In the evaluation of scholarly activities, both the quality and quantity of the dissemination are considered.

GOOD: Applicant has a developing scholarly activity agenda/portfolio with dissemination in more than one venue.

VERY GOOD: Applicant demonstrates maturation in their scholarly activity agenda with increased activity in a variety of venues.

EXCELLENT: Applicant is a scholar-teachers of repute within their areas of expertise and display leadership in their fields through an outstanding record of scholarly contributions in a variety of venues. Examples of such recognition: editing a scholarly journal, chairing peer review (jury) panel, awarded grants and/or fellowships for research, awards or prizes won in area of research or creativity, and where discipline-appropriate, collaborating with junior faculty and students in research.

**Overall Rating for Scholarly and Creative Activity**

What would be your rating of the scholarly and creative work of this faculty member? Give your rationale for this rating in terms of the evidence provided.

* Good
* Very Good
* Excellent

**III. APPRAISAL OF SERVICE**

As a Christian institution of higher education, Andrews University takes seriously the need for and desirability of service both within and outside its academic community. The professional expertise and spiritual gifts of its faculty can bless and enrich a variety of communities. Service for purposes of promotion or tenure may be provided to four types of communities:

* University Community
* Church Community
* Scholarly Community
* Other Communities

While all four types of communities are worthy, faculty members are expected to provide substantial service to the university community, i.e. their department, school, and/or the university in general.

**Examples of service to the four communities**

**University community** includes departmental, school, and university-wide levels. Examples of this kind of service would be student academic advising, student and peer mentoring, department chairship or program director, student club sponsor, committees, councils, task force, recruiting, etc.

**Church community** includes the local, union, division and General Conference or international levels. While the primary church community would be the Seventh-day Adventist church, this category also includes other religious or spiritual organizations, including ecumenical ones. Examples would include holding a church office or position, intensive if temporary assistance in a special program, activities, committees, taskforce, writing articles in lay church periodicals, etc.

**Scholarly community** includes professional and scholarly groups/societies. Examples would include serving as a board member or officer in a society, organizer or moderator of a professional session, planning committee member, etc.

**Other communities** include civic life, community service agencies, and local, national and international humanitarian efforts. Examples of this type of service would include everything from helping with a soup kitchen to being a member of a national or international task force appointed by a head of state.

**Instructions to the Chair:**

Discuss the faculty member’s service activities in terms of the following desired characteristics of the Service Criteria for Promotion. Reflect on ways in which the faculty have contributed through service to these communities. In your descriptions, include information about how these demonstrate the desired characteristics of such service. Focus your description on activities and contributions in the past 5 years.

You should write your evaluation using the [rubrics](https://www.andrews.edu/documents/academic/rank_and_tenure/index.html) since the Rank and Tenure Committee will use them to evaluate this section of the portfolio.

**Desired Characteristics of Service**

1. **Philosophical Foundation of Service**.

An effective servant-teacher should engage in service activities from a clear guiding philosophy of service that advances his/her teaching discipline.

Discuss the faculty member’s philosophical foundation of service, and how the faculty member reflects Christian care and concern for others, through service as a faculty member of Andrews University.

Include in your statement your understanding of the faculty member’s role as a Christian servant-teacher in a Seventh-day Adventist university. Explain how the faculty member integrates and expresses their service philosophy within their discipline.

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|  | **Philosophical Foundation of Service and Christian Care and Concern** |
| **1**  **Emerging** | Has begun thinking about a personal philosophy of service.  Has done reading and thinking about the integration of service within his/her own discipline and professional activities, including teaching and advising.  Identifies how Christian care and concern for others may be expressed and modeled to students, staff, faculty, and community. |
| **2**  **Good** | Philosophy of service identifies personal role in service to others in general and, more specifically, as a Christian servant-teacher in an SDA university.  Documents efforts to implement a personal philosophy of service in personal and professional life, while identifying areas for growth.  Identifies how Christian care and concern for others is expressed and modeled to students, staff, faculty, and community.  Faculty’s service, and Christian care and concern for others is documented through written statements, commendations, or thanks from students, staff, faculty or community. |
| **3**  **Very Good** | Philosophy of service identifies personal role in service to others in general and, more specifically, as a Christian servant-teacher in an SDA university, and as a member of a community.  Documents the alignment of service in personal and professional life to personal philosophy of service.  Identifies how Christian care and concern for others is expressed and modeled to students, staff, faculty, and community through personal service or leadership roles in community.  Variety or depth of service is sufficiently documented:  · Syllabi, assignment instructions, or rubrics show how service is integrated into course themes and instruction.  · Written statements, commendations, or thanks from students, staff, faculty or community document faculty’s service, and Christian care and concern for others.  Evaluation materials provide evidence of impact and high quality participation. |
| **4**  **Excellent** | Philosophy of service identifies personal role in service to others in general and, more specifically, as a Christian servant-teacher in an SDA university, and as a member of other communities.  Describes how philosophy of service may have changed based on maturity and experiences.  Clearly describes how the personal philosophy has guided service activities in personal and professional life.  Describes how Christian care and concern for others is expressed and modeled to students, staff, faculty, and community; and how students and others are mentored in community service or leadership roles in community.  Well-documented, well-described service to four communities:  · Syllabi, assignment instructions, or rubrics show how service is integrated into course themes and instruction.  · Written statements, commendations, or thanks from students, staff, faculty or community document faculty’s service, and Christian care and concern for others.  · Official letters, citations, awards, or published articles in newspapers or journals recognize outstanding contribution, service and/or leadership.  Service is varied and/or deeply dedicated to selective tasks. Evaluation materials provide evidence of positive impact and quality participation. |

1. **Advances the Mission of Andrews University**

The servant-teacher is an active member of the University community, contributing thoughts, expertise, and time to strengthen the University, promote the mission, and improve the experience of the student body.

Reflect on the faculty member’s involvement on university committees on which they have served in the past five years. What leadership or administrative responsibilities has the faculty member carried for their school and/or the university?

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|  | **Advances Andrews’ Mission** |
| **1**  **Emerging** | Identifies their role in promoting the mission of Andrews University on campus and off.  Attends required university and school committees and meetings.  Attends university and school events. |
| **2**  **Good** | Identifies their role and contribution in promoting the mission of Andrews University on campus and off.  Participates in university and school committees and meetings.  Serves on external committees as an Andrews University delegate.  Faculty’s service to promote the university is documented by written statements, commendations, or thanks from students, staff, faculty, administrators, or community |
| **3**  **Very Good** | Identifies their role and contribution in promoting the mission of Andrews University on campus and off.  Describes projects that he/she has led or been heavily involved in, outside of the job description, which advanced Andrews University (educational rigor, reputation, etc.)  Participates in university and school committees and meetings, or new initiatives and helps the groups meet their goals  Leads out in committee, sub-committee, task force, think tank, faculty senate, or new campus initiative.  Serves on external committees as an Andrews University delegate.  Service is sufficiently documented and documentation reveals service has had some impact on the faculty, students or staff, and/or the mission and/or strategic plan of the college and/or university. |
| **4**  **Excellent** | Identifies their role in promoting the mission of Andrews University on campus and off.  Service is well described. Service is varied and/or deeply dedicated to selective tasks. Involvement in the department supports collegial achievement of goals. Describes projects that he/she has led or been heavily involved in, outside of the job description, which advanced Andrews University (educational rigor, reputation, etc.)  Participates in university and school committees and meetings, or new initiatives and helps the groups meet their goals and bring projects to fruition.  Leadership in committees, sub-committees, task forces, think tanks, or new initiatives. Leadership spans the world SDA church or one of its divisions, or Andrews’ role in the world SDA church.  Mentors new faculty within the school or institution.  Service is well documented. Documentation reveals service has had a major impact on the faculty, students or staff, and/or the mission and/or strategic plan of the college and/or university and/or world SDA church. |

1. **Advances the Mission of the Department**

Service encourages quality and community within the department, and seeks to develop a safe place where students and colleagues can grow professionally, spiritually, and in their own ability to serve others.

Evaluate the leadership or administrative responsibilities the faculty member has carried for their department. A professor’s advising and counseling responsibilities fall into this category. What are the faculty member’s academic advising responsibilities?

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|  | **Advances Department Mission** |
| **1**  **Emerging** | Identifies their role in promoting the mission of their department in Andrews University.  Attends department meetings and committees  Attends department events. |
| **2**  **Good** | Identifies their role and contribution in promoting the mission of their department in Andrews University.  Participates in department meetings and committees  Attends and promotes department events.  Advises students within the department.  Faculty’s service to promote the department and its mission is documented by written statements, commendations, or thanks from students, staff, faculty, or supervisors. |
| **3**  **Very Good** | Identifies their role and contribution in promoting the mission of their department on campus and off.  Describes projects that he/she has led or been heavily involved in, outside of the job description, which advanced the department and its program (educational rigor, reputation, etc.)  Participates in department meetings and committees. Involvement in the department supports collegial achievement of goals.  Promotes and takes an active part in department events. Promotes and advances the department and its programs in church related venues.  Advises and mentors students within the department.  Service is sufficiently documented and documentation reveals service has had some impact on the faculty, students or staff, and/or the mission and/or strategic plan of the department. |
| **4**  **Excellent** | Identifies their role and contribution in promoting the mission of their department on campus and off.  Describes projects that he/she has led or been heavily involved in, outside of the job description, which advanced the department and its program (educational rigor, reputation, etc.)  Leadership in department meetings and committees, task force or think tank, or in new department initiatives. Involvement in the department supports and promotes collegial achievement of goals.  Promotes and takes an active part in department events. Promotes and advances the department and its programs in church related, community or other professional venues.  Advises and mentors students within the department.  Mentors other faculty within the department.  Service is sufficiently documented and documentation reveals service has had major impact on the faculty, students or staff, and/or the mission and/or strategic plan of the department. |

1. **Community and Church Engagement**

The servant-teacher is called upon to engage with and serve the church and the community, both locally around the university and globally.

Discuss how the faculty member has been helpful or has contributed to any of the four communities listed above.

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|  | **Community Engagement** |
| **1**  **Emerging** | Identifies their role in engagement with the community beyond the university.  Lists all activities in which you have contributed to the community and church. |
| **2**  **Good** | Identifies their role in engagement with the community beyond the university, and how their engagement has contributed to the betterment of the community and church.  Describes all activities in which he/she has contributed to the well-being of the community and church.  List volunteer positions or offices held.  Faculty’s service is documented by newspaper articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  List speaking engagements, seminars held, sermons preached, etc. |
| **3**  **Very Good** | Identifies their role in engagement with the community beyond the university, and has documented evidence regarding how their engagement has contributed to the betterment of the community and church.  Describes all activities in which he/she has contributed to the well-being of the community and church. Variety or depth of service is sufficiently documented and evaluation materials provide evidence of impact and high quality participation.  List volunteer positions or offices held.  Faculty’s service is documented by newspaper articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  List speaking engagements, seminars held, sermons preached, etc. |
| **4**  **Excellent** | Has a major and significant role of engagement with the community beyond the university, with documented evidence regarding the major impact of their contribution.  Describes the leadership roles in which he/she has contributed to the well-being of the community and church. Variety or depth of service is sufficiently documented and evaluation materials provide evidence of impact and high quality participation.  List leadership positions or offices held. Provide evidence of mentoring others to take leadership responsibilities.  Faculty’s service is documented by newspaper articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  List speaking engagements, seminars held, sermons preached, etc., as well as others who you have mentored in these engagements. |

1. **Connection to Professional Expertise.**

The servant-teacher volunteers his/her professional expertise to promote the profession, and makes a contribution to the betterment of any of the four communities

Discuss how the faculty member’s academic/professional expertise has been helpful or has contributed to any of the four communities listed above.

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|  | **Connection to Professional Expertise** |
| **1**  **Emerging** | Identifies their role in promoting their profession.  Lists all activities in which you have contributed your professional expertise in any of the four communities.  List all publications that have appeared in the public press or non-professional church papers. |
| **2**  **Good** | Identifies their role in promoting the profession, and how their academic/professional expertise has contributed to the university, church, scholarly, or other communities.  Describes all activities in which he/she has contributed professional expertise in any of the four communities.  Faculty’s service to promote the profession/discipline is documented by newspaper articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  Lists all publications that have appeared in the public press or non-professional church papers. |
| **3**  **Very Good** | Identifies their role in promoting the profession, and how their academic/professional expertise has contributed to the university, church, scholarly, or other communities.  Describes all activities in which he/she has contributed professional expertise in any of the four communities.  Variety or depth of service to profession is sufficiently documented and evaluation materials provide evidence of impact and high quality participation.  Faculty’s service to promote the profession/discipline is documented by newspaper articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  Lists all publications that have appeared in the public press or non-professional church papers. |
| **4**  **Excellent** | Identifies their role in promoting the profession, and how their academic/professional expertise has contributed to the university, church, scholarly, or other communities.  Describes thoroughly all activities in which he/she has contributed professional expertise in any of the four communities.  Well-documented, well-described service to one’s professional societies and/or recognized practitioners in the field. Service is varied and/or deeply dedicated to selective tasks. Evaluation materials provide evidence of impact and high quality leadership and/or participation. These may include newspaper or journal articles, programs, acknowledgement of services rendered, and official commendations, citations and/or awards received.  List all publications that have appeared in the public press or non-professional church papers. |

**Description of Rating Scale for Appraisal of Service Criteria**

The Rank and Tenure Committee uses this scale and the accompanying rubrics to form an opinion of a teacher’s service activities.

GOOD: A majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. Documentation can include: letters, citations, evaluation forms documenting the faculty member’s participation, contribution, and impact on these areas of service.

VERY GOOD: A majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. The service must include successful leadership of committees or other units which have done significant work. Documentation can include: letters, citations, evaluation forms documenting the faculty member’s participation, contribution, and impact on these areas of service.

EXCELLENT: A majority of the service contributions must exhibit the above desired characteristics and must exceed department/school expectation of service. The service must be considerable and noteworthy with an extraordinary/outstanding impact. Documentation for this level must include official letters, citations and/or awards received, newspapers or journal articles, etc.

Some individuals, such as chairs of academic departments, program directors and librarians, may choose to make service their area of excellence. Documentation of excellence for a chair should include items such as: a successful accreditation report, approval of a new program or renewal of an existing one, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc.

**Overall Rating**

What would be your overall rating of the service of this faculty member. Note: Please consider in this rating both service to Andrews University and service outside the university.

* Good
* Very Good
* Excellent

**IV. APPRAISAL OF TENURE**

**[Delete this section if the professor is not applying for tenure.]**

**Prerequisites for Consideration for Tenure**

A university faculty member is considered for tenure only when he/she:

* Is appointed for employment in a tenure track position (provide hiring letter to confirm this),
* Holds a doctorate or terminal degree in the area of appointment,
* Holds at least the rank of associate professor or will successfully be recommended for the rank of associate professor (if applying for tenure at the same time as advancement in rank),
* Has been employed by Andrews University in a tenure-track faculty position for at least six consecutive years by the time of the application for tenure,
* Has received endorsement for tenure from his/her department/school (provide a letter of endorsement in the portfolio),
* Provides a letter of recommendation from a non-Andrews University colleague in the same discipline.

The evaluation of a faculty member for tenure takes place after six consecutive years of employment, as pointed out above. The evaluation for tenure is made within the greater context of achievement and promise with respect to a faculty member’s contributions to the university.

**Associate Professor** (current or applied for rank):

Applicant exhibits **Excellent** in **Collegiality** and **one** other criteria; a minimum of **Very Good** in **two** additional criteria, and a minimum of **Good** in the remaining **one** criteria.

**Professor** (current or applied for rank):

Applicant exhibits **Excellent** in **Collegiality** and **two** other criteria; and a minimum of **Very Good** in the remaining **two** criteria.

**Instructions to the Chair:**

While a faculty member’s application for tenure needs to carefully demonstrate the evidence that will convince the Rank and Tenure Committee to recommend granting tenure, the chair’s evaluation of the professor’s contributions to the department, school and university is even more helpful. Your honest and candid evaluation is crucial in this process. This application for tenure is not a simple formality.

Discuss the faculty member’s contributions to the following desired characteristics for receiving tenure. Reflect on how the professor has contributed through teaching, scholarly and creative activity, and service to the advancement of your department, school, and university. In your descriptions, include information about how these contributions demonstrate the desired characteristics for granting tenure. Focus your description on activities and contributions in the past 5 years.

You should write your evaluation using the [rubrics](https://www.andrews.edu/documents/academic/rank_and_tenure/index.html) since the Rank and Tenure Committee will use them to evaluate this section of the portfolio.

Please provide evidence of a formal vote by your department or school that this professor is recommended for tenure. This formal vote must be added to the portfolio.

**Desired Characteristics**

* + - 1. **Collegiality**

This is the most important desired characteristic for granting tenure. Discuss the faculty member’s positive collegial relationship to peers and administrators.

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|  | **Collegiality** |
| **1**  **Emerging** | Attends departmental, school, and university faculty meetings.  Fosters positive relationships with students in class.  Conscientiously fulfills duties and responsibilities as assigned by the department.  Attempts to work as a team member in the department/university. |
| **2**  **Good** | Participates collegially in departmental, school, and university faculty meetings.  Expresses genuine concern for students and makes effort to connect with a diverse student body in and out of class.  Contributes to the development of an inclusive, nurturing environment within the department.  Is prepared, informed, and ready to work with as a team member or colleague in the department and university; follows through on assigned responsibilities. |
| **3**  **Very Good** | Is recognized by students as being readily accessible and approachable via office hours, email, or other venues to discuss professional and spiritual issues.  Actively solicits feedback from students and colleagues to improve performance in the classroom, department, and university.  Is well prepared, informed, and ready to work with as a team leader in the department and university; intentionally values the special talents and contributions of each team member. |
| **4**  **Excellent** | Is recognized by students and faculty as being a “go to” person with questions regarding difficult issues; is known as a sensitive and caring listener and connects well with the diverse student body.  Is a leader in the department and university in developing a nurturing, inclusive environment.  Exceptional in follow-through on assigned responsibilities.  Is an experienced team leader in the department and university; intentionally includes the special talents and contributions of each team member. |

* + - 1. **Leadership in the Discipline**

Discuss your evaluation of the faculty member’s thorough knowledge of their discipline, field of expertise as well as its related discipline.

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|  | **Leadership in the Discipline** |
| **1**  **Emerging** | Is respected by colleagues in the discipline as evidenced by, for example:  · Referring journal articles, conference abstracts, book chapters.  · Chairing conference sessions. |
| **2**  **Good** | Is respected by colleagues as an emerging leader in the discipline as evidenced by, for example:  · Invitations to give presentations or workshops at disciplinary conferences.  · Publication of encyclopedia/ dictionary articles.  · Publications cited by respected leaders in the discipline.  Is recognized by those outside your discipline as evidenced by, for example:  · Invitations to give public lectures.  · General audience publications based upon your scholarship .  Has a sustained pattern of activities listed in the previous level. |
| **3**  **Very Good** | Is respected by colleagues as a leader in the discipline as evidenced by, for example:  · Session organizer at disciplinary conferences  · Organize workshops at a disciplinary conference  · Publication of disciplinary review articles/chapters  · Serve on grant review committees.  Is recognized as a leader by those outside your discipline as evidenced by, for example:  · Invitations to give major public or academic lectures or lecture series  · Invitations to participate in interdisciplinary conversations.  Has a sustained pattern of activities listed in the previous levels. |
| **4**  **Excellent** | Is respected by colleagues as an exemplary leader in the discipline as evidenced by, for example:  · Organizer or Program Director of a disciplinary conference  · Editor of a peer reviewed disciplinary journal or book with an academic publisher  · Officer of a regional, national, or international disciplinary organization  · Chair grant review committees  Is recognized as an exemplary leader by those outside your discipline as evidenced by, for example:  · Receipt of awards, commendations  Has a sustained pattern of activities listed in all the previous levels. |

* + - 1. **Mentoring**

Discuss the faculty member’s mentoring relationship to students and colleagues.

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|  | **Mentoring** |
| **1**  **Emerging** | Participates in receiving and giving peer-evaluation of courses in department.  Advises students in the department. |
| **2**  **Good** | Is respected by colleagues who ask for mentoring in areas of your expertise.  Is known as a competent and reliable program advisor for students in the department.  Mentors students in research or scholarly activities, resulting in on-campus student presentations. |
| **3**  **Very Good** | Mentors colleagues to develop their collegiality and leadership abilities.  Mentors students in research or scholarly activities, resulting in student presentations in both on-campus and off-campus venues.  Mentors students on their spiritual journey. |
| **4**  **Excellent** | Is a highly-respected mentor who exemplifies collegiality and leadership abilities for faculty members in the department and university.  Regularly mentors students in research or scholarly activities, resulting in student presentation or publication in respected disciplinary venues.  Is the person students feel comfortable going to for professional or spiritual advice when they have difficult issues. |

* + - 1. **Contributions**

Discuss how the faculty member has had responsible contribution to the needs, reputation and activity of the department, school and university.

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|  | **Contributions** |
| **1**  **Emerging** | Makes contributions to the mission/reputation/governance of the department or university—list significant accomplishments.  Participates in the local community or church—list leadership positions and responsibilities. |
| **2**  **Good** | Contributes to the mission/reputation/governance of the university through participation on a significant university committee or taskforce or other assignment—list significant accomplishments and your role in these accomplishments.  Participates in the wider community in a leadership role in the community or church—list leadership positions and accomplishments. |
| **3**  **Very Good** | Contributes to the mission/reputation/governance of the university through chairing a significant university committee or taskforce or other leadership assignment—list major accomplishments and your role in these accomplishments.  Is recognized as a leader in the local or wider community—list major accomplishments you have made with respect to the local or global church or community. |
| **4**  **Excellent** | Makes major contributions to the mission/reputation/ governance of the university through chairing a significant university committee or taskforce or other leadership assignment—list major accomplishments of the committee and your role in these accomplishments.  Is recognized as an exemplary leader in the local community—list major accomplishments you have made with respect to the local church or community.  Is recognized as an exemplary leader in the wider community—list major accomplishments you have made with respect to the worldwide church or community. |

* + - 1. **Future Promise**

Discuss how the faculty member’s shows promise of a sustained role and productivity in your department, school and university.

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|  | **Future Promise** |
| **1**  **Emerging** | Has set goals and plans for building upon current contributions, and developing future contributions to the department and university.  Has set goals and plans for building upon current service contributions, and developing future service contributions. |
| **2**  **Good** | Has a personal mission statement and uses that statement to prioritize goals and plans for building upon current contributions, and developing future contributions to the department and university.  Has a personal mission statement and uses that statement to prioritize goals and plans for building upon current service contributions, and developing future service contributions. |
| **3**  **Very Good** | Has integrated his/her personal mission statement with the mission of the department and university, and uses that statement to prioritize goals and plans for building upon current contributions, and developing future contributions to the department and university in order to further the mission of the department and university.  Has integrated his/her personal mission statement with the mission of the university, and uses that statement to prioritize goals and plans for building upon current service contributions, and developing future service contributions |
| **4**  **Excellent** | Exemplifies what it means to be an *Andrews Man* or *Andrews Woman* through internalization of the university mission. Has integrated his/her personal mission statement with the mission of the department and university, and uses that statement to prioritize goals and plans for building upon current contributions, and developing future contributions to the department and university in order to further the mission of the department and university.  Is recognized by church and community leaders as a leader who is true to the mission of seeking knowledge, affirming faith, and changing the world. |

**RECOMMENDATION**

What is your recommendation to the Rank and Tenure Committee about this faculty member?

Because the Committee believes you have the best grasp of the readiness of this candidate for promotion and/or tenure, you are asked to be as specific as possible in preparing this recommendation.

Signature Date of Appraisal