**Teaching Criteria for P&T**

Andrews University, a Seventh-day Adventist institution of higher learning, is primarily a teaching university. It expects faculty to exhibit exceptional collegiality and 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, in a spirit of collegiality, can help change the world. Indeed, not only do the Andrews University faculty teach on campus, but also online, at extension sites, and at other off-campus venues.

**Desired characteristics of the effective teacher:**

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.
2. **Designing and Implementing Effective 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.
3. **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.
4. **Professional Development & Recognition**. An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.
5. **Building 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.

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| 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, s/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:  --successful mentoring of teachers in earlier stages of development, students in the discipline and/or students at risk;  --teaching awards voted by students and/or colleagues;  --requests for consultations, workshops, etc. having to do with teaching. |

**Description of Rating Scale:**

**Percentage of Portfolio Weighting:**

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting for teaching will normally be 70%. Some faculty, such as chairs, some program directors, and research faculty may have lower weighting.

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|  | **Philosophical Foundation for Teaching** | **Designing and Implementing Effective Courses** | **Assessing Student Learning** |
| **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 | 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 | 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** | 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 | 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 | 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** | 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 | 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 | 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** | 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 | 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 | 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. |

|  | **Professional Development & Recognition** | **Building Collegial Relationships** |
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| **1**  **Emerging** | Holds a master’s degree in teaching area  Has begun to attend professional meetings in teaching area | 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** | 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 | 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** | 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 | 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** | 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 | 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 |

**Documentation Samples**

**For the Teaching Portfolio**

1. **Philosophical Foundation for Teaching**
   1. Personal statement of philosophy
   2. Position paper on the integration of faith and learning
   3. Participation in Center for College Faith activities (for example: email interactions documenting your contribution to the discussion)
   4. Narrative explaining how your teaching philosophy is translated into specific teaching practices in your courses
2. **Designing and Implementing Effective Courses**
   1. Peer review of your course syllabus/syllabi (blind review of online materials available through MERLOT)
   2. Teacher-designed materials for courses
   3. Annotated video clips of your teaching
   4. Peer and Chair evaluation of teaching based on actual observations and classroom visits
   5. Sample printouts of interim grade reports that you distribute to students
   6. Selected items from student evaluations of teaching
   7. Materials prepared to support innovative or discipline-specific teaching practices (original case studies, WebQuests, collaborative teaching, etc.)
3. **Assessing Student Learning**
   1. Examples of various assessment tools used in your courses with explanations of what they are, what they measure, and how they help you determine student progress and teaching effectiveness.
   2. Copy of course assignment(s) or test item(s) that require reflective response from students about the integration of faith, course content, and personal growth.
   3. Copies of assessment data you provide to the department chair for the program/department assessment plan.
   4. Examples of how your classes or other professors’ classes have been modified because of assessment data you contributed to the department assessment plan
   5. Reflective thoughts about a specific class as you taught it, including what went well, what didn’t work as well as you had hoped, what changes you plan to make in the class, and why you feel those changes are necessary (including data-supported changes).
   6. A self-assessment of a course written upon the completion of the course, documenting unique characteristics of the class, lessons learned from this teaching experience, data suggesting changes, and thoughts about how to (and why) refine the course for the next time it is offered.
   7. Explanation of process used to complete development of a new course or a major revision of an existing course
4. **Professional Development & Recognition**
   1. Documentation of attendance at professional conferences, including a synthesis/summary of what you learned from attending and how that affected your teaching
   2. Documentation of post-doctoral or post-graduate studies and how they have impacted your teaching
   3. Documentation of on-campus presentation and recognitions. For example, presentations for the Celebration of Research, Faculty Luncheon Talks, the Center for College Faith, etc.
   4. Peer review of your teaching portfolio (single blind review available through the *Journal of the Scholarship of Teaching and Learning*, JoSoTL)
5. **Building Collegial Relationships** 
   1. Copies of office hour notices from syllabi and door signs
   2. Notes of appreciation from students, former students, and parents
   3. Selected items from student evaluations of teaching
   4. Letters of commendation
   5. Examples of collaborative/collegial work
   6. Reflection on how your collegiality contributed to the life of your department, school or the university

**Benchmarks:**

Calvin College, Indiana University, The Ohio State University, *Scholarship Reconsidered* (Boyer), *Successful College Teaching* (Baiocco and DeWaters), “Inventories of Good Practice in Undergraduate Education” (The Seven Principles Research Center, Winona State University, AAHE, The Johnson Foundation), “A Brief Summary of the Best Practices in College Teaching,” (Tom Drummond), “Principles of Good Practice for Assessing Student Learning,” (AAHE Assessment Forum), “Commission Statement on Diversity,” (The Higher Learning Commission/NCA).

**Teaching Criteria**

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|  | ***Evidence of Good*** | ***Evidence of Very Good*** | ***Evidence of Excellent*** |
| **Definition** | 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.[[1]](#footnote-1)1 | 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, s/he continues to refine philosophy, theory and practice through intentional changes and innovation.[[2]](#footnote-2)2 | The teacher displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in higher educational practices.[[3]](#footnote-3)3 |
| **Assistant**  **Professor** | Applicant exhibits a minimum of **Good** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships** and in an additional **two** of the desired teaching criteria. | Applicant exhibits a minimum of **Very** **Good** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships** and in an additional **one** desired teaching criteria; and Good in the other **two** desired teaching criteria.[[4]](#footnote-4)5 | Applicant exhibits a minimum of **Excellent** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships**; a and Good in the other **one d**esired teaching criteria. |
| **Associate**  **Professor** | Applicant exhibits a minimum of **Good** in **all five** of the teaching criteria. | Applicant exhibits a minimum of Very **Good** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships** and in an additional **two** of the desired teaching criteria; and Good in the other **one d**esired teaching criteria. | Applicant exhibits a minimum of **Excellent** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships** and in an additional **one** of the desired teaching criteria; and Very Good in the other **two d**esired teaching criteria.[[5]](#footnote-5)6 |
| **Professor** | Applicant exhibits a minimum of **Good** in **all five** of the teaching criteria. | Applicant exhibits a minimum of **Very**  **Good** in **all five** of the teaching criteria. | Applicant exhibits a minimum of **Excellent** in **Designing and Implementing Effective Courses**, **Building Collegial Relationships** and in an additional **two** of the desired teaching criteria; and Very Good in the other **one d**esired teaching criteria. |

1. 1See document “Teaching Criteria” under each desired characteristics of the effective teacher for exhibitors of descriptors for **Good.** [↑](#footnote-ref-1)
2. 2*ibid*., descriptors for **Very Good**. [↑](#footnote-ref-2)
3. 3*ibid*., descriptors for **Excellent**. [↑](#footnote-ref-3)
4. 5 Normally not attained at the Assistant Professor level. [↑](#footnote-ref-4)
5. 6Normally not attained at the Associate Professor level. [↑](#footnote-ref-5)