

Teaching Criteria

Andrews University, a leading global university of choice for Seventh-day Adventist education, forms exceptional graduates established on the biblical foundation of faith in Jesus Christ and equipped to be ethical change agents in the world. It expects faculty to exhibit dedication to teaching, mentorship, and student care. In fulfilling the university mission and the motto to “Seek knowledge, affirm faith, change the world,” faculty integrate faith into the learning process and demonstrate how both knowledge and faith create worldwide change agents. Andrews University expects its faculty to exhibit special dedication to teaching, with faculty teaching on campus, online, and/or at other off-campus venues.

Desired characteristics of the effective teacher:

1. **Articulates and Embodies a Philosophy of Christian Teaching.** An effective teacher implements professional practices guided by a clear Seventh-day Adventist philosophy of Christian teaching, which advances a Biblical worldview and the mission of the university and department/school.
2. **Plans and Implements Effective Courses.** An effective teacher plans and implements engaging courses using evidence-based teaching approaches that are informed by assessment of student outcomes and reflections on teaching practices.
3. **Pursues Professional Development.** An effective teacher demonstrates core disciplinary knowledge and maintains the active life of a learner by continuing to grow and develop in both the discipline and the teaching of the discipline.
4. **Builds Respectful Relationships.** An effective teacher demonstrates a nurturing community-building attitude towards colleagues and students.

Rating Scale:

	Evidence of Good	Evidence of Very Good	Evidence of Excellent
Definition	The desired characteristics are in varying stages of development, showing evidence of further developing a teaching philosophy and improving teaching practice as a result of self-assessment, professional development, and reflection.	The desired characteristics are at a mature level by having successfully integrated the best practices of teaching, evidencing continuing refinement of philosophy, theory and practice through intentional changes and innovation.	The desired characteristics are at an exemplary level, evidencing that the faculty member is regarded as a leader, mentor or model in higher education practices, while continuing to reflect upon and innovate in teaching.
Scoring	Good in all four of the teaching criteria.	Very Good in Plans and Implements Effective Courses and two other teaching criteria and Good in the remaining criteria.	Excellent in Plans and Implements Effective Courses and one other teaching criteria and Very Good in the other two criteria.

Rubric:

	Good	Very Good	Excellent
Philosophy of Christian Teaching	<p>Articulates a Christian teaching philosophy that engages a Biblical worldview within the discipline and is aligned with the university/department mission.</p> <p>Demonstrates basic faith integration in courses through syllabi, lectures, or assignments.</p>	<p>Articulates a mature Christian philosophy of teaching that integrates a Biblical worldview with the discipline and finds expression in and beyond the classroom.</p> <p>Demonstrates intentional faith integration consistently applied in the classroom.</p>	<p>Exhibits an exemplary Christian philosophy of teaching that has been presented or published in a scholarly venue.</p> <p>Recognized as a leader for the integration of a Biblical worldview with the discipline.</p>
Plans and Implements Effective Courses	<p>Syllabi show thoughtful course design, including learning outcomes, assessments, schedule, and other departmental/university standards.</p> <p>Uses regular assessments to measure student achievement of outcomes and provides students with timely feedback.</p> <p>Evidences teaching improvement from revisions to the course informed by student evaluations of teaching and peer observations with growth evidence over teaching evaluations for at least three consecutive semesters.</p>	<p>Syllabi demonstrate mature course design with alignment among outcomes, assessments, and learning activities, incorporating evidence-based practices and appropriate instructional technologies.</p> <p>Uses both formative and summative assessment methods and provides timely, meaningful feedback.</p> <p>Regularly analyzes assessment data, student feedback, and peer input to make substantive course revisions that improve student learning outcomes.</p> <p>Student evaluations of teaching are consistently <i>at or above</i> the mean of the department/school/university in at least 80% of categories for at least three consecutive semesters.</p>	<p>Syllabi reflect exemplary course design with alignment across outcomes, assessments, learning activities, and engagement strategies, serving as a model for colleagues across disciplines.</p> <p>Uses innovative and discipline-appropriate learning and assessment approaches that prepare students for success at higher levels of study and practice.</p> <p>Presents or publishes on teaching effectiveness in a scholarly venue reaching an audience beyond the university.</p> <p>Student evaluations of teaching are consistently <i>above</i> the mean of the department/school/university in at least 80% of categories for at least three consecutive semesters.</p>

	Good	Very Good	Excellent
Professional Development	<p>Participates in teaching and disciplinary professional development activities at least annually.</p> <p>Demonstrates growth based upon professional development experiences.</p>	<p>Participates in teaching and disciplinary professional development activities multiple times a year.</p> <p>Shares expertise across or beyond the university through consultations, workshops, or guest lectures.</p> <p>Recognized for disciplinary knowledge and teaching excellence by colleagues within the university or professionals in the community.</p>	<p>Consistently shares professional expertise across and beyond the university through consultations, workshops, or guest lectures.</p> <p>Recognized for disciplinary knowledge and exemplary teaching by colleagues within the university and professionals in the community.</p> <p>Mentors colleagues in effective teaching.</p>
Respectful Relationships	<p>Respectful to students in the classroom and meets their needs through scheduled appointments, office hours, and email.</p> <p>Contributes to a welcoming, nurturing environment for colleagues.</p> <p>Reliable and collegial team member in fulfilling departmental or university responsibilities.</p>	<p>Proactively fosters a welcoming and supportive environment for all students in and beyond the classroom.</p> <p>Fosters a welcoming, nurturing environment for colleagues.</p> <p>Reliable and collegial in a leadership role, fulfilling departmental or university responsibilities.</p>	<p>Excels in fostering a respectful classroom environment and effectively mentoring students.</p> <p>Facilitates a welcoming, nurturing environment for colleagues, such as through mentorship, conflict resolution, or team building.</p> <p>Experienced and collegial team leader who values each team member in advancing departmental or university vision.</p>

Documentation Samples for the Teaching Portfolio

Applicants will produce a narrative articulating how they fulfill each criterion and each narrative should be supported with a variety of documentation. While the determination of which samples to include will vary based upon the level to which the faculty is applying and the focus of their application, items with an asterisk (*) are essential to any application.

1. Articulates and Embodies a Philosophy of Christian Teaching

- a. *Syllabi, readings, assignments, or other course material evidencing integration of faith in the course.
- b. Publication(s) or presentation(s) on the integration of faith in the discipline.

2. Plans and Implements Effective Courses

- a. *Official Andrews University teaching record.
- b. *Student evaluations of teaching for three consecutive semesters.
- c. *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.
- d. *Peer/chair evaluation of teaching based on observations and classroom visits (e.g., Formative Dialogues).
- e. *Syllabi evidencing effective course design.
- f. Teacher-designed materials for courses.
- g. Annotated video clips of your teaching.
- h. Materials prepared to support innovative or discipline-specific teaching practices.
- i. Assessment data from your courses and examples of course improvement based on the data.
- j. Reflection on teaching and changes made to your courses in response.
- k. Evidence of the development of a new course or a major revision of an existing course.

3. Pursues Professional Development

- a. *Documentation of attendance at professional conferences and other professional development training.
- b. Synthesis/summary of what you learned from a professional development event and how that affected your teaching.
- c. Documentation of presentations and/or recognition of disciplinary knowledge and exemplary teaching.
- d. Documentation of certifications, courses, or ongoing studies and how they have impacted your teaching.

4. Builds Respectful Relationships

- a. *Letters of commendation and/or notes of appreciation from students, alumni, or colleagues.
- b. *Selected items from student evaluations of teaching evidencing respectful classroom environment and availability to students.
- c. Reflection on how your collegiality contributed to the life of your department, school, or university.
- d. Examples of collaborative/collegial work as a member or leader of a team.