**Tenure Criteria for P&T**

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

* Is appointed for employment in a tenure track position,
* Holds a doctorate or terminal degree in the area of appointment,
* Holds (or is simultaneously applying for) the associate professor rank, and
* Has been employed by Andrews University in a faculty position for at least six consecutive years.

The evaluation of a faculty member for tenure takes place after six years of employment.[[1]](#footnote-1)

The evaluation for tenure is made within the greater context of collegiality, achievement and promise with respect to a faculty member’s contributions to the university.

Faculty members who are applying for tenure only, should include in the portfolio a Self-Appraisal (Appraisal of Teaching, Appraisal of Scholarly and Creative Activity, and Appraisal of Service) with the supporting documents, at the level of the current rank held (Associate Professor or Professor). Faculty members who have received promotion within the past three years may include their previously approved promotion portfolio to meet this requirement.

Five specific categories are evaluated:

* + - 1. **Collegiality.** Positive collegial relationship to peers and administrators.
      2. **Leadership in the Discipline.** Thorough knowledge of a field as well as its related discipline.
      3. **Mentoring.** Mentoring relationship to students and colleagues
      4. **Contributions.** Responsible contribution to the needs, reputation and activity of the department, school and university.
      5. **Future Promise.** Promise of the faculty member’s sustained role and productivity in the department, school and university.

**Description of Rating Scale:**

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| **GOOD:** The faculty member displays the desired characteristics in varying stages of development, some being more developed than others. As a result of professional development and reflection, the faculty member shows evidence of further development of the desired characteristics. | **VERY GOOD:** The faculty member displays the desired characteristics to a mature level by having successfully integrated best practices of into all aspects of his/her academic life. Nevertheless, s/he continues to refine philosophy, theory and practice through intentional changes and innovation. | **EXCELLENT:** The faculty member displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model. |

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|  | **Collegiality** | **Leadership in the Discipline** | **Mentoring** |
| **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 | Is respected by colleagues in the discipline as evidenced by, for example:   * Referring journal articles, conference abstracts, book chapters * Chairing conference sessions | Participates in receiving and giving peer-evaluation of courses in department  Advises students in the department |
| **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 | 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 | 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** | 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 | 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 | 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 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 | 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 | 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 |

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|  | **Contributions** | **Future Promise** |
| **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 | 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** | 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 | 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** | 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 | 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** | 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 | 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 |

**Documentation Samples**

**for the Tenure Portfolio**

1. **Collegiality**.

a. Reflect on the importance of collegiality in your interactions with students, colleagues, and community

b. Letters of commendation on collegiality from the community

c. Examples of collaborative/collegial work with the community

d. Letters of commendation on valuing others of diverse backgrounds from the community

e. Reflection on how your collegiality contributed to the life of your department/school/university/community

f. Give an example where there was a breakdown of collegiality, and what you did to resolve the situation

1. **Leadership in the Discipline**.
   1. Reflect on the importance of your contribution to the discipline
   2. Reference the importance of your publications to the discipline, including citation counts
   3. Include letters or notes from colleagues and students
   4. Include evidence of service on peer-review panels or committees; requests to review manuscripts
2. **Mentoring**.
   1. List students you have mentored in the discipline, and indicate how your mentoring has benefited them
   2. Identify peer-mentoring that you have done for colleagues
   3. Include documentation of student authored publications/presentations you have mentored
   4. Include letters or notes from colleagues and students
3. **Contributions.**
   1. Describe your major contributions to the needs, reputation, and activity of the department, school and university
   2. Describe your major contributions to the needs of the church and community
   3. Letters of appreciation from your chair/university administrators, community or church leaders
4. **Future Promise.**

a. Reflect on your role as a faculty member over the next decade

b. Include details of what you wish to accomplish in the department, school and university

c. Include details of what you wish to accomplish in the wider community and church

**Tenure Activity Criteria**

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|  | ***Evidence for Tenure*** |
| **Definition** | Majority of the contributions must exhibit the desired characteristics; and must meet or exceed department/school expectation. Documentation: contribution and impact particulars should be documented by letters, citations, etc. |
| **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. |

1. Criteria for Tenure: see Andrews University *Working Policy* 2:230. [↑](#footnote-ref-1)