To demonstrate that the criteria for promotion have been, candidates will submit a portfolio containing the following:

I. A Self-Assessment (Not to exceed 3,000 words)
II. Supporting Documentation
III. An Updated Curriculum Vitae
IV. A Faith Learning Integration Essay (3,000-3,500 words) -- Full Professor Only

I. **Self-Assessment** (Not to exceed 3,000 words)
The self-assessment of your faculty performance at Bethel should give primary attention to the following areas:

A. **Teaching Self-Assessment By Rank**:
Assistant Professor
Criterion: Record of consistently effective or improved teaching
Self-Assessment: Discuss the extent to which your teaching has been consistently effective and/or improving within the past five years.

Associate Professor
Criteria:
  ● Reflect on teaching effectiveness tied directly to student outcomes
  ● Demonstrate use of appropriate teaching technology
  ● Demonstrate alignment of classroom learning objectives and course design with learning styles of current students
Self-Assessment: Discuss student outcomes which resulted from your teaching strategies. Explain your approach to use of teaching technology and how it contributes to student learning. Analyze how learning objectives guide your course design and reflect an awareness of learning styles of current students.

Full Professor
Criteria:
  ● Expand areas of teaching influence (e.g., mentoring students or faculty, supervising student research, fostering student professional development, interdisciplinary collaboration)
  ● Respond to changes in field of expertise and/or University curriculum through design, revision, and/or adaptation of courses
  ● Respond to changes in learning environment and adapt teaching style as needed
Self-Assessment: Discuss how your area of teaching influence has expanded since promotion to Associate Professor. Analyze and provide examples of how you have adapted your teaching in response to changes in your field of expertise and/or University curriculum and the learning environment.

B. **Scholarship Self-Assessment By Rank**
Assistant Professor

Criteria:
- Clearly articulate a scholarly agenda
- Demonstrate scholarly work

Self-Assessment: Discuss your scholarly agenda and work, and explain how it contributes to your professional development.

Associate Professor

Criteria:
- Demonstrate progress on scholarly agenda
- Has scholarly work that has been evaluated by peers in your discipline
- Begin to disseminate scholarly work outside of Bethel

Self-Assessment: Discuss your scholarly agenda and the progress you have made in your scholarly work with particular attention to examples of your work that have been evaluated by peers in your discipline and work that has been disseminated outside of Bethel.

Full Professor

Criteria:
- Has well-established scholarly agenda
- Demonstrate continued progress on scholarly agenda
- Has pattern of disseminating peer evaluated scholarly work outside of Bethel
- Demonstrate excellence in one or more of Boyer's categories of scholarship

Self-Assessment: Discuss the evolution of your scholarly agenda and highlight achievements in your scholarly work. Include reflection on which of Boyer's categories seem most pertinent to your scholarly work.

C. **Service Self-Assessment By Rank**

This self-assessment should include a description of activities and reflection on how the candidate's service contributes positively to the Bethel community, including the following:

Assistant Professor

Criteria:
- Participate in departmental and/or CAS/University committee work
- Has initial contact with professional community and/or community service
- Connection to a church community

Self-Assessment: Summarize your committee work, professional and/or community service, and your connection to the local church community.

Associate Professor

Criteria:
- Contribute to CAS/University committee and departmental initiatives
- Engage with professional community
- Participate in community service beyond Bethel
- Connection to a church community

Self-Assessment: Explain your contributions to CAS/University committees and departmental initiatives. Discuss your engagement with relevant professional communities and your community service beyond Bethel, and your connection to the local church community.

<u>Full Professor</u>
Criteria:
- Provide leadership in CAS/University wide and/or departmental roles
- Actively engage in and/or provide leadership in a professional community
- Participate in community service beyond Bethel
- Connection to a church community

Self-Assessment: Illustrate your leadership in CAS/University wide and/or departmental roles, and your active engagement and/or leadership in professional organizations or communities. Provide specific examples of your participation in community service beyond Bethel, and your connection to the local church community.

D. **Faith Integration Self-Assessment By Rank**
<u>Assistant Professor</u>
Criteria:
- Articulate Christian Worldview in teaching
- Participate in the faith life of the Bethel community

Self-Assessment: Discuss what you understand to be the initial implications of your Christian Worldview for your teaching. Provide examples of your participation in the faith life of the Bethel community.

<u>Associate Professor</u>
Criteria:
- Seek out mentors to develop faith-learning integration in teaching
- Demonstrate faith-learning integration in teaching.

Self-Assessment: Explain the influence of your mentors on your understanding of the integration of faith and learning with your teaching. Describe examples of faith learning integration in your teaching.

<u>Full Professor</u>
Criteria:
- Consistently integrate faith in teaching
- Contribute to sustaining Bethel as a faith community

Self-Assessment: Reflect on how you have grown or changed with regard to your approach to faith learning integration with your teaching. Provide examples of your contributions to sustaining Bethel as a faith community.

Contractual Non-Instructional Assignments (when applicable)
A contractual non-instructional assignment is defined as any task or set of tasks outside the classroom setting carried as part of a faculty member's regular full time appointment. Faculty who serve in appointments that

have significant non-instructional components (including, for example, counselors, department chairs, athletic trainers, faculty who have administrative responsibilities in the AESC office, and other administrative roles) are asked for a self-evaluation of their performance in these roles. If applicable, this self-assessment should include a description of activities and reflection on how the candidate's non-instructional assignments contribute positively to the Bethel community.

II. **Supporting Documentation**
Documentation should relate to the rank to which a candidate is applying.

A. **Teaching**
Select two **different** courses, (at different levels if possible), taught during prior two years and submit the following:
- Syllabi
- Samples of student assignments (with student names and any identifying information redacted) with instructor comments or feedback, which will be reviewed for clear linkage to course objectives and adequate response to evaluate or prompt growth.

Candidates should view these materials as a "data bank" with an eye toward using them in the self-assessment to demonstrate effective teaching.

B. **Contractual Non-Instructional Assignments** (if applicable)
- A description of one's workload in this area
- Supervisory evaluations
- Other materials deemed appropriate may be submitted at the discretion of the faculty member

C. **Scholarship**
- Provide 2-4 representative examples of your most meaningful scholarly activities. If it is a large project or book you can share an excerpt.

D. **Service**
- List of University service activities within the past five years; possible examples include:
  - Mentoring of students
  - University-wide committees (dates of service; chair or member)
  - Faculty Committee (dates of service, chair or member)
  - Departmental Committee (dates of service, chair or member)
  - Adviser for student organization or other group
  - Participation in recruitment
  - Public relations activity
- List community service activities during past five years. Documentation of contributions to the external community may include letters of support or other evaluation methods.

III. **Updated Curriculum Vitae**

The CV should include education, degrees and years of award, work experience previous to Bethel and years, and Bethel experience if more than one position has been held. Entries on your curriculum vita must include dates and status of projects (e.g. in progress, submitted for publication, etc.)

A. Teaching
List numbers and names of courses taught.

B. Scholarship
Include status of work submitted, but not yet published or presented, noting whether it has been accepted and waiting publication or presentation. Include anticipated publication/presentation date(s).

C. Service
Include relevant service.

IV. **For Promotion to Full Professor: Faith Integration Essay** (not to exceed 3,000 to 3,500 words)
The Faith Integration essay offers the faculty member an opportunity to describe how they bring the perspective of a Christian worldview to bear on teaching and scholarship. While the document should certainly include a personal voice, it should not be limited to discussion of one's personal faith commitments but should focus on linking those commitments to one's academic work within a scholarly context. The essay **may** include:

1. Discussion of biblical values or perspectives affecting one's approach to the discipline.
2. Discussion of discipline-related assumptions or perspectives which enrich one's approach to the Christian life.
3. Discussion of areas of controversy or conflict between the Christian faith and the academic discipline, critical issues in the discipline, and the faculty member's approach to these areas.
4. Distinctive problems and opportunities the faculty member has experienced as a Christian pursuing one's professional activities.
5. Discussion of the faculty member's approach to teaching as a Christian scholar at a Christian university.

The above listed topics are meant to stimulate one's thinking and encourage significant reflection on how one understands his or her calling as a Christian scholar; how one understands one's disciplinary perspective and its consonance or dissonance with Christian teaching; and how one brings to bear faith perspectives when tensions arise. It is not expected that all five topics will be addressed in the essay; however, the discussion should be an in-depth, scholarly analysis. It is expected that this essay will reflect the ongoing thinking by the faculty member, and should reflect an increasing maturity in one's discipline and faith.

The reading audience for this paper is best considered to be other faculty members at Bethel, who may not be knowledgeable in the specialized concepts or vocabulary of other disciplines. The paper will be read by peers, University administrators and, possibly, by the Board of Trustees. The quality of this paper should be such that it would be a suitable draft for submission to a scholarly publication.