**Service Criteria for P&T**

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 – includes departmental, school and university-wide levels.
* Church Community – includes the local, union, division, and GC or international levels.
* Scholarly Communities – include professional and scholarly groups/societies.
* Other Communities – include civic life, community service agencies, and local, national and international humanitarian efforts.

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.

**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.
2. **Advances Andrews University’s Mission**. 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.
3. **Advances Department Mission**. 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.
4. **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 the globally.
5. **Connection to Professional Expertise.** The servant-teacher volunteers his/her professional expertise to promote the profession, and make a contribution to the betterment of any of the four communities

**Description of Rating Scale:**

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| **GOOD:** Majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. Documentation: participation, contribution, and impact particulars should be documented by letters, citations, evaluation forms, etc. | **VERY GOOD:** 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: contribution and impact particulars should be documented by letters, citations, etc. | **EXCELLENT:** Majority of the service 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: this level of merit must be documented through official letters, citations and/or awards received, newspaper 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, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc. |

**Percentage of Portfolio Weighting**

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of service will be at least 10%.

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|  | **Philosophical Foundation of Service and Christian Care and Concern** | **Advances Andrews’ Mission** |
| **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 modelled to students, staff, faculty, and community | 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** | 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 modelled 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. | 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** | 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 modelled 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. | 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** | 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 modelled 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. | 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. |

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|  | **Advances Department Mission** | **Community Engagement** |
| **1**  **Emerging** | Identifies their role in promoting the mission of their department in Andrews University.  Attends department meetings and committees  Attends department events. | 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 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. | 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 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. | 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** | 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. | 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. |

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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. |  |

**Documentation Samples**

**for the Service Portfolio**

1. **Philosophical Foundation of Service**.
   1. Personal statement of philosophy underlying your service
   2. Discuss your role as a Christian servant-teacher in a Seventh-day Adventist university
   3. Describe how you reflect Christian care and concern for others
   4. Explain how you integrate and express your service philosophy within your discipline
   5. Discuss how your service impacts each of the four communities
   6. Distinguish between service within your job description and service that is voluntary

g. Provide evidence that would confirm your role and commitment to service

1. **Advances Andrews University’s Mission**.
   1. List all school and university committees on which you have served in the past five years
   2. Indicate the role you played in each, and any special tasks or projects that your membership involved
   3. Indicate the usual frequency of your attendance at these committees, and approximate hours per week.
   4. List any leadership or administrative responsibilities you carry or have carried for your school and/or the university
   5. List any other ways you have advanced the university locally, nationally, or internationally in the last five years
   6. Include ways in which you contribute thoughts, expertise, and/or time to strengthen the University, promote the mission, and improve the experience of the student body
   7. Describe how you have advanced the mission of Andrews University in these roles
   8. Provide evidence of contributions made and their importance
      1. Letters from committee chairs or supervisors
      2. Syllabi showing integration of service
      3. Job descriptions or list of expectations through these responsibilities
      4. Other print material documenting your involvement
      5. Recognitions and awards
2. **Advances Department Mission**.
   1. List all committee, leadership and administrative responsibilities you have carried in the past five years
   2. Describe your academic advising responsibilities, including number and type of advisees (majors, freshmen, etc.)
   3. Describe any assigned and/or informal non-academic student mentoring
   4. Describe any mentoring of faculty within the department
   5. Provide evidence of your contributions to advance the mission of the department and their value
      1. Job description
      2. Curriculum and assessment documents
      3. Department papers, scholarship
      4. Letters from chair and dean regarding your participation
      5. Letters from faculty and/or students regarding your mentoring or advising
      6. Recognitions and awards
3. **Community and Church Engagement**

a. Letters of commendation on collegiality from the church and community

b. Examples of collaborative/collegial work with the church and community

c. Letters of commendation on valuing others of diverse backgrounds from the church and community

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

1. **Connection to Professional Expertise.**
   1. Describe your role in promoting the profession in any of the four communities
   2. Discuss how your academic/professional expertise has been helpful or has contributed to any of the four communities
   3. List any publications in the public press, or non-academic papers
   4. Provide evidence for service that promoted the profession and/or utilized your academic/professional expertise
      1. Letters of commendation
      2. Citations or awards received
      3. Newspaper articles featuring services rendered

**Service Activity Criteria**

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|  | ***Evidence of Good*** | ***Evidence of Very Good*** | ***Evidence of Excellent*** |
| **Definition** | Majority of the service contributions must exhibit the desired characteristics and must meet department/school expectation of service. Documentation: participation, contribution, and impact particulars should be documented by letters, citations, evaluation forms, etc. | Majority of the service contributions must exhibit the 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: contribution and impact particulars should be documented by letters, citations, etc. | Majority of the service must exhibit the desired characteristics and must exceed department/school expectation of service. The service must be considerable and noteworthy with an extraordinary/outstanding impact. Documentation: this level of merit must be documented through official letters, citations and/or awards received, newspaper or journal articles, etc. |
| **Assistant Professor** | Applicant exhibits a minimum of **Good** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise**, and **Good** in **two** additional desiredservice criteria. | Applicant exhibits a minimum of **Very** **Good** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise** and in an additional **one** desired service criteria; and Good in the other **two** desired service criteria.[[1]](#footnote-1)5 | Applicant exhibits a minimum of **Excellent** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise** and Very Good in the other three desired service criteria. [[2]](#footnote-2)5 |
| **Associate Professor** | Applicant exhibits a minimum of **Good** in all **five** desiredservice criteria. | Applicant exhibits a minimum of **Very Good** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise** and **Very Good** in **two** additional desired service criteria and Good in the other one desired service criteria. | Applicant exhibits a minimum of **Excellent** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise;** and Excellent in **one** additional desired service criteria and Very Good in the other one desired service criteria. [[3]](#footnote-3)5 |
| **Professor** | Applicant exhibits a minimum of **Good** in all **five** desiredservice criteria. | Applicant exhibits a minimum of **Very Good** in all five desired service criteria. | Applicant exhibits a minimum of **Excellent** in **Advances Andrews University’s Mission** and **Connection to Professional Expertise** and **Excellent** in **one** additional desired service criteria and Very Good in the other one desired service criteria. |

1. 5 Normally not attained at the Assistant Professor level. [↑](#footnote-ref-1)
2. 5 Normally not attained at the Assistant Professor level. [↑](#footnote-ref-2)
3. 5 Normally not attained at the Associate Professor level. [↑](#footnote-ref-3)