

**Initial Tenure and Long-term Clinical Contract**  
*PORTFOLIO REQUIREMENTS AND INSTRUCTIONS FOR MATERIALS*

**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**

- This self-assessment should include a description of activities and reflection on how the candidate's teaching contributes positively to the Bethel community, including the following:
- A brief discussion of central concepts in your philosophy of teaching. This section should include one's underlying values for teaching, a perspective on one's academic discipline as it relates to teaching, and a discussion of the candidate's perspective on how students learn best.
- A statement of one's goals related to teaching effectiveness, linked to the applicant's philosophy of teaching and understanding of student learning.
- A self-assessment of effectiveness in teaching, incorporating a reflection on student evaluations and other feedback. This may include observation from faculty development team members, Department Chair and peers.

**B. 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 which 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.

**C. Scholarship (*Not needed for Clinical Faculty*)**

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

- Summary of scholarly agenda
- Assessment of scholarly goals and achievements over past four years
- Explanation of where scholarship fits into the categories listed in the [\*Definition of Terms\*](#)
- Statement of how scholarship enriches the candidate's teaching

**D. Clinical Practice (*Clinical Faculty Only*)**

This self-assessment should include a description of your engagement in clinical work, and reflection on how this work contributes positively to the Bethel mission. It should include the following:

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- Description and assessment of your current engagement and accomplishments in clinical practice since your last review
- Delineation of
  - the process to earn and maintain licenses and/or certifications;
  - description of roles and achievements in professional organizations and/or committees; and
  - other professional activities
- Statement of how your clinical practice enriches your teaching

**E. Service**

- 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:
  - Departmental service
  - Institutional service
  - Professional and community service beyond Bethel

**F. Commitment to Christian Worldview**

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

- Faith-Learning Integration in Community Life - Reflect on contributions to sustaining Bethel as a faith community, which may include participation in and support of the spiritual life and program of the University (such as regular participation in chapel, fellowship groups, prayer groups, or involvement with Vespers or other worship groups), and participation and service in a local church.
- Faith-Learning Integration in Teaching - Faculty are expected to discuss how the practical application of their integration of faith and learning is reflected in teaching. Teaching roles will vary, but the focus of this assessment is on the working out of one's Christian worldview with their academic discipline in classroom teaching, scholarly work with students, and academic mentoring.

**II. Supporting Documentation**

**A. Teaching**

- A list of all courses taught, with enrollment data, for the past four years
- Select three different courses, (at different levels if possible), taught during prior two years and submit the following:
  - Syllabi
  - Final exams and selected tests/quizzes/assignments, which will be reviewed for linkage between course content and goals, and for a realistic sense of student ability.
  - Samples of student assignments (with student names and any identifying

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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.

- A list of course and/or curricular innovations and contributions

**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**

- Comprehensive list of scholarship activities completed in the past four years grouped into the four categories listed in the [\*Definition of Terms\*](#). Be sure to include complete bibliographical data for each scholarly activity (date, location, publisher, etc.). You may include items not listed in the examples but be sure to explain how your scholarly activity fits into one of the four categories of Scholarship noted in the [\*Definition of Terms\*](#) section of this document.
- Provide two to four representative examples of the most meaningful scholarly activities. If it is a large project or book the candidate can share an excerpt.

**D. Clinical Practice**

- If not included in your CV, list the locations, dates, and description of your recent clinical practice.

**E. Service**

- Academic Advising Summary – include a description of numbers and types of advisees, goals in advising, duration and frequency of contact, and any relevant tools.
- List University service activities during the past four years.
  - Mentoring of students
  - University-wide committees (dates of service, elected, appointed or volunteer; chair or member)
  - Faculty Committee (dates of service, chair or member)
  - Departmental Committee (dates of service, chair or member)
  - Adviser for student organization or another group
  - Participation in recruitment
  - Public relations activity
- List community service activities during past four years. Documentation of contributions to the external community may include letters of support or other evaluation methods. Contributions to these activities will be reviewed for frequency and extent of service and use of relevant professional skills.

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**III. Curriculum Vita**

Entries on your curriculum vita must include dates and status of projects (e.g., in progress, submitted for publication, etc.)

**IV. Five-Year Growth Plan (Not to exceed 750 words)**

The Five-Year Growth Plan should spell out the candidate's plans for future growth and development in the areas of teaching; scholarship (*Not needed for Clinical Faculty*) or clinical practice (*Clinical Faculty Only*); and service. The Growth Plan addresses the following areas:

**A. Teaching**

- Plans for strengthening teaching in both general and specific areas of teaching
- Innovative or best practice ideas in teaching to be incorporated
- Plans for evaluating teaching effectiveness other than required student evaluations (colleague observations, classroom visitations, etc.)

**B. Scholarship**

- Plans for research/scholarship/artistic activities (note work in progress and timeline for completion as well as future planned activities)
- Plans for scholarly involvement as presenter, manuscript reviewer, writer of book reviews or short trade articles, fact-finding reports, etc.
- Plans for performance and exhibits (preparing compositions, preparing for recitals/exhibits/performances, etc.)

**C. Clinical Practice**

- Plans for engagement in clinical practice.
- Plans to earn and/or maintain licenses and/or certifications.
- Plans to engage in professional organizations and/or activities.
- Plans for using your clinical practice to enrich your teaching.

**D. Service**

- Plans for involvement in department operations and functions (e.g., development of new courses, department roles and responsibilities)
- Plans for institutional involvement and general faculty responsibilities (e.g., advising)
- Plans for professional service activities (memberships in organizations, consulting activity, attendance at professional meetings, developing workshops and seminars, upcoming sabbatical activities, etc.)
- Plans for church service (faith/learning activities, participation in the spiritual life of the university).

**V. 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

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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:

- Discussion of biblical values or perspectives affecting one's approach to the discipline.
- Discussion of discipline-related assumptions or perspectives which enrich one's approach to the Christian life.
- 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.
- Distinctive problems and opportunities the faculty member has experienced as a Christian pursuing one's professional activities.
- 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.