

FACULTY DATA FORM - CANDIDATE
PEPPERDINE UNIVERSITY TENURE PROCESS

This form should be filled out by the candidate. As this form is completed, remember that it is seen, as submitted, by the school committees, deans, president, provost and (in the case of a tenure application) the University Tenure Committee and two committees of the Board of Regents (Academic Affairs Committee and Faith and Heritage Committee) before the approval process is complete. Please include any additional documentation that might be helpful in this evaluation. Please use the computer to complete this form.

Date: _____

PERSONAL DATA

1. Name of Candidate _____ Signature _____
2. Application for tenure in _____ /promotion to _____
3. Summarize your education, listing each school and dates attended, degrees conferred, special honors received, etc. Begin with the most recent.
4. Pepperdine employment history
 - a. Date of first employment with Pepperdine University:
 - b. Date of first employment in your present position:
 - c. Rank at which you began:
 - d. List all promotions attained and dates they occurred:
 - e. Total years of teaching experience at Pepperdine University:

TEACHING

5. List all schools other than Pepperdine University at which you have taught, including your rank and the dates of your appointments. Begin with the most recent.
6. List all of the courses you have taught at Pepperdine University.
7. List teaching responsibilities not reflected above, including student advising, thesis and dissertation committee responsibilities, student research projects, development of new courses or programs, supervision of student interns, coaching debate, moot court or similar teams. Provide an analysis of your teaching methodologies, strategies and objectives, listing steps you have taken to improve your teaching. Provide reflective statements on teaching tools developed and on student evaluations. Provide evidence of student learning.

SCHOLARLY, ARTISTIC, OR PROFESSIONAL ACHIEVEMENT

8. List published written work, research projects completed, grants received, unpublished manuscripts that are being submitted for publication, papers read at meetings of learned societies, lectures to public groups knowledgeable in your field, participation in colloquia or panel discussions at your own or other institutions, creative work exhibited or performed whether outside or within the University, or appropriate clinical or consulting practice. For the sake of clarity published works **must be listed distinctly and separately** from unpublished works or other achievements (such as research in progress, lectures, presentations, etc.). If available, cite evaluations of your scholarship by your professional, off-campus peers (especially in the case of exhibits, performances, etc.). Provide a reflective statement on how you think your work contributes to one or more of the categories of the “Boyer model” of scholarship (See Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*), discovery, pedagogy, integration, application.
9. List current research, artistic, professional, course or program development activities.
10. List courses, seminars, meetings or special study programs attended in the past 3 years, plus any other significant means employed for staying current in your field.

PROFESSIONAL SERVICE

11. List and date relevant membership, activities, and offices held in professional associations and societies, including editorships of professional journals.

UNIVERSITY SERVICE

12. List committees served on, administrative assignments, sponsorship of student organizations, work with faculty organizations, general student advisement, and chapel/convocation involvement.

COMMUNITY SERVICE

13. List all community service activities, especially those associated with civic or service organizations, including offices held.

SUPPORT FOR CHRISTIAN VALUES

14. Describe your consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as these are described in the Mission Statement of 1999, and describe your active participation in a community of faith. If possible, discuss your integration of faith and learning in the classroom.
15. State other factors, if any, which you wish the committee to consider.