

Table 4.1: Summary of the Four Evaluative Categories for Faculty Appointment and Promotion

FAITH/FAITHFULNESS FOUNDATION		
TEACHING/ADVISING	SCHOLARSHIP/CREATIVE ENDEAVOR	SERVICE
<ul style="list-style-type: none"> ✓ Course Instruction and Content ✓ Classroom Administration and Curricular Design ✓ Academic Advising 	<ul style="list-style-type: none"> ✓ Scholarly/Creative Productivity ✓ Professional and faith/Learning Development 	<ul style="list-style-type: none"> ✓ Service to the Eastern Community ✓ Service Outside of the University Community
<p>EVALUATIVE PRISM: The faculty member’s ability to challenge students to become lifelong learners, thinkers and practitioners who effectively integrate the Christian faith and justice with the quest for spiritual maturity, knowledge and wisdom.</p>	<p>EVALUATIVE PRISM: The scope and depth of the faculty member’s scholarly/creative footprint.</p>	<p>EVALUATIVE PRISM: The faculty member’s record of community leadership and initiative—within and/or outside of the Eastern University context.</p>
PERFORMANCE LEVELS	PERFORMANCE LEVELS	PERFORMANCE LEVELS
<p>Level 1: Little or no interest in integrating faith and justice with teaching and advising, and in challenging students to become active learners and to achieve disciplinary competence. Exhibits inaccessibility or lack of interest in student concerns.</p> <p>Level 2: A developing record of effectiveness in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.</p> <p>Level 3: A strong record of effectiveness in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.</p> <p>Level 4: A consistent record of excellence in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.</p>	<p>Level 1: Little or no interest in developing a vision of scholarship and/or no record of achievement in scholarship or creative endeavor.</p> <p>Level 2: A developing vision of post-dissertation scholarship and some record of achievement in scholarship or creative endeavor.</p> <p>Level 3: A developed vision of scholarship and a strong record of achievement in scholarship or creative endeavor (i.e., quality over quantity).</p> <p>Level 4: A developed vision of scholarship and a consistent record of excellence in scholarship or creative endeavor (i.e., both quality and quantity).</p>	<p>Level 1: Little or no demonstrated interest in community service within or outside of the Eastern community</p> <p>Level 2: A consistent record of service to the university community (e.g., regular participation in university committees or task forces)</p> <p>Level 3: A strong record of service within and/or outside the Eastern University community that demonstrates leadership and initiative (e.g., service on the faculty senate, service to one’s church or civic community, mentoring new faculty, representing the University at off-campus functions, supporting or advising student groups, teaching within the core curriculum, serving as a consultant to community groups or nonprofit organizations)</p> <p>Level 4: A consistent record of excellence in demonstrated leadership and initiative within and/or outside the Eastern University community (e.g., developing new programs at Eastern or community initiatives, leadership in the core curriculum, chairing one or more university committees or task forces, chairing departments or divisions, leadership in nonprofit organizations and community groups, contributing to resource development for the Eastern community, providing leadership to learned societies or professional associates at the local, regional, national or international levels).</p>

Table 4.2: Sources of Evaluation for the Four Evaluative Categories

FAITH/FAITHFULNESS FOUNDATION (1, 3, 4, 6, 9, 10, 12, 13)		
TEACHING/ADVISING	SCHOLARSHIP/CREATIVE ENDEAVOR	SERVICE
<ul style="list-style-type: none"> ✓ Course Instruction and Content: 1, 3, 6, 8, 9, 10, 12, 13 ✓ Classroom Administration and Curricular Design: 1, 3, 6, 8, 9, 10, 12, 13 ✓ Academic Advising: 2, 8, 9, 13 	<ul style="list-style-type: none"> ✓ Scholarly/Creative Productivity: 4, 8, 9, 11, 13 ✓ Professional and Faith/Learning Development: 4, 8, 9, 11, 12, 13 	<ul style="list-style-type: none"> ✓ Service to the Eastern Community: 4, 5, 8, 9, 11, 13 ✓ Service Outside of the University Community: 4, 5, 8, 9, 11, 13

STUDENTS		PEERS		SELF		ADMINISTRATION	
1	CLASS EVALUATIONS	4	LETTERS OF REFERENCE	8	PROFESSIONAL ACTIVITY REPORT	13	EVALUATION BY DEPARTMENT/ PROGRAM HEAD OR DEAN/CHOSEN MENTOR
2	ADVISING EVALUATIONS	5	COMMITTEE EVALUATION	9	GROWTH AND DEVELOPMENT PLAN		
3	EVALUATIONS FROM GRADUATING STUDENTS	6	[PEER TEACHING EVALUATION] *	10	SYLLABI		
		7	[EXTERNAL PEER REVIEW]**	11	CURRICULUM VITAE		
				12	FAITH AND SPIRITUALITY STATEMENT		

*optional **by demand of applicant, dean or FPC

1,2,3,5,[6],8,9,10,11,13 -- collected on a regular basis; 4,[7],12 – collected at points of summative evaluation