John Brown University

Faculty Evaluation and Promotion Procedures

Adopted by the JBU Faculty March 28, 2007; Cabinet April 4, 2007; and Board of Trustees April 14, 2007. Subsequent revisions submitted by OAA and approved by the Councils and/or Cabinet, most recently on March 30, 2011

I. PURPOSE STATEMENT

The purpose of faculty evaluation at John Brown University is to promote a high quality faculty in keeping with the University’s mission to provide a Christ-centered educational experience that “prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives.” Assessing each faculty member’s effectiveness is not only vital to the mission of the institution, but is equally important to the faculty member’s personal growth as a professional educator and as a servant in God’s kingdom.

II. DEFINITIONS

Formative Use: Information is used by each faculty member and/or the Director of Faculty Development to assist the faculty member in improving any area of faculty performance. This assistance can be requested by the faculty member at every level of performance, regardless of scores.

Faculty Contracts: Full-time Teaching Faculty are eligible for appointment letters of up to three years. Those faculty members who do not meet the definition of Full-time Teaching Faculty but who still spend more than fifty percent of their contracted time teaching, doing research, and/or supervising those who teach or do research are eligible for one year appointment letters (see Section IV. L. of the Faculty Handbook for more information). All others with faculty rank will have that rank noted on their Personnel Action Forms but will not be eligible for faculty contracts. At the discretion of the Vice President for Academic Affairs, some individuals who were placed on a faculty contract in the past may have that contractual status continue even if they do not meet these formal criteria.

Faculty Rank: Those individuals so designated by the faculty constitution and those who, as part of their contracted obligations, teach, do research, or supervise those who teach or do research will be granted the title of Instructor, Assistant Professor, Associate Professor, Full Professor, or Distinguished Professor. Those having faculty rank are eligible for promotion but not necessarily for faculty contracts. Those who have achieved faculty rank at JBU will continue to carry that rank even if their roles at the institution change and they no longer meet the necessary criteria.

Full-time Teaching Faculty: Those whom the institution considers “full-time” for benefit purposes and who teach or do research for more than fifty
percent of their contracted time. These individuals are eligible for both promotions and for multi-year faculty contracts.

**Peers:** The primary peer group for faculty evaluation purposes will be the appointed members of the Peer Evaluation Committee. That group will help develop and oversee our peer evaluation process (see section IV.B.).

**Scholarship:** Scholarship is to be interpreted broadly and may vary across individual disciplines. However, in any case, it should be appropriate to the discipline, seek to answer significant questions, and be open to review. Ideally, it should result in a public product.

**Service:** JBU faculty should be involved in service to the institution, as well as to the community. This may take on many different expressions over one's career. Among the expectations of service is "institutional citizenship" that includes faithful service on committees, keeping up with assigned administrative duties, and active participation in the life of the JBU community.

**Spiritual Modeling:** JBU faculty members are expected to abide by the Faculty Employment Objectives, be in agreement with the Articles of Faith, and support the Mission of John Brown University.

**Supervisors:** The main supervisors are usually the Division Chair and the respective Dean. Depending on the circumstances, however, this term might also apply to department chairs, committee chairs, directors, vice presidents, and so on.

**Summative Use:** Information is used in formal evaluation and promotion decisions.

**Teaching Effectiveness:** John Brown University is known primarily as a teaching institution. Evidences of teaching effectiveness must have a component that addresses student learning.

### III. Faculty Evaluation Scale Standards

All of the examples listed here and in sections XII and XIII of this document are illustrative and not comprehensive in nature.

**EX=Exemplary Performance**
This result is given to those individuals who, during the evaluation period, consistently exceeded the institution’s standards of professional performance. Individuals receiving this result stand as exemplars of the highest levels of professional academic performance within the institution making significant contributions to their divisions, academic field, society, and Christian community.

**CM=Commendable Performance**
This result is given to those individuals who, during the evaluation period, consistently met or exceeded the institution’s standards of professional performance. Individuals receiving this result go beyond basic expectations and repeatedly make important contributions to their divisions, academic field, society, and Christian community.
PL=Professional Level Performance
This result is given to those individuals who, during the evaluation period, consistently met the institution’s standards of professional performance. Although there may be areas for improvement at this level, the individuals receiving this result constitute those good and valued professionals on whom the continued successful achievement of the institution’s mission, goals, and objectives depends.

IR=Improvement Required
This result is given to those individuals who, during the evaluation period, did not consistently meet the institution’s standards of professional performance. This result must be given with 1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance to the “professional” level is required within the next evaluation period in order to be considered for continued appointment.

UN=Unacceptable
This result is given to those individuals who, during the evaluation period, did not meet the institution’s standards of acceptable performance. This result represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of “Unacceptable”:

1. Received an “IR” result the previous rating period but did not make the improvements required,
2. Consistently failed to achieve one or more of the institution’s standards of professional performance,
3. Violated one or more of the standards of conduct as specified in the faculty handbook.

Adapted from:

IV. SCHEDULE OF EVALUATIONS

A. Student Evaluations.

1. All courses deemed appropriate by the supervisor(s) should be evaluated every semester, particularly for those faculty members in their first three years of service at JBU. Courses for which our standard evaluation forms might not be applicable would include practica, lessons, labs, multiple sections of the same course, sections with less than 10 students, and other courses at the discretion of the supervisor(s).
2. The evaluation instruments to be used for evaluations by students must be approved by the Faculty Development Committee, the Assessment Committee, and the Office of Academic Affairs. The approved forms are available in the Office of Academic Affairs and should be administered in the on-line format whenever possible. If faculty members wish to use their own evaluation instrument for formative purposes, they may do so, but only as a supplement to the officially-approved instruments.

3. Student evaluations should be administered during the 11th to 13th weeks of the semester. For non-traditional courses, evaluations should be administered as directed by the supervisor, preferably late enough to provide a thorough basis for evaluation.

4. A summary of the results will be reported promptly by the Office of Academic Affairs to the evaluatee and the supervisor.

B. Peer Evaluations

1. All faculty members should submit an up-to-date c.v. and syllabi for all of their courses to the Office of Academic Affairs and the Coordinator of Peer Evaluation by the February 15th preceding their next systematic evaluation.

2. The members of the Peer Evaluation Review Committee (PERC) will review and assess this information with particular emphasis on instructional design and improvement in student performance. As part of this process, this committee may request additional information, such as advisor evaluation data, copies of tests, and evidence of successful student outcomes. Peer evaluators may also, at their discretion, make visits to professor’s classes and/or have class sessions videotaped. These requested items should also become part of the official portfolio.

3. PERC will assess these submissions and information according to the usual scales from sections III and XIII of this document. Written comments from PERC will also become part of the official portfolio, primarily as part of the formative feedback process. To help ensure accurate feedback from PERC and to keep the summative discussion centered on OAA and the individual faculty members being evaluated, PERC’s assessments will only feed into the overall category results and not be highlighted separately in the final OAA report sent to each faculty member. If faculty members have questions or concerns about why a category result ended up as it did, those questions should be directed to OAA and not to PERC.

C. Faculty Growth Plans
1. Each full-time faculty member must maintain a Faculty Growth Plan (FGP) that is to be updated as part of each systematic evaluation. The purpose of the FGP is to encourage a focus on the future and promote regular reflection on professional growth. Faculty members should address teaching effectiveness, scholarship, service, and spiritual modeling and should rank themselves according to the standard faculty evaluation scale, outlined in sections III and XIII of this document, for each of the four categories. They should also include an evaluation of their professional growth during the previous systematic evaluation cycle and an outline of plans for the succeeding cycle, thus providing a way to document professional development for their systematic evaluation and promotion processes.

2. Each faculty member must also maintain a personal integration position paper (1000-word maximum suggested) that discusses his or her development as a faculty member at JBU. In particular, professors should articulate how their Christian faith has impacted their development in 1) teaching and 2) either scholarship or university service.

3. Faculty members may include any additional materials they deem appropriate, such as examples of significant achievement and notes of support and appreciation, in their submissions for their evaluation portfolio.

4. Faculty members are required to discuss their FGP, their position paper, and any additional materials, with their immediate supervisor and make any appropriate modifications prior to their submissions as part of that individual’s systematic evaluation.

D. Supervisor Evaluations.

1. The relevant supervisor (typically the division chair, but in larger divisions, this might be the department chair) must submit evaluative reports for each systematic evaluation addressing the areas of teaching effectiveness (focusing on content expertise and course management); scholarship; service; and spiritual modeling of the evaluatee again using the standard faculty evaluation scale from sections III and XIII as reference points. These evaluations should draw primarily from direct personal observations, such as classroom visits, and a review of the faculty member’s portfolio materials. In certain instances, especially for those with significant service obligations, additional assessment instruments, such as a “360 review,” might be used to help promote a thorough evaluation of these additional responsibilities.

2. Written comments from the supervisor will also become part of the official portfolio, primarily as part of the formative feedback process. To
help ensure accurate feedback from supervisors and to keep the summative discussion centered on OAA and the individual faculty members being evaluated, the supervisor’s assessments will only feed into the overall category results and will not be highlighted separately in the final OAA report sent to each faculty member. If faculty members have questions or concerns about why a category result ended up as it did, those questions should be directed to OAA and not to the supervisor.

E. Systematic Evaluations

1. Definitions. The faculty person undergoing the systematic evaluation will hereafter be referred to as the evaluatee and John Brown University will hereafter be referred to as the University.

2. Evaluation Frequency. Systematic evaluations are required of all full-time teaching faculty at the beginning of the Fall semester of every second year for Instructors, every third year for Assistant Professors, and every sixth year for Associate, Full, and Distinguished Professors.

Also, any faculty member or one of the faculty member’s supervisors, may request a systematic evaluation during any year. For example, incoming faculty members, regardless of rank, typically are requested to go through this formal evaluation within their first three years.

3. Initiation of the Process. Faculty members scheduled for systematic evaluation will be notified by the Office of Academic Affairs by the end of the second week of the spring semester preceding the formal evaluation.

Any faculty members who desire to undergo a systematic evaluation voluntarily should submit a written request to their main supervisor and to the Office of Academic Affairs during the same time frame. Those requesting to delay the process must make that appeal in writing to OAA.

F. The Portfolio

1. Submissions. The systematic evaluation will be documented by a portfolio, assembled by the Office of Academic Affairs, and should include, at a minimum, the summary results of student, peer, and supervisor evaluations from the evaluation cycle in question as well as PERC comments, the faculty growth plan, the position paper, the faculty member’s preferred percentage breakdown (see Section V), any supportive documents the evaluatee wishes to submit, and any additional paperwork that was requested as part of the evaluation process.

2. The Deadlines. The deadline for submitting teaching information to PERC will be February 15, and the deadline for submitting the final portfolio information to the Office of Academic Affairs will be September 1. Faculty
members who do not meet these deadlines for submitting materials will have their systematic evaluation delayed and will therefore not progress the additional salary step in the year following that scheduled evaluation. Those failing to meet the deadlines for a second consecutive year will not be eligible for any salary increase in the year following their scheduled evaluation. And a professor who fails to meet these deadlines for a third consecutive year may have his or her contract discontinued.

3. **The Assessment/Response.** The relevant academic dean will review the evaluation materials and provide a written response to the evaluatee by November 1. This response will include comments from PERC and the supervisor and a summary both of the individual evaluation elements as well as the overall result.

4. **Meeting with the VPAA.** The Vice President for Academic Affairs will meet with all those who have completed their formal evaluations by November 15 in order to review the conclusions of the evaluation and to discuss possible future directions.

5. **Meeting with President.** As part of the formative process, the President, at his or her discretion, may also choose to meet directly with any faculty member going through a systematic evaluation. These meetings are most likely to be asked for during the first systematic evaluation and when a faculty member is being promoted to full professor.

6. **Materials.** Any supporting documents submitted by the evaluatee will be returned, but all other submissions will remain confidential.

**V. OVERALL COMPOSITE RATING**

A. **Flexibility in Emphases.** The final evaluation will consider performance in all four areas, teaching, scholarship, service and spiritual modeling, taking into account the particular duties, skills, and passions of each individual.

1. For full-time teaching faculty members, the overall composite rating will begin at 50% teaching, 10% scholarship, 10% service, and 10% spiritual modeling with the Office of Academic Affairs allocating the remaining 20% to correspond to the official work load patterns over the evaluation cycle. In general, every three hours of scholarship release per year (averaged over three years) will result in an additional 10% being assigned to the scholarship category. Ditto for the service category and those with extra assignments along these lines. After OAA has set the workload percentages, the individual being reviewed may reassign up to 10% from the teaching category to one of the other categories.
2. For division chairs, directors, deans, and others with significant service obligations, the percentage assigned to service can be raised as high as 70%, with each of the other categories being counted for at least 10%. Again, those percentages will be set according to assigned workloads during the period under review.

3. In extreme circumstances, a full-time teaching faculty member may petition his or her supervisor and OAA to reduce the scholarship or service components (but not the teaching or spiritual modeling components) below 10%. To do so would typically require a different set of expectations for the faculty member in question, such as the reduction of scholarship to zero percent in return for additional teaching assignments. Again, such an arrangement would not be the norm. In general, we expect our faculty members to support the breadth of our academic vision by being involved in some way in all of the teaching, scholarship, service, and spiritual modeling categories. A request to diverge from this standard paradigm would require a compelling rationale grounded in significantly different professional expectations that would be especially suited to that individual and his or her role.

4. Supervisors and PERC should evaluate the effectiveness of the individual based in part on the percentage of activity assigned to each particular category. Those with additional scholarship, service, or spiritual modeling obligations, in other words, should be held to standards of achievement commensurate with their assigned percentages.

B. **Summarizing Evaluation Information.** Student, peer, and supervisor evaluation results from the evaluation cycle in question will be included in the following formula to arrive at an overall result according to the usual faculty evaluation standards.

<table>
<thead>
<tr>
<th>Overall %</th>
<th>Teaching %</th>
<th>Categories</th>
<th>Sources of Information %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>50-70</td>
<td>Teaching</td>
<td></td>
<td>47.5</td>
</tr>
<tr>
<td>30</td>
<td>Delivery</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>40</td>
<td>Design</td>
<td></td>
<td>25</td>
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<tr>
<td>20</td>
<td>Expertise</td>
<td></td>
<td>25</td>
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<tr>
<td>10</td>
<td>Management</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>10-30</td>
<td>Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-30</td>
<td>Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-20</td>
<td>Spiritual Modeling</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
VI. PROCEDURES FOR RESPONDING TO RATINGS

A. Responses to “Exemplary” Results. Those consistently receiving student and formal evaluation results of “exemplary performance” will be given special consideration for the following.

1. Formal evaluation steps. Those with “exemplary” results will clearly be approved through the formal evaluation process.

2. Promotions in rank. Those with “exemplary” results will clearly be approved for promotion (see Sections VII-XI).

3. Internal grant competitions. Those with “exemplary” results who submit worthwhile proposals for major internal grants will be considered more favorably by the review committees in these competitions.

4. Faculty Excellence Awards. Those with “exemplary” results who have been nominated for this award are more likely to receive this recognition from the review committee.

B. Responses to “Commendable” Results. Those consistently receiving student and formal evaluation results of “commendable performance” will be given special consideration for the following.

1. Formal evaluation steps. Those with “commendable” results will clearly be approved through the formal evaluation process.

2. Promotions in rank. Those with “commendable” results will clearly be approved for promotion (see Sections VII-XI).

3. Internal grant competitions. Those with “commendable” results who submit worthwhile proposals for major internal grants will be considered more favorably by the review committees in these competitions.

4. Faculty Excellence Awards. Those with “commendable” results who have been nominated for this award are more likely to receive this recognition from the review committee.

C. Responses to “Professional” Results. Those consistently receiving student and formal evaluation results of “professional performance” will in all likelihood pass their formal evaluations and in most instances be promoted in rank. Depending on the details, however, they are not as likely as those receiving “exemplary” and “commendable” results to receive a major internal grant or a faculty excellence award.
D. Responses to Results of “Needs Improvement.” If faculty members receive student evaluation results, formal evaluation category results, or overall formal evaluation results of “Needs Improvement,” then the following steps may take place, depending on the circumstances.

1. A message from the immediate supervisor, the relevant dean, or the VPAA will be sent to the faculty member in question notifying that person of the potential concerns and offering a face to face meeting.

2. The faculty member should then review these evaluations with his or her supervisor as well as with the Director of Faculty Development.

3. The faculty member may also request that his or her supervisor, the Director of Faculty Development (or a member of the faculty development committee), and a colleague of the faculty member’s choosing would each visit at least one class session during the subsequent term and have follow up conversations about what was observed.

4. The faculty member may request from the faculty development office some additional support to attend a conference or workshop that might be relevant to the concerns involved.

5. A shortened evaluation of one or two years (instead of the normal three or six years) may be requested.

6. If student evaluation, formal evaluation “category,” and overall formal evaluation results do not improve to the “professional” level after the above steps have been taken, then the steps noted below for results at the “unacceptable” level may come into play.

E. Responses to Results of “Unacceptable.” If faculty members receive any student evaluation results, formal evaluation “category” results, or overall formal evaluation results of “unacceptable,” then the following steps may take place, depending on the circumstances.

1. All of the steps listed at the “needs improvement” level will typically be followed in this situation as well.

2. The faculty member may also request, from the Director of Faculty Development, to be assigned a peer mentor who would potentially be paid an overload stipend of up to one credit hour in order to spend some extensive time (up to 35 hours) supporting that individual in his or her attempts to address the concerns raised.
3. The contract of the faculty member in question may be reduced (with a resulting reduction in pay) in order to allow that individual more time to focus on remediating the concerns raised.

4. The contract of the faculty member in question may be terminated. Such termination decisions are rare at JBU, and when they do occur, we attempt to carry out these actions with as much discretion and support for the individual in question as possible.

VII. **Procedure for Promotion in Rank**

A. **Philosophy.** A promotion in rank recognizes faculty members for their contributions to the fulfillment of the University’s mission in the areas of teaching effectiveness, scholarship, service, and spiritual modeling.

B. **Procedure.** The promotion procedure consists of three parts.

1. Submission of the materials from the most recent systematic evaluation **portfolio.** Since most promotion decisions occur during the same time frame as one of the applicant’s systematic evaluations, this will typically mean that the same portfolio will serve for both contract and promotion processes. If the promotion process is occurring on a different time frame from the systematic evaluation, the individual requesting promotion in rank should submit an updated growth plan, and that individual’s overall results should be updated to include the most recent student evaluations.

2. Review of the Portfolio by the Office of Academic Affairs. OAA will review the contents and make one of the following declarations:
   - Approval of the portfolio, recommend the candidate to be interviewed.
   - The portfolio is incomplete and request more information.
   - The portfolio is insufficient to merit recommendation for promotion. In this case, OAA should recommend specific steps the candidate can take in order to be approved in the future.

3. Candidates whose portfolio has been approved will then be interviewed by the Interview Committee. The interview will focus on the strengths and needs of the faculty member, setting goals for the future and assessing the merit of the application.

C. **Timing.**

<p>| February 15 | Written notice of intent to apply for rank promotion must be given to the Office of Academic Affairs and the faculty member’s main supervisor. |</p>
<table>
<thead>
<tr>
<th>September 1</th>
<th>The due date for submissions for the portfolio.</th>
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<tbody>
<tr>
<td>October 1</td>
<td>The deadline for the Office of Academic Affairs to examine the portfolio and notify the applicant of its acceptability. If the application is acceptable, OAA will arrange for the interview.</td>
</tr>
<tr>
<td>November 1</td>
<td>Deadline for completion of Interview Committee interviews and promotion recommendations to the President.</td>
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*(NOTE: If any of the above dates should fall on a weekend, the following Monday’s date will apply)*

D. **INTERVIEW COMMITTEE.** The Interview Committee consists of the VPAA, the respective Dean, and at least one of the members of the Faculty Status Committee. This committee will make a recommendation on the promotion to the President and the Board of Trustees.

E. **APPEALS.** A faculty member who wishes to appeal the decision of the Interview Committee, must send a letter to the VPAA stating the grounds for the appeal by **November 1**. The appeal will be handled according to the appeals process as stated in the Faculty Handbook.

**VIII. MINIMUM REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR**

A. Possession of **terminal degree**, or significant professional experience, appropriate to one’s discipline, as determined by the VPAA.

   **-- OR --**

B. A **master’s degree**, or significant professional experience, appropriate to one’s discipline, with a minimum of the equivalent of **four years of full-time teaching and/or research experience** at the post-secondary level.

C. For faculty applying for promotion to the rank of assistant professor, the **portfolio** should contain evidences of growth and/or potential in the areas of teaching effectiveness, scholarship, service, and spiritual modeling. For examples of "documented evidence", see Section XII of this document.

   An overall result of “professional performance” or higher is required for promotion to this rank. In addition, the applicant should have passed a formal evaluation review within the last two years.

**IX. MINIMUM REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR**

A. A minimum of the equivalent of **six years of full-time employment at the Assistant Professor level**. (The promotion process may be initiated in the spring
of the fifth year and completed in the fall of the sixth year of the current rank to become effective the following year, i.e., the first year of eligibility for promotion.

B. The portfolio should contain documented evidence of contributions in the areas of teaching effectiveness, scholarship, service, and spiritual modeling. For examples of "documented evidence", see Section XII of this document. Results of “professional performance” or higher in all four categories are required for promotion to this rank. In addition, the applicant should have some evidence of “commendable” accomplishment or higher in at least one of the four categories.

X. MINIMUM REQUIREMENTS FOR PROMOTION TO PROFESSOR

A. A minimum of the equivalent of **six years of full-time employment at the Associate Professor level**. (The promotion process may be initiated in the spring of the fifth year and completed in the fall of the sixth year of the current rank to become effective the following year, i.e., the first year of eligibility for promotion.)

B. Possession of a terminal degree, or significant professional experience, appropriate to one’s discipline, as determined by the VPAA.

C. The portfolio should contain documented evidence of contributions in the areas of teaching effectiveness, scholarship, service, and spiritual modeling. For examples of “documented evidence” see Section XII in this document. Results of “professional performance” or higher in all four categories are required for promotion to this rank. In addition, the applicant should have an overall result of “commendable” accomplishment or higher.

D. In addition to the usual position paper, the applicant must give a **15-minute oral presentation** to the JBU faculty on the theme of the role of one's Christian faith in the development as a faculty member in the areas of teaching effectiveness, scholarship, and service. The presentation will be made after the interview has been conducted and the candidate has been approved for promotion.

XI. THE RANK OF DISTINGUISHED PROFESSOR

A. Appointment to the rank of Distinguished Professor will be a three-year appointment, renewable indefinitely.

B. The number of faculty holding the rank of Distinguished Professor shall not exceed five percent of the number of full-time teaching faculty.
C. **Nominations** for this appointment may be made by any full-time faculty member. The deadline for nominations is September 1 for appointments in the next academic year. Letters of nomination should address the criteria given below.

D. **Criteria:**

1. A minimum of six (6) years in the rank of Professor.

2. Results of “professional performance” or higher in all four categories are required for promotion to this rank. In addition, the applicant should have an overall result of “commendable” accomplishment or higher and at least one category result of “exemplary.” Finally, the applicant should demonstrate the ability to mentor younger faculty members at the institution.

E. **Review Committee:** The Distinguished Professor Review Committee will consider nominations for the rank of Distinguished Professor and shall consist of the VPAA, the appropriate Dean, the President, and one current or former member of the faculty who holds or has held the rank of Distinguished Professor (to be appointed by the VPAA). The Committee will meet before October 1 to evaluate nominations and make a decision on awarding the honor.

F. **Responsibilities:** Faculty members holding the rank of Distinguished Professor will be expected to participate in the mentoring of new faculty and share from their experiences with the faculty at least once during the three-year term.

G. **Remuneration:** Faculty members holding the rank of Distinguished Professor will receive two steps on the salary scale and may apply each year to the Office of Academic Affairs for a one-course release time.

**XII. Examples of Evidences**

Below is a representative list of items that may be offered as evidence of continued scholarship in the areas of teaching, professional activity, and service. This list is not intended to exhaustive and it is recognized that the categories do not have well-defined borders.

Evidences of Continued Growth in …

**Teaching**

*Instructional Delivery*

- Integrating faith and learning
• Promoting higher order thinking
• Managing the learning environment
• Communicating clearly to students so they understand
• Using variety and creativity of approach and methods
• Analyzing students’ success with information or concepts
• Using student comments and ideas in class
• Putting current content in the context of past learning and future lessons
• Leading thought-provoking discussions
• Eliciting active student interaction
• Appealing to a range of student learning styles and levels of motivation or skill
• Expressing enthusiasm for subject matter
• Connecting and relating to students
• Adapting to students’ needs to ensure learning

**Instructional Design**

• Creatively designing courses that promote the highest level of engagement and critical thinking
• Developing replicable systems of instruction
• Developing new courses/labs
• Working with colleagues toward standardization of basic parameters
• Requiring appropriate rigor in the course
• Promoting higher order thinking in course design
• Developing and using appropriate assessment tools in courses
• Developing course materials
• Demonstrating student learning

**Content Expertise**

• Demonstrating mastery of content
• Engaging in broad scholarly activities (see also scholarly research/creative endeavors)
• Holding an appropriate terminal degree
• Engaging in ongoing study to stay current in field
• Understanding the integration of faith and learning in their content area
• Reading scholarly journals or other relevant sources in content field
• Maintaining familiarity with trends in textbooks and other material in the field
• Obtaining initial licensure, certification, etc. in the field
• Earned appropriate graduate degree
• Acquired appropriate professional experience
• Continuing to meet requirements for licensure, certifications, etc.
Course Management

- Interacting with integrity toward students and colleagues
- Reflecting compassion in all relationships
- Promoting academic integrity
- Utilizing course management tools and technologies (Blackboard, etc.)
- Attending course management workshops, seminars, etc.
- Coordinating clinical teaching/independent study/tutorials
- Providing regular, meaningful, and timely feedback to students on their work
- Submitting grades in a timely manner
- Submitting book orders in a timely manner
- Filing syllabus with the OAA
- Being present for all course sessions or arranging planned learning experiences for those sessions of absence

Scholarly Research/Creative Endeavors

Publications and Presentations

- Authoring books
- Writing peer reviewed journal articles
- Writing invited papers
- Editing a book
- Contributing a chapter in a book
- Presenting at conferences
- Presenting at workshops and colloquia
- Publishing shorter works of creative writing
- Working with students on co-published works
- Invited reading of creative material
- Securing patent rights on design
- Producing monographs, etc.
- Creating websites
- Authoring DVDs, designing games, developing software, etc.
- Presenting recitals and exhibitions
- Staging, directing, or acting in musical, theatrical, and dance productions
- Exhibiting paintings, sculptures, and other creative arts
- Reviewing work of others
- Producing non-refereed material
- Interfacing with practitioners in the field in leadership capacity
- Leading and organizing workshops or seminars
- Presenting through poster sessions
- Attending appropriate conferences, continuing professional education courses, and workshops
- Creating artwork and/or work of aural or visual communication (i.e. paintings, photographs, films, sculpture, illustrations, art installations, music, graphic designs, web designs, animation pieces, etc.)
- Designing of displays for artwork and works in visual communication
- Serving as juror for competitions
- Serving as guest critique leader and/or lecturer
- Presenting creative works on the World Wide Web

**Ongoing Research**

- Conducting basic scientific investigations, both theoretical and applied
- Investigating educationally relevant problems
- Receiving major internal grants (Shipps) or external funding
- Signing book contracts
- Submitting book proposals, peer reviewed journal articles and book reviews
- Researching for documentary film productions, etc
- Learning new software applications related to one’s professional field
- Investigating the use and application of one’s chosen medium
- Understanding current and evolving trends in one’s discipline

**Professional Recognition**

- Receiving awards and honors
- Receiving other internal grants
- Achieving professional licensing
- Earning terminal degrees
- Achieving other advanced degrees, certifications, etc.
- Receiving high citation counts on work
- Receiving invitations to professional organizations
- Receiving invitations to peer reviewed exhibits
- Having artwork published in peer reviewed annuals
- Winning awards in competition
- Receiving invitations to exhibit in or be represented by a gallery
- Having an article published about the artist/designer and his work
- Having articles published by the artist/designer

**Service**

**Faculty Service**

- Chapel speaker
- Chairing any committee (student, faculty, etc.)
- Serving as a sponsor or coach for student activities, groups, and teams
- Organizing faculty workshops, colloquia
- Presenting workshops, colloquia
- Leading a study trip
- Serving on required committees
- Serving on additional committees or task forces
- Participating in other JBU events (Day of Caring, sporting events, etc.)
- Supervising Honor’s projects and other student research
- Being a helpful colleague across the University; showing good institutional citizenship
- Mentoring new faculty
- Serving as a peer evaluator
- Participating in majors fairs/recruiting
- Advising students on programs of study
- Attending faculty meetings
- Participating in commencement
- Arranging for special guest to visit campus and classes
- Scheduling and overseeing special group visits to campus/gallery
- Coordinating permanent art collection
- Coordinating visiting seminars
- Coordinating film festivals
- Assisting in the design and/or execution of artwork that supports cross-discipline learning

**Professional Service**

- Consulting to universities/colleges, etc.
- Consulting to organizations or corporations
- Serving on professional standards boards
- Leading professional organizations (holding office, serving on committees or boards)
- Participating actively in professional organizations (attending meetings, etc.)
- Writing professional newsletters
- Attending relevant professional conferences, workshops, and seminars

**Public or Community Service**

- Applying academic expertise in the local, state, or national community without pay or profit (providing workshops, instruction, and consulting for organizations or individuals in the community, etc.)
- Leading local, state, or national civic activities and organizations
- Participating in local, state, or national civic activities and organizations
- Exhibiting good local, state, and national citizenship (obeying laws, voting, etc.)
- Producing and donating artwork for fund-raising for public or private causes
• Designing class projects that serve a need beyond the classroom (i.e. artwork/designs that supports non-profit groups or churches)
• Sponsoring a summer camps within one’s discipline

Service to the Body of Christ

• Leading a Church ministry, class, small group, etc.
• Serving in a significant role in a church ministry
• Participating in a larger mission activity
• Participating in a local church ministry
• Regularly attending worship in a local congregation

Spiritual Modeling

• Mentoring (leading co-curricular Bible/Book discussion groups)
• Mentoring informally
• Creating new study/mission trips
• Leading established study/mission trips
• Attending chapel
• Participating in chapel
• Participating regularly in church
• Honoring relationships faithfully
• Speaking truthfully
• Dealing justly in all matters
• Advancing the gospel through words and actions
• Endeavoring to cultivate a Christlike attitude
• Giving high priority to one’s family
• Meeting the highest standard of integrity in interactions with others
• Serving as a chaplain for sports teams
• Hosting students in one’s home
• Providing rides for students to church
• See references to service to the Body of Christ

XIII. Evaluation Standards by Category

Combining sections III and XII, we have the following rubric with illustrative examples for each evaluation category of the types of activities that would typically place someone in the varying levels noted below.

TEACHING

<table>
<thead>
<tr>
<th>INSTRUCTIONAL DELIVERY</th>
<th>INSTRUCTIONAL DESIGN</th>
<th>CONTENT EXPERTISE</th>
<th>COURSE MANAGEMENT</th>
</tr>
</thead>
</table>

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| EX  | 1. Investing significant time and energy to **superbly** accomplish appropriate examples of commendable and professional level standards. |
| CM  | 1. Using significant variety and creativity of approach and methods |
|     | 2. Consistently eliciting active student interaction |
|     | 3. Consistently expressing enthusiasm for subject matter |
|     | 4. Connecting and relating to students in profound and meaningful ways |
|     | 5. Challenging students to very high levels of achievement |

| EX  | 1. Investing significant time and energy to **superbly** accomplish appropriate examples of commendable and professional level standards. |
| CM  | 1. Working with colleagues toward standardization and assessment of basic parameters |
|     | 2. Creatively designing courses that promote high levels of engagement and critical thinking |
|     | 3. Developing replicable systems of instruction |
|     | 4. Providing course content that will challenge students to very high levels of achievement |

| EX  | 1. Investing significant time and energy to **superbly** accomplish appropriate examples of commendable and professional level standards. |
| CM  | 1. Doing significant ongoing study to stay current in field |
|     | 2. Recently earning appropriate terminal degree |
|     | 3. Engaging in broad and significant scholarly activities |

| EX  | 1. Investing significant time and energy to **superbly** accomplish appropriate examples of commendable and professional level standards. |
| CM  | 1. Coordinating complicated or sophisticated clinical teaching, independent studies, or tutorials |
|     | 2. Attending course management, technology, and pedagogy seminars |
|     | 3. Accomplishing level 3 items in a particularly notable way, such as returning all papers within a week or memorizing all student names in the first week |
| PL | 1. Demonstrating integration of faith and learning | 1. Developing appropriate course materials | 1. Understanding the integration of faith and learning within content area | 1. Interacting with integrity toward students and colleagues |
|    | 2. Promoting higher order thinking | 2. Developing and using appropriate assessment tools | 2. Demonstrating mastery of content | 2. Reflecting compassion in all relationships |
|    | 3. Effectively managing the learning environment | 3. Requiring appropriate rigor in the course | 3. Obtaining or keeping up licensure, certification, etc. | 3. Promoting academic integrity |
|    | 4. Frequently using student comments and ideas in class | 4. Demonstrating student learning | 4. Recently earning appropriate graduate degree | 4. Providing regular, meaningful, and timely feedback to students on work |
|    | 5. Communicating clearly to students | 5. Developing new courses/labs | 5. Acquiring appropriate professional experience | 5. Submitting grades in a timely manner |
|    | 6. Analyzing students’ success and making appropriate changes | | 6. Reading scholarly journals or other relevant sources in content field | 6. Adopting books by deadline |
|    | 7. Putting current content in the context of past learning and future lessons | | 7. Maintaining familiarity with trends in textbooks and other material in the field | 7. Filing syllabi with OAA |
|    | 8. Adapting to students’ needs to ensure learning | | | 8. Utilizing course management tools and technologies (Blackboard, etc.) |
|    | 9. Leading thought-provoking discussions | | | |

| IR | 1. Not consistently meeting professional level standards | 1. Not consistently meeting professional level standards | 1. Not consistently meeting professional level standards | 1. Not consistently meeting professional level standards |

| UN | 1. Unacceptable | 1. Unacceptable | 1. Unacceptable | 1. Unacceptable |

<table>
<thead>
<tr>
<th>SCHOLARLY RESEARCH/CREATIVE ENDEAVORS</th>
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<tbody>
<tr>
<td><strong>PUBLICATIONS/PRESENTATIONS</strong></td>
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<tr>
<td>EX 1. Investing significant time and energy to <em>superbly</em> accomplish appropriate examples of commendable and professional level standards, such as a major art show at a prestigious external gallery, the publication of a major monograph that is reviewed in numerous peer-reviewed journals, a musical production that wins a significant external award, etc.</td>
</tr>
</tbody>
</table>
| CM | 1. Authoring books  
2. Writing peer reviewed journal articles  
3. Securing Patent rights on important designs  
4. Authoring DVDs, designing games, and developing software  
5. Exhibiting paintings, sculptures and other creative arts  
6. Editing or contributing a chapter to a scholarly book  
7. Staging or directing musical, theatrical or dance productions  
8. Presenting a solo recital or other major musical event  
9. Serving as juror for prestigious competitions  
10. Writing invited papers | 1. Completing post-graduate research  
2. Receiving external funding or major internal grants (Summer Fellows, Shipps)  
3. Signing book contracts  
1. Recently achieving a terminal degree  
2. Holding a chair (McGee)  
3. Receiving awards and honors  
4. Receiving high citation counts on work  
5. Receiving invitations to peer reviewed exhibits  
6. Having artwork published in peer reviewed annuals  
7. Receiving invitations to exhibit in or be represented by an external gallery |
| PL | 1. Attending appropriate conferences, continuing professional education courses and workshops  
2. Presenting at a conference  
2. Presenting at workshops and colloquia  
3. Publishing shorter works of creative writing  
4. Co-Publishing with students  
5. Invited reading of creative material  
6. Creating websites  
7. Presenting a musical event  
8. Acting in musical, theatrical or dance productions  
9. Reviewing work of others  
10. Producing non-refereed material  
11. Interfacing with practitioners in the field in a leadership capacity  
12. Leading or organizing workshops or seminars  
13. Presenting poster sessions  
14. Designing of displays for artwork and works in visual communication  
15. Presenting creative works on the World Wide Web  
16. Serving as guest critique, leader, and/or lecturer  
17. Creating artwork and/or visual communication (i.e. paintings, photographs, films, sculpture, illustrations, art installations, music, graphic designs, web designs, animation pieces, etc.) | 1. Investigating educationally relevant problems  
2. Learning new software applications related to one’s professional field  
3. Understanding current and evolving trends in one’s chosen medium  
4. Investigating the use and application of one’s chosen medium  
5. Conducting basic scientific investigations, both theoretical and applied  
6. Book proposals submitted  
7. Peer reviewed journal articles submitted  
8. Peer reviewed book reviews submitted  
9. Research for documentary film productions, etc.  
1. Receiving other internal grants (Summer mini-grants)  
2. Receiving professional licensing  
3. Achieving certifications and other advanced degrees  
4. Receiving invitations to professional organizations  
5. Winning awards in competition  
6. Having article published about the artist/designer and his work  
7. Having articles published by the artist/designer |
<p>| IR | 1. Not consistently meeting professional level standards | 1. Not consistently meeting professional level standards |
| UN | 1. Unacceptable | 1. Unacceptable |</p>
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<tr>
<td><strong>FACULTY</strong></td>
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<tr>
<td><strong>CM</strong></td>
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<tr>
<td>1. Serving on significant additional committees or task forces</td>
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<tr>
<td>2. Chairing departmental, major committee or task force activities</td>
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<tr>
<td>3. Arranging for special guests to visit campus and classes</td>
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<td>4. Scheduling and overseeing special group visits to campus/gallery</td>
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<td>5. Being a chapel speaker</td>
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<td>7. Organizing workshops, colloquia, etc.</td>
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<td>8. Presenting workshops, colloquia, etc.</td>
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<tr>
<td>11. Coordinating visiting seminars and festivals</td>
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| PL | 1. Serving on required committees  
2. Being a helpful colleague across JBU; showing good institutional citizenship  
3. Advising students on programs of study  
4. Attending faculty meetings  
5. Participating in commencement  
6. Participating in workshops & colloquia  
7. Participating in other JBU events (Day of Caring, sporting events, etc.)  
8. Participating in majors fairs and other recruiting efforts  
9. Assisting in the design and/or execution of artwork that supports cross-discipline learning | 1. Attending relevant professional conferences, workshops, and seminars  
1. Participating in professional organizations (attending meetings, etc.)  
2. Writing professional newsletters | 1. Exhibiting good local, state and national citizenship (such as obeying laws, voting, etc.)  
2. Participating in local, state, or national civic activities or organizations  
2. Serving on boards | 1. Regularly attending worship in a local congregation  
2. Participating in a larger mission activity  
3. Participating in local church ministry |
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**SPIRITUAL MODELING**

| EX | 1. Investing significant time and energy to *superbly* accomplish appropriate examples of commendable and professional level standards |
| CM | 1. Creating or leading study or mission trips  
2. Participating in chapel  
3. Leading co-curricular Bible study/book discussion groups.  
4. Acting as chaplain for a sports team |
| **PL** | 1. Attending chapel regularly  
2. Participating regularly in a local church  
3. Honoring relationships faithfully  
4. Speaking truthfully  
5. Dealing justly in all matters  
6. Advancing the gospel through words and actions  
7. Endeavoring to cultivate a Christ-like attitude  
8. Meeting the highest standard of integrity in interaction with others  
9. Providing rides to church and other events for students  
10. Mentoring students informally  
11. Hosting students in one’s home  
12. Exhibiting an understanding of the integration of faith and learning |
| **IR** | 1. Not consistently meeting professional level standards |
| **UN** | 1. Unacceptable |