

Oral Roberts University

**Support Material for Faculty
Applying for:**

PROMOTION IN RANK

Center for Faculty Excellence

Dr. Even Culp, Director

Sheryl Morpew, Administrative Secretary

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PREREQUISITES FOR APPLYING FOR PROMOTION IN RANK

A faculty member who satisfies all of the following prerequisites is eligible to **apply** for promotion at ORU:

1. Has participated in college-specific professional development activities
2. Is not applying for tenure or sabbatical while applying for promotion
3. Has met the following in rank criteria:
 - **From Lecturer to Instructor**: Promotion from lecturer to instructor is automatic upon completion of the master's degree.
 - **From Instructor to Assistant Professor**: Promotion from instructor to assistant professor is automatic upon completion of a terminal degree appropriate to the teaching assignment.
 - **From Assistant Professor to Associate Professor**: Promotion from assistant professor to associate professor is based on evaluation of professional activity as listed in the Promotion Criteria and Evidence section of the Faculty Handbook and performed following appointment as assistant professor. Applicants must meet the promotion criteria to the satisfaction of the college promotion committee. Applications for promotion may be considered after a faculty member has served at least three years in the rank of assistant professor. A letter of intent to apply must be submitted by March 1 of the academic year prior to application.
 - **From Associate Professor to Professor**: Promotion from associate professor to professor is based on evaluation of professional activity as listed in the Promotion Criteria and Evidence section of the Faculty Handbook and performed following appointment as associate professor. Applicants must meet the promotion criteria to the satisfaction of the college promotion committee. Applications for promotion may be considered after a faculty member has served at least three years in the rank of associate professor. A letter of intent to apply must be submitted by March 1 of the academic year prior to application.

PROMOTION APPLICATION OVERVIEW

During the month of May, Dr. Even Culp, the Center for Faculty Excellence (CFE) Director, will be available to assist you in the formation of your application for promotion in rank.

Your *digital application* should be sent to Dr. Even Culp (eculp@oru.edu) and courtesy copied to Sheryl Morpew (smorpew@oru.edu) as a Microsoft Word document on or before July 15. If your document is too large to send via email you may deliver it on a flash drive by July 15. You will submit your final, revised application and appendices to the CFE in printed copy in a three-ring binder, according to the prescribed format below for review by the trustees.

STANDARD APPLICATION COMPONENTS FOR PROMOTION

1. Title Page (stating your name, the rank for which you are applying, the name of your college, and the date)
2. Table of Contents (TOC)
3. Narrative evidence of competency (**5 criteria for PROMOTION**). Your responses should total no more than 12 pages. Be succinct and provide the most relevant information. Do not exceed the maximum length.
 - Spiritual Commitments
 - Scholarship
 - Professional Activities
 - Instruction and Advisement
 - University Service and Relationship

4. A narrative summary of the results of your two most recent semesters of student opinion surveys (SOS) data should be included. The actual SOS scores should be included in your appendices. To obtain averages and your standing among your department/college, contact your Department Chair/College Dean.
5. Your curriculum vita should be in a standardized format using an appropriate style: APA, MLA, Turabian, or the University of Chicago Style Manual: <http://www.easybib.com/reference>. Your ultimate audience is a committee of trustees who may or may not be familiar with your academic discipline. Speak to the point in plain English. Pay extra attention to detail—for instance, candidacy for a doctorate as opposed to having the degree in hand.

Publications, presentations, and performances should all note the level of importance, whether at a local, state, regional, or national level. Reviewers should not have to spend time deciding whether they are looking at a published article or the title of a talk given somewhere. In the case of faculty in the arts, like music, drama, and dance, public performances often are alternatives to publications. Titles provided in a list of publications should follow standard biographical guidelines. A clear distinction should be made when listing publications between the items that have not been published: identifiers often appear, such as at press (where the journal or book is in the manufacturing and distribution process and the text has long since been processed by the editors); forthcoming (when an item has been accepted by editors but its publication date has not been set); or submitted (in cases where, by invitation or by the author's own initiative, an item has been submitted to a publisher but no editorial decision has been made whether or not to accept the piece for publication). It is very important to the trustees to know the level of scholarship and participation faculty are achieving at specific levels of prominence.

6. Appendices

Appendices contain additional supporting evidence of statements made in the application—such as published articles and images. They must contain the raw data from the latest two years of SOS data. **All appendices must be submitted as pdfs in digital form, as well as in printed copy in a three-ring binder with labels, according to the guidelines presented during the Promotion and Tenure Workshop.**

In addition to the promotion application submitted by the applicant, faculty members and administrators submit evaluations and letters of recommendation. These documents remain confidential and are not available to the applicant.

Based on the applications and appendices, **the applicant writes a separate narrative summary statement to submit to the applicant's dean in support of the application.** This summary should be two pages or less in length and should state succinctly why the applicant deserves the promotion. The dean presents this summary statement to the trustees.

REQUIRED ORDER OF APPLICATION (all in one Microsoft Word document, and *final version submitted in printed copy in a three-ring binder with labeling*)

- I. Title Page
- II. Table of Contents
 1. Spiritual Commitments
 2. Scholarship
 3. Professional Activities
 4. Instruction and Advisement
 5. University Service and Relationship
 6. Student Opinion Surveys Commentary

7. Vita
8. Appendices (if appendices are too large they may be placed in a separate pdf)
9. Further Appendices (added to your final application by the CFE):
 - Peer Rating Forms
 - Professional Evaluation Forms (classroom observations)
 - Letters of Recommendation
 - Two-Page Narrative Summary Statement for Your Dean

Submit your *digital* application to the CFE as a combined Microsoft Word document and label/name it according to the following format: SmithRobertAsstProfessor.doc.

Meeting the minimum standards for promotion in rank is not a guarantee of a positive recommendation from a faculty committee, endorsement by administration, or approval by the trustees.

Applications for promotion in rank are delivered to the chair of each college's promotion committee by the CFE for review. The college's promotion committee recommends, the administration endorses, and only the trustees grant promotion.

The trustees evaluate the promotion applications based on the presentation of the applicant's significance of work. The responsibility of making a strong case for promotion in rank lies with the applicant. **Promotion is not assured.** Faculty committees will not assume the burden of figuring out unclear or unorganized documentation. As college faculty, it is assumed that the applicant will present a well-articulated application with appropriate documentation.

PROMOTION CRITERIA AND EVIDENCE

Advancement in rank is based upon one's professional expertise and stature in the academic community, both within the University and among one's colleagues outside the University. Therefore, those criteria pertaining to one's professional activities—scholarship, instruction and advisement, and involvement in professional organizations (prerequisites 2-4 above)—are given special emphasis in considering the applicant for promotion.

I. Spiritual Commitments

A. Criteria

1. Confesses to be a born again person who subscribes to historic Trinitarian Christianity (professing the unity of Father, Son, and Holy Spirit in making available redemption, life in the Spirit, and eternal life to be received by personal confession of faith)
2. Demonstrates gifts of the Spirit and exhibits an ethical lifestyle consistent with the fruit of the Spirit
3. Manifests or actively seeks the release of the prayer language of the Spirit ("actively seeks" means an integrity that demonstrates openness in which the person has a genuine desire for this experience)

B. Evidence

The applicant must compose a brief "Personal Theological Reflection" statement (normally fewer than three pages) that addresses the following items:

1. An account of the applicant's salvation experience and how the Lordship of Jesus Christ has been evident in his or her life
2. A description of how the fruit of the Spirit (Galatians 5:22-26) has been manifested in his or her life
3. A description of how gifts of the Spirit (I Corinthians 12: 4-31) have been manifested in his or her life

4. An account of how the applicant received or is actively seeking his or her personal prayer language of the Spirit
5. Examples of how the applicant has been involved in mission work and/or charitable service and has assisted others with their salvation, personal prayer language of the Spirit, and/or Christian walk

II. Scholarship

A. *Criteria*

1. Quality—refereed publications, refereed presentations delivered at professional meetings, and juried creative works
2. Significance—recognized in the discipline and applicant is a significant contributor to the work
3. Research-based scholarship (as defined in the discipline)
4. Creative works developed or performed since the last promotion

B. *Evidence*

The applicant must include a brief summary of scholastic achievements since the last promotion as well as links to his or her curriculum vita and the published works, pictures, programs, bulletins, presentations, or similar documents that have been scanned and inserted into the appendices. The applicant for the rank of associate professor must provide evidence of a continuing effort and achievement in research, performance, publication, or presentation of papers. The applicant for the rank of professor must provide evidence of achievement (above and beyond that presented for associate rank) in research, performance, publication, or presentation of papers, including at least one significant creative achievement for peer evaluation

1. Quality—refereed publications, refereed presentations delivered at professional meetings, and juried creative works
2. Significance—recognized in the discipline and research-based (as defined in the discipline)
3. Quantity—completed since last promotion and sufficient to justify advancement
4. Partial or principal contributor—significant contributor to the work

III. Professional Activities

A. *Criteria*

1. Participates in professional organization(s) through membership, attendance, or service
2. Serves the community (civic organizations, church)
3. Advanced study
4. Receives honors, awards, and grants (local, state, national, international)

B. *Evidence*

The applicant must include a summary of awards, participation in professional organizations, and/or community service with links to other items (e.g., citations, newspaper clippings, and proof of membership and active participation in professional organizations) that have been scanned and inserted as appendices

IV. Instruction and Advisement

A. *Criteria*

1. Mastery of subject with up-to-date course content; standard knowledge; and advanced, updated knowledge
2. Creativity in improving courses, including the use of technology, rubrics, creative and active learning methods, and student feedback
3. Integration of faith and learning throughout course content
4. Advisement of students

B. *Evidence*

The applicant must include a “Personal Reflection on Faith and Learning Integration” (normally fewer than three pages), that addresses the following items:

1. An explanation or description of the applicant's philosophy and practice in creating an environment that enhances student spiritual formation that includes integration of faith and learning in the classroom
2. An analysis of student feedback and a link to the results from the last two semesters of the applicant's student opinion surveys with a signed statement that the applicant has complied with required written procedures for administering the student opinion surveys
3. Evidence of faculty development efforts (e.g., continuing education and workshops) with references to evaluations submitted by faculty members who observed the applicant's teaching
4. Evidence of contributions by the applicant to the department and/or curriculum development and pedagogy
5. A description of the applicant's student advisement activities

V. University Service and Relationship

A. *Criteria*

1. Agrees with and is supportive of the mission and vision of ORU
2. Committed to serving the University (e.g., department, college, and University committees; task forces; assignments, projects; and student advisement)
3. Cooperative as demonstrated by recommendations of University colleagues
4. Positive attitude and maturity

B. *Evidence*

The applicant must include a "Personal Reflection on ORU Vision and Mission" (normally one page) that addresses the following items:

1. A summary of the applicant's committee work and roles in faculty governance that has contributed to the fulfillment of vision and mission
2. An analysis of any service-oriented activities with links to any supporting documentation
3. An analysis of feedback from performance reviews that addresses cooperation in professional activities

SCHEDULE OF DEADLINES_(The following schedule serves as a guide for the promotion application process. Any date that falls on a weekend or holiday will advance to the next regular work day)

Mar. 1	The applicant sends a letter of intent to apply for promotion to the appropriate department chair, with additional copies sent to the college dean and to the Director of the Center for Faculty Excellence (CFE)
Mid-March	(1) The CFE Director offers a required Promotion and Tenure Workshop on how to prepare an application (2) The applicant attends the Promotion and Tenure Workshop on preparing an application; the workshop is a required part of the application process
Mar. 15	(1) The college dean verifies the applicant's eligibility, has an initial consultation with the applicant, and forwards the information to the applicant's department chair and the Director of the CFE (2) The college dean identifies three classroom evaluators in consultation with the college promotion committee chair (3) The college promotion committee chair forwards the names of the three classroom evaluators to the applicant's department chair and the Director of the CFE. Classroom evaluations may take place in April or August
Apr. 15	(1) The applicant selects two department colleagues, approved by the college dean, who will, in addition to the department chair , each complete a Peer Rating Form concerning the applicant. The names of these colleagues are conveyed to the Director of the CFE. If the applicant is a department chair, the college dean assigns a senior faculty member to complete a Peer Rating Form. These forms are due to the CFE in August (2) The applicant requests a letter or recommendation from the chair of an ORU committee (ad hoc or permanent) on which the applicant has served and submits it to the college dean, the college promotion committee chair, and the Director of the CFE

Jul. 15	<ul style="list-style-type: none"> (1) The applicant prepares an application according to the guidelines presented during the required Promotion and Tenure Workshop (2) The applicant submits the application in <i>digital</i> form to the Director of the CFE, including a title page and a table of contents (TOC) (3) The Director of the CFE reviews the application for appropriate formatting
Jul. 31	When necessary, the CFE Director returns the application to the applicant for revision
Aug. 15	<ul style="list-style-type: none"> (1) The applicant revises the application according to the advice from the Director of the CFE (2) The applicant submits the revised copy in <i>prescribed digital and printed format</i>, according to the workshop instructions, to the college dean <i>through</i> the Director of the CFE
Aug. 31	<ul style="list-style-type: none"> (1) The applicant's college promotion committee chair submits three confidential Peer Rating forms to the Director of the CFE, one completed by the appropriate department chair and two by department colleagues previously selected by the applicant and approved by the college promotion committee chair. If the applicant is a department chair, the college dean assigns a senior faculty member to complete the Peer Rating Form (2) If not done previously in April, the three classroom evaluators observe the applicant in the classroom and submit completed Professional Evaluation Forms to the college promotion committee chair (3) The college promotion committee chair submits the Professional Evaluation Forms to the Director of the CFE (4) The Director of the CFE compiles the applicant's Professional Evaluation Forms, Peer Rating Forms, and the application, and makes them available to the college promotion committee chair
Sep. 21	<ul style="list-style-type: none"> (1) The applicant's college promotion committee reviews the application provided to the promotion committee chair by the Director of CFE (2) The college promotion committee chair submits the committee's recommendations to the college dean and the Director of CFE (3) The Director of CFE retains the application until after the Board of Trustees' decision has been made
Oct. 1	<ul style="list-style-type: none"> (1) The college dean notifies the applicant regarding the college promotion committee's recommendations (2) The college dean reviews the application, adds comments regarding the applicant's fitness for promotion (critique/endorsement), and forwards the application to the Provost/Chief Academic Officer and the Director of CFE
Oct. 15	The Provost/Chief Academic Officer reviews the application, adds comments regarding the applicant's fitness for promotion (critique/endorsement), and forwards the application to the President
Nov. 1	The President reviews the application, adds comments regarding the applicant's fitness for promotion (critique/endorsement), and forwards the application to the Board of Trustees
Nov. Trustees' Meeting	<ul style="list-style-type: none"> (1) The Board of Trustees reviews the application and makes a decision (2) The Board of Trustees communicates its decision to the President. The determination of whether to grant a promotion is vested in the sole discretion of the Board of Trustees (3) The President notifies the Provost/Chief Academic Officer, who notifies the college dean, of the Board of Trustees' decision
Dec. 15	The college dean notifies the applicant and the Director of the CFE of the Board of Trustees' decision. If awarded, the promotion becomes effective the fall semester of academic year following the year of application

Peer Rating Form

for Promotion or Tenure

I, _____, from the _____ Department
(name of applicant) (name of academic department)
 am applying for _____. Please evaluate me by checking the
 box under the word that best describes me and by adding comments. Your input is valued and confidential.

Faculty Service and Relations	Always	Frequently	Sometimes	Never	Do Not Know
1. Is supportive of the mission of Oral Roberts University					
2. Attends chapel					
3. Keeps schedule and appropriate office hours					
4. Is prompt in performing duties					
5. Keeps current in his or her academic field					
6. Adheres to university, college, and department policies					
7. Cooperates with peer, students, staff, and administration					
8. Actively participates in college or university committees and/or functions					
9. Maintains a positive attitude					
10. Demonstrates a professional attitude					
Please comment on some of the statements above and on any outstanding qualities or concerns you have regarding this faculty member's fitness for advancement or tenure.					
Faculty Rater's Name <small>(please print)</small>					Telephone Extension
Signature					Date

**PROFESSIONAL EVALUATION FORM
for Promotion or Tenure**

Rating Scale: NA = Not Applicable, UA = Unacceptable, P = Poor,
A = Acceptable, G = Good, E = Excellent

Instructor's Name: _____ Date: _____

Course Title: _____ Course #: _____ Hour: _____

Location: _____ Observer's Name (please print): _____

Observer's Telephone Extension: _____ Observer's Signature: _____

		NA	UA	P	A	G	E
1.	Begins class on time.						
2.	Seems organized and well prepared for class. Captures attention right away.						
3.	Uses time effectively and handles "bookkeeping" matters quickly and efficiently.						
4.	Sets clear objectives (directions) for class.						
5.	Sets a good climate for learning.						
6.	Informs students of their responsibilities.						
7.	Has a good grasp of the content.						
8.	Relates content to previous and/or future lessons.						
9.	Motivates students to participate actively in class.						
10.	Encourages students to interact with one another.						
11.	Clearly states and differentiates main points.						
12.	Uses good transitions between main points.						
13.	Clearly summarizes main points.						
14.	Provides clear examples, illustrations (or encourages students to do so).						
15.	Uses a vocabulary appropriate to students' level.						
16.	Speaks clearly, audibly, and expressively.						
17.	Involves all of the students.						
18.	Asks questions that test for understanding.						
19.	Recognizes when students fail to comprehend.						
20.	Knows names of most students.						
21.	Maintains good eye contact with students.						
22.	Stimulates students' thinking.						
23.	Conveys enthusiasm for subject.						
24.	Sequences activities as well as content.						
25.	Provides clear instructions for homework.						
26.	Finishes class on time.						

		NA	UA	P	A	G	E
27.	Has a good rapport with students.						
28.	Uses technology effectively						
29.	Provides opportunities for spiritual expression.						
30.	Overall Teacher Rating						

31. What are this person's strengths as a teacher?

32. State your recommendation for improving teaching performance.

33. What are some suggestions for innovation (use of technology, other areas of the university doing the same thing, opportunities for cross pollination)?

34. Additional Comments: