

Oral Roberts University

**Support Material for Faculty
Applying for:**

TENURE

Center for Faculty Excellence

Dr. Even Culp, Director

Sheryl Morpew, Administrative Secretary

Volume 8, March, 2019

rev. 1/25/19

PREREQUISITES FOR APPLYING FOR TENURE

Faculty members who satisfy all of the following prerequisites are eligible to apply for tenure:

1. Are regular full-time associate professors or professors at ORU
2. Have completed at least six consecutive years of teaching full-time at ORU at the assistant level or above
3. Have submitted a letter of intent to apply by March 15 of the academic year prior to application
4. Have a terminal degree from an accredited institution that is appropriate to the teaching assignment
5. Are not applying for promotion or sabbatical while applying for tenure

TENURE 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 tenure.

Your *digital application* should be sent to Dr. Even Culp (eculp@oru.edu) and courtesy copied to Sheryl Morphew (smorphew@oru.edu) as a Microsoft Word document on or before July 15. If your document is too large to send via email you should 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 TENURE

1. Title Page (stating your name, that you are applying for tenure, the name of your college, and the date)
2. Table of Contents (TOC)
3. Narrative evidence of competency (**6 criteria for TENURE**). 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
 - University service
 - Instruction
 - Scholarship
 - Professional activities
 - Physical activity and discipline
4. A narrative summary of your last two semesters of student opinion surveys (SOS) 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 tenure 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 application 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 tenure. 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. Physical Activity and Discipline
 7. Student Opinion Surveys
 8. Vita
 9. Appendices (if appendices are too large, they may be placed in a separate pdf)
 10. Further Appendices (added to your final digital and printed applications 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: SmithRobertTenure.doc.

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

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

The trustees evaluate tenure applications based on the presentation of the applicant's significance of work. The responsibility of making a strong case for tenure lies with the applicant. **Tenure 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.

TENURE CRITERIA AND EVIDENCE

To support ORU's mission, faculty members applying for tenure must provide evidence, as part of the application, that the six criteria have been met. The criteria reflect the mission of ORU—to build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing touch.

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 include a brief "Personal Theological Reflection" (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 (1 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 salvation, the personal prayer language of the Spirit, and/or Christian walk
6. A list of doctrinal beliefs that the applicant regards as essential to his or her core Christian beliefs
7. An explanation of how the applicant positions himself or herself with regard to the distinctive charismatic emphases of the University

II. Scholarship

A. Criteria

1. Demonstrates current knowledge in discipline (review of literature, bibliography, workshop attendance, coursework completion)
2. Publishes in journals and books (refereed or significant as defined by discipline; editor, contributor, author; completed since last promotion)
3. Presents refereed papers or juried creative works as defined by the applicant's discipline

B. Evidence

The applicant must include a summary of scholastic achievements of the previous five years as well as links to significant published works, pictures, programs, bulletins, presentations, or similar documents that have been scanned and inserted into the appendices folder

III. Professional Activities

A. *Criteria*

1. Participates in professional organizations through membership, attendance, and service
2. Serves the community (civic organizations, church)
3. Advanced study
4. Receives honors, awards, and grants (project director or co-investigator)

B. *Evidence*

The applicant must include a summary of awards, participation in professional organizations, and community service as well as 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 (use of technology, rubrics, creative and active learning methods, and student feedback)
3. Integrates faith and learning through 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 each of the following items:

1. An explanation or description of the applicant's philosophy and practice in creating a unity 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 by 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 fulfillment of vision and mission
2. An analysis of any service-oriented activities with links to any supporting documents
3. An analysis of feedback from performance reviews that address cooperation in professional activities

VI. Physical Activity and Discipline

A. *Criteria*

1. Lives in a healthy manner

2. Participates in ongoing physical activity
- B. *Evidence*

The applicant must include a description of a regular physical regimen and healthy eating program utilized to promote a healthy lifestyle. The description should include a log/record of physical activities or evidence of activity in a fitness or health center, such as an individualized fitness plan designed by the personal trainers available to faculty members in the ORU Aerobics Center.

SCHEDULE OF DEADLINES (The following schedule serves as a guide for the tenure 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 tenure to the appropriate department chair, with additional copies sent to the college's tenured faculty chair 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
March 15	The college dean verifies the applicant's eligibility to apply for tenure, has an initial consultation with the applicant, and forwards the information to the applicant's department chair and the Director of the CFE
Apr. 15	(1) The chair of the applicant's college's tenured faculty, in consultation with the college dean, selects three tenured faculty members from the college (both inside and outside the applicant's department) to each complete a Peer Rating Form. Those names are submitted to the Director of the CFE by the college's tenured faculty chair. Note: At the discretion of the chair of the tenured faculty, all tenured faculty members within a college could be selected to submit Peer Rating Forms. If a college lacks the necessary number of tenured faculty members, the remaining tenured faculty members are selected from other ORU colleges. Peer Rating forms are due to the Director of the CFE in August (2) The chair of the applicant's college's tenured faculty also decides which two of the three selected tenured faculty members, in addition to the college's tenured faculty chair, will also observe and evaluate the applicant in the classroom. Those names are conveyed to the Director of the CFE by the college's tenured faculty chair. Classroom evaluations may take place in April or August, at which time Professional Evaluation Forms are completed concerning the applicant and submitted to the Director of the CFE
Jul. 15	(1) The applicant prepares an application according to the guidelines presented during the required Promotion and Tenure Workshop (2) The applicant submits the application to the Director of the CFE in digital form, 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	(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 required workshop instructions, to the college dean <i>through</i> the Director of the CFE
Aug. 31	(1) The applicant's college tenure committee chair submits three confidential Peer Rating Forms to the Director of the CFE, as completed by the previously identified tenured faculty members (2) If not previously done in April, the chair of the college's tenured faculty, college dean, and two of the college's tenured faculty members observe and evaluate the applicant in class using the Professional Evaluation Form (3) The college tenure 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 chair of the college's tenured faculty

Sep. 15	<p>(1) The chair of the college's tenured faculty calls the college's tenured faculty members to meet, discuss, and vote on whether or not the particular college endorses tenure. A 75% affirmative vote of the tenured faculty members in the particular college is required for an applicant to be endorsed by the college</p> <p>(2) The chair of the college's tenured faculty reports voting results (affirmative or not) to the college dean and the applicant. The chair forwards the results and application of the approved applicant to the chair of the University Tenured Faculty. Any applicant not receiving enough votes from the college's tenured faculty to be recommended to the University Tenured Faculty is given a written copy of the reasons for denial by the chair of the college's tenured faculty. The applicant may appeal the decision by following the procedure outlined in the section titled "Grievance and Conflict Resolution Procedure" in the Faculty Handbook</p>
Sep. 21	<p>(1) The chair of the University Tenured Faculty appoints an evaluation committee composed of one tenured representative in good standing from each college</p> <p>(2) The chair of the University Tenured Faculty schedules a spiritual fit interview to be conducted by the evaluation committee</p> <p>(3) The chair of the University Tenured Faculty makes the application available to members of the University Tenured Faculty</p> <p>(4) The University Tenured Faculty meets with the applicant for a spiritual fit interview. The interview is open to all tenured faculty members; however, only the evaluation committee members vote on spiritual fit</p> <p>(5) The University Tenured Faculty evaluation committee votes on whether or not to endorse the applicant. A 75% affirmative vote on the spiritual fitness of the applicant is required to be endorsed for tenure by the evaluation committee.</p> <p>(6) The University Tenured Faculty evaluation committee forwards the results of the vote and any comments to the chair of the University Tenured Faculty</p>
Sep. 30	<p>(1) The chair of the University Tenured Faculty schedules and moderates a meeting of all University Tenured Faculty to discuss the evaluation committee's assessment of the spiritual fit interview of the applicant. A 75% affirmative vote of the University Tenured Faculty is required for an applicant to be endorsed for tenure by the University Tenured Faculty</p> <p>(2) The chair of the University Tenured Faculty communicates the results of the vote in writing to the college dean and the appropriate department chair, the applicant, and Director of the CFE. Any applicant not receiving enough votes from the University Tenured Faculty to be endorsed for tenure is given a written copy of reasons for denial by the chair of the University Tenured Faculty. The applicant may appeal the decision by following the procedure outlined in the section titled "Grievance and Conflict Resolution Procedure" in the Faculty Handbook</p>
Oct. 1	<p>(1) The chair of the University Tenured Faculty forwards a written list of applicants recommended for tenure, along with the appropriate applications, to the Provost/Chief Academic Officer and the Director of the CFE</p> <p>(2) The Director of the CFE retains the application and appendices until after the Board of Trustees' decision has been made</p>
Oct. 15	The Provost/Chief Academic Officer reviews the application, adds comments regarding the applicant's fitness for tenure (critique/endorsement), and forwards the application to the President
Nov. 1	The President reviews the application, adds comments regarding the applicant's fitness for tenure (critique/endorsement), and forwards the application to the Board of Trustees
Nov. Trustee Meeting	<p>(1) The Board of Trustees reviews the application, makes a decision concerning the granting of tenured status, and conveys the decision to the President</p> <p>(2) The President notifies the Provost/Chief Academic Officer, who notifies the chair of the University Tenured Faculty regarding the results of the Board of Trustees' decision</p>
Dec. 15	The chair of the University Tenured Faculty communicates the Board of Trustees' decision to the applicant and to the Director of the CFE

Tenured status is not granted automatically upon satisfaction of the eligibility requirements, but must be conferred by the Board of Trustees. Tenured status becomes effective the following fall semester.

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: