

**Oral Roberts University**

**Support Material for Faculty  
Applying for:**

**TENURE**

**Center for Faculty Excellence**

Dr. Even Culp, Director

Sheryl Morpew, Administrative Secretary

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## 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, CFE director, will be available to assist you in the formation of your application for tenure.

**Your applications, in two formats, should be sent to Dr. Even Culp ([eculp@oru.edu](mailto:eculp@oru.edu)) and courtesy copied to Sheryl Morphew ([smorphew@oru.edu](mailto:smorphew@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 thumb drive by July 15.**

**Deliver TWO applications in the specified formats to CFE on or before July 15.**

## Standard Application Components for Tenure (Format 1)

1. Title Page (stating your name, rank for which applying, name of college, and 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.

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

### **Standard Application with Appendices (Format 2)**

Submit a second standard application with appendices to CFE no later than July 15. Revise the Table of Contents (TOC) to reflect the appendices.

Appendices contain additional supporting evidence of statements made in the application—such as published articles and images—but remain with the faculty committee and are not submitted to the trustees. They must contain the raw data from the latest two years of SOS data. **All appendices must be submitted as pdfs in electronic form.** Check with your college faculty review committee on tenure for the proper format.

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.

Standard application (format 1) will be delivered to the trustees. The application with appendices (format 2) will be delivered to the faculty peer committee for review. The faculty peer committees recommend, the administration endorses, and only the trustees grant tenure.

The trustees evaluate 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.

### **Required Order of Application**

- 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. Other Appendices (format 2 only)

### **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 from page 2 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 (any dates that fall on a weekend or holiday will revert to the next regular work day)

<b>Mar. 1-14</b>	(1) Provost sends list of faculty eligible to apply for tenure to Chairs of each College's Tenured Faculty, University's Tenured Faculty Chair, and CFE Director. Chair of College's Tenured Faculty notifies faculty members who are eligible to apply for tenure.
<b>Mar. 15-31</b>	Eligible Applicant submits letter of intent to apply for tenure to Department Chair, College's Tenured Faculty Chair, CFE Director, and their administrative assistants.
<b>Apr. 15-30</b>	(1) CFE Director offers a workshop on preparing a tenure application. (2) Applicant attends the required workshop.
<b>May 1-Jul. 15</b>	(1) Chair of College's Tenured Faculty, in consultation with the College Dean (or designate), selects <u>three tenured faculty members</u> from College to complete one Peer Rating Form each. <u>Names</u> of these three tenured faculty members are submitted to CFE Director and administrative assistant. These faculty members can be chosen both inside and outside Applicant's department. (2) Chair of College's Tenured Faculty decides which two of these three tenured faculty members will also observe and evaluate Applicant in classroom in August. These names are emailed to CFE Director and administrative assistant. Note: At the discretion of Chair of Tenured Faculty, all tenured faculty members within a college could be selected to submit Peer Rating Forms. If a college lacks necessary number of tenured faculty, remaining tenured faculty are selected from other colleges. (3) Applicant prepares both applications (one with appendices and one without appendices) according to workshop instructions, including title page and Table of Contents (TOC), and submits both to CFE via email ( <a href="mailto:smorphew@oru.edu">smorphew@oru.edu</a> ) as separate Microsoft Word documents to be reviewed for format.
<b>Jul. 16-31</b>	CFE Director reviews both applications for format and notifies Applicant if revisions are needed.
<b>Aug.1-14</b>	If needed, Applicant revises applications according to suggestions from CFE Director and resubmits revised applications. CFE Director sends revised applications to College Dean (or designate).
<b>Aug. 15-31</b>	Classroom observations are conducted by Department Chair, College Dean (or designate), and two of the College's Tenured Faculty members. Chair of College's Tenured Faculty submits the Professional Evaluation forms to CFE via email ( <a href="mailto:smorphew@oru.edu">smorphew@oru.edu</a> ).
<b>Sep. 1-15</b>	(1) CFE Director compiles Applicant's Professional Evaluation Forms, Peer Rating Forms, letter of recommendation, and application with appendices, and makes them available to the Chair of the College's Tenured Faculty. (2) Chair of College's Tenured Faculty invites College's Tenured Faculty to review application. (3) Chair of College's Tenured Faculty calls on College's Tenured Faculty to meet, discuss, and vote on whether or not to endorse tenure. A 75% affirmative vote of tenured faculty in the college is required for Applicant to be endorsed by college. (4) Chair of College's Tenured Faculty reports voting results, affirmative or not, to College Dean (or designate) and Applicant. (5) Chair of College's Tenured Faculty forwards voting results and application without appendices of approved Applicant to Chair of University's Tenured Faculty. Any Applicant not receiving enough votes from the College's Tenured Faculty to be recommended to the University's Tenured Faculty is given a written copy of the reasons for denial by the Chair of the College's Tenured Faculty. Applicant may appeal the decision by following procedure outlined in Faculty Handbook.
<b>Sep. 15-30</b>	(1) Chair of University Tenured Faculty appoints an Evaluation Committee composed of one tenured representative in good standing from each college. (2) Chair of University Tenured Faculty schedules a spiritual fit interview to be conducted by Evaluation Committee. (3) Chair of University Tenured Faculty makes application available to members of University Tenured Faculty. (4) University Tenured Faculty meets with Applicant for spiritual fit interview. Interview is open to all tenured faculty, but only Evaluation Committee members vote on spiritual fit. (5) University Tenured Faculty Evaluation Committee votes on whether or not to endorse Applicant for tenure. A 75% affirmative vote on spiritual fit is required to be endorsed for tenure by Evaluation Committee. (6) University Tenured Faculty Evaluation Committee forwards results of vote and comments to Chair of University Tenured Faculty.

	(7) Chair of University Tenured Faculty schedules and moderates a meeting of all University Tenured Faculty to discuss Evaluation Committee's assessment of spiritual fit interview of Applicant. A 75% affirmative vote of University Tenured Faculty is required for Applicant to be endorsed for tenure by University Tenured Faculty.
<b>Oct. 1-22</b>	(1) Chair of University Tenured Faculty sends voting results in writing first to College Dean (or designate), and then to Department Chair, Applicant, CFE Director, and their administrative assistants. Any Applicant not receiving enough votes from University Tenured Faculty to be endorsed for tenure is given a written copy of reasons for denial by Chair of University Tenured Faculty. Applicant may appeal decision by following procedure outlined in Faculty Handbook. (2) Chair of University Tenured Faculty forwards list of all Applicants recommended for tenure, with applications, to Provost/Chief Academic Officer, CFE Director, and administrative assistants.
<b>Oct. 23-Nov. 1</b>	Provost/Chief Academic Officer reviews application, adds endorsement comments, and forwards to President.
<b>Nov. Trustee Meeting</b>	(1) President reviews application, adds endorsement comments, and forwards to Trustees. (2) Trustees review application and comments and make decision. (3) Trustees communicate their decision to President and Provost/Chief Academic Officer. (4) Provost/Chief Academic Officer notifies Chair Of University Tenured Faculty regarding Trustees' decision. (5) Chair of University Tenured Faculty communicates Trustees' decision to Applicant, CFE Director, and administrative assistant. If Applicant is denied tenure by vote of Trustees, he/she may appeal by following procedure outlined in Faculty Handbook. (6) Tenured status is not granted automatically upon satisfaction of eligibility requirements, but must be conferred by 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 (please print)			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.	<b>Overall Teacher Rating</b>						

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:

## College of Education Promotion/Tenure/Sabbatical Criteria

### **Promotion Protocols Approved by College of Education Assembly 2/4/14**

#### **Assistant to Associate Professor**

- Requires the applicant to have **two** juried publications and **one** presentation at regional or above conferences or any combination.
- A secured grant can replace one of the three items.

#### **Associate to Professor**

- Requires the applicant to have (since last promotion) **three** additional juried publications and **two** additional presentations at regional or above conferences, or any combination.
- A second grant can replace one of the five items.

#### **Additional Points:**

- Committee members may ask the applicant for clarification as to how a publication or presentation meets the criteria.
- The applicant may also request a meeting to clarify how the publications, presentations and/or grants meet the criteria for promotion.
- The Committee defines ***“Scholarship within the Discipline”*** as applying to the body of knowledge in the field of education.
- Committee members remain a part of the Committee during the promotion process with the exception of their own application.
- Committee members can vote on decisions related to promotion for academic rank even if the rank is above their current rank.
- All applications will be submitted electronically.
- A mastery of teaching and instruction is a criterion for both the promotion and tenure process. For the Graduate Education faculty member dissertation work is a significant portion of the teaching load. Therefore: the applicant will include in the Instruction criteria section of his or her promotion / tenure application a narrative regarding the dissertation activities that have occurred since his or her previous promotion. The narrative will specify those committees that the applicant Chaired and those that the applicant served as a committee member, noting which have completed.
- All of the Ed.D. candidates whose dissertations were Chaired by the promotion applicant and defended since the applicant's last promotion will be surveyed. In addition to this data, evaluation data from the Ed.D. exit surveys will be included as a required document of the promotion, tenure, and sabbatical application packet much like the data from course evaluations currently are.