



**LETOURNEAU
UNIVERSITY**

FACULTY

EVALUATION, PROMOTION AND TENURE

GUIDELINES AND PROCEDURES

Fall 2015

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INTRODUCTION

The purpose of the manual is to provide information concerning the university guidelines and processes for faculty annual evaluation, promotion, and tenure. LeTourneau University holds firmly to the conviction that the quality of its faculty is strongly correlated to the strength of the institution. The search processes for faculty provide the foundation for identifying and securing those who will impact the university, the community, and the world through their gifts and calling to Christian Higher Education.

The expectations of the university are for its faculty members to remain strong and continue to support the goals and purposes of the university, to help meet the academic and spiritual needs of the students, maintain academic freshness through scholarship, and have a vision for service to the wider community.

ANNUAL EVALUATION

Annual Evaluation Overview

Faculty members are evaluated each year according to the guidelines in the *Faculty/Staff Handbook* (Policy 2.5). It is hoped that the annual evaluation will be seen as a welcomed means to affirm those areas of strength and to strengthen those areas of faculty service that need development. The purpose of the annual evaluation is also to provide helpful insight to faculty members and administrators into the extent to which the expectations of the university are being met. The goal of evaluation is to enhance the effectiveness of the faculty member for the university, the students, and greater service through teaching, advising, and scholarship.

Annual Evaluation Criteria

The Department Chair and the School Dean will evaluate the faculty member in the spring semester according to the following criteria:

1. General Contribution to the University
2. Contribution to Students
3. Contribution to Scholarship
4. Contribution to the Community

Annual Evaluation Process

The annual evaluation process begins with the Department Chair, who will notify the faculty member of the spring annual evaluation during the previous fall semester. The faculty member will complete the Faculty Annual Evaluation Contribution Packet (cover page, *Faculty Contribution Form*, and supporting documents) and submit the Packet to the Department Chair (Appendix A).

The Department Chair will review the Packet and evaluate the faculty member on the *Faculty Assessment Form* (Appendix B). The form will be reviewed and signed by the faculty member, the Department Chair, and the School Dean. Copies of the packet and the *Faculty Assessment Form* will be sent to the Associate Provost & Dean of Faculty for his review and files.

In the event that there are areas that need remediation, the faculty member will prepare a *Professional Growth and Development Plan* to address any issues identified (Appendix C). The plan should be submitted to the Department Chair, or the School Dean when there is no Department Chair, within two weeks after the annual evaluation. The *Professional Growth and Development Plan* should be signed by the faculty member, the Department Chair, the School Dean, and the Associate Provost & Dean of Faculty.

The following *Faculty Annual Evaluation Process Chart* indicates the process, dates, and the instruments used in the annual evaluation.

FACULTY ANNUAL EVALUATION PROCESS CHART

By December 1	Department Chair Notifies faculty of annual evaluation
By January 15	Faculty Member Submits Faculty Annual Review Packet to Department Chair
By February 15	Department Chair Calls meeting with faculty member to review packet and provide assessment
By Two Weeks from Evaluation	Faculty Member If necessary, faculty member prepares <i>Professional Growth and Development Plan</i> for Department Chair as part of evaluation and documentation
By February 20	Department Chair Submits evaluation and documentation to School Dean for signature
By March 1	School Dean Signs and forwards all annual evaluation documentation to the Dean of Faculty in the Office of the Provost

Annual Evaluation Instruments

The following Instruments are an integral part of the annual evaluation process.

1. Faculty Annual Evaluation Contribution Packet

The Faculty Annual Evaluation Contribution Packet (Appendix A) is the primary basis upon which the faculty member is evaluated, and provides an opportunity for the faculty to document all areas of contribution to the university, to students, to scholarship, and to the community. The sections of the Faculty Annual Evaluation Contribution Packet are as follows:

- A. Cover Page
- B. *Faculty Contribution Form*
- C. Supporting Documents:
A signed copy of an up-to-date *Faculty Current Information (FCI)* form.

The Cover Page, the *Faculty Contribution Form*, and the *Faculty Current Information (FCI)* form are available in electronic format.

2. Faculty Assessment Form

The *Faculty Assessment Form (FAF)* is the means for evaluation of the faculty member by the Department Chair or the School Dean (Appendix B). The FAF accounts for the year's performance, including a follow-up on a professional growth and development plan when applicable. The form should be signed by the faculty member, the Department Chair, and the School Dean. Copies of the *Faculty Annual Evaluation Contribution Packet* and the *Faculty Assessment Form* are forwarded to the Office of the Provost. The *Faculty Assessment Form* is available in electronic format.

3. Professional Growth and Development Plan (if necessary)

In the event that there are areas that need remediation, the faculty member will prepare a *Professional Growth and Development Plan* (Appendix C) to address any issues identified. The

Annual Evaluation

Professional Growth and Development Plan is required for any faculty member evaluated as (2) Below Expectations or (1) Very Poor. The plan should be submitted to the immediate supervisor (chair or dean) within two weeks after the annual evaluation. The *Professional Growth and Development Plan* should be signed by the faculty member, the Department Chair, the School Dean, and approved by the Dean of Faculty in the Office of the Provost. The *Professional Growth and Development Plan* is available in electronic format.

PROMOTION

Promotion Overview

Promotion in faculty rank at LeTourneau University is a means of acknowledging high and proven academic performance and successful growth as a teacher-scholar achieved through the faculty evaluation process. It is based on the general criteria below, but is a discretionary decision by the university. While these criteria are set out, they are neither a checklist nor exclusive. Promotion in faculty rank at LeTourneau is based on credentials, evaluations, teaching experience, and, for some ranks, professional activity/involvement. Promotion must be officially recommended by the Department Chair, the School Dean, the Tenure, Promotion, and Leave Committee, the Provost, the President, and approved by the Board of Trustees. For more information on faculty promotion, see Policy 2.6 of the *Faculty-Staff Handbook*, <http://www.letu.edu/administrative/HR/handbook/>.

Promotion Criteria

The criteria for promotion are specified for each faculty rank: from Instructor to Assistant Professor, from Assistant Professor to Associate Professor, and from Associate Professor to Professor. The criteria for promotion to each rank are specified in Policy 2.6 of the *Faculty-Staff Handbook*. The following are **general guidelines** of those criteria:

A. Instructor to Assistant Professor

1. Credentials

- The doctoral degree in the teaching field; or
- The master's degree, with 18 graduate hours in the teaching field and five years of college-level teaching experience or approved equivalent work experience; or
- The terminal degree in the field of professional specialization, with the equivalent of 18 graduate hours in the teaching field and five years of college-level teaching experience or approved equivalent work experience.

For faculty in the approved areas of Aviation and Aeronautical Science, Engineering Technology, and Accounting, the master's degree in the teaching field or in a related field and appropriate professional certifications, which shall include FAA Certifications, Professional Engineering licensure and the Certified Public Accountant certificate, fully credentialing the person in the field, and at least five years of teaching, scholarship, business, or industrial experience.

2. Annual Evaluations

- The candidate shall have annual evaluations that score at least "satisfactory" (3) in all four areas of performance. The reviews must also be approved as accurate assessments in the judgment of the current department chair; school dean; Tenure, Promotion, and Leave Committee; Provost; President; and Board of Trustees.

3. Teaching Experience at LeTourneau University

- The candidate shall have taught at least two full academic years at

Annual Evaluation

LeTourneau University at the instructor level or the equivalent established at the time of hiring by the President and the Provost.

B. Assistant Professor to Associate Professor

1. Credentials

- The doctoral degree in the teaching field and five years of college-level teaching experience or approved equivalent work experience; or
- The master's degree, with a minimum of 18 graduate hours in the teaching field and five years of college-level teaching experience or approved equivalent work experience; or
- The terminal degree in the field of professional specialization, with the equivalent of 18 graduate hours in the teaching field and five years of college-level teaching experience or approved equivalent work experience.

For faculty in the approved areas of Aviation and Aeronautical Science, Engineering Technology, Accounting, the master's degree in the teaching field or in a related field and professional certifications which shall include FAA Certifications, Professional Engineering licensure, the Certified Public Accountant certificate, fully credentialing the person in the field, and at least five years of teaching, scholarship, business or industrial experience.

2. Teaching Experience at LeTourneau University

- The candidate shall have taught at LeTourneau University at least five full academic years as Assistant Professor, or the equivalent established at the time of hire.

3. Evaluations

- The candidate shall have annual evaluations that score at least "Excellent" (4) in the area of *Contribution to Students* during the review period.

The candidate shall have annual evaluations that score at least "Satisfactory" (3) in the other three performance areas during the review period.

The reviews must also be approved as accurate assessments in the judgment of the current department chair; school dean; Tenure, Promotion, and Leave Committee; Provost; President; and Board of Trustees.

C. Associate Professor to Professor

1. Credentials

- The doctoral degree in the teaching field and ten years of college-level teaching experience or approved equivalent work experience.

2. Teaching Experience at LeTourneau University

- The candidate shall have taught at LeTourneau University at least five full years at the Associate Professor, or the equivalent established at the time of hire.

3. Evaluations

Annual Evaluation

- The candidate shall have annual evaluations that score at least “Excellent” (4) in the area of *Contribution to Students* during the review period.

The candidate shall have annual evaluations that score at least “Satisfactory” in the other three areas of performance during the review period.

The reviews must also be approved as accurate assessments in the judgment of the current department chair; school dean; Tenure, Promotion, and Leave Committee; Provost; President; and Board of Trustees.

Promotion Application Process Chart

The following *Promotion Application Process Chart* reflects the process and deadlines to apply for promotion. As indicated below, the process for promotion is initiated by the faculty member after the spring annual evaluation by notifying the Department Chair of eligibility and desire to apply for promotion by the August deadline. A faculty member being considered for promotion is reviewed based on the criteria listed above, according to the following promotion review schedule:

After Annual Evaluation	Faculty Member Notifies supervisor of eligibility and desire to apply for promotion during spring semester of fourth year
After Annual Evaluation	Department Chair and Dean Call a meeting with the faculty member to discuss eligibility and performance toward successful application, and review the promotion process and necessary documentation to be gathered for submission
By April 15	Dean Presents to the Office of the Provost the names of faculty who intend to apply for promotion
By August 1	Dean Receives completed <i>Faculty Promotion Packet</i> from faculty member and submits it to the Office of the Provost
By August 15	Associate Provost & Dean of Faculty Sends Promotion Packets to the Chair of Tenure, Promotion, and Leave Committee
By September 22	Tenure, Promotion, and Leave Committee Interviews promotion candidates and reviews application. Presents recommendations to the Provost
By October 1	Provost Reviews and approves committee recommendation and sends a new recommendation to President
Fall Board of Trustees Meeting	President Reviews and approves Provost recommendation and presents a new recommendation to the Board of Trustees for a final vote
After Board of Trustees Meeting	President The faculty members approved for promotion by the Board of Trustees receive written notification by the President. Subsequent contracts reflect the promotion

Promotion Instruments

Promotion Packet

The *Faculty Promotion Packet* is the primary basis upon which the faculty member is evaluated for promotion and provides an opportunity for the faculty to document all areas of contribution to the university, to students, to scholarship, and to the community. The *Faculty Promotion Packet* should be submitted to the Dean of Faculty electronically, with all necessary documentation and signatures scanned in the order below. The sections of the Faculty Promotion Packet are as follows:

- A. Cover Page
- B. Faculty Letter of Interest
- C. Department Chair Letter of Recommendation
- D. School Dean Letter of Recommendation
- E. Promotion and/or Tenure Signatures Page
- F. Supporting Documents:
 - a. All Faculty Contribution Forms and all supporting documentation from annual evaluations within the review cycle
 - b. All Faculty Assessment Forms from annual evaluations within the review cycle
 - c. A signed copy of an updated *Faculty Current Information* form
 - d. Any other supporting documents as the faculty member desires, or as requested by the Department Chair, School Dean, the Tenure, Promotion, and Leave Committee, or the Provost. Examples may be published essays, articles, or academic presentations, particular course curricula written, course materials or syllabi, etc.

Faculty Letter of Interest

The faculty must write a short letter of interest to introduce the promotion packet. The letter should indicate if the application packet is intended for promotion, tenure, or both and should be addressed to the Board of Trustees. The letter should also briefly explain the faculty's interest and qualifications for being promoted.

Letters of Recommendation

Letters of recommendation from both the Department Chair and School Dean must be included in the Faculty Promotion Packet for a successful application. The letters should explain why the supervisor is advocating promotion of the faculty member. The letters should include details about how the criteria for promotion has been met in particular ways as well as how the assessments of the review cycle as a whole demonstrate successful fulfillment of the promotion criteria.

Promotion and/or Tenure Signatures Page

The *Promotion and/or Tenure Signatures Page* is a one-page document presenting the approval signatures that must be attained through the promotion application process.

Tenured Faculty Members Applying for Promotion

Because tenured faculty members are formally evaluated by their supervisors every other year, the promotion packet will include fewer faculty contribution and assessment forms for the review cycle.

TENURE

Tenure Overview

Tenure is the means whereby LeTourneau University rewards contributions by its full-time faculty to the university, to the students, to scholarship, and to the community. Tenure is an earned privilege for excellent service and is not granted automatically after the non-tenure period. The faculty members who are granted tenure are given a greater sense of belonging and institutional acceptance. Tenured faculty also add stability and continuity to the university.

Tenure is granted only to full-time faculty members. Full-time faculty members who have fulfilled four term contracts are eligible to apply for tenure at the beginning of their fifth year, subject to nomination by their Department Chair and Dean. Tenure gives the faculty member the right to be reemployed by annual contracts for a total term of five years or until the faculty member resigns, retires, is discharged for cause, is terminated due to a reduction in force because of a change of institutional program or financial exigency, or is no longer able to teach. By the conclusion of a five-year term of tenure, the faculty member's tenure status will again have been reviewed for possible renewal of tenure, non-tenure status, or non-renewal of contract.

A faculty member who has been granted tenure is required to sign a contract each year as evidence of continued employment and continues with a biennial process of faculty evaluation. The awarding of tenure is a discretionary decision, and while the following criteria are set out, they are neither a checklist nor exclusive.

Rank and Additional Service Considerations

At the time a faculty member is considered for tenure, the faculty member must hold the rank of assistant professor (or be eligible for concurrent promotion to assistant professor), associate professor, or professor. Time served at the instructor level may be credited toward the service requirements for tenure.

A faculty member who holds the rank of instructor but does not yet meet the criteria for promotion to assistant professor may be granted more than five term contracts at the option of the Provost and the President, or issued a one-year terminal contract, or be subject to non-reappointment.

Faculty service toward tenure begins in the fall semester of the faculty member's first full year.

Leaves of absence do not count toward service applicable to tenure, with the exception that an educational leave from LeTourneau University shall count toward tenure service if so stipulated in writing by the Provost and approved by the President before the educational leave begins.

Service at other educational institutions before employment at LeTourneau University generally does not count toward service applicable to tenure. It will be counted only if so stipulated in writing by the Provost and approved by the President at the time of initial employment.

A faculty member who takes primary responsibilities in administration at LeTourneau University for a period of time may not count that period as applicable to the time requirements for tenure, unless so stipulated in writing by the President. Should the faculty member return to full-time teaching, previous service accumulated toward tenure shall be credited to the faculty member at that time. For the purpose of tenure time requirements, Administrative Faculty are not considered to have primary responsibilities in administration.

Tenure Criteria

Faculty applying for tenure or tenure renewal are evaluated on quality of institutional fit and service in general and consistent performance in all four categories of annual faculty evaluation in particular. The candidate shall have annual evaluations that score at least “Excellent” (4) in the area of *Contribution to Students* during the review period. In addition, the candidate shall score at least “Satisfactory” (3) in the other three areas of faculty performance during the review period.

Tenure Process

The following *Tenure Application Process Chart* reflects the process and deadlines to apply for tenure. As indicated below, the process for tenure is initiated by the school dean after the spring annual evaluation by notifying the faculty member of eligibility. The dean, department chair, and faculty member discuss the faculty’s qualifications and potential desire to apply for tenure by the August deadline.

A faculty member being considered for tenure is reviewed based on the criteria listed above, according to the following promotion review schedule:

After Annual Evaluation	Dean Notifies faculty member of eligibility to apply for tenure during spring semester of fourth year
After Annual Evaluation	Dean Calls a meeting with the faculty member and Department Chair to discuss eligibility and performance toward successful application, and reviews the tenure process and necessary documentation to be gathered for submission
By April 15	Dean Presents to the Office of the Provost the names of faculty who intend to apply for tenure
By August 1	Dean Receives completed Faculty Tenure Packet from faculty member and submits it to the Office of the Provost
By August 15	Associate Provost & Dean of Faculty Sends Tenure Packet to Chair of Tenure, Promotion, and Leave Committee
By September 22	Tenure, Promotion, and Leave Committee Interviews tenure candidates and reviews application. Presents recommendations to the Provost
By October 1	Provost Reviews and approves committee recommendation and sends a new recommendation to President
Fall Board of Trustees Meeting	President Reviews and approves Provost recommendation and presents a new recommendation to the Board of Trustees for a final vote at the fall meeting

Tenure Instruments

The following Instruments are an integral part of the faculty tenure process.

1. Faculty Tenure Packet

The *Faculty Tenure Packet* is the primary basis upon which the faculty member is evaluated for tenure (or tenure renewal) and provides an opportunity for the faculty to document all areas of contribution to the university, to students, to scholarship, and to the community. The *Faculty Tenure Packet* should be submitted to the Dean of Faculty electronically, with all necessary documentation and signatures scanned in the order presented below. The sections of the *Faculty Tenure Packet* are as follows:

- A. Cover Page
- B. Faculty Letter of Interest
- C. Department Chair Letter of Recommendation
- D. School Dean Letter of Recommendation
- E. Promotion and/or Tenure Signatures Page
- F. Supporting Documents:
 - a. All Faculty Contribution Forms and all supporting documentation from annual evaluations within the review cycle
 - b. All Faculty Assessment Forms from annual evaluations within the review cycle
 - c. A signed copy of an updated *Faculty Current Information* form
 - d. Any other supporting documents as the faculty member desires, or as requested by the Department Chair, School Dean, the Tenure, Promotion, and Leave Committee, or the Provost. Examples may be published essays, articles, or academic presentations, particular course curricula written, course materials or syllabi, etc.

2. Faculty Letter of Interest

As with the promotion packet, the faculty must write a short letter of interest to introduce the tenure packet. The letter should indicate if the application packet is intended for promotion, tenure, or both and should be addressed to the Board of Trustees. The letter should also briefly explain the faculty's interest and qualifications for receiving tenure.

3. Letters of Recommendation

Letters of recommendation from both the Department Chair and School Dean must be included in the Faculty Tenure Packet for a successful application. The letters should explain why the supervisor is advocating tenure (or tenure renewal) of the faculty member. The letters should include details about how the criteria for tenure has been met in particular ways as well as how the assessments of the review cycle as a whole demonstrate successful fulfillment of the tenure criteria.

4. Promotion and/or Tenure Signatures Page

The *Promotion and/or Tenure Signatures Page* is a one-page document presenting the approval signatures that must be attained through the tenure application process.



**LETOURNEAU
UNIVERSITY**

FACULTY CONTRIBUTION PACKET

FOR

(Faculty Name)

(Current Date)

FACULTY CONTRIBUTION FORM

Please check all that apply:

Annual Evaluation **Promotion** **Tenure**

1. Name: _____ Date: _____
2. School: _____
3. Department: _____
4. Rank: _____

Please consult Chapter 2 of the *Faculty-Staff Handbook* <http://www.letu.edu/administrative/HR/handbook/>

1.0 CONTRIBUTION TO THE UNIVERSITY

"The general contribution to the University will be evaluated through agreement with the Statement of Faith and other statements of the philosophy of the University (section 1.2), working well with superiors, working effectively on university committees, and showing harmony in interpersonal relations with university personnel and students." *Faculty-Staff Handbook*

1.1 University Statements

I continue to be in agreement with the Statement of Faith and other statements of philosophy of the University (Section 1.2 of the *Faculty-Staff Handbook*). (If No, list exceptions below).

Yes **No**

Exceptions:

1.2 Working Relationships with Superiors

Evaluate the quality of your working relationship with your superiors, and any extra formal or informal assistance you were able to provide to your superiors.

1.3 University Assignments

List your University committee assignments, special projects, School and Departmental assignments, etc. during the review period, including the level of involvement.

1.4 Interpersonal Relations with University Personnel and Students

State your understanding of the quality of your working relationships with university personnel and your relationships with students.

- **University Personnel**

- **Students**

1.5 Attendance at Regular University Meetings

Estimate your attendance at the following regular university meetings:

Chapel	TFO	TFO Faculty Prayer	Spiritual Emphasis Week	Missions Emphasis Week	Departmental/School Meetings
%	%	%	%	%	%

1.6 Other Contributions to the University

List any other contributions to the University not included above:

2.0 CONTRIBUTION TO STUDENTS

"The contribution to students will be evaluated through effective classroom performance including the integration of faith and learning, giving effective academic advising, and evidencing other contributions to student life and learning." *Faculty-Staff Handbook*

2.1 Student Evaluations

If being evaluated for promotion and/or tenure, include student evaluation results for the fall semester of the current academic year, and the evaluation summaries for courses taught during the previous three academic years. (Student evaluations do not need to be submitted for Annual Review, since the Department Chair and School Dean already have them on file.)

2.2 Classroom Performance

Indicate any pertinent information regarding the effectiveness of your classroom performance, such as classroom creativity, improvements in teaching techniques, integration of faith and learning, etc.

2.3 Student Advising

Indicate advising activities during the review period, and provide an estimate of the number of advisees assigned to you each year.

2.4 Other Contributions to Students

Indicate any other student involvement or student contributions to life and learning not listed above during the review period.

3.0 CONTRIBUTION TO SCHOLARSHIP

"The contribution to scholarship will be evaluated through participation in professional organizations, along with any presentation of scholarly papers, individual research, or publication of articles and books." *Faculty-Staff Handbook*

3.1 Professional Organizations

List the names of all professional organizations of which you are a member and indicate the level of your participation, such as attendance at meetings with dates, scholarly presentations, and positions held in professional organizations during the review period.

3.2 Individual Research

Indicate any individual research conducted during the review period.

3.3 Publications

List all articles, chapters, reports, and books published during the review period, including complete citations for each.

3.4 Other Contributions to Scholarship

Indicate any other contributions to scholarship during the review period.

4.0 CONTRIBUTION TO THE COMMUNITY

"The contribution to the community will be evaluated through a reputation in the community for a life-style consistent with the Christian reputation of the institution and a demonstration of some participation in community service, which includes being a benefit to a body of Christian believers." *Faculty-Staff Handbook*

4.1 Christian Community Activities

Indicate your participation in a body of Christian believers and the level of your involvement, such as attendance at services and activities, and responsibilities during the review period; and your involvement in the broader Christian community.

- **Body of Christian Believers**

- **Broader Christian Community**

4.2 Other Contributions to the Community

Indicate your contributions to the civic community during the review period:

ADDITIONAL COMMENTS

Faculty Signature

Date

Annual Evaluation Supporting Documentation

- A. Cover Page
- B. *Faculty Contribution Form*
- C. A signed copy of an up-to-date *Faculty Current Information* (FCI) form and any other desired instruments.

Promotion and/or Tenure Supporting Documentation

- A. Cover Page
- B. Faculty Letter of Interest
- C. Department Chair Letter of Recommendation
- D. School Dean Letter of Recommendation
- E. Promotion and/or Tenure Signatures Page
- F. Supporting Documents:
 - a. All Faculty Contribution Forms and all supporting documentation from annual evaluations within the review cycle
 - b. All Faculty Assessment Forms from annual evaluations within the review cycle
 - c. A signed copy of an updated *Faculty Current Information* form
 - d. Any other supporting documents as the faculty member desires, or as requested by the Department Chair, School Dean, the Tenure, Promotion, and Leave Committee, or the Provost. Examples may be published essays, articles, or academic presentations, particular course curricula written, course materials or syllabi, etc.

FACULTY ASSESSMENT FORM

Please check all that apply:

Annual Evaluation

Promotion

Tenure

1. Name:

Date:

2. School:

3. Department:

4. Rank:

Please consult Chapter 2 of the *Faculty-Staff Handbook* <http://www.letu.edu/administrative/HR/handbook/>

1. CONTRIBUTION TO THE UNIVERSITY

"The general contribution to the University will be evaluated through agreement with the Statement of Faith and other statements of the philosophy of the University (section 1.2), working well with superiors, working effectively on university committees, and showing harmony in interpersonal relations with university personnel and students." *Faculty-Staff Handbook*

1.1 University Statements

To my knowledge, the faculty member continues to be in agreement with the Statement of Faith and other statements of philosophy of the University (Section 1.2 of the *Faculty- Staff Handbook*).

Yes **No**

Comments:

1.2 Working Relationships with Superiors

Comments:

1.3 University Assignments

Comments:

1.4 Interpersonal Relations with University Personnel and Students

- **University Personnel**

Comments:

- **Students**

Comments:

1.5 Attendance at Regular University Meetings

Comments:

1.6 Other Contributions to the University

Comments:

1.0 OVERALL EVALUATION OF CONTRIBUTION TO THE UNIVERSITY

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional

Comments:

2.0 CONTRIBUTION TO STUDENTS

"The contribution to students will be evaluated through effective classroom performance including the integration of faith and learning, giving effective academic advising, and evidencing other contributions to student life and learning." *Faculty-Staff Handbook*

2.1 Student Evaluations, and 2.2 Classroom Performance

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional

Student Evaluation

Comments:

Classroom Performance

Comments:

2.3 Student Advising, and 2.4 Other Contributions to Students

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional

Student Advising

Comments:

Other Contribution to Students

Comments:

2.0 OVERALL EVALUATION OF CONTRIBUTION TO STUDENTS

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional

Comments:

3.0 CONTRIBUTION TO SCHOLARSHIP

"The contribution to scholarship will be evaluated through participation in professional organizations, along with any presentation of scholarly papers, individual research, or publication of articles and books."

3.1 Professional Organizations

Comments:

3.2 Individual Research

Comments:

3.3 Publications

Comments:

3.4 Other Contributions to Scholarship

Comments:

3.0 OVERALL EVALUATION OF CONTRIBUTION TO SCHOLARSHIP

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional
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Comments:

4.0 CONTRIBUTION TO THE COMMUNITY

"The contribution to the community will be evaluated through a reputation in the community for a life-style consistent with the Christian reputation of the institution and a demonstration of some participation in community service, which includes being a benefit to a body of Christian believers." *Faculty-Staff Handbook*

4.1 Christian Community Activities

- **Body of Christian Believers**

Comments:

- **Broader Christian Community**

Comments:

4.2 Other Contributions to the Community

Comments:

4.0 OVERALL EVALUATION OF CONTRIBUTION TO THE COMMUNITY

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional
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Comments:

OVERALL EVALUATION

(0) N/A- Don't Know	(1) Very Poor	(2) Below Expectations	(3) Satisfactory	(4) Excellent	(5) Exceptional

Comments:

AREAS DESIRED FOR IMPROVEMENT

Comments:

ANNUAL EVALUATION AREAS REQUIRED FOR IMPROVEMENT

Professional Growth and Development Plan Required

The evaluation interview presents an opportunity for each faculty member to share any professional or personal development plan with the department chair. The faculty member must formulate a growth plan for any major area or part of an area on the evaluation form that is evaluated as (2) Below Expectations or (1) Very Poor. Faculty members holding the rank of Associate Professor or Professor must also formulate a growth plan in the event that their Contribution to Students does not exceed (3) Satisfactory. The growth plan must be approved by the department chair and school dean, and sent to the Associate Provost & Dean of Faculty within two weeks after the evaluation interview. The growth plan becomes prescriptive for remediation after being approved by the Associate Provost & Dean of Faculty. On the basis of the evaluation interview, other prescriptive goals and deadlines for remediation by the faculty member may also be set by the Associate Provost & Dean of Faculty in consultation with the department chair and school dean. (Policy 2.5 of the Faculty/Staff Handbook)

Comments:

FACULTY RESPONSE:

PROMOTION AND/OR TENURE SIGNATURE PAGE

_____ **Faculty Member** _____ **Date**

Required Signatures for Promotion and/or Tenure			
		Recommended	<u>Not Recommended</u>
_____	_____	_____	_____
Department Chair	Date		
_____	_____	_____	_____
Dean of the School	Date		
_____	_____	_____	_____
Chair of Tenure, Promotion, and Leave Committee	Date		
_____	_____	_____	_____
Associate Provost & Dean of Faculty	Date		

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

1. Name: _____ Date: _____
2. School: _____
3. Department: _____
4. Rank: _____

Please consult Chapter 2 of the *Faculty-Staff Handbook* <http://www.letu.edu/administrative/HR/handbook/>

The *Professional Growth and Development Plan* is required for any faculty member evaluated on a scale of 0-5 as (2) Below Expectations or (1) Very Poor. Faculty members holding the rank of Associate Professor or Professor are required to formulate a growth plan if Contribution to Students is evaluated as (3) Satisfactory or lower.

A. List the area or evaluation item in which you will improve this year.

B. Delineate the growth and development plan with target dates.

Additional Comments:

APPENDIX D

ADDITIONAL SAMPLE FORMS:

- *FACULTY CURRENT INFORMATION FORM (FCI)*
- *STUDENT EVALUATION OF TEACHING EFFECTIVENESS*
- *STUDENT EVALUATION OF LABORATORY AND ACTIVITY CLASSES*
- *STUDENT ADVISING EVALUATION FORM*

LeTourneau University FACULTY
CURRENT INFORMATION FORM *with*
 CREDENTIALS CHECK LIST *and* JUSTIFICATION OF QUALIFICATIONS

NAME:

DATE:

CURRENT UNIVERSITY STATUS

Rank and Title:
School of:
Department:
Office Location:
Office Phone:
Email:
Date of Tenure:
Date of Last Tenure Review:
Date of Next Tenure Review:
Start Date LETU:
Date—Present Position:

EDUCATION

Doctorate:

Number of Graduate Hours in each discipline:

•

College/University:

Master's:

Number of Graduate Hours in each discipline:

•

College/University:

Undergraduate:

College/University:

Date of Degree →

Have you completed a degree or additional coursework since joining the faculty of LeTourneau University? If so, what degree or course work was completed?

•

If you have completed graduate hours but not a corresponding degree, list the number of graduate hours.

•

OTHER TEACHING EXPERIENCE

List the name of each institution, along with courses taught and the corresponding academic years, where you gained teaching experience prior to joining the faculty of LeTourneau University (most recent first).

Institution	Position	Dates
--------------------	-----------------	--------------

•

•

Courses Taught with Corresponding Academic Years

•

•

ADMINISTRATIVE EXPERIENCE

List any positions held in higher education at LeTourneau or elsewhere (most recent first).

Institution	Role	Dates
--------------------	-------------	--------------

•

•

RELATED PROFESSIONAL EXPERIENCE

Briefly describe professional experience related to current role at LETU. Include employment other than higher ed, if applicable (most recent first).

Institution	Role	Dates
--------------------	-------------	--------------

•

•

Responsibilities/Experience

•

•

PROFESSIONAL LICENSES OR CERTIFICATIONS

List all professional licenses and/or certifications as qualifications for your current position at LETU (most recent first).

License/Certification Name	Granting Agency	Date of Renewal
-----------------------------------	------------------------	------------------------

•

•

HONORS, AWARDS, AND OTHER ACHIEVEMENTS

•

•

CONSULTING/OUTSIDE TRAINING

List any professional consulting or business/industrial training within your field related to your current role (most recent first).

-
-

PUBLICATIONS

Cite any of your published works produced during the last five years, and your most significant few from prior years (most recent first).

-
-

OTHER RESEARCH/SCHOLARSHIP

List research/scholarship you have conducted at LeTourneau University during the past five years (most recent first).

-
-

List any earlier research/scholarship you have completed at LeTourneau University (most recent first).

-
-

List research/scholarship you have completed at other educational institutions (most recent first).

-
-

Summarize your current research/scholarship in progress and your plans for the next 12 months.

PROFESSIONAL PRESENTATION/SPEECHES

If related to your position, list presentations made to external groups during the last five years (most recent first).

-
-

PROFESSIONAL AND SCHOLARLY AFFILIATIONS

List all memberships and include offices held (most recent first).

-
-

MEETINGS ATTENDED

List academic or professional conferences attended during the last five years (most recent first).

-
-

PROFESSIONAL GROWTH ACTIVITIES

By year, list other developmental activities during the last five years (most recent first)

-
-

COMMITTEE ASSIGNMENTS

By year, list all university committee assignments held during the last five years (most recent first).

-
-

SPECIAL ACADEMIC and/or UNIVERSITY ASSIGNMENTS

By year, list all special academic and/or university assignments during the last five years (most recent first).

-
-

COURSES TAUGHT at LETOURNEAU

List each course you have taught at LeTourneau University over the past five years. Begin with the current semester. Indicate your qualification to teach each specific course by placing the proper number in the Qualification box based upon the Key below.

KEY:

1—At least 18 hours of graduate study in this academic area

2—At least five years of professional experience as a practitioner in this field

3—Professional license or certification in this field issued by a state or federal agency

Course Number

Course Title

Qualification

Course Number	Course Title	Qualification

-
-

I affirm that the information provided in this document is complete and accurate to the best of my knowledge.

Faculty Signature: _____

Date: _____

JUSTIFICATION OF QUALIFICATIONS

LeTourneau University deems faculty member _____ to be qualified to teach the classes listed above based upon the credentials referenced herein.

Recommended: _____

Date: _____

Approved: _____

Date: _____

STUDENT EVALUATION OF TEACHING EFFECTIVENESS

Course Name _____

Course # _____ Course Section _____

Semester _____

Instructor's Name _____

Mark the one response per category which best reflects your evaluation of that area.

1. Definitely False 2. Mostly False 3. Neutral 4. Mostly True 5. Definitely True

EVALUATION OF THE PROFESSOR

1. The professor was well prepared for class
2. The professor was knowledgeable in the subject matter
3. The professor was available outside of class for answering questions and providing assistance
4. The professor's teaching helped me to make connections between my Christian faith and the concepts of this course
5. The professor stimulated my thinking
6. The professor helped me learn fundamental principles, generalizations, or theories
7. The professor helped me learn to apply course material (to improve thinking, problem solving, and/or decisions)
8. The professor modeled the Christian faith
9. The professor helped me learn to analyze and critically evaluate ideas, arguments and points of view
10. The professor displayed enthusiasm when teaching
11. The professor displayed a personal interest in students and their learning
12. The professor demonstrated the importance and significance of the subject matter
13. The professor related course material to real-life situations
14. The professor provided timely feedback on tests, reports, projects, etc. to help students improve

EVALUATION OF THE COURSE

15. The physical setting of the classroom was conducive to the learning process
16. The assignments were appropriate to the course objectives
17. Overall, I rate this course as excellent

PLEASE TURN PAPER OVER AND COMPLETE QUESTIONS ON THE OTHER SIDE

STUDENT EVALUATION OF LABORATORY AND ACTIVITY CLASSES

Course Name _____

Course # _____ Course Section _____

Semester _____

Instructor's Name _____

Mark the one response per category which best reflects your evaluation

1. Definitely False 2. Mostly False 3. Neutral 4. Mostly True 5. Definitely True

EVALUATION OF THE PROFESSOR

1. Integration of Faith and Learning are evident in this course
2. Expectations are clearly communicated
3. The instructor is prepared for this course
4. The instructor is consistently available to provide guidance and/or demonstrate techniques or processes during the course meeting time
5. Safety is an evident priority in this course
6. The materials and equipment are ready for use in this course
7. There is enough equipment and/or materials to serve all students enrolled in this course
8. The equipment and/or facilities for this course encourage learning
9. Textbooks, lab manuals, and/or supplementary materials support the objectives of this course
10. Students are challenged to improve their performance in the activities of this course
11. Graded assignments are returned in a timely manner
12. The professor demonstrated the importance and significance of the subject matter
13. Assignments and/or skills tests are relevant to the purpose and objectives of this course
14. The amount of work in this course was reasonable

LABORATORY COURSES ONLY

15. This laboratory course is well coordinated with the related lecture course

PLEASE TURN PAPER OVER AND COMPLETE QUESTIONS ON THE OTHER SIDE

STUDENT ADVISING EVALUATION FORM

Advisor Name: _____

Your Major: _____

Semester & Year: _____

Mark the one response per category which best reflects your evaluation of that area.

1. Definitely False 2. Mostly False 3. Neutral 4. Mostly True 5. Definitely True

1. Advisor's availability for you to meet for advising.
2. Advisor's knowledge of curriculum requirements within the major field of study and general education.
3. Advisor's knowledge of policies and procedures such as change of majors and course repeat policy.
4. Advisor's knowledge of student handbook policies.
5. Advisor's knowledge of careers within the field and educational opportunities beyond college.
6. Selection of the courses you need before signing the course request form.
7. Monitoring of your progress toward your chosen degree.
8. Dependability of advisor to resolve advising problems for you or refer you to someone who can assist.
9. Advisor's demonstration of genuine concern for you and your interests.
10. Advisor's provision of a non-threatening atmosphere for student advising.
11. Advisor's willingness to give personal advice or spiritual counseling as appropriate.
12. Monitoring of your grades by the advisor.

COMMENTS