**Trinity Christian College**

**Faculty Application and Self-Evaluation for Tenure**

Faculty members who are applying for tenure must complete this Tenure Application Form and Tenure Self-Evaluation Form, which follows. Applicants are strongly encouraged to consult with the Personnel Committee Chair related to application for tenure.

**Tenure Application Form**

At the time of application for tenure, the faculty member is asked to assent to all of the provisions of the *Employment Policies*, but particularly to the following two statements about tenure:

1. Tenure at Trinity Christian College means three things, all of which are subject to the faculty member’s compliance with employment policies and continuing to meet the standards for tenure: (1) continuing appointment, with only the financial terms subject to annual review; (2) the formal endorsement of the faculty member's competence in meeting the standards and expectations of the institution; and (3) an intention on the part of the faculty member to teach at the institution and on the part of the college to retain this faculty member for an indefinite period of time.
2. That, after tenure is granted by the board of trustees, a faculty member will write and present a paper to the faculty as a whole on how the Christian faith impacts upon their discipline. Normally this occurs before the end of the first academic year after which tenure has been granted and is coordinated by the faculty member and the Professional Development Committee.

As a condition of applying for a faculty appointment of indefinite tenure at Trinity Christian College, I hereby accept and assent to the stipulations of the *Employment Policies* relating to appointments of indefinite tenure. I also affirm my long-term intent to continue in teaching, scholarship, and service at the college and my plans to present a written paper and oral presentation on how the Christian faith impacts my discipline.

|  |  |  |
| --- | --- | --- |
|   |  |  |
| Faculty Member |  | Date: |

**Trinity Christian College**

**Faculty Self-Evaluation for Tenure Form**

(Most Recently Revised, 4/25)

Please upload your completed self-evaluation along with an up-to-date curriculum vita into the appropriate Box folder. Detailed instructions on how to use Box for this process are on the “Faculty Evaluation Schedule” sent as part of the June Memo.

**When writing your self-evaluation, please follow the** [**Guidelines on Writing a Self-Evaluation**](https://trollweb.trnty.edu/wp-content/uploads/2024/04/Guidelines-for-Writing-a-Self-Evaluation-April-2024.pdf) **included with the emailed June memo.** When writing your self-evaluation, please refer to the Notes on Writing a Self-Evaluation attached to the emailed June memo. *Please* *include the questions before your responses* and *give your responses in paragraphs, for a total document length of 20-25 pages.*

**Please note that if you are not applying for tenure, you should use the self-evaluation form that does not embed the tenure-related questions.**

According to the *Trinity Christian College* *Handbook*, "[t]he association and board of Trinity Christian College have entrusted to their faculty the responsibility freely to search for truth and freely to teach it in their classes. Such a mission demands scholars who are competent and diligent in the pursuit of their respective disciplines, who are willing to grow in truth, and who exercise their academic freedom within the context of the historic traditions of the college."

Consistent with this statement is the expectation that faculty members will play an active role in their evaluation by submitting a reflective and comprehensive self-evaluation. Thus, this self-evaluation is the primary source the personnel committee uses in crafting its review. While faculty members are invited to correct errors of fact or interpretation to an initial draft of the review, supplemental information beyond the originally submitted document will not be considered.

The self-evaluation focuses on four areas: Christian vocation, teaching effectiveness and student development, scholarship, and college/community service. You will be asked to describe your activities, evaluate your effectiveness, and identify your expectations in each area. In all areas, you are to reflect anew on the prompts and discuss development, growth and/or changes since your last evaluation. ***For teaching effectiveness and student development, you should address the period since your last evaluation. For scholarship, address the last five years. For college/community service, again address the period since your last evaluation.***

In order to assist the personnel committee in meeting deadlines, self-evaluation documents must be submitted by **September 1.**

**Please submit your completed self-evaluation by uploading it via the Box file upload linked** [**here**](https://trnty.app.box.com/f/4fe1a9eb9b584114b57f5fe9dc19ca86)**.
Please submit your updated CV by uploading it via the Box file upload linked** [**here**](https://trnty.app.box.com/f/8db08eb236f64c96919a5a6897f5b978)

 **Faculty Self-Evaluation for Tenure Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: |  | Dept.: |  | Date: |  |

 Current rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Are you applying for promotion? \_\_Yes / No\_\_

I. **CHRISTIAN VOCATION**

1. Submit an updated vita along with this self-evaluation.
2. Affirmation of faith commitment.

Note that items B1-B3 relate to Tenure Standard 1, continued subscription to the doctrinal foundations of Trinity Christian College as summarized in Article III of the College constitution and evidence of faith commitment. Item B4-5 relates to Tenure Standard 2, commitment to the development of a Christian worldview and its application to teaching and scholarship.

1. Do you subscribe to the doctrinal foundations of Trinity Christian College as summarized in Article III of the College constitution? (Refer to Faculty Handbook)
2. Please state the name, location, and denomination (if any) of the church where you are a member. In what ways is your faith commitment manifested in church and society?
3. Reflect on the relationships among the theological commitments of your church, your own beliefs, and the Three Forms of Unity. In your discussion, address the sovereignty of God, the authority of scripture, the identity of Christ, and beliefs about the sacraments, as well as other topics that may be important to you or your church. Please include new reflections based on your theological commitments and beliefs in every self-evaluation. Your response should be several paragraphs but not more than 2 pages.
4. In the current review period, how has your identity as a Christian professor shaped your vocation as a teacher, scholar, and community member engaged in college and community service? Please explicitly address all three of these areas. Your response should be several paragraphs but not more than 2 pages.

 5a. Discuss how you approach your discipline from a Reformed Christian perspective or world and life view. Discuss books, articles, faculty development opportunities, etc. that have influenced your ongoing development since your last review.

 5b. Expand your discussion from 5a by reflecting on the steps you have taken to develop your Reformed Christian worldview since coming to Trinity. Connect this narrative to your teaching and scholarship. Include plans for ongoing worldview development. Your response (5a & b inclusive) should approximate 3 pages.

**II. TEACHING EFFECTIVENESS / STUDENT DEVELOPMENT**. The importance to the college of teaching and student development is reflected in this excerpt from the mission statement: "[T]hose who teach and learn are called to be coworkers with Christ in subjecting all cultural activities to the reign of God, and that genuine education must involve the whole person as a thinking, feeling, and believing creature."

In asking you to address the following categories, we aim to promote teaching that is consistent with the mission of the college; that encourages students to bring the habits of rigorous academic work into their chosen vocations; and that addresses students, both in and out of the classroom, holistically.

Note that section II.A relates to Tenure Standard 3, the mastery of the discipline and the art of communicating it, with resulting confidence and respect of students and colleagues; and Tenure Standard 4, the modification of courses in the light of student reaction and developments in one’s discipline.

 **A. Teaching:**

1. List courses taught (and typical enrollments) since starting at Trinity. Please use the following format:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course # | Course Name | # of Credits | Frequency Taught(do not list year by year) | Typical enrollment or range  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Articulate your mastery of your discipline, your teaching philosophy, and your effectiveness in the classroom (course design, use of class time, methods of evaluation) since starting at Trinity. Where relevant, include a discussion of the settings or contexts of your teaching, addressing factors such as class sizes, whether there is a lab component to the course, mix of majors/minors/non-majors/non-minors in your courses, and your overall load of students and/or courses. Include how your curriculum and/or pedagogy provide a supportive and inclusive learning environment for a diverse student population. Reflect on how this has changed, developed, or played out in your interactions with students. If applicable, note how any interdisciplinary collaboration has helped strengthen your teaching.
2. Reflect on student feedback on your courses, both categorical responses and student comments. Note, however, that when evaluating faculty for review, promotion, and/or tenure, the personnel committee recognizes that the categorical responses reported in SFI/SFCs from classes with fewer than 11 students is statistically unreliable. For such course SFI/Cs, you need only reflect on the student comments. However, categorical responses from classes with fewer than 11 students are statistically reliable within a larger semester total and should be analyzed in your reflection on the data from the entire semester. You do not need to address all student comments exhaustively, but we expect that your review of and reflection on student ratings and comments will be comprehensive and detailed, providing analysis and interpretation of patterns that emerge. What do you see as your areas of strength in teaching effectiveness?
3. Summarize the trends you have seen in your teaching evaluations and how you have cultivated your strengths and addressed your weaknesses over the full arc of your teaching at Trinity. Comment on ways you have modified courses and your rationale for making changes. If applicable, refer to your previous evaluations by the Personnel Committee and Vice President of Academic Affairs.
4. What can the college fairly expect from you, between now and your next review, in further developing your teaching effectiveness? Explain how you will continue to seek excellence as a teacher.

**B. Student development outside the classroom:**

 Note that section II.B relates to Tenure Standard 5, demonstrated competence as an effective student advisor.

1. What have you done to foster meaningful interactions with students outside the classroom, in the current review period? Examples might include, but are not limited to, sponsoring student organizations, attendance at events involving students, working with students from various backgrounds (i.e., religious backgrounds, ethnicity, gender, socioeconomic status, etc.) and/or under-represented groups. If applicable, refer to your previous evaluations by the Personnel Committee and Vice President of Academic Affairs.
2. Describe your involvement with your advisees in the current review period. For example, you might describe how you see your role as an advisor, your typical interaction with advisees, your involvement with students' career development.

1. Situate your responses to #1-2 within a larger narrative of your growth as a student advisor, within and beyond the formal advising process.

**III. SCHOLARSHIP.** In "Defining Quality" (March 2, 1993), the Illinois Faculty Advisory Committee stated that "in true professionalism, teaching and research are interrelated. Not all faculty will necessarily conduct original research of the kind that is required at doctoral-level institutions, but all of them who wish to remain vital in the classroom will be aware of research and scholarship that is changing the nature of their disciplines. Otherwise they will become unproductive and fail to produce well-prepared students."

In developing the following categories, we aim to promote scholarship that is consistent with the mission of the college, that is defined more broadly than would be done at a research institution, and that emphasizes quality rather than quantity. . As stated in the Faculty Handbook heading to the Scholarship rubric, Trinity recognizes Boyer’s scholarship categories of discovery, integration, application, and teaching. A useful introduction to Boyer’s model can be found [here](https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf).

Note that section III relates to Tenure Standard 6, continued efforts to remain current in the field; and 7, contributions to the discipline through lectures, presentations, publications, public performances, exhibitions, and the like.

 **A. Description of scholarship:**

1. Describe what you have done during the last five years to continue your education and contribute to your field. Use the applicable categories to organize your response.
2. refereed publications / exhibits / performances
3. external-grant funded projects
4. internal-grant funded projects (e.g., collaborative initiative grants, summer research grants)
5. sabbatical-related projects
6. leadership in academic or professional groups, journals, or centers for study
7. professional activities related to disciplinary expertise
8. other discipline-related publications / exhibits / performances
9. conference presentations / posters / keynote addresses
10. other discipline-related presentations (e.g. to community groups, professional organizations)
11. sharing scholarship on campus
12. continuing education units
13. conference attendance
14. professional journal reading
15. faculty book groups
16. generative interdisciplinary collaboration
17. mentored student research
18. other
19. **Evaluation of scholarship**: Evaluate the extent to which you have been able, in the past five years, to translate your scholarship into the classroom or community or the impact the research has had on your field.
20. From the items in III.A, which are most significant to you and why?

2. From the items in III.A, which have affected your teaching the most?

3. How has your scholarly work grown from or deepened your connections with students, colleagues and institutions?

 **C. Plans for scholarship:**

 1. Provide a detailed outline of your scholarship plans for the next three to five years. Please make this section as specific as you can.

1. Outline your growth as a professional in your discipline since you began at Trinity, highlighting your most significant contributions to your field. Also describe your current command of the literature in your field and your level of participation in appropriate professional organizations.

**IV. COLLEGE AND COMMUNITY SERVICE.** The willingness to serve the broader community and to work with the constituency of the college is a natural outgrowth of the faculty member's standing as a professional. The areas of college and community service listed below are intended to recognize the diversity of ways in which one can engage in service to the broader community.

Note that section IV relates to Tenure Standard 8, demonstrated competence as an effective member of institutional committees; and Tenure Standard 9, demonstrated contribution to college-wide and community endeavors.

 **A. Description of college/community service since your last evaluation:**

 1. What responsibilities have you assumed within your department?

 2. How have you served the college through and beyond your appointed committees? Where applicable, include also interdisciplinary service and collaboration.

3. How have you served your communities beyond Trinity?

1. **Evaluation of college and community service since your last evaluation**: How would you evaluate the extent and success of your college and community service? Additionally, highlight some aspects of your service that reflect the mission of the college. If applicable, refer to your previous evaluations by the Personnel Committee and Vice President of Academic Affairs.
2. **Expectations regarding college and community service**: What can the college fairly expect from you, during the next contract period, in terms of college and community service?
3. Reflect on the whole of your college and community service since you began at Trinity. Reflect on your role across the range of committees on which you have served. If applicable, narrate your growth from participatory to leadership roles or from contributory to expert service.

**V. ADMINISTRATIVE RESPONSIBILITIES AND LEADERSHIP** (This section is to be completed only by those faculty members who have administrative responsibilities

1. **List administrative roles you have had since your last evaluation (including department chair).**
2. **For the above, where applicable indicate below**
	1. **List percent release time granted: \_\_\_\_\_\_\_\_\_\_\_**
	2. **Was a stipend received? (yes/no)**
3. Briefly (in a paragraph or two) describe your administrative responsibilities, including committee service directly tied to this administrative work.

Trollweb > Departments > Academic Affairs > Faculty Self-Evaluation Form for Tenure April 2024