

Evaluation of Non-Tenured Tenure-Track Procedures and Criteria
Department of Teaching, Learning, and Educational Leadership
Adopted by TLEL Faculty April 2024
Approved by Provost July 2024

DEPARTMENT EVALUATION OF NON-TENURED TENURE TRACK PROCEDURES

INTRODUCTION

This document describes the process for evaluation of non-tenured tenure-track faculty in the Department of Teaching, Learning and Educational Leadership (TLEL). The document is congruent with the policies described in the University's Academic Regulation 4.6.5ACR.

The purpose of this document is to add specificity to how the TLEL Department manages the procedures of promotion, tenure and evaluation at the department level. It is intended to provide guidance and clarity to the Department's academic expectations and to guide candidates in completing their annual self-evaluations. The fairness and integrity of the faculty evaluation process and its results relies on the professional judgment of the TLEL faculty elected to serve on the Evaluation Committee.

DEPARTMENT PROCEDURES FOR ESTABLISHING PROMOTION AND TENURE COMMITTEES

A department election will be held before September 10 each Academic Year (AY) to select either one combined committee referred to as the Promotion Tenure and Evaluation (PTE) committee, or two committees referred to as the Promotion and Tenure (P&T) committee and the Evaluation committee.

If the Department elects to have one combined committee (PTE) at the beginning of the academic year, the committee will be established as follows:

The Department committee for Promotion, Tenure, and Evaluation shall be composed as determined by the full-time tenure-track faculty of the Department, within the following guidelines:

- a) The committee shall consist of five voting members, which shall be elected from the full-time tenured faculty. Chair and Associate Chair shall not serve on the PTE committee.
- b) The election of voting members shall be determined annually by the Department through an open nomination process, followed by a secret ballot election.

c) If a faculty member or a member of his or her family/household is being considered for tenure or promotion, the faculty member may not serve on the committee that year. The Department procedures shall provide for an alternate who shall serve throughout the year.

d) The committee shall be elected no later than September 10 of the year in which it is to function.

e) The Promotion, Tenure, and Evaluation committee and Department Chair will follow the combined procedures and responsibilities of both the Promotion and Tenure committee and the Evaluation committee.

DEPARTMENT PROCEDURES FOR ESTABLISHING EVALUATION OF NON-TENURED TENURE-TRACK FACULTY COMMITTEE

Rationale for Change

1) The Department of Teaching, Learning, and Educational Leadership (TLEL) has been asked by the Associate Dean's Office in the College of Education and Applied Human Sciences to address the following areas of TLEL's Promotion, Tenure, and Evaluation policy:

- Procedures to establish Promotion and Tenure Committees;
- Procedures and Responsibilities of the Promotion and Tenure Committee;
- Procedures and Responsibilities of the Department Chair related to the Promotion and Tenure Committee

2) The Department of Teaching, Learning, and Educational Leadership (TLEL) was strongly encouraged by the Associate Dean's office in the College of Education and Applied Human Sciences to have the University policy minimum of members on the Promotion & Tenure committee so that the College has enough tenured faculty members to use on committees. University policy allows for departments to elect either one combined Promotion, Tenure, and Evaluation committee or two separate committees (Promotion & Tenure committee AND Evaluation committee). Historically, TLEL has elected one combined Promotion, Tenure, and Evaluation (PTE) committee consisting of five members; however, the rationale for two separate committees is having more TLEL tenured faculty eligible to serve on the CEAHS P&T committee. If separate committees for Promotion & Tenure AND Evaluation are elected each year, each committee would consist of three TLEL tenured faculty members. Because Evaluation committee members are still eligible to serve on the College P&T committee, having two committees would only make three tenured faculty members ineligible to serve on the college level P&T committee.

If the TLEL department votes to have the one combined committee of PTE at the beginning of the academic year, we will elect four members rather than the five that we have previously elected to provide one additional TLEL member eligible for the CEAHS P&T committee.

A department election will be held before September 10 each Academic Year (AY) to select either one combined committee referred to as the Promotion Tenure and Evaluation (PTE) committee, or two committees referred to as the Promotion and Tenure (P&T) committee and the Evaluation committee.

If the Department elects to have two separate committees (P&T and Evaluation) at the beginning of the academic year, the Evaluation committee will be established as follows:

Procedures to Establish Department Annual Evaluation Committee

The Department annual evaluation committee shall be composed as determined by the full-time tenure-track faculty of the Department, within the following guidelines:

- a) The committee shall consist of three voting members, which shall be elected from the full-time tenured faculty. The Evaluation Committee Chair shall be selected by the Evaluation committee in a secret ballot.
- b) The election of voting members shall be determined annually by the Department through an open nomination process, followed by a secret ballot election. The annual Department election shall occur no later than September 10.
- c) If a person in a faculty member's family/household is being evaluated under this policy, the faculty member may not serve on the committee that year. The Department procedures shall provide for an alternate who shall serve throughout the year.

The Department Promotion and Tenure Committee may serve as the annual evaluation committee for non-tenured tenure-track faculty. The Department, by majority vote, shall determine whether to use the Department Promotion and Tenure.

Procedures and Responsibilities of the Evaluation Committee

Department Annual Evaluation Committee

- 1. The Department committee shall review the evaluation file and all supporting materials required by the Department. The department committee may request additional materials to clarify submitted material as necessary.
- 2. The Department committee will use the same criteria/matrices for Annual Evaluations as used for Promotion and Tenure. The Department committee shall consider the faculty member's evaluation file and the following:
 - a. performance in the areas of teaching, scholarly/creative activities, and service;
 - b. formal student evaluations since the last evaluation/review;
 - c. the Department's second systematic method of assessing teaching performance – Faculty are responsible for arranging a peer (EKU Faculty) evaluation during the academic year(s) since the previous review. This report and any additional documentation (lesson plans, handouts, etc.) must be submitted with the self-evaluation report. Peer observation cannot include an Evaluation Committee member;
 - d. the committee may solicit additional information from peers and/or students (but not anonymous opinions);
 - e. data provided by the Chair of the Department.

3. The Department committee shall make a written recommendation, stating reasons for or against reappointment, and shall complete the appropriate recommendation form(s) for reappointment. Members of the committee shall sign the form(s), indicating the report's accuracy as it was approved by the majority of the committee. The evaluation file, the written recommendation, and the signed form(s) shall be submitted to the Department Chair.

Department Chair

1. The Department Chair shall review the evaluation file and the Department committee's recommendations. The Chair may consult with the Department committee and/or the faculty member prior to making a recommendation. If the Department Chair concurs with the committee's recommendation, the Chair may write a separate recommendation regarding reappointment. If the Department Chair does not concur with the committee's recommendation, the Chair shall write a separate recommendation with justifications for the differing recommendation.

2. The faculty member shall be notified in writing by the Department Chair of the recommendations of the Department committee and of the Department Chair, with justification for these decisions.

3. The Department Chair shall meet with the faculty member and review the recommendations, provide the faculty member with a copy of the report (and all addenda), and secure the faculty member's signed acknowledgment of receipt of the report.

4. The faculty member may request reconsideration of the Department committee's recommendation, the Department Chair's recommendation, or both within ten (10) calendar days of notification.

5. The Department committee, the Department Chair, or both shall reconsider the faculty member's evaluation in light of the request for reconsideration. The request for reconsideration should only address concerns raised by the Department committee and/or the Department Chair and may include additional information submitted by the faculty member in support of that clarification.

6. The faculty member shall be notified in writing by the Department Chair of the results of reconsideration. The reconsideration report shall be included in the evaluation file.

7. The recommendation and the evaluation file shall be forwarded to the Dean of the College.

If the Department elects to have one combined committee (PTE) at the beginning of the academic year, the committee will be established as follows:

The Department committee for Promotion, Tenure, and Evaluation shall be composed as determined by the full-time tenure-track faculty of the Department, within the following guidelines:

a) The committee shall consist of five voting members, which shall be elected from the full-time tenured faculty.

- b) The election of voting members shall be determined annually by the Department through an open nomination process, followed by a secret ballot election.
- c) If a faculty member or a member of his or her family/household is being considered for tenure or promotion, the faculty member may not serve on the committee that year. The Department procedures shall provide for an alternate who shall serve throughout the year.
- d) The committee shall be elected no later than September 10 of the year in which it is to function.
- e) The Promotion, Tenure, and Evaluation committee and Department Chair will follow the combined procedures and responsibilities of both the Promotion and Tenure committee and the Evaluation committee.

GUIDANCE FOR SELF-EVALUATION AND REPORTING OF TEACHING

In conjunction with the University's suggested prompts for the teaching narratives, candidates for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) may include a discussion of the following in their self-reflections:

- Teaching philosophy
- Integration of technology into teaching and learning activities
- Opportunities for students to earn clinical experiences within courses
- Integration of research/evidence-based practice
- Interprofessional practice
- Service delivery for culturally and linguistically diverse populations
- Reflection on instructional practices used in teaching academic and clinical education courses

In regard to supporting documentation (i.e., artifacts) for teaching,

- Candidates for promotion or tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) must include the following **required artifacts**:
 - All official ECU evaluations of teaching reports with student comments for all courses taught during the period under review. (e.g., eXploration Blue)
 - Course syllabi for all classes taught within the review period
 - Peer (ECU faculty) evaluation of teaching
 - Faculty are responsible for arranging the peer (i.e., ECU faculty or Department Chair) observation of teaching
 - At least one observation and evaluation of the candidate's teaching should be completed each academic year

- Faculty may select graduate or undergraduate courses for observation
 - Evaluations should be recorded on the departmental teaching evaluation form
- Measure of effectiveness of academic advising
 - Advising evaluations may include College of Education & Applied Human Sciences or Department surveys
 - Advising evaluations may include peer or department chair evaluation
- Candidates for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) may include the following suggested artifacts:
 - Sample lecture materials
 - Course assessments
 - Course projects
 - Course outline/schedule
 - Scoring rubrics
 - Departmental curricular map submissions
 - Evaluations of supervision for clinical education courses
 - Letter of support from collaborators or community partners involved in supporting clinical education courses

All review of candidate materials as well as committee discussions by the Evaluation Committee are confidential.

APPENDIX A

Teaching Matrix

Categories	Exceptional	Accomplished	Competent	Novice
Instructional Planning	Demonstrates well-organized approach to teaching that places emphasis on relationship and application of knowledge and skills and models of best practices in the professions	Demonstrates an organized approach to teaching that places emphasis on the relationship and application of knowledge and skills.	Demonstrates an organized approach to teaching. Inconsistent emphasis on application of skills and knowledge.	Lapses in organizational approach to teaching. No emphasis on application of skills and knowledge.
	Establishes reasonable, quality oriented standards of performance, shares those standards with students, and evaluates objectively according to those standards	Establishes reasonable standards of performance, shares those standards, and evaluates according to the standards	Establishes evaluation criteria for course work	Evaluation criteria lacks clarity, is subjective, or not shared with students.
	Demonstrates appropriate use of educational technology for planning and implementation of instructional goals, well-designed learning activities, and student assessment in distance learning courses (e.g., two-way video, online).	Demonstrates appropriate uses of educational technology for planning and implementation for course management and teacher, content, and student-student interaction in distance learning courses (e.g., two-way video, online).	Moving toward integration of technology into teaching and learning activities	Little to no integration of technology into teaching and learning activities.
	Instructional plans reflect understanding of the function of their course(s) within the program, Department, College, and University	Instructional plans reflect understanding of the function of their course (s) within the program, Department and college	Instructional plans reflect an understanding of the function of their course(s) within the program and Department	Instructional plans reflect a lack of understanding of the function of their course(s) within the program or department.
Instructional	Demonstrates exceptional	Demonstrates good teaching	Demonstrates good	Demonstrates ineffective

Effectiveness	teaching methods/skills	methods and skills for all of his/her courses	teaching methods and skills for most of his/her courses	teaching methods and skills.
	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor mean as '4' to '5'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor mean as '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor mean as '3' to '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor mean as 3 or below. Or inconsistency noted in student comments and quantitative ratings
Department Evaluation of Instruction	2 nd form of teaching evaluation, which may include peer evaluations and/or Department chair evaluations, rate teaching as above average to high	2 nd form of teaching evaluation, which may include peer evaluations and/or Department chair evaluations, rate teaching as average to above average	2 nd form of teaching evaluation, which may include peer evaluations and/or Department chair evaluations, rate teaching style as average	2 nd form of teaching evaluation, which may include peer evaluations and/or Department chair evaluations, rate teaching style as average to below average or 2 nd form of evaluation is not provided
Effective Teaching Method	Always displays exemplary teaching fundamentals including arriving early and starting on time, informs students of the expectations for the course, enthusiastically models best instructional practices, and provides meaningful feedback in a timely manner. Routinely reflects on one's own teaching.	Usually displays sound teaching fundamentals including starting on time, informs students of the expectations for the course, enthusiastically models instructional practices, and provides meaningful feedback in a timely manner. Is reflective.	Sometimes displays appropriate teaching fundamentals including starting on time, shares expectations for most assignments in the course, uses appropriate instructional practices, and provides feedback.	Is still developing appropriate teaching fundamentals. Usually starting on time, is still developing appropriate instructional practices including the provision of meaningful feedback.
Technology Integration	Is able to develop an online course that meets QM	Is able to develop an online course. Is able to use the	Is able to teach an online course. Is able to use the	Is able to teach an online course. Can navigate the most

	guidelines. Is very adept at using the Learning Management System, online library resources and common instructional applications including word processor, spreadsheet, social media, Smart classroom, adaptive devices, and multimedia.	Learning Management System, online library resources and common instructional applications including word processor, spreadsheet, social media, Smart classroom, adaptive devices, and multimedia.	Learning Management System, online library resources and the most common instructional applications including word processor, spreadsheet, and social media.	common parts of the Learning Management System, and the most common instructional applications including word processor, spreadsheet, and social media.
--	---	--	--	---

Effective Teaching Methods may include but are not limited to:

- Presents material in a manner that brings attention immediately to the topic, problem area or skill
- Is enthusiastic about teaching and able to hold the students' attention by gesture, voice, expressions, and general delivery.
- Uses a variety of teaching styles and techniques appropriately and models best practices for his/her specific area of teaching
- Returns exams, quizzes, homework projects within a reasonable span of time
- Responds to students' inquiries within a reasonable span of time
- Meets classes on time
- Defines student learning outcomes for every class
- Effectively organizes instruction to meet class objectives
- Consistently informs students of course expectations
- Provides students with timely and meaningful feedback

Technology may include but is not limited to:

- Distance education (ITV and online classes) and online course development
- Effective use of Course Management System such as Blackboard and its advanced features
- Use of word processing, database, spreadsheet, and multimedia software
- Development of digital case studies
- Use of social media for effective instruction
- Use of online library resources
- Adaptive/assistive devices/equipment
- Smart Classroom

Service Matrix

Categories	Exceptional	Accomplished	Competent	Novice
Service to the University: Committee Work, including master's Thesis, Dissertation Committees, and mentoring student-led research	Demonstrates leadership or extensive service at College or University level with evidence.	Demonstrates leadership or extensive service on Department and College level committees with evidence.	Actively serves on Department level committees and one or more College or University level committees with evidence (minutes of meetings, documentation of involvement, etc.).	Serves on Department level committees or provides little evidence.
Service to the University: Other including uncompensated clinical supervision and independent studies	Demonstrates engaged leadership and/or extensive work in service activities with evidence (e.g. minutes, agendas, presentations, etc.), such as those areas listed in Competent or Accomplished.	Involved in College and/or Department level service in areas such as those listed under Competent, (examples could also include coordinating programs; assisting part-time colleagues; assisting with accreditation work; analyzing data related to admission, recruitment, retention, accreditation; and sponsoring student groups).	Demonstrates willingness to provide service to the Department (e.g. in such areas as supervising students, assisting colleagues, mentoring new faculty, serving on program admission interview committees, recruitment events, and providing professional development).	Demonstrates little willingness to provide service to the Department or provides little evidence.

Service to the profession.	Demonstrates engaged leadership and/or extensive work for professional organizations with evidence. Provides professionally-related in- service workshops and consultation to schools and other organizations.	Shows active support for professional organizations through committee work and/or leadership roles with evidence. Provides professionally-related in- service, workshops, and consultation to schools and other organizations.	Membership and participation in professional organizations with evidence.	Little membership or participation in professional organizations or no evidence is presented.
Professionally-related service to the community and professionally-related service to community agencies.	Demonstrates engaged leadership and/or extensive involvement in professionally-related community service with evidence.	Is consistently involved in more than one professionally-related community service activity.	Has been involved in one professionally-related community service activity.	No involvement in professionally-related service to the community or no evidence is presented.
Academic Advising	Majority of advising evaluations rate advising skills as exceeds expectations	Majority of advising evaluations rate advising as meets expectations to exceeds expectations	Majority of advising evaluations rate advising as meets expectations	Majority of advising evaluations rate advising as below expectations or no advising evaluation data is provided

Service Notes:

Professionally related service is service that reflects the special training or education of the person who is delivering it. If anyone, regardless of background, could provide the service it is probably not professionally related. All service to the community or to community agencies is valuable and worthwhile but professionally related service is valued more for the P& T process.

Scholarship Matrix

Categories		Exceptional	Accomplished	Competent	Novice
Publications ¹ (Peer reviewed refereed count more than non-peer reviewed non-refereed publications)	Articles Research Scholarship of Teaching Bibliographical Essay Proceedings/Annual	Publishes at national/international level: Publishes original empirical/theoretical work in peer-reviewed publications. Exceptional performance may include 4+ publications as lead/sole author, or equal contribution to co-authored works (2 authors). It may also include extensive multi-author publications of original research articles and/or an extensive combination of all publication types that is commensurate with Exceptional performance	Publishes at regional level: Publishes original empirical/theoretical work in peer-reviewed publications. Accomplished performance may include 3 publications as lead/sole author, or equal contribution to co-authored works (2 authors). It may also include extensive multi-author publications of original research articles and/or an extensive combination of all publication types that is commensurate with Accomplished performance	Publishes at state/local level: Publishes various field-related work in peer-reviewed publications including: Competent performance may include 2 publications as lead/sole author, or equal contribution to co-authored works (2 authors). It may also include extensive multi-author publications of original research articles and/or an extensive combination of all publication types that is commensurate with Competent performance	Submits works for publication: Publishes (non-peer-reviewed) with positive impact. Novice performance may include 1 or fewer publications as lead/sole author, or equal contribution to co-authored works (2 authors).
	Books Monographs	Entire book or editor of book	Book chapter(s) demonstrating significant contributions commensurate with Accomplished performance	Refereed/invited book review	Submits works for publication
	Journal Editor	National level	Regional/state level		

Presentations¹ (Peer reviewed refereed count more than non-peer reviewed non-refereed presentations)	Professional Organizations Paper Workshop Symposium Seminar	Juried at national/ international level Exceptional performance may include 4+ presentations on a variety of topics as lead/sole presenter, or equal contribution on co-presented papers (2 authors). It may also include an extensive combination of all presentation types that is commensurate with Exceptional performance.	Juried at regional level Accomplished performance may include 3 presentations on a variety of topics as lead/sole presenter, or equal contribution on co-presented papers (2 authors). It may also include an extensive combination of all presentation types that is commensurate with Accomplished performance.	Juried at state/local level Competent performance may include 2 presentations on a variety of topics as lead/sole presenter, or equal contribution on co-presented papers (2 authors). It may also include an extensive combination of all presentation types that is commensurate with Competent performance.	Submits presentation proposals Novice performance may include 1 or fewer presentations.
--	--	---	---	--	---

	Invited ² Participation in forums Television presentations Keynotes	National/ international level	Regional/state level	Local level	Not applicable
	Expert Witness ²	National/ international level	Regional/state level	Local level	Not applicable
Grants/contracts 3		Externally Funded (above \$10,000 or Principal Investigator or extensive work with evidence)	Externally (\$10,000 or less)/Internally Funded	Externally/internally Not Funded	No evidence of submitting grants
Creative Activity ²	Performances Exhibits Books for Youth Compositions	Juried at national/ international level	Juried at regional/state level	Juried at local level	Non-juried or no evidence
Technol ogical Achieve ments	Technology: Web Sites (Creation), Video, Multimedia, Blogs, Apps	Content and technologically reviewed, outside University or award recognition inside and/or outside University	Content and technologically reviewed, inside and/or outside college	Content and technologically reviewed, inside and/or outside Department	No evidence of technological achievements or content not reviewed

Scholarship Notes:

1. To be considered as refereed or juried these tests must be passed:

- Jury Test - published materials are blind reviewed by professionals and/or utilize editorial review boards (applied to only specific content areas).
 - Vanity Test - the publication receives no more than 15% of the cost of publications from the authors (or the equivalent of the cost of reprints.)
 - A majority of publications/presentations must be peer-reviewed
2. Quality Test - professionals in the field should advise as to the rigor of the invited presentations and/or creative activity.
 3. Quality Test - professionals in the field should advise as to the rigor of the competition and the significant benefits to the Department, College and/or University.
 4. Scholarship is professionally related and reflects the special training or education of the person who is delivering it. If anyone, regardless of background, could produce the scholarship it is probably not professionally related. Faculty may provide readership, viewer analytics, or reference data to substantiate relevance to the profession.
 5. Awards related to technology products utilized for instruction may be counted as technological achievement with documentation that demonstrates that the award was made based on the evaluation of the technology rather than the instruction.
 6. A candidate's total number of publications will include articles accepted for publication and/or “in press” (e.g., Appropriate evidence of acceptance or publication such as a letter from publisher, photocopy of title page, etc.).
 7. Due to the diverse research opportunities of the teacher education faculty, a candidate has an opportunity to demonstrate scholarly performance in various activities.
 8. The quantity of publications required may depend on the candidate’s discipline, the nature of publications, and workload options held for the prior years.
 9. The quantity of publications will be considered alongside the quality of the work and the candidate's overall profile, as determined by on-going review. Scholarship is, therefore, evaluated using a “holistic” approach.

Voted on by TLEL Faculty April 30, 2024

