

Promotion, Tenure & Evaluation Committee Procedures
Department of Teaching, Learning, and Educational Leadership
Procedures Last Updated 4.4.2019 (Rev. 3.23.2022)

DEPARTMENT PROMOTION, TENURE, & EVALUATION PROCEDURES

Date Last Updated: Spring 2022

INTRODUCTION

This document describes the process for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL). The document is congruent with the policies described in the College of Education & Applied Human Sciences and the University's approved procedures for tenure and promotion and shall not supersede or conflict with them. Please see the College and University policies at:

College of Education & Applied Human Sciences P&T Policy: <https://coe.eku.edu/faculty-and-staff-resources>

University P&T Policy: <https://policies.eku.edu/policies/p>

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 and applications for promotion and/or tenure. 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 department PTE Committee and the committee's adherence to these policies and procedures.

SUGGESTED PRACTICES FOR DEPARTMENT FACULTY

1. The Department Chair, members of Departmental and College Promotion and Tenure Committees, and candidates for promotion and/or tenure are expected to be familiar with and to comply with the University, College of Education & Applied Human Sciences, and Departmental promotion and tenure policies.

2. Throughout the promotion and tenure processes, principles of confidentiality must be respected.
3. To ensure the procedural rights of the candidates for promotion and/or tenure, the Department Chair should provide copies/web addresses of the College and Departmental promotion and tenure guidelines to the candidate and to the appropriate Departmental committees as soon as a determination has been made that the faculty member is to be considered for promotion and/or tenure.
4. Policies for promotion and tenure shall state specific criteria to be used in the evaluation and how they shall be applied.
5. Policies for promotion and tenure shall include a method for Departments to periodically and regularly reassess their policies and procedures to ensure that they are continuing to support the stated purpose, mission, and goals of the University. The policies shall specify that the Department Chair is responsible for ensuring that the reassessment is conducted at least every five years.
6. A Departmental promotion and tenure committee should be chaired by an experienced individual who has previously served on a promotion and tenure committee.
7. Credit toward tenure and/or promotion. Some candidates for promotion and/or tenure may wish to apply prior service at another institution or place or employment toward the ECU probationary period. This must be agreed upon by the Department Chair and College Dean at the time of initial appointment and documented in the initial hiring letter and contract. Furthermore, for work at another institution to be considered for promotion and tenure purposes at ECU, complete documentation must be provided, including teaching evaluations, service record, and scholarly accomplishments.

NOTIFICATION

All candidates for promotion must notify the Chair of the Department in writing of their intention to apply no later than the date specified by University Promotion and Tenure Policy and provided by the Department Chair and/or Promotion and Tenure Committee Chair.

Individuals eligible for promotion and/or tenure must confirm their status with the College of Education & Applied Human Sciences Dean's Office.

REPORTING

Candidates for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) must review all relevant College of

Education & Applied Human Sciences Promotion and Tenure policies and follow the instructions for reporting. See <https://coe.eku.edu/faculty-and-staff-resources>

Candidates for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) will be evaluated using the College of Education & Applied Human Sciences Promotion and Tenure Rubric. See <https://coe.eku.edu/faculty-and-staff-resources>

Candidates for promotion and tenure in the Department of Teaching, Learning and Educational Leadership (TLEL) will write a self-evaluation report on the correct form.

- Forms are available at www.forms.eku.edu - Promotion, Tenure, and Evaluation (Faculty)

Candidates' applications for promotion and tenure must include supporting documentation (i.e., artifacts).

1. Supporting documentation for the self-evaluation report MUST be organized, labeled, and referenced within the document.
2. Supporting documentation should include course documents (i.e., syllabi, schedules, sample assessments, samples of student work, lesson plans, advising surveys etc.), dated evidence of professional development, dated evidence of service, and dated documentation of scholarly presentations and publications.
3. Candidates must submit two (2) evaluations of teaching
 - a. ALL official ECU evaluation of teaching reports with student comments for ALL courses taught during the period under review. Examples include eXplorance Blue, IDEA, eCampus evaluations.
 - b. The second form of evaluation, which *may* include peer evaluation and/or Department chair evaluations, –Faculty are responsible for arranging a peer (ECU faculty) evaluation during the academic year(s) since the previous review. If the faculty member is applying for tenure/promotion, the peer evaluation should be from the most recent academic year. This report and any additional documentation (lesson plans, handouts, etc.) must be submitted with the self-evaluation report. Peer observation cannot include a PTE committee member.
4. The committee may solicit additional information from peers and/or students.

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., eXplorance 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

INTERVIEW: All candidates under review will be interviewed on a specified date and time as determined by the PTE committee following submission of self-evaluation reports.

All review of candidate materials for promotion and tenure as well as committee discussions by the PTE committee are confidential.

APPENDIX A

Tenure and Promotion Matrix

This matrix is a guideline and is not intended to be a checklist guide.

This Matrix is meant as a General Guideline for the College of Education & Applied Human Sciences

Tenure Criteria

Note: "with evidence" is listed in many places below and means you should be able to provide evidence of each item where it is stated but it does not mean you must provide evidence as a part of your application materials.

Teaching	Service	Scholarship
Accomplished overall with evidence and Accomplished with evidence in three of the four categories	Competent to Accomplished overall with evidence and Accomplished with evidence in two of the four categories	Competent to Accomplished in scholarly activities with evidence. and Accomplished with evidence in two or more categories

Promotion Criteria

Promotion to Assistant Professor

Teaching	Service	Scholarship
Competent to Accomplished overall with evidence and Accomplished with evidence in two of the four categories	Competent with evidence in at least three categories or Accomplished in one category and Competent in one other category with evidence	Competent with evidence in two or more categories

Promotion to Associate Professor

Teaching	Service	Scholarship
<p>Competent to Accomplished overall with evidence</p> <p style="text-align: center;">and</p> <p>Accomplished with evidence in two of the four categories</p>	<p>Competent to Accomplished overall with evidence</p> <p style="text-align: center;">and</p> <p>Accomplished with evidence in two of the four categories</p>	<p>Accomplished in scholarly activities with evidence.</p> <p style="text-align: center;">and</p> <p>Accomplished with evidence in two or more categories</p>

Promotion to Professor

Teaching	Service	Scholarship
<p>Accomplished overall with evidence</p> <p style="text-align: center;">and</p> <p>Exceptional in one of the four categories and Accomplished in one other category with evidence</p>	<p>Accomplished overall with evidence</p> <p style="text-align: center;">and</p> <p>Exceptional in one of the four categories and Accomplished in one other category with evidence</p>	<p>Accomplished to Exceptional overall with evidence</p> <p style="text-align: center;">and</p> <p>Exceptional in one of the categories with evidence</p> <p style="text-align: center;">and</p> <p>Accomplished with evidence in two of the other four categories</p>

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 Effectiveness	Demonstrates exceptional teaching methods/skills	Demonstrates good teaching methods and skills for all of his/her courses	Demonstrates good teaching methods and skills for most of his/her courses	Demonstrates ineffective teaching methods and skills.
	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall instructor	Majority of student evaluations (more than 50% on official university evaluation of courses taught) rate the overall	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	mean as '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	instructor mean as '3' to '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	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
Academic advising	<p>Majority of advising evaluations rate advising skills as exceeds expectations</p> <p>Advising can be a measure of any two of the following:</p> <ol style="list-style-type: none"> 1. Advising survey for direct advisees 2. Program coordinating (receiving course release/compensation) 3. <u>Membership as Chair</u>² on two or more completed dissertations 4. <u>Membership</u> on 6+ Dissertation committees as a member or Chair of an ongoing dissertation 	<p>Majority of advising evaluations rate advising as meets expectations to exceeds expectations</p> <p>Advising can be a measure of any two of the following:</p> <ol style="list-style-type: none"> 1. Advising survey for direct advisees 2. Program coordinating (receiving course release/compensation) 3. <u>Membership as Chair</u> on one completed dissertation 4. <u>Membership</u> on 3-5 Dissertation committees as a member or Chair of an ongoing dissertation 	<p>Majority of advising evaluations rate advising as meets expectations</p> <p>Advising can be a measure of any one of the following:</p> <ol style="list-style-type: none"> 1. Advising survey for direct advisees 2. Program coordinating (receiving course release/compensation) 3. <u>Membership on Dissertation committees</u> as a member or Chair of an ongoing dissertation 4. <u>Membership</u> on 2 or fewer Dissertation committees as a member or Chair of an ongoing dissertation 	<p>Majority of advising evaluations rate advising as below expectations or no advising evaluation data is provided</p>

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	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	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.

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		

<p>Presentations¹ (Peer reviewed refereed count more than non-peer reviewed non-refereed presentations)</p>	<p>Professional Organizations Paper Workshop Symposium Seminar</p>	<p>Juried at national/ international level</p> <p>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.</p>	<p>Juried at regional level</p> <p>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.</p>	<p>Juried at state/local level</p> <p>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.</p>	<p>Submits presentation proposals</p> <p>Novice performance may include 1 or fewer presentations.</p>
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	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
Technological Achievements	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.