Faculty Evaluation Committee Guidelines
Effective for AY 2017-2018

College of Education and Technology
Department of Curriculum and Instruction

Introduction

The ENMU Faculty Handbook states that “the primary responsibility for faculty evaluation rests with faculty.” (p. 4) Decisions regarding retention, promotion, and tenure originate at the departmental level with the Faculty Evaluation Committee (FEC). After reviewing faculty requests and files, the FEC makes its recommendations for renewal, promotion, tenure, or non-renewal through the department chair, dean of the College of Education and Technology, dean of graduate school, and vice president for academic affairs to the president, who makes a decision for final action by the Board of Regents. The ENMU Faculty Handbook clarifies the procedures and steps in the evaluation process (pp. 3-8).

The values of the CET include tolerance, persistence, compassion, development, trust, and collegiality. The college’s commitment to these values guides all decision associated with diversity, leadership, collaborative relationships with family, colleagues, and community, and personal and professional development. Commitment additionally includes those characteristics identified as being common to professional conduct.

The statement of philosophy and values of the department of Curriculum and Instruction (C & I) are articulated in the conceptual framework of the College of Education and Technology –TREC. A Learning Journey: Theory and Research for Effective Practices and Commitment. Briefly summarized here, TREC represents the vision of faculty and constituents as a community of learners, involved in an on-going journey of investigation. This vision translates into a strong commitment to the preparation of life-long learners who are continuously involved in professional growth, learning, and development. TREC focuses on the world of educational THEORY, the role of RESEARCH, EFFECTIVE PRACTICES, and COMMITMENT.

The Department of C & I is committed to redefining and broadening scholarship to encompass not only the traditional research activities but also research which involves integration, application, and teaching. “We conclude that the full range of faculty talent must be more creatively assessed. It is unacceptable, we believe, to go on using research and publication as the primary criterion for tenure and promotion when other educational obligations are required” (Boyer, p. 34).

The nature of teaching as expressed in our theoretical framework mandates a vital connection between the university and public school classrooms. Faculty and students apply theory and research through direct interaction with public school students and teachers. It is paramount that ENMU faculty members are actively engaged in authentic classroom experiences. It is through such strong community ties that faculty can act as catalysts for change. Such collaboration enhances the university’s credibility, strengthens our commitment to life-long learning, and relates the work of the academy more directly to the realities of community life.

The C & I faculty is committed to rewarding, within the evaluation process, the critical role of teaching students well and the often time consuming, but immensely important responsibilities for activities such as advising, counseling, mentoring, and sponsoring organizations. The C & I
The Department recognizes that general education is the core of the undergraduate experience, and therefore, highly values faculty time invested in such programs as the Freshman seminar and other student-centered programs.

The following are the three general areas of the professorate on which faculty are evaluated: teaching, scholarship, and service with suggested representative addendum (i.e., syllabi, student evaluations, articles) that the FEC assesses when reviewing the faculty file. The C & I faculty members are required to submit a portfolio which includes the following:

- A reflective essay documenting current and future endeavors in each of the three general areas: teaching, scholarship, and service and how they are related in one’s profession
- Current Vitae
- Course syllabi
- Student evaluations
- documentation of articles, grants, and presentations
- Letters of recommendation
- Other supporting documentation for these three areas (teaching, scholarship, and service)

TEACHING

... the work of the scholar also means stepping back from one’s investigations, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students (Boyer, p.16).

I. Teaching activities for which load credit is given:

A. Regularly Scheduled Courses

Standard: An expected minimum average 3.5 out of possible 5.0 on student evaluations for all courses taught.

Submission:
- Course evaluations for all courses. A pattern of similar negative responses in two or more courses should be addressed in the faculty member’s reflective essay. A pattern of similar positive responses may be mentioned in the faculty member’s reflective essay if desired. It is expected that course evaluation comments that are quoted will be in an appropriate context and not just selected to the enhancement or determent of a candidate’s file.
- Peer observation—optional, invited, and/or required.

B. Integration of current research into courses

Standard: Documentation of how research is integrated into course content and teaching methods as supported by principles of TREC.

Submission:
- Course syllabi for all courses.
- Samples of course materials.
- Samples/descriptions of cumulating/benchmark activities.
II. Other regular teaching activities for which load credit is given. This category includes, but is not limited to chairing of thesis committees, supervision of student teachers, practicum students, or interns.

Standard: Supervision will be assessed by the number of students observed, anecdotal records of observations, and numerical average of student teacher evaluations of supervisor.

Submission:
- Student teacher evaluations
- Anecdotal records of observations
- Copy of thesis prospectus

III. Teaching activities for which load credit is not awarded. These activities could include: collaborate relationships/activities with Professional Development Schools and/or other public and private K-12 entities, guiding directed studies or independent research projects, serving on thesis or project committees, supervising practicum students, advising and mentoring students as well as mentoring post graduates (e.g., professional development of public school teachers or other stake holders).

Standard: Scope and degree to which activities serve the mission of the program or university

Submission:
- Description of each activity
- Anecdotal records of practicum observations
- Copies of proposals for directed studies and individual research projects
- Supporting documentation

IV. Development and piloting of new courses

Standard: Documentation of how courses meet critical departmental or university needs such as the Freshman Seminar and support for the principles of TREC

Submission:
- Course descriptions
- Course syllabi

V. Advising

Standard: Degree of involvement in a variety of advising capacities e.g. developmental, academic, retention, intervention, transfer, orientation, and/or group advising.

Submission:
- Number of advisees by semester (No advising required in first year), print out from Banner and/or personal records attached
- Description of advising activities (data supporting development of advising materials, attending professional development, advising between semesters, establishing relationships with advising beyond scheduling, zero tolerance on errors, etc.)
SCHOLARSHIP

What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching (Boyer, p. 24).

I. The Scholarship of Teaching—those activities that effectively build connections between theory and teaching.

   Standard: Field based or collaborative work that involves discovery, integration, application, and service activities tied directly to one’s special field of knowledge that relate to, and flow directly from such professional activities. Such activity includes but is not limited to curricular innovations, demonstration teaching, and peer observations of teaching.

   Submission:
   • Description of the scholarship of teaching in a candidate’s reflective essay
   • Peer observations
   • Supporting documentation

II. Applied or action research (e.g., collaborative research with schools, other K-20 entities, or other organizations).

   Standard: Relationship to teaching and/or research and degree to which it enhances one’s teaching.

   Submission:
   • Description of research
   • Supporting documentation
   • Up-to-date progress report

III. Authorship within one’s field of expertise and/or education in general.

   A. Grants

   Standard: Competitiveness of grant and its relationship to the mission and goals of the university.

   Submission:
   • Reference citation in curriculum vitae
   • Description of grant responsibilities
   • Copy of the acceptance for funding the grant
   • Amount funded
   • Copy of any summary grant reports

   B. Presentation of Expertise

   1. Professional presentations

   Standard: Indicate international, national, regional, state or local. Include if presentation was peer-reviewed, invited, or open.
Submission:
- Reference citation in curriculum vitae
- Description of presentation
- Copy of presentation in conference schedule
- Notification of acceptance

Disclaimer

The Faculty Evaluation Committee should take into consider economic conditions which hinder or prevent a faculty member from pursuing active presentation scholarship. Limited presentations in years in which travel has been limited or suspended by the University due to economic constraints will not be held against the faculty member seeking promotion. However, faculty members are encouraged to seek other scholarly endeavors (i.e., publications, webcasts, podcasts).

2. Journal Articles

Standard: Indicate title of article and title of journal. Include if journal article was peer-reviewed, invited, or open.

Submission:
- Reference citation in curriculum vitae
- Copy of article submitted or published article
- Letter of acceptance if in press

3. Books/Chapters

Standard: Quality and scope of influence and relationship to teaching and/or research.

Submission:
- Reference citation in curriculum vitae
- Description of book

4. Reports or papers accepted by Educational Resources Information Services (ERIC) or other professional repository services.

Standard: Relationship to teaching and/or research.

Submission:
- Reference citation in curriculum vitae
- Description of report or paper
- Copy of article

5. Unpublished materials such as those created for consulting related to teaching expertise.

Standard: Evidence of application to research and/or teaching.

Submission:
- Reference citation in curriculum vitae
- Description of materials
- Copy of materials

Standard: Application to teaching and contribution to program development.

Submission:
- Reference citation in curriculum vitae
- Description of computer application Disc or printed copy of application

7. Other scholarly and/or creative activities that enhance the field of education. Such activities can include, but are not limited to letters to the editor (journals, newsletters, and journals) and reviewing: books, instructional materials, manuscripts, or conference proposals.

Standard: Indicate whether international, national, regional, state or local and relationship to teaching expertise or justification of extension beyond one’s teaching field.

Submission:
- Reference citation in curriculum vitae
- Description of activities
- Supporting documentation

**SERVICE**

*To be equated to scholarship, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of this professional activity. Such service is serious demanding work requiring the rigor and the accountability traditionally associated with research activities. To be sure, there are meritorious social and civic functions to be performed and faculty should be appropriately recognized for such work (Boyer, p.22).*

I. Administrative and coordinating roles for which load or credit or reassigned time is awarded. This category includes, but is not limited to: Department Chair, Graduate Coordinator, Professional Development Site Coordinator, RED 097 Coordinator, TESOL Coordinator, or any other Coordinator within the department.

Standard: Scope and degree to which activities fulfill the mission and enhance the reputation of the university.

Submission:
- Description of primary responsibilities
- Supporting documentation
- Reference citation in curriculum vitae

II. State or national task forces, advisory committees, professional organizations, and other similar activities

Standard: Scope and degree to which committee involvement serves the mission and enhances the reputation of the university.
Submission:
• Description of role on committee
• Documentation of membership and service
• Reference citation in curriculum vitae

III. University service, including committees and assignments for which load credit or release time is not granted

Standard: Scope and degree to which committee involvement serves the mission of the university.
Submission:
• Indicate primary responsibilities and degree to which committee involvement serves the mission of the university
• Reference citation in curriculum vitae

IV. In-service programs, workshops, institutes, seminars, and retreats related to discipline and teaching expertise. Includes workshops or courses offered through Distance Learning.

Standard: Scope of work and degree to which involvement serves the mission and enhances the reputation of the university.
Submission:
• Course syllabi
• Reference citation in curriculum vitae
• Samples of materials
• Description of activities
• Supporting documentation

V. Sponsor of student organizations

Standard: Relationship to teaching expertise or to the mission of the university; size and scope of organizations.
Submission:
• Reference citation in curriculum vitae
• Description of responsibilities
• Description of mission of organization
• Supporting documentation

VI. Teaching activities for which load credit is not awarded and which enhance the reputation of the university. Includes, but is not limited to contributions for comprehensive exams workshops, student teaching seminars, and/or invited presentations in colleagues’ classes.

VII.
Standard: Degree to which activities fulfill the mission of the university.
Submission:
• Description of primary responsibilities
• Samples of materials for workshops
• Supporting documentation

VIII. Presentations and other activities for community, business, and/or industrial organizations.

Standard: Relationship to teaching expertise, research, and/or to the mission of the university.
Submission:
- Description of activities
- Supporting documentation

UNIVERSITY AND DEPARTMENT EXPECTATIONS FOR PROMOTION

The Rank of Professor:

The ENMU Faculty handbook states:
Persons appointed at or promoted to this rank, the highest rank which the University confers, shall hold an earned doctorate or other appropriate terminal degree in the field, shall have demonstrated excellence in teaching, service and scholarly activities. They shall have served a minimum of ten years in higher education and shall have served in rank as an associate professor for at least four years.

Department recommendation:
Department expectations for promotion to full professor include a rating above the minimum in teaching evaluations of 3.5, evidence of scholarly activities in the form of either a peer reviewed presentation or peer reviewed publication annually during the term at ENMU, demonstrate excellence in scholarly productivity in the form of grants or other scholarly research or projects, demonstrate leadership at the university, actively involved in college and university committees, actively involved in student advising.

The Rank of Associate Professor:

The ENMU Faculty handbook states:
Persons appointed at or promoted to this rank, a senior rank in the university faculty, shall hold an earned doctorate or other appropriate terminal degree in the field and shall have demonstrated excellence in teaching, service, and scholarly activities. They should have served a minimum of six years in higher education and should have served in rank as an assistant professor for at least four years.

Department recommendation:
Department expectations for promotion to associate professor include the minimum of teaching evaluations 3.5, evidence of scholarly activities in the form of either a presentation or publication annually in the area of expertise, service on committees, service to the community and/or state in the area of expertise, and actively involved in student advising.

The Rank of Assistant Professor:

The ENMU Faculty handbook states:
Persons who hold the doctorate or appropriate terminal degree are eligible for appointment at the rank of assistant professor without regard to experience. For those who do not hold the doctorate or appropriate terminal degree, appointment at or promotion to the rank of assistant professor should be based on a minimum of four years of experience in higher education and evidence of significant progress toward the completion of a doctoral program (significant progress being defined, ordinarily, as completion of all course and language proficiency requirements and the passing of preliminary or comprehensive examinations). Consideration for promotion shall also require evidence of excellence in teaching, service, and scholarly activities.

Department recommendation:
Department expectations for an assistant professor include a minimum of teaching evaluations 3.5 for all courses, possession of a doctorate (or ABD; ABD is allowed only until the candidate’s doctorate is completed per the contractual agreement with the University), evidence of scholarly activities in the form of presentations or publications annually (although doctoral dissertation work may be counted in lieu of publications if ABD during the time period of faculty evaluation), service on committees.
The Rank of Instructor:

The ENMU Faculty handbook states: This rank is the beginning level in college and university teaching and as such, has minimal requirements as far as academic preparation is concerned, i.e., the completion of the master's degree. This rank is also for resource faculty appointed on a one-year or three-year rolling contract primarily for instructional assignment. Faculty holding the rank of instructor are not assigned the full, normal range of faculty responsibilities (service and scholarly activities). There is no experience requirement.

Department recommendation:
Department expectations for an instructor include a minimum of teaching evaluations 3.5 for all courses, possession of a Master’s degree, and.

Reference:


Approved without changes by department faculty: October 6, 2017