

Date Prepared: December 2007
Date Provost Approval: January 28, 2008

COLLEGE OF ART'S AND SCIENCES:
SECONDARY SCIENCE EDUCATION COORIDINATOR POSITION

TENURE, PROMOTION, AND REAPPOINTMENT CRITERIA AND FOR ANNUAL FACULTY
EVALUATION GUIDELINES AND PROCEDURES

Year(s) Effective: 2007-2008

In this document, the term 'Department' refers to the science department in which the science education faculty member holds an appointment.

Overview of Responsibilities of the Coordinator of the Secondary Science Education Program

The Coordinator of the Secondary Science Education Program has a unique role among the science departments and, therefore, is summarized below.

The primary responsibilities for this position are to provide leadership and coordination for the secondary science education program, teach undergraduate and graduate courses (especially in support of science education), and supervise secondary education field experiences. Specific duties include (a) teach courses in methods of science education for undergraduate and graduate students, (b) teach courses in science specialty area, (c) advise and/or coordinate advising of science education students, (d) supervise secondary education field experiences, (e) supervise and/or coordinate supervision of graduate students in the MAT and MA Ed. programs, (f) lead science education program management and development with support of Secondary Science Education Advisory Committee (see page 2), (g) maintain a record of scholarly productivity, (h) pursue external funding, (i) conduct outreach to schools to support secondary science education, and (j) assume some of the role and responsibilities common to most Coordinators of Professional Education Programs in Specialty Areas not defined above.

Section I: Appointment, Reappointment, Promotion, and Tenure

A. Introduction

The criteria, guidelines, and procedures contained herein are supplementary to Volume 2 of the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this department document is inconsistent with those provisions.

B. Criteria for Appointment, Reappointment, Promotion, and Tenure

1. Earned Academic Degree

The departmental requirements are the same as those stated in the Faculty Handbook 4.02.02, Section IV (A).

2. Professional Preparation and Experience

a. Years of College-level Teaching Experience

(1) For appointment/re-appointment, or promotion in rank

The minimal departmental requirements are the same as those stated in the Faculty Handbook 4.02.02, Section IV (B).

(2) For Tenure

The maximum number of years of continuous full-time probationary service shall be seven years except as provided by 4.02.02, Section X, of the Faculty Handbook.

b. Other Experience and Professional Preparation

Same as provided in the Faculty Handbook.

3. Quality and Effectiveness of Teaching

Competence and Proficient Teaching will be evaluated by peers and the department head based on a combination of teaching load and activities and quality and effectiveness of teaching. Teaching includes quality and effectiveness of supervision of student teachers in the science education program.

a. Teaching load and activities for the academic year will be documented in a list or table form by the faculty member, and shall include the following information as applicable.

- (1) List of courses taught
- (2) Number of students observed enrolled in student teaching
- (3) Total number of credit hours
- (4) Total number of contact hours
- (5) Total number of students taught
- (6) Number of different lecture preparations
- (7) Number of different lab preparations
- (8) List of courses or labs that were new or involved significant new preparation or new textbook
- (9) List of independent studies supervised and brief statement of faculty role
- (10) Teaching award considerations (nominated, finalist, awarded)
- (11) Participation in pedagogy-related courses or workshops
- (12) Brief documentation of use or development of new, creative, or innovative techniques, content or materials
- (13) List of student professional presentations supervised

b. We recognize that teaching is a complex and multi-dimensional activity that is difficult to define and evaluate, though it is possible to define some of the major elements of teaching. For the purposes of this document, teaching quality and effectiveness will be defined and evaluated in terms of the following 7 dimensions.

- (1) Content expertise – Instructor displays adequate knowledge of the subject, including the body of skill, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training or education.
- (2) Instructional delivery skills – Instructor communicates information clearly; creates environments conducive to learning; uses an appropriate variety of teaching methods.
- (3) Instructional design skills – Instructor designs course objectives, syllabi, materials, activities, and learning experiences that are conducive to student learning.
- (4) Course management skills – Instructor gives timely feedback to students; makes effective use of class time; handles classroom dynamics. Interactions, and problematic situations effectively.
- (5) Evaluation of students – Instructor designs assessment procedures appropriate for course objectives; ensures fairness in student evaluation and grading; provides adequate constructive feedback on student work.
- (6) Faculty/student relationships – Instructor displays a positive attitude toward students, shows concern for students by being approachable and available; presents an appropriate

level of intellectual challenge along with sufficient support for students learning; has respect for diversity.

- (7) Student learning outcomes – Instructor maintains high academic standards; prepares students for professional work and development; facilitates student achievement; provides audiences for student work.

c. Evaluation Instruments

- (1) Each faculty member will prepare a brief (maximum 3 pages) self-report stating his or her overall teaching philosophy and objectives. The purpose of this statement is to provide a context within which to consider each faculty member's record of teaching.
- (2) Each faculty member will prepare a teaching load/activities list or table (see B. 3. a. above)
- (3) Student evaluation questionnaires will be completed near the end of the semester for each class offered in the previous 2 semesters and will be included in the TPR documentation. These questionnaires contain a core set of questions common to all faculty and course sections within the department. These core questions provide the basis for student evaluation of the 7 dimensions.
- (4) Student evaluations by students enrolled in supervised teaching (Academic Supervisor Evaluations) as carried out by the College of Education and Allied Professionals.
- (5) Brief portfolio of materials and activities for each different class or lab taught in the previous 2 semesters. These materials should include, but are not limited to, syllabi, examinations, and selected examples of materials that exemplify the course learning environment.
- (6) Written classroom observation of all non-tenured faculty to be conducted in accordance with mandated requirements. Forms and evaluations completed during this procedure will be forwarded to the faculty member being evaluated and the department head and will be included as part of the TPR documentation.

(See Section II (D) of this document for further details concerning criteria for quality and effectiveness of teaching).

4. Evidence of Scholarship

Scholarly activity is expected of the person holding this position in the person's area of specialty, consistent with understanding and improving science education, including the possibility of basic science research. Those endeavors can be satisfied by submission of presentations, manuscripts, funding proposals, etc. through education related outlets. To count within this category, the activity must lead to an artifact that is evaluated by discipline experts external to WCU who agree the work is a quality expression of one of Boyer's forms of scholarship.

a. Research and Publications

- (1) publications
- (2) oral presentations
- (3) grants applied for and funded
- (4) innovative teaching methods and new curriculum development
- (5) research in progress

b. Professional Activities, including Participation, Contributions, and Recognition of Achievement

- (1) Consulting
- (2) Indication of keeping current in the field, workshop or short course attendance, formal academic course completion.
- (3) Membership and participation in professional organizations

Comment: b and c should be distributed to other areas---not scholarship---will address this in the 08-09 doc---there is one first year faculty member in this position

- c. Other Evidence of Professional Growth and Leadership
 - (1) Unpublished research and manuscripts,
 - (2) Organizing and leading non-course field trips, lectures presented at non-professional meetings, etc.(See Section II (D) of this document for further details concerning criteria for professional development).

- 5. Promise for Sustained Future Professional Achievement
In its consideration of each candidate, the AFE/TPR committees shall assess and be guided by the individual's promise for sustained future professional achievement based upon the cumulative record in all of the categories listed above.

Recommendations for appointment/re-appointment and promotion to a rank shall be consistent with the provisions of 4.02.02, Section III and IV of the Faculty Handbook. A recommendation for the conferral of permanent tenure must be based on a thorough assessment of the candidate's cumulative record and promise for sustained achievement.

- 6. Role as Program Coordinator
The position of Coordinator of Secondary Science Education places that person in a science department approximately quarter time with the remainder of her/his load specifically earmarked for development and implementation of the science education program at WCU. This individual serves in a unique position: working with science departments in the College of Arts and Sciences and departments in the College of Education and Allied Professions. General coordinator duties are program leadership; curriculum oversight; faculty recruitment, load, and, when appropriate, evaluation; program planning and evaluation.

More specifically, the individual holding the Secondary Science Education coordinator position will devote significant time to building and managing the program (e.g. through course and curricular development, recruiting, advising, and supervision of students, acting as a liaison with public schools and university departments, helping the institution to retain accreditation from external agencies, etc.); working with students, faculty, and the secondary science advisory committee; and outreach into the secondary schools.

- 7. Quality of Role in, and Special Contributions to Institutional Affairs
 - a. Off-campus Instruction and Regional Service
 - b. Role in Community Development and Instruction
 - c. Work with Students
 - (1) Availability to students
 - (2) Academic advising and counseling
 - (3) Faculty advisor to student organizations
 - d. Activities at the Program, Departmental, School, and University Levels
 - (1) Committee memberships and offices held
 - (2) Administrative duties
 - (3) Assigned responsibilities
 - (4) Other service activities

(See Section II (D) of this document for further details concerning special contributions to institutional affairs).

- 8. Institutional Needs and Resources

All recommendations on appointment/reappointment, promotion, and tenure shall be consistent with the needs and resources of the program and department.

C. Composition of the Reappointment, Promotion, and Tenure Committee

The committee will consist 6 tenured members: the Head of the Department (non-voting chair), two faculty members from the home department (appointed by the Department Head), one member from each of the two other science departments (either the Department Head or a designee), and one member from the College of Education and Allied Professions, appointed by their Dean. It is desirable that the persons on this committee have a working understanding of the science education program, such as membership on the College of Arts and Sciences Secondary Science Education Advisory Committee. The membership TPR committee is subject to the approval of the Dean of the College of Arts and Sciences.

D. Procedures

1. Preparation of the Files of the Candidate

Files on each candidate shall be prepared according to university guidelines.

2. Procedures of the Committee on Reappointment, Promotion and Tenure (supplementary to 4.02.02, Section VI (A), of the Faculty Handbook).

- a. The department head will be the non-voting chairperson of the committee.
- b. Committee members will not serve for their own evaluations.
- c. The committee will solicit the candidate's statement of activities in writing at least two weeks prior to the start of the evaluation process.
- d. The committee will evaluate and make recommendations to the department head concerning the candidate's request for tenure, promotion, or reappointment. The committee shall designate one member to serve as secretary to record the vote.

3. Other Procedures During and at the End of the Annual Consideration Process

The department head will informally notify the candidate of his/her and the committee's recommendations. If the head and/or the committee recommendations are negative, the following University procedures will be followed as described in the Faculty Handbook.

SECTION II: Annual Faculty Evaluation

A. Purposes

1. To provide a framework for faculty evaluation.
2. To assist faculty members to bring their work to a higher level of professional quality.
3. To promote the continued development of faculty members in teaching and professional scholarship.
4. To provide a professional basis for the assessment of faculty regarding reappointment, tenure, and promotion decisions.

B. General Guidelines

The department shall complete an annual evaluation of its faculty members each spring semester, to include all tenured, tenure-track, and fixed-term personnel. This evaluation is supplemental to the process of faculty for reappointment, tenure, or promotion.

C. Criteria for the Evaluation

1. The criteria by which the faculty members will be evaluated are:
 - a. Effectiveness and contribution as a teacher, including supervision of student teaching
 - b. Effectiveness as a researcher and producer of scholarly works
 - c. Effectiveness in role as Program Coordinator
 - d. Service to the Program, Department, the University, and students
 - e. Service to the region
 - f. Service to their profession
 - g. Other skills, abilities, contributions, or roles that are highly valued by the department.

2. Criteria Emphases

The faculty member will be evaluated primarily on teaching, program development, scholarship, service, and then other skills or talents.

D. Methods or approaches to be used for evaluation of the faculty member on each of the criteria.

1. Design of the evaluation plan

Teaching, leadership, scholarship, service and other activities will be evaluated to include the following:

a. Teaching

Teaching will be evaluated by peers and the department head based on a combination of teaching load, activities, quality, and effectiveness of teaching.

(1) Teaching load and activities for the academic year will be documented in a list or table generated by the faculty member, and shall include the following information as applicable.

- (a) List of courses taught
- (b) Total number of credit hours
- (c) Total number of contact hours
- (d) Total number of students taught in courses, including supervision of student-teachers.
- (e) Number of different lecture preparations
- (f) Number of different lab preparations
- (g) List of courses or labs that were new or involved significant new preparation or new textbook
- (h) List of independent studies supervised and brief statement of faculty role
- (i) Teaching award considerations(nominated, finalist, awarded)
- (j) Participation in pedagogy-related courses or workshops

- (k) Brief documentation of use or development of new, creative, or innovative techniques, content or materials
 - (l) List of student professional presentations supervised
 - (m) Educational experiences created for students by the faculty member, such as research and internship experiences.
- (2) We recognize that teaching is a complex and multi-dimensional activity that is difficult to define and evaluate, though it is possible to define some of the major elements of teaching. For the purposes of this document, evaluation of teaching quality and effectiveness will include the following 7 dimensions.
- (a) Content expertise – Instructor displays adequate knowledge of the subject, including the body of skill, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training or education.
 - (b) Instructional delivery skills – Instructor communicates information clearly; creates environments conducive to learning; uses an appropriate variety of teaching methods.
 - (c) Instructional design skills – Instructor designs course objectives, syllabi, materials, activities, and learning experiences that are conducive to student learning.
 - (d) Course management skills – Instructor gives timely feedback to students; makes effective use of class time; handles classroom dynamics; interactions, and problematic situations effectively.
 - (e) Evaluation of students – Instructor designs assessment procedures appropriate for course objectives; ensures fairness in student evaluation and grading; provides adequate constructive feedback on student work.
 - (f) Faculty/student relationships – Instructor displays a positive attitude toward students, shows concern for students by being approachable and available; presents an appropriate level of intellectual challenge along with sufficient support for students learning; has respect for diversity.
 - (g) Student learning outcomes – Instructor maintains high academic standards; prepares students for professional work and development; facilitates student achievement; provides audiences for student work.
- (3) Evaluation Instruments
- (a) Each faculty member will prepare a brief (maximum 2 pages) teaching self-report to include statements on teaching philosophy and objectives, a description of how the philosophy is reflected in their courses, supervision of student teachers, and an assessment of and goals for their teaching. The purpose of this statement is to provide a context to consider each faculty member's record of teaching.
 - (b) Each faculty member will prepare a teaching load/activities list or table (see D. 1. a. 1. above)
 - (c) Student evaluation questionnaires will be completed near the end of the semester for each class offered and will be included in the TPR documentation. These questionnaires contain a core set of questions common to all faculty and course sections within the department (attached). These core questions provide the basis for student evaluation of the 7 dimensions.
 - (d) Student evaluations by students enrolled in supervised teaching (Academic Supervisor Evaluations) as carried out by the College of Education and Allied Professionals.
 - (e) Each faculty member will compile and submit a brief portfolio of materials and activities for each different class or lab taught in the previous 2 semesters. These materials should include, but are not limited to syllabi, quizzes and/or examinations, and selected examples of materials that exemplify the course learning environment.

- (f) All non-tenured faculty must arrange to include a written evaluation of at least one classroom observation that has been completed by a tenured member of the Science Departments during the previous two semesters. A copy of this evaluation should be given to the Department Head and the faculty member to be included as part of the AFE documentation.
- (g) Posting and maintenance of regular office hours
- (h) Organization and participation in class field trips if applicable
- (i) Any additional data a faculty member wishes to submit.

b. Program Coordinator

General coordinator duties are program leadership; curriculum oversight; faculty recruitment, load, and, when appropriate, evaluation; program planning and evaluation. More specifically, the individual holding the Secondary Science Education coordinator position will devote significant time to building and managing the program (e.g. through course and curricular development, recruiting, advising, and supervision of students, acting as a liaison with public schools and university departments, helping the institution to retain accreditation from external agencies, etc.); working with students, faculty, and the secondary science advisory committee; and outreach into the secondary schools.

The faculty member will prepare a brief (one to two pages) statement to describe and evaluate their role as program coordinator, and to discuss future plans and objectives.

c. Scholarship

- (1) Evaluation of research in progress. Write a brief (one page maximum) research statement to describe and evaluate research in progress, and to state goals for future research and scholarship.
- (2) Publications - number of manuscripts, quality and publication medium will be examined (clearly state dates and status of manuscript, ex. submitted, in review, accepted, in press, etc. and whether it is peer reviewed or not)
- (3) Papers presented at professional meetings. Number, audience, and nature of subject material.
- (4) Grants and contracts in hand plus the number submitted.
- (5) Evidence of keeping current in the field. Workshop and short course attendance, or academic course completion.
- (6) Innovative teaching methods and new curriculum development. Significance, usefulness, success of the program and effort of the candidate.
- (7) Unpublished research and manuscripts
- (8) Consulting (if it constitutes scholarship)
- (9) Attendance at professional meetings
- (10) Any additional information

d. Service to the University

- (1) Academic advising and counseling
- (2) Committee memberships and offices held
- (3) Administrative duties
- (4) Special assignments in department, school, or university
- (5) Faculty advisor to student organizations
- (6) Off-campus instruction
- (7) Other

Comment: #5 here is part of professional development—not to be counted in scholarship—will change in 08-09 document

Comment: #6 should be part of teaching, not scholarship—will change in 08-09 document

Comment: Depending on the reason for the attendance—this is probably professional development also. To count as scholarly activity the reason for attendance would need to be to present work that has been deemed part of scholarly activities. The paragraph inserted on page 3 could possibly apply here. This will also be addressed in the 08-09 document.

- e. Service to the Region
 - (1) Role in community development (e.g. consulting)
 - (2) Workshops
 - (3) Presentations to non-professional organizations
 - (4) Other
- f. Professional Service
 - (1) Offices held in professional organizations
 - (2) Peer review of grants, manuscripts, and programs
 - (3) Other

2. Instruments to be used in carrying out the plan

- a. Written AFE document from each faculty member that addresses each of the criteria in Section II D.1 and supplementary materials as described above.
- b. Student evaluations for all classes using the student evaluation form developed for the department. Each faculty member then submits evaluation results to the department head. Faculty shall not alter, delete from, or add to the information and data contained in the completed student evaluation forms.
- c. Student evaluations by students enrolled in supervised teaching (Academic Supervisor Evaluations) as carried out by the College of Education and Allied Professionals.
- d. Department Head and AFE Peer Review Committee evaluation. A written report will be given to each faculty member.

E. Procedures

- 1. The Department Head and AFE Peer Review Committee will evaluate and write a report for all faculty members based on the information received above. The written reports will be given to each faculty member.
- 2. Composition of the AFE Peer Review Committee.
The committee will consist of four tenured faculty. The committee composition will consist of one member from each of three science departments (Geology, Biology, Chemistry and Physics) who is either the Department Head or a designee, and one faculty member from CEAP (selected by the Dean of CEAP). Overlap of this committee membership with the TPR committee and Advisory Committee is preferable to ensure that the membership is a true peer committee familiar with the secondary science program and its coordinator. The representative from the Home Department shall be appointed by the Department Head; this person will serve as committee chair. It is the responsibility of the chair to 1) coordinate with other departments to determine membership of the committee, 2) arrange for necessary meetings, and 3) author the first draft of the AFE statement. The Home Department Head shall not be a member nor an observer of this committee.
- 3. Process:
 - a. Faculty will first submit their AFE documents to the AFE Peer Review Committee. This deadline will be announced by the end of the first week of classes during the spring semester.
 - b. The Committee will review the AFE materials and make comments regarding teaching, scholarship, and service. A single written statement will be prepared by the committee and forwarded to the Department Head. The Committee will decide how to put the letter together.

- c. The Department Head will use both the information provided in the faculty member's AFE document plus the AFE Peer Review Committee's statement in preparing his/her letter.
- d. The faculty member will be given statements from the Head and the Committee.

F. Consultation with the faculty member about the AFE results

The faculty member will be allowed to study the Committee and Department Head reports for one week. The Department Head will consult with each member of the faculty to review his/her evaluation and discuss ways to improve performance. The faculty member must sign the reports to indicate receipt, but has the right to add a written statement of acceptance, clarification, or rebuttal to be included with the Department Head's report. The Head shall, following the meeting with the individual and receipt of any additional written statement from the faculty member, reconsider his/her report and either change, amend, or forward it as previously written.

G. A summary of the year's departmental AFE results from the Department Head, the Peer Review Committee, and any written statements by the faculty member shall be prepared and submitted to the Dean by the end of the spring semester by the Department Head.

Section III: Preparation and Implementation

A. Preparation and Approval

- 1. These departmental criteria, guidelines, and procedures shall be prepared or reviewed and revised each spring semester for the next academic year.
- 2. On the timetable announced by the dean, the departmental document shall be submitted to the dean for review. The dean shall endorse the document or recommend revisions. The dean shall forward the approved documents to the Provost for review only when the dean is satisfied as to the quality and completeness of the document. The Provost will approve the document or recommend revisions and return it to the dean and department head. When revisions are needed, the department head will resubmit the revised document for approval through channels as before.

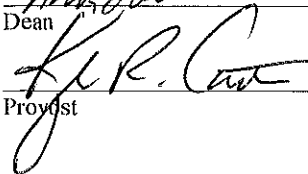
B. Implementation

- 1. This document is effective for the 2007-08 academic year immediately following its preparation or revision upon endorsement by the dean and approval by the Provost.
- 2. This document shall guide the department's consideration of candidates during the year within the framework of the timetable announced by the Provost.

Approved:

 1/29/08
 Department Head Date

 1/28/08
 Dean Date

 1/28/08
 Provost Date