

Retention, Promotion, Tenure and Post-Tenure Evaluation Criteria Science Education Department

This document describes the faculty performance criteria for the Science Education Department. It further qualifies the criteria found in the University and College standards for faculty review. The Science Education Department works collaboratively with other science departments and the department of education to deliver interdisciplinary, standards-based programs in contemporary science education. The department has a long history of collaboration with Biological Sciences, Chemistry, Geological Sciences, and Physics in the College of the Sciences. A central pillar of the Science Education Department's philosophy is to maintain the duality of science content discipline and education expertise. Faculty members' teaching, scholarly, and service duties involve work in both science education and their discipline departments as appropriate. Partnerships, collaborative efforts, and teamwork both within and external to the departments and the University are highly valued. Tenure and promotion requires faculty to contribute to Science Education and discipline department mission and goals individually, and to support colleagues in accomplishing the mission and goals in a team environment. As is consistent with the College Policy Manual, failure to act in a professional and collegial manner can negatively impact performance evaluations, including the granting of tenure, promotion and merit. Performance in all three areas of faculty work is required at all levels with promotion to full professor requiring exceptional performance in all three areas.

Instruction: Standard and Evaluation

Effective teaching is characterized by developing appropriate learner outcomes, using a variety of assessment techniques, inviting critical analysis of teaching habits, and reflecting on productive feedback. There are two levels of involvement in working toward being an effective teacher and supporting effective teaching in others.

Category A: The following are the result of long-term focus on the scholarship of teaching. Science education faculty members are expected to build a record of increasing involvement and depth in these activities.

Required for Promotion and Merit:

- Provide evidence for classroom teaching effectiveness using research-based pedagogies through assessment, SEOI, peer evaluation, and/or supervisor evaluation

Other Category A Options:

- Substantial revision of a course based on assessment, external standards or student feedback
- Development of a new course based on demonstrated need (e.g. external standards, program assessment results, or student interest)
- Demonstrate *exemplary* student mentoring by student research products (e.g. presentations at regional and national meetings or manuscripts published) or teaching experiences (e.g. homeschool network or Excel High School)
- Participating in interdisciplinary teaching activities such as CESME, DHC, SHRP, or STEP

Category B: These characteristics are fundamental to effective teaching and must become habit. Science education faculty members must participate in these activities.

- Demonstrate the use of research-based pedagogies in all courses taught.
- Quarterly maintenance of syllabi in accordance with the COTS and department policy manual.

- Student Evaluation of Instruction (SEOI) administered according to COTS guidelines for all regular instruction courses with an enrollment greater than five
- Include a service learning component in at least one course
- Yearly reflection of at least one component of the teaching and learning experience in one class
- Regular participation in peer evaluation of teaching
- Regular participation in assessment and evaluation efforts such as NCATE and program assessment

Faculty members will classify and document these efforts in their Structured Performance Record. In addition to the information requested in the standard SPR form, faculty should write a reflection explaining explicitly how their work meets the criteria for review.

Tenure for faculty members with a joint or full assignment in Science Education, as well as promotion to Associate Professor, requires knowledge of the skills and concepts taught, pedagogical content knowledge, demonstrated concern for student learning and effectiveness as an instructor as evidenced by the items listed above. It is expected that faculty members up for tenure will have met all Category B criteria, will provide the required evidence of effective teaching, and will average one of the other Category A items per year at CWU. There should be a general trend of continued growth and improvement over the probationary period.

Promotion to Professor requires evidence of a sustained record of teaching effectiveness as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. Faculty should take a leadership role in mentoring other faculty to use best-practice teaching and learning. It is expected that faculty members up for promotion to Professor will have met all Category B criteria, will provide the required evidence of effective teaching and will contribute products from multiple Other Category A Options, averaging one Category A item from the Other Options list per year during the review period.

Satisfactory post-tenure review requires a sustained effort of teaching effectiveness as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. It is expected that faculty members will have met all Category B criteria, will provide the required evidence of effective teaching, and will average one of the other Category A items per post-tenure review period. For excellence in post-tenure review faculty members will continue to take a leadership role in mentoring other faculty to use best-practice teaching and learning. To achieve excellence faculty will have met all Category B criteria, will provide the required evidence of effective teaching, and will contribute products from multiple Other Category A Options, averaging one Category A item from the Other Options list per year over the post-tenure review period.

Research and Scholarly Activity: Standard and Evaluation

The science education department recognizes two levels of scholarship. Both are important for student learning; faculty vitality; and advancing science, science education, and related fields to professionals and the general public.

Category A products are the fundamental products of scholarship that advance the discipline and inform the teaching and research practitioners of the discipline. Faculty members in science education may produce Category A products such as those in the university standards in either science education or in

their science field. For example, an article in a refereed science education journal has equal weight in the retention, tenure, and promotion process as an article in a refereed science journal. In addition, refereed journals whose primary audience is teachers are an important dissemination venue for science education faculty members and are given equal weight in the retention, tenure, and promotion process as refereed journals whose primary audience is researchers. The National Science Teachers Association journals are examples of refereed journals aimed at science teachers.

Another important form of scholarship for faculty members in science education is the scholarship of application via curriculum or teaching resource development. Curriculum or teaching resources that have been disseminated by a science education agency or adopted by the equivalent of at least one grade level of a school could be justified as a Category A product depending on the quality of evidence.

Category B includes other formal activities that support a faculty member's program of scholarship. Science education faculty members may produce Category B products such as those in the university standards in either science education or in their science field. In addition to the University and College Category B accomplishments, the Science Education Department recognizes the scholarship of application through regular science or science education column contributions that communicate science to the public or science teachers as Category B.

Faculty members will classify and document these scholarship products in their Structured Performance Record. In addition to the information requested in the standard SPR form, faculty should write a reflection explaining explicitly how their work meets the criteria for review.

Tenure for faculty members with a joint or full assignment in the Science Education Department, as well as promotion to Associate Professor, requires faculty members to make significant, measurable contributions to the fields of science or science education. To receive tenure, the faculty member is expected to meet the College Standard and to produce, during the probationary period, at least one Category A article in a peer-reviewed science or science education journal as described above and in the university standards. In addition, the faculty member is expected to produce at least one other Category A product and average one category B product per year with at least four of these eight total products being completed by the end of the fourth probationary year.

Promotion to Professor requires at least one Category A article in a peer-reviewed science or science education journal during the period between promotion to Associate Professor and promotion to Professor. In addition, the faculty member is expected to produce at least one other Category A product and average one category B product per year. In order to receive promotion to Professor, a science education faculty member should be engaged in a significant partnership/alliance with an external organization. Example partnerships include, but are not limited to, significant contribution in a grant-funded project with another agency, curriculum project with a K-20 or informal education partner, teacher-development project with a K-20 partner, etc.

Satisfactory post-tenure review requires evidence of a sustained record of scholarly activities over the course of a faculty member's career. Such evidence includes a Category A product during the review period. Multiple category B products could be justified as a substitute for a Category A in certain circumstances. In light of the opportunities to generate a heavier than average service load in Science Education, faculty members may substitute participation in a Category A service product for the

scholarship evidence for post-tenure review as long as this Category A service activity is above and beyond the service requirements met for a successful post-tenure review. For excellence in post-tenure review faculty members will accomplish at least two Category A products during the review period and average at least one category B product per year.

Service: Standard and Evaluation

Service is a critical aspect of a science education faculty member's load. In addition to the potential for twice as much department service, science education faculty members represent COTS on numerous Center for Teaching and Learning (CTL) committees. Science education faculty members are encouraged to make significant contributions to state and national K-12 science standards and assessment as well as contributing to standards and assessments for pre-service teachers. In addition to activities listed in the university and college standards, the following represents possible service commitments that are above and beyond programmatic and committee-related service commitments that all COTS faculty members are expected to perform. Faculty members may, with justification, substitute different service activities for those in the A and B list below provided the substitute activities promote science education in some way and take a similar amount of effort as those activities on the lists.

Category A service involves reform efforts that have a significant impact on multi-institution educational systems. Examples include:

- Providing leadership by chairing or directing committees or programs
- Working on state or national committees to improve science education
- Participating in the organization of state or national pedagogical conferences
- Sustained effort to conduct professional development training and workshops for local and regional teachers
- Leading activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Leading assessment efforts such as PESB accreditation and program assessment
- Sustained effort to development, organize, and deliver science outreach programs

Category B service focuses on local education reform efforts.

- Serving on Center for Teaching and Learning committees
- Serving on local school district committees to improve science teaching and learning
- Making public or school group presentations involving science or science teaching
- Participating in activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Participating in and supporting professional development training and workshops for local and regional teachers

Faculty members will classify and document these efforts in their Structured Performance Record. In addition to the information requested in the standard SPR form, faculty should write a reflection explaining explicitly how their work meets the criteria for review.

Tenure for faculty members with a joint or full assignment in the Science Education Department, as well as promotion to Associate Professor, requires faculty members to make significant, measurable service contributions to the fields of science or science education. To receive tenure and promotion to Associate Professor, the faculty member is expected to participate in an average of at least one Category A or B

service effort every year during the probationary period. In addition, tenure and promotion to Associate Professor requires participation in departmental committees and service on a college or university committee for at least one year.

Promotion to Professor requires a significant record of service activities that includes leadership in at least one departmental, college or university committee for a minimum of one year and at least one other Category A service effort during the review period. Promotion to Professor also requires the faculty member to participate in an average of at least one Category A or B service effort every year.

Satisfactory post-tenure review requires evidence of a sustained record of significant service activities over the course of a faculty member's career. Such evidence includes a Category A effort during the review period and an average of at least one Category A or B service effort every year during the review period. For excellence in post-tenure review faculty members will serve in a leadership role in at least one departmental, college or university committee for a minimum of one year and will engage in at least one other Category A service effort during the review period. Excellent post-tenure review status also requires the faculty member to participate in an average of at least one Category A or B service effort every year.

Discipline specific standards for title, rank and tenure

The Science Education Department adheres to the standards set by the College of the Sciences and the University with the following provisions.

Faculty Appointments: Department tenure-track faculty are normally appointed jointly to the Science Education Department and one of the natural science departments (Biological Sciences, Chemistry, Geological Sciences, or Physics) but may be appointed fully in the Science Education Department to support specific program needs (e.g. middle level science at CWU Westside Centers). The joint appointment is normally 50% assignment in each department, however, variations in teaching loads may occur on an annual basis to meet the needs of the departments, if mutually agreed upon by the science education department chair and appropriate science department chair by joint approval of the workload plan.

Faculty Reappointment, Tenure, Promotion, and Post-Tenure Review: University policy states that tenure "is the right to continuous appointment at the University with an assignment to a specific department." Evaluation of Science Education Department faculty who are assigned to two departments will be based primarily on the Science Education Department's Reappointment, Tenure, Promotion and Post-Tenure Review criteria. Scholarship may be conducted in discipline or science education areas based on faculty interest and expertise. Service expectations are typically greater in Science Education than in the content discipline. The personnel committee for such reviews shall consist of two tenured faculty members from the Science Education department, two tenured faculty members from the appropriate science department and a tenured faculty member from another COTS department. All members will be of the appropriate rank as defined in University policy. If the candidate's science department already has a jointly appointed science education faculty member at the appropriate rank, that person will replace the representative from another COTS department. Any deviation from this arrangement must be approved by the Science Education department chair, the appropriate science department chair and the dean of COTS and must be in accordance with all relevant CWU policies. The department chair from each department will make an independent evaluation. Faculty assigned entirely in Science Education will be evaluated according to

existing University policy including using the Science Education Department Reappointment, Tenure, Promotion and Post-Tenure Review criteria.

Approved by:

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Date

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Date

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Date