

DEPARTMENT OF SCIENCE EDUCATION

Operating Procedures and Criteria for Retention, Tenure and Promotion

Committee approved 12/14/23.

Provisionally approved 5-20-24 for Academic Year 2024/2025

The mission of the Department of Science Education is to foster scientific appreciation and understanding for all learners by promoting the highest quality science education for teacher subject matter preparation and professional development, and research on teaching and learning. Central to this mission is support for emerging science educators toward cultivating dispositions that acknowledge, honor, and respect oppressed communities to support social and eco-justice. This document is intended to promote these same goals as well as a spirit of collegiality and mutual support among our faculty.

I. STRUCTURE OF THE SCIENCE EDUCATION PERSONNEL COMMITTEE

- The Department of Science Education Retention, Tenure and Promotion (RTP) Personnel Committee shall be constituted according to all appropriate guidelines and regulations that include but are not limited to the Collective Bargaining Agreement (CBA) and Faculty Personnel Policies and Procedures (FPPP) documents and will be responsible for reports and recommendations regarding the Retention, Tenure and Promotion (RTP) of faculty at the Department Committee level.
- The Personnel Committee shall consist of at least three members. Eligibility for membership on the Committee will be determined in accordance with the FPPP. The Department Chair may elect to serve on the Committee as a full voting member or as a separate level of review.
- Faculty members serving on the College Personnel Committee may not serve on the Department Personnel Committee.
- When there are an insufficient number of eligible departmental faculty, other tenured faculty from another department may serve. In accordance with the FPPP, when there is promotion considerations, peer review committee members must have a higher rank/classification than those being considered for promotion.
- If a committee member goes on leave during the academic year, the Department Chair may appoint a substitute Faculty Member. The substitute committee member must be able to participate in the entire portion of the faculty member's review cycle for which that committee is responsible.

II. PROCEDURES

The Personnel Committee will operate under and be knowledgeable of all of the appropriate guidelines and regulations that include but are not limited to the CBA and the FPPP.

- The Personnel Committee will meet and select a Chair and Secretary.
- A quorum consisting of a majority must be present in order for the Personnel Committee to conduct its business.
- In matters of retention, tenure, and promotion, the Personnel Committee will follow the procedures and the special criteria established by and approved for the Science Education Personnel Committee. In the event of any inconsistency between this document and either the FPPP or the CBA, the FPPP and/or the CBA will take precedence.
- When the Personnel Committee meets to vote on the reports and recommendations, all members must vote, either in person or by proxy. Should a member abstain from voting, the member shall submit a written reason for the abstention.
- It is the obligation of the Personnel Committee Chair to ensure that the committee can effectively evaluate the work of a given candidate.
- For tenure or tenure track candidates, at least two Personnel Committee members will make classroom visitations. For other candidates, at least one Personnel Committee member will make a classroom visitation. A written report of each visit will become a part of the personnel action file of the candidate. The College Dean may also make classroom visits. Because effective teaching is essential to promotion and tenure, the candidate may request additional mentoring class visits and will have the option of requesting a written visit report be placed in the Working Personnel Action File (WPAF).
- Periodic evaluations and performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, period of review will begin on May 31st in the academic year preceding the appointment. Spring appointments will begin on the date of appointment. All faculty members' evaluations and performance reviews will include work that is part of a service credit year or years and other granted credits.
- In consideration of tenure or promotion to associate professor, the period of review shall be the entire probationary period (including years of prior service credit, if any). Consideration shall be given to the development and continuity of the candidate's total performance during the review period. Where prior service credits have been granted, these credits plus performance rendered since being appointed to the faculty at California State University, Chico shall, together, constitute the data base for the review.

In consideration of promotion to full professor, the period of review shall be the period since closure of the WPAF prior to promotion to the current rank.

- All Personnel Committee members will examine the Working Personnel Action File (WPAF) of each candidate. In accordance with the applicable article in the FPPP and the criteria and standards set forth in the Department RTP document, the Committee's report will include a written evaluation based entirely on evidence contained in the WPAF.
- Because the Committee's report can only be based upon the evidence contained within the WPAF, the Committee should assist the candidate in making certain that the WPAF accurately reflects the full performance record. To ensure all necessary materials are included in the WPAF, the Committee will meet with the candidate after reviewing the WPAF but before closing the candidate's WPAF and writing its report. In this report, the Department defines evidence to be all materials included in the WPAF.
- In the WPAF, the candidate will assign each piece of evidence to only one of the three primary categories listed in the FPP: *Instruction; Professional Growth and Achievement; and Service that Contributes to the Strategic Plans and Goals of the Department, College, University and Community (Service)*.
- Evidence of scholarship activities, including the status of manuscripts and participation in professional meetings, must be included in the WPAF. It is the responsibility of the candidate to provide this evidence. Professional activities entirely completed prior to employment at Chico State will not be considered during the evaluation process unless they are from service credit years.
- Written or electronic student feedback on teaching and learning (SFOTs) are required for all faculty employees who teach. All classes taught by each faculty member with six or more enrolled students shall have SFOTs.
- Evaluation of lecturer faculty will follow guidelines set forth in the CBA Article 15 and FPPP 9.0.
- Before the end of the academic year, the Committee may review and update, if necessary, this RTP document and related materials. The department, the Dean, Faculty Affairs and Success and the Provost (or designee) must approve any significant changes but this may be deferred to within the first 14 days of the next academic term.

III. CRITERIA AND STANDARDS FOR RETENTION, TENURE, and PROMOTION

In each area of the performance review (Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department, College, University, and to the Community), all reports conclude with a summary **rating** (FPPP 10.3.3): **Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations**. Therefore, it is helpful to candidates and reviewers to specify ratings typically required to produce a recommendation for retention, tenure, or promotion and the minimum work necessary to achieve a given rating.

The remaining text of the RTP Criteria and Standards describes the work or activity that constitutes the minimum necessary to achieve a **Meets Expectations** rating and **Exceeds**

Expectations rating. If the candidate does not obtain a **Meets Expectations** or **Exceeds Expectations** rating, then they will receive a **Does Not Meet Expectations** rating and the candidate will not be considered for tenure or promotion.

In the 2nd and 4th years, probationary tenure-track faculty undergo a performance review for retention. Retention shall be awarded only to those whose performance affords them a reasonable possibility of **Meeting Expectations** in all three areas toward obtaining tenure in due course (FPPP). A committee recommendation of retention for a tenure-track faculty member whose evaluation is **Does Not Meet Expectations** must (i) include detailed information to explain why they recommend retention in spite of this evaluation and (ii) provide a concrete plan outlining how the candidate can improve their evaluation level to Meet Expectations before the tenure decision.

As stated in the FPPP (10.5.1), “Tenure may be conferred earlier than the normal sixth year of employment.” The FPPP (Section 10.5) further clarifies that since “accelerated tenure or promotion” is necessarily based on less evidence of performance than granted on a normal timeline, faculty are required to receive an **Exceeds Expectations** rating in all three categories. To qualify for accelerated tenure or promotion to Associate Professor, the FPPP further clarifies that the candidate must: (1) demonstrate the likelihood that this high level of performance will continue; and (2) have worked a minimum of one academic year under the conditions similar to their department’s typical full-time assignment. The College of Natural Sciences defines full-time assignment as a year without new faculty release AWTU. Inasmuch as consideration of accelerated tenure or promotion to associate professor is not the normal pattern, a recommendation for accelerated tenure or promotion to associate professor must address in the reports whether the candidate’s file meets the definition of exceptional record (FPPP Section 10.5.5).

To qualify for accelerated promotion to full professor the candidate must: (1) be ranked **Exceeds Expectations** in all three categories of evaluation: Instruction, Professional Growth and Achievement, and Service; and (2) demonstrate the likelihood that their exceptional performance will continue, and (3) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review (FPPP Section 11.1.3).

Beyond simply rating the candidate and making the appropriate retention recommendation, it is particularly important that the Committee report give constructive guidance concerning the candidate’s progress toward tenure and/or promotion. In this same collegial spirit, the Department strongly recommends that at the conclusion of the entire review process the candidate requests to meet with the Committee and Department Chair to discuss and clarify issues regarding tenure and/or promotion. The Committee will inform each candidate of this recommendation at the scheduled candidate-committee meeting.

The Department of Science Education has quantified certain minima of activity in the three areas of activity: Instruction; Professional Growth and Achievement; and Service that Contributes to the Strategic Plans and Goals of the Department, College, University, and Community. The purpose of the minima stated below is not to restrict the candidate's range of work, but to aid both the candidate and the Committee by providing a list of achievements that would merit a positive recommendation for personnel action.

1. INSTRUCTION

The department values faculty who demonstrates a commitment to student learning by the energy, time, and care that they devote to the creation and support of innovative, high-quality, student-centered learning environments. Evidence of this commitment is demonstrated by activities that lie in one of the following three areas:

- Area I.* Establishing and maintaining academically rigorous and effective classroom instruction.
- Area II.* Developing or implementing innovation in the science education curriculum.
- Area III.* Mentoring students outside of the classroom

Because Instruction is central to the Department's mission, all faculty members under review must demonstrate a **Meets Expectations** rating in *Area I* at minimum in Instruction to be recommended for retention, tenure, or promotion. A rating of **Does Not Meet Expectations** will include specific guidance for improving Instruction.

For *Area I*, the Committee shall consider and evaluate the following evidence for rigor and effectiveness in classroom instruction:

- Syllabi, assignments, exams, and other course materials created by the instructor.
- Samples of student work
- Reflection on student feedback on teaching and learning
- Reports of class visits by committee members and others, e.g. the Dean
- Communication in regards of work done for courses

To achieve a rating of **Meets Expectations** in Instruction *Area I*, the evidence should demonstrate that the candidate:

- (1) Reflects on their course performance *and* written responses to SFOT results to document their efforts for continuous improvement in the area of instruction.
- (2) Aims to engage in the seven principles for good practice in undergraduate education (A.W. Chickering and Z.F. Gamson, 1987):
 - encourages student-faculty contact.
 - encourages students to work together.

- encourages active learning in the classroom or outside of it.
- provides prompt feedback on assignments.
- uses class time wisely.
- sets high standards and communicates them to students.
- recognizes and responds to the fact that different students learn differently.

In order to receive **Exceeds Expectations** rating in *Area I*, the evidence should demonstrate that the candidate:

- (1) Reflects on their course performance *and* written responses to SFOT results to document their efforts for continuous improvement in the area of instruction. AND
- (2) Demonstrates a consistent high performance in teaching across all the courses taught in the last year. AND
- (3) Engages in all the seven principles for good practice in undergraduate education (A.W. Chickering and Z.F. Gamson, 1987):

This might be the result of a documented improvement in the courses through different semesters, reflected in the students' perception of their learning in the course, and classroom observations for the courses.

For Instruction *Area II*, the Committee shall consider the following evidence for developing or implementing innovations in the science education curriculum:

- Introducing technology in an innovative way in your instruction
- Engaging students in scientific or engineering practices in a cutting edge for instruction
- Transforming classroom dynamics in a way that engages students in hands-on that is not traditional in the classroom.
- Incorporating socio-scientific issues during instruction, which may include discussion about social justice, access to resources, etc.

To achieve an overall rating of **Meets Expectations** in Instruction *Area II* (, the evidence should indicate the candidate:

- Aligns the development or the implementation of innovations in the science education curriculum with an area to address an area of course improvement previously identified (e.g., self-reflection on student performance, student written responses to SFOTs, class visit report by peers) OR
- Aligns the development or innovations in the science education curriculum to “support emerging science educators toward cultivating dispositions that acknowledge, honor, and respect oppressed communities to support social and eco-justice.” (SCED department mission statement).

For Instruction Area III, the Committee shall consider the following as evidence for mentoring students outside of the classroom:

- NSTA or another student club advisor
- Department program advisor

To achieve an overall rating of **Meets Expectations** in Instruction *Area III* (, the evidence should show a strong commitment that is consistent over time:

- NSTA or another student club advisor (at least 1 AY)
 - It is in the candidate's best interest to include a description of their role as the club advisor.
- Department program advisor (at least 2 years)

The following activities constitute typical minimums of expectation for tenure and promotion to associate professor or full professor:

1st and 2nd year review:

- **Meets Expectations** in *Area I* and The candidate should document progress and plans beyond *Area I* to demonstrate they are on track to achieve tenure in due course.

3rd - 5th year review:

- **Meets Expectations** in *Area I* and the candidate documents their engagement in either *Area II* or *Area III*

Tenure:

- **Meets Expectations** in *Area I* and **Meets Expectations** in *Area II* (1 accomplishment)

Promotion to Associate

- **Meets Expectations** in *Area 1* and **Meets Expectations** in *Area II* (2 accomplishments) or 1 accomplishment in *Area II & III*.

Promotion to Full:

In order to promote to Professor, a candidate must show continued improvement since the time of the last dossier submission for promotion. At this career level, it is expected that the candidate has contributed significantly at the program level in all instructional areas 1- 3 and must receive:

- **Meets Expectations** in *Area I* and **Meets Expectations** in *Area II* (2 accomplishments) and *Area 3* (one accomplishment)

2. PROFESSIONAL GROWTH AND ACHIEVEMENT (PG&A)

Definition of Ratings in Professional Growth and Achievement, according to FPPP:

- A ranking of **Exceeds Expectations** in Professional Growth and Achievement is based on evidence that "demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute achievement to students, to the discipline, and to the professional community" (FPPP 10.3.3).

- A ranking of **Meets Expectations** is based on evidence that "demonstrates appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community" (FPPP 10.3.3).
- A ranking of **Does not Meet Expectations** is based on evidence that "does not demonstrate an adequate level of scholarly and professional activities that contribute to students, to the discipline, and to the professional community" (FPPP 10.3.3).

The Department of Science Education values faculty who demonstrate ongoing commitment to professional growth and achievement. Evidence of this commitment is demonstrated by continual activity that lie in one or more of the following four Areas: I) peer reviewed research publications, II) peer-reviewed conference presentations, III) external research grant funding and IV) Other achievements.

These activities are especially valued when they involve students and are aligned with one or more of the University's Strategic Priorities (i.e., Equity, Diversity & Inclusion; Resilient & Sustainable Systems; Civic & Global Engagement). For accomplishments in each of the four PGA areas, the candidate must provide evidence that a significant portion of the effort took place after acceptance of a position at CSU, Chico or during awarded service years of credit aligned with FPPP Sections 10.4.4.and 10.4.5.a.

Area I: Peer reviewed research publications

For all research publications in PG&A *Area 1*, the candidate must provide evidence for a blind-peer review process. For publications with multiple authors, the candidate must provide evidence for their role in the research and writing process. The candidate must show evidence for continued growth throughout the period of review.

- Original research in science education or discipline-based education peer reviewed journal. It is in the candidate's best interests to include the rate of acceptance. The candidate must indicate whether they are the primary or secondary author and associated tasks or responsibility and contributions.
- A meta-analysis of research in science education or discipline-based peer reviewed journal. It is in the candidate's best interests to include the rate of acceptance. The candidate must indicate whether they are the primary or secondary author and associated tasks or responsibility and contributions.
- Primary author on a book. If multiple authors, the candidate must indicate associated tasks or responsibility and contributions.

Area II: Peer-reviewed conference presentations

- Research talk (lead author/presenter)
- Workshop (lead presenter)
 - The workshop must be presented to fellow academics or experts in the field.
- Poster (lead author/presenter)

- Mentoring which results in student presentations at a peer reviewed research conference.
 - publications and presentations counted in the area of instruction cannot also be counted in the area of professional growth and achievement.
- Peer reviewed research conference proceedings (lead author)

Area III: Research grant funding

- External research grant (peer-reviewed by external reviewers outside the CSU system).
 - For an external research grant with multiple authors the candidate must provide evidence for their role in the writing process.

Area IV: Other

- University or CSU system wide grant
- Non- peer-reviewed publication
- Non- blind peer review process (e.g. book chapter).
- Proposal submitted for research grant funding external to the CSU system (pending or not funded)
 - For proposals with multiple authors the candidate must provide evidence for their role in the writing process.
- Submitted a manuscript (pending, denied, or in resubmission)
- Science education research activities involving undergraduate students.

The following sets of activities constitute typical minimums of expectation in professional growth and achievement:

Meets Expectations for 1st and 2nd year review:

- The candidate should document progress and plans in professional growth to demonstrate they are on track to achieve tenure in due course.

Meets Expectations for 3rd, 4th, and 5th year review:

- One accomplishment in *Area II* (or two accomplishments in *Area IV*). The candidate should document progress and plans in professional growth in *Area I* to demonstrate they are on track to achieve tenure in due course.

Meets Expectations rating for Tenure:

- One accomplishment in *Area I* and two accomplishments in *Area II* (or one in *Area 3*).

Meets Expectations rating for Promotion to Associate:

- One accomplishment in *Area I* and three accomplishments in *Area II* (or one accomplishment in *Area III* and one accomplishment in *Area IV*).

Meets Expectations rating for Promotion to Full:

- One accomplishment in *Area I* and three accomplishments in *Area II* (or one accomplishment in *Area III* and one accomplishment in *Area IV*). Cannot duplicate accomplishments used for promotion to Associate.

For each of the above accomplishments, the effort and impact should be documented by the candidate. These quantitative minimums are examples of the minimum level of achievement associated with a particular rating. The committee must always consider the quality, continuity, and level of effort associated with any activity documented by the candidate. For example, ranking of “**Exceeds Expectations**” is based on evidence that "demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community” (FPPP 10.3.3), while a ranking of “**Meets Expectations**” is based on evidence that "demonstrates the candidate's appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community” (FPPP 10.3.3).

The committee shall consider the fact that a single publication of significant quality, or representing substantial and/or long-term effort, may well constitute an achievement equal to or greater than that of two lesser publications. The committee shall also carefully consider the value of documented activities that have yet to yield publications or presentations.

3. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY, AS WELL AS THE COMMUNITY (SERVICE)

The department values faculty that collaborate and demonstrate a commitment to serving serve the department, college, university, and larger communities, especially the K-12 science teacher education community. A candidate’s service is particularly vital at the departmental level since active participation of faculty is necessary for the health of the Department. Evidence of contributions to the department, college, university, and community lie in the following five areas.

Area I. K-12 teacher professional development:

- Design and facilitate K-12 teacher professional development opportunities driven by research-based best practices and strategies aligned with the Next Generation Science Standards
- Design and facilitate professional development opportunities driven by research-based best practices and strategies to promote diversity, equity & inclusion.

Area II. Leadership in governance at the departmental, college, or university level for 1 full term.
Department

- Chairing the Department of Science Education (Must be full professor)
- Chairing the Department Personnel Committee (Must be tenured faculty)
- Chairing a Department Committee
- Department Assessment Coordinator

- Similar work of equivalent effort and impact as demonstrated and documented by the candidate: for example, chairing a major departmental committee such as a tenure track hiring committee, or rewriting the departmental RTP standards document.

College

- Chairing a Natural Sciences Committee
- Chairing the Faculty Leaves Committee (Must be tenured faculty)
- Chairing the Personnel Committee (Must be full professor)

University

- Chairing the Senate
- Chairing an Academic Senate Standing Committee and/or Committee to which the Senate makes appointments.
- Chairing a University Level Committee

Area III. Performance of departmental, college, or university service for 1 full term.

Department

- Participating member of the Personnel Committee (Must be tenured faculty)
- Participating member of the Curriculum Committee
- Participating member of the Policy and Procedures Committee
- Participating member of the Search Committee
- Participating member of the Department Assessment Committee

College

- Participating member of the Curriculum Committee (Must be tenured faculty)
- Participating member of the Natural Sciences Poster Committee
- Participating member of the Faculty Leaves Committee (Must be tenured faculty)
- Participating member of the Personnel Committee (Must be full professor)
- Participating member of a Master's thesis committee

University

- Participating member of an Academic Senate Standing Committees and/or Committees to which the Senate makes appointments.
- Participating member of a University MPP hiring committee.
- Participating member of a University Advisory board.
- Participating member of an Affinity group sponsored club/collaboration.
- Participation in University level campus events (Commencement, Wildcat Welcome, Upward Bound, etc.).
- Participating in Faculty Learning Communities specializing in issues of equity, diversity, and inclusion.
- Participating in book club meetings that focuses on equity, diversity, and inclusion.

Area IV. Participation in professional organizations:

- Leadership role in a national professional organization related to science education research (president, journal editor, board member, editorial board member, committee chair etc.)
- Reviewer for peer reviewed journals/books/book chapters.
- Organizing and presiding sessions at regional or national conferences/symposiums.
- Organizing and leading a field trip associated with a science education professional organization or conference.
- Contributing author on reports for educational policy/curricular committee work.
- Leading a workshop that address equity, diversity, and inclusion in your professional or community service organizations.

Area V. Participation in community engagement:

- Visiting and supporting local classrooms with your field expertise.
- Engaging community members in activities related to your field.
- Collaborating with outreach programs (e.g. gateway science museum, observatory, planetarium etc.)

The department recognizes that all committees are not equivalent when it comes to workload and that all committee members do not accomplish the same amount of work. The committee must consider the quality, continuity, and level of effort associated with any committee activity. For example, a ranking of “**Exceeds Expectations**” is evidenced by “assuming key roles on significant committees” (FPPP 10.3.3), while a ranking of “**Meets Expectations**” is evidenced by “occasionally assuming roles on significant committees” (FPPP 10.3.3).

Therefore, for each activity the effort and impact should be documented by the candidate. It is in the candidate's interest to document heavy workload committees and/or document special responsibilities assumed. Documentation can include, but are not limited to:

- Lists of committee assignments, dates, and responsibilities
- Letters or emails acknowledging the candidate’s service.
- Programs or notices from events noting the participation of the candidate.

Meets Expectations rating for 1st and 2nd year review:

- The candidate should document progress and plans in service that contributes to the strategic plans and goals of the department/unit, college, university, and to the community to demonstrate they are on track to achieve tenure in due course.

Meets Expectations rating for 3rd, 4th, and 5th year review:

- The candidate should have evidence of one activity in *Area III* and documented efforts made in at least one of the following areas: *Area I, Area II, Area IV, Area V.*

Meets Expectations rating for Tenure:

- The candidate should have evidence of one activity in *Area I or III*, plus one additional activity in *Area IV, or Area V.*

Meets Expectations rating for Promotion to Associate or Full:

- Meets the same requirements as “**Meets Expectations** for Tenure” plus one activity in *Area II* or two activities in *Area IV* or *Area V*.

Exceeds Expectations rating for any review period:

- Meets the same requirements as “**Meets Expectations**” for Promotion to Associate” or “**Meets Expectations** for Promotion to Full” plus one additional activity in *Area I* or *II*.

The department recognizes that a candidate may make significant service contributions that, while formally outside of the university, do promote the department, college, or university mission. Typically, this work is within the community or a professional society. However, the candidate must still demonstrate service at the departmental and college levels. The department recognizes that CSU Chico’s Strategic Plan includes service to the surrounding community, and, as such, significant community engagement may contribute toward the service area for retention and promotion. The significance of engagement will be decided by the RTP committee upon receiving evidence.

IV. LECTURER FACULTY (PERIODIC EVALUATIONS AND RANGE ELEVATION)

Periodic Evaluations

As stated in FPPP section 9.1, lecturer faculty will undergo an annual evaluation of teaching effectiveness for the initial two personnel cycles of their appointment, followed thereafter by biennial reviews and then by reviews during the third year of their three-year appointment when applicable (FPPP 9.1.4).

All lecturer faculty members eligible for an initial three-year appointment will be evaluated in the academic year preceding the issuance of the initial three-year appointment (FPPP 9.1.4b). The evaluation shall consider the faculty member’s cumulative work over the six or more years of consecutive service on the same campus that make up the qualifying period for the initial three-year appointment. (FPPP 9.1.4.b).

The personnel committee report shall contain an evaluation of whether the lecturer’s performance is satisfactory (FPPP 9.1.3). If the performance is not satisfactory, then the reasons for this conclusion should be included in the report.

The Committee shall consider the following activities as evidence of teaching effectiveness:

- Syllabi, assignments, exams, and other course materials created by the instructor.
- Samples of student work
- Reflection on student feedback on teaching and learning
- Reports of class visits by committee members
- Communication in regards of work done for courses

To achieve an overall rating of **Satisfactory**, the evidence should demonstrate that the candidate:

1 Reflects on their course performance *and* written responses to SFOT results to document their efforts for continuous improvement in the area of instruction.

2 Aims to engage in the seven principles for good practice in undergraduate education (A.W. Chickering and Z.F. Gamson, 1987):

- encourages student-faculty contact.
- encourages students to work together.
- encourages active learning in the classroom or outside of it.
- provides prompt feedback on assignments.
- uses class time wisely.
- sets high standards and communicates them to students.
- recognizes and responds to the fact that different students learn differently.

Range Elevation

The Department of Science Education Lecturer Evaluation Committee (LEC) evaluates lecturers for a Range Elevation upon request from eligible lecturer faculty members. (Refer to FPPP and CBA for eligibility).

Lecturer faculty who (1) are not eligible for more SSIs in their current range, and (2) have been employed in their current range for at least five years are eligible for range elevation. (FPPP 12.1.1).

For range elevation, the candidate must have, since the initial appointment or last range elevation, achieved professional growth and development. Professional growth and development for lecturer range elevation is defined as teaching excellence and maintaining currency in the field (FPPP 12.1.2.c and 12.1.2.d). Accumulated teaching experience alone is not considered sufficient for appointment at a higher level. (FPPP 12).

To be considered for range elevation, a lecturer must show professional growth and development during the period between the date of initial appointment or, where applicable, the date of the last range elevation and the time of the current request. This is the only review period in which a candidate's professional achievements shall be evaluated. The personnel committee's recommendation will be sent to the Chair of the Department. The Chair shall add their own recommendation and forward the lecturer's range elevation application and both recommendations to the Dean. The Dean shall make a decision and notify the lecturer. If the Dean's decision is to deny range elevation, the written notification shall include information about the appeal process (FPPP 12.2.2).

The candidate must demonstrate achievement of teaching excellence and currency in the field by documenting teaching excellence and currency in the field. Examples of appropriate activities include (in no particular order):

Tier 1 Activities

1. Create substantial curricular materials in consultation with tenure track/tenured faculty, including open educational resources.
2. Publish work in discipline-related journals.
3. Present at regional or national conferences.
4. Engage in discipline-related or national conferences (by organizing sessions, being part of committees, etc.).
5. Work on grant-funded activities, including internal grants.
6. Submit external grant proposals.
7. Serve on a Senate committee.
8. Participate in discipline-related professional organizations.

Tier 2 Activities

1. Attend at regional or national conferences, including online format.
2. Engage with student organizations or science teaching-related clubs.
3. Participate in Faculty Learning Communities, formal or informal.
4. Participate in instructionally related workshops (including workshops about DEI topics).
5. Mentor students.
6. Observe colleagues teaching and reflect on the teaching practices observed.
7. Serve as a course/lead coordinator for multi-section classes.
8. Serve on Department, College, or University committees.

This list is intended to be suggestive of the types of activities upon which a range elevation may be based, but other significant professional development activities may also qualify.

Candidates should not just list their activities, but must also provide evidence of their professional activities in the form of documents, manuscripts, conference programs, emails, letters, etc. The progression from Lecturer A to Lecturer B will typically have a lower bar for advancement than progression to higher levels.

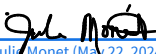
Rank Elevation	Minimum expected activities
Lecturer A to Lecturer B	1 <i>Tier 1</i> OR 3 <i>Tier 2</i>
Lecturer B to Lecturer C	2 <i>Tier 1</i> AND 2 <i>Tier 2</i>
Lecturer C to Lecturer D	2 <i>Tier 1</i> AND 3 <i>Tier 2</i>



Department/Program Standards Approval Sheet

Process:

- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to Faculty Affairs and Success via email for review.
- c) Faculty Affairs and Success reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to Faculty Affairs and Success.
- e) If not approved, Faculty Affairs and Success forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, Faculty Affairs and Success adds *Provost Designee Approved Date* footer to the document and:
 - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
 - b. Uploads document to Faculty Affairs and Success Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to Faculty Affairs and Success website location.

Chair/Director Approval:  Date: May 22, 2024
Juli Monet (May 22, 2024 10:55 PDT)

Dean Review: David M. Hassenzahl Date: May 23, 2024

Provost/Designee Approval: Mahalley D. Allen Date: May 24, 2024