

## **TABLE OF CONTENTS**

<b>SECTION</b>	<b>PAGE NUMBER</b>
Vision	2
Mission	2
Core Values	2
Department Description (Organizational Structure & Programs)	2
<b>POLICIES</b>	
Mentoring Policy	6
Post Tenure Review Policy	8
Annual Evaluation Policy	9
<b>PROCEDURES</b>	
Course Scheduling	17
Curriculum Approval (including international programs)	17
Hiring of Part-Time Faculty	17
Purchasing	18
Travel	18

The Department of Instructional Technology, Foundations, and Secondary Education in the Watson College of Education follows the policies and procedures outlined in the Watson College of Education Policies and Procedures Manual ([http://uncw.edu/ed/pdfs/faculty/procedman\\_current.pdf](http://uncw.edu/ed/pdfs/faculty/procedman_current.pdf)).

In some instances, however, the department has identified the need for additional specificity with regard to certain policies and procedures. Those additional guidelines are outlined in this manual.

### **Department Vision**

The department will embody a diversity of ideas, practices, and scholarship to foster a community of intellectual curiosity, teaching excellence, and dedicated service.

### **Department Mission**

The Department of Instructional Technology, Foundations, and Secondary Education is dedicated to preparing students to make a difference through...

- Engagement in and service to diverse schools, organizations and communities from the local to the global;
- Powerful opportunities to apply and expand learning in diverse environments;
- Rigorous coursework and meaningful research

We prepare our students to meet the challenges of an increasingly diverse and complex world as confident, competent and informed educational leaders and joyful lifelong learners. Our graduates serve and lead in many capacities including as secondary school educators in English, Math, Science, Social Studies, as K-12 educators for English Language Learners and Academically or Intellectually Gifted students, and as Instructional Technology leaders in K-12 schools, business, and higher education.

### **Core Values**

In addition to the core values identified as part of the Watson College of Education conceptual framework (<http://www.uncw.edu/ed/mission.html>), the Department of ITFSE emphasizes scholarly community engagement. We believe such engagement is critical to part of the College of Education's mission to "improve schools and society." Faculty and staff in the department coordinate conferences, coalitions, and centers in addition to seeking external grants and providing other service to schools and communities.

### **Department Description**

The department chair serves as the lead administrator in the department with the guidance and support of administrative associate. There are six program coordinators who manage the Instructional Technology, Foundations, Secondary Education, Academically & Intellectually Gifted, and Teaching English as a Second Language programs.

The department includes 18 full-time tenure-track and tenured faculty members as well as four non-tenure track faculty members. Of those, there are four full professors, nine are associate

professors, four are assistant professors, and one is faculty emeritus. The department offers the following degrees, certificates, and add-on licensure:

**Graduate Programs**

Master of Science in Instructional Technology

Master of Arts in Secondary Teaching

Master of Arts in Education (Academically and Intellectually Gifted)

Master of Arts in Education (Teaching English as a Second Language)

Master of Education (Teaching English as a Second Language)

Certificate in Instructional Technology Specialist

Certificate in Academically & Intellectually Gifted

Certificate in Online Teaching and Learning

Certificate in Teaching English as a Second Language

**Undergraduate Programs**

Licensure in Secondary Teaching

Licensure in Teaching English as a Second Language

Minor in Educational Studies

**Affiliated Programs in Other Departments**

Foreign Languages Teaching Licensure (Undergraduate & Graduate)

Physical Education Teaching Licensure (Undergraduate & Graduate\*)

Music Education Teacher Licensure (Undergraduate)

\*Scheduled to begin Fall 2017

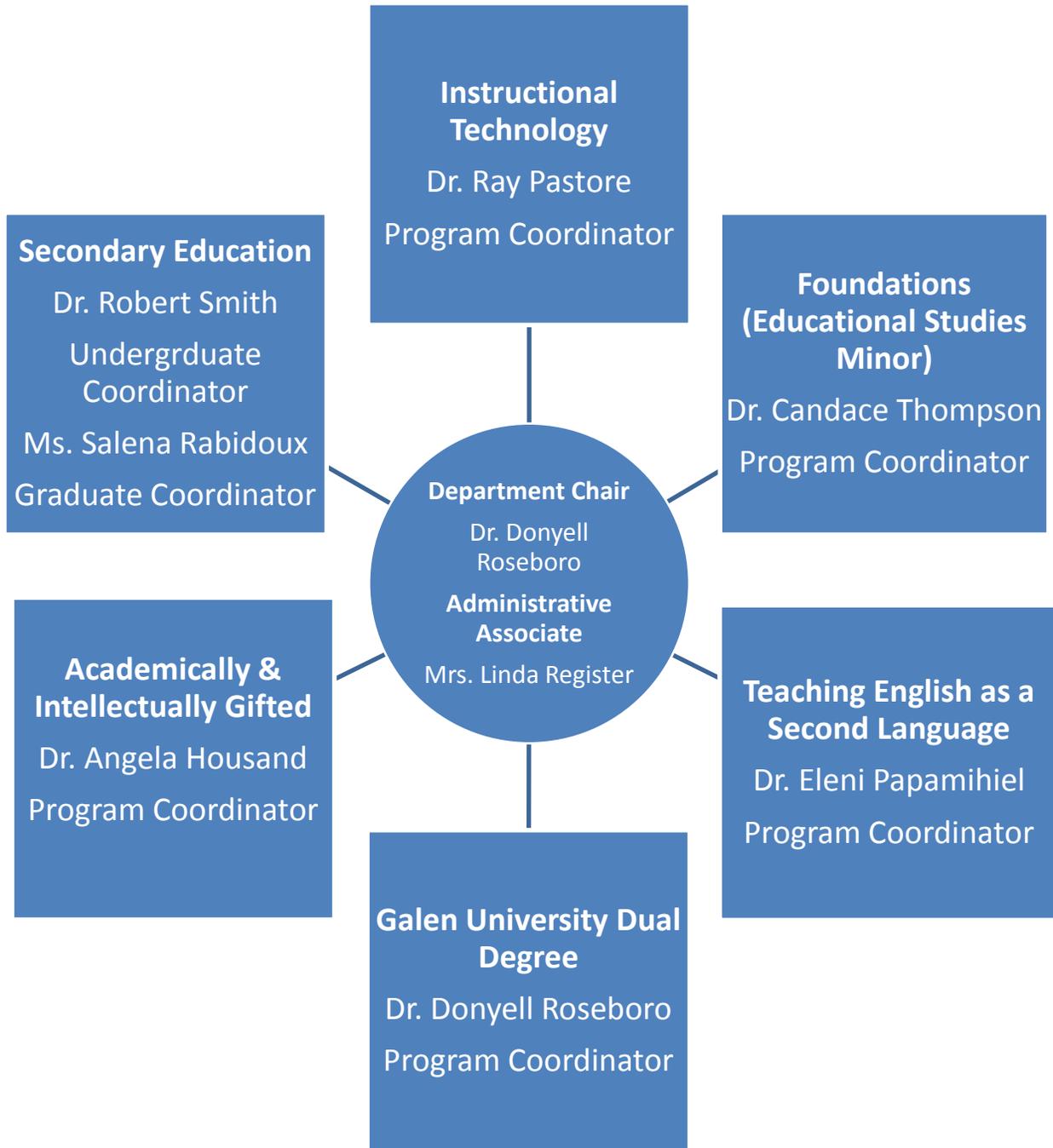


Figure 1. ITFSE Department Organizational Structure & Programs

## **POLICIES**

## **Section I. Mentoring**

The Department of Instructional Technology, Foundations, and Secondary Mentoring policy complies with the Watson College of Education's mentoring policy which can be viewed at [http://uncw.edu/ed/pdfs/faculty/procedman\\_current.pdf](http://uncw.edu/ed/pdfs/faculty/procedman_current.pdf) (III-5).

### **Policy Overview**

The ITFSE Department's mentoring plan complements the Watson College of Education's Faculty Mentoring Plan. The WCE Faculty Mentoring Plan is located in Section III-5 of the WCE Procedures manual located at [http://uncw.edu/ed/pdfs/faculty/procedman\\_current.pdf](http://uncw.edu/ed/pdfs/faculty/procedman_current.pdf).

In the ITFSE Department, we believe that effective mentoring connects faculty with peers to develop their expertise, retains faculty, builds community, and enhances communication. We mentor from a strengths-based framework in which each person in the mentoring relationship identifies goals, develops a long term plan for mentoring, and engages in mutually beneficial dialogue. Fundamentally, we believe that, while the department policy can provide some guidance with respect to mentoring, the mentoring relationship is an organic and reciprocal one that evolves according to the needs of the mentor and mentee.

The ITFSE department recognizes that mentorship operates differently depending on the experience level of the faculty member being mentored. We focus on relationship-building with colleagues, orienting them to UNCW and the institutional expectations, understanding the tenure and promotion process. For those new to academia we focus understanding the academy in general and UNCW specifically, goal setting, time management, and personal support.

### **Primary Goals of Departmental Mentorship**

1. To support effective teaching
2. To support a continuing pattern of research, scholarship, and/or artistic achievement
3. To facilitate knowledge of and engagement in service

### **Mentoring Structure**

The department will use a mentor/mentee structure. The length of a mentor/mentee relationship will be a minimum of one year. All tenure-track and non-tenure track full time faculty will be assigned a tenured faculty mentor. Tenured faculty pursuing promotion will work with a full professor.

### **Expectations of the Mentor**

The role of the mentor is to provide guidance and support to the mentee in the areas of teaching, research; scholarship, and/or artistic achievement; and service. The mentor will initiate regular meetings with the mentee during the academic year.

### **Mentoring Components**

- Peer teaching observations
- Mentoring guides

### Procedures for Establishing Mentoring Relationships

#### Non-Tenured Faculty Members

Each year, during the annual evaluation meeting, the department chair will consult with non-tenured faculty members to identify their goals for the upcoming academic year. Based on those goals, the department chair, in consultation with other faculty members, will identify a peer mentor for each non-tenured faculty member.

#### Tenured Faculty Members

Each year, during the annual evaluation meeting, the department chair will consult with associate professors to identify individuals who plan to apply for promotion to full professor. The department chair, in consultation with other faculty members, will work with the associate professor to identify a full professor mentor for the upcoming academic year.

### Procedures for Ending Mentoring Relationships

Mentors and mentees are established for one academic year. In the event that either individual is unsatisfied with the mentoring relationship, s/he should notify the department chair. A new mentor will be assigned by the department chair after meeting with both individuals and consulting with other possible faculty members who could serve as a mentor.

### Examples of Evidence

As part of the mentoring process, faculty members are encouraged to share professional development plans and/or professional development reports with mentors. Other documentation that may be collected includes (but is not limited to):

#### Teaching

1. Peer observations
2. Meeting notes
3. Self-reflection journal writing
4. Audio-video documentation
5. Micro-teaching (See mentoring guide for example -everyone who teaches EDN 200 for example, would develop a lesson, one person would teach it, they would observe and reflect on it, then change it and another person teaches the altered lesson)

#### Research

1. Collaborative publications or presentations.
2. Writing & research groups
3. Collaborative writing time meetings
4. Consulting groups (i.e math department is trying to put together a group that would run stats) & documenting activity
  - a. Consulting Experts (provide support to other faculty) and documenting activity

#### Service

1. Meetings with community organizations

2. Collaboration on projects
3. Evaluation documents

Mentors and mentees are asked to include summary statements about their goals for the year on the Professional Development Plan. They are also asked to include summary statements about their overall work and/or accomplishments for the year in the Professional Development Report. The department chair will review these annually.

## **Section II. Post Tenure Review**

### **Policy Overview**

The Department of Instructional Technology, Foundations, and Secondary Education's Post Tenure Review Policies comply with the university's PTR policy which can be viewed at [http://uncw.edu/facsen/documents/2014\\_2015/2014\\_11\\_Senate\\_Meeting2/4-Current%20UNCW%20PTR%20Policy%20from%20Faculty%20Handbook.pdf](http://uncw.edu/facsen/documents/2014_2015/2014_11_Senate_Meeting2/4-Current%20UNCW%20PTR%20Policy%20from%20Faculty%20Handbook.pdf)

### **Procedures**

#### **Committee membership**

The Post-Tenure Review committee will be comprised of tenured faculty members.

#### **Election**

Each year the dept. will elect a three-member committee plus an alternate. Each PTR candidate will have the option of adding a non-voting advocate identified by the faculty member. Each committee member must have completed the required PTR training modules located at <http://old.northcarolina.edu/aa/tenuretraining/index.php>

#### **Required Materials**

- The materials should address all three areas (teaching, research/scholarship and services)
  - Same as current—Section IV of Watson College Policy
- The faculty member may not add any additional materials once the dean has rendered a decision.
- Materials must be submitted by the WCE deadlines (December 20<sup>th</sup> of the semester preceding the review)

#### **Voting and Recusal**

- Faculty committee members may vote yes, no, or abstain.
- In the event a member of the PTR committee has a conflict of interest with a PTR candidate (i.e. faculty members are spouses or partners), the faculty member on the PTR committee will recuse herself/himself. In such an event, the departmental alternate will serve on the committee.
- In the event that a full professor is submitting materials for PTR, the committee will be comprised of three full professors in the department and/or from across the College of Education in the event that a department does not have enough full professors to constitute the committee.

## **Annual Faculty Evaluation for Tenured Faculty Peer Evaluation of Teaching, Scholarship/Research, and Service**

### **A. Purpose**

The purpose of annual peer evaluation of tenured faculty is to provide the department chair with the committee's evaluation of faculty performance. These evaluations are advisory to the department chair including the chair's decision regarding faculty merit. The department chair will communicate with the faculty about annual evaluation and, where applicable, the relationship to tenure and promotion and Post Tenure Review.

### **B. Evaluation Committee:**

The Evaluation Committee consists of 3-4 tenured faculty members who would normally be appointed for a two-year term by the department chair at the beginning of the academic year. However, for the first year, 1-2 members will be appointed for one year to ensure that there will always be some members on the committee from the previous year. Members are publicly known, and announced with all other departmental committee assignments.

### **C. Materials to be submitted for review**

- Sample syllabi from one course per semester
- Summary of annual performance/achievement activities (e.g., Digital Measures)
- Official student evaluations of teaching (e.g., IDEA) for spring and fall of the calendar year.
- Peer evaluations of teaching (every other year and as available by the courses)

### **E. Optional Materials to be submitted for review**

- Where IDEA is not appropriate for field experience and internship courses, data from other College wide assessments of faculty performance
- Unofficial course evaluations of student perception of course and learning (e.g., Mid-term evaluations)
- Evaluation/Feedback from professional development presentations and workshops done off-campus
- IDEA or other applicable work completed during the summer sessions.
- Evidence provided in support of "Other criteria" or for "Option 2" indicated in the evaluation instruments.

### **F. Evaluation Instruments for**

- Teaching
- Research
- Service
- Overall Assessment

### **G. Timeline/Procedure**

- Faculty materials are due **April 15** (WCE Procedures Manual, II-43). If this is a weekend

then the due date will be on Monday the following week.

- The materials are to be submitted to and stored in a secured repository provided by UNCW.

Each member of the Evaluation Committee separately evaluates all tenured faculty, including the members of the subcommittee who recuse themselves when they are evaluated. The Committee has one week to complete faculty evaluations. The committee convenes to arrive at an overall assessment summary of does not meet, meets or exceeds expectations for each faculty member being evaluated in the areas of teaching, research, and service. The assessment forms for each of the three areas, along with the overall assessment summary, are forwarded to the department chair. Comments will also be provided in the case of an assessment not meeting expectations.

#### **H. Department chair's summary evaluation of faculty**

The chair prepares a summary evaluation of each faculty member, taking into consideration the assessment of the Evaluation Committee. The Evaluation Committee's assessment will be included separately in the chair's annual evaluation letter. However, a faculty member can request that the department chair provide the assessments he/she received from the Evaluation Committee. The chair's evaluation will be completed by May 31. Each faculty member receives their annual evaluation letter from the department chair and has until June 15 to discuss the evaluation with the chair and to submit supplementary information or rebuttal to be included with the evaluation.

**Annual Faculty Evaluation Procedures for Tenured Faculty  
 Department of Instructional Technology, Foundation, and Secondary Education**

**Teaching**

<b>Does Not Meet Expectations</b>	<b>Faculty does not meet the criteria for meeting expectations</b>
<b>Meets Expectations</b>	<p><b>Faculty must meet all criteria in Part 1 and two criteria from Part 2.</b></p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabi address UNCW’s Required Elements. (See the Note at the bottom of the rubric for details)</li> <li><input type="checkbox"/> Overall positive feedback provided in official and/or unofficial students’ assessments of teaching</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer reviews indicate satisfactory teaching</li> <li><input type="checkbox"/> Attended professional development related to teaching</li> <li><input type="checkbox"/> Evidence of attempts to improve teaching</li> <li><input type="checkbox"/> Evidence of grants or leadership relative to teaching (e.g., grants for special initiatives or innovative teaching, invited to showcase faculty’s own teaching)</li> <li><input type="checkbox"/> Other evidence (Provide description)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>Exceeds Expectations</b>	<p><b>Faculty who exceeds expectations is assumed to have met the criteria for “Meets Expectations” and two or more of the following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrates above average teaching ability in official and/or unofficial student evaluations.</li> <li><input type="checkbox"/> Peer review indicates above satisfactory performance in teaching</li> <li><input type="checkbox"/> Frequent engagement in professional development related to teaching</li> <li><input type="checkbox"/> Evidence of grants or leadership relative to teaching not already included in meets expectations</li> <li><input type="checkbox"/> Received teaching honors and/or awards relative to teaching (e.g., recognized as having had a positive impact on students, received a teaching award)</li> <li><input type="checkbox"/> Other evidence (Provide description)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

**Note 1:** Best Practices in Syllabus Construction - UNCW’s Required Elements (P. 1)

[http://uncw.edu/cte/resources/documents/Best\\_Practices\\_in\\_Syllabus\\_ConstructionF12.pdf](http://uncw.edu/cte/resources/documents/Best_Practices_in_Syllabus_ConstructionF12.pdf)

**Note 2:** In order for an IDEA score to be considered valid, there must be at least a 20% response rate.

**Comments:**

**Annual Faculty Evaluation Procedures for Tenured Faculty  
 Department of Instructional Technology, Foundation, and Secondary Education**

**Scholarship and Research**

<b>Does Not Meet Expectations</b>	<b>Faculty does not meet the criteria for meeting expectations</b>
<b>Meets Expectations</b>	<p><b>Faculty meets two of the following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One new paper submitted, accepted or published</li> <li><input type="checkbox"/> One presentation at an international or a national professional conference</li> <li><input type="checkbox"/> One invited presentation international, national or state conference</li> <li><input type="checkbox"/> One grant proposal funded (\$5000 or more)</li> <li><input type="checkbox"/> One significant grant (\$100,000 or more) proposal submitted</li> <li><input type="checkbox"/> Other major contributions (Provide description)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>Exceeds Expectations</b>	<p><b>Faculty who exceeds expectations is assumed to have met the criteria for “Meets Expectations” and additional one or more items from the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One new paper accepted or published</li> <li><input type="checkbox"/> Two or more presentations at an international or a national professional conference</li> <li><input type="checkbox"/> One invited presentation international, national or state conference</li> <li><input type="checkbox"/> One significant grant (\$100,000 or more) proposal funded</li> <li><input type="checkbox"/> Other major contributions (Provide description)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

**Note 1:** With regard to publications, while submitting a new manuscript may qualify a faculty member to meet expectations in that year, it may not represent adequate progress for post-tenure review.

**Note 2:** As faculty have no control over how long it takes to have an article accepted for publication, publications are therefore at best a loose measure of annual productivity. Faculty may need to add an explanation in the major contributions box.

**Comments:**

**Annual Faculty Evaluation Procedures for Tenured Faculty  
 Department of Instructional Technology, Foundation, and Secondary Education**

**Service and Professional Engagement**

<b>Does Not Meet Expectations</b>	<b>Faculty does not meet the criteria for meeting expectations</b>
<b>Meets Expectations</b>	<p><b>Faculty chooses to meet one of the two options below:</b></p> <p><b>Option 1: Faculty meets three of the following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serves on one university/college committees</li> <li><input type="checkbox"/> Serves on one department committees</li> <li><input type="checkbox"/> Participates in one instances of service to the professional organizations or the community.</li> <li><input type="checkbox"/> Service involves leadership roles (chair, advisory, editor, officer, program coordinator, program organizer, reviewer, task, workshop, etc.)</li> <li><input type="checkbox"/> Other evidence (Provide description)</li> </ul> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p><b>Option 2: Faculty describes and provides evidence of service that demonstrates “Meets Expectations.”</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>

<b>Exceeds Expectations</b>	<p><b>Faculty chooses to meet one of the two options below:</b></p> <p><b>Option 1: Faculty meets three or more of the following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serve on two university/college committees</li> <li><input type="checkbox"/> Serve on two department committees</li> <li><input type="checkbox"/> Participates in two instances of service to the professional organizations or the community.</li> <li><input type="checkbox"/> Service involves leadership roles in 2 or more professional or community organizations (chair, advisory, editor, officer, program coordinator, program organizer, reviewer, task, workshop, etc.)</li> <li><input type="checkbox"/> Awarded or recognized for exceptional service to the profession organizations or the community</li> <li><input type="checkbox"/> Other evidence(Provide description)</li> </ul> <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> <p><b>Option 2</b>  <b>Faculty describes and provides evidence of service that demonstrates “Exceeds Expectations.”</b></p> <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div>
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Comments:

**Overall Evaluation Summary**

	<b>Does not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Teaching</b>			
<b>Research</b>			
<b>Service</b>			
<b>Comments:</b>			

**PROCEDURES**

### **Course Scheduling**

- The fall schedule must be entered on or around the first week of February (classes would start in August). The spring schedule must be entered on or around the first week of March (classes would start in January). The summer schedule must be entered on or around the first week of November (classes would start in May).
- Three weeks prior to the due date for the fall, spring, or summer schedule, the department chair will email the program coordinators the schedule to review and make changes. Coordinators should highlight changes made and email those changes to the department chair and administrative associate in one week.
- The department chair will then email the updated schedule to all faculty members. Faculty will have two weeks to check and request/suggest changes (in consultation with their respective program coordinators).

### **Curriculum Approval**

- All new and revised curriculum proposals should be presented to the department at least one week prior to requesting a formal vote.
- Curriculum must be approved by the department at least one week prior to the WCE Curriculum Committee meeting. Information on the curriculum committee review process can be found here <http://www.uncw.edu/ed/asa/curriculum.html>
- Simple changes (i.e. changes to titles and/or course descriptions) can be emailed to the department from the department chair. Substantive changes (new course and our new program proposals) should be presented at a department meeting.
- A proposal needs a majority vote of the department to be moved forward to the WCE curriculum committee.
- The program coordinator and department chair need to ensure that all course action forms adhere to university guidelines (i.e. course descriptions should be no more than 50 words).

### **Hiring Part-time Faculty**

- The department administrative associate will maintain a file of all submitted CVs from potential part-time faculty.
- Program coordinators may review the files to select potential candidates.

- Program coordinators, in consultation with program faculty, review applications, interview, and make hiring recommendations to the department chair.
- The department chair makes an offer to hire.
- The administrative associate completes all necessary paperwork to complete the hiring process.

### **Purchasing**

- At least twice per year, the department chair will send out a call for wish list items.
- Faculty members may submit their requests to the wish list at any point in the year.
- Programs should submit requests for funding directly to the department chair.
- Items will be funded according to their alignment with 1) WCE strategic priorities, 2) Department priorities (scholarly community engagement), and 3) Support of non-tenured faculty

### **Travel**

- All travel must be authorized electronically prior to the dates of travel. Faculty members doing supervision will have a blanket travel authorization. All conference travel must be submitted separate from blanket travel authorizations.
- Once travel has been authorized, the university can pre-pay airfare and conference registration.
- Lodging and per diem must be reimbursed once travel is completed.
- All travel must be completed on or around June 17<sup>th</sup>.
- At the end of the fiscal year (June 30<sup>th</sup>), we can only pre-pay travel up to 45 days from June 30<sup>th</sup>. The travel office handles this on a case by case basis.
- Travel could be suspended at any time by the state.
- For university guidelines on travel, please review <http://uncw.edu/travel/employees/>