

**LIBERAL STUDIES
DEPARTMENT ELABORATIONS
8/1/2013**

Liberal Studies Department offers a pre-professional program for elementary school teachers. Thus the major offered by the department is “Liberal Studies – Elementary Teaching Content Preparation.” Undergraduate teacher preparation requires subject matter knowledge of multiple disciplines for admission to the Multiple Subject Credential program. Since Liberal Studies is not its own discipline, tenure track faculty members in Liberal Studies have varied academic backgrounds. These elaborations provide flexibility for multiple paths of educational preparation.

All activity within the Department of Liberal Studies is dedicated to the development of effective teachers and is governed by detailed mandates of the California Commission on Teacher Credentialing, the California State Board of Education, the California State Department of Education, and the CSU Chancellor’s Office. Department members are obligated to engage in program review and revision to maintain state accreditation; course structure and content must conform to the goals and objectives established by these agencies.

The department acknowledges that a faculty member's contribution to the discipline, university, and department must be evaluated in a broad context that considers teaching, service, and scholarship/other equivalent creative activities. A faculty member's workload distribution may suggest a stronger emphasis in one area over the others.

I. Teaching Proficiency

Given the department’s focus on preparing effective educators, any successful candidate must demonstrate proficiency in teaching. LIBS recognizes that faculty may practice different approaches and techniques in teaching. The teaching section of the WPAF should include the following sections: Teaching Effectiveness, the Planning and Organization of Teaching, Instructionally-Related Professional Development, and Advising and Supervision. This information will be used to formulate an overall assessment of performance related to teaching proficiency.

A. Teaching Effectiveness

- ◆ evidence of student growth (examples of student work)
- ◆ instructor-created course evaluation
- ◆ pattern of satisfactory performance on university-mandated evaluation
- ◆ peer observations of teaching
- ◆ student comments on university-mandated evaluation
- ◆ student input
- ◆ teaching awards

B. Planning and Organization of Teaching

- ◆ adaptation of course format (ie. online sections, hybrid)
- ◆ coordination of field work experience
- ◆ course assessments and rubrics
- ◆ development of new courses
- ◆ number and diversity of course preparations
- ◆ strategies and techniques used in class
- ◆ syllabi and supporting materials
- ◆ use of media, technology, and other instructional materials

C. Instructionally-Related Professional Development

- ◆ attendance at conferences and workshops
- ◆ continuing education units

D. Advising and Supervision

- ◆ advising
- ◆ advising activities in courses
- ◆ mentoring
- ◆ providing recommendations for students
- ◆ serving on or chairing project/thesis/qualifying exam/dissertation committees

II. Scholarship and Creative Activities

Scholarship refers to any critical investigation which contributes to the intellectual growth of students, the advancement of the faculty member's specific discipline, or advancement in teacher education/pedagogy. The department of Liberal Studies recognizes that research and scholarship comprises many endeavors. For faculty being reviewed for promotion from Associate to Full professor, only activities completed since the previous review period will be considered.

Evidence of scholarship and other creative activities may include (but is not limited to):

- ◆ authorship of national and state-required documents, products, or programs
- ◆ consulting in the field of expertise
- ◆ institutional publications, presentation, and grants
- ◆ participation in implementation of programs and projects at the local, state, national, or international level, in the fields of expertise.
- ◆ participation in implementation of grants, contracts, and/or research projects with the University service area, the state, the national, and/or international level.
- ◆ presentation of professional workshops, conferences, or seminars with the University service area, the state, the national, and/or international level.
- ◆ presentation of scholarly papers at international, national, regional, or state professional conferences and meetings.
- ◆ productivity in development of grants, contracts, and/or research projects.
- ◆ publication of articles and research reports in refereed/peer-reviewed international, national, regional, or state professional journals.
- ◆ publication of articles in non-refereed journals or non-traditional outlets
- ◆ publication of books, book chapters, or monographs, published by professionally recognized publishing companies
- ◆ Review Board member or reviewer for professional organizations

III. professional preparation

The candidate will not be recommended for tenure or promotion without an earned doctorate. In addition, faculty members are encouraged to continue their professional development. Professional development may include study and/or participation in workshops, conferences, or special courses aimed at improving the faculty member's teaching or scholarly and creative skills.

IV. Service

It is expected that department members will maintain active and regular participation in service to the department, college, university, community, and/or profession. A candidate cannot fully serve at all levels, but service at more than one level is recognized as an important contribution.

A. service to the department

- ◆ holding regular advising hours
- ◆ membership on departmental committees (LIBS curriculum advisory committee, search committees, RPT, etc.)
- ◆ participation in accreditation activities
- ◆ regular attendance at department meetings
- ◆ service as department chair
- ◆ service as department representative on college and university committees
- ◆ serving as program coordinator
- ◆ writing program documents

B. service to the college

- ◆ membership on college committees
- ◆ participation in assessment activities
- ◆ participation in college projects

C. service to the university

- ◆ membership on search committees
- ◆ membership on university-wide appointed committees
- ◆ membership on university-wide elected committees

D. service to the community and the profession

- ◆ service as conference chair
- ◆ consulting, training, and/or mentoring
- ◆ cooperative professional activities with K-12 schools
- ◆ membership in community and/or professional committees of organizations
- ◆ membership in scholarly organizations
- ◆ membership on Board of Directors
- ◆ presentations
- ◆ public recognition in the form of fellowship, prizes, and/or professional awards.
- ◆ service as liaison of the University with educational organizations/institutions

V. Candidates right to rebuttal

As outlined in the Collective Bargaining Agreement and the Faculty Handbook, the following rights on the part of the candidate are in place:

At all levels of review, and before recommendations are forwarded to the next level of review, the candidate shall be given a copy of the written recommendation based on established, written criteria and materials submitted.

The candidate may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation.

Copies of any written responses or rebuttal statements shall be distributed to all previous levels of review and shall be included in the Personal Action File.