

Central Connecticut State University
School of Education
Department of Literacy, Elementary and Early Childhood Education

DEC GUIDE FOR LOAD CREDIT ACTIVITY

As described in Article 4.11.9.1 of the CSU-AAUP Collective Bargaining Agreement

4.11.9.1: Load credit activity for which the member receives load credit or the equivalent, e.g., one or more of the following: teaching, coaching, counseling, department chairperson, division director, library service, research, student supervision, or any other function specified in the letter of appointment or subsequent extension or modification of such appointment, or identified in a letter of agreement.

EVIDENCE & DATA SOURCES	TENURE	ASSOCIATE PROFESSOR	FULL PROFESSOR
<u>For Tenure, Associate Professor and Full Professor</u> - Candidate's Narrative - Candidate's Research - Candidate's Resume - Candidate's Portfolio - Course Syllabi - DEC Interview - Documentation, such as Award Letter, Presentation slides, etc. - Peer Mentor's Feedback - Professional Colleague Observation Rubric - Course Information Survey (course evaluation form) - Candidate's Self-Designed Student Evaluation	<u>MINIMUM EXPECTATIONS</u> - Evidence of an <u>average of B</u> <i>I agree with this statement</i> in all or almost all items in the Course Information Survey and across all courses, and generally positive comments from students as indicated in course evaluations in all courses taught in the last years of teaching toward tenure. - Evidence of "meets expectations" based on DEC recommendations using department approved Professional Colleague Observation Rubric - Evidence that teaching across all courses is informed by current research	<u>MINIMUM EXPECTATIONS</u> - Evidence of <u>consistent improvement</u> toward positive student evaluations from an average of B (I agree with this statement) to mostly B or better (A=I strongly agree with this statement) in all items in the Course Information Survey and across all courses, and increasingly positive comments from students as indicated in course evaluations in all courses taught in the last years of teaching toward application to rank of associate professor. - Evidence of growth in teaching across all courses taught as reflected	<u>MINIMUM EXPECTATIONS</u> - Evidence of <u>consistent improvement</u> toward positive student evaluations from an average of B (I agree with this statement) to mostly B or better (A=I strongly agree with this statement) in all items in the Course Information Survey and across all courses, and increasingly positive comments from students as indicated in course evaluations in all courses taught in the last years of teaching toward application to rank of full professor. - Evidence of growth in teaching across all courses taught as reflected in course syllabi, candidate's narrative and DEC interview.

- Other Student Evaluations - Samples of Student Work and/or Artifacts - Samples of Feedback to Students <u>For Full Professor Only:</u> - External Review of Dossier: The DEC will invite at least two nationally/internationally recognized and respected professionals in the discipline to evaluate candidate's dossier and/or narrative with resume attached.	on content, pedagogy and assessments in literacy, elementary education, or early childhood education. - Evidence that teaching incorporates students', DEC's and peer mentor's feedback. - Evidence that teaching aligns with program expectations regarding content, assessment, and professional standards. <u>ADDITIONAL EVIDENCE</u> - Awards for teaching, such as: Board of Regents Teaching Award, CCSU Teaching Excellence Award, or awards given by professional associations devoted to teaching excellence. - Grants related to curriculum and instruction, such as the CCSU/AAUP Summer Curriculum Grant. - Media award or exposure related to teaching activities. - Administration or coordination of programs.	in course syllabi, candidate's narrative and DEC interview. - Evidence of strong DEC recommendations based on classroom observations using department approved Professional Colleague Observation Rubric. - Evidence that teaching in all courses is informed by current research on content, pedagogy and assessments in literacy, elementary education, or early childhood education. - Evidence that teaching in all courses incorporates students', DEC's and peer mentor's feedback. - Evidence that teaching aligns with program expectations regarding content, assessment, and professional standards. - Evidence that teaching intersects with candidate's own scholarship. <u>ADDITIONAL EVIDENCE</u> - Awards for teaching, such as: Board of Regents Teaching Award, CCSU Teaching Excellence Award, or awards given by professional associations devoted to teaching excellence. - Grants related to curriculum and	- Evidence of strong DEC recommendations based on classroom observations using department approved Professional Colleague Observation Rubric. - Evidence that teaching in all courses is informed by current research on content, pedagogy and assessments in literacy, elementary education, or early childhood education. - Evidence that teaching incorporates students', DEC's and peer mentor's feedback. - Evidence that teaching aligns with program expectations regarding content, assessment, and professional standards. - Evidence that teaching intersects with candidate's own scholarship. - Evidence that teaching intersects with professional service to community. - Evidence of positive review by external reviewer. <u>ADDITIONAL EVIDENCE</u> - Awards for teaching, such as: Board of Regents Teaching Award, CCSU Teaching Excellence Award, or awards given by professional associations devoted to teaching excellence. - Evidence of use of innovative and
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		instruction, such as the CCSU/AAUP Summer Curriculum Grant. - Media award or exposure related to teaching activities. - Administration or coordination of programs.	imaginative approaches to teaching - Grants related to curriculum and instruction, such as the CCSU/AAUP Summer Curriculum Grant. - Media award or exposure related to teaching activities. - Administration or coordination of programs.
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