

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Education

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**Education Programs
Program Personnel Standards**

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Program Personnel Standards**

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Preamble

Faculty members in the Education Programs are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The Education faculty dedicate resources to producing educators who are at the forefront of teaching and the administration of educational programs in the 21st century. The focus of the Education Programs is to prepare educators and administrators who are knowledgeable and responsive to the needs of all children from multicultural, multilingual, and multi-ability backgrounds. The faculty strive for the highest standards in their teaching, scholarly and creative activities, and service. As such, faculty serve as role models of excellence and professionalism. These activities are in concert with the mission of the university and the purpose and goals of the Education Programs. The Education Programs offer courses toward bachelor's degrees and teaching and administrative credentials and programs at the post-baccalaureate and Master's degree level in five areas: Multiple Subject, Special Education, Single Subject, educational foundations and school leadership.

A scholar-practitioner philosophy permeates the Education Programs, including individual course content and assignments, clinical supervision of fieldwork, and expectations for professional practice. The integration of theory and research into practice is promoted throughout the Education Programs.

Given the nature of the Education Programs, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' teaching and other relevant field-based work. Mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "educating" in the fullest sense of the word. Activities required for state and national accreditation and program coordination which are beyond the usual work of a professor are also included within teaching.

Scholarship and creative activities may include conceptual, empirical, and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and impact are more important than quantity. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, where faculty seek to create and maintain a supportive community of scholar-practitioners.

Faculty view service as professional leadership in educational organizations, and also academic citizenship, characterized by collegiality, mutual respect and support, and commitment to shared community values. Commitment to faculty members' individual career goals is balanced by a commitment to the Program, University-wide responsibilities, and the professional development of students.

This document describes the standards and procedures by which Education faculty are evaluated for retention, tenure and promotion. It will be reviewed every five years and amended as necessary by a majority vote of all tenured and probationary faculty in the Education Programs. If a majority of the Education Programs' faculty determine that changes need to be made earlier than the five year cycle, then revisions to this document will be considered.

The Professional Development Plan in the Education Programs

As stated in SP 03-30, section I.1: "The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure, and promotion. The initial plan, which shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period. PDP narratives for teaching (professional activities for non-teaching librarians and counselors), scholarly and creative activities, and service shall not exceed 500 words each." "These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments s/he expects to achieve in each of the three areas evaluated in order to meet the program standards for retention and tenure."

The Plan is developed by the faculty member with advice from the Program Chair and the Program Personnel Committee. It is written, evaluated and revised annually.

Education Program Personnel Committee (PPC) Selection

During the first semester at CSUCI, the new faculty member will meet with the chair, and other Education faculty as invited, to begin to develop a professional development plan (PDP) which will be reviewed and feedback provided by the end of the first full academic year of service. This group will assist the new faculty member with the initial stages of the RTP process at CSUCI. One step in that process is selecting a Program Personnel Committee.

1. Program Personnel Committees for Education faculty will consist of a minimum of three and a maximum of five tenured faculty members.
2. Each year, Education Program tenured and probationary faculty will compile and vote on a list of tenured CSUCI faculty to be possible PPC members.
3. The individual faculty member under review will determine the composition of their PPC based upon the approved list and in consultation with the chair.
4. The chair may either serve on the PPC or write an evaluation as chair.
5. The PPC shall have a minimum of three tenured faculty members from CSUCI, at least two of whom must be tenured Education faculty.
6. The longest-tenured Education Faculty PPC member will convene the first PPC meeting for the faculty member under review.
7. For promotion, all faculty on the PPC shall have a higher rank than the faculty member seeking promotion.
8. Between review cycles the faculty member under review may choose to change the composition of their PPC. Notification should be made to the faculty being replaced, to the chair, and to the faculty's portfolio.

Expectations for Retention, Promotion and Tenure

The Education Programs recognize three tenure and promotion categories: (1) Teaching, (2) Scholarly and Creative Activity, and (3) Service. The faculty member will be evaluated in each category and assigned a rating of "significantly exceeds the standard", "exceeds the standard", "meets the standard", "does not meet all standards of achievement", or "does not meet minimum standards of achievement" (from SP 03-30, C.1) by evaluators throughout the RTP process. Because the evaluation expectations are viewed holistically, the preponderance of performance evidence enumerated in the Standards at any one rating level will determine the overall category rating.

Yearly reappointment or retention requires that the faculty member receive at least two "3-Meets Standards of Achievement" evaluations, one of which is in Teaching. (SP 03-30, Section L.4).

For purposes of promotion and tenure, teaching must "exceed the standard."

Tenure requires that performance in two areas be rated at "4—Exceeds Standards of Achievement," one of these must be in Teaching; and one category rated at least a "3—Meets Standards of Achievement". (SP 03-30, Section M.2) The Education Programs faculty are expected to be "excellent" teachers throughout their career. Therefore, the requirements for the category of teaching are the same for each rating level on the Standards.

The following sections articulate the expectations of faculty members at various stages in the RTP Process and throughout their professional career at CSU Channel Islands.

Retention, Tenure, and Promotion Program Personnel Criteria and Standards

1.0 Teaching

Faculty in the Education Programs are expected to be effective teachers and advisors, and to participate in professional development activities.

1.1 Effective Teaching Narrative: Provide a concise self-assessment of accomplishments not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.8)

1.1.1 Teaching and/or Supervision Assignments – Evidence of teaching and/or field experience assignments.

Types of Evidence:

- List of courses and/or supervision duties with briefly described relevant information such as course number, course title, section, number of units, number of students, new preparations for period under review (from Senate Policy 03-30 section I.2.b.9)

Course number	Title	Section	Units	Number of students enrolled	Notes

1.1.2 Teaching Philosophy: Evidence of a clear connection between teaching and teaching philosophy

Types of Evidence:

- Written philosophy of teaching (Included in appendix)

1.1.3 Teaching Cycle – For one of the courses taught during this review cycle, demonstrate a connection between planning, instruction, assessment, evaluation, reflection and revision in teaching by including a short reflective narrative describing how evidence submitted demonstrates effective use of the teaching cycle (Included in appendix).

Types of Evidence:

- Syllabi
- Lesson plans/class outline/agenda
- Lecture notes from one class period
- Assessments (rubrics, assignment descriptions, quizzes, exams)
- Student feedback
- Examples of changes or improvements to teaching

1.1.4 Evaluations of Teaching - Evidence of improvement or maintenance of excellence over time and settings.

Types of Evidence:

- Student Evaluations of Teaching Effectiveness (SETEs) (Include all statistical summaries and student comments)
- A minimum of one peer review of classroom teaching (I.2.b.10)
- Statistical summaries of student evaluations (I.2.b.11)
- Evaluations of field supervision or student teaching supervision

1.2 Advising

1.2.1 Levels of Advising - Evidence of participation of advising throughout the program such as Academic advising, group advising, orientation activities, credential information sessions, open house presentations on credential or degree programs, graduate advising, and graduate research project mentoring.

Acceptable types of evidence include numbers of advisees, number of letters of recommendation for students, and evaluations of students, names and research paper topics of graduate advisees

1.2.2 Advising Workload – Evidence of the time and impact of advising duties

Types of Evidence:

- List/table of hours spent for advising activities
- List/table of number of students advised per activity
- Letters from students
- Letters from coordinators of advising activities

1.3 Incorporating Program Hallmarks into Teaching– Demonstrate the infusion of technology, integration of teaching strategies for diverse learners, differentiated instruction, assessment, and/or other effective teaching practices.

Types of Evidence

- Use of technology, such as Blackboard, Electronic course pack, Online materials, other electronic materials
- Incorporating methods and strategies for teaching diverse learners such as English learners
- Student-centered methods, such as modeling, problem based learning, case studies, service learning
- Incorporating student learning performance-based assessment, such as portfolio, peer review
- Description of team teaching or interdisciplinary teaching

1.4 Professional Development -Activities for own professional development

Types of Evidence:

- List and descriptions of conferences, workshops, or on-line activities attended or other related activities

1.5 Curriculum, Program and Course Development

Types of Evidence:

- New or revised syllabi, programs or certificates
- Curriculum Committee forms

1.6 Directed Professional Activities (Optional)

A unique aspect of the Education Program is the required curriculum and program development and maintenance required to address state and national standards and accreditation. While all faculty participate in the process, a few faculty take leadership for coordinating these activities and invest considerable time and effort in them. These efforts are recognized in workload assignments.

- **Program Accreditation Activities** such as Liaison to CCTC and/or NCATE; Preparing reports for accreditation (WASC), NCATE, CCTC; Preparing for and coordinating accreditation site visits and/or writing CCTC documents.
- **Program Coordination that includes** scheduling classes, recommending temporary faculty for hiring, coordinating field placements, identifying new field sites and cooperating teachers.
- **Coordinating and designing program and student learning outcomes assessment that includes** designing program evaluation system, overseeing implementation of program and student evaluation, developing student portfolio and rubric, managing and implementing portfolio system, collecting and analyzing data, and preparing evaluation reports.

Standards for Retention, Promotion and Tenure for Teaching

Meets the standard	<ul style="list-style-type: none"> • Philosophy is clearly stated (1.1.2) • Teaching cycle is present with a clearly stated reflective narrative with all component parts (1.1.3) • Includes evaluation of teaching elements that indicate effective teaching or improvement in one or more teaching assignments (1.1.4) • Participation in at least two advising activities per year (1.2.1/1.2.2) • Infusion of one or more program hallmarks into teaching is attempted (1.3) • Participates in at least one professional development activity per year (1.4)
Exceeds the standard	<ul style="list-style-type: none"> • Philosophy is clear and makes multiple connections to teaching (1.1.2) • Teaching cycle is present with a clearly stated reflective narrative that effectively connects the elements of the teaching cycle (1.1.3) • Includes multiple evaluation of teaching elements that indicate a record of effective teaching in a majority of teaching assignments (1.1.4) • Participation in multiple advising activities per year and makes a contribution to those activities (1.2.1/1.2.2) • Effectively integrates one or more program hallmarks into teaching (1.3) • Participates in several professional development activities per year (1.4) • Develops new or revises course syllabi and Curriculum Committee forms (1.5) • Effectively coordinates one of the following: program accreditation efforts; a credential or graduate program; or the design, implementation, and/or coordination of a program assessment system (1.6)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Philosophy is clear, makes multiple connections to teaching, and proposes innovative ideas about teaching (1.1.2) • Teaching cycle is present with an articulately stated reflective narrative that effectively connects the elements of the teaching cycle and references each element of evidence provided (1.1.3) • Includes multiple evaluation of teaching elements that indicate a sustained record of effective teaching in all teaching assignments (1.1.4) • Participation in multiple advising activities per year and makes a significant contribution to those activities (1.2.1/1.2.2) • Effectively integrates several program hallmarks into teaching (1.3) • Participates in several professional development activities and provides impact of activity on teaching (1.4) • Develops new or revises programs or certificates and related Curriculum Committee forms (1.5) • Effectively coordinates two or more of the following: program accreditation efforts; a credential or graduate program; or the design, implementation, and/or coordination of a program assessment system (1.6)

2.0 Scholarly and Creative Activities

Faculty members develop a written rationale for on-going scholarly activities, describe progress on scholarly and creative activities and how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.12). Additionally, the rationale should include how the scholarly activities relate to teaching and whether students are involved and in what capacity. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research for example primary research on topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects, and/or applied research/scholarship in schools and/or communities.

2.1 Dissemination of Scholarly and Creative Work in Publications: Evidence of scholarly and creative activities that are peer reviewed and widely disseminated.

Types of Acceptable Evidence

- Peer reviewed journal article
- Book or book chapter
- Conference paper in published proceedings
- ERIC publication
- Peer reviewed product (e.g., Collections)
- Publication in-press – book, contributor to edited book, or journal

2.2 Dissemination of Scholarly and Creative Work through Conference Presentations: Evidence of conference presentations of scholarly and creative work

Types of Acceptable Evidence

- Paper presentation and distribution at international, national, regional, state, or local conferences of original, integrative, and/or applied research
- Peer reviewed paper presentation and distribution
- Invited speaker at international, national, regional, state, or local conferences
- Discussant at a conference presentation
- Presentation proposal in review

2.3 Dissemination of Scholarly and Creative Work through Multimedia Formats: Evidence of scholarly or creative work that is reviewed and widely disseminated through web-based or other electronic formats

Types of Acceptable Evidence

- Publication (or in-press) of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Evaluation of multimedia materials
- Number of hits on multimedia web pages
- Innovative teaching & learning products
- Multimedia projects in review

2.4 Reports for License and Accreditation: Evidence of authorship of credential program and/or accreditation reports

Types of Acceptable Evidence

- California Commission on Teacher Credentialing documents
- Program evaluation reports
- Documents received from accrediting agencies regarding the quality of the work or report

2.5 Other Disseminated Scholarly or Creative Work: Evidence of authorship of non-peer reviewed scholarly work

Types of Acceptable Evidence

- Grant reports
- Monographs
- Faculty development reports

- Articles
- Program evaluations (internal or external)
- Citations of, requests for, research presentation & publication

2.6 Grants: Evidence of grants received

Types of Acceptable Evidence

- Grant received from external or internal funding agency
- Grant proposals submitted to internal or external funding agency
- Role on grant such as Principal Investigator, consultant or contractor

2.7 Peer Reviewer: Evidence of role as editor or peer reviewer

Types of Acceptable Evidence

- Editor of journal, book, newsletter, monograph, grants, or special edition journal
- Editorial review board member
- Reviewer of journal, book, newsletter, monograph, conference proposal, grants,

2.8 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress

Types of Acceptable Evidence

- IRB submissions
- Data collected
- Research conducted or in-progress
- Manuscripts in review
- Manuscripts in progress

Standards for Scholarly and Creative Activities for Retention

Meets the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Attendance at a scholarly conference • At least one proposal submitted to a scholarly conference • Evidence of scholarly works in progress (2.8)
Exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of one scholarly and creative work that is peer reviewed (2.1, 2.2, 2.3, 2.4) • Activity in one other scholarly area (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of two or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4) • Activity in two or more other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)

Standards for Scholarly and Creative Activities for Tenure and Promotion

Meets the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of at least four scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); two of which must be publications from 2.1 • Two activities in other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of five or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); three of which must be from 2.1 • Activities in two or more other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of eight or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); five of which must be publications from 2.1 • Multiple activities in all other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)

3.0 Service

The concept of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas from service to the program, university, community, and profession. The faculty member prepares a written narrative that describes a concise self-assessment of accomplishments in performance of Service, not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.13).

3.1 Criteria for Service to the Education Programs: Evidence of active participation on Education Programs committees and task forces.

3.1.1 Education Programs Committee and Task Force Participation: The Education Programs have many committees and task forces that are an important part of our professional responsibilities, such as membership or chair of the Education Programs Committee, Program Personnel Committee, Faculty Search Committee, Portfolio Review Committee. Types of acceptable evidence are letters or official program lists of membership.

3.1.2 Mentoring: Education Programs faculty mentor each other on teaching, scholarship, and student teaching supervision. Types of acceptable evidence include list of faculty mentored and topic or function of mentoring.

3.1.3 Participation in Student-Centered Services for Education Programs: Education Programs faculty must interview and make an admissions decision on every applicant for a Credential Program. The faculty also support students in securing teaching positions; this includes activities such as leading orientation and Information Sessions, participating in admission interviews, writing letters of recommendation for students. Types of acceptable evidence include letter from chair documenting participation.

3.2 Evidence and Criteria for Service to the University: a. Evidence of active participation on university committees and task forces, such as Academic Senate, Academic Senate Standing Committee, Advisory Committee, Task Force Committee, WASC Committee or Task Force, University-Wide Committee, University Center or Institute Committee, or sponsorship of student organizations. Types of acceptable evidence are letters or documents indicating membership or chairing of committee. b. Evidence of program, certificate, or course development and revision. Types of acceptable evidence are the materials developed such as long form, short form and syllabi.

3.3 Service to the P-16 Community: Evidence of participation on panels, boards, advisory committees, and/or work groups that assist local, regional or state programs or agencies, such as serving on panels, boards, advisory committees for schools and community agencies, program and curricular development and support activities with local schools. Types of acceptable evidence include list and descriptions of workshops conducted and letters from schools and community personnel.

3.4 Service to the Profession: Evidence of active participation on regional, state, national or international organizations or reviewer of faculty from another institution for tenure/promotion. Types of acceptable evidence include letter or roster that shows membership in the role of chair, board member, or member.

Standards for Service for Retention

Meets the standard	<ul style="list-style-type: none"> • Actively participates in at least two Education Programs committees or task forces (3.1.1) • Actively participates in at least one student-centered service for Education Programs (3.1.3) • Actively participates on one University committee or task force (3.2) • Member of at least one professional organization (3.4)
Exceeds the standard	<ul style="list-style-type: none"> • Actively participates in at least three Education Programs committees or task forces (3.1.1)

	<ul style="list-style-type: none"> • Chairs one or more Education Programs committees or task forces (3.1.1) • Actively participates in at least two student-centered services for Education Programs (3.1.3) • Actively participates on two University committees or task forces (3.2) • Chairs one University committee or task force (3.2) • Actively participates in at least one P-16 service activity (3.3) • Member of three or more professional organizations (3.4)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Actively participates in at least three Education Programs committees or task forces (3.1.1) • Chairs three or more Education Programs committees or task forces (3.1.1) • Actively participates in at least three student-centered services for Education Programs (3.1.3) • Actively participates on four University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least three P-16 service activities (3.3) • Member of three or more professional organizations (3.4) • Chair or Board Member of one or more professional organizations (3.4)

Standards for Service for promotion and tenure

Meets the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least three Education Programs committees or task forces (3.1.1) • Chairs one or more Education Programs committees or task forces (3.1.1) • Actively and consistently mentors Education Program faculty (3.1.2) • Actively and consistently participates in at least two student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of three University committees or task forces (3.2) • Chairs one University committee or task force (3.2) • Actively and consistently participates in at least one P-16 service activity (3.3) • Member of three or more professional organizations (3.4)
Exceeds the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least five Education Programs committees or task forces (3.1.1) • Chairs at least three Education Programs committees or task forces (3.1.1) • Actively and consistently participates in at least three student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of four University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least three P-16 service activities (3.3) • Member of three or more professional organizations (3.4.1) • Chair or Board Member of one or more professional organizations (3.4)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least seven Education Programs committees or task forces (3.1.1) • Chairs four or more Education Programs committees or task forces (3.1.1) • Actively and consistently participates in at least six student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of six University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least four P-16 service activities (3.3) • Member of three or more professional organizations (3.4) • Chair or Board Member of one or more professional organizations (3.4) • Served on a Tenure/Promotion Review for another institution (3.4)

Yearly Portfolio Template and Content Organizer (SP 03-30, section I.2.b)

1. Reserved sections for evaluations and signature pages—including all previous evaluations, placed in reverse chronological order
2. Signed checklist
3. Table of contents of the portfolio
4. Table of contents of the appendix
5. A copy of the approved Education Programs PPS
6. A current and all previous PDPs approved for the faculty member
7. A current curriculum vita that covers the entire academic and professional employment history
8. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in teaching (not to exceed 1000 words) [1.1]
9. Teaching assignments for period under review—list of classes with briefly described relevant information, including new preparations, etc. [1.1.1]
10. A minimum of one peer review of classroom teaching from each probationary year [1.1.4]
11. Statistical summaries of student evaluations [1.1.4]
12. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in scholarly and creative activities (not to exceed 1000 words) [2.0]
13. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in service (not to exceed 1000 words) [3.0]

Portfolio Appendix Contents and Order (SP 03-30, section I.2.c)

- i. A copy of the table of contents of the appendix
- ii. Supporting materials directly relevant to the presentation in the portfolio and limited to the period under review (except in probationary year three—or year four for those with two years of service credit). When promotion or tenure are being considered, materials may be submitted for the entire period of review.
 - a. For Education Program faculty these items should include the following for the Teaching Category:
 - i. Teaching Philosophy [1.1.2]
 - ii. Teaching Cycle [1.1.3]
 - iii. Evaluations of Teaching [1.1.4]
 1. Narrative portions of SETEs identified by course number, title, semester, and year
 - iv. Advising
 1. Levels of Advising [1.2.1]
 2. Advising Workload [1.2.2]
 - v. Incorporating Hallmarks into Teaching [1.3]
 - vi. Professional Development [1.4]
 - vii. Curriculum, Program and Course Development [1.5]—if applicable
 - viii. Syllabi for all courses taught during the period under review (I.2.c.3)
 - ix. Evidence of directed professional activities
 - x. Additional teaching materials and evidences
 - b. For Education Program faculty these items should include the following for the Scholarly and Creative Activities Category [2.0]
 - i. Scholarly and Creative Activity evidence organized by PPS categorization
 - c. For Education Program faculty these items should include the following for the Service Category [3.0]
 - d. Service evidence organized by PPS categorization