

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Teacher Education Department, School of Education



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RTP Committee Co-Chair

Date



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Provost

Date

**School of Education: Teacher Education Department**

**Program Personnel Standards**

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**Introduction**

Faculty in the Teacher Education Department are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The faculty dedicate resources to producing educators who are at the forefront of teaching in the 21st century. The department's focus is to prepare teachers and education professionals 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, Teacher Education faculty serve as role models of excellence and professionalism.

A scholar-practitioner philosophy guides the department, 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 Teacher Education Department.

Given the nature of teacher education, "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.

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 is 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.

Service may include professional leadership in educational organizations, and also academic citizenship. Commitment to faculty members' individual career goals is balanced by a commitment to the department and to the School, University-wide responsibilities, and the community at large. Activities required for state and national accreditation and program coordination that are beyond the usual work of a professor are also included within service.

This document describes the standards and procedures by which Teacher Education Department 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 department. If a majority of the faculty determine that changes need to be made earlier than the five-year cycle, then revisions to this document will be considered.

These Program Personnel Standards for the Teacher Education Department in the School of Education (SOE) reflect Academic Senate Policy SP22-11 and provide guidelines for the Retention, Tenure, and Promotion (RTP) process for tenure-line faculty members under review within the department. Areas not addressed specifically in this document will be governed by SP 22-11.

### **Statement on Equity and Inclusion**

These Program Personnel Standards affirm California State University Channel Islands' commitment to equity and diversity as reflected by the Multicultural and International Mission Pillars of the University, as well as Academic Senate Resolution SR-16-01. Faculty members are responsible for helping to foster a collaborative and inclusive community that strives for equity and equal opportunity on our campus and beyond. Given this commitment, these Program Personnel Standards encourage and value contributions to equity, inclusion, and diversity through teaching, scholarly and/or creative activities, and professional, university, and community service, including community-based research.

### **The Professional Development Plan (PDP)**

The PDP shall be completed according to the campus RTP Policy (SP 22-11). The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure, and promotion. It is considered a planning document and not a formal agreement or contract. The plan, which is required and shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, except for a faculty member hired as a tenured full professor, shall describe the activities and intended outcomes that the faculty member expects to achieve during the period of review for tenure and/or promotion eventually to full professor. While more focus and specificity will be given to planning for the first two years, the plan will address the entire period of review. The Plan is developed by the faculty member with advice from the Program Chair and the Program Personnel Committee.

### **Program Personnel Committee (PPC) Selection**

For the Teacher Education Department, open seats in the three-member PPC shall be elected in the first full month of the fall semester of each year as needed or as otherwise specified in the department bylaws. The PPC shall consist of at least three tenured members of the department faculty. All eligible faculty will be included on the ballot. Members of the PPC shall be elected by simple majority vote of the full-time, tenure-track Teacher Education faculty. All PPC members shall have a higher classification/rank than all faculty being considered for promotion in a given year. Teacher Education Department PPC members will serve three-year staggered terms with at least one year off between terms if possible. Should three tenured faculty not be available to serve on the PPC due to serving at other levels of review, tenured faculty outside of the department may be nominated and elected to serve.

### **Expectations for Retention, Promotion and Tenure**

The Teacher Education Department recognizes three tenure and promotion categories: (1) Teaching, (2) Scholarly and Creative Activity, and (3) Service to the Department, School, University, Profession and Community. Faculty contributions in the areas of teaching, scholarly and creative activities, and service to the profession and community shall not be "double counted," despite the recognition that many contributions may straddle multiple categories. When such overlap occurs, faculty shall describe which components of their contributions fall into each of the categories.

For retention (reappointment) reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. On track to exceed Program Personnel Standards
- b. On track to meet Program Personnel Standards
- c. Not yet on track to meet Program Personnel Standards

According to the RTP Policy (SP 22-11), eligibility for retention requires that faculty members receive at least one evaluation rating of “On track to meet Program Personnel Standards” or “On track to exceed Program Personnel Standards” from the highest level of review during the RTP cycle in which they are applying for retention. Periodic evaluation internal to the department or school should have supporting evidence for the Period of Review.

However, receiving a single evaluation rating of “On track to meet Program Personnel Standards” or “On track to exceed Program Personnel Standards” does not in and of itself guarantee the granting of retention, if adequate progress has not been shown in other areas of evaluation. The standards applied by reviewers shall be in line with reasonable expectations for probationary faculty growth, development, achievement, and commitment to principles of diversity, equity and inclusion along their entire path toward tenure and/or promotion.

For tenure and/or promotion reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. Exceeds Program Personnel Standards
- b. Meets Program Personnel Standards
- c. Does not meet Program Personnel Standards

Portfolios for the performance review should contain supporting evidence that should be cumulative of the work/activities since arriving at CI (or include previous work if service credit was awarded) or since the promotion to Associate Professor. According to the RTP Policy, eligibility for tenure and/or promotion requires that faculty members under review obtain a rating of “Meets Program Personnel Standards” or “Exceeds Program Personnel Standards” in all areas of evaluation (Teaching or Professional Activities; Scholarly and/or Creative Activities; and Service) from the highest level of review during the RTP cycle in which they are applying for tenure and/or promotion (see Section L of the RTP Policy). Furthermore, these requirements represent expectations for faculty to meet by the end of their probationary period or time at their current rank. With the exception of the area of Service, standards for faculty remain the same whether applying for promotion to associate or full professor.

Under extraordinary circumstances, such as when a faculty member has been brought in to begin a new program or is part of a project with a non-traditional mode of dissemination - the faculty member may develop a Memorandum of Understanding (MOU) regarding their specific RTP expectations. This MOU would be developed with their dean, the standing TED Program Personnel Committee and in consultation with the provost’s office and/or FASE.

The following sections articulate the expectations of Teacher Education Department faculty members at various stages in the RTP process and throughout their professional career at CI.

## Retention, Tenure, and Promotion Program Personnel Criteria and Standards

### 1.0 Teaching

Faculty in the Teacher Education Department are expected to be effective teachers and to participate in professional development activities that further develop their own teaching. Faculty members will provide a cumulative self-assessment narrative, not to exceed 1000 words, of teaching accomplishments reflecting the faculty member's entire time at the current rank. The Teaching Portfolio shall include a philosophy of teaching, the teaching and supervision assigned during the period of review, student and peer evaluations of teaching, professional development activities, and a reflection on how these activities incorporate the SOE conceptual framework.

1.1 Teaching Philosophy: Brief summary or overview of their philosophy of teaching. (An optional full philosophy may be included in the appendix).

1.2 Teaching and/or Supervision Assignments: List your teaching and/or field experience assignments using the headings from the table below. Courses taught through CSUCI's Extended University may be considered part of a faculty member's portfolio in the area of teaching. SP22-11, p. 14: includes a statement on 7.c) (how teaching in EU will be considered in evaluation.)

Course Prefix and number	Title	Units	WTU	Number of students enrolled	Notes
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Examples of supporting evidence in appendices that reflect promising pedagogical practices:

- Syllabi for courses under period of review
- Lesson plans/class outline/agendas/PowerPoint slides/class activities
- Lecture notes from one class period
- Assessments (rubrics, assignment descriptions, quizzes, exams)
- Informal student feedback
- Reflection on teaching
- Examples of changes or improvements to teaching

1.3 Evaluations of Teaching: Describe your continual process to improve teaching and student learning. Examples of evidence of continual process to improve teaching and student learning can include but are not limited to the following:

- Summary of and personal reflection on student responses to teaching and peer observations by course
  - Student Ratings of Teaching (SRTs) (included in the PAF)
    - There is the possibility of bias in SRTs and the option (per the CBA) of faculty to submit rebuttal statements in response to bias in SRTs

- A minimum of one peer review of classroom teaching (included in the PAF). SP22-11: p. 20: "...from each probationary year under review. For tenured faculty, one peer observation is required during the period of review."
  - Faculty may submit a rebuttal statement in response to the peer evaluation.
- Evaluations of field supervision or student teaching supervision (may be included in the PAF)
  - Faculty may submit a rebuttal statement in response to the peer evaluation.
- Candidates are encouraged to engage in other activities that assess and evaluate student learning outcomes to inform and improve their teaching practices. These activities can include the following:
  - Development of classroom assessment techniques and tools that elicit student feedback on teaching practices (e.g. formal/informal mid-semester reviews, surveys of student learning, student reflections on their learning, etc.)
  - Supporting evidence from emails or student communications must have the student name included (CBA 15.17b)
  - Learning assessment tools that are aligned to learning outcomes
  - Description of changes made in response to formal/informal midterm course evaluation

#### 1.4 Evidence of continual effort to improve teaching and student learning

- Revision of curriculum to ensure the infusion of new or innovative teaching practices, such as effective use of instructional technology, into course content and delivery
- Redesign of course structure and/or revision of assignments in response to assessments and feedback
- Modification of instructional methods and technologies in response to feedback
- Use of technologies to enrich student learning
- Incorporation of instructional methods and materials introduced during professional development events

#### 1.5 Culturally-Responsive and Equity-Minded Pedagogy: Incorporating SOE Conceptual Framework into Teaching (included in appendix of this PPS document).

##### Types of Acceptable Evidence

- Methods and materials that enable students to achieve the desired learning outcomes.
  - Materials and methods that reflect the instructor's commitment to accessibility and inclusivity.
  - Incorporating methods and strategies for teaching diverse learners such as multilingual learners and/or students with disabilities
  - Student-centered methods, such as modeling, problem-based learning, case studies, service learning
  - Successful utilization of other high-impact practices to improve student learning and retention.



- Incorporating student learning performance-based assessment, such as portfolio, peer review
- Instructional methods and materials that actively engage students in course content.
  - Examples of student work that show how learning outcomes for the course/program/university are being met.
- Successful use of appropriate teaching technologies to improve student learning (e.g. Canvas/LMS, Open Educational Resources [OER], etc.)
- Development and use of service-learning pedagogy, community-engaged learning, and community-engaged teaching.
- Effective collaboration in interdisciplinary and/or team-teaching practices.

**1.6 Professional Development:** List the professional development events attended (such as conferences, workshops, online activities attended or other related activities). Describe how each has informed your teaching. You may also describe your work with colleagues in formal or informal professional development activities focused on learning new methodologies and improving teaching effectiveness.

### **Standards for Teaching for Tenure and Promotion**

**Requirements for Retention** in Teaching Faculty who demonstrate and provide evidence for achievement that shows that they have made appropriate progress towards meeting the standards as described below, consistent with their time at rank, shall earn a rating of “On Track to Meet Program Personnel Standards” in Teaching. Faculty who demonstrate and provide evidence for achievements in Teaching that surpass reasonable expectations for their time at rank shall earn a rating of “On Track to Exceed Program Personnel Standards” in Teaching. The candidate shall build a case in their narrative describing how they meet or exceed standards in Teaching.

For retention (reappointment) reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. On track to exceed Program Personnel Standards
- b. On track to meet Program Personnel Standards
- c. Not yet on track to meet Program Personnel Standards

**Requirements for Tenure and Promotion** in Teaching Faculty who demonstrate and provide evidence for achievement shall earn a rating of “Meets Program Personnel Standards” in Teaching. Faculty who demonstrate and provide evidence for exceeding the standards shall earn a rating of “Exceeds Program Personnel Standards” in Teaching. The candidate shall build a case in their narrative describing how they meet or exceed standards in Teaching.

For tenure and/or promotion reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. Exceeds Program Personnel Standards
- b. Meets Program Personnel Standards

## c. Does not meet Program Personnel Standards

Meets Program Personnel Standards for Tenure and/or Promotion to Associate and Full Professor  <i>Faculty under review make detailed and comprehensive connections between all categories to show reflection and continuous improvement efforts in their teaching.</i>	<ul style="list-style-type: none"> <li>·Philosophy is clear and makes multiple connections to teaching, the Conceptual Framework, and student learning (1.1); and</li> <li>·Teaching/Supervision Assignments are present with all of the components indicated in the chart (1.2); and</li> <li>·Includes multiple evaluations and reflections of teaching elements that indicate a record of effective teaching and evidence of continuous improvements in a majority of teaching assignments (1.3 and 1.4); and</li> <li>·Narrative clearly demonstrates the integration of Culturally Responsive and Equity-Minded Pedagogy and the SOE Conceptual Framework into teaching practice (1.5); and</li> <li>·Participates in at least one long-term or two short-term professional development activities each year that are relevant and/or impactful (1.6)</li> </ul>
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**2.0 Scholarly and Creative Activities**

Faculty members will develop a written rationale for ongoing scholarly activities, describe progress on scholarly and creative activities, and explain how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words. However, reviewers at all levels shall consider the need for assistant professors to prioritize their teaching and scholarly/creative activities during their probationary years and for associate and full professors are expected to take on leadership roles in service. This means that associate professors shall not be held to the same quantity of scholarship or creative activity contributions as pre tenured faculty.

To meet this standard, candidates shall produce refereed publications and/or juried creative activities as appropriate to their discipline. It is the responsibility of the faculty member under review to contextualize how the type and amount of evidence of performance, the relative weight of authorship roles and authorship order, and the appropriate editorial standards (peer reviewed, editor-reviewed, etc.) align with their disciplinary conventions. In the broad field of Teacher Education, collaborative work is encouraged as it supports the faculty member's scholarly agenda. Additionally, the rationale should include how the scholarly activities relate to teaching and education, and whether students or community members are involved and in what capacity. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research. Examples of primary research include topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects or community-engaged activities, and/or research in schools and/or communities. Evidence of appropriate scholarly and creative activities is ranked in the following manner.

2.1 Dissemination of Scholarly and Creative Work in Publications: Evidence of scholarly and creative activities that are peer reviewed. Equal value is given to print, electronic and non-print formats.

#### Types of Acceptable Tier One Evidence

- Publications in refereed journals or juried exhibitions
- Publications of peer-reviewed authored books (counts as two works)
- Publications of peer-reviewed book chapters, monographs, textbooks, collections, or anthologies; creative works that appear in juried exhibitions and galleries, including films, videos, or other electronic media
- Publication of an edited book of which the faculty member was the primary editor
- Publication in-press (any of the above listed as “in-press”)

#### Types of Acceptable Tier Two Evidence

- Publication manuscript in-review (peer reviewed book, journal, or contributor to edited book)
- Publications in proceedings of professional meetings and conferences (peer reviewed)

### 2.2 Dissemination of Scholarly and Creative Work through Presentations: Evidence of presentations of scholarly and creative work.

#### Types of Acceptable Tier One Evidence

- Peer reviewed delivered presentations at professional meetings, seminars, symposia, and conferences

#### Types of Acceptable Tier Two Evidence

- Presentation or workshop proposal in review
- Speaker, discussant, or panelist at local (including P-16+ schools and CSUCI), state, regional, national or international conferences
- Student Research Presentations

### 2.3 Grants: Evidence of grant activity.

#### Types of Acceptable Tier One Evidence

- Receipt of an awarded external grant as Principal Investigator to support scholarship
- Receipt of an awarded external grant as Co-Principal Investigator to support scholarship with evidence or support of significant contribution

#### Types of Acceptable Tier Two Evidence

- Grant received from internal funding agency
- Submitted applications for external grants, commissions, fellowships, prizes, other awards if demonstrating significant effort/scholarly progression
- Role on grant such as consultant or contractor or evaluator

### 2.4 Dissemination of Scholarly and Creative Work through Non-peer Reviewed Formats.

(Documents received from accrediting agencies regarding the quality of the work or report may be submitted as supporting evidence.)

#### Types of Acceptable Tier Two Evidence

- Publication of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Publications in popular media with national, regional, or local readerships
- Media appearances that contribute to the advancement of teaching and/or scholarship
- Program evaluations (internal or external)
- Reports of applied research (e.g., policy paper, newspaper article)
- Practitioner manuals or publications for local or regional audiences

#### 2.5 Peer Reviewer: Evidence of role as editor or peer reviewer.

##### Types of Acceptable Tier One Evidence

- Editor of journal or special edition journal
- Editorial review board member

##### Types of Acceptable Tier Two Evidence

- Peer-reviewer of journal, book, newsletter, monograph, conference proposal, grants, publication awards

#### 2.6 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress (e.g., IRB submission, data collected, research conducted or in-progress.)

### **Standard for Scholarly and Creative Activities for Tenure and Promotion**

**Requirements for Retention in Scholarly and Creative Activities:** Faculty who demonstrate and provide evidence for achievement that shows that they have made appropriate progress towards meeting the standards as described below, consistent with their time at rank, shall earn a rating of “On Track to Meet Program Personnel Standards” in Scholarship and Creative Activities. Faculty who demonstrate and provide evidence for achievements in Scholarship that surpass reasonable expectations for their time at rank shall earn a rating of “On Track to Exceed Program Personnel Standards” in Teaching. The candidate shall build a case in their narrative describing how they meet or exceed standards in Scholarly and Creative Activities.

For retention (reappointment) reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. On track to exceed Program Personnel Standards
- b. On track to meet Program Personnel Standards
- c. Not yet on track to meet Program Personnel Standards

**Requirements for Tenure and Promotion in Scholarly and Creative Activities:** Faculty who demonstrate and provide evidence for achievement shall earn a rating of “Meets Program Personnel Standards” in Scholarly and Creative Activities. Faculty who demonstrate and provide evidence for significantly exceeding the standards shall earn a rating of “Exceeds Program Personnel Standards” in Scholarly and Creative Activities. The candidate shall build a case in their narrative describing how they meet or exceed standards in Scholarly and Creative Activities.

For tenure and/or promotion reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. Exceeds Program Personnel Standards
- b. Meets Program Personnel Standards
- c. Does not meet Program Personnel Standards

Meets the standard for Tenure and/or Promotion to Associate Professor	<ul style="list-style-type: none"> <li>·Narrative describes how Scholarly and Creative Activities are related to a broader agenda and how the activities relate to teaching and education (2.0); and</li> <li>·Dissemination of at least five Scholarly and Creative Works that are peer reviewed (2.1, 2.2, 2.3) two of which must be publications from 2.1., Tier One; and</li> <li>·Evidence of at least two other scholarly or creative activities (2.1, 2.2, 2.3, 2.4, 2.5); and</li> <li>·Evidence of scholarly works in-progress (2.6)</li> </ul>
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Meets the standard for Promotion to Full Professor	<ul style="list-style-type: none"> <li>·Narrative describes how Scholarly and Creative Activities are related to a broader agenda and how the activities relate to teaching and education (2.0); and</li> <li>·Dissemination of at least three Scholarly and Creative Works that are peer reviewed (2.1, 2.2, 2.3) two of which must be publications from 2.1., Tier One; and</li> <li>·Evidence of at least one other scholarly or creative activity (2.1, 2.2, 2.3, 2.4, 2.5); and</li> <li>·Evidence of scholarly works in-progress (2.6)</li> </ul>
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### **3.0 Service to the Department, School, University, Profession, and Community**

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. Service contributions are expected of all program faculty regardless of rank. However, reviewers at all levels shall consider the need for assistant professors to prioritize their teaching and scholarly/creative activities during their probationary years. Therefore, assistant professors may choose to primarily focus their service contributions in support of their home department and school activities. This means that assistant professors shall not be held to the same quantity and expectations of service contributions as more senior faculty (i. e., associate and full professors with tenure). In other words, greater depth of service and roles of greater responsibility shall be expected as faculty are promoted through the ranks.

Teacher Education faculty shall clearly show that they have assumed a service load appropriate to the three (3) WTUs that all tenure-track faculty are assigned for this purpose; for some faculty, this will mean sustained engagement in a Senate committee that meets regularly and has a high workload, while for others it will mean participation in multiple, less time-consuming committees or community and professional engagements. It is up to each faculty member to describe the responsibilities and significance of the service that they perform.

Any service that is compensated with additional reassigned time shall be clearly stated by the faculty member and shall not normally be considered as part of their primary service requirement, though it may be considered as part of the overall service contributions as outlined in the narrative. For example, if a faculty member receives reassigned time for a service role, they should explain what other service they engage in that fulfills their initial 3 WTUs for service; in the case where a faculty member is given extra release time for a service role, but that service role is exceptionally large, they should explain how their service extends beyond the extra release time given to fulfill their initial 3 WTUs as well.

The faculty member prepares a written narrative that describes a concise self-assessment of accomplishments in performance of Service, not to exceed 1000 words. It is the responsibility of the candidate to articulate the quality and quantity of service in their narrative. The faculty member is encouraged to address any issues of cultural taxation<sup>1</sup> and identity taxation that have impacted their professional growth and accomplishments in the area of Service.<sup>2</sup> The service narrative shall include a discussion of the consistency of select service commitments and the impact of that service.

The Teacher Education Department recognizes service in three (3) broad areas:

- Service to the Teacher Education Department and School of Education;
- Service to the University; and
- Service to the Profession and Community.

### 3.1 Service to the Department and School

Types of Acceptable Tier One Activities: Leadership

- Chair Department or School Standing Committees
- Lead Accreditation Efforts for the Unit (Department or School)

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<sup>1</sup> The term “cultural taxation” was coined in 1994 by scholar Amado Padillo “to describe the expectation placed on faculty of colour to address diversity-related departmental and institutional affairs,” then expanded by Joseph and Hirschfield “to include extra burdens that stem from faculty of colour’s commitment to campus diversity issues and the lack of legitimacy they experience from colleagues challenging their existence in the academy” (Joseph & Hirschfield, 2023). They later adopted the term “identity taxation” to include and emphasize the extra labor performed by members of a variety of different marginalized groups because of their intersectional identities” (Joseph & Hirschfield, 2023).

<sup>2</sup> These activities include but are not limited to: the development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success; service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty; assignment to courses where increases to enrollment have demonstrably increased workload; and other extraordinary forms of service to students.

- Develop New Academic Program(s)
- Lead Continuous Program Assessment/Evaluation
- Chair Faculty Search Committee
- Chair Program Personnel Committee
- Academic Senator-Teacher Education Department Representative

Types of Acceptable Tier Two Activities: Participation/Membership

- Department or School Short-term Task Force membership
- Department or School Standing Committee membership
- Program Personnel Committee
- Program Modifications for Curriculum/Catalog
- Accreditation and Continuous Program Assessment Activities
- New Course Development/Course Modifications
- Conducting Peer Evaluations
- Member in a Search Committee
- Recruitment Activities (i.e., tabling and information sessions)
- Second Reader for Culminating Experiences

### 3.2 Service to the University

Types of Acceptable Tier One Activities: Leadership

- Senate Committees
- Senate Officer
- Academic Senator - not a Teacher Education Department representative
- Leadership in any University Service Activity

Types of Acceptable Tier Two Activities: Participation/Membership

- Senate Committees
- Senate Task Forces
- University-wide Initiatives
- Appointed University-wide Committees
- Administrator Search Committee
- Advisory Role for Student Organization

### 3.3 Service to the Profession and Community

Types of Acceptable Tier One Activities: Leadership or Consistent Participation/Membership

- Participate in school, county, state, federal or international agencies to develop programs or policies
- Officer of a regional, state, national, or international organization
- Leadership in any Community or Professional Organization
- Organize local conferences, lecture series, etc.
- Editor of journal or special edition journal or editorial review board member

Types of Acceptable Tier Two Activities: Participation/Membership or One-time events

- Service-learning opportunities, community-engaged learning opportunities

- Present to schools, community groups, or the State
- Provide professional development to schools and community groups
- Participate in a regional, state, national or international committees and professional organizations
- Peer-reviewer of journal, book, newsletter, monograph, conference proposal, grants, publication awards

### **Standard for Service to the Department, School, University, Profession, and Community for Tenure and Promotion**

For retention (reappointment) reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. On track to exceed Program Personnel Standards for Tenure/Promotion to Associate Professor
- b. On track to meet Program Personnel Standards for Tenure/Promotion to Associate Professor
- c. Not yet on track to meet Program Personnel Standards for Tenure/Promotion to Associate Professor

For tenure and/or promotion reviews, the levels of achievement attained by faculty in the performance areas shall be indicated by using one of the following descriptors:

- a. Exceeds Program Personnel Standards for Promotion to Full Professor
- b. Meets Program Personnel Standards for Promotion to Full Professor
- c. Does not meet Program Personnel Standards for Promotion to Full Professor

Meets the Standard for Tenure and/or Promotion to Associate Professor	<ul style="list-style-type: none"> <li>·Narrative describes participation in a variety of service areas and provides evidence for a consistent record of service comparable to their three (3) WTUs of release time (3.0); and</li> <li>·Participates in at least two Department/School Tier Two activities each year (3.1); and</li> <li>·Participates in at least three CI University Tier Two activities while in rank (3.2); and</li> <li>·Participates in at least one Service to the Profession/Community Activities while in rank (3.3)</li> </ul>
Meets Standard for Promotion to Full Professor	<ul style="list-style-type: none"> <li>·Narrative describes participation in a variety of service areas and provides evidence for sustained participation in service on a scale and ;</li> <li>·Participates in at least three Tier One activities between School/Department (3.1), University (3.2), or Service to the Community (3.3); and</li> <li>·Participates in at least two Department/School Tier Two activities each year (3.1); and</li> <li>·Participates in at least three CI University Tier Two activities while in rank (3.2); and</li> <li>·Participates in at least one Tier Two activities in Service to the Profession/Communitywhile in rank (3.3)</li> </ul>





### SOE Conceptual Framework

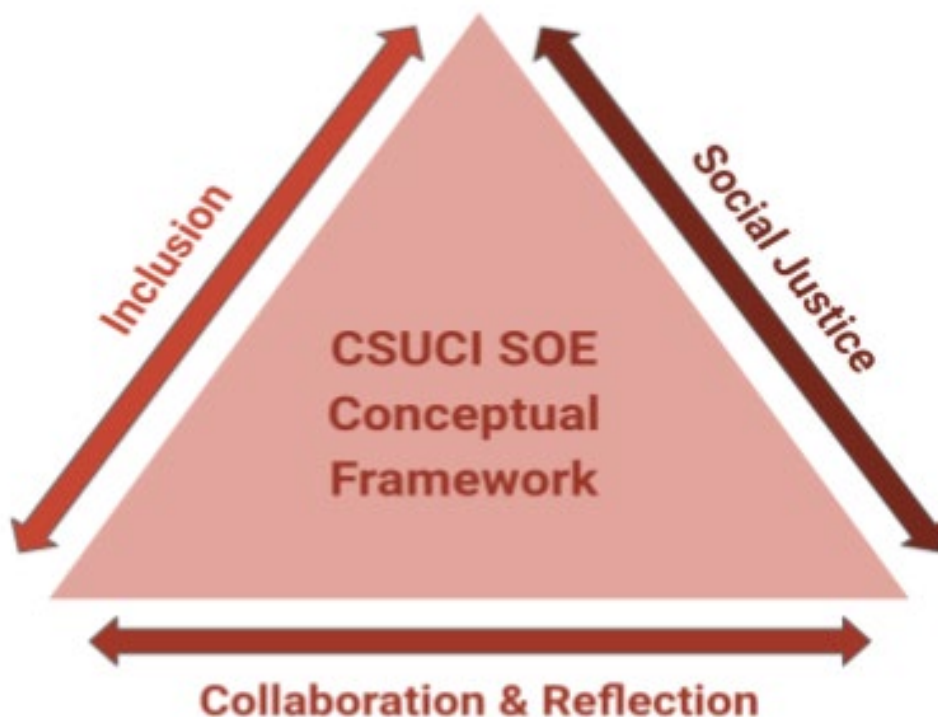


Figure 1: The CSUCI SOE Conceptual Framework

The School of Education conceptual framework is informed by the following interconnected, interdependent three tenets: social justice, inclusion, collaboration and reflective practice.

Definition of terms:

- Inclusion:

Inclusion refers to each and everyone. Intersecting identities may consist of race, indigeneity, socioeconomic status, gender and gender identity, sexual orientation, age, disability, immigration/refugee status, spirituality, language, and education (Crenshaw, 1991; Martinez, 2018; Timothy, 2019). The School of Education is committed to enacting culturally and linguistically sustaining pedagogical (Paris & Alim, 2017) approaches that are accessible, inclusive of abilities, multiple literacies, and the intersectional identities that impact the lived experiences of children, youth, families, and communities.

- Social Justice:

As Cochran-Smith (2001) argued, it is “not enough for beginning teachers to learn the basic skills of managing classrooms and constructing well-crafted lessons for all students” (p.3). Additionally, education professionals (for example: teachers, counselors, administrators, and other educational leaders) must be prepared to critique and reimagine educational practices as well as envision education as a “practice of freedom” (hooks, 1994, p. 12). CSUCI’s School of Education is committed to developing future education professionals who will be able to discern and think critically about systems of power that have shaped and continue to influence our educational landscape (Bolman & Deal, 2017).

- Collaboration & Reflection:

o The School of Education sees education professionals as learners who critically engage in inquiry through self-reflection and research-informed approaches to advance equity-minded practices (Bolman & Deal, 2017; Hernandez & Endo, 2017). Critical reflective education professionals participate in on-going learning (Han, Blank & Berson, 2020), embody a sense of care and accountability towards communities, and demonstrate positive dispositions towards families' funds of knowledge which helps them understand the cultural-historical contexts of the communities they serve (Moll, 2019) and thus create strong positionalities to sustain reciprocal community partnerships.

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