CSUDH College of Education

RTP Guidelines (Teaching)

Preamble

The College of Education has a holistic, comparative perspective in the evaluation of faculty performance in teaching effectiveness, professional achievement and growth, and community service because COE faculty take an integrated approach to their work in these three areas. It is assumed, therefore, that "measurable" degrees of strength will ebb and flow over time. The impact of the COVID-19 pandemic on our lives and livelihoods has underscored this ebb and flow and it is during these most tumultuous times that we in the COE have opted to revise these RTP guidelines. We believe they underscore our commitment to our belief in the limitless potential of our work, each other, and those we serve.

We recognize that one or two areas of evaluation may be strong in one period of review while one or two others will be stronger in another review period. This is not considered to be a weakness or of concern but instead an expected reflection of the development of a faculty person's total professional profile. Although the flow of the document lists teaching first, scholarship second and service last, we believe that each of these areas carry equal weight and importance.

Commitments by the COE

In an effort to actualize the COE's Mission of "self-examination" and "collective learning," the COE will regularly engage in a COE wide Community Calibration process which will include members of RTP committees and faculty. This community collaboration will engage in dialogue to both calibrate, learn and revisit the guidelines herein as well as to support ways they are carried out. This process ensures accountably, mentorship, flexibility with the shifting ground of our field (pandemic, travel restrictions, funding restrictions and barriers)

Evidence of Teaching Performance

The College of Education (COE) recognizes that student perceptions of teaching effectiveness (PTEs) may be adversely impacted by bias students may carry in relation to minoritized groups or because of participation in courses that challenge students to consider societal issues of equity and diversity (regardless of perceived faculty minority status). The COE also recognizes the cultural taxation and invisible labor that may exist when faculty are members of a minoritized group. Candidates are encouraged to underscore in their narratives how these factors may have affected their teaching performance and/or the activities, evaluations and feedback described in the file. When any of these factors are specifically articulated by the candidate, reviewers at all

levels of review will explicitly address them in their analysis of the candidate's file. In addition, Items are listed in the COE RTP guidelines as samples of evidence and should not be construed as hierarchical. Rather, candidates and evaluators are reminded that this policy document represents an intentional shift in the way each component and activity is evaluated in the COE.

Candidates are encouraged to highlight how evidence is connected to the COE Vision & Mission:

The Vision of the College of Education
Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

The Mission of the College of Education
Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:
•   a justice-focused agenda
•   the pursuit of equity
•   innovation in teaching and learning
•   rigorous and responsive research
•   collaboration with professional, local, and global communities, and student-centered partnerships
•   belief in the limitless potential of our work, each other, and those we serve

1.1 Teaching Performance

MUST include evidence for BOTH sections of 1.1.1 listed below.
1.1.1   **Reflections on Teaching Performance & Teaching Pedagogy and Philosophy**   Teacher effectiveness is measured through a variety of means including teaching evaluations and course methodology and content. This category contains two sections Course evaluations must be included in accordance with academic affairs requirements, however evidence of teaching effectiveness is not judged solely on this item. Faculty MUST address their teaching performance (student evaluations) as well as their teaching pedagogy and philosophy in their narrative.   Reviewers should recognize the cultural taxation and invisible labor that can exist when faculty members are part of a minoritized group as it relates to teaching; faculty are encouraged to discuss such cultural taxation and invisible labor in their analysis and narrative.   Section 1: Reflection on Teaching Performance   Summary and reflective analysis of the quantitative and qualitative components of student Perceived Teaching Effectiveness (PTE) evaluations must be included in this narrative. Faculty can support

PTE evaluations by also including summary and reflective analysis of other student quantitative or qualitative surveys/evaluations. These evaluations can be self-created.

Candidates will discuss and reviewers will consider whether the response rate for PTE teaching evaluations is sufficient to make an informed judgment. If applicable, they will also consider how being a member of a minoritized group, teaching equity and diversity classes, or other classes where controversial topics are addressed intersects with bias students may carry, and how those intersections may negatively affect evaluations (PTEs). Faculty are encouraged to discuss these issues in their analysis and narrative.

Faculty member candidates for tenure can demonstrate satisfactory teaching in this section of the category through PTEs (Quantitative – 51% or Above Strongly Agree or Agree and Qualitative components) and can support PTEs with other student evaluations (which can be self-created).

Section 2: Teaching Pedagogy and Philosophy

In addition to PTE evaluations and other student evaluations if included, faculty can demonstrate classroom effectiveness through methodology and course content. A statement of one's own teaching principles and methods, course content (including syllabi and course materials) and exams, other artifacts of teaching, such as lecture notes, projects, or assignments, and the use of a variety of teaching and learning methods, are all appropriate for demonstrating classroom effectiveness.

Representative sample of course materials:

Materials can include, but are not limited to:
   a) course outlines, syllabi, statements of goals and objectives, requirements, lists of texts

   b) other materials such as sample assignments, copies of examinations, rubrics

 Videos of assignments/activities/ lectures are optional and can be included in this section.

Additional Evidence of Teaching Performance: MUST include evidence from at least ONE of the categories listed below.
1.1.2 **Peer review.** Faculty members may wish to have tenured faculty conduct peer observations of the candidate's classes as additional evidence for the RTP process. Faculty observers should address components of RTP categories (as applicable) in the letter they submit to the candidate's RTP file. The faculty member will have full autonomy to choose their reviewer(s), from within or outside of the College.
1.1.3 **Student Affirmation:** Unsolicited letters of appreciation from students. The solicitation of letters of appreciation from students, however, is strongly discouraged and is considered unethical.
1.1.4 **Curricular Collaboration:** Collaboration on courses or programs with other faculty. Improvement or development of courses and programs. (i.e., two faculty working together to revise a course even if they do not teach it. Development of programs across the COE in collaboration by one of more faculty.)

1.1.5 **Curricular and Pedagogical Innovation**: Innovation in content, structure, and methods of courses (e.g., use of technology, new knowledge bases).
1.1.6 **Assessment of Learning:** Evidence of alignment of program learning outcomes, student learning outcomes to activities and corresponding assessment, and analysis of student achievement.

Impact of Reassigned Time on Teaching Evaluation

While teaching excellence is always expected of our faculty, we recognize that faculty who are hired in probationary status and/or move into predominantly leadership/administrative roles will have fewer classes in which to demonstrate their teaching effectiveness. For those faculty whose appointments contain significantly reduced teaching loads, the committee should recognize that the raw number of PTE responses as well as PTE response rates may be low, and that evidence of teaching effectiveness outside the classroom should be considered. Approaching teaching with a holistic and multimodal sensibility, evidence for outside activities might include but are not limited to the following:

- Feedback and participation in faculty learning communities and workshops on pedagogy;
- Design of FLCs and professional development activities connected to teaching, pedagogy, and curriculum development at CSUDH or other PK-16 institutions;
- Evidence of mentorship.

The COE embraces a non-punitive approach toward understanding the value of teaching, research and service. From this view, we acknowledge and support faculty receiving assigned time for service or research as these activities advance the values of the College and University.

1.2 Related Teaching Activities- Continuous Learning & Engagement

MUST include evidence from at least ONE of the categories listed below.

1.2.1

Continuous Learning, Pedagogy and Practice

Faculty members are also **encouraged** to demonstrate a commitment to effective teaching by remaining current in the field. Ways to maintain engaged in the field could be attending faculty development sessions (either through the Faculty Development Center on campus, or elsewhere), attending conferences, workshops or seminars. When resources are not available (resulting from financial or other unique circumstances such as the recent pandemic) to attend conferences etc., the candidate is encouraged to discuss these circumstances in their narrative.

Materials of evidence of being engaged in the field can include, but are not limited to:
   a. attendance at conferences, workshops, seminars, lectures

   b. clinical experiences, participation in school classrooms, districts, educational organizations.

1.2.2

Collaborative Curriculum Development and Community Engagement

Collaborative preparation of courses and/or programs within the COE, CSUDH, or outside CSUDH with community/educational partners as articulated in the COE Vision and Mission.

This can include curriculum created by the faculty member that is used in professional development or in other ways in the COE, CSUDH, PK-12 schools/ school districts and by other educational organizations.

Definition of Levels of Achievement in Teaching Performance for Reappointment, Tenure, and Promotion to **ASSOCIATE or FULL PROFESSOR**

Successful teaching must be demonstrated across the years through documentation of classroom effectiveness and can also be demonstrated through activities outside the classroom. Classroom effectiveness should include satisfactory (outstanding for early tenure) teaching evaluation ratings and positive narrative evaluations. These teaching evaluations can be from multiple sources and the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Evaluators will keep in mind that student perceptions of teaching effectiveness (PTEs) may be adversely impacted by bias students may carry in relation to minoritized groups or because of participation in courses that challenge students to consider societal issues of equity and diversity (regardless of perceived faculty minority status).

In addition, classroom effectiveness is demonstrated by evidence of satisfactory (outstanding for early tenure) curriculum development and course delivery as well as work with educational organizations. Candidates for tenure should also demonstrate responsiveness to feedback on teaching from previous RTP evaluations. As a reminder, a candidate for tenure should include reflections and analysis across the years in their narratives.

Teaching performance evidence can include peer evaluations if faculty choose to include them; we invite faculty to include peer evaluations as we continue to build on our belief in the limitless potential of our work.

As previously stated, the COE also recognizes the cultural taxation and invisible labor that may exist when faculty are members of a minoritized group. Candidates are encouraged to underscore in their narratives how these factors may have impacted their teaching performance. When any of these factors are specifically articulated by the candidate, reviewers at all levels of review will explicitly address them in their analysis of the candidate's file.

Outstanding
As per CSU/CFA/CBA Article 15.28 Guidelines this is only used for reviews for Early Promotion and Tenure.

☐ **Exceptional** evidence of **Teaching Performance** from **Reflections on Teaching Performance section 1 in** category (1.1.1**)** may be illustrated by quantitative (71% or Above Strongly Agree or Agree) and qualitative components of PTEs and supported by other student evaluations if included.

Teaching effectiveness should not be evaluated solely on the basis of PTEs; however, PTEs must be considered. Teaching evaluations from multiple sources can be included in this assessment in addition to Section 2 in category 1.1.1, course methodology and content.

Exceptional evidence of Teaching Performance from Teaching Pedagogy and Philosophy from Section 2 in category 1.1.1. may be illustrated through exceptional examples of course outlines, syllabi, assignments etc.

☐ **AND** Exceptional evidence in two (2) or more items from Additional Evidence of Teaching Performance (1.1.2 - 1.1.6).
☐ **AND** **Exceptional** evidence on ALL items from Related Teaching Activities- Continuous Learning & Engagement (1.2.1-1.2.2)

Satisfactory
☐ Satisfactory evidence of Teaching Performance from Reflections on Teaching Performance section 1 in category (1.1.1) may be illustrated by quantitative (51% or Above Strongly Agree or Agree) and qualitative components of PTEs and supported by other student evaluations if included. Teaching effectiveness should not be evaluated solely on the basis of PTEs; however, PTEs must be considered. Teaching evaluations from multiple sources can be included in this assessment in addition to Section 2 in category 1.1.1 course methodology and content. Satisfactory evidence of Teaching Performance from Teaching Pedagogy and Philosophy from Section 2 in category 1.1.1. may be illustrated through satisfactory examples of course outlines, syllabi, assignments etc.
☐ **AND** Satisfactory evidence in one (1) or more items from Additional Evidence of Teaching Performance (1.1.2 - 1.1.6).
☐ **AND** Satisfactory evidence on one (1) item from Related Teaching Activities- Continuous Learning & Engagement (1.2.1-1.2.2).
Unsatisfactory —This category indicates that there is a specified weakness or weaknesses that must be addressed by the next evaluation. Evidence that the weakness or weaknesses were addressed <u>must</u> be presented for the next evaluation.

RTP Guidelines: Scholarship

Preamble

As our College has moved more and more towards transformative, just, and equitable frameworks in preparing educators, we believe that the structures that assess our scholarly merits must do the same.

The College of Education stands firmly in our shared vision and mission:

The Vision of the College of Education
Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

The Mission of the College of Education
Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:
- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

We regard publication in an historically high-impact publication as a remnant of the colonized assessment towards promotion and tenure and, although it may or may not be a part of a peer's RTP file, it is not revered in our College as more esteemed than other kinds of engaged community scholarship. We view it as one part, not *the* part, of scholarship. We refute the idea that some journals hold more esteem than others because of our collective justice-focused vision and mission.

The COE values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, the COE will recognize original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with educational and community partners, including translational research, commercialization activities, patents, creative activities that impact beyond the immediate environment.

Evidence of Scholarship or Creative Activity

2.1 Publications

When items are listed in the COE RTP guidelines as samples of evidence in the area of scholarship or creative activity in any category (Publications, Presentations to Scholarly and Professional Audiences, Other Professional Achievements), the listings should not be construed as a hierarchical listing. Rather, candidates and evaluators are reminded that this policy document represents an intentional shift in the way scholarship and creative activity is evaluated in the COE.

Instead of an archaic system telling us what we should value, we invite our peers to scholarly craft why their research is of value to the communities we partner with and serve. We strongly recognize engagement with community (including colleagues) based on reciprocal relationships, co-creation of knowledge, and orientation toward social change. *It is up to the candidate to explain in their narrative how an item should be considered, and candidates are encouraged to highlight publications that are completed in collaboration with students or other educational partners and address the labor of coordination, initiative, mentorship, and leadership, in collaborative publications.*

2.1.1
Chapters in scholarly books or textbooks published by a reputable, recognized publisher within the field of education that can influence educational theory, policy, practices and/or procedures or books published by a reputable, recognized publisher in area of expertise.

2.1.2
Articles in peer reviewed or other influential professional journals. Journals are not weighted against each other based on impact factor though a candidate can include in their narrative the impact factor of a journal as determined by Journal Impact Factor (JIF) analysis. In addition, the candidate can also highlight the rigor of the review process and should describe the audience and the reach of the journal to explain its alignment with the candidate's work and impact on the field PK-16.

2.1.3
Books published by a reputable, recognized publisher within the field of education that can influence educational theory, policy, practices, and/or procedures or books published by a reputable, recognized publisher in area of expertise.

2.1.4
Other influential publications that have impact through PK-16 beyond the immediate environment of the COE/CSUDH. It is up to the candidate to explain and justify the impact of their pieces. This should include highlighting the rigor of the review process as well as the impact of the publication on PK-16.

	a. book reviews and training manuals
	b. magazine articles, newspaper articles,
	c. supplementary classroom materials that have an impact beyond the immediate environment (COE/CSUDH)
	d. progress/annual reports for external agencies,
	e. Multimedia, Web 2.0 online material (YouTube, TED Talks, blogs), computer software, monographs, conference proceedings
	f. Podcasts (hosting, development)

NOTE: Certain types of locally published and distributed material written by the candidate should be listed under the area of Teaching Performance or Contributions to the University, rather than Scholarly and Creative Achievements. Examples are books which are self-published or published by a vanity publisher for local distribution or for use in the candidate's classes; items written for local newsletters; letters to the editor; committee reports; handouts prepared for classes. If such material has an impact beyond the immediate environment, it is up to the candidate to justify why these activities constitute scholarly and creative achievements.

2.2 Presentations to Scholarly and Professional Audiences

It is up to the candidate to explain in their narrative how an item should be considered, i.e. state, national, international conferences; collaborative presentations with students or other educational partners; and to discuss the presentation's connection to the COE Vision/ Mission.

2.2.1 Invited keynote addresses.
2.2.2 Accepted presentations from call for papers for professional organizations.
2.2.3 Symposium and panel coordination, presentation, or discussant; training sessions or workshops for professional organizations.
2.2.4 Presentations to other educational groups i.e., podcasts, radio interviews, community readings, presentations

2.3 Other Professional Achievements

2.3.1 Grants, especially externally funded grants, that equal or exceed $50,000 in funding (e.g., federal, state, foundation or corporate) that bring resources to the College of Education and help implement its mission. When funding is not secured, the applicant's proposal must have received at least 80% of possible points to be considered in the RTP files as a proposal warranting consideration toward retention and/or promotion. For grants that are less than $50,000, it is up to the candidate to explain the impact on the implementation of the COE mission.
2.3.2 Review Panel and Editorial Board.
2.3.3 Professional Consultant Activities (e.g., expert testimony, advisory committees, public and private schools, private industry, publishing companies). Significant consulting paid or unpaid, in fields closely related to the education discipline; or evidence of related research, paid or unpaid, from which no publication necessarily results (i.e. white papers), even though propriety reports may be written provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence (Presidential Memorandum 80-06 -March 30, 1980).
2.3.4 Honors, Special Awards, Scholarships and Fellowships.
2.3.5 Alternative creative activities that impact PK-16 (e.g., art installations, performances)

Definition of Levels of Achievement in Scholarship for Reappointment, Tenure, and Promotion to rank of FULL PROFESSOR
To underscore, instead of an archaic system telling us what we should value, we invite our peers to scholarly craft why their research is of value to the communities we partner with and serve. We strongly recognize engagement with community (including colleagues) based on reciprocal relationships, co-creation of knowledge, and orientation toward social change. As such, it is up to the candidate to explain the importance of their scholarly and creative endeavors as they relate to the field of education and the various disciplines within the field and connection to the COE Vision/Mission. Again, we recognize the developmental nature of scholarship, and we encourage candidates to highlight the opportunities they have had to be a visionary, initiator, mentor, guardian, coach, architect, and/or leader in their endeavors when writing their narratives. **Note:** Activity for completion of a terminal degree (as defined by the appointment letter) shall not be counted under the criterion of scholarship for RTP purposes. It shall only be considered in fulfilment of obligation for pre-tenure review. Scholarship that utilizes terminal degree material (e.g., dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes. (Presidential Memorandum 85-11 October 10, 1985).

Outstanding
As per CSU/CFA/CBA Article 15.28 Guidelines this is only used for reviews for Early Promotion and Tenure
☐ An average of one (1) publication per year from categories 2.1.1 through 2.1.4 [must include peer reviewed publications] OR two (2) peer-reviewed books during the review cycle.
☐ **AND**   An average of two (2) delivered presentations at professional conferences 2.2.1 through 2.2.4
☐ **PLUS**   Two (2) or more other presentations OR evidence of two (2) or more activities from 2.3.1 through 2.3.5 per year
Satisfactory
☐ At least three (3) publications from categories 2.1.1 through 2.1.4 [must include peer reviewed publications] OR one (1) peer-reviewed book during the review cycle.
☐ **AND**   An average of one (1) delivered presentation at a professional conference per year from 2.2.1 through 2.2.4
☐ **PLUS**   One (1) Other presentations OR evidence of ONE (1) or more activities from 2.3.1 through 2.3.5 per year
Unsatisfactory— Failure to meet standards identified under Satisfactory. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

Definition of Levels of Achievement in Scholarship for Reappointment, Tenure, and Promotion to ASSOCIATE PROFESSOR
Outstanding   *As per CSU/CFA/CBA Article 15.28 Guidelines this is only used for reviews for Early Promotion and Tenure*
☐ An average of two (2) publications per year (beginning in year 2) from categories 2.1.1 through 2.1.4 [must include peer reviewed publications] OR two (2) peer-reviewed books during the review cycle.
☐ **AND**   An average of one (1) delivered presentation per year at professional conferences 2.2.1 through 2.2.4
☐ **PLUS**   Two (2) or more other presentations OR evidence of two (2) or more activities from 2.3.1 through 2.3.5 per year
Satisfactory
☐ At least three (3) publications from 2.1.1 through 2.1.4 [must include peer reviewed publications] OR one (1) peer-reviewed book during the review cycle.
☐ **AND**   An average of one **(1)** delivered presentation at a professional conference per year 2.2.1 through 2.2.4
☐ **PLUS**   One (1) Other presentations OR evidence of ONE (1) or more activities from 2.3.1 through 2.3.5 per year.
Unsatisfactory— Failure to meet standards identified under Satisfactory. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

RTP Guidelines: Service

Preamble

Since part of the vision of the COE is that we "co-create and enact transformative change" we believe service is at the very heart of our role of educators. Faculty members' contributions of service to the University are valued in the COE and necessary for retention, tenure and promotion. Service that is "reflective, responsive, and purposeful" can take shape in many ways including committee work within our outside of the University, developing programs, organizations, engaging in institution building activities and community activism, all "grounded in principles of justice, equity, and critical consciousness." Although the flow of the RTP document lists teaching first, scholarship second and service last, we believe that each of these areas carry equal weight and importance.

The COE recognizes the cultural taxation and invisible labor that may exist when faculty are members of a minoritized group. In addition, it is well documented that there exists a historical imbalance of women-identifying faculty doing more service than their male-identifying counterparts and this gender inequity must also be acknowledged in the review process. Candidates are encouraged to underscore in their narratives how these factors may have impacted their service. When any of these factors are specifically articulated by the candidate, reviewers at all levels of review will explicitly address them in their analysis of the candidate's file.

Faculty should make the level of activity apparent in their submission when they believe that a committee or service includes an extensive commitment of time and/or responsibility that should be valued more heavily than what is typical for service. Balanced participation is urged at all levels of committee work. Documentation of levels of participation (not merely listings of committees) is expected. It is up to candidate to explain and document their level of commitment and extent of participation. Candidates can do this with letters from other committee members, committee chairs, or any other person who can speak to this level of involvement in addition to other documentation they want to include. With the promotion from Associate to Full Professor, there is an expectation of a higher level and intensity of service.

Candidates are expected to highlight how evidence of service is connected to the COE Vision & Mission:

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- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

Evidence of Service to the University and the Community

3.1 Service to the University

3.1.1 Serve as member of a CSU system-wide, University, college, or division/program standing or ad-hoc committee. (University RTP Guidelines 3.1) The COE encourages Early Career Faculty in their 1st - 3rd years to participate on no more than three committees of their choice (department, college, university, state, national) aligned with research / teaching interests. We encourage Early Career Faculty to seek guidance before committing to heavy University Service before the 3rd year.
3.1.2 Chair or other leadership of committee.
3.1.3 Preparation of accreditation and/or curriculum (primary responsibility or a high level of involvement).
3.1.4 Professional Organizations: Offices held; committees, meetings attended; conferences organized.
3.1.5 Administrative responsibilities (these administrative responsibilities can include work beyond unit release time to support programs/ initiatives.)
3.1.6 Faculty sponsor or advisor for student club, program, or organization.
3.1.7 Student advisement: accessibility to students, knowledgeable about programs and policies.
3.1.8 *Institution Building: Some* examples of this are authorship of a committee policy document, coordination or oversight of an initiative or project with deliverables, development of new student organizations, new academic degree programs, etc.

3.2 Service to the Community, Professional Communities, and Organizations

3.2.1 Represent the University on professional committees and commissions or serves on accreditation teams, program reviews, or agencies.

3.2.2
Service on committees or organizations for PK-12 public schools, colleges, or universities; philanthropic organizations and non-profit organizations. Service to PK-12 public schools which can include conducting professional development at local schools or for teachers/administrators/school professionals.

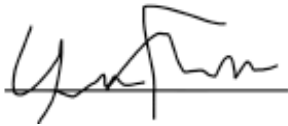| 3.2.3 |
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| *Community Activism. Community activism and grassroots efforts should be directly or indirectly related to advancing the quality of or access to education for PK-12 students and educational professionals.* |

Definition of Levels of Achievement in Service to the University and Community for Reappointment, Tenure, and Promotion to ASSOCIATE or FULL PROFESSOR
Outstanding   *As per CSU/CFA/CBA Article 15.28 Guidelines this is only used for reviews for Early Promotion and Tenure*
☐ A combined average of five (5) committees per year, under 3.1 Service to the University, (including service at the department, college, university, state, or national levels). It is preferred that university committees (department, college, university) are comprised of one membership at each level each year.   Institution building, sponsoring clubs/ programs, organizations, and service to community can count as committee service.
☐ Evidence of a significant leadership role in committees, programs, and initiatives, including institution building.
☐ Evidence of extensive service in 3.2 – Service to Professional Communities and Organizations (two or more activities).
Satisfactory
☐ A combined average of three (3) committees per year, under 3.1 Service to the University, (including service at the department, college, university, state, national community-based levels). It is preferred that university committees (department, college, university) are distributed at two different levels each year.   Institution building, sponsoring clubs/ programs, organizations, and service to community can count as a committee.
☐ Evidence of one or more activities in 3.2 - Service to Professional Communities and Organizations.

> **Unsatisfactory**— Failure to meet standards identified under **Satisfactory**. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed <u>must</u> be presented for the next evaluation.
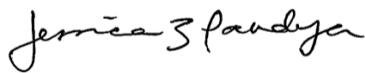
These guidelines were approved by the College of Education tenured and tenure track faculty in a College-wide vote in late May, revised in summer 2022, and approved as revised here in a College-wide vote in late September 2022. They were augmented in March 2023. They are signed by:

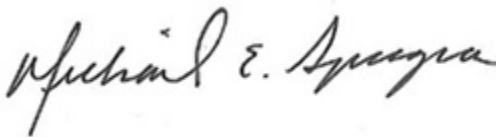*Yesenia Fernandez signature 1*

Yesenia Fernandez, Ph.D.

 Assistant Professor, Graduate Education Division

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Dean & Professor, College of Education

Michael E. Spagna signature 1

Michael E. Spagna

Provost and Vice President of Academic Affairs