

School of Education

ASSIGNED TIME PROPOSALS FOR MISSION IN ACTION PLANS (MAP) AND RESEARCH & CREATIVE ACTIVITIES PLANS (RCAP)

Due no later than May 1.

Assigned time proposals for Mission in Action Plans (MAP) should describe how next year's assigned time work will contribute to the Mission of the SOE/CSUSM. Assigned time proposals for Research and Creative Activities Plans (RCAP) should describe how next year's assigned time work will contribute to the professional research agenda of the faculty member. Please see the attached documents (MAP & RCAP applications and rubrics) that more specifically outline categories of work for the MAP and RCAP.

Submission of a proposal is the sole means by which the 1.5 or 3 units of instructional assigned time for MAP and RCAP respectively will be considered and granted to individual faculty members. Therefore, faculty who do not submit a plan by the deadline will have a direct teaching load of 24 units for the academic year. Full-time, tenure-line faculty members may apply for up to 3 units of instructional assigned time for a MAP and up to 3 units of instructional assigned time for a RCAP. Faculty participating in the Faculty Early Retirement Program may apply for up to 1.5 units of instructional assigned time for a MAP and up to 1.5 units of instructional assigned time for a RCAP.

Using the attached MAP/RCAP proposal form, please provide a short description of your proposed projects. The rubric will guide the faculty review team in the evaluation of your proposals.

School of Education Mission Statement

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**Guidelines and Procedures for Assigned Time for Mission in Action Plans (MAP) and
Research and Creative Activities Plans (RCAP)**

1. The SOE Director will send out a call for proposals to all tenure-line faculty by April 1. The call for proposals shall include a request for submitting reports of the previous year's activities.
2. The proposals will be due to the Director by May 1.
3. The SOE Community Council co-chairs will form an ad-hoc committee of 2-3 members chosen from the SOE tenure-line faculty by April 30.
4. The ad-hoc committee will review the proposals using the approved *Scoring Rubric for MAP Proposals* and *Scoring Rubric for RCAP Proposals* and submit recommendations to the Director and the Dean by May 15.
5. The Director or the Dean will notify the faculty about the outcome of the recommendations by May 31.

**School of Education
Mission in Action Plan (MAP) Proposal
YEAR**

Name: _____

Units requested: **3**

Title of Project: **Educator Preparation Program Recruitment and Mentor Initiative**

Date: _____

Check if applicable:

I was granted a MAP last year.

I am submitting a year-end report on last year's MAP.

1. Type of project:

SOE development and sustainability

2. Proposed project. Describe and connect to the SOE Mission.

Low percentages of candidates of color at CSUSM's Educator Preparation Program have been a recurring problem; this is also a state-, and nation-wide, persistent challenge. More often than not, at the center of the problem is a lack of sustainable strategy that focuses on concrete efforts, effective organization of recruitment activities, and adequate funding for marketing and associated expenses. The SOE faculty members have developed a Recruitment Strategic Plan that provides a strong and well-articulated plan of action. Such plan of action requires an implementation strategy that will identify people, processes, and resources to ensure that activities associated with recruitment efforts are well coordinated, sustainable, and effective in increasing the number of candidates of color into educator credential programs. Building the capacity for mentorship of underserved students is part of the strategy. Effective mentorship has been shown to be an investment of time and resources that significantly increases the success of underserved students (Wood, *et al.*, 2015).

Specifically, this MAP is designed to identifying faculty who are willing to commit time and effort to become faculty mentors. This is an AY-long commitment, or the duration of the MAP, which will include a number of activities (see list of activities below) designed to create a culture of care associated with recruitment of people of color. The goal is for the faculty mentor to be an expert on the mentees assigned to him or her. This cadre of faculty will be laying the foundations of a culture of care intended to support those individuals who traditionally would have opted out of educator credential programs because of the challenges associated with these academic pathways.

This MAP becomes a means to further the ends of our Recruitment Strategic Plan to address the teacher shortage of teachers of color. This MAP is connected to the SOE's main mission goals, which ensures that our educator preparation programs reflect the demographic needs of our region, state, and the nation. This MAP is crafted as a mechanism for individual faculty members who commit to mentor, communicate, support, and matriculate people of color into our Educator Preparation Programs.

3. Detailed description of the activities. Provide a timeline.

The following is a list of activities that this MAP entails:

- At the beginning of the year, the first time faculty mentor attends a training sponsored by Educator Recruitment Committee (ERC).
- After individuals register on the website of the “Be-A-Teacher Pathway Community”, an ongoing number of potential candidates for SOE credential programs are identified and listed on the pathway membership spreadsheet .
- The faculty mentor selects potential candidates to mentor from the spreadsheet and communicates this information with all other mentors.
- The faculty member commits to mentor a minimum of 15 and a maximum of 30 mentees and establishes a professional relationship of a mentor-mentee type.
- The faculty mentor establishes sustained communication designed to support the identity development of people of color as viable candidates for educator preparation.
- The faculty mentor is responsible for maintaining on-going communication with each mentee and convening at least one meeting with each mentee every semester (group or individual).
- Faculty mentors will be responsible to support their mentees to make tangible progress using the pathways progress checklist and goals form, moving towards the goal of admission into SOE credential programs
- Faculty mentors stay abreast of Be-A-Teacher Pathway-Community activities and encourage mentee participation.
- Faculty mentors become cognizant of use of number of support services available to mentees through various university, or college, campus offices and programs, including Writing Center, Mathematics Support, Noyce support programs for those in STEM-related disciplines, and a connection with Education Services advisors.
- Faculty mentors submit end-of-semester check-ins for updating mentee status to the ERC.

4. End result. Project the anticipated outcomes.

The following list of deliverables are anticipated for the end of each AY year that the faculty mentor signs up a MAP:

- Demonstrate evidence of faculty participation in mentorship training and/or mentors meeting, and of communication at end-of-semester check-ins with ERC.
- Demonstrate evidence of a minimum of 15 potential candidates of color received a year of mentorship support.
- Demonstrate evidence of sustained communication, including meeting at least once a semester.
- Demonstrate evidence of mentee use of the Pathways Progress Checklist and the Pathway Goals Form and any progress mentee makes on pathway.
- Demonstrate evidence of mentee participation in Be-A-Teacher-Pathway-Community activities sponsored by ERC and any use of additional support services, such as SOE Student Services Advising, financial support opportunities and undergraduate support programs, both at CSUSM and local community colleges.
- Year by year increase in actual number of candidates of color enrolled in SOE educator credential programs.

Scoring Rubric for MAP Proposals

Name: _____ Date: _____

Title of Project: _____

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

1	The project description is clearly described.	1	2	3	4	5
2	The project description is connected to the SOE Mission.	1	2	3	4	5
3	The project activities are clear.	1	2	3	4	5
4	The project timeline is feasible.	1	2	3	4	5
5	The end result/anticipated outcome(s) of the project is/are clearly stated.	1	2	3	4	5

NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 1.5 units is 67.5 hours.

School of Education

MISSION IN ACTION PLANS (MAP) ASSIGNED TIME YEAR-END REPORT

Due no later than (date)

Mission in Action Plans (MAP) assigned time year-end reports should include a brief overview of how your service/project/research contributed to the Mission of the SOE/CSUSM and an evaluation of intended outcomes. **Submission of the year-end report is necessary prior to the consideration of next year's proposal.** Assigned time proposals are the sole means by which the 1.5 or 3 units of instructional assigned time for this purpose will be considered and granted to individual faculty members. Therefore, faculty who do not submit both a year-end report and assigned time proposal will have a direct teaching load of 24 units for the academic year.

Please provide a short summary of work accomplished this past year. The year-end report should be approximately one page in length and may, in addition, include any necessary attachments. Reports should include:

- **Summary of project and work completed** (This can be in a narrative or bulleted format. Please include the target population being served or targeted journal venue for research findings / article)
- **Evaluation of intended outcomes** (Evaluation can include findings from data collected from a project, letters of support from appropriate district personnel in recognition of work completed, completed manuscripts for submission to journals, etc.)

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Wood, J.L. (2015). *Teaching men of color in the community college: A guidebook*. San Diego, CA: Montezuma Publishing Aztec Shops Ltd.