

Child Development Department
College of Health, Human Services and Nursing

Definitions and Standards for Reappointment, Tenure, and Promotion
May 2024

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Introduction

The guidelines set within the document apply to the evaluation of the performance of faculty in the Child Development Department. This document states the activities, performance indicators, and standards of performance in the three categories of teaching, scholarship, and service for reappointment, tenure, and promotion. A successful faculty member is an effective teacher who engages in scholarship to advance knowledge and in service to the profession, university, and community.

The ability to work productively with one’s colleagues is seen as one of the most important attributes of a faculty member. Faculty members are expected to promote a culture of civility in the workplace where staff, students, faculty, and administrators are treated respectfully, collegially, and courteously.

Faculty participating in the Reappointment, Tenure, and Promotion (RTP) review are expected to be thoroughly familiar with these guidelines and related literature included in the Faculty Handbook and Academic Affairs Policies.

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

This section defines the three major categories in which faculty will be evaluated: teaching, scholarship, and service. For faculty whose primary assignment is other than teaching (e.g., department chairs, program coordinator), the primary emphasis shall be on effectiveness in the assignment.

A. Teaching

Congruent with the mission of the CSUDH, high quality teaching is central to the mission of the Department. References to teaching in this document include in-person, online, or hybrid instruction. Quality teaching includes the reflective practice of teaching that aims to promote critical thinking in students and stimulate higher order cognition. The Department values student-centered teaching in which students are active constructors of their knowledge and understand learning to be a lifelong process. In its pursuit of graduating students who would be competitive professionals, the Department is committed to providing the most updated information in the field and to developing the knowledge and skills to solve problems in real world settings.

Teaching Activities and Evidence of Teaching:

1. Teaching Philosophy: A statement of teaching philosophy articulating goals and practices that guide the faculty member's teaching and that are designed to enhance student learning. Teaching strategies emanating from the philosophy and their application over the period of review must be specified.
2. Reflection and iterative growth in teaching practices: A thoughtful analysis of student evaluation and plans to strengthen and maintain performance should be included in the statement. Regularly reflects on and modifies teaching practices based on student performance and feedback.
3. Course materials: Include representative samples of course materials such as syllabi, assignments, classroom presentations, examinations, and/or tests.
4. Student evaluations: Student evaluations obtained through Perceived Teaching Effectiveness surveys (PTEs). Student evaluations will be fully understood through quantitative and qualitative feedback.
5. Student learning outcomes: Evidence of student learning outcomes for each course aligned with course content, assignments, and assessment.
6. Office hours: Communication of and adherence to reasonably scheduled office hours to be available to students.
7. Advising: A demonstrated commitment to student advising through activities such as regularly scheduled advisement meetings, walk-in appointments, development of literature that supports students' success in the program (not course-specific), and advisement through email.
8. Peer observation: Peer observation of teaching.
9. Academic mentoring: Evidence of mentoring students in various domains such as career or graduate school, academic success, professional development, research, scholarship, and/or creative activity.
10. Ongoing Professional Development as an Educator: Maintenance of currency in the field through activities such as Continuing Education Units (CEUs), certificates of completion of pertinent training, and active participation in pedagogy related activities outside of the teaching assignment.

Numbers 1 – 7 should be included in evidence for every full review. Numbers 8-10 should be evident over the probationary period or period since the last full review (e.g., tenure and promotion or post-tenure).

B. Scholarly and Creative Activities

- **Publication:** Professionally recognized publications that have undergone peer reviews or editorial reviews, such as journal articles, book chapters, books, textbooks, book or monograph editorship.
- **Applied Scholarship and/or Conference Presentations** related to developmental/psychological science or pedagogy at regional, national, or international organizations. Professionally recognized presentations include posters, symposium presentations, workshop presentations, invited conference addresses, the organizer of a professional conference or symposium, and program evaluation reports.
- **Grants:** Intramural or extramural grant applications and/or awards from professionally recognized organizations to support faculty research, teaching, program/curriculum development/implementation, or application of research (e.g., development of a prevention/intervention program). Faculty must be the principal or co-principal investigator.

C. Service

Faculty are expected to be actively involved in service that contributes to the effective functioning of the department, college, and university. Faculty are expected to make meaningful contributions, which may include but are not limited to editing / contributing to / developing documents/policies/proposals/reports, coordinating and implementing events.

Service to the Department / College / University

Service on standing or sanctioned ad hoc committees at the department, college, or university level.

- All faculty are expected to make a meaningful contribution to departmental activities such as curriculum development, assessment, peer review, events, strategic planning, program review, faculty searches, RTP reviews, and additional ad hoc committees and task forces.
- Additional types of departmental service may include preparing new course proposals to fulfill program needs, mentoring students in the Student Association, and program development (e.g., developing advising documents, program policies, new programs: master's program, certificate/concentrations).
- Service or evidence of self-nominations for service positions at the college and/or university levels is required by the third year for tenure track faculty.
- College and University Service includes membership in and a meaningful contribution to college and university committees.

Service to the Discipline and Community

- Service to discipline
 - Examples include reviewing manuscripts for professional journals/books, grant proposals, or conference submissions; providing consultations or professional training relevant to the field; and assuming professional leadership roles.
- Service to community
 - Examples include serving on an advisory board; serving as a department liaison to community colleges or community partners; assuming professional leadership roles;

advocacy work of the disciplinary field; and advocacy for higher education in support of the department and university mission.

Evaluation of Service Quality

- The faculty member must demonstrate a consistent record of active and substantive participation in service throughout the review period.
- Leadership: Evidence of sustained, progressive, and substantive contribution is expected. A leadership role may include chairing a committee or taking on responsibility for a semester-long project within the scope of the committee.

Narrative or Supplemental Information Form (SIF) and Supporting Evidence

- It is the responsibility of faculty to provide sufficient evidence of service to demonstrate satisfactory performance. Materials clearly indicate the level of involvement, roles and responsibilities, key accomplishments, and duration of activity.
- The Supplemental Information Form (i.e. narrative) and supporting evidence indicate active contribution that demonstrates initiative and that contributes substantively to committee tasks and products.

I. Expectations for Reappointment

For probationary faculty, the standards for reappointment serve as guidelines that should lead to successful tenure and promotion. The annual (abbreviated or full) review assesses strengths and areas for improvement in faculty performance to support faculty success. The completion of goals outlined in the candidate's Professional Plan, in combination with adequate progress toward achieving the standards for tenure and promotion to Associate Professor (section II.), will be used to evaluate performance for reappointment.

II. Expectations for Tenure / Promotion to Associate Professor

Performance in all three categories must be satisfactory to receive tenure/promotion to associate professor.

A. Teaching

We understand that some new faculty may arrive in the Department with limited teaching experience and may need time to develop a level of achievement that demonstrates excellence. The Department expects improvement over time and places greater emphasis on the final two years prior to tenure if the earlier teaching reviews were of concern.

1. Teaching Philosophy
 - Statement of teaching philosophy and goals which guide the faculty member's teaching and enhance student learning.
2. Evidence of Teaching Quality
 - Listing of courses taught through the probationary period/period of review. Faculty

- are expected to teach a range of courses within the curriculum based on departmental needs.
- Up to date course syllabi that are consistent with university established standards.
 - Course-level student learning outcomes approved by the department are used and assignments and activities are clearly linked to those outcomes. This linkage should be evidenced in the syllabus.
 - Course learning activities, assignments, and student performance expectations are appropriate for the level of the course and reflect course-level student learning outcomes. Different modes and measures of assessing student learning are used. Examples of course materials and student work should be provided.
 - A clearly defined grading system that can be consistently applied to all students.
 - History of conducting classes at regularly scheduled times as indicated by the absence of concerns regarding class cancellations, late start times, or early dismissal times.
3. Teaching Effectiveness Evaluation
- Documentation and discussion of teaching performance as indicated by student responses to Perceived Teaching Effectiveness surveys (PTEs):
- a. PTEs for the range of courses taught over the period of review must be included.
 - b. The Child Development Department considers patterns (e.g., consistent positive/negative ratings or themes) in student feedback within and across courses and across time. The responses on the PTE survey must be more positive than negative.
 - c. A thoughtful analysis of quantitative and narrative feedback from students. Based on the analysis, a detailed plan to maintain or strengthen teaching methods and materials needs to be included. The evidence of implementation of any modifications must be included. If any improvements are needed, the improvements must be apparent in student feedback or course materials.
- If improvements are suggested in the prior reviews, the improvements must be apparent in the candidate's SIF (i.e. narrative) and supporting evidence.
 - Satisfactory assessment of teaching through peer observation. At least 3 peer observations must be included for 3 different courses. If teaching courses in different modalities, at least one peer observation should be conducted in a face-to-face course. The evidence of reflection and modifications based on peer feedback must be included where applicable.
4. Student Advising/ Academic Mentoring
- Demonstration of an ongoing commitment to student advising and mentoring that facilitates student success as shown by:
 - A record of adherence to scheduled office hours for meeting with students and being available to students by appointment as indicated by the absence of concerns.
 - Evidence of mentoring students in various domains, such as research, academic success, professional development, scholarship, and creative activity.
5. Ongoing Professional Development as an Educator
- Faculty members are expected to demonstrate a commitment to effective teaching by remaining current in the field. Ways to maintain currency may include attending professional conferences, engagement in research, and evidence of the integration of

current research into course content. The SIF (i.e. narrative) and supporting evidence may also indicate ongoing efforts to maintain and improve teaching effectiveness through learning and integrating new teaching technologies or approaches; professional development activities focused on pedagogy or teaching technology such as pedagogical seminars, conferences, workshops, certificates of completion of pertinent training, or acquisition of Continuing Education Units (CEUs).

B. Scholarly and Creative Activities

1. Publications

- Three publications in the field of developmental/psychological science, published or accepted without further revision.
 - The publication or acceptance date must fall in the probationary period. If service credit of one or two years is granted at hire, publications from that period of service credit may be considered if approved by Dean at the time of hire.
 - First authorship on at least one publication
 - Only work that is accepted for publication, in press, or published will be given credit for tenure and promotion.
- One of the three publications can be replaced with one of the following:
 - Grant applications awarded in the amount of at least \$50,000 – this amount could be achieved by a combination of research grants.
 - A peer-reviewed publication in relation to the scholarship of pedagogy or service.

2. Applied Scholarship and/or Conference Presentations

- A total of four presentations:
 - Only work that is accepted or presented will be given credit for tenure and promotion.
 - First / Sole Authorship on two or more presentations.
 - At least three presentations must be peer-reviewed.
 - At least three presentations must be related to developmental/psychological science.
 - At least two presentations must be at a national or international level conference.
- One of the four presentations may be replaced with:
 - Grant application submitted in the amount of at least \$30,000 – this amount could be achieved by a combination of research grants. Awarded grants counted under publications may not be applied under this category.

C. Service

1. Membership in and a meaningful contribution to a minimum of ten departmental, college, or university committees during the probational period. Faculty should strive for a minimum of two departmental, college, or university committees per academic year. A minimum of one per academic year should be at the department level. Each year of the service on a committee will count as one of 10.
2. Faculty should serve at least one full term as a member of the departmental curriculum committee and the departmental assessment committee.

3. Faculty are expected to take lead roles on projects and tasks and to be responsible for the development of reports or products. Materials clearly indicate a substantive and sustained involvement and key accomplishments.
4. Faculty should become engaged in service at the college or university level by the third year. If college or university level service is not available, serving on department-level committees will fulfill this category. However, faculty must show evidence that appointments at the college or university level were sought, but not available.
5. Service to the discipline or community is encouraged, but not required.
6. Serving as the Department Chair will replace #2 above.

III. Expectations for Promotion to Full Professor

Performance in all three categories must be satisfactory to receive promotion to full professor.

A. Teaching

All expectations noted in Section II-A. Expectations for Tenure / Promotion to Associate Professor for teaching must be met since Tenure / Promotion to Associate Professor except for the following:

- Satisfactory assessment of teaching through peer observation. At least two peer observations must be included for two different courses. The evidence of reflection and modifications based on peer feedback must be included where applicable.

B. Scholarly and Creative Activities

1. Publications

- Three publications in the field of developmental/psychological science, published or accepted without further revision.
 - All publications (published or accepted for publications) must fall within the period of review to Full Professor and did not count toward receiving tenure and/or promotion to Associate Professor.
 - First authorship on at least one publication
 - Only work that is accepted for publication, in press, or published will be given credit for promotion.
- One of the three publications can be replaced with one of the following:
 - Grant applications awarded in the amount of at least \$50,000 – this amount could be achieved by a combination of research grants.
 - A peer-reviewed publication in relation to the scholarship of pedagogy or service.

2. Applied Scholarship and/or Conference Presentations

- A total of four presentations:
 - Only work that is accepted or presented will be given credit for promotion.
 - First / Sole Authorship on two or more presentations.
 - At least three presentations must be peer-reviewed.
 - At least three presentations must be related to developmental/psychological science.

- At least two presentations must be at a national or international level conference.
- One of the four presentations may be replaced with:
 - Grant application submitted in the amount of at least \$30,000 – this amount could be achieved by a combination of research grants. Awarded grants counted under publications may not be applied under this category.

C. Service

1. Membership in and a meaningful contribution to a minimum of ten departmental, college, or university committees during the period of review. Faculty should strive for a minimum of two departmental, college, or university committees per academic year. A minimum of one per academic year should be at the department level unless otherwise agreed upon and approved by the Department Chair. Faculty are expected to take a leadership role in service in at least one departmental, college, or university service activity during the period of review. Each year of the service on a committee will count as one of 10.
2. Faculty should serve at least once as Chair of the Department Curriculum Committee or Assessment Committee.
3. Serving as the Department Chair will replace #2 above and is considered a leadership role in the department.
4. Faculty are expected to develop key reports, products, and/or programs. Materials clearly indicate a substantive and sustained level of involvement and key accomplishments.
5. Faculty should engage in service at the college or university level. If college or university level service is not available, serving on department-level committees will fulfill this category. However, faculty must show evidence that appointments at the college or university level were sought, but not available.
6. Service to the discipline or community is encouraged, but not required.

IV. Expectations for Early Tenure / Early Promotion to Associate Professor/ Early Promotion to Full Professor

Early tenure is granted rarely and only for unusually meritorious performance as a faculty member at CSUDH.

Faculty members in the Child Development Department must demonstrate outstanding performance in teaching and in one other area of evaluation to be considered for early tenure and promotion to Associate Professor.

Faculty members in the Child Development Department must demonstrate outstanding performance in teaching and “satisfactory” performance in the other two areas to be considered for early promotion to Full Professor.

A. Teaching

In addition to meeting the teaching expectations in

- II. Expectations for Tenure / Promotion to Associate Professor or
- III. Expectations for Promotion to Full Professor,

faculty must meet the following additional expectations for unusually meritorious and outstanding teaching.

1. Outstanding peer review evaluations on two peer observations with signs of growth in successive observations. An outstanding peer observation means that faculty receive a rating of “Outstanding” or “Commendable” for all review criteria, with at least 70% of criteria rated as “Outstanding”. Peer observations measure teaching performance in terms of pedagogy, student engagement, classroom management, effective communication, and knowledge of the subject.
2. Outstanding assessment by RTP reviewers of the relevant course material produced by the faculty as part of their course materials such as course syllabi, teaching philosophy, examinations, writing assignments, grading criteria, and graded assignments.
3. Outstanding Perceived Teaching Effectiveness Surveys – in both the statistical summaries and the written comments – for all courses during the two years prior to applying for early tenure and promotion to Associate Professor or early promotion to Full Professor. ‘Outstanding’ PTEs mean that 80% of responses fall in the categories of “agree” or “strongly agree” for all review criteria.
4. Substantive evidence of advising and mentoring students. Examples include supervision and advisement of student projects, faculty research which includes students, independent studies, mentorship of students in research, scholarship, and creative activities programs (e.g., McNair, Sally Casanova Pre-Doctoral Scholars, Mellon Mays Undergraduate Fellowship, Student Research Day Awardee).

B. Scholarly and Creative Activities

Faculty must meet the following expectations of unusually meritorious and outstanding performance in scholarly and creative accomplishments.

1. Publications
 - Five peer-reviewed publications in the field of developmental/psychological science, published or accepted without further revision.
 - First authorship on at least three publications.
 - Only work that is accepted for publication, in press, or published will be given credit for tenure and promotion.
 - One of the five publications can be replaced with a grant awarded in the amount of at least \$50,000.
2. Applied Scholarship and/or Conference Presentations
 - A total of five presentations.
 - Only work that is accepted or presented will be given credit for tenure and promotion.
 - First / Sole Authorship on two or more presentations.
 - At least two presentations must be at a national or international level conference.

C. Service

Faculty must meet the following expectations of unusually meritorious and outstanding performance in service.

Membership in and a meaningful contribution to a minimum of three departmental, college, or university committees per academic year; a minimum of one per academic year should be at the department level. A record of substantial leadership at the university level and in their community services, including professional organizations.

V. Expectations for Periodic Evaluation of Non-Tenure Track Faculty

Lecture performance is evaluated only in the area of teaching unless their contract/assignment specifies other tasks.

1. Teaching Philosophy
 - Statement of teaching philosophy and goals which guide the faculty member's teaching and enhance student learning.
2. Evidence of Teaching Quality
 - Listing of courses taught through the probationary period/period of review.
 - Up to date course syllabi that are consistent with university established standards.
 - Course-level student learning outcomes approved by the department are used and assignments and activities are clearly linked to those outcomes. This linkage should be evidenced in the syllabus.
 - Course learning activities, assignments, and student performance expectations are appropriate for the level of the course and reflect course-level student learning outcomes. Different modes and measures of assessing student learning are used. Examples of course materials and student work should be provided.
 - A clearly defined grading system that can be consistently applied to all students.
 - History of conducting classes at regularly scheduled times as indicated by the absence of concerns regarding class cancellations, late start times, or early dismissal times.
3. Teaching Effectiveness Evaluation

Documentation and discussion of teaching performance as indicated by student responses to Perceived Teaching Effectiveness surveys (PTEs):

 - a. PTEs for the range of courses taught over the period of review must be included.
 - b. The Child Development Department considers patterns (e.g., consistent positive/negative ratings or themes) in student feedback within and across courses and across time. The responses on the PTE survey must be more positive than negative.
 - c. A thoughtful analysis of quantitative and narrative feedback from students. Based on the analysis, a detailed plan to maintain or strengthen teaching methods and materials needs to be included. The evidence of implementation of any modifications must be included. If any improvements are needed, the improvements must be apparent in student feedback or course materials.
 - If improvements are suggested in the prior reviews, the improvements must be apparent in the candidate's SIF (i.e. narrative) and supporting evidence.
 - Positive assessment of teaching through peer observation. The evidence of reflection and modifications based on peer feedback must be included where applicable.
4. Student Advising/ Academic Mentoring
 - Demonstration of an ongoing commitment to student advising and mentoring that facilitates student success as shown by:
 - Adherence to scheduled office hours for meeting with students and being available to students by appointment.

- Examples of mentoring students to be successful in the courses they teach (e.g., time management strategies, study strategies, writing/research skills, note taking, etc.).
5. Ongoing Professional Development as an Educator
- Faculty are expected to demonstrate a commitment to effective teaching by remaining current in the field. Ways to maintain currency may include attending professional conferences, engagement in research, and evidence of the integration of current research into course content. The SIF (i.e. narrative) and supporting evidence may also indicate ongoing efforts to maintain and improve teaching effectiveness through learning and integrating new teaching technologies or approaches; professional development activities focused on pedagogy or teaching technology such as pedagogical seminars, conferences, workshops, certificates of completion of pertinent training, or acquisition of Continuing Education Units (CEUs).

These guidelines were endorsed by the Child Development Department tenured and tenure track faculty in a department-wide vote in late October 2023.

Megumi Kuwabara

Megumi Kuwabara
Department Chair

06/13/2024

Date

Mi-Sook Kim

Mi-Sook Kim
CHHSN Dean

06/13/2024

Date

Michael E. Spagna

Michael Spagna (Jun 13, 2024 15:43 PDT)

Michael E. Spagna
Provost and Vice President of Academic Affairs

06/13/2024

Date