

## **DEPARTMENT OF CHILD DEVELOPMENT**

### **Guidelines for the Evaluation of Probationary and Tenure Line Faculty**

Each section below (teaching, research, scholarly, or creative contributions, and service) delineates what is considered necessary to meet expectations when applying for tenure and/or promotion and are aligned with the FAM. Information is also provided regarding activities that are considered to be above expectations (in the event that all aspects of performance considered to be a marker of meets expectations have been met). Faculty who are missing elements of practice considered to be necessary for meeting expectations may be rated as below expectations or well below expectations as indicated in the FAM.

According to the current FAM (652.4), “the President or designee may award tenure to a faculty member after a six-year probationary period. Upon application by a candidate and consideration of positive recommendations from evaluation committees, Department Chairs, and/or College Dean, the President or designee may award tenure before the end of the six-year probationary period.” The FAM also notes that “a probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure.” In addition to these guidelines, revisions of the FAM indicate that four years of service (including service credit, if applicable) is required to be eligible to apply for promotion to associate professor and there is no retroactive application of the new criteria to faculty who came in under the old criteria. The FAM does not specifically address an expected timeframe for promotion from Associate Professor to Full but it should be noted that as of 2020 the FAM states that “an associate professor may apply for promotion to Professor earlier but not until after three years of service, i.e., in the fourth year since promotion to Associate. The expectation is that benchmarks, such as those outlined in the document below, will be met for anyone wishing to apply for promotion to Full Professor.

Faculty being evaluated with regard to retention should either demonstrate success in attaining indicators necessary to be rated as meeting or above expectations or demonstrate progress towards acquiring these benchmarks. In addition, faculty being evaluated for retention will be judged in terms of progress towards what is needed at the time of tenure and/or promotion.

According to the FAM, to be considered for tenure, faculty should score at least meets expectations in all three areas (teaching, research, scholarly, or creative contributions, and service). To be considered for promotion (either to associate professor or professor), faculty should score at least meets expectations in two areas and above expectations in at least one area. Faculty rated as below

expectations or well below expectations in any of the three areas will not be granted tenure and/or promotion.

## **I. Teaching**

Faculty in the Department of Child Development are expected to demonstrate proficiency in several areas of teaching including command of subject matter, course preparation and organization, instructional material, effectiveness of instruction, academic assessment, and student advisement, supervision, and mentorship. Proficiency shall be determined on the basis of student evaluations, course materials, peer review of teaching, developed curriculum materials, evidence of student supervision/mentoring, outcome measures of effectiveness, and/or other instructional contributions to the department.

In order to earn tenure and promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. Accomplishments vary with regard to a rating of meets versus above expectations, as noted below. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Classroom visitation reports that are consistently positive with regard to the various areas of classroom teaching described above.
2. Predominantly positive student evaluations, including the written comments, as assessed by the SOTE instrument. As a general guideline for what constitutes predominantly positive student evaluations, faculty members typically receive median scores of at least 4.5 or higher on the two SOTE items (or demonstrate progression to this standard over time), with an absence of negative themes in student commentary across courses and time.
3. Course materials that are judged current and reflective of research-based and departmental standards.
4. Course materials and course approach that demonstrate comprehensive and objective coverage. Examples of objective coverage include the presentation of research-based evidence, opportunity to discuss and debate controversial topics, and use of evidence-based sources of written material.
5. Evidence of individual mentoring of undergraduate and/or graduate students resulting in tangible student accomplishments. Mentoring may include the supervision of honors students, the chairing of thesis/project committees, directing independent study projects and

internships, supervising student presentations, and participating as a reader on thesis/project committees.

6. Evidence in the form of syllabi and course materials that expectations for student performance are appropriately rigorous and challenging. This can include, but is not limited to, evidence-based reading materials appropriate to the course level, assignments that encourage critical thinking, and high impact practices.
7. Evidence of being generally available and accessible to students, as reflected, for example, in student comments on the SOTEs and consistently providing the requisite number of hours for office hours.
8. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, special department assignments related to student advisement, special services to advisees (e.g., petitions, letters of support), contributions toward improved advisement, and/or advisement or supervision of student organizations.
9. Participation in instructionally-related training activities such as workshops, seminars, and conferences.

Elements indicative of above expectations in teaching (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Very good to excellent student evaluations as indicated by the two SOTE items and written comments from students, as assessed by the SOTE instrument. As a general guideline for what constitutes very good to excellent student evaluations, faculty members typically receive median scores of 5.0 or higher on the two SOTE items, with predominantly positive themes in student commentary across courses and time.
2. Extensive student advisement activity, which goes above and beyond the advising expected of every faculty member (as outlined in the Meets Expectations section) and includes Departmental Leadership related to student advising (e.g., serving as an external member for a thesis/dissertation) or recognition of advising activity (e.g., Outstanding Faculty Advisor Award, student presentation activity).
3. Development of textbooks, workbooks, anthologies, online resources, or other teaching resources for use in courses beyond an instructor's personal course load. Not including self-published work.
4. Evidence of new course development, instructional innovations, and contributions to curricula or program change. Such products are often supported via funding, earn an award, or are recognized and/or used by entities outside of the department.
5. Teaching awards or other forms of professional recognition related to teaching.

6. Instructionally-related grants that lead to curriculum and/or new course development, wherein the fruits of faculty labor are actualized in course revision or new course offerings.
7. Certifications and/or similar additional training related to teaching and instructional quality such as CSU sponsored training for certification in online instruction.

## **II. Research, Scholarly, or Creative Contributions**

Child Development faculty members are expected to engage in ongoing scholarship. In light of the diversity of scholarship, the following minimum criteria for tenure and/or promotion to associate professor apply to all ranked faculty.

In order to earn tenure and promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Typically have at least three scholarly publications (or in press at the time of consideration) of high quality or at least five scholarly publications of variable quality in some combination of peer-reviewed journals, or other recognized forms of publication such as books, book chapters, or monographs. Evidence of high quality publication can be presented in various forms such as impact factor or citations received. Work disseminated through open-access publishers that have been identified as predatory will not be counted and such sources can be identified through a list provided online and through the CSUSB library). Also, since collaboration is common in child development research reviewers will consider level of contribution when weighing collaborative efforts. The scientific rigor of a faculty member's scholarship is valued by the Department. Accordingly, papers in journals with higher impact factors and lower acceptance rates will be weighted more heavily. The import of impact factors, with regard to a particular area of scholarly work, should be demonstrated by faculty in their FAR. The procurement of a significant external research grant or contract (as the principal investigator) could be used in place of one high quality publication. A significant grant is one that has direct benefits for the department, students, and/or greater community in the form of indirect funding, payments for release time, funding opportunities, or service.

2. Regular activity presenting at peer-reviewed regional, national or international professional meetings. Prestige of presentation will be considered. Evidence of prestige should be presented in the form of rejection rates or other such indicators.
3. Provision of research opportunities for students. Examples of research opportunities for students include student authorship on conference presentations, publications, or other manner of scholarly work or active participation in a faculty research laboratory.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

*Publication Activity*

1. Publication activity beyond what is indicated above as necessary for a ranking that meets expectations.

*Editorial Work*

1. Editor or member of an editorial board of a professional journal.
2. Reviewer of manuscripts for professional journals, book chapters for professional texts, or abstracts for professional society meetings.
3. Reviewer of grant proposals for funding agencies.
4. Membership on committees that utilize professional expertise.

*Professional Organizations*

5. Mentoring or serving as a research consultant for professional boards, societies, or individuals.
6. Organizing state, regional, local, or department professional or research conferences, training, or workshops.
7. Invited scholarly or research presentations at other colleges and universities or at professional conferences, that are based upon the faculty member's scholarly activities and/or reputation.

*Continuing Education*

8. Participation in continuing education, retraining, and the development of new skills relevant to one's current or potential assignment, or area of scholarly activity, as indicated by completion of courses or participation in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge or licensure that are above and beyond the requirements for hire.

*Grant Activity*

9. Internal grant activity that has resulted in publication or an external award.

10. Submission or procurement of an external grant or contract.

### **III. Service**

Child Development faculty are expected to make service contributions at multiple levels. This should include the department, the college and university, and the community. The latter is broadly construed to include local, city, county, state, national, or professional groups, agencies, and organizations. In evaluating service activities, it is important to recognize several factors. One is that there are numerous, diverse ways in which faculty make service contributions. It is also understood that while some service activities represent instances of genuine leadership, others produce significant results through joint effort. Finally, it is important to note that involvement in leadership roles is especially important for promotion to full professor. Related to this, there is an expectation that service activity will grow across time, as faculty move from establishing teaching and research activity, to serving more fully as a contributing member of the department, college, and university. Documentation for any and all service activity is expected (e.g., hours spent, duties, meetings attended). Paid activities do not constitute service to the university.

In order to earn tenure and/or promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation and move towards increased responsibility of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Serving as a member of university, college, and departmental committees. It is expected that faculty will serve as a member on at least one departmental committee per year and one college or university committee prior to applying for promotion. While committee placement should not present a challenge due to the size of the Department of Child Development and the number of committees available, faculty are encouraged to contact the Chair if they are experiencing difficulty in reaching this expectation. Indications that the faculty is growing in their commitment to service across time will be evaluated, as indicated by service on a growing number of committees or participating in committees for which sustained service is an expectation.
2. Chairing faculty committees at the university, college, or departmental level. For tenure and/or promotion to associate professor chairing at

least one committee at any level is sufficient. For promotion to full faculty should chair at least one departmental committee that requires significant and sustained work, such as the DEC, or a committee outside of the department.

3. Sustained (i.e., consecutive appointments involving continuing for an extended period or without interruption) involvement in at least one service activity. Sustained activity will vary as a function of each committee.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Providing administrative services to the Department such as director of an undergraduate or graduate program, director of an institute or center, coordinator for advising services, or associate or assistant department head.
2. Serving as a consultant to business, not-for-profit organizations, social service agencies, or other universities.
3. Regularly serving as a judge/adjudicator for an academic or scholarly competition.
4. Regular or sustained provision of training, guidance, advising, or other manner of professional services to schools, business, institutions, associations, or not-for-profit organizations.
5. Giving invited lectures to the greater community such as arranged talks at schools or other community venues on a regular basis.
6. Holding office or otherwise contributing to the governance and functioning of international, national, or regional associations and professional organizations.
7. Membership on regional, state, or national professional boards.
8. Serving as an external reviewer for tenure/proposal or department accreditation.
9. Procurement of grants and/or external contracts that serve students and/or the institution that do not relate specifically to teaching or research, scholarly, or creative contributions.