

DIVISION OF HUMAN DEVELOPMENT
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, TENURE, AND PROMOTION
April 2013

INTRODUCTION

The Division of Human Development (the Division) comprises of the following programs: Child Development, Communication Sciences and Disorders, Human Services and Marital and Family Therapy. The guidelines set within the document apply to the evaluation of performance of faculty in all four programs unless otherwise specified. In consonance with the mission of CSUDH, high quality teaching is central to mission of the Division. A successful faculty member in the Division is an effective teacher who engages in scholarship to advance knowledge and in service to the profession, university and community.

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

I. DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE TEACHING

The Division considers teaching to be its primary mission. Quality teaching includes reflective practice of teaching that aims to make students proficient in the subject matter. It promotes critical thinking in students and stimulates higher order cognition. The Division values student-centered teaching in which the student is an active constructor of her/his knowledge and understands learning to be life-long process. In its pursuit to graduate students who would be competitive professionals, the Division is committed to providing the most updated information in the field and fostering a proactive approach in the application of knowledge to solve problems.

Teaching Activities and Evidence of Teaching include:

- i. Student evaluations: Student evaluations obtained through Perceived Teaching Effectiveness surveys (PTEs). Student evaluations will be fully understood through quantitative and qualitative feedback.
- ii. Course materials: Include representative samples of course materials such as syllabi, assignments, classroom presentations and examinations and/or tests.
- iii. Reflective statement: A statement of philosophy of teaching must be articulated. Teaching strategies emanating from the philosophy and their application over the period of review must be specified. Finally, a thoughtful analysis of student evaluation and plans to strengthen and maintain performance should be included in the statement.

- iv. Student learning outcomes: Evidence of student learning outcomes for each course aligned with course content and assignments and assessment.
- v. Office hours: Communication of and adherence to reasonably scheduled office hours to be available to students.
- vi. Advising: A demonstrated commitment to student advising through regularly scheduled advisement meetings, wall-in appointments, development of literature that supports students' success in the program (not course-specific) and advisement through email.
- vii. Curriculum development: Engagement with departmental colleagues in efforts to continually improve the curriculum and the classroom experience of the students. Conceptualizing and developing new courses or modifying existing courses (delivered to various modalities) through the campus curriculum approval process.
- viii. Peer review: Peer review of classroom teaching.
- ix. Innovative practice: Evidence of innovative teaching methods that increase teaching effectiveness as indicated by student performance.
- x. Academic mentoring: Evidence of mentoring student research, scholarship and/or creative activity.
- xi. Self-development: Maintenance of currency in the field through Continuing Education Units (CEUs), certificates of completion of pertinent training and active participation in pedagogy related activities outside of the teaching assignment.

SCHOLARSHIP

Scholarship activities and evidence of scholarship include:

- i. Publications:
 - a. Publication of scholarly papers in peer reviewed journals. Papers may be based on empirical research or may be review papers. Journals must be relevant with a broad based academic and practitioner readership in the respective field.
 - b. Chapters in edited books.
 - c. Publication of a scholarly book by an established or reputable publisher.
 - d. Text book.
- ii. Grants: Development of grant proposals that lead to actual acquisition of grants will be considered as part of scholarship. These grants will focus on the theory or application of subject matter relevant to the field.
- iii. Presentations: Peer reviewed paper, poster or panel presentations at local, regional, national or international conferences. Invited addresses will also be considered in this category.
- iv. Reviewing: Serving as a reviewer of manuscripts, grants or conference submissions.

Additional categories may be added based upon the prior mutual consent of the individual faculty member, the program head and the division head. These agreed upon categories must be documented and submitted with the evidence of performance.

SERVICE

The faculty of the division is expected to be actively involved in service that contributes to the effective functioning of the program, division, college, university and the community.

Service activities and evidence of service include:

- i. Service on program/department committees supporting the functioning of the program
- ii. Service on division committees
- iii. Service on college committees
- iv. Service on university committees
- v. Faculty mentor to student organization
- vi. Service to the community including serving as a consultant in the field in the areas of teaching, curriculum development, research and development of applications.
- vii. Volunteer work in the community in the field of expertise
- viii. Holding office and/or membership in field related community organizations.

II. STANDARDS FOR REAPPOINTMENT

INTRODUCTION

Reappointment is based on satisfactory progress in the three areas of performance over the period of review as well as towards tenure over the period beginning with the time of appointment and the end of the period under review.

The probationary faculty member must adhere to the Policy for Reappointment, Tenure and Promotion (RTP) Procedures which states that a written Professional Plan (see AAP 010.001) must be developed in the first year of appointment *that includes the three areas of teaching, scholarship and service*. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

TEACHING

A probationary faculty member must demonstrate satisfactory progress in teaching activities (i) through (vi) in the first review, and all teaching activities in subsequent reviews noted in section I. *Definitions of Teaching, Scholarship and Service*. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the Supplemental Information File (SIF) and the Working Personnel Action File (WPAF) with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Eighty percent (80%) of the responses, on average, on all the required PTEs submitted must fall in the categories of "Strongly Agree" and "Agree". Responses on the PTEs will be interpreted in the context of the response rate. This level of performance is expected on all the standard items on the PTE survey. In instances when performance falls short of this expectation, a statement of corrective action and demonstration of improvement in performance is expected.

SCHOLARSHIP

A probationary faculty member must demonstrate satisfactory progress in scholarship toward the standards for tenure as described in section III. *Standards for Tenure* of this document. Demonstration of satisfactory progress must be evidence based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment. This includes documentation and discussion of work in progress, particularly items in preparation for or already in submission for peer-reviewed publication and plans for resubmission of unpublished work. It is up to the candidate to explain the scholarly and creative contribution of their endeavor. Note that the faculty member's affiliation on the publication must be CSUDH and must have the publication date that falls within the period of review.

In the first review, the candidate must submit a complete Professional Plan as required by the RTP procedures of the campus (see AAP 010.001) and include a description of any ongoing or completed activity with appropriate documentation.

By the second year review, a candidate is expected to demonstrate considerable progress in the development of at least two manuscripts or one manuscript and one grant proposal for an award of approximately \$10,000. Copies of the work under progress are expected to be available so that reviewers are able to assess both the volume and quality of work and its relevance to the field.

By the third year review, the work started and noted in the second year review must be at a minimum submitted for review for publication or award. Additionally, the candidate must show evidence of at least one peer reviewed presentation (either presented or accepted for presentation).

By the fourth year review, the candidate must present evidence demonstrating the acceptance of two peer reviewed first authored publications. Additionally, one grant proposal must have been submitted and two peer reviewed presentations at two different levels (local, regional, national, international) must have been made (or accepted for presentation).

By the fifth year review, the candidate must demonstrate progress further than the fourth year review with the acquisition of at least one grant, the publication of at least three peer-reviewed articles with primary authorship and three peer-reviewed presentations.

SERVICE

A probationary faculty member must demonstrate satisfactory record of participation in the area of service toward the standards for tenure as described in section III. *Standards for Tenure* of this document. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of service activities

and accomplishments to make a valid assessment. This includes documentation and description of work in progress.

In the first review, the candidate must submit a complete Professional Plan as required by the RTP procedures of the campus (see AAP 010.001) and include a description of any ongoing or completed activity with appropriate documentation. This plan and any subsequent revisions is one of the bases for review throughout the probationary period.

A probationary faculty member must demonstrate a record of service through consistent and progressive contributions to the program, division, college, university and community such that (s)he will meet the standards of tenure articulated in section III. *Standards for Tenure* of this document. It is the responsibility of the faculty member to provide concrete proof of service, including documentation and discussion of role, duties and accomplishments.

III. STANDARDS FOR TENURE

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following requirement in the area of teaching:

1. Statement of formal educational philosophy which guides the faculty member's teaching and enhances student learning.
2. Evidence of teaching excellence will be collectively demonstrated through documentation of the following:

Course materials and supporting students:

- a. Listing of courses taught through the probationary period/period of review. Courses must show an ability to teach a range of courses. This range will be decided upon in mutual agreement with the program and division heads and included in the faculty member's Professional Plan.
- b. Up to date course syllabi that are consistent with university established standards.
- c. Course student learning outcomes linked with course objectives and assignments that are appropriate for the level of the course and approved by the program faculty.
- d. Clearly defined and fair grading system.
- e. A history of conducting classes whether online, hybrid, or in a live classroom at regularly scheduled times.
- f. Evidence of mentoring student research, scholarship and/or creative activity.
- g. A record of adherence to scheduled office hours for meeting with students and being available to students by appointment.

Performance evaluation:

- a. Documentation and discussion of teaching performance as evinced by student responses to Perceived Teaching Effectiveness surveys (PTEs).
 - i. PTEs for the range of courses taught over the period of review must be included.

- ii. Thoughtful analyses of quantitative and narrative feedback from students must be included with plans for improvement of performance when needed and maintenance of performance when of high quality.
 - iii. Eighty percent (80%) of the responses, on average, on all the required PTEs submitted must fall in the categories of “Strongly Agree” and “Agree”. This level of performance is expected on all the standard items on the PTE survey.
 - iv. Student responses on the PTEs will be interpreted in the context of the response rates (i.e., percentage of students from the class who responded to the PTEs).
 - b. Positive assessment of classroom teaching through peer evaluations based on classroom visitations. At least 3 peer evaluations must be included for 3 different courses.
3. Demonstration of an ongoing commitment to student advising that facilitates student success (evidenced through appointment sheets, anonymous student feedback on quality of advisement, printed records of advising notes in PeopleSoft, supporting literature developed for students to use, etc.)
 4. Demonstration of engagement with and a commitment to continually improving the teaching-learning environment of program/department through active participation in curriculum development, and in activities related to ensuring student success.
 5. Demonstration of a continued commitment to improving and maintaining one’s self as a teacher-scholar as indicated by acquisition of Continuing Education Units (CEUs), certificates of completion of pertinent training, and/or active participation in pedagogy related activities outside of the teaching assignment.

SCHOLARSHIP

For promotion from Assistant to Associate Professor and the granting of tenure, a faculty member will be required to meet the following expectations:

1. Four peer-reviewed scholarly publications in scientific journals that advance the body of knowledge in the faculty candidate’s field. Publications must be published by a recognized press. The faculty member must be the primary author on at least three publications. In the case of multiple authors, the faculty member must describe and provide evidence of his/her contribution, which must reflect a significant scholarly endeavor. Note that the faculty member’s affiliation on the publication must be CSUDH and must have the publication date that falls in the period of review. The following substitutions can be made upon the written mutual agreement between the faculty member and the division chair:
 - i. The publication of a scholarly book that has undergone editorial and/or peer review may be substituted for two peer-reviewed scholarly publications (refer to item 1 above).

- ii. The publication of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be substituted for one peer-reviewed scholarly publication (refer to item 1 above).
 - iii. A maximum of one funded competitive, research grant of over \$50,000 by an external source in which the faculty is either the principal investigator or co-principal investigator may be substituted for one publication (refer to item 1 above).
 - iv. A textbook that has undergone the standard review process.
2. A minimum of five peer-reviewed presentations in the discipline, at least one each at the local, regional/state and national level are required for tenure.
 3. The acquisition of at least one medium size (\$50,000) or two small size (\$15,000) grants as principal or co-principal investigator. This can substitute one primary authored publication in #1 above.

Note: Only work that is accepted for publication, in press, or published will be given credit for tenure and promotion.

SERVICE

A faculty member must develop a record of service that demonstrates involvement in at least 6 of the eight activities listed in section I. *Definitions of Teaching, Scholarship and Service*. For service to be considered satisfactory for tenure, the faculty member must have participated in a minimum of 10 service activities over the probationary period with at least half of these at the program, college and university levels. The faculty member must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence of ongoing active involvement in the service area.

Performance in all three categories must be satisfactory at a minimum to receive tenure.

IV. STANDARDS FOR PROMOTION TO PROFESSOR

INTRODUCTION

The qualifications and standards for performance necessary for promotion to full professor are different than those for promotion to associate professor. University guidelines note that "...good teaching is recognized as the primary function of the State University System, teaching effectiveness shall be the most important criterion for promotion." Thus, evidence for continuing classroom effectiveness is required for promotion to the rank of professor (here forth referred to as "promotion" in this section). Satisfactory performance is required in all three areas of performance, namely, teaching, scholarship and service. Performance that will be used as the basis for promotion shall cover the period from appointment as Associate Professor if that appointment was made on campus, or since the appointment on campus if the first assignment on campus was as an Associate Professor (i.e., if a faculty member was hired as an associate

professor, the period of review begins at that point. Performance accrued at another campus before appointment at CSUDH will not be considered.

TEACHING

For promotion from Associate Professor to Professor, a faculty member will be required to meet the following expectations:

1. All expectations noted in section III. *Standards for Tenure* for teaching must be met since the last review.
2. The faculty member must show evidence of innovative teaching practice illustrated by improved student outcomes.
3. The faculty member is expected to show leadership in the area of curriculum development and/or assessment in the form of being a lead on a project with clear objectives, writing reports, and implementing findings.

SCHOLARSHIP

While continuing classroom effectiveness is of importance, substantial consideration will be given to the area of scholarship. The faculty member must with a performance record demonstrate being an established scholar. Publications and scholarly activities in disparate unconnected topics are not desirable. There must be a discernible thread of inquiry/interest through the publications. For promotion from Associate Professor to Professor, a faculty member will be required to meet the following expectations in the area of scholarship:

1. Four peer-reviewed scholarly publications in scientific journals that advance the body of knowledge in the faculty candidate's field. The faculty member must be primary author on at least three publications.
2. Primary or co-authorship of a book in the area of expertise. This can substitute one primary authored publication in #1 above.

OR

Acquisition of at least one grant for an amount no less than \$50,000 on which the faculty member is the primary investigator. This can substitute one primary authored publication in #1 above.

3. The faculty member must demonstrate a record of publication in an area of expertise, i.e., there should be an articulated research agenda that traces a consistent line of inquiry. A faculty member may add scholarship of teaching in this inquiry in addition to inquiry that contributes to the theoretical knowledge in the field.
4. There must be evidence of being an established scholar as demonstrated by at least two of the following:

- i. Invited presentations in the area of expertise outside of campus and preferably outside the CSU system.
- ii. Serving as a reviewer for articles on the area of expertise.
- iii. Receipt of special awards, prizes or honors in the field.
- iv. Serving in a key role such as chairing sessions at a conference where presentations are peer-reviewed

Note: Only work that is accepted for publication, in press, or published will be given credit for promotion.

SERVICE

For promotion from Associate Professor to Professor, a faculty member will be required to meet the following expectations in the area of service:

- 1. All expectations noted in section III. *Standards for Tenure* for service must be met since the last review.
 - 2. Service through leadership roles on campus such as heading a faculty initiative in collaboration with Faculty Affairs and Development, serving as an organizer for Student Research Day, organizing a regional conference on area of expertise or work in a substantial long-term effort that leads to policy making affecting the campus at large.
 - 3. Service through leadership roles in the profession such as holding office in professional organizations or assignments that lead to significant contributions.
- OR
- 4. Service through leadership roles in the local community such as holding office in community organizations or assignments that lead to significant contributions.

S.D. Einbinder
Department Chair

4-19-2013
Date

[Signature]
Department Chair

4/22/13
Date

Pamela C. Kocchall
Department Chair

4/24/13
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Department Chair

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Arupam Johi
Dean

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Provost and Vice President of Academic Affairs

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