

San Francisco State University  
Child and Adolescent Development Program Revised  
Retention, Tenure, and Promotion Standards Effective  
Fall 2007 (Revised-v5 - 10/30/07)  
Approved by the Provost September 2008

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The Child and Adolescent Development Program is an interdisciplinary, undergraduate applied program that prepares students for careers working with children, youth, and their families. Toward that end, our goal is to have RTP criteria that reflect the program's developmental knowledge base and its application to a wide range of programs and services for children, youth, and families, as well as to research and public policy.

As stated in the new Senate policy, "The criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria" (Senate Policy, S07-241 I.8). The RTP standards for the Child and Adolescent Development Program are based upon these overall university standards.

- I. Teaching Effectiveness: For teaching faculty, excellence in teaching is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University. Effective teaching is exhibited in a variety of settings, including the classroom, research laboratory, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service.

Criteria for Judging Teaching Effectiveness

- a. Faculty must maintain a high level of scholarly activity in their field. Evidence includes:
  - Attendance at professional workshops and conferences related to the faculty's field of interest and that enhances teaching through class assignments, lectures and supervision.
  - Active participation in the CAD Program's Curriculum Committee and/or in on-going work to align content with terminal competencies and current research.
  - Continuous study in area(s) related to professional field of research, and teaching assignments.
- b. Demonstrates commitment to high academic standards. Evidence includes:
  - Course materials, including syllabi that are current with research and best practices in the field.
  - Syllabi that include clear objectives, assignments and expectations and all required policies and procedures to ensure student success.
  - Course objectives and content to ensure internal consistency of course with planned learning experiences, methods of evaluation and competency standards.
  - Obtain student evaluations, analyze and incorporate appropriate changes.
- c. Demonstrates commitment to high pedagogic standards as evidenced by:
  - Participate in instructional development seminars and workshops that enhance teaching and learning.

- Develop curricular innovations in response to teaching learning needs and changes in research and best practices.
  - Adhere to CAD competency-based teaching objectives in the development and implementation of courses and delivery.
- d. Instructs students successfully. Sources of evidence include:
- Use of student evaluations to enhance course development and delivery.
  - Active participation in peer evaluation to improve course preparation and delivery.
  - Develop syllabi and course materials that support student learning.
  - Implement teaching strategies and educational materials that are consistent with course objectives and program competencies.
  - Accommodate students' diverse learning needs and styles by utilizing a variety of instructional methods.
- e. Demonstrates skill in advising students. Examples include:
- Schedule and maintain regular office hours.
  - Provide a description of the nature and extent of advising activities by updating students' advising logs.
  - Student letters and interviews that indicate the faculty's effectiveness in guiding students.
  - Work with students on thesis and special project advising.
- f. Applies evaluative standards of students both fairly and appropriately. Examples include:
- Use clearly state, unambiguous grading criteria in the course syllabi.
  - Use valid and reliable evaluation methods that are documented in the syllabi.
  - Incorporate student ratings, comments, and letters to improve course offerings.

Additional Sources of Evidence Used to Judge Teaching Effectiveness:

These additional materials can be used to evaluate teaching effectiveness:

- Signed written comments from students that go to RTP Committee Chair.
- Evidence of new course preparation such as teaching a course not previously taught or developing a new course.
- Substantial course revision to reflect current state of knowledge and/or changing program needs.
- Participation as thesis chair or committee member.
- Active participation in curriculum development.

2. Professional Growth and Achievement

Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research, publications, clinics, and workshops, presentations to professional societies, development of new areas of expertise, attainment of new professional licenses or certification, creative work, curricular and/or programmatic innovation, unpublished manuscripts, or similar work in progress (Senate Policy, S07-241, I.8).

The RTP Committee will review published materials, professional presentations, and research/grants. For unpublished works or those in progress, letters of scholarly evaluation or criticism must be attached. If such evaluations are not available, the RTP committee may obtain such evaluations after reaching agreement with the candidate about the appropriateness of the referees. The RTP committee will include in its report an assessment of the quality of the candidate's work and the

impact of the work on the profession. We acknowledge the college's increased expectations for scholarship given the reduction in teaching WTUs from 12 to 9.

- a. Published Materials in which the candidate was an author or co-author can include 1-2 submissions per year that have impact on the profession and/or body of knowledge. This can be demonstrated by but not limited to the following examples:
  - Books and/or book chapter
  - Articles in refereed scholarly journal
  - Invited commentary/response in a refereed scholarly journal
  - Other articles, technical reports, book reviews, policy briefs
  - Substantial edited works in which the faculty has undertaken a major responsibility
  - Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts
  - Training manuals, curriculum that meets need of profession, along with a clear statement about how these types of documents are disseminated to the profession
  - Articles in applied peer reviewed journals
  - Professional presentations that have impact on the profession and/or body of knowledge and that occur on a consistent basis, such as: oral and written presentations of scholarly work to professional meetings and/or audiences
  - Presentations and/or testimony to commissions and task forces appropriate to one's academic expertise
  
- b. Research/Grants/Contracts
  - Funded grant proposals; grant reports that document progress on work
  - Substantive, on-going research that demonstrates active involvement with the faculty's research agenda
  - Successful execution of awarded research/grant proposals
  
- d. Professional Recognition
  - Honors and awards from professional societies that acknowledge the faculty's impact and/or commitment to service,
  - Invited participation on panels and at workshops related to the faculty's professional expertise
  
- e. Other
  - Develops new area(s) of expertise in the faculty's discipline
  - Attains new professional licenses or certification that has impact on the quality of the program and the faculty's scholarly work
  - Engages in creative work that exemplifies the faculty's expertise
  - Develops innovative curricula and/or programs that advance practice and/or the faculty's area of scholarship

3. Contributions to Campus and Community:

The RTP Committee will place emphasis on those activities in which the academic expertise of the faculty member is directly applied. The committee also will emphasize increasing levels of responsibility and/or leadership, as appropriate to the type of work. Evidence of contributions to campus, community, and professional organizations should be documented thoroughly by letters of

reference from a professional working directly with the faculty member. These letters should include an evaluative statement about the quality of the faculty member's contributions and the impact of those contributions. It is in this area that we expect to see overlap between scholarship and service, given the applied nature of the program. This overlap is particularly relevant to an applied program such as Child and Adolescent Development where conceptual and foundational knowledge are expected to be utilized to the benefit of communities, groups, and organizations that serve children, youth, and their families. Given the importance of these combined endeavors, the program expects the faculty member takes initiative to work effectively and respectfully with colleagues, both staff and faculty, to achieve program, institute, college, and university goals. The candidate demonstrates consistent use of good judgment, ethics, and principles in carrying out her/his daily responsibilities.

a. Contributions to Campus

- Program: Active service in areas such as special advising role; chairing a departmental committee; faculty advisor to student association
- College: Active participation on college committees; includes Marian Wright Edelman Institute committees or work on an Institute project
- University: Active service on university committees; service on hiring committee for another department or program

Evidence:

- Letters from SFSU colleagues
- Certificates of participation
- Written description of role and performance
- Program bulletins or schedules
- Letters from students

b. Contributions to Community

Such service must involve active participation at a level that makes a contribution to community activities or projects, and that enhances relations between the University and the community. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied.

Evidence:

- Letters from colleagues
- Certificates of participation and/or awards for exemplary service
- Written description of role and performance
- Program bulletins schedules, or presentations that document the faculty's participation
- Letters from program participants/clients

c. Contributions to Profession

Active participation in professional societies or other professional activities includes offices held in professional societies, committee activities, participation on editorial boards or in refereeing, and services provided as a consultant. Examples are:

- Major work with a community, government organization
- Consulting within field of academic expertise
- Write grant or receive grant award to support department program
- Provide expert witness testimony
- Membership, offices held, and activities in professional societies that demonstrate active participation and significant contributions
- Membership on an editorial board for refereed journals

- Active involvement on boards of directors, task forces
- Active participation on editorial boards or as a continuing referee
- Appointment or election to an active leadership position in an appropriate professional organization/society
- Completes manuscript reviews for scholarly journals
- Completes conference proposal reviews for professional conferences

Evidence:

- Letters from colleagues
- Certificates of participation and/or awards for exemplary service
- Written description of role and performance
- Program bulletins or schedules or presentations that document the faculty's participation
- Letters from program participants/clients