

Retention, Tenure, and Promotion Criteria
Child and Adolescent Development Department
Approved by the Provost on August 23, 2019 and effective Fall 2019

The purpose of this document is to detail the expectations and guidelines for the Retention, Tenure, and Promotion (RTP) policy in the Child and Adolescent Development (CAD) Department. The CAD Department RTP criteria are consistent with the broader university RTP policy (Academic Senate Policy F16-241) and divided into three areas: 1) Teaching Effectiveness, 2) Professional Achievement and Growth, and 3) Contributions to Campus and Community. All faculty members in the CAD Department who are being considered for retention, tenure, and promotion shall be evaluated in each of these three categories.

The mission of the CAD Department is to prepare students to be competent professionals in their work as advocates for children, youth, and families. Using a social justice lens, CAD values teaching and experiential learning that incorporate diversity of background and experiences, current and relevant research, and high-quality instruction. The CAD Department also strives to create a culture of collegiality and civility that supports all of its members, fosters a positive work environment, and models this behavior for students. CAD faculty members are expected to demonstrate ethical behavior and a spirit of generosity and equity in sharing vital functions of the academy such as collaboration and constructive cooperation in all three areas of their work.

Documentation for RTP Evaluation

Following Academic Senate Policy, faculty members under review are responsible for the preparation and submission of an up-to-date curriculum vitae and supporting documentation they wish to have considered prior to the date the file is closed. Candidates are to include a self-statement of no more than 750 words for each of the areas of teaching effectiveness, professional achievement and growth, and contributions to campus and community that provides an evaluative and analytical summary of their accomplishments as documented in the Working Personnel Action File (WPAF).

The CAD Department recognizes that faculty members' activities often contribute significantly to more than one category and, therefore, may be considered as fulfilling more than one of those criteria. It also recognizes and values that a candidate's primary assignment may, in some semesters, include or consist of non-instructional activities that are of benefit to the department, such as extensive curricular work to support student success or administering grant-funded programs. These alternative primary assignments will be evaluated according to quality, impact, scope, and significance.

A candidate for tenure and/or promotion may request that the RTP committee seek external reviews to offer additional professional assessments of the quality of the candidate's discipline-specific scholarly work. Should the candidate request external reviews, the RTP committee will work in consultation with the candidate being reviewed and the department chair to identify a list of potential reviewers. General recommendations developed by the office of Faculty Affairs for conducting outside reviews will be followed. Further guidelines are found at <http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources>.

Teaching Effectiveness

Commitment to quality teaching is central to the CAD Department mission, consistent with the mission of the University (Academic Senate Policy S15-176). To be considered for retention, tenure, and/or promotion, candidates are expected to demonstrate excellence in teaching regardless of their achievements in the other two RTP categories. The criteria for evaluating teaching effectiveness include:

- 1. Course Materials.** Faculty must demonstrate commitment to high academic standards and course materials are expected to demonstrate currency in the faculty member's field of expertise. Syllabi are expected to be clearly written and include student learning outcomes, readings, assignments, description of the grading policy and other required college and university policies. Other materials including instructions and grading rubrics for assignments, reading lists, examinations, and the online instructional management system (i.e., iLearn) may serve as evidence of class organization, the level at which the course is taught, and the expectations the faculty member sets for student learning.

Faculty members are expected to update their syllabi and other course materials frequently in keeping with the continuing changes in the field.

- 2. Student Evaluations.** For all faculty members with teaching assignments, Student Evaluations of Teaching Effectiveness (SETEs) for all classes taught are required to be included in the eWPAF. Candidates are expected to provide a summary table of courses taught, SETE ratings earned, number of students enrolled in each class, number of responses for each course and department mean scores for each semester. Both quantitative data and qualitative comments are taken into consideration and reviewed for longitudinal trend data. It is expected that mean scores on the survey instrument will be predominantly between 1.0 and 1.99, where 1 is the highest and 5 is the lowest. A consistent pattern of scores of 2.0 or greater suggests a need for improvement. Qualitative comments that describe consistent high levels of student engagement and learning, course and instructional organization, and attributes that help to support student success reflect excellence in teaching. It is recognized that variables such as class size, complexity of subject matter, and relevance of subject matter (in particular, for non-majors in GE courses) may affect overall scores. These factors will be taken into consideration when quantitative scores are reviewed and are expected to be explained in the candidate's self-statement. The candidate is expected to document and discuss how these factors may have impacted the SETE results, and if applicable, discuss plans to improve areas of teaching related to the SETE items with scores that need improvement. Qualitative comments from students are analyzed for themes and recurring issues in the candidate's teaching and used to provide context for a particular quantitative score.
- 3. Peer Class Observations.** Class visits and documented observations by peer tenured/tenure-track faculty are highly valued in the assessment of the level of the candidate's presentation of course material, expectations of students, use of classroom time, and ability to generate student engagement. Peer observations should reflect a representative range of courses and semesters spread across the review period. Both probationary faculty members and candidates for promotion to the rank of professor should receive at least one peer visitation each year, to be facilitated by the department

chair or the RTP committee. For probationary faculty, additional peer evaluations from a variety of colleagues may be obtained if desired. The observed faculty member should provide the reviewer with the course syllabus and any other relevant course material prior to the observation date. The review will include an evaluation of course materials. These include the syllabi, course handouts, grading criteria, and general organization of the course (including iLearn), and any other pertinent materials. Class structure and goals, content, strategies and methods of instruction, and student/faculty interaction will also be included in the review. Course materials are expected to reflect currency in the field as well as up-to-date pedagogical approaches that support student learning.

- 4. Advising and Mentoring.** All faculty members are expected to provide effective advising to help students navigate campus policies and develop an educational plan that is compatible with their academic, employment, and life goals, leading to graduation in a timely manner. Candidates shall discuss their mentoring and importance of their student contact to student success in their self-statement. Where applicable (e.g., Master's thesis committees, student workshops, conference presentations with students), documentation should be included.

- 5. Instructional Development.** Evidence of scholarly levels of instruction can also be demonstrated by introducing innovative teaching methods, integrating new technology into existing courses, and attending professional conferences and workshops to improve one's teaching skills and strategies. Faculty are also expected to work collegially in instructional development. Examples include collaboratively creating new courses and revising curriculum, and mentoring new faculty.

Promotion from Associate to Full Professor:

Faculty seeking promotion from Associate Professor to Full Professor are expected to demonstrate a consistently strong record of teaching effectiveness and/or continuing efforts to improve their teaching through the methods outlined above. In addition, candidates must demonstrate leadership and collegiality by enhancing teaching within the department. For example, candidates may share teaching technologies and practices with other faculty, serve as

mentor, observe class teaching and provide feedback and suggestions, and lead in program and pedagogical development and evaluation. Contributions to curriculum innovation and development and demonstration of student success efforts and activities are also expected.

Professional Achievement and Growth

In support of the College's vision for scholarship, the CAD Department expects faculty to actively engage in scholarly activities and intellectual development that are ethical, innovative, interdisciplinary, collaborative, theoretical, and applied. Scholarship is broadly defined wherein opportunities can vary by individual specialization. The CAD Department recognizes that professional growth can be achieved in a variety of ways, including research and publications, workshops, presentations to professional societies, grant writing and submissions, professional recognition, development of new areas of expertise, and curricular and/or programmatic innovation. Evidence of professional achievement and growth will be determined through an evaluation of documentation provided by the candidate to demonstrate professional achievement and growth.

- 1. Research and Publications.** It is expected that candidates for tenure and promotion will publish on issues related to their fields and will maintain a robust and cohesive research agenda. Both single- and co-authored publications are valued and faculty members are encouraged to collaborate and develop peer research networks. For any publications co-authored with colleagues, the candidate is expected to document and discuss the nature and level of their contribution to the work. As CAD is an interdisciplinary and applied field, a range of factors will be used to evaluate the quality of the candidate's published work in peer-reviewed journals including contributions of the article to advancing knowledge in the field, impact on the community or professional field, indicators that the work has been widely recognized (e.g., awards, number of citations), and degree to which work engages the community, among others. The assessments of the external reviewers, if included, will be considered in this overall evaluation.

The general expectation to achieve promotion to Associate Professor and tenure is:

Three (3) first- or single-authored peer-reviewed articles in journals in a candidate's substantive field that illustrate the professional growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda.

OR

Five (5) peer-reviewed published or accepted scholarly journal articles, of which at least one should be first- or single-authored by the candidate.

OR

Three (3) peer-reviewed published or accepted scholarly journal articles, of which at least one should be first- or single-authored by the candidate, and two (2) peer-reviewed scholarly works such as monographs and/or book chapters.

One single-authored book can be considered the equivalent to two peer-reviewed articles and one scholarly work such as a monograph and/or book chapter. Books must be published by reputable publishers that employ a rigorous process of peer review. Editor-reviewed or invited publications, policy briefs, and technical reports can be considered to count as one of the peer-reviewed journal articles.

Works in other languages will be deemed of equal value to works in English. To facilitate the review, candidates shall provide a brief summary in English and describe the quality and impact of the work in their self-statements.

- 2. Presentations at Professional Conferences and Workshops.** Participation at professional conferences and engagement in one's professional field is expected. While papers and posters given at peer-reviewed conferences are not given the same weight as peer-reviewed publications, they often lead directly to publications and are therefore crucial to a candidate's professional development. Faculty are encouraged to actively participate in scholarly and professional conferences over the course of the probationary period.

For promotion and/or tenure, candidates should have at least three peer-reviewed presentations (e.g., talks, posters, symposia, workshops, round tables) at annual meetings of national or international professional organizations within the candidate's field.

- 3. Grant Funding.** All faculty members are encouraged and expected to seek internal and external grants to support their research activities. Successful application and receipt of external funding is difficult to achieve and merits the department's favorable consideration. As applications receive extensive outside peer review, their success indicates peers hold the candidate's research or other scholarly endeavors in high regard. Given the difficulty in procuring external funding nationally, the very effort of developing and submitting grant applications is considered positively. Receipt of external grant funding that went through a peer-review process may be considered the equivalent to one peer-reviewed presentation.
- 4. Curricular Innovations.** The CAD Department considers curricular and/or programmatic innovations that strengthen the rigor of the department's curriculum and lead to student success as evidence of a candidate's professional achievement and growth. Evidence in this area may include, but is not limited to, the development or substantial revisions of academic programs or courses, instructional applications of new technologies, and implementing new and effective pedagogical approaches. Extensive curricular work such as new course development that positively impacts student success may be considered the equivalent to one peer-reviewed presentation.

Promotion from Associate to Full Professor:

Faculty seeking promotion from Associate Professor to Full Professor are expected to demonstrate a consistently strong record of scholarly activities and a continued contribution to the discipline. Successful candidates for promotion to Full Professor should be able to provide evidence of increased visibility, influence, and/or leadership which expand on the candidate's research and expertise.

In addition to publications that counted toward promotion to Associate Professor, the general expectation in the CAD Department to achieve promotion to Full Professor is:

Three (3) first- or single-authored peer-reviewed articles in journals in a candidate's substantive field that illustrate the professional growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda.

OR

Five (5) peer-reviewed published or accepted scholarly journal articles, of which at least one should be first- or single-authored by the candidate.

OR

Three (3) peer-reviewed published or accepted scholarly journal articles, of which at least one should be first- or single-authored by the candidate, and two (2) peer-reviewed scholarly works such as monographs and/or book chapters.

One single-authored book can be considered the equivalent to two peer-reviewed articles and one scholarly work such as a monograph and/or book chapter. Books must be published by reputable publishers that employ a rigorous process of peer review. Editor-reviewed or invited publications, policy briefs, and technical reports can be considered to count as one of the peer-reviewed journal articles.

In addition to publications, candidates should have at least three peer-reviewed presentations (e.g., talks, posters, symposia, workshops, round tables) at annual meetings of national or international professional organizations within the candidate's field.

Candidates are also expected to continue to seek grant funding and show evidence of curricular innovations in the department and beyond.

Contributions to Campus and Community

The CAD Department highly values the principles of shared governance, and recognizes the importance of being involved in campus and community life. All faculty are expected to use their professional expertise in support of the University, its stakeholders and the larger community, and to demonstrate a high level of ethics, professionalism, and collegiality while engaging in service activities. In assessing service activities, the RTP committee will take collegiality into

account, considering the candidate's record of building productive cooperative working relationships with other members of the faculty, with college/university staff, and/or with personnel in community and professional organizations.

Candidates' service will be evaluated for its quality and impact. Candidates should document the value and outcomes of their service, their role in delivering those outcomes, and the impact of their service to the campus and to their disciplinary community. Evidence can be documented 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.

- 1. Contributions to Campus.** Service to the CAD Department is required for all faculty as it is vital to the department's capacity to carry out its mission. Opportunities for service in this area include, among others, the following: departmental committees such as curriculum, student success, and faculty search; chair review and election; administrative assignments other than the candidate's primary assignment; and *ad hoc* committees or task forces convened by the Department. Representing the Department in college and university events (e.g., Commencement) is also expected.

It is expected that after their second probationary year at SF State, all faculty will engage in a College or University committee. Examples of campus service at college and university levels include, but are not limited to college and university committees and assignments, inter-departmental and inter-college collaboration on new projects and programs, other governance activities, and *ad hoc* committees or task forces convened by the Senate, provost, president, or University communities.

- 2. Contributions to Community.** Annual service to the Community and/or the Profession is required. Opportunities for service include, among others, the following: developing partnerships with community entities; serving on city, state, national, or international technical advisory boards; contributing to the media, including newspapers, radio and TV; delivering invited external lectures and training engagements; serving on

professional association committees; reviewing submitted abstracts for professional conferences; reviewing manuscripts for peer-reviewed journals and/or academic presses; and serving on peer-reviewed journal editorial boards. It is expected that these activities are in the faculty member's area of academic expertise and do not interfere with the faculty member's teaching responsibilities.

Promotion from Associate to Full Professor:

Faculty seeking promotion from Associate to Full Professor should present a record of leadership in the CAD Department, the governance and development of the College and University, and into the expanded presence of community service locally and internationally.

The CAD Department expects an increased level of leadership from a candidate for promotion from Associate Professor to Professor. The quality and impact of this work will be evaluated in terms of the external recognition of the candidate's leadership and through outcomes which have resulted from the candidate's professional activities. Candidates are expected to demonstrate significant leadership roles through chairing and serving on university-level committees (e.g. Academic Program Review Committee, Center of Equity & Excellence in Teaching & Learning Board, All-University Committee on International Program) and contributing to initiatives that enrich students' experience. This can be done in both a formal capacity (e.g. Committee, Chair, Senator) or in an informal capacity which should be documented with a letter of service from a colleague who observed the leadership efforts.