RETENTION, TENURE, AND PROMOTION STANDARDS - **HUMAN DEVELOPMENT DEPARTMENT**	**POLICY** **FAC 377-11**

Effective Date: 08/20/2021

Definition: Standards governing RTP process for faculty in the Human Development Department.

Authority: The Collective Bargaining Agreement between The California State University and the California Faculty Association.

Scope: Eligible Unit 3 Human Development Department faculty at California State University San Marcos.

Ellen J. Neufeldt

08/20/2021

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Ellen J. Neufeldt, President   Approval Date

Carl Kemnitz

08/16/2021

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Carl Kemnitz, Provost & Vice President for Academic Affairs   Approval Date

Revision 2: (temporary Addendum added related to COVID-19)   08/20/2021
Revision One: 07/20/2017
Implemented 07/01/2012

I. RETENTION, TENURE, AND PROMOTION STANDARDS - HUMAN DEVELOPMENT DEPARTMENT

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the Human Development Department.

2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

B. Definitions of Terms and Abbreviations

1. The Human Development Department (DOHD) uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.

2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.

3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).

4. Department and College RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.

5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department and College standards should be as brief as possible with emphasis on the unique nature of the department.

6. All Department and College RTP Standards shall conform to the CBA and University and College RTP documents. The DOHD RTP Standards document shall contain the elements of College RTP standards described below and shall not repeat the CBA, or College RTP documents, or include college-specific advice.

7. All Department or College RTP Standards must be approved by a simple majority of all tenure-track faculty within a department or college and then be approved by college/school/library and the Academic Senate before any use in RTP decisions.

II.   ELEMENTS OF THE RETENTION, TENURE, AND PROMOTION STANDARDS - HUMAN DEVELOPMENT DEPARTMENT DOCUMENT

A.   Introduction and Guiding Principles

1. All standards and criteria reflect the University and College Mission and Vision Statements and advance the goals embodied in those statements.

2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative activities, and scholarly service. While there will be diversity in the contributions of faculty members to the University, the College affirms the university requirement of sustained high-quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of teaching, research/creative activity, and service for the review period. The faculty member must meet the minimum standards in each of the three areas.

3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their teaching, research/creative activities, and/or service may explain how their work meets given standards/criteria for each area.

4. The College recognizes innovative and unusual contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation or other required report generation).

5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and

advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.

6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative activities, and scholarly service.

7. Candidates for the rank of associate professor require an established record of effectiveness in scholarly teaching, scholarly research/creative activities, and scholarly service to the College and University.

8. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to the College, University, community, and profession. Promotion to the rank of professor will be based on the record of the individual since promotion to the rank of associate professor.

9. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during the individual's career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout the individual's career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.

10. If service credit was granted at the time of employment at CSUSM, the candidate's teaching, research, and service activities completed at the university for which service credit was awarded at the time of hire will also be evaluated for the purpose of granting Tenure and/or Promotion. Only items not considered in a prior tenure/promotion review at CSUSM may be included.

III. GENERAL STANDARDS

For general standards for retention, tenure, promotion, and early tenure/promotion see the applicable sections of the College and University RTP documents.

IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING

A. College Priorities and Values in Teaching and Learning

1. In the Human Development Department, "effective Scholarly Teaching" is defined as activity that promotes student learning, reflection, and professional growth in support of the College Mission and is demonstrated by information in the teaching portfolio section of the WPAF. Scholarly teaching in the DOHD should explicitly support the Mission Statement. Scholarly teaching is multifaceted and may include instructional activity that takes place at off-site locations.

2. The most important teaching activities include, but are not limited to:
    a. Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
    b. Supervision of master's theses or projects and doctoral dissertations and research
    c. Supervision of student independent study
    d. Student advising and counseling
    e. Laboratory teaching
    f. Clinical teaching/practice
    g. Seminar courses
    h. Undergraduate and graduate courses
    i. Supervision of field work and independent research
    j. Supervision of teaching and graduate assistants
    k. Supervision and training of lab/research team

3. As a college that focuses on preparing students to become effective educators and health services providers, it is expected that the faculty in the Human Development Department will consistently model effective instructional practices and continue to improve as an educator. Effective faculty members set clear student learning outcomes for their students, employ a range of instructional strategies, and teach in ways that effectively engage all students in the learning process.

4. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching effectiveness. To determine such a profile, scholarly teaching will be assessed by holistic evaluation of evidence, including candidates' reflective statement on teaching, student evaluations, reflective practice (relevant primarily to clinicians), and selected items that the candidates believe best represent their teaching, as described in the University RTP document and further illustrated below in section B.

B.   The Following Evidence of Scholarly Teaching is *Required*:
1. Scholarly Teaching Reflective Statement
    A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all scholarly teaching evidence discussed in the file should reflect

continued success and/or improvement in teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the candidates' philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations, impact of course innovation or development, and/or their approach to supervision of student teachers.

As part of the reflective statement, candidates shall provide a brief summary of student evaluation ratings exemplifying scholarly teaching supported by a brief discussion of these evaluations. Evaluation ratings and narrative shall specify rationale for categories chosen (e.g., quality of course, instructor preparedness, active learning encouraged) and particular teaching context (e.g., new prep, co-taught, curriculum modifications, extenuating circumstances). Course evaluations and narrative should reflect evidence of improvement in evaluations.

2. Teaching and/or Supervision Assignments
   Evidence: If not already a part of the curriculum vita, candidates will list all courses and/or all student teaching supervision assignments for the period under review, as illustrated below.

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Comments	Evaluation Ratings (specify categories/ items referenced)

3. Student Evaluations from Teaching and/or Supervision Assignments
   Evidence: Provide complete sets of (percentage as specified by CBA) university-prepared student evaluation reports, and from courses taught and since the last promotion. [1]

4. Representative Syllabi from Courses Taught
   Evidence: Provide a representative sample of syllabi from core courses taught since last promotion that illustrate course objectives, student learning outcomes, sample assignments, and current practice in the field and instructional practices.

C. **The Following Evidence of Scholarly Teaching is *Optional*:**
   1. Use of Exemplary Teaching Practices in Coursework and/or Clinical Practice

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[1] Refer to university RTP document for clarification.

Evidence: Provide evidence that illustrates the use of exemplary teaching practices. Candidates might provide evidence that demonstrates the effective use of such things as technology, teaching strategies for diverse learners, student projects, student learning outcomes, portfolios, etc.

2. Curriculum, Program, and/or Course Development and/or Revision
   Evidence: Provide evidence that illustrates any new developments or improvements in curriculum, programs, and/or courses. Evidence might include a brief description of improvements, curriculum forms, syllabi changes, links to online materials, etc.

3. Academic Advising
   Evidence: Provide evidence of effective academic advisement of students and the impact of this work. Academic advisement includes the many ways the candidate supported students in their academic pursuit, such as on a thesis or dissertation committee, mentorship on a research or graduate project, or as an academic advisor to a student in a program. Evidence might include the names of the students, the role(s) the candidate played, the dates of this work, and any evidence related to the impact.

4. Other Selected Items that Best Represent Candidate's Teaching
   Evidence: Additional evidence of scholarly teaching activities not listed above, including but are not limited to:
   a. Assessment of student learning outcomes
   b. Letters from former students (identified as solicited or unsolicited)
   c. Teaching awards
   d. Other activities to promote teaching excellence (e.g., self-evaluation, peer evaluation, in-service education of incumbent educators in the field)

D. Assessment of Scholarly Teaching
1. **General Standards**
   Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and the totality of the evidence provided. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.

2. **Tenure and/or Promotion from Assistant Professor to Associate Professor**
   At the Assistant Professor level, scholarly teaching that *meets standards* is expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and requirements, effective instructional practices, engaging assignments directed at meeting the

course objectives, documentation that illustrates clear connections throughout an entire teaching event, and assessments that effectively measure and align with student learning outcomes.

3. **Tenure and/or Promotion from Associate Professor to Professor**
   As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in teaching and curriculum related activities. This is in addition to documentation of continued teaching effectiveness (*Section IV*).

4. **Retention**
   Candidates for retention shall include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have been made to address prior performance feedback.

V. **STANDARDS AND CRITERIA FOR SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES**

   A. **Department Priorities and Values in Research and Creative Activity**

   In the Human Development Department, scholarly research/creative activities are defined as creating, synthesizing, and disseminating knowledge on topics relevant to human development and based on empirical applied or theoretical research in ways that fulfill the Mission and core values of the Department. The Human Development Department strongly encourages scholarship that contributes to and transforms society, communities and lives from conception to death. Research involving reflective practice is also valued. Sustained scholarly activity that demonstrates support of the DOHD Mission is expected.

   B. **Department's Research/Creative Activity Standards within Context of Discipline**

   Scholarly research/creative activities take many forms in the DOHD. These may include, but are not limited to, qualitative, quantitative, and applied scholarly research conducted both individually and collaboratively. Applied scholarly research on topics related to human development is defined as research that relates to any or all stages of human development from conception to death. Applied scholarly research

requires rigor and accountability but is highly valued as is research that contributes to theory development and support.

C. Faculty Description of Contributions when Multiple Authors are Present

When multiple authors are present on scholarly research and creative activities, candidates shall specify their specific role on item (e.g., role: first author; second author; equal authorship; etc.).

D. Evidence of Scholarly Research and Creative Activities

Evaluations of scholarly research/creative activities will focus on developing a profile of the candidate's scholarly research/creative activities as well as an understanding of the impact and benefit their work has had on the field. To determine such a profile, the candidate's scholarly research/creative activities will be assessed by *holistic* or comprehensive evaluation of the candidates' reflective statement, scholarly work, and selected items that the candidates believe best reflects their progress, as described in the University RTP document and further illustrated as follows:

Scholarly Research/Creative Activities Reflective Statement
Candidates shall provide a clear reflective assessment of scholarly research/creative activities as well as the impact of this work. The reflective statement may also include short-term and long-term goals for research/creative activities, connections between research/ creative activities and the courses taught, and the impact of research/creative activities.

1. **Category A Evidence** must include external peer review process:
   a. Papers published or accepted for publication in peer reviewed/refereed journals recognized as reputable and of high quality
   b. Peer or editor reviewed published book chapters of original material and original monographs
   c. Peer or editor reviewed books, manuscripts, electronic or other media published or accepted for publication as works that contribute new knowledge and/or to practice as demonstrated by professional and academic reviewers
   d. Peer reviewed/refereed presentations at national or international conferences
   e. Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review.
   f. Funded peer reviewed external grants for scholarly research/creative activity work, in progress or completed

2. **Category B Evidence** may include, but is not limited to:
   a. Papers published in refereed proceedings
   b. Refereed presentations at professional meetings

c. Invited presentations at professional meetings
d. Editor reviewed articles published in journals, newspapers, magazines, and other media
e. Published case studies
f. Applied scholarly research/creative activity that is published, presented at a conference or meeting, or applied in an educational setting
g. Published review of books, articles, programs, and conferences
h. Session discussant at a professional meeting
i. Invited keynote or speaker
j. Special recognition and awards for research/creative activities
k. Funded regional or internal grants for scholarly research/creative activity work (e.g., local organizations, University Professional Development, Distinguished Teacher in Residence, etc.)
l. Self-published books
m. Workshops
n. Unfunded peer reviewed external grants for scholarly research/creative activity work
o. Working papers
p. Submitted papers
q. Sponsored or contract research
r. Technical reports
s. Unfunded grants
t. Attending professional conferences, workshops, training or continuing education related to the faculty members' program of research

E. **Assessment of Scholarly Research/Creative Activities**
    1. **General Standards**
    Candidates will be assessed on the <u>quality</u> of the evidence provided, the evidence of <u>sustained</u> scholarship, and the <u>totality</u> of their work. A *variety of types of work must be provided including peer reviewed publication*. When judged as a group, no one indicator of scholarly research/creative activities may be used to determine the overall rating of quality of scholarly research/creative activities. In all cases, the scholarly reputation of the publication and/or meeting will be considered when evaluating the contribution.

    2. **Tenure and/or Promotion from Assistant Professor to Associate Professor**
        a. At least two items by year 4 and one additional item by year 6 from Category A
        b. At least one item per University retention review (years 2, 4, and 6) from Category B

    3. **Tenure and/or Promotion from Associate Professor to Professor***
        a. At least three items from Category A (At least two items must be peer reviewed or refereed publications)

b. At least three items from Category B

*Only items not considered in the last promotion may be considered.

4. **Retention**
   Candidates for retention shall include documentation that may include more items in Category B than A to demonstrate effectiveness in performance and demonstrate progress toward meeting the tenure requirements in the area of scholarship.

VI.   **STANDARDS AND CRITERIA FOR SCHOLARY SERVICE**

A.   **Department Priorities and Values regarding Service Contributions**

Consistent with our Mission Statement, the Human Development Department places a high value on scholarly service as an essential component of faculty work. The College views activities that enhance the institution and advance the profession at the local, state, national and international levels as integral components of faculty service. In the College, Scholarly Service is defined as activities that contribute to the life of the university, college, department or school districts and/or activities that contribute to professional agencies and organizations. Service activities are expected to advance the college and university mission statements.

B.   **Most Important Department Priorities Regarding Service**

Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service activity. To determine such a profile, service will be assessed by *holistic* evaluation of the candidates' reflective statement, scholarly service work, and selected items that the candidates believe best reflects their progress, as described in the University RTP document and further illustrated below. Particular consideration should be given to the service necessary to develop courses/programs/majors and a campus structure of a growing campus.

1. Scholarly Service Reflective Statement
   Candidates are to provide a clear and concise reflective self-assessment of their scholarly service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for scholarly service activities, connection to the University's and/or College's Mission, reasons for their involvement, and the impact of their service activities.

2. Internal Scholarly Service Activities
   a. **Evidence of Scholarly Service to the Department** may include, but is not limited to:

　　　1) Leadership/membership in college governance and/or groups that carry on the business of the college (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
　　　2) Leadership/membership in department program evaluation or assessment efforts
　　　3) Development of new courses or programs for the college
　　　4) Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)
　　　5) Mentoring of students, tenure-line faculty, lecturers and supervising students doing independent study
　　　6) Collaboration with colleagues within the college and across colleges
　　　7) Student outreach and retention
　　　8) Writing letters of recommendation for students
　　　9) Advising students as faculty advisor
　　10) Serving as faculty advisor to campus student club or honor society
　　11) Nomination or receipt of service or faculty awards

　　b. **Evidence of Scholarly Service to the CSU System and/or University** may include, but is not limited to:
　　　1) Innovative leadership initiatives at the university or CSU system level
　　　2) Leadership/membership in groups that carry on the business of the university (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
　　　3) University professional activities, (e.g., service toward university accreditation, etc.)
　　　4) Act as an advisor for a student organization
　　　5) Commencement marshal
　　　6) Mentoring of students, tenure-line faculty, and lecturers
　　　7) Student outreach and retention
　　　8) Nomination for service or faculty awards

　3. <u>External Scholarly Service Activities</u>
　　a. **Evidence of Scholarly Service to the Profession** may include, but is not limited to:
　　　1) Peer reviewer for journal or conference proposals
　　　2) Membership on Editorial Board for peer reviewed/ refereed journal or publication
　　　3) Leadership in professional organizations as an officer, on a committee or task force, etc.
　　　4) Consultation and expert services
　　　5) Providing continuing education to community
　　　6) Nomination or receipt of service or leadership award

b. **Evidence of Scholarly Service to Greater Community** may include, but is not limited to:
1) Assist schools, districts, healthcare, or community or government organizations/agencies in tasks or collaborations, such as grant or award applications, program evaluations and needs assessments, targeted studies, etc.
2) Sitting on relevant advisory committees or boards and task forces or commissions
3) Consulting (paid or unpaid) with schools, healthcare agencies, government or non-government agencies or organizations that serve communities and the public and are relevant to the department's mission
4) Service to the community by representation of the University to off campus organizations and agencies which has the potential to bring positive recognition to the University
5) Diversity oriented activities which may include working with students in research labs, course content, recruiting diverse research samples, outreach to underrepresented groups, and creating an environment that promotes diversity and cultural sensitivity and competence among students and in the region, state, nation and world as a whole.
6) Promote, serve in, or contribute to the development of international or intercultural collaborations, programs or research efforts that engage students and the university community leading to cultural understanding sensitivity, competence and/or reduction of intergroup/intercultural conflict.
7) Developing educational events for the community
8) Giving public lectures/interviews
9) Pro-bono work related to service-oriented professions
10) Community volunteer work
11) Nomination or receipt of service award

C. **Assessment of Scholarly Service**

1. **General Standards**
Candidates will be assessed on the evidence of the <u>quality</u> of evidence provided, the evidence of <u>sustained</u> service, and the <u>totality</u> of their work. When judged as a group, no one indicator may be used to determine the overall rating of scholarly service activity. **Note**: *Submitting letters from committee chairs about attendance is not considered best practice.*

2. **Tenure and/or Promotion from Assistant Professor to Associate Professor**
Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.

3. **Tenure and/or Promotion from Associate Professor to Professor**
   Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

4. **Retention**
   Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.

VII. ADDENDUM TO RETENTION, TENURE, AND PROMOTION STANDARDS - HUMAN DEVELOPMENT DEPARTMENT

A. Rationale
In March 2020, faculty in the Human Development Department were required to move virtually all teaching and related faculty activities to an online environment, as the rest of the CSUSM campus shifted to a virtual work environment. Since then, numerous public health orders have limited faculty access to a wide variety of resources for and opportunities to engage in their professional performance in teaching, research/creative activity, and service. In acknowledgement of the unprecedented impact on faculty work, the Chancellor's Office provided a one-year extension on the tenure clock to all probationary faculty. Such an extension is regarded as a considerate support for faculty to work toward tenure. However, as the COVID-19 pandemic continues, numerous concerns have arisen resulting from the COVID-19 pandemic's impact on faculty work. Faculty under evaluation should feel that they have the freedom to discuss how the personal impacts of the current pandemic may have impacted their work. However, no probationary faculty should ever feel compelled to provide an explanation for their impacted work in their narrative (or to disclose any protected class status).

This Addendum shall be part of the evaluation process while the Chancellor's orders of May 12, 2020 and September 10, 2020, any future orders from the Chancellor, and/or other public health or similar orders related to the COVID-19 pandemic are in place that may impact faculty work.

B. Addendum Criteria Eligibility
This addendum applies to all Unit 3 tenure-track faculty in the Human Development Department at California State University San Marcos who meet the following conditions:

- Employed as a tenure-track faculty member at CSUSM in the 2019-2020 and 2020-2021 academic years.

C. **Addressing Inequities in The RTP Process Exacerbated by the Covid-19 Pandemic**

If candidates choose to address the effects of the COVID-19 pandemic in their narrative, they are encouraged to articulate, provide evidence of, and reflect upon how the COVID-19 pandemic impacted their professional performance in the areas of teaching, research/creative activity, and service, and may have resulted in shifting the balance of their work. Candidates are encouraged to articulate the extent to which the COVID-19 pandemic impacted their performance in terms of progress in relevance of submitted items in the narrative. Candidates may also discuss an action plan to adapt to the current circumstances and limitations in order to maintain the momentum of their work in teaching, research/creative activity, and service due to the current and possible adverse evolution of the pandemic.