

Criteria and Standards for Retention, Tenure, and Promotion Child Development Department, Humboldt State University

The Child Development Department is committed to supporting faculty in the RTP process succeed in their teaching, scholarly/creative activities, and service. This document represents the criteria regarding standards for all three areas of the Retention, Tenure, and Promotion (RTP) process.

The tenured and probationary faculty of the Child Development Department approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (revised June 2016).

Appendix J (Section IX. A. 2) requires periodic evaluation of candidates for retention, tenure, and promotion in three areas of performance:

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/ librarian/ counseling excellence, combined with an "Acceptable" level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

An "Acceptable" level of performance, defined in department/unit criteria and standards, shall recognize that a candidate's strengths may be concentrated in either scholarly/creative activities or service, and not suffer as a consequence. However, a candidate shall balance such concentrated ("Excellent") achievement in one of the two non-teaching areas with at least a "Minimum Essential" level in the other, in accordance with department/unit RTP criteria and standards. For example, an "Excellent" level of performance in service activities (in accordance with department/unit RTP criteria and standards) shall be balanced with at least a "Minimum Essential" level of performance in scholarly/creative activities (in accordance with department/unit RTP criteria and standards), or vice versa. Alternatively, a candidate may be "good" in both non-teaching areas.

As an example, "Acceptable" levels of performance for a positive promotion and/or tenure decision are reflected in the following combinations (in table 1) for using "Minimum Essential," "Good," and "Excellent" as the evaluative terms:

Table 1. Criteria for scholarly/creative activities and service outcomes

Scholarly/Creative Activities	Service	Outcome
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the University, and from students, community members, and discipline-related professionals.

Candidates should demonstrate their active participation and the value and significance of their activities in their Personnel Data Sheet (PDS) and via letters from colleagues. Candidates may decide whether certain activities constitute "teaching", "scholarly/creative activities" or "service" achievements and make the case accordingly, providing appropriate evidence in their Working Personnel Action File (WPAF).

A. Teaching Effectiveness

It is expected that teaching excellence will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified. All tenure-track members of the Child Development faculty (unless they are on an approved, extended leave such as sabbatical) are encouraged to write collegial letters that include descriptions and reflections on the observations of the candidate. According to Appendix J, Professors of Child Development are expected to write collegial letters. Collegial letters will document multiple observations over time and address the use of specific teaching strategies and speak to criteria listed in the department's teaching standards that are available to the observer. For purposes of evaluating activities for teaching effectiveness in collegial letters and the overall RTP process, the following activities are examples of the types to be evaluated:

1. Direct Instruction:

- a. The candidate's in-class teaching including, but not limited to, class lecture, discussion, in-class learning activities, and presentation of material;

- b. The candidate in other teaching environments, such as workshops, co-teaching, activities, field trips, or guest lectures; and
 - c. Course syllabi and/or assignments and the candidate's use of a learning management system to organize and convey class material.
2. **Academic Advising, Supervising and Mentoring Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation, and/or support outside of the typical classroom environment as indicated in student letters or collegial observation, as described in the PDS.
3. **Developing of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study guides, instructional manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals, as described in the PDS.
4. **Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject area; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work, as described in the PDS.

The Child Development Department puts a strong emphasis on learner centered, responsive, reflective, and constructivist teaching, incorporating the principles of Universal Design for Learning. The department provides the following expectations for teaching at each level of professional development of the instructor. To reach a level of "excellent" in teaching effectiveness, a candidate for tenure and promotion will normally meet all the conditions listed under "essential" (listed below) throughout the period under review AND demonstrate a pattern of meeting a number of the "indicators of excellence" in any given review period. Please refer to table 2 for promotion to Associate Professor and table 3 for promotion to Professor. Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, the candidates must also provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. Candidates may discuss pedagogical challenges, success and modifications on a course by course basis, not on an offering by offering basis. For example, if CD 209 is taught several times during the review period, the candidate may reflect on that class as a whole, not every section, or every semester it was taught. If there are patterns of negative comments on student evaluations, then the candidate should discuss how the class may be modified to improve the students' experience.

Retention, Tenure, and Promotion to Associate Professor

Essential Evidence includes:

1. *Student evaluation scores:* A minimum mean score of 3.5 on each item. A score lower than 3.5 should be addressed in the PDS.

2. *Communication*: Communicates course objectives, policies, expected learning outcomes, grading criteria, and clear statement of course logistics in all classes; provides clear definitions for professional/discipline specific terminology; identifies specific relevant vocabulary.
3. *Teaching effectiveness*: Clearly presents information; presents appropriate and current subject matter for the course objectives; demonstrates knowledge beyond text; provides relevant examples to support various class concepts; allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning; returns work in a time frame consistent with department guidelines.
4. *Reflective practice and continual refinement*: Acknowledges own errors and/or insufficient knowledge; provides corrections; reflective of their own characteristics, positionality, and power as an instructor and the effects of these factors on student learning; uses department, college and student feedback to engage in ongoing refinement; participates in departmental efforts to assess and improve courses with which the faculty member has been involved.
5. *Multilogical thinking*: Provides more than one perspective; identifies strengths and limitations of perspective presented; engages students in reflective critiques of materials; Delivers content in at least two different ways.
6. *Critical thinking*: Designs activities and assignments that require critical thinking, analysis, synthesis and application; provides opportunities for application and practice of content and/or skills; gives assessments requiring demonstration of depth of student knowledge
7. *Availability to students by maintaining regular office hours*: The department of Child Development recommends 1 hour per week per course. Students report that they feel welcomed in class and office hours; meets individually every semester with students assigned for advising; provides advising to assigned advisees with the goal of success in the major and timely graduation.
8. *Accessibility*: The LMS tools are appropriate to the course goals and content, accessible to students, well organized and explained to students.
9. *Equity*: Design of course demonstrates basic understanding of different ways of learning, provides targeted supports in response to student performance, and takes steps to remedy situation when students express confusion; adjustments to individual student learning reflect knowledge of research on teaching/learning and attention to student characteristics.
10. *Creates/ensures inclusive learning environment*: intentionally works to ensure that *all* students feel safe, welcomed and have an equal opportunity to learn in their classrooms and during office meetings. Students report classroom environment was respectful of diversity; responds constructively to changes in student attentiveness
11. *Classroom environment*: begins class on time; is welcoming and organized; uses student names; treats class members equitably; communicates enthusiasm/interest in course content and processes

Indicators of excellence in teaching:

1. *Communication:* Beyond the level of essential, provides clear guidance and structure for student success in course activities; asks open-ended and well-structured questions during classroom teaching, invites student questions and comments, reinforces student contributions, engages in responsive interaction with students about course information and discipline/subject matter materials; creates openings for and supports student communication.
2. *Teaching effectiveness:* Beyond the level of essential, uses feedback provided to engage in corresponding professional development activities to improve teaching; makes efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies such as case studies or simulations; uses professional standards to help refine teaching skills; uses a variety of appropriate learning activities; uses a variety of media, sources and tools for support of learning occasions. Classroom observations by colleagues and anonymous evaluations by students provide a strong evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
3. *Classroom environment:* Beyond the level of essential, seeks out and supports student input to activities, discussions and course content; encourages reflection on and discussion of the meaning of respect for diversity
4. *Mentoring of students:* Engages in ongoing mentoring of students above required advising duties and/or effectively supervises students in original research projects.
5. *Assessment of courses and student learning:* Demonstrates evidence of ongoing, appropriate formative and summative assessment of student learning; demonstrates evidence of ongoing, appropriate assessment of course goals and objectives.
6. *Professional development:* Participates in professional development activities designed to enhance the candidate’s teaching effectiveness and advising; reviews literature and research in teaching subject areas; attends conferences and/or seminars relevant to teaching subject area; and/or conducts research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work, as described in the PDS.
7. *Recognition for teaching or advising:* Receives a student group, college-, university- or discipline-based teaching/faculty award.
8. *Workshops and seminars:* Conducting workshops or seminars that enhance teaching within the department, college or profession.

Table 2. Teaching Excellence Criteria for promotion to Associate Professor

EXCELLENCE	Any other THREE criteria from Excellent category AND Essential Evidence
ESSENTIAL EVIDENCE	All criteria

Promotion from Associate Professor to Professor Rank

It is expected that a candidate advancing to a Professor will have increased leadership in all of the following areas.

Essential Evidence include:

1. *Student evaluation scores*: A minimum mean score of 3.8 on each item. A score lower than 3.8 should be addressed in the PDS.
2. *Communication*: Communicates course objectives, policies, expected learning outcomes, grading criteria, and clear statement of course logistics in all classes; provides clear definitions for professional/discipline specific terminology; identifies specific relevant vocabulary. Additionally, provides clear guidance and structure for student success in course activities; asks open-ended and well-structured questions during classroom teaching, invites student questions and comments, reinforces student contributions, engages in responsive interaction with students about course information and discipline/subject matter materials; creates openings for and supports student communication.
3. *Teaching effectiveness*: Clearly presents information; presents appropriate and current subject matter for the course objectives; demonstrates knowledge beyond text; provides relevant examples to support various class concepts; allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning; returns work in a time frame consistent with department guidelines; uses feedback provided to engage in corresponding professional development activities to improve teaching; makes efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies such as case studies or simulations; uses professional standards to help refine teaching skills; uses a variety of appropriate learning activities; uses a variety of media, sources and tools for support of learning occasions. Classroom observations by colleagues and anonymous evaluations by students provide a strong evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
4. *Reflective practice and continual refinement*: Acknowledges own errors and/or insufficient knowledge; provides corrections; reflective of their own characteristics, positionality, and power as an instructor and the effects of these factors on student learning; uses department, college and student feedback to engage in ongoing refinement; participates in departmental efforts to assess and improve courses with which the faculty member has been involved.
5. *Multilogical thinking*: Provides more than one perspective; identifies strengths and limitations of perspective presented; engages students in reflective critiques of materials; Delivers content in at least two different ways.
6. *Critical thinking*: Designs activities and assignments that require critical thinking, analysis, synthesis and application; provides opportunities for application and practice of content and/or skills; gives assessments requiring demonstration of depth of student knowledge
7. *Availability to students by maintaining regular office hours*: The department of Child Development recommends 1 hour per week per course. Students report that they feel welcomed in class and office hours; meets individually every semester with students assigned for advising; provides advising to assigned advisees with the goal of success in the major and timely graduation.
8. *Mentoring of students*: Engages in ongoing mentoring of students above required advising duties and/or effectively supervises students in original research projects.

9. *Accessibility*: The LMS tools are appropriate to the course goals and content, accessible to students, well organized and explained to students.
10. *Equity*: Design of course demonstrates basic understanding of different ways of learning, provides targeted supports in response to student performance, and takes steps to remedy situation when students express confusion; adjustments to individual student learning reflect knowledge of research on teaching/learning and attention to student characteristics.
11. *Creates/ensures inclusive learning environment*: intentionally works to ensure that *all* students feel safe, welcomed and have an equal opportunity to learn in their classrooms and during office meetings. Students report classroom environment was respectful of diversity; responds constructively to changes in student attentiveness
12. *Classroom environment*: begins class on time; is welcoming and organized; uses student names; treats class members equitably; communicates enthusiasm/interest in course content and processes; seeks out and supports student input to activities, discussions and course content; encourages reflection on and discussion of the meaning of respect for diversity;
13. *Assessment of courses and student learning*: Demonstrates evidence of ongoing, appropriate formative and summative assessment of student learning; demonstrates evidence of ongoing, appropriate assessment of course goals and objectives;
14. *Professional development*: Participates in professional development activities designed to enhance the candidate's teaching effectiveness and advising; reviews literature and research in teaching subject areas; attends conferences and/or seminars relevant to teaching subject area; and/or conducts research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work, as described in the PDS;
15. *Recognition for teaching or advising*: Receives a student group, college-, university- or discipline-based teaching/faculty award;
16. *Workshops and seminars*: Conducting workshops or seminars that enhance teaching within the department, college or profession.

Indicators for excellence in teaching:

1. *Communication*: Beyond the level of essential, uses a variety of discussion formats and stimulus sources to engage students in discussion; creates a variety of avenues for students to communicate and contribute; adjusts communication in response to individual student needs/learning styles;
2. *Teaching effectiveness*: Beyond the level of essential, incorporates discussion of relationships among theory, research, and practice that is relevant to the subject matter and level of course; expands information and goes beyond the immediate content of the course; designs instruction to engage students in mastering skills that support their own learning; provides feedback that identifies specific strengths and guides students regarding steps to improvement; creates opportunities for students to identify their passions and develop strategies promoting their own professional development and lifelong learning;
3. *Critical thinking*: Beyond the level of essential, applies experiences that are relevant to the course content and goes beyond simple explanations; encourages and models reflecting on information so that the students learn to interrelate, synthesize, and analyze the course content and the field's content, and; helps students recognize that the questions ask influence the answers obtained.
4. *Classroom environment*: Beyond the level of essential, facilitates co-learning processes in the classroom to the extent appropriate to the level and content of the course; challenges students to integrate examination of issues of diversity in their work

5. *Mentoring junior faculty*: Mentors new or junior faculty members in the department for new course preparations, advising, problem solving, and accessibility to students; guides new faculty to integrate of diversity, equity, and inclusion in courses, instruction, and advising.
6. *Co-teaching*: Participates in co creating classes with colleagues and co teaches.
7. *Developing of Teaching Materials and Curriculum*: Develops teaching materials such as course outlines, study guides, instructional manuals, case studies and simulations and/or other content used in the classroom; develops and/or revises curriculum outcomes and assessment methodology; develops and implements new/innovative courses; and/or makes contributions to the achievement of departmental curriculum goals

Table 3. Teaching Excellence Criteria for promotion to Professor Rank

EXCELLENCE	Any FIVE criteria from Excellent category AND Essential Evidence
ESSENTIAL EVIDENCE	All criteria

B. Scholarly/Creative Activities

It is expected that scholarship/creative activities and accomplishments will increase in scope, significance and leadership increasing with rank. The Child Development Department has grouped such activities into Categories I (leadership/excellent) and II (entry/good). In keeping with the Boyer Model of five interrelated dimensions of scholarship, Child Development recognizes activities that demonstrate scholarship/creative activity when relevant to/within the discipline. As guiding principles and assumptions for work in both categories, we:

- Value scholarship that is peer-reviewed in both traditional or Open Access modes
- Welcome work that may be disseminated across a range of fields and or audiences and will treat these fields as holding equal weight. Faculty members should engage in scholarly/creative activities appropriate to their discipline and primary focus that is described in their Professional Development Plan (PDP).
- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary part of research in our fields.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J. However, there is no expectation that faculty would have contributions in each of the five dimensions of scholarship.
- Expect that scholarly/creative activities will be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that are rigorous and peer-reviewed or otherwise professionally recognized.
- Understand the importance of Scholarship and Creative Activities and recognize that given the level of teaching, advising, and service activities expected of our faculty, and

the fact that we do not have a graduate program, the opportunity for extensive research output at HSU is limited. Therefore, the Child Development Department has reasonable and flexible expectation for these activities.

Faculty members are expected to engage in an ongoing program of scholarly/creative activities and be guided by their department/ unit criteria standards. All candidates must include professional collegial evaluation of their scholarship and contribution to the profession in their WPAF. It is particularly important that work which has not been a contribution to an edited volume or agency training or professional standards document be specifically evaluated by relevant colleagues external to the department. As previously stated, *all scholarship* will be evaluated using six criteria:

1. Clear Goals
 - a. The scholar states the basic purpose of his/her work clearly and concisely
 - b. The scholar defines objectives that are realistic and achievable
 - c. The scholar identifies important areas in the field to study
2. Adequate Preparation
 - a. The scholar shows understanding of existing scholarship in the field
 - b. The scholar brings the required skills to his/her work
 - c. The scholar brings together the resources necessary to keep the project moving toward completion
3. Appropriate Methods
 - a. The scholar uses methods appropriate for the goals
 - b. The scholar uses the methods appropriately
4. Meaningful Results
 - a. The scholar offers results useful to furthering inquiry in the field
 - b. The scholar achieves his/her goals
5. Effective Presentation
 - a. The scholar presents his/her work to the appropriate audience
 - b. The scholar's presentations of work is communicated clearly and with integrity
6. Reflective Critique
 - a. The scholar offers reflective evaluation of the work based on professional standards or comparable body of work
 - b. The scholar provides evidence of the reflective critique of the work by others. This may be publication in a peer-reviewed source but may also take other forms such as letters from established scholars in the field or state adopted publications.

Retention, Tenure, and Promotion to Associate Professor

The following are evaluative criteria for promotion to Associate Professor

1. One peer-reviewed publication in either traditional or Open Access modes
2. One professional publication, for example a non-peer reviewed article or magazine article
3. In addition, candidates for promotion must fulfill a combination of scholarly/creative activities from Categories I and II as detailed in the table below.

Category I:

- Engages in scholarly work (such as peer-reviewed articles, research presentations, etc.) with department colleagues
- Engages in collaborative scholarly work with HSU students *and* students or colleagues outside the University
- Disseminates scholarly work through peer reviewed publications and other professional formats in addition to that required for the level of evaluation
- Publishes a book chapter in an edited volume
- Completes time intensive work (e.g. professional training videos, evaluative reports or research)
- Gives invited presentations, participates on a panel at professional gatherings
- Gives presentations at state, national and/or international professional gatherings/organizations
- Applies for an external grant related to the field of Child Development
- Develops, implements, evaluates *and disseminates* information on innovative curriculum exposing emerging knowledge areas or using new technologies and/or pedagogies
- Provides expertise to the development of professionally recognized curricula, state/tribal/national or international projects or standards or similar published documents
- Does external program/project reviews which include dissemination of the analysis
- Fulfills editorial or content development roles with scholarly or professional organizations.

Category II:

- Presents/disseminates trainings at local and state/regional professional gatherings
- Applies for and receives an internal grant (such as Diversity and Inclusion, Research and Creative Activities Grant, IRA grants, etc.)
- Submitted work that is under review
- Time intensive work in progress (e.g. book or book chapter, professional training videos, evaluative reports or research)
- Has developed, implemented and is evaluating/disseminating (in progress) innovative curriculum exposing emerging knowledge areas and/or using new technologies and/or pedagogy

Additional activities in Category I can be used by the candidate to take the place of activities from Category II, but additional activities from Category II cannot be used to offset deficiencies in activities from Category I.

Table 4. Criteria for Scholarship/Creative Activities Requirements for Promotion to Associate Professor

EXCELLENT	One peer-reviewed publication in either traditional or Open Access modes, one professional publication, for example a non-peer reviewed article or magazine article AND At least ONE activity from Category I, AND At least FOUR distinct activities from Category II, no more than three of which can be of the same type (higher level activities may be substituted)
GOOD	One peer-reviewed publication in either traditional or Open Access modes, one professional publication, for example a non-peer reviewed article or magazine article AND At least THREE distinct activities from Category II, no more than three of which can be the same type (higher level activities may be substituted)
MINIMUM ESSENTIAL	One peer-reviewed publication in either traditional or Open Access modes, one professional publication, for example a non-peer reviewed article or magazine article AND At least TWO distinct activities from Category II

Promotion from Associate Professor to Professor Rank

Scholarly and Creative Activities in progress shall weigh less heavily than work completed. Activities in each category which have an impact outside of campus shall weigh more heavily than those that do not. It is expected that candidates advancing to the rank of Professor shall assert a leadership role in scholarly/creative activities. For example: Serving as a single author or as a first author of a co-authored manuscript. The following are evaluative criteria for promotion to Professor:

1. One peer-reviewed publication in either traditional or Open Access modes as a single author or as a first-author of a co-authored publication.
2. One professional publication (may or may not be an article)

3. In addition, candidates for promotion must fulfill a combination of scholarly/creative activities from Categories I and II as detailed in the table below.

Category I:

- Initiates and engages in collaborative scholarly with department colleagues
- Disseminates scholarly work through peer reviewed publications and other professional formats
- Gives invited presentations, leads panels at professional gatherings
- Receives an external grant related to the field of Child Development
- Completes time intensive work (e.g. professional training videos, evaluative reports or research)
- Publishes a book chapter in an edited volume.
- Publishes an edited, transcribed, co-authored, or single authored book or textbook.
- Provides expertise to the development of professionally recognized curricula, state/tribal/national or international projects or standards or similar published documents
- Does external program/project reviews which include dissemination of the analysis
- Fulfills editorial or content development roles with scholarly or professional organizations.

Category II:

- Presents/disseminates trainings at local and state/regional professional gatherings
- Applies for an external grant within the discipline and although not funded receives positive feedback from the funding agency
- Applies for and receives an internal grant (such as Diversity and Inclusion, Research and Creative Activities Grant, IRA grants, etc.) Submitted work that is under review
- Demonstrates evidence of time intensive work in progress (e.g. book or book chapter, professional training videos, evaluative reports or research)
- Engages in collaborative scholarly work with HSU students or students or colleagues from outside of HSU
- Gives presentations at state, national and/or international professional gatherings/organizations
- Develops, implements, evaluates *and disseminates* information on innovative curriculum exposing emerging knowledge areas or using new technologies and/or pedagogies

Additional activities in Category 1 can be used by the candidate to take the place of activities from Category II, but additional activities from Category II cannot be used to offset deficiencies in activities from Category I.

Table 5. Criteria for Scholarship/Creative Activities Requirements for Promotion to Professor

<p>EXCELLENT</p>	<p>One peer-reviewed publication in either traditional or Open Access modes as a single author or as a first-author of a co-authored publication, one professional publication (may or may not be an article), AND</p> <p>At least TWO activities from Category I, AND</p> <p>At least FOUR distinct activities from Category II, no more than three of which can be of the same type (higher level activities may be substituted)</p>
<p>GOOD</p>	<p>One peer-reviewed publication in either traditional or Open Access modes as a single author or as a first-author of a co-authored publication, one professional publication (may or may not be an article), AND</p> <p>At least ONE activity from Category I, AND</p> <p>At least THREE distinct activities from Category II, no more than three of which can be the same type (higher level activities may be substituted)</p>
<p>MINIMUM ESSENTIAL</p>	<p>One peer-reviewed publication in either traditional or Open Access modes as a single author or as a first-author of a co-authored publication, one professional publication (may or may not be an article), AND</p> <p>At least TWO distinct activities from Category II</p>

C. Service to University, Profession, or Community

Faculty service offers an opportunity to contribute to shared governance, faculty development, and organizational functioning of the University. Most critical to the profession of Child Development is establishing, maintaining, and nurturing relationships with community partners including child welfare services, tribal organizations, mental health collaboratives, early childhood service programs, and many more on a local, regional, state and national level. While the amount of service may vary amongst faculty for a variety of reasons, service is a professional responsibility of all faculty. Because service to and collaborative work with children, families, communities, and fellow professionals is a very important component of our discipline, we seek to model that value and those activities for our students and to integrate service work and our services experiences into our curriculum. Child Development faculty members are expected to maintain a consistent pattern of ongoing service across years eligible for review for retention, tenure and promotion. Certain responsibilities are regarded by the department as necessary service by tenure-line faculty members and therefore listed separately from Categories I and II.

Self-evaluation of Service to Profession, University, or Community should be provided in the WPAF. A RTP candidate will list and describe all service activities and provide a brief statement

regarding his or her contribution to each activity, including role(s) and time commitment. In assessments of performance, the quality of service in addition to the quantity of service will be evaluated. We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forth in Appendix J, Section IX.B.3. A candidate may make the case in his or her WPAF that an activity not listed in categories I and II should count as a contribution to service for purposes of evaluation. The candidate's IUPC will determine whether or not the activity should be evaluated as part of the candidate's service and in which category of activity it will be placed.

Additional activities in Category I can be used by the candidate to take the place of requirements from Category II, but additional activities from Category II typically cannot be used to offset deficiencies in activities from Category I. However, in a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental committees, the candidate can make a case in the WPAF for exceptional consideration of weighting of activities in Categories I and II. It is expected that the tenure track faculty members will demonstrate service through activities such as but not limited to:

1. Service to the university, profession, and community
2. Participation on department/school, college, and university committees, including shared governance activities
3. Working collaboratively and productively with colleagues
4. Mentoring Colleagues
5. Participation in traditional academic functions
6. Contributions to the community-at-large

Retention, Tenure, and Promotion to the Rank of Associate Professor:

The Child Development Department acknowledges that it is impossible to anticipate and list all possible forms of service. The service expectations listed in Category I and Category II are not meant to be restrictive. Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These are not classified as "service activities" but as part of faculty's collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion. In addition, the following are evaluative categories for promotion to Associate Professor:

1. Regular service on at least one major departmental committee, such as assessment or IUPC
2. Contributing to the community in areas related to discipline or expertise
3. Also, candidates for promotion must fulfill a combination of service from categories I and II as detailed in the table below:

Category I

- Leading a college or university committee or program
- Engaging actively and significantly (but not chairing/leading) in a college or university committee or program
- Serving on departmental, college, or university search committees
- Serving as an editor of an academic or professional journal
- Acting as an elected or appointed leader in discipline-based professional associations

- Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as making repeated connections with local agencies and elected officials, developing new internships, and hosting community forums on campus)
- Serves as a Child Development Department Representative on a community board such as the 0-8 Mental Health Collaborative, First 5 Commission, or PEACH.

Category II

- Serving as a member on a college or university committee or program (not a search committee)
- Serving as a peer reviewer for journals, presses, or grant-giving agencies
- Acting regularly as a resource for the campus or greater community regarding academic, creative or professional subject matter, for example through outreach and networking
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Ongoing service as an advisor to student organizations/clubs on campus
- Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs (e.g., INTL, ENST) or by providing exceptional levels of service to underserved or underrepresented populations
- Serving on a master’s degree thesis committee, Ph.D dissertation committee, or examination committee (for which no assigned time is received)

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Promotion to Associate Professor

Table 6. Criteria for Service Requirements for Promotion to Associate Professor

EXCELLENT	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least ONE activity from Category I, AND At least FOUR distinct activities from Category II, no more than three of which can be of the same type
GOOD	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least THREE distinct activities from Category II, no more than three of which can be the same type
MINIMUM ESSENTIAL	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least TWO distinct activities from Category II

Promotion from Associate Professor to Rank of Professor

Candidates advancing from Associate Professor to Professor are expected to expand their level of leadership in service activities. For example: Rather than serving on a committee, it is

expected that a candidate take a leadership role on the committee. Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These are not classified as “service activities” but as part of faculty’s collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion. In addition, the following are evaluative categories for promotion to Professor:

1. Regular service on at least one major departmental committee, such as assessment and IUPC.
2. Contributing to the community when asked in areas related to discipline or expertise.
3. Also, candidates for promotion must fulfill a combination of service from categories I and II as detailed in the table below: The Child Development Department acknowledges that it is impossible to anticipate and list all possible forms of service. The service expectations listed in Category I and Category II are not meant to be restrictive.

Category I

- Serving two or more years as department chair or Child Development Laboratory program leader
- Chairing or leading a college or university committee or strategic program
- Leadership in activities that create/ensure inclusive learning environments
- Leadership in assessing and/or implementing activities that practice equity minded pedagogy
- Leading a college or university committee or program
- Serving as an editor of an academic or professional journal
- Acting as an elected or appointed leader in discipline-based professional associations
- Serves as a Child Development Department Representative on a community board such as the 0-8 Mental Health Collaborative, First 5 Commission, or PEACH.

Category II

- Engaging actively and significantly (but not chairing/leading) in a college or university Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as making repeated connections with local agencies and elected officials, developing new internships, and hosting community forums on campus)
- committee or program
- Serving on departmental, college, or university search committees Serving as a member on a college or university committee or program (not a search committee)
- Serving as a peer reviewer for journals, presses, or grant-giving agencies
- Acting regularly as a resource for the campus or greater community regarding academic, creative or professional subject matter, for example through outreach and networking
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Ongoing service as an advisor to student organizations/clubs on campus
- Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs, departments, institutions or

projects in their areas of expertise but not connected to their own work or student assignments.

- Mentoring of fellow faculty with regard to research, instruction, technology use, service learning, or other pedagogies and practices
- Serving on a master’s degree thesis committee, Ph.D Dissertation committee, or examination committee (for which no assigned time is received)

Table 7. Criteria for Service Requirements for Promotion to Professor

EXCELLENT	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least TWO activity from Category I, AND At least FOUR distinct activities from Category II, no more than three of which can be of the same type
GOOD	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least ONE activity from Category I, AND At least THREE distinct activities from Category II, no more than three of which can be the same type
MINIMUM ESSENTIAL	Regular service on at least one major departmental committee, such as assessment and IUPC; Contributing to the community when asked in areas related to discipline or expertise; AND At least THREE distinct activities from Category II