

Approved Department: 11/11/2021
Approved EHHS College Council: 11/23/2021
Approved Dean EHHS: 12/03/2021
Approved University Committee: 12/03/2021
Approved Provost: 12/06/2021

CRITERIA FOR TENURE, PROMOTION TO ACADEMIC RANKS, AND POST PROFESSORIAL MERIT

DEPARTMENT OF CHILD AND FAMILY STUDIES

Introduction

Faculty members will be evaluated for promotion and tenure according to criteria in three major categories: teaching effectiveness, professional growth, and service. The primary mission of the University is teaching, so activities that promote student learning are emphasized in the criteria. In keeping with the teacher-scholar model, research and other professional activities that contribute to teaching effectiveness are recognized as requirements for faculty advancement. Service to child and family well-being is an integral part of the department's mission. In addition, service to the institution at department, college and University levels is recognized as an essential function of faculty.

Because the department encompasses three different programs, a variety of activities may fulfill the criteria within each major category. Activities listed are examples and do not constitute a complete list of possibilities. In all cases, the quality of the activity will be evaluated. There is no expectation that every faculty member will address every item in every category every year.

Approved Department: 11/11/2021
Approved EHHS College Council: 11/23/2021
Approved Dean EHHS: 12/03/2021
Approved University Committee: 12/03/2021
Approved Provost: 12/06/2021

Performance Evaluation

Performance Levels

Outstanding
Superior
Good
Unacceptable

Minimum Performance Levels Required for Rank

Professor and Post-Professorial Review: A rating of outstanding in one category and superior in the two remaining categories.

Associate Professor: A rating of superior in the two categories of teaching effectiveness and professional growth and a rating of good in service.

Assistant Professor: A rating of superior in teaching effectiveness and a rating of good in professional development and service.

Promotion to the rank of Assistant Professor or above requires an appropriate earned doctoral degree or terminal degree.

Definition of Terms

Satisfactory: Performance equivalent in quality and quantity to that expected of all faculty with similar assignments.

Significant: A level of performance that exceeds “satisfactory” as defined above. Significant work may occur as a single meritorious event or a sustained record of achievement.

Sustained: Performance continuing throughout the period of time under review. It is not necessary for work to occur every year, but it must occur in more than one academic year.

Note: The format outlined in this document will be followed for submission of promotion and tenure documents.

Teaching Effectiveness

Teaching effectiveness represents an academic exchange between faculty and students demonstrated by faculty engagement in the following categories: (A.) classroom teaching performance, (B.) teaching improvement and innovation, (C.) supervision of individual student work, (D.) curriculum development, and (E.) advisement.

Specific Indicators of Teaching

- A. Classroom Teaching Performance: Effective teaching is demonstrated by written evaluation of teaching performance by students, peers, self, and chairperson. You may request the Dean to evaluate your teaching as well.
1. Students (using a university or department approved evaluation instrument)
 2. Peers
 3. Self
 4. Chairperson (The Dean may also be requested)
- B. Teaching Improvement and Innovation: The faculty member reports evidence of
1. Continuing improvement of teaching techniques and materials and the incorporation of technology and innovative teaching methods into the classroom
 2. Attendance or participation in teaching improvement activities such as seminars or workshops (e.g. CSTL)
 3. Presentation or publication related to pedagogy. If reported here, such activities may not be reported again under professional growth.
 4. Awards
 5. Other
- C. Supervision of Individual Student Work: The faculty member reports evidence of:
1. Supervision of independent studies, field experiences, and other courses outside of one's teaching load
 2. Supervision of student research such as creative projects or Graduation with Distinction projects; membership on thesis committees. Publications or presentations resulting from collaborative projects with students may be reported here or under professional growth, but not in both places
 3. Thesis or graduate paper supervision
 4. Awards
 5. Other
- D. Curriculum Development: Explain your role for each item listed

Approved Department: 11/11/2021
Approved EHHS College Council: 11/23/2021
Approved Dean EHHS: 12/03/2021
Approved University Committee: 12/03/2021
Approved Provost: 12/06/2021

1. Development of or revision of courses (includes meeting quality standards for online courses as determined by the university)
2. Development of or revision of programs / minors
3. Program accreditation / reaccreditation
4. Program data collection and evaluation
5. Other

E. Advisement

1. Advisement of graduate and undergraduate majors and minors
2. Other

Minimum Performance Levels for Teaching Effectiveness

Outstanding: Evidence of sustained effective teaching (category A) in accordance with the faculty handbook. Evidence of achievement of five activities in categories B, C, E, (All five activities cannot be in the same category). Evidence of achievement of 3 activities in category D for the period of time in rank with an emphasis on the last four (or five) years. The accomplishment of the number of activities required must constitute that of significant achievement.

Superior: Evidence of sustained effective teaching (category A) in accordance with the faculty handbook. Evidence of achievement of four activities in the categories B, C, E, (All four activities cannot be in the same category). Evidence of achievement of two activities in category D for the period of time in rank with an emphasis on the last four (or five) years. The accomplishment of the number of activities required must constitute that of significant achievement.

Good: Evidence of sustained effective teaching (category A) in accordance with the faculty handbook. Evidence of achievement of three activities in the categories B, C, E, (All three activities cannot be in the same category). Evidence of achievement of 1 activity in category D for the period of time in rank with an emphasis on the last four (or five) years. The accomplishment of the number of activities required must constitute that of significant achievement.

Unacceptable: No evidence of sustained performance of the faculty member or insufficient evidence is presented regarding teaching effectiveness.

Professional Growth

Professional growth represents a faculty member's effort to expand his/her knowledge base and expertise by engagement in the following categories: (A.) advanced education / training, (B.) publications, (C.) presentations, (D.) other professional activities, (E.) funded projects.

Specific Indicators of Professional Growth

The faculty member displays evidence of:

- A. Advanced Education / Training
 - 1. Formal study that relates to teaching assignment or departmental needs
 - 2. Professional training or retraining that contributes to professional growth
 - 3. Certifications / credentialing
 - 4. Attendance at conferences online or face to face (local, state, national, international)
 - 5. Workshops / webinars (online or face to face)
 - 6. Other
- B. Publications
 - 1. Publication of books and monographs
 - 2. Publication of book chapters
 - 3. Publication of refereed abstracts, conference proceedings or journal articles
 - 4. Published reviews of articles, books, etc.
 - 5. Other professional publications, including non-refereed or invited publications
- C. Presentations
 - 1. Presentation of refereed papers at national/international, regional or state professional meetings
 - 2. Seminars, workshops, or lecture programs (non-refereed)
 - 3. Invited speeches or presentations
- D. Other Professional Activities
 - 1. Leadership in a regional, state, or national organization
 - 2. Committee membership in a regional, state, or national organization
 - 3. Lead and/or coordinate professional conferences, workshops, or seminars
 - 4. Peer reviewer for journals, abstracts, textbooks, conference proposals
 - 5. Consultation with agencies or industry within one's subject matter area
 - 6. Awards and recognitions

Approved Department: 11/11/2021
Approved EHHS College Council: 11/23/2021
Approved Dean EHHS: 12/03/2021
Approved University Committee: 12/03/2021
Approved Provost: 12/06/2021

Activities listed in this category cannot be considered in other categories.

- E. Funded Projects
1. Write and receive service grants and contracts
 2. Write and receive research grants
 3. Management of either service or research grants and contracts

Minimum Performance Levels for Professional Growth

Outstanding: Evidence of significant achievement of five activities from categories (A through E) and two peer reviewed publications. The publications must constitute that of satisfactory achievement.

Superior: Evidence of significant achievement of four activities from categories (A through E) and one peer reviewed publication. The publication must constitute that of satisfactory achievement.

Good: Evidence of significant achievement of three activities from categories (A through E, one of which must be from B).

Unacceptable: No evidence of sustained significant performance of the faculty member or insufficient evidence is presented regarding professional growth.

Service

Service represents faculty engagement in the following categories: (A.) university service, (B.) service to student groups, (C.) service to community, regional, state, national and international groups.

Specific Indicators of Service

- A. University Service
 - 1. Chair of department, college or university committees
 - 2. Leadership in departmental, college and university task forces and assignments
 - 3. Serve on department, college or university committees
 - 4. Participate in student recruitment and retention activities
 - 5. Contributions to courses other than one's own
 - 6. Other

- B. Service to Student Groups
 - 1. Sponsorship of student organizations
 - 2. Contributions to student groups
 - 3. Other

- C. Service to Community, Regional, State, National and International Groups
 - 1. Service to alumni groups
 - 2. Service to area schools
 - 3. Service to off-campus groups, participation on agency boards
 - 4. Recognition / awards for service activities
 - 5. Other

Minimum Performance Levels for Service

Outstanding: Evidence of significant and sustained involvement in a minimum of six activities with at least one activity from all three categories (A, B, or C)

Superior: Evidence of significant and sustained involvement in a minimum of five activities with at least one activity from all three categories (A, B, or C)

Good: Evidence of significant and sustained involvement in a minimum of four activities with at least one activity from two of the categories (A, B, or C). One of which must be University Service.

Unsatisfactory: There is no evidence of significant and sustained involvement of service activities or insufficient evidence is presented regarding service activities.