

CRITERIA AND STANDARDS FOR RETENTION, TENURE, AND PROMOTION (RTP) CHILD DEVELOPMENT DEPARTMENT, CAL POLY HUMBOLDT

The Child Development Department takes an inclusive, multigenerational, relational, and lifespan approach in facilitating multilogical thinking and trauma informed care in our teaching, service and scholarship. We put a strong emphasis on student-centered, responsive, reflective, and constructivist teaching, incorporating the principles of Universal Design for Learning. We provide a holistic approach to the study of children and families and prepare individuals to interpret, integrate, and apply ever-growing knowledge about children, families, and their environments as they engage in collaborative relationships in support of rich, diverse, and sustainable communities, locally and globally. Since we are a diverse discipline which serves various populations, it should be noted that the service and scholarship listed in this document reflect the diverse nature of the field as well as the goals of the department (which can be accessed on the [website](#)).

The Child Development Department is committed to supporting faculty in the Retention and Tenure Process (RTP) process to succeed in their teaching, scholarly/creative activities, and service; in this document, we present the criteria regarding standards for all three areas of the 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 (RTP process pursuant to Appendix J of the Faculty Handbook.

Appendix J requires periodic evaluation of candidates for retention, tenure, and promotion in the 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.

A candidate must be “Excellent” in Teaching Effectiveness. Examples of "Acceptable" levels of performance for a positive promotion and/or tenure decision are reflected in the following combinations (see 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 are encouraged to determine how their recommendation letters align with teaching, scholarship, or service categories. The IUPC recommends carefully reviewing all three areas to appropriately categorize cited activities, providing appropriate evidence in their Working Personnel Action File (WPAF).

Teaching Effectiveness

It is expected that teaching excellence will increase in scope, significance, and leadership with increasing rank. In all instances, both the quality of work performed, and the quantity of work identified are considered. All tenure-track members of the Child Development faculty (unless they are on an extended and approved leave, such as sabbatical) are encouraged to write evaluative letters that include descriptions and reflections on the observations of the candidate. According to Appendix J, Professors of Child Development are expected to write routine

evaluative letters. The IUPC accepts responsibility in soliciting evaluative letters from current students and colleagues; the candidate shall communicate with a list of potential colleagues/students for the committee to solicit letters for the candidate's file. Evaluative letters will document multiple observations over time, address the use of specific teaching strategies, and speak to the criteria listed in the department's teaching standards that are available to the observer. The candidate is encouraged to provide an observation schedule or sign-up sheet, course syllabus, observation checklist (developed by department) and additional course materials. For purposes of evaluating activities for teaching effectiveness in evaluative letters and the overall RTP process, the following activities are examples of the types to be evaluated:

1. Direct Instruction:

- a. The candidate in a classroom environment, including, but not limited to, class lecture, discussion, presentation of material, and in-class learning activities, including face-to-face, online synchronous, and online asynchronous modalities as applicable.
- b. The candidate in other teaching environments, such as workshops, field trips, or guest lectures, and co-teaching activities (e.g., team teaching approach where two colleagues work together to plan, teach, and assess the same group of students in a shared classroom).
- c. The candidate's use of course syllabi, assignments, and/or Learning Management Systems (LMS) to organize and convey class material.

2. Advising and Mentoring Students: Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population and to ensure equitable learning opportunities and activities, and availability of the candidate on a regular basis to assist the academic needs of students (Appendix J).

3. Developing 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 including training; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject area, or other activities related to teaching. Please note that the distinction between the "professional development in teaching" and the "scholarship in teaching" is marked by published work. For example, conducting research on teaching and publishing work in the

area of the Scholarship of Teaching and Learning (SOTL) should be part of scholarship in the PDS.

5. **Academic Advising and Mentoring:** Provide academic advising to students starting from the second year of their appointment. The candidate participates in 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. Each tenure track faculty are required to participate in academic advising. We have a mentoring model in the department that the chair during preliminary advising of incoming students start assigning the new faculty some advisees during their second year in the department. The department colleagues provide mentoring by sharing the strategies, curriculum MAPs, allowing the new colleague to sit in their advising meetings, and providing feedback on advising.

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 typically meet all the conditions listed under "essential" (see below) throughout the period under review AND demonstrate a pattern of meeting "indicators of excellence" in the review period. Candidates should refer to Table 2 for promotion to Associate Professor and Table 3 for promotion to Professor.

Candidates for RTP must document evaluative activities (for example, direct instruction, advising, curriculum, professional development, etc.) as part of their WPAF. In the Personnel Data Sheet (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 more generally on that course, 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 SLOs or streamline assignments to enhance students' experience.

Retention, Tenure, and Promotion to Associate Professor:

Essential Evidence:

1. **Student Evaluation Scores:** A minimum mean score of 3.5 for each evaluation item. If any individual item score within a course evaluation is less than 3.5, it 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 (as noted on the observation checklist).
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; seeks and uses department 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. (Evidence could be noted in evaluative observations, teaching philosophy, etc.).
5. **Multilogical and Critical Thinking:** Provides more than one perspective; identifies strengths and limitations of perspective presented; engages students in reflective critiques of materials; delivers content from multiple perspectives, designs activities and assignments that require critical thinking, analysis, synthesis and application; and provides opportunities for application and practice of content and/or skills.
6. **Availability to Students by Maintaining Regular Office Hours:** The department of Child Development recommends 1 hour per week per course (of 3 WTU) and an option for an outside appointment. Office hours are meant to create a welcoming environment that cultivates a sense of belonging. In addition to meeting with students from classes, the candidate shall nurture relationships with potential advisees that candidates will meet with individually every semester with the goal of success in the major and timely graduation.
7. **Creates/Ensures an Inclusive, Equitable, and Accessible Learning Environment:** Design of course demonstrates basic understanding of different ways of learning, provides targeted support in response to student performance, and takes steps to remedy situations when students express confusion; adjustments to individual student learning reflect knowledge of research on teaching/learning and attention to student characteristics. 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 the classroom environment was respectful of diversity; responds constructively to changes in student attentiveness. The LMS tools are in alignment with the course goals and content, accessible to students, well organized and explained to

students. As needed, communication is made with the learning center to support students. Textbook orders are submitted on-time to ensure timely student access.

8. **Classroom Environment:** Begins class on time; is welcoming and organized; uses student names and pronouns; treats class members equitably; communicates enthusiasm/interest in course content and processes.

Criteria of Excellence in Teaching:

1. **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. For example, participating in the CTL's mid-semester evaluation, designing a course-wide or department-wide survey, or teaching a course identified for annual assessment and participating in data collection and analysis.
2. **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
3. **Leadership:** The candidate demonstrates a leadership role in teaching. For example, the candidate receives a student group, college, university, or discipline-based teaching/faculty award or conducts workshops or seminars that enhance teaching within the department, college, or profession.
4. **New Preparations:** The candidate prepares for new courses (courses they haven't previously taught) beyond their initial teaching load in the first year and the candidate takes on a particularly high number of new course preparations (e.g. on average, one new preparation per year), or a significantly challenging course preparation, such as ones outside of their expertise.
5. **Emergency Coverage:** The candidate covers courses during unpredicted circumstances/emergencies (i.e., bereavement leave, extended sick leave, etc.).

Table 2. Teaching Excellence Criteria for promotion to Associate Professor

EXCELLENCE	Must complete THREE criteria from Excellent category AND all Essential Evidence
ESSENTIAL EVIDENCE	All Criteria

Promotion of Associate Professor to Professor:

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

Essential Evidence:

1. **Student Evaluation Scores:** A minimum mean score of 4.0 for each evaluation item. If any individual item score is less than 4.0, it 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. In addition, the candidate is flexible in communication based on student needs. For example, inclusive of diverse identities, learning styles, and comfort levels.
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; seeks and 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. In addition, the candidate seeks opportunities for feedback from students and colleagues.
5. **Multilogical and Critical Thinking:** Provides more than one perspective; identifies strengths and limitations of perspective presented; engages students in reflective critiques of materials; delivers content from multiple perspectives; 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. In addition, the candidate provides opportunities for students to practice and assess their own multilogical and critical thinking skills.
6. **Availability to Students by Maintaining Regular Office Hours:** The department of Child Development recommends 1 hour per week per course (of 3 WTU) and an option for an outside appointment. Office hours are meant to create a welcoming environment that cultivates a sense of belonging. In addition to meeting with students from classes, the candidate shall nurture relationships with potential advisees that candidates will meet

with individually every semester with the goal of success in the major and timely graduation.

7. **Creates/ensures Inclusive, Equitable, and Accessible Learning Environment:** Design of course demonstrates basic understanding of different ways of learning, provides targeted support in response to student performance and takes steps to remedy situations when students express confusion; adjustments to individual student learning reflect knowledge of student learning that reflects best practice supported by the scholarship of teaching and learning (SOTL) and attention to student characteristics. 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 the classroom environment was respectful of diversity; responds constructively to changes in student attentiveness. The LMS tools are appropriate to the course goals and content, accessible to students, well organized and explained to students. As needed, communication is made with the learning center to support students. Textbook orders are submitted on-time to ensure timely student access.
8. **Classroom Environment:** Begins class on time; is welcoming and organized; uses student names and pronouns; treats class members equitably; communicates enthusiasm/interest in course content and processes.
9. **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.
10. **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 faculty learning communities, book circles, conferences and/or seminars relevant to teaching subject area, or other activities related to teaching.

Criteria of Excellence in Teaching:

1. **Mentoring Junior Faculty:** Mentors new or junior faculty members in and/or outside of the department for new course preparations, advising, problem solving, and accessibility to students; guides new faculty in mindfulness of diversity, equity, and inclusion in courses, instruction, and advising.
2. **Co-teaching:** Participates in co-creating and/or co-teaching classes that fulfill department needs with colleagues.
3. **Developing of Teaching Materials and Curriculum:** Develops notable teaching materials that could be used by the department 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.

4. **Recognition for Teaching or Advising:** Receives a student group, college, university- or discipline-based teaching/faculty award.
5. **Workshops and Seminars:** Conducting workshops or seminars that enhance teaching within the department, college, or profession.
6. **Ongoing Exceptional Commitment:** The candidate consistently demonstrates exceptional commitment to department success as evidenced by collegial letters, student letters, etc. For example, directed study courses to benefit students, coverage of courses, flexibility to assist in teaching during emergencies, and similar events.
7. **New Preparations:** The candidate prepares for new courses (courses they haven't previously taught) beyond their initial teaching load in the first year and the candidate takes on a particularly high number of new course preparations (e.g. on average, one new preparation per year), or a significantly challenging course preparation, such as ones outside of their expertise.
8. **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 beyond the level of essential. For example, participating in the CTL's mid-semester evaluation, designing a course-wide or department-wide survey, or teaching a course identified for annual assessment and participating in data collection and analysis or utilizing the CSU wide success dashboard to assess and report one's own equity gaps. In addition, working with the assessment committee to develop a plan in response to the assessment findings to strengthen the course.
9. **Department Level Curriculum Development:** Contributing to department level development and redesigning of curriculum. For example: Transitioning a course to meet new requirements such as Area D, Diversity and Common Ground, Elementary Subject Matter, or Place-Based Learning Communities (PBLC), inclusion of trauma-informed care, or participating in pilot programs.

Table 3. Teaching Excellence Criteria for promotion to Professor Rank

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

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 FOUR 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:

1. Value scholarship that is peer-reviewed in both traditional and Open Access modes. We welcome work that may be disseminated across Child Development and related fields and/or multidisciplinary audiences and will treat these fields as holding equal weight. Faculty members should engage in scholarly/creative activities appropriate to their discipline. 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 four integrated dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, and teaching; Dredge & Schott, 2013; Shannon, 2023) and the activities associated with those dimensions as outlined in Appendix J. We would like to add another dimension as "community engagement" to Boyer's four dimensions of scholarship. (Appendix J). However, there is no expectation that faculty would have contributions in each of the five dimensions of scholarship.
 - **Scholarship of Discovery:** The scholar asks: What is to be known? This type of scholarship leads to the advancement of the field by building new knowledge and new insights into the existing problems. Scholarship under this area might include traditional research, peer-review articles, monograph, book, book chapter, and original empirical studies. Additionally, it includes seeking and/or securing extramural grants, overseeing/supervising internally or externally funded research projects, and engaging undergraduate students in research activities.
 - **Scholarship of Integration:** The scholar asks: What do these findings mean? This kind of scholarship includes the use of knowledge across disciplines through collaborative/multidisciplinary teamwork/research. Some examples of such scholarship may include original research curriculum development, professional workshops, scholarship produced in collaboration with the community with clear understanding of researcher's positionality, and production of scholarly articles/books that could be used across disciplines.
 - **Scholarship of Application:** The scholar asks: How can the knowledge be applied to consequential problems? Scholarship that advances the society and the disciplinary field in addressing problems. This may include serving as a consultant to a government agency or a non-profit organization, assuming the leadership role in professional societies, organizing workshops and trainings for

the community and government agencies, and advising/mentoring students in research and advocacy.

- **Scholarship of Teaching:** The scholar asks: How can the produced knowledge be disseminated, transformed, and extended? This type of scholarship, widely known as the Scholarship of Teaching and Learning (SOTL), includes keeping the knowledge/development in the field up to date by publishing student teaching/learning models and practice. Some examples may include engagement in pedagogic research, dissemination of good practice in one's disciplinary field, mentor undergraduate students in scholarship, teach off campus and generate scholarship with community, conduct ongoing assessment of courses and own teaching, and seek/receive grants and extramural funding for innovative teaching methods to support instructional activities.
 - **Scholarship of Community Engagement:** The scholar asks: How do I understand and solve societal, environmental, civic, and ethical problems through research? (Appendix J). Community engaged research often integrates the above four types of scholarship. The researcher engages with the community in mutually beneficial relationship, with deep understanding of their positionality (power and privilege), various ways of knowing, respect for the communities (research "with" communities and not "on" communities), with the mindset that "I am here to learn from the community" and avoid "savior's complex" by utilizing critical theories, Multilogical thinking, and community-based research methodologies (Appendix J; Child Development Department's Philosophy).
3. Expect that scholarly/creative activities will be characterized by clear goals, adequate preparation, appropriate methods, impactful findings and implications, effective presentation, and reflective critique that are rigorous and peer-reviewed or otherwise professionally recognized.

The Child Development Department recognizes that valuable Scholarly/Creative works may not align with the above criteria. The candidate shall provide a narrative in their PDS explaining their project and how it contributes to the scholarship in the field.

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. All scholarship will be evaluated using six criteria (Glassick et al., 1997):

1. Clear Goals:

The scholar

- a. states the basic purpose of their work clearly and concisely.
- b. defines objectives that are realistic and achievable.
- c. identifies important areas in the field to study.

2. Adequate Preparation:

The scholar

- a. shows understanding of existing scholarship in the field.
- b. brings the required skills to their work.
- c. brings together the resources necessary to keep the project moving toward completion.

3. Appropriate Methods:

The scholar

- a. uses methods appropriate for the goals of the study.
- b. applies methods effectively.
- c. modifies procedures in relation to changing circumstances.

4. Meaningful Findings:

The scholar

- a. offers results useful to furthering inquiry in the field.
- b. achieves their goals.
- c. identifies the gaps and opens further areas of exploration.

5. Effective Presentation:

The scholar

- a. uses suitable style and effective organization to present work.
- b. presents their work to the appropriate audience and forums.
- c. communicates the findings clearly and with integrity.

6. Reflective Critique:

The scholar

- a. offers reflective evaluation of the work based on professional standards or comparable body of work.
- b. provides evidence of the reflective critique of the work by others.
- c. Uses evaluation to improve quality of future work.

Retention, Tenure, and Promotion to Associate Professor:

The following are evaluative criteria for promotion to Associate Professor. Both criteria below must be met.

1. “Two peer-reviewed publications in either traditional or Open Access modes OR One peer-reviewed publication in either traditional or Open Access modes” AND “one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article, etc.)”.

2. In addition, candidates for promotion must fulfill a combination of scholarly/creative activities from Categories I and II as detailed in the table 4 shared below.

Note that two levels (promotion to Associate Professor and promotion to Professor) are not cumulative. Any of the scholarly activities uploaded in the WPAF during the promotion to Associate Professor and tenure cannot be reused in the promotion to Professor. However, if there is a progression, that could be reported in both with appropriate labels. For example, submitted during level I promotion could change to published during level II promotion.

Category I:

1. Publishes peer reviewed articles individually or with colleagues in or outside of the department or with colleagues outside the University.
2. Presents scholarship at national and international gatherings/organizations/conferences.
3. Publishes a book chapter in an edited volume.
4. Completes non-peer-reviewed 'courseware', such as tutorials, professional videos, advising manual, CDL manual.
5. Receives an external grant related to the field of Child Development and/or in related fields.
6. Develops, implements, evaluates and disseminates information on innovative curriculum exposing emerging knowledge areas or using new technologies and/or pedagogies.
7. Provides expertise to the development of professionally recognized curricula, state/tribal/national or international projects or standards or similar published documents.
8. Conducts external program/project reviews which include dissemination of the analysis.
9. Fulfills editorial or content development roles with scholarly or professional organizations.
10. Publishes and/or co-authors with student/s.
11. Participates in invited keynote presentations, panel discussions, etc. (For example, national or international conferences/ meetings).

Category II:

1. Presents scholarship at regional gatherings/organizations and/or conferences.
2. Actively engages in scholarly work (such as peer-reviewed articles, research presentations, etc.) individually and/or with department colleagues.
3. Presents/disseminates training at local and state/regional professional gatherings.
4. Gives invited presentations on research at professional gatherings.
5. Applies for an external grant.

6. Receives an internal grant (such as Diversity and Inclusion, Research and Creative Activities Grant, IRA grants, etc.)
7. Submits peer-reviewed publications under review.
8. Has time intensive work in progress (e.g., book or book chapter, professional training videos, advising manual, etc.).
9. Develops, implements and is evaluates/disseminates (in progress) innovative curriculum exposing emerging knowledge areas and/or using new technologies and/or pedagogy.
10. Engages in collaborative scholarly work with students.

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	<p>One peer-reviewed publication in either traditional or Open Access modes AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes, AND.</p> <p>At least ONE additional activity 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>
GOOD	<p>One peer-reviewed publication in either traditional or Open Access modes AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes 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>
MINIMUM ESSENTIAL	<p>One peer-reviewed publication in either traditional or Open Access modes AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes AND</p>

	At least TWO distinct activities from Category II
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Promotion from Associate Professor to Professor:

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 (e.g., serving as a single author or as a first author of a co-authored manuscript). Both of the following evaluative criteria for promotion to Professor must be met

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” AND “one professional publication” (i.e., a non-peer reviewed article, book chapter or alumni magazine article) OR
2. Two peer-reviewed publications in either traditional or Open Access modes as a single author or as a first author of a co-authored publication.
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:

1. Publishes peer reviewed articles individually or with colleagues in or outside of the department or with colleagues outside the University.
2. Publishes and/or co-authors with student/s.
3. Disseminates scholarly work through peer reviewed publications and other professional formats.
4. Gives invited keynote presentations or leads panels at professional state/national gatherings.
5. Receives an external grant related to Child Development and Family Relationships or related fields.
6. Disseminates time intensive projects (e.g. professional training videos and evaluative reports, etc.).
7. Publishes a book chapter in an edited volume.
8. Publishes an edited, translated, co-authored, or single authored book or textbook.
9. Provides expertise to the development of professionally recognized curricula, state/tribal/national or international projects or standards or similar published documents.
10. Conducts external program/project reviews which include dissemination of the analysis.

11. Fulfills editorial or content development roles with scholarly or professional organizations.

Category II:

1. Initiates and engages in collaborative scholarly activities with department colleagues.
2. Initiates and engages in collaborative scholarly activities with undergraduate and/or graduate students.
3. Presents scholarly findings at local and state/regional professional gatherings.
4. Applies for an external grant within the discipline and although not funded receives positive feedback from the funding agency.
5. Receives an internal grant (such as Diversity and Inclusion, Research and Creative Activities Grant, IRA grants, etc.)
6. Submits peer-reviewed publication that is under review.
7. Demonstrates evidence of time intensive publication in progress (e.g. book or book chapter, professional training videos, evaluative reports, etc.)
8. Engages in collaborative scholarly work with Humboldt students or students or colleagues from outside of Humboldt.
9. Gives presentations at state, national and/or international professional gatherings/organizations.
10. Gives invited keynote presentations or leads panels at professional local/regional gatherings.
11. Develops, implements, evaluates and disseminates information on innovative curriculum
12. exposing emerging knowledge areas or using new technologies and/or pedagogies.

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

EXCELLENT	<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 AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes as a single author or as a first author of a co-authored publication AND</p> <p>At least TWO additional activities from Category I, AND</p>
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	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	<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 AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes as a single author or as a first author of a co-authored publication 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>
MINIMUM ESSENTIAL	<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 AND one professional publication (i.e., a non-peer reviewed article, book chapter or alumni magazine article); OR two peer-reviewed publications in either traditional or Open Access modes as a single author or as a first author of a co-authored publication AND</p> <p>At least TWO distinct activities from Category II.</p>

Service to Department, University, Profession, and Community

Faculty service offers an opportunity to contribute to shared governance, faculty development, and organizational functioning of the University. Most critical to the Child Development Department 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. 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 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 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 (e.g., serving as a reference for students, writing recommendation letters for current and former students) or service on departmental committees, the candidate can make a case in the WPAF for exceptional service 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 department, college, university, profession, and community.
2. Participate on department/school, college, and university committees, including shared governance activities.
3. Work collaboratively and productively with colleagues.
4. Academically advise and mentor students.
5. Mentor colleagues (in areas other than Teaching).
6. Participate in traditional academic functions.
7. Contribute to the community-at-large.

Retention, Tenure, and Promotion to 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, major 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 essential 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. Ongoing active service contributions and membership on at least one major departmental committee, such as assessment or IUPC, at least for 4 semesters during the review period.
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

1. Serves two or more years as department chair or Child Development Laboratory program leader (beyond assigned time).
2. Chairs or leads a college or university committee or strategic program.
3. Leads a college or university committee or program.
4. Engages actively and significantly (but not chairing/leading) in a college or university committee or program.
5. Serves on departmental, college, or university search committees.
6. Serves as an editor of an academic or professional journal.
7. Acts as an elected or appointed leader in discipline-based professional associations.
8. Expands 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).
9. Serves as a Child Development Department Representative on a community board such as the 0-8 Mental Health Collaborative, First 5 Commission, PEACH, Tribal Education Board or statewide initiative boards, etc.

Category II

1. Serves as a member on a college or university committee or program (not a search committee).
2. Acts regularly as a resource for the campus or greater community regarding academic, creative, or professional subject matter, for example, teaching and networking.
3. Participates 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).
4. Provides ongoing service as an advisor to student organizations/clubs on campus (i.e. Child Development Association).
5. Mentors 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.
6. Serves on a master's degree thesis committee, Ph.D. dissertation committee, or examination committee (for which no assigned time is received).

7. Serves as a peer-reviewer (for journals, presses, grant-giving agencies, or conference proposals).

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.

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 ¹ on at least one major departmental committee, such as assessment or 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 or 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 or IUPC; performs academic advising in the department; 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 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 takes a leadership role on the committee. Tenure track faculty are expected to carry out essential service, such as regularly attending convocation, commencement, and department meetings, major meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These are not classified as

¹ Regular service in this context is considered as serving for at least for 4 semesters during the review period.

"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. Ongoing active service contributions and membership on at least one major departmental committee, such as assessment or 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

1. Serves two or more years as department chair or Child Development Laboratory program leader (beyond assigned time).
2. Chairs or leads a college or university committee or strategic program.
3. Leads activities that create/ensure inclusive learning environments.
4. Leads the assessment and implementation of activities that practice equity minded pedagogy.
5. Leads a college or university committee or program.
6. Serves as an editor of an academic or professional journal.
7. Acts as an elected or appointed leader in discipline-based professional associations.
8. Serves as a Child Development Department Representative on a community board such as the 0-8 Mental Health Collaborative, First 5 Commission, Tribal Education Board or PEACH.

Category II

1. Serves less than two years as Chair or Co-Chair of Department of Program Leader for the CDL (beyond assigned time).
2. Serves as CDL team member and actively engages in CDL team meetings, problem-solving, assessment, curriculum planning, events, etc.
3. Engages actively and significantly (but not chairing/leading) in a college or university committee or program.
4. Expands 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).
5. Serves on departmental, college, or university search committees.

6. Serves as a member on a college or university committee or program (not a search committee).
7. Serves as a peer reviewer for journals, presses, or grant-giving agencies.
8. Acts regularly as a resource for the campus or greater community regarding academic, creative or professional subject matter, for example through outreach and networking.
9. Participates 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).
10. Provides ongoing service as an advisor to student organizations/clubs on campus (such as Child Development Association).
11. Mentors 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.
12. Mentors fellow faculty with regard to research, instruction, technology use, service learning, or other pedagogies and practices.
13. Serves on a master's degree thesis committee, Ph.D. Dissertation committee, or examination committee (for which no assigned time is received).

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 7. Criteria for Service Requirements for Promotion to Professor

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

	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 or IUPC; academic advising and mentoring to students; Contributing to the community when asked in areas related to discipline or expertise; AND At least THREE distinct activities from Category II.

The 2024-2025 Child Development Department faculty have reviewed and agreed to the above RTP requirements for all Child Development tenure line faculty.