

College of Liberal Arts

Department of Human Development

Reappointment, Tenure, & Promotion (RTP) Policy

The Department of Human Development provides a broad-based multi-disciplinary education in lifespan development where academic knowledge is integrated with community and/or applied experience. Since development intertwines individual, societal, and cultural components, the faculty represent a multi-disciplinary focus, bringing current theories and knowledge to the classroom and creating opportunities for students to participate in active and ongoing scholarship. Education in Human Development requires the application of knowledge in the local and global communities. The faculty provide instruction to prepare students for careers and for graduate study, and offer general education courses for breadth of knowledge and to develop students' skills in critical thinking, oral and written communication, research methods and data analysis, and cultural competencies. The faculty engage in thoughtful, deliberate efforts to advance knowledge in their discipline(s) and to produce continuous improvement in their teaching effectiveness. Faculty engage in professional service to advance the aims of their respective disciplines, department, college, and university.

**1.0 GUIDING PRINCIPLES**

**1.1 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)**

**1.1.1** The Department of Human Development recognizes that academic personnel must be evaluated in accordance with requirements detailed in University and College Reappointment, Tenure, and Promotion (RTP) Policies. Thus, the Department defers to these policies, yet provides additional specificity for the evaluation of faculty members in the department.

The Department of Human Development defers to the CLA RTP Policy on items **1.1.2 through 1.1.12.**

The Department of Human Development defers to the CLA RTP Policy on item **1.2.**

**2.0 RTP AREAS OF EVALUATION**

**2.1 Instruction and Instructionally-Related Activities**

The Department of Human Development defers to the CLA RTP Policy on items **2.1.1 through 2.1.2.**

**2.1.3 Instruction and Instructionally-Related Materials**

### **2.1.3.1 Syllabi**

Evaluation criteria will also consider syllabi content relative to the degree to which they: 1) reflect standard course outlines, course coordination efforts, and department learning objectives; 2) challenge and develop students' academic skills; 3) promote effective and innovative teaching methods; 4) incorporate new research in the field; 5) provide detailed, clear instructions to students; and 6) conform to University Policies.

### **2.1.3.2 Assessment of Student Learning Outcomes**

The Department of Human Development believes that the successful evaluation of student learning outcomes can best be achieved with additional instructional and instructionally-related materials. Such materials may include, but are not limited to, grading rubrics, examples of student papers, professor-led assessment activities, or online course components.

The Department of Human Development defers to the CLA RTP Policy on item **2.1.3.3.**

### **2.1.4 Peer Observation of Instruction**

The Department of Human Development encourages faculty to request classroom visits annually as part of ongoing mentorship. This peer observation is optional, and as such, the absence of peer observations of instruction shall not be viewed as a negative for any candidate.

### **2.1.5 Grade Distributions**

The candidate can request comparative GPA information representing the average from two years of course offerings from the department office at the end of each semester for determining if his/her differentiation among levels of student learning accords with larger trends in the course sequence if there are at least three sections of equivalent type and class level (HDEV 180; HDEV 190; HDEV 300-level; HDEV 307/357 sequence; HDEV 320; HDEV 340/360; HDEV 400-level electives; HDEV 470).

The Department of Human Development defers to the CLA RTP Policy on item **2.1.6.**

### **2.1.7 Evaluation of Student Response to Instruction**

The Department of Human Development defers to the CLA RTP Policy on items **2.1.7.1 through 2.1.7.2.**

### **2.1.7.3 Written Remarks on Student Course Evaluations**

Faculty are encouraged, but not required, to submit the written remarks from student course evaluations, especially when such comments clarify course evaluation summary averages that are inconsistent with the means of the College, Department, or the Candidate; when such comments demonstrate response to student feedback in efforts for continuing pedagogical effectiveness; and/or when such comments detail the results of experimentation with instructional methods. In such cases, all original student evaluations for the selected course, including those evaluations without student comments, must be included.

### **2.1.8 Additional Highly-Valued Instructional Activities**

Faculty members are expected to provide effective instruction in their discipline. Consistent with University-level and College-level RTP documents, the Department of Human Development recognizes that effective instruction occurs both inside and outside the traditional classroom setting. Candidates may also provide evidence of successful instruction through these additional highly-valued instructional activities:

- a. Publication or presentation of teaching techniques
- b. Teaching awards
- c. Innovations in teaching (e.g., service-learning, team learning, novel use of technology, etc.)
- d. Creation or substantial revision of standard course outlines
- e. Creation of new courses in accord with departmental goals
- f. Exceptional degree of student mentoring (including supervision of independent research projects, directing collaborative research with students, student research assistants, participating on thesis committees, or directing students in scholarly presentations outside of class)
- g. Student accomplishments (e.g., awards, presentations, graduate school admissions, etc.) directly related to work supervised
- h. providing service-learning opportunities and curriculum that speaks to the diversity of our student population.

Candidates may provide documentation of these achievements as appropriate under a separate tab labeled “Department Instructionally-Related Materials.” The absence of optional supplemental materials shall not be viewed as negative for any candidate.

### **2.2 Research, Scholarly, and Creative Activities (RSCA)**

The Department of Human Development exists because the nature of development is too complex to be well captured by any one academic discipline. For this reason, the faculty represent a number of disciplines. All faculty are expected to produce scholarly achievements which contribute to the knowledge of the discipline(s), which are disseminated to appropriate audiences, receiving favorable review from professional peers prior to or subsequent to dissemination. Candidates are expected to have research, scholarly, and/or creative activities related to Human Development.

## **2.2.1 RSCA File**

### **2.2.1.1 Required Materials**

The Department of Human Development defers to the CLA RTP Policy on item **2.2.1.1** through **2.2.1.3**.

### **2.2.1.4 Additional Supplemental Activities**

The Department of Human Development expects the record of RSCA accomplishment documented in the Required Materials to demonstrate appropriate outcomes. The demonstration of supplemental research, scholarly, and creative activities may be further substantiated by evidence of supplemental activities such as:

- a. Invited scholarly-based publications and/or invited chapters in scholarly publications.
- b. Published book reviews of scholarly publications in recognized academic journals.
- c. Competitively-selected regional, national, or international convention papers or performances.
- d. Invited panels, presentations, or performances at discipline or discipline-related conventions.
- e. Scholarly presentations at other universities or in other public settings that receive favorable review from professional peers.
- g. Unfunded major external grant proposals (scored).
- h. Professional recognition for excellence in research or research-related activities.

The Department of Human Development recognizes that a candidate may advance the state of knowledge in his/her field through the above activities and achievements which she/he shall include on her/his Professional Data Sheet, and additionally the candidate may include optional supplemental materials not excluded under 2.2.1.3 of the CLA policy under a separate tab labeled "Department RSCA Documents." The absence of optional supplemental materials shall not be viewed as negative for any candidate.

## **2.3 Service**

The Department of Human Development defers to the CLA RTP Policy on item **2.3.1**.

### **2.3.2 Service Expectations**

The Department of Human Development defers to the CLA RTP Policy on item **2.3.2.1**.

#### **2.3.2.2 Department Service**

While all faculty share collegial responsibilities for governance and related duties at departmental, college, and university levels, the Department of Human Development emphasizes departmental-level service first. Following Service Expectations specified in the CLA RTP Policy Article 2.3.2, the quality and degree of participation of service activities shall be weighted more heavily than the sheer number of committees on which candidates serve.

Candidates at all levels are expected to actively participate and assume responsibility on department committees and in non-committee service work. The candidate's contributions should be clearly articulated in the written narrative submitted for review. Candidates are also required to regularly attend Department faculty meetings. In addition, candidates are expected to participate in Department activities, which can include but are not limited to representation at the University graduation ceremony, attendance at hiring-related events, or involvement in guest presentations, lectures, or colloquiums. In addition to the examples specified in the CLA RTP Policy Article 2.3.2, the department especially values service through:

- a. Participating on assigned and elected standing and ad hoc departmental committees.
- b. Program development and curriculum design in line with departmental objectives.
- c. Sponsorship of HDSA, Awards, and graduation events.
- d. Active participation in policy-writing processes.
- e. A record of holding formal offices such as course coordinator.
- f. Authorship of reports for department-level and course-level assessment.
- g. Service as an elected representative of the department to College or University committees such as Faculty Council.
- h. Commitment and innovation as the department advisor.

When departmental service is conducted as a committee of the whole as necessary, documenting evidence can be more conducive to a candidate's discussion of service contributions than the listing of committee membership. A candidate should include service contributions on her/his Professional Data Sheet and may include optional supplemental materials attesting to quality service such as authored documents under a separate tab labeled "Department Service Documents." The absence of optional supplemental materials shall not be viewed as negative for any candidate.

### **2.3.2.3 Additional Highly-Valued Professional Activities**

The Department of Human Development expects faculty to be actively engaged in service activities in their respective disciplines. The demonstration of professional service may be substantiated by evidence of supplemental activities such as:

- a. Appointment to selection panels for fellowships, contracts, awards, and conference presentations, and other adjudication assignments calling for discipline-specific expertise.
- b. Participation in grant processes as an evaluator or consultant for major grant-giving agencies.
- c. Review of manuscripts for journals and academic presses.
- d. Significant contributions to the editing of journals and electronically-published documents.
- e. Maintenance of scholarly websites, bibliographies, and/or online databases.
- f. Editorship of, or significant contributions to, a newsletter serving the discipline(s).
- g. Organizing or serving on the steering/program committee of an academic conference.
- h. Organizing sessions at conferences.
- i. Serving as a discussant of presented papers.
- j. Serving on panels to review programs at other universities.
- k. Service on boards or committees of recognized, disciplinary professional organizations.

#### **2.3.2.4 Community Service**

The Department of Human Development recognizes service to the surrounding community “through applied research, training and community service programs, and other forms of civic engagement” as a central part of the mission of CSULB. Service to the community is the application of knowledge of the candidate’s discipline to local, regional, state, national, and international communities.

This includes, but is not limited to, serving in an advisory capacity and presentation to non-academic organizations in the local, regional, state, national, and international communities; serving on the board of directors of a community agency dealing with issues in Human Development; chairing significant community committees that deal with discipline-based issues; leading initiatives to bridge students and the global or local community such as study abroad; developing strong service-learning programs; and organizing community events and/or activities related to the discipline(s).

Service provided to the community must be directly or indirectly related to the academic expertise of the candidate in order to be considered in the RTP process. Unpaid consultancies will be evaluated based on (a) benefit to the discipline and department, and (b) benefit to the missions of the college and university.

Because of the unique nature of community service initiatives, a candidate should include service contributions on her/his Professional Data Sheet and may include optional supplemental materials attesting to quality service such as authored documents under a separate tab labeled “Department Service Documents.” The absence of optional supplemental materials shall not be viewed as negative for any candidate.

The Department of Human Development defers to the CLA RTP Policy on item **2.3.3**.

**8.0 Changes and Amendments to the RTP Policy**

Changes and/or amendments to the Department of Human Development's RTP Policy may be made only by a majority vote of the Department's tenured and probationary faculty (including those on leave, sabbatical, and FERP) and approval of the Faculty Council, the Dean of the College of Liberal Arts, and the Provost.