

Tenure and Promotion Draft Criteria
Department of Child & Family Studies,
College of Behavioral and Community Sciences

Philosophy and Principles

In developing appropriate criteria for tenure and promotion decisions, the Department of Child and Family Studies (CFS) has sought to align these criteria with the vision, mission, and strategic priorities of the Department as well as the College and the University. Accordingly, our goals for the tenure and promotion review process are designed:

1. To continue building a community of scholars whose members are recognized nationally and internationally to be among the leaders in their academic disciplines and chosen areas of research. We expect our colleagues to make significant scholarly contributions of excellence that transform and shape the areas of scholarship in which they work.
2. To continue building a department with a reputation for excellence in teaching at both the graduate and undergraduate levels. Teaching is broadly defined to include instructional activities in the classroom or laboratory, advising, mentoring, program building, and curricular innovation.
3. To build upon already successful efforts to provide the energizing and supportive environment that is necessary to sustain professional growth, collaboration, and productivity of faculty and students.
4. To build upon already successful efforts to create an environment of academic and community citizenship where faculty, staff, and students all contribute to the operation and growth of the Department, College, and University, as well as actively participate to advance the many professional disciplines of the department's diverse academic constituency and the broader public community affected by departmental programs and services.

Criteria for Tenure and Promotion to Associate Professor

In establishing criteria to meet the above goals, the Department recognizes that the granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance. Tenure and promotion will be recommended by the Department if, and only if, in the judgment of the Department, the candidate will continue to be one of the leading scholars in his or her area of expertise, an excellent teacher, and a good citizen of the Department, College, and University.

Candidates are evaluated entirely on the merits of their own professional achievements, and tenure is awarded whenever the Department is confident we can predict that an individual's career in future decades will be consistent with our goals. In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate must be

adjudged to be contributing to the mission and goals of the Department and working cooperatively with colleagues.

Criterion Areas

When a faculty member is considered for tenure and promotion in this Department, we review her or his contributions in three major areas:

- a. Scholarship in the candidate's area(s) of specialization,
- b. Teaching, and
- c. Service.

A favorable decision requires clear and compelling evidence of the candidate's contributions, impact, and recognition in each of these areas. In addition, this evidence must be documented and verifiable to support a recommendation for tenure and/or promotion. The content of materials that bear on determining if there is "clear and compelling" evidence for tenure is described in the sections that follow. Among the various forms of evidence a candidate for tenure must present, scholarship is weighted most heavily to promote the Department's desire to be a department with the highest standards of excellence in academic scholarship.

Scholarship

The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge, production of new technologies, or development/implementation of new service, training, evaluation, and practice models. An individual's record of activities leading to tenure and promotion must provide evidence of excellence in one or more of these endeavors. In order to attain tenure and promotion, a faculty member must have established an original, coherent, and meaningful program of research as well as demonstrated and clearly documented a continuous and progressive record of scholarly activity indicative of potential for sustained contribution throughout his or her career. Due to the multidisciplinary nature of the Department, scholarship takes many forms and often involves collaboratively generated contributions to new knowledge as well as improvements in service delivery and practice as well as education and training.

The peer review process is the best means of judging quality and impact of the candidate's research and creative scholarship. Evaluations at the CFS departmental level will include an assessment of the quality of the candidate's work and consider discipline-appropriate evidence of the significance of research and scholarly work, as well as the candidate's assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the candidate's work; evidence of contributions to policy and practice; the quality and significance of journals, series, and presses by which the

candidate's work is published or of other venues in which it appears; invited, refereed, or non-refereed status of publications; research awards and acknowledgements; and invitations and commissions.

The kinds of documentation should reflect the multidisciplinary nature of CFS, a department that values applied scholarly work that bridges the gap between basic research and actual practice. Consideration for tenure and promotion will also include evaluations by scholars/experts external to the University. External scholars and experts will be asked to evaluate a candidate's demonstrable impact upon research and practice through scholarly publications, innovative new interventions and programs, adoption of the latter by other researchers and providers, inventions, and development and commercialization of intellectual property. In addition, the candidate's Chair/Director and Dean must conduct independent evaluative reviews.

It is noted that in some areas in the broad spectrum of child and family studies, publications or other products may appear only after lengthy or extensive effort, and this is particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as major reports and formal presentations to local, national, or international agencies, adoption of policies or programs by practitioners and service agencies, as well as by peer review. For collaborative and coauthored scholarship, the evaluation should include consideration of the candidate's role and contribution to the work, consistent with disciplinary and/or interdisciplinary scholarly practice. The body of work of a candidate for tenure and promotion must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance and quality of the contribution with the quantity of publications and other scholarly products. The Department recognizes that the ranking and impact factor for journals vary across fields and that these metrics may be insufficient criteria for judging the candidate's contributions. Recommendations for tenure and promotion should present a clear and compelling case for the merit of an application in the context of the kind of scholarship in which the candidate's work has been conducted, leading to high confidence in the candidate's prospects for continuing and meaningful contributions.

Teaching

Teaching is defined to include instruction, course development/revision/innovation, advising and mentoring of students, and leadership in activities to advance student development and productive academic achievement. Evaluations of teaching quality are judged with consideration of the candidate's assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation to demonstrate excellence in teaching: reviews/evaluations of teaching by other faculty members and students; evidence of contributions to student development; documentation of efforts to improve teaching; recognition of meritorious teaching; course and program development activities; publications related to teaching; the training of others in innovative teaching; the receipt of external funding for student

support or personnel preparation; and other forms of documentation that indicate the quality of teaching activities.

These efforts can be represented in a variety of ways including documentation of the following: a review of a candidate's course that is conducted by a supervisor or tenured faculty member and includes teaching observation and examination of course documents; student course ratings for each course taught during the period included in the application for tenure or promotion; contributions to student development that include leading study abroad programs, supervising special projects for students, guiding service learning, or student projects related to community engagement; contributions to student development that could include advising students, membership on student thesis, dissertation, or field project committees, supervision of a capstone project, supervision of a student during internship or practicum, and mentoring students in teaching; documentation of substantial contribution to student development by serving as a chair or co-chair of students' thesis, dissertation, or field project committees or supervision of directed or independent studies; efforts to improve teaching by attending professional development seminars on teaching, incorporating new teaching strategies and emerging technology, conducting research on teaching, or publishing research on teaching in one's field; development or creative utilization of new instructional materials or new technology that contributes to the quality of the instruction as noted during teaching reviews; receipt of teaching or mentorship awards; provision of teaching workshops to faculty (e.g., course development and delivery); participation in instructional activities that could include the development of a new course, new program, or academic concentration; teaching-related publications including textbooks and journal articles; and funding or grants related to teaching including personnel preparation grants, foundation funding, or other funding sources for student preparation.

Service

Service is defined as professional activities that are used to advance a scholarly discipline, contribute to a profession, and/or impact families, schools, the Department, College, University, and community. Service may affect local, state, national, and international policies and practices related to the profession in which faculty are engaged. Although some service activities may be related to teaching assignments and research, they must provide added value to be identified as service.

A candidate may present the following kinds of preferred documentation of excellence in service: participating in department, college, and university committees, developing new programs, advising student organizations, serving as editor for newsletters or journals or other editorial service to professional publications, reviewing for granting agencies and publications, activities with national, state, and local news media, filling leadership roles in professional organizations, completing external reviews of tenure and promotion applications for other institutions, and activities related to engaging with the community, such as consulting with

community/state/national/international agencies, serving on boards and accreditation bodies, and providing public lectures relevant to the discipline.

Criteria for Promotion from Associate to Full Professor

The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor, but with higher levels of expectations. To be promoted from Associate Professor to Full Professor in this Department, it is expected that a faculty member is a leading scholar in his or her area(s) of specialization at the national or international level with an established record of research and scholarly activity that has national visibility. Candidates for Full Professor should demonstrate achievements in teaching and mentoring that are beyond that shown in tenure. There should be continued excellence in teaching as indicated by course evaluations and success in attracting and mentoring graduate students. In addition, candidates may demonstrate leadership through documentation of engagement in curriculum development, program development, accreditation reviews, consultation to other higher education programs or departments on academic programs or teaching, publishing with students, mentoring junior faculty, or mentoring graduate students. Candidates for Full Professor should have an established record for service that includes leadership roles in the Department, College and University, professional organizations, and the community.

Approval History

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