

resources and a large percentage of junior faculty members. Applicants for tenure within the

Department of Child and Family Studies are expected to negotiate in writing with the program director (

when applicable) and the departmental

chairperson, ratifying departmental tenure and pro

notion of academics. Faculty members seek to

tenure must be supported by a

any performance in the areas of teaching,

research, scholarship, and service. A

Associate Professors in the Department are expected to

research/scholarship and service. A

promotions, whenever possible,

provide an equal level of service. In order to receive a promotion to

the Assistant Professors completing their probationary period.

External Reviews

is required for promotion to the rank of Professor. Letters of support

External review letters a

part's work in the areas of

External review letters should provide evidence that the appli

ed in the

External review letters should provide evidence that the appli

of interest

External review letters should provide evidence that the appli

applicant. The

External review letters should provide evidence that the appli

of interest

External review letters should provide evidence that the appli

applicant. The

External review letters should provide evidence that the appli

of interest

External review letters should provide evidence that the appli

applicant. The

External review letters should provide evidence that the appli

of interest

External review letters should provide evidence that the appli

applicant. The

External review letters should provide evidence that the appli

of interest

External review letters should provide evidence that the appli

applicant. The

External review letters should provide evidence that the appli

Timeline for Tenure and Promotion to Associate Professor

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

material during the sixth (6th) year of employment.

The model year for an academic

teaching experiences, the development of an intensive, laboratory, dramatic, and internship level course, and contributions in teaching materials.

Teaching includes not only formal instruction of students, reading and supervising

All faculty members seeking promotion and/or tenure are expected to have demonstrated a cumulative record in teaching. As with research, evidence of teaching effectiveness should be an overall pattern of positive teaching experiences rather than on any single course or section. It is recognized that there are many ways to evaluate teaching effectiveness.

- Faculty members will be expected to have a record of teaching effectiveness that includes:
- Student evaluations of each course taught (over a five-year evaluation period for every class for no less than the last three years, reflecting a pattern of positive evaluations)
 - Annual department chair/department personal committee evaluations
 - Third-year review letters from all levels of review
 - Any additional letters from all previous review procedures

The following guidelines will be used in interpreting patterns of teaching effectiveness:

- (A) Evaluation should be considered in relation to the university and college.
- (B) Patterns of evaluation scores that are consistently satisfactory.
- (C) Patterns of evaluation scores below 4.5 on a 5.0 scale are considered in need of improvement.
- (D) Patterns of evaluation scores below 3.5 on a 5.0 scale are considered in need of sustained record of positive teaching of programs, activities, and department.
- Candidates for promotion to full professor should have a record of significant contributions to curriculum enhancements and mentoring activities that support the teaching mission of the D

Development of significant revision of programs and courses.

Development of significant teaching materials, instructional techniques, or programs of study.

- Effectiveness shown by supplemental evaluations approved by the Department

- Narrative evaluations by students being trained in clinical, laboratory, field or teaching
- Hospital activities

- Performance of students on uniform examinations or in standardized courses

- Accomplishments of the teacher's present and former students

Standardized courses

Including information to

show student's success both in learning the subject matter of the discipline and in pursuing

Student Mentoring Activities

Number of internships, supervisions and independent studies directed

Participation in programs and/or conference for improving teaching

Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated

Grants related to instruction

Teaching activities outside

Receipt of grants/contracts to fund innovative

Teaching proposals for leaving grants/contracts programs

Major assignments/papers

Teaching effectiveness as appropriate

- Other activities

Activity

Research and Scholarly Activity

Research and scholarly activity are encouraged and supported by the University, College and department members

The Guidelines

Research and Scholarly Activity

Faculty members in the Department must be active and productive scholars. Collaboration with

Production of scholarly work is strongly encouraged. Beside use of

Colleagues as discussed in the previous

Methods of scholarly work in the Department

Faculty members are encouraged to publish their research in peer-reviewed journals, books, and other scholarly venues. Faculty members are also encouraged to present their research at national and international conferences.

Faculty members should disseminate the results of their work through avenues appropriate to their discipline.

Faculty members should

publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should

publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should

publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should

publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should publish their research in peer-reviewed journals, books, and other scholarly venues.

Faculty members should

publish their research in peer-reviewed journals, books, and other scholarly venues.

- Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Full Professor.

There is no time limit for promotion to the rank of full professor and the criteria apply to all candidates seeking full professor rank regardless of years of service.

Reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area (b) are willing and able to make a professional judgment about the quality of the scholarly activities.

Reviewers should also indicate if they are familiar with the applicant's research and scholarly activities.

Documentation (application for candidates for tenure and promotion)

Additional evidence of research and creative activities may include, but is not limited to:

• Research and/or scholarly publications. Faculty should publish their research

and creative activities. Referenced publications include books, articles, and other scholarly work.

• Manuscripts, published reports and bulletins, website or other

publications. Faculty should include source, dates, title and author and other relevant

information. Presentations at professional meetings.

• Honors or awards for scholarship.

- Other evidence of research or creative accomplishments as appropriate.

Service

The Guideline

The Department of Child and Family Studies values service to society, the university and the profession. Service to society refers to the function of applying academic expertise for the direct benefit of external audiences in support of unit and University missions. Service may include program and project management and technical

requirements are very demanding in the Department of Child and Family Studies.

Faculty members are expected to carry a higher service load than other departments. Excessive service obligations do not

release faculty members from the teaching and research/scholarly activities outlined in this

document for tenure and promotion.

A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if

the following conditions are met:

1. There is utilization of the faculty member's academic and professional expertise, application of knowledge to, and a substantive link with significant human needs or societal problems, issues or concerns; and

1. There is utilization of the faculty member's academic and professional expertise, application of knowledge to, and a substantive link with significant human needs or societal problems, issues or concerns; and

2. There is a direct contribution to the discipline and/or the students or clientele;

2. There is a direct contribution to the discipline and/or the students or clientele;

STIPULATED

University committed work advising, mentoring students, developing, implementing or managing academic programs or projects. All faculty members within the department are expected to participate in departmental faculty meetings and to support the departmental strategic plan.

3. The endeavor is published in a peer-reviewed journal, conference proceedings, professional associations and learned societies; development and organization of

3. The endeavor is published in a peer-reviewed journal, conference proceedings, professional associations and learned societies; development and organization of

4. The endeavor has resulted in a consistent record of success

4. The endeavor has resulted in a consistent record of success

5. The endeavor has resulted in the approximate research expectations for retention, promotion or rank for 2nd level professionals at the following

5. The endeavor has resulted in the approximate research expectations for retention, promotion or rank for 2nd level professionals at the following

In considering an applicant for tenure and/or promotion, the reviewers will not only consider those same criteria required for promotion in rank but will also consider the individual's collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

6. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

7. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

7. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

8. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

9. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

10. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

11. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

12. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

13. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

14. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

15. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

16. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

17. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

18. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

19. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

20. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

21. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

22. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

23. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

24. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

25. The candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common

Specific examples of collegiality, which are not exhaustive, may include such positive indicators

- Collaboration with members in program, department, college, and university
- Regular attendance and engagement at meetings
- Respect for department peers (Initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity

volunteering in order to contribute to equity of departmental workload

to take leadership roles

providing timely feedback

appropriate interpersonal interactions and awareness of professional boundaries

representations (particularly as a committee member)

• Demonstrated interest and involvement in general department, college, and university

respect to the department, college and university

as appropriate, advocating for departmental needs

departmental resources

Examples of negative indicators of collegiality

- General unavailability

• Routine unwillingness to serve on stage or committees

• Pattern of non-attendance at departmental meetings

• General unavailability

• Substantive discourtesy

• A pattern of unwillingness to serve on or chair program, department, college, and university committees

• Inadequate performance as a committee member or chair of a committee

• Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach or to teach specific courses, to prepare new courses, to teach needed courses, as

• Violation of academic integrity or misrepresentation of no

• Academic dishonesty

• Retardation

Comments

P. M. Burgess
Date

September 30, 2011
Anne Burgess, PhD, Departmental
Advisory Committee

W. C. Burgess
Date
Advisory Committee

September 30, 2011

W. C. Burgess

9/30/2011

Department of Child and Family Studies

W. C. Burgess

9/30/2011

Anne Burgess, PhD
College of Education and Psychology

Date