

EFFECTIVE FALL 2021

Criteria for Reappointment, Tenure, and Promotion (RTP)

Department of Early Childhood Studies (ECS)

Section I: Criteria for Probationary Faculty

The following describes minimal levels of performance expected of probationary candidates in ECS as they seek tenure and promotion to associate professor.

Teaching

Effective teaching and student learning is the primary endeavor for faculty in the ECS Department. The assessment of teaching and student learning utilizes multiple sources of evidence that may be quantitative and/or qualitative. The candidate is expected to demonstrate:

1. annual self-assessments of teaching and professional activity that describe the candidate's practice in detail, analyze and reflect thoughtfully on practice, show evidence of learning and growth, and include plans for continuing improvement;
2. a minimum 3.75 mean score on the combined means of all SETE teaching items across all courses submitted for RTP evaluation. Any item receiving an average score of 2.50 or less needs to be specifically addressed in the self-assessment of teaching and professional activity, and specific steps to be taken to address the area(s) of weakness should be described;
3. consistently positive student comments and peer recommendations on teaching and supervision;
4. syllabi that clearly delineate readings, assignments, and due dates.

Scholarship, Research, and Creative Achievements

The ECS Department expects candidates to establish a scholarly agenda that is judged by their professional community as advancing their field of study. To that end, evidence of scholarship, research, and creative achievements submitted for this section must be peer reviewed and/or disseminated through professional channels. Scholarship that does not result in publication must be in a form that can be shared with peers (beyond what is shared in the classroom) and must be capable of being evaluated and peer reviewed. Candidates must show that they have made a substantive contribution to their discipline(s).

Across the period from initial tenure-track appointment to recommendation for tenure and promotion, the candidate is expected to demonstrate:

1. written reflection within the self-assessment of the importance of each scholarly work, or creative achievement, its influence on the candidate's teaching, and a plan for continued development of scholarship;

2. one peer-reviewed article, peer-reviewed or invited book chapter, or comparable publication;
3. At least two items from the following list:
 - funded grant (internal or external)
 - one additional peer-reviewed article, book chapter, or comparable publication;
 - accepted book proposal or invited chapter;
 - book review published in professional publication;
 - four peer-reviewed professional conference presentations;
 - editorship of a professional journal;
 - development of original curricular, pedagogical, and other education resources (such as digital media, websites, textbooks, and clinical instruction documents) that have been reviewed and disseminated through professionally recognized channels (such as a professional publisher or professional organization);
 - combination of other scholarly pursuits or achievements that lead to a published product, such as submitted book and grant proposals.

Service

Because the work of the university cannot be achieved without each faculty member's ongoing contributions, service to the department, school, and university is vital. Service to the larger community is also expected. Across the period from initial tenure track appointment for tenure and promotion the candidate is expected to demonstrate:

1. discussion within the self-assessment of the candidate's service contributions within the department, school, university, and community and how these inform their teaching and scholarship;
2. two or more years of university-level committee service;
3. service on at least one school or department committee per year;
4. significant participation in department/program business, including advising, student mentoring, serving as coordinator, director, convener, and serving on Master's degree committees;
5. professionally-related community service, including presentations or workshops, participation in community organizations, or provision of professional development activities;
6. additional optional service activities that are recognized may include, but are not limited to:
 - design of new courses and new programs that have been approved through regular University channels;
 - significant assessment reports that have been submitted to an accreditation agency or to University administration;
 - professional service as a member of a journal's review board, a conference proposal reviewer, or similar professional service activities.

Section II: Criteria for Promotion from Associate to Professor

The ECS Department faculty are committed to the idea that candidates seeking rank as professor will demonstrate successful leadership skills. Professors' teaching, scholarship, and service reciprocally inform and strengthen each element of the professional work, and faculty seeking promotion from associate to full professor must demonstrate that they have provided leadership in at least 2 of those 3 areas. Examples of leadership in teaching, scholarship and service include but are not limited to the following:

- Teaching: leadership in terms of developing new programs, curricula, and courses, or other significant teaching-related leadership activities;
- Scholarship: leadership in terms of working with a student to submit their research to a journal for publication or to a conference for presentation;
- Service: leadership in terms of faculty development (e.g., new faculty mentorship).

Teaching

Effective teaching and student learning is the primary endeavor for faculty in the ECS Department. The assessment of teaching and student learning utilizes multiple sources of evidence that may be quantitative and/or qualitative. During the time in rank as associate professor, the candidate is expected to demonstrate:

1. a self-assessment of teaching and professional activity demonstrating not only continuous growth in teaching, but also the ways in which scholarly activities and service inform teaching;
2. a minimum 3.75 mean score on the combined means of all SETE teaching items across all courses submitted for RTP evaluation. Any item receiving an average score of 2.50 or less needs to be specifically addressed in the self-assessment of teaching and professional activity, and specific steps to be taken to address the area(s) of weakness should be described;
3. consistently positive student comments and peer recommendations;
4. syllabi that clearly delineate readings, assignments, and due dates;

Scholarship, Research, and Creative Achievements

The ECS Department expects candidates to continue a scholarly agenda judged by their professional community as advancing their field of study. To that end, evidence of scholarship, research, and creative achievements submitted for this section must be peer reviewed and/or disseminated through professional channels. Scholarship that does not result in publication must be in a form that can be shared with peers (beyond what is shared in the classroom) and must be capable of being evaluated and peer reviewed. Candidates must show that they have made a substantive contribution to their discipline(s). During the time in rank as associate professor, the candidate is expected to demonstrate:

1. written reflection within the self-assessment of the importance of each scholarly

- work, or creative achievement, its influence on the candidate's teaching, and a plan for continued development of scholarship;
2. one peer-reviewed article, book chapter, or comparable publication (First Author);
 3. at least two items from the following list:
 - externally funded major grant (PI or Co-PI);
 - one peer-reviewed article, book chapter, or comparable publication;
 - accepted book proposal;
 - published book;
 - book review published in professional publication;
 - four peer-reviewed professional conference presentations;
 - editorship of a professional journal;
 - development of original curricular, pedagogical, and other education resources (such as digital media, websites, textbooks, and other instruction documents) that have been reviewed and disseminated through professionally recognized channels (such as a professional publisher or professional organization);
 - combination of other scholarly pursuits or achievement that leads to a published product, such as submitted or accepted book and/or grant proposals.

Service

During the time in rank as associate professor, the candidate is expected to demonstrate:

1. discussion within the self-assessment of the candidate's contributions to the university through service;
2. significant participation in all of the following university, school and department business:
 - A. providing three or more years of university-level committee service;
 - B. serving as chair of a university, school or department committee;
 - C. serving on university, school, or department committees, graduate committees, advising, serving as coordinator, program director, and convener.
3. significant participation in local community including consultation, county-wide and state-wide committees;
4. service to national and international professional organizations. e.g., service on a committee, national program review, reader or reviewer for a national/international journal and/or association.